

7/25/12

OCL Study Committee Meeting
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Ladies and gentlemen, first and foremost may I take this opportunity to thank the people who organized this occasion for me and for other people to present this speech. And also I would like to thank all of you who took your precious time to be here at this moment in time.

Let me start by introducing my name and where I came from. My name is Yassin Hussein; I was born in the eastern part of Ethiopia in 1996 at a place call Dire Dewa, so I am 16 years old now. By the way, Ethiopia is found in east Africa. Ethiopia is the third biggest country in population after Nigeria and Egypt. There are more than 85 tribes in my country Ethiopia. And Oromoo is the biggest and largest tribe or population, the tribe I was born from or belong to. Including Oromoo, which is my first language, I speak five different languages. These are Oromoo, Arabic, Somali, Kiswahili and English. Indeed these languages have really helped me to socialize and adjust easily here in Syracuse. Few months after I came to US in July 2011, I enrolled in Grant Middle School and in the fall I am going to join Fowler High School.

In fact it was not easy to start education for me here in US with people who never experienced any problem, but for me who has experienced misery right from the age of ten. However, thanks to the generosity and kindness of the people who helped me to go and pass through I am trying to do my best.

Actually, like any other child who was born in any parts of the world, I was happy and cheerful. I say this because I believe it is true, a child never notices, understands, the happiness or misery, sadness his or her parents go through; at that particular age but, I think I am not lucky I happened to experience so. My childhood happiness, dream and hope was shattered and ruined by the political problem my parents began to experience. Thus I fled my country Ethiopia with my mom and elder sister at the age of ten and to Kenya in pursuit of sanctuary and protection.

If fact, life in the refugee camp was not really easy. The camp was situated in the northeastern of Kenya. There are refugees from nine different countries and the population was 80,000 by the time I left. Although I got a relative peace of mind after I fled my country from the trauma, terror, relentless life threatening persecution, my parents were subjected too by the current despotic and totalitarian government of Ethiopia without committing any political crime. I began to experience another type or form of terror and anxiety in the refugee camp that can and will never be obliterated from the back of my mind. Some of the problems were serious that people are killed by unidentified gunmen which indeed created fear and panic on every refugee.

Right now we are three in our family and it is my elder sister and me who speak English.

In my country I didn't go to a regular school. However, I went to Madrasa up to class 2 which is Islamic school actually. Before I came to US I had six school years in Kenya. When I first began school here in US, I was really thrilled and became joyous in anticipation that I can achieve my dream and goal in life. I perfectly remember my first day in school and I had mixed feelings, I was a bit anxious obviously for being new to the system and to everything.

Despite the fact that I was happy about starting school, I had and still have some challenges. These challenges include English language problem and my accent. However, the support I got from fellow students and teachers made me pick courage and inspired me to a great deal really.

I am grateful and thankful for the massive support and kindness I got from all people. My favorite subject is math and something surprising, science, the subject I like best.

And when I finish my school I would like to be a pilot. This is my brief and short life story both in Ethiopia and here in US, Syracuse.

And thank you for listening.

7/25 M.T.G.

Questions for Student Presentation

1. What is your name? Where were you born? How old are you? What language(s) do you speak? What school do you attend here in Syracuse?
2. What were some of your experiences in your country of origin? What was the refugee camp like? How many people are in your family? Do they speak English?
3. What was school like in your country of origin? How many years of school did you have before you came to the U.S.?
4. What was beginning school in the U.S. like? Do you remember your first day of school? What were your feelings on that day?
5. What are/were some challenges/difficulties for you when you started school here in Syracuse?
6. What was really helpful to you when you first started school?
7. What is your favorite thing about school? What is your LEAST favorite thing about school?
8. What type of job would you like when you grow up and finish school?

LANGUAGE ACQUISITION CHART FOR ELL STUDENTS

9/25/11/12

OFFICIAL NAME OTHER NAMES	STAGE I PREPRODUCTION BEGINNER SILENT PERIOD STAGE	STAGE II EARLY PRODUCTION BEGINNER SOCIAL LANGUAGE STAGE
DEFINITION	<ul style="list-style-type: none"> • Students not ready to actively produce • Listening and responding in non-verbal ways to show understanding • 0 – 500 receptive word vocabulary • Adjusting to U.S. culture 	<ul style="list-style-type: none"> • Students can attend to hands-on language demonstrations with more understanding • May initiate conversation by pointing or using single words • Very limited comprehension/vocabulary • Up to 1000 receptive word vocabulary • Adjusting to U.S. culture
RELATIVE TIME LINE FOR EACH LANGUAGE ACQUISITION STAGE	<p style="text-align: center;">0 – 6 Months in U.S. School</p>	<p style="text-align: center;">6 Months – 1 Year in U.S. School</p>
<p style="text-align: center;">** Please note - Students progress at independent rates depending on previous schooling, acculturation, and motivation. Students with no previous schooling will take longer to progress through these stages. Most English Language Learners students have extensive language ability in their first language.</p>		
STUDENT BEHAVIORS	<ul style="list-style-type: none"> • Depends heavily on context • Has minimal receptive vocabulary • Comprehends key words only • Indicates comprehension physically (points, draws, gestures, etc.) • May not produce speech • Minimal comprehension • May display inattentiveness • Learning strategies developed • Dependent on modeling and visual and contextual clues to obtain and convey meaning 	<ul style="list-style-type: none"> • Depends heavily on context • Produces words in isolation • Verbalizes key words • Responds with one/two word answer or short phrases • Indicates comprehension physically • Reads phonetically according to L1 pronunciation and literary skills • Mispronunciation/grammar errors • Recognizes connections between L1 and L2
	<ul style="list-style-type: none"> • ABLE TO: observe, locate, label, match, show, classify, categorize 	<ul style="list-style-type: none"> • ABLE TO: name, recall, draw, list, record, point out, underline, organize

LANGUAGE ACQUISITION CHART FOR ELL STUDENTS

	STAGE I	BEGINNER LEVEL	STAGE II
TYPICAL DEFICITS	<p>Print knowledge, phonological and grammatical awareness, writing and oral language</p> <ul style="list-style-type: none"> • May exhibit poor attention and concentration • Difficulty following multiple directions • Difficulty understanding questions • Difficulty expressing needs • Difficulty understanding social situations • May be withdrawn/low self-esteem • May not speak or respond for several months • Adapting to a new culture, behaviors and values • Prior academic knowledge and experiential background (culture and prior living experiences) • Knowledge and skills required to be successful in American mainstream academic setting may be different from those acquired in native academic setting • Difficulty identifying sound-symbol of a new language • Pronunciation problems • Relationship between L1 and L2 		<p>Print knowledge, phonological and grammatical awareness, writing and oral language</p> <ul style="list-style-type: none"> • May be withdrawn • Speaks in single words and phrases • May have trouble concentrating • Phrases may have notable grammatical errors • Difficulty remembering grammatical rules • May be easily frustrated • Developing sight vocabulary • Faced with cultural assumptions, ideas, and values that are unfamiliar and impact learning
TEACHING STRATEGIES	<ul style="list-style-type: none"> • Use manipulatives, visuals, realia, props, games, and gestures • Create climate of acceptance/respect that supports acculturation • Use cooperative learning groups • Require physical response to check comprehension • Display print to support oral language • Model activities for students • Use hands-on activities Emphasize key vocabulary • Adjust rate of speech and enunciation to enhance comprehension • Ask yes/no questions • Ask students to show/point/draw • Teach content area vocabulary • Allow for silent period • Avoid idioms • Provide repetition and establish routines 		<p>Continue Stage I Strategies - PL/US</p> <ul style="list-style-type: none"> • Simplify language/not content • Lessons designed to motivate students to talk • Ask students questions that require one/two word responses: who?, what?, which one?, how many? • Lessons that expand vocabulary • Scaffold instruction • Pre-teach vocabulary and concepts
STAGE I and STAGE II needs	<p>Intensive English Language Development in social communication as well as in academic language in English</p> <p>Instruction that focuses on content rather than on learning a new language</p> <p>Frequent opportunities to practice their English in social situations as well as academic contexts within the classroom</p>		

LANGUAGE ACQUISITION CHART FOR ELL STUDENTS

OFFICIAL NAME OTHER NAMES	STAGE III INTERMEDIATE SOCIAL LANGUAGE STAGE	STAGE IV INTERMEDIATE ACADEMIC LANGUAGE STAGE	STAGE V ADVANCED ACADEMIC LANGUAGE STAGE
DEFINITION <ul style="list-style-type: none"> • Students begin speaking in short phrases and simple sentences • Many mistakes in grammar, word order, word usage • Limited comprehension and vocabulary • Up to 3,000 receptive/active word vocabulary 	<ul style="list-style-type: none"> • Students begin speaking in short phrases and simple sentences • Many mistakes in grammar, word order, word usage • Limited comprehension and vocabulary • Up to 3,000 receptive/active word vocabulary 	<ul style="list-style-type: none"> • Students can communicate thoughts more completely, can participate in every day conversations without highly contextualized support • Up to 6,000 receptive/active word vocabulary 	<ul style="list-style-type: none"> • Students have advanced skills in cognitive/academic language • Up to 12,000 receptive/active word vocabulary
RELATIVE TIME LINE FOR EACH LANGUAGE ACQUISITION STAGE	1 – 3 Years in U.S. School	3 - 5 Years in U.S. School	5 - 7 Years in U.S. School
<p><i>** Please note- Students progress at independent rates depending on previous schooling, acculturation, and motivation. Students with no previous schooling will take longer to progress through these stages. Most English Language Learner students have extensive language ability in their first language.</i></p>			
STUDENT BEHAVIORS	STAGE III <ul style="list-style-type: none"> • Depends heavily on context • Produces whole sentences • Makes some pronunciation and basic grammatical errors, but is understood • Demonstrates comprehension by responding orally and in written form (charts, graphs, diagrams) • Hears smaller elements of speech • Functions on a social level • Uses limited vocabulary • Initiates conversation & questions • Shows good comprehension (given rich context) • ABLE TO: tell, describe, restate, compare, question, map, dramatize) 	STAGE IV <ul style="list-style-type: none"> • Depends on context • Engage in and produce connected narrative (discourse) • Shows good comprehension • Uses expanded vocabulary, fuller richer sentences • Makes complex grammatical errors • Functions somewhat on an academic level • ABLE TO: imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, explain 	STAGE V <ul style="list-style-type: none"> • Functions on an academic level with age/grade peers • Maintains two-way conversations • Uses more complex grammatical structures • Demonstrates comprehension in decontextualized situations • Uses enriched vocabulary • Few, if any, errors in speech • ABLE TO: relate, infer, illustrate, judge, demonstrate, hypothesize, outline, revise, justify, critique, summarize, suppose, verify, rewrite, assess,

LANGUAGE ACQUISITION CHART FOR ELL STUDENTS

	INTERMEDIATE LEVEL		ADVANCED LEVEL
TYPICAL DEFICITS	<p>May still have difficulties with phonological awareness and invented spelling</p> <ul style="list-style-type: none"> • Assumed prior experience • Learner approaching age appropriate levels • Still makes errors in speech, reading, and writing in English • May seem more proficient than they are • Conversational fluency vs. developing academic language proficiency • BICS (Basic Interpersonal Communication Skills) vs. CALP (Cognitive Academic Language Proficiency) • May seem slow processing challenging language • Difficulty with tenses and usages • May be confused by idioms, slang • May understand more than they are able to demonstrate • May seem to have poor auditory memory • Communication may be impeded by an accent or dialect • May read word for word • May shift from one language to another • Difficulty with high frequency words clustered together 		<ul style="list-style-type: none"> • May still demonstrate difficulty with fluency due to vocabulary and word finding difficulties • Instructional reading level may be lower than grade level • May seem fluent but needs to expand vocabulary and CALP • Still developing grammar and usage
TEACHING STRATEGIES	<p>Continue Stages I & II PLUS</p> <ul style="list-style-type: none"> • List and review instructions step by step • Build on students prior knowledge • Incorporate more reading and writing • Engage students in producing language such as describing, retelling, comparing, contrasting, summarizing, graphs, charts, diagrams 	<p>Continue Stages I-III PLUS</p> <ul style="list-style-type: none"> • Have students brainstorm, list, web, use graphic organizers • Ask questions soliciting opinions, judgment, explanation (more why and how questions) • Introduce figurative language • Develop more academic language (oral and written) 	<p>Continue Stages I-IV PLUS</p> <ul style="list-style-type: none"> • Incorporate note-taking skills • Study skills • Test-taking skills • Demonstrate how to verify answers (oral and written) • Expand figurative language(idioms)
Stage III, Stage IV and Stage V Needs	<p>Intensive English Language Development in social communication as well as in academic language in English Instruction that focuses on content rather than on learning a new language Frequent opportunities to practice their English in social situations as well as academic contexts within the classroom Abundant practice in reading materials at their own instructional levels Direct instruction in fundamental reading skills Direct teaching of vocabulary, morphology, and comprehension Reading materials that move them along the reading continuum, based on the difficulty level of the selections</p>		