

- second language (ESL) component
- c. ESL program

5. Consider the following instructional strategies and teaching recommendations.
 - a. The individual appears to need more time to fully develop the English language. Second language learning is a lengthy process that is influenced by many affective, environmental, and cognitive factors. Moreover, some professionals confuse a conversational level of English as an indication of the individual's readiness to handle instruction in English.
 - b. Active, aggressive, planned teaching of oral language with dynamic monitoring of student progress is essential for efficient English language learning.
 - c. Instructions should be clear, predictable, and understandable. The teacher needs to use clear communication skills. Meaning should be reinforced by gestures, concrete materials, and actual learning experiences. Verbal clarification of instructions should be given often. The teacher needs to anticipate and explain difficult vocabulary and concepts. The teacher is encouraged to make frequent comprehension checks.
 - d. Sensitive and sensible correction of errors encourage effort and do not interfere with communication. The student's errors need to be accepted as a natural and developmental part of the second language acquisition process.
 - e. Instruction through English needs to be cognitively challenging. The objectives of tasks should challenge the student's thinking, but the linguistic demands should be adapted to his/her stage of second language acquisition.
 - f. The maintenance and development of the individual's native language should be supported. A well-developed first language positively stimulates second language learning. Time should be scheduled daily and monthly for content area teaching in the first language. Sufficient textual and support materials should be available in the first language for accomplishment of first language instruction. If the teacher cannot provide first language instruction, creative alternatives utilized for providing cognitive development through the native language can be implemented. The school library is encouraged to have a substantial section of children's literature at different literacy levels in the student's native language(s)
 - g. Opportunities for the student to predict linguistic and conceptual meaning should be made available. Listening experiences should be provided in both languages. The teacher is encouraged to read literature to the students often.
 - h. The student should be held responsible for careful listening. If the student has difficulty, specific strategies for careful listening should be taught to the student.
 - i. Allowing the student to express his/her own thoughts, feelings, and opinions in any language can be beneficial for various affective and linguistic reasons.
 - j. The home culture and language of the LEP student should be evident in the classroom. Bulletin boards and reading materials can help the student understand the importance of his/her background.
 - k. Success in learning should be a fundamental underpinning of the instructional program. The educational environment can be planned and implemented to achieve student success that can then be translated to excellence. Success in learning content subject matter can be just as important as learning English language skills.
 - l. Preteach vocabulary and difficult concepts.

B. No significant ELP/BVA discrepancy and ELP & BVA scores are both average or high.

Delia is an 18 year old freshman in college. She was born in Mexico and attended school in her native country until the 8th grade. For grades 4th through 8th, she received English language training in a private bilingual school in Mexico. Records and parent & student reports indicate that Delia was an excellent student. Delia's family moved to the United States and Delia was placed in 9th grade. She was given ESL classes for 2 hours daily the first year and one hour daily for her sophomore, junior, and senior years of high school. Her ESL teachers reported excellent progress.

BVAT (English/Spanish) Scores: *ELP Age Equivalent: 16-6* *ELP Standard Score: 96*
BVA Age Equivalent: >22 *BVA Standard Score: 106*

1. The lack of an ELP/BVA discrepancy indicates the student is not or is no longer in the second language acquisition process.
2. Although average or high English language abilities were assessed, this individual has demonstrated negligible or no gain when re-administered the failed items in his/her "other language". A general statement regarding ability in the "other language" can not be made with the limited information available regarding the "other language". The examiner understands that the individual's abilities in the "other language" must be at or, more probably, below his/her assessed English language abilities to have receive no or minimal gain.
3. For any in-depth information about the individual's "other language" skills, formal or informal testing in the target language is recommended.
4. Consider mainstream placement/programming.

C. No significant ELP/BVA discrepancy, but both ELP and BVA scores are low

Ruben is a 3rd grade student having academic difficulty in school, especially in reading and writing. Ruben was born in the United States. Spanish and English are spoken in the home. Both parents speak some English, although Spanish appears to be their primary language. Ruben's three older siblings speak English with each other. Ruben attended a bilingual education prekindergarten and kindergarten classroom in San Diego, California. His family moved to Dallas, Texas and he was enrolled in a bilingual education 1st grade classroom. Towards the end of his first grade year, the family moved to Mexico for four months due to his grandfather's death. Ruben did not attend school while in Mexico. His family returned to Dallas and he was placed in a bilingual education 2nd grade classroom and, the next school year, in a bilingual education 3rd grade.

BVAT (English/Spanish) Scores: *ELP Age Equivalent: 5-6* *ELP Standard Score: 72*
BVA Age Equivalent: 6-2 *BVA Standard Score: 76*

1. Although at a low level of development, the lack of an ELP/BVA discrepancy indicates the student is not or is no longer in the second language acquisition process.
2. Information from the parents, school, student, as well as intelligence and additional language testing should be useful. The examiner must sift through the following factors to determine the primary cause for the low scores in both ELP and BVA. Some possibilities for the low score are:
 - a. The student may be a slow learner. Consider the following instructional strategies and teaching recommendations:

- (1) Provide intense oral language development programs. For some students, receiving oral language development in the native language will aid in the development of English. For other students, however, oral language development in English only may be the most efficient use of time. Factors, such as the student's age, level of native language development, family's language, etc., impact the decision of the language of instruction.
 - (2) Provide activities & opportunities such as field trips, movies, plays, and books to enrich the student's language. Encourage oral discussions before and after such activities and enrichment opportunities.
 - (3) Monitor oral language development. Record language samples.
 - (4) Have a consistent plan of re-teaching and reinforcing vocabulary and concepts.
 - (5) Provide concrete examples, visuals, and active learning experiences.
 - (6) Build on associative learning. Use the student's prior knowledge to teach new concepts.
- b. The student may have a specific learning disability in oral language.
- (1) Consider special education referral for speech/language testing.
 - (2) Provide intense, deliberate oral language development instruction specific to the student's needs and learning style.
 - (3) Remediate learning gaps.
- c. There is a lack of proper instruction or lack of opportunity to learn. The student's lack of expected oral language development in his/her current instructional placement/program may require a review of other instructional placements and programming options. Consider the following instructional strategies and teaching recommendations:
- (1) Provide consistent curriculum and programming.
 - (2) Assess and remediate knowledge gaps.
 - (3) Identify and develop low skill areas.
 - (4) Schedule parent/school conferences to discuss other instructional programs and placements.
 - (5) Identify student's preferred learning style and match with a teaching style that will promote academic progress.
 - (6) Develop an intervention plan to increase school attendance.
- d. Socio cultural issues may have limited the student's opportunity to learn. Socio cultural issues that may need to be considered include:
- (1) Economic disadvantage
 - (2) Conflict between student's home and school culture
 - (3) Family factors
- e. Lack of interest and/or poor motivation may have impacted language learning. Consider the following recommendations.
- (1) A student/parent/school conference is an essential first step in understanding the root cause behind the lack of interest and/or motivation and to establish a plan of action.
 - (2) Use student's interests in significant ways within the curriculum to promote a higher level of interest in schoolwork.
 - (3) Make instruction meaningful to the student. Provide concrete reasons why the instruction is important to the student..
- f. The BVAT may have been unable to yield a representative sample of the language ability of the student. More testing is recommended. Consider the following:

(1) Oral language cluster of the Spanish test, Batería Woodcock-Muñoz pruebas de habilidad cognitivas—Revisada®, and of the English test, Woodcock-Johnson Tests of Cognitive Ability—Revised®.

(2) Informal language sample in the target language and English.

3. Consider remedial or alternative placements/programs that may include:
 - a. Consideration or reconsideration of ESL/bilingual education placement
 - b. 504 referral for accommodations
 - c. Tutorials
 - d. Peer tutoring/paired working arrangement
 - e. Use of computer lab to enhance language skills
 - f. Use multi-modality teaching strategies