LANGUAGE LEARNER'S PROFILE

Learning Objectives

After completion of this unit students will be able to:

- Develop knowledge about characteristics learner`s profile.

- Develop knowledge about significance of learner`s profile.

- Develop understanding about the interference of mother tongue in learner`s profile

- Differentiate between mother tongue and second language.

    List out factors affecting **language proficiency guidelines**

INTRODUCTION:

The English language proficiency standards provide pre-requisite language skills for English language learners to access academic content. The standards provide the foundational linguistic knowledge for students who are not proficient in English. A strong grammatical foundation is essential in the language acquisition process for English language learners.

There is a purposeful overlap of the English language proficiency and common core language skills. It should be utilized to guide instruction reflect content from a variety academic discipline.

PURPOSE:

The standards are designed for teachers in helping English language learners to become proficient in English as quickly as possible. English language proficiency helps students to possess a linguistic foundation for the academic English that is needed to meet the language demands and complexities of content area.

Department of education requires all states to have English language proficiency standards for students with limited or on no English language knowledge, experience, or skills.

THE ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ALL AGE GROUPS OF STUDENTS

The English language proficiency of students is organized within the listening, speaking, reading, and writing, domains and language strand. The Standard English conventions and vocabulary standards have been relocated to the newly added languages strand.

- **Stage 1 → Level 1**

This student is often a new arrival with little previous English training, and this is the key a very limited vocabulary. This student easily participates in classroom and social activities, constantly adding to his or her knowledge of vocabulary. His or her speech exhibits aconsiderable accent, but grammar and vocabulary errors should be receding. This student's English is changing rapidly at this point.

- **Stage 2 →Level 2**

This student can understand some classroom directions and attempts to do simple assignments but with great hesitancy and misunderstanding. Vocabulary is still greatly limited to commonly used words. He or she reads and writes with great difficulty, usually below the assigned grade level.

This student may be unable to respond to some activities which involve independent decision-making. Due to differences the students respond very positively to extra attention from to instructor or other students.

- **Stage 3 → Level 3**

This student participates in most classroom activities and follows directions adequately though with frequent misunderstandings. Vocabulary is limited but rapidly improving. He or she may feel comfortable enough in the classroom to respond orally, despite frequent errors and incorrect word selection.

This student may be able to do academic work close to grade level but need frequent writing and vocabulary support. He or she exhibits growing confidence in his or her ability to comprehend and respond in English.

- **Stage4→Level 4**

This student easily participates in classroom and social activities, constantly adding to his or her knowledge of vocabulary. His or speech still exhibits a considerable accent, but grammar and vocabulary errors should be receding. This student's English language is changing rapidly at this point, and confidence level should be increasing at the same rate.

This student takes part in classroom social activities and constantly adding to the knowledge of vocabulary.

- **Stage 5 →Level 5**

This student can participate and excel in all classroom and social activities, requiring less frequent teachers' intervention with vocabulary and directional assistance. He or she should be able to read at her- grade level, with the help of a dictionary, but writing skills may require more teacher support.

A noticeable accent may still be present, depending on the age of the student. This student can function adequately at grade level and often does extremely well because of a high motivation level.

THE LANGUAGE DOMAINS

English language proficiency standard encompasses four languages domains-listening, speaking, reading, and writing. The language domains reflect the modality of the communication that is further delineated by the language proficiency levels.

➢ **Listening domain**

Process, understand, interpret, and evaluate spoken language in a variety of situations.

- Comprehension of oral communications
- Delivery of oral communication.

➢ **Speaking domain**

Engage in oral communication in a variety of situations for an array of purposes and audiences.

- Print concepts
- Phonetic awareness/ decoding
- Standard fluency
- Comprehension of text

➢ **Writing domain**

Engage in written communication in a variety of forms for an array of purposes and audiences.
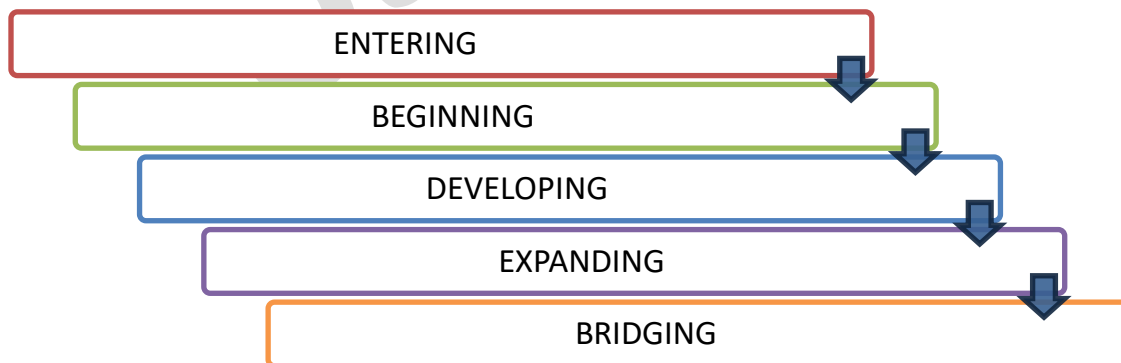
- Writing applications
- Writing process
- Writing elements
- Research

➢ **Reading domain**

Process, interpret and evaluate written language, symbols and text with understanding and fluency.

- Vocabulary
- Standard English conventions

THE LEVELS OF ENGLISH LANGUAGE PROFICIENCY

ENTERING

BEGINNING

DEVELOPING

EXPANDING

BRIDGING

Entering the process to bridging to the attainment of state academic content standards. The language proficiency levels delineate expected performance and describe what English language learners can do within each domain of the standards. English language learners cross the bridge from English language proficiency to meet state academic content standards. Bridging is the attainment of state academic content standards.

- *Entering*→ Pictorial or graphic representation of the language of the content areas.

  Words, phrases, or chunks of language when presented with one step commands, directions, WH –questions, statements with visual and graphic support.

- *Beginning*→ General language related to the content areas,

  Phrases or short sentences.

  Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple step commands, directions, questions, or a series of statements with visual and graphic support.

- *Developing*→ General and some specific language of the content areas.

  Expanded sentences in oral interaction or written paragraphs.

  Oral or written with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support.

- *Expanding*→Specific and some technical language of the content areas.

  A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs.

- *Bridging*→ the technical language of the content areas.

  A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports.

THE MODEL PERFORMANCE INDICATORS

Each language proficiency standard is mainly illustrated by Model performance indicators that are representative samples from the corpus of language associated with English language learners and aimed at the targeted age or developmental levels of English language learners.

It is built on the assumption that students have acquired the language proficiency associated with the previous indicators.

To gain a good understanding, it is best to examine all language domains (listening, speaking, reading, and writing)

LANGUAGE PROFICIENCY GUIDELINES FOR CLASS 8TH

STAGE	LISTENING AND SPEAKING	READING	WRITING	SUGGESTED ASSESSMENT STRATEGIES
1.	Vocabulary→ Antonyms, Prefixes, Suffixes, opposites Compound words, Homonyms, Suffixes, Spelling, Parts of speech, Antonyms, Words that describe, Phrases and idioms, Diphthongs,	Warning Signs Newspaper Maps and Tables Skimming Scanning Reading for information Inferring Critical reading Seeking information Reporting Inferring Critical reading	Choice of words, Framing sentences, Interpreting visuals, Paragraph construction Letter writing Descriptive writing Punctuation Creative writing	Language → Determiners, tense system Present continuous form Tense past perfect form Framing questions Prepositions Degrees of comparison Reported speech Passive voice Greeting Starting a conversation

Dr. Asha P Pathrose, SJCE, Mysuru

				Introducing oneself and others.
	Collocative words			

LANGUAGE PROFICIENCY GUIDELINES FOR CLASS 9TH

STAGE	LISTENING AND SPEAKING	READING	WRITING	SUGGESTED ASSESSSSMENT STRATEGIES
2.	Listening and identifying the tone. Listening to the poem. Listening and drawing the route map Listening to a dialogue Listening to a story Listening to a description	Reading comprehension (a story) Reading and appreciating Reading comprehension (an autobiography) Reading comprehension (an article) Reading comprehension	Writing a conversation Writing summary Writing imagery Project-collecting examples of 'irony' Writing a story (self-assessment) Translating into the mother tongue	Prefixes dictionary work Word forms Colocations dictionary work Associated words Games- associated words Guessing meanings Dictionary work

	Uses single words and learned phrases to communicate needs. Uses first language to process their thinking and learning. Uses single words to communicate thoughts and opinions. Participants in everyday and academic classroom discussion activities. Classroom simple activities.	(a play) Reading and appreciating Reading comprehension- (an essay) Project-collect Profiles/biographies of famous personalities. Reads simple sentences with visual support. Identifies with teacher support charcters, idea and some supporting details.	Writing a paragraph sharing childhood experiences Identifying personification and onomatopoeia Writing a message or note Writing a dialogue Combining sentences using conjunctions Drawing pictures Writing profile planning-drafting editing and revising (self-assessment)	Appropriate word forms Using words/phrases in meaningful contexts Homophones Inferring the meaning words Sympathy Word combination Phrasal verbs Collocations Rhyming words Matching sentence Parts or ideas Labelling diagrams Participating in oral assessments

			Writes linked paragraphs.	Fill in the blanks Using graphic organizers.

LANGUAGE PROFICEIENCY GUIDELINES FOR CLASS 10TH

STAGE	LISTENING AND SPEAKING	READING	WRITING	SUGGESTED ASSESSMENT STARTEGIES
3.	Uses first language to process their thinking and learning. Follows daily classroom routines Reproducing Flow chart Route map 1. Words of movement 2. Idioms Word Maze	Reads high frequency vocabulary Reads simple sentences from a wide variety of texts Uses some comprehension strategies reads adapted fiction and non-fiction text selections, with visual supports. Accepting and refusing	Funny signs 1. Letter to public interest Interview questions Cheques Dialogues Invitation e-mail writing of short paragraphs writes simple sentences with	Reference to different resources New names of the states and cities of India. Outstanding Personalities Preparing an album Report on the disabled A newspaper Answering short questions composing short paragraphs

Phrases	Invitation	organizational	Using graphic organizers
Linkers	Expressing sympathy	supports.	Completing lists
Crossword	Seeking opinion	Writes for a variety	Vocabulary
Radio announcement	Expressing gratitude	of audiences and	Answering literal true or
Synonyms	Seeking information	purposes using	false questions.
Appropriate words	persuading	appropriate forms.	Providing short response
(prefixes)	Drawing flow-chart	Include grade	to questions
Collocation	Comprehending the	appropriate	Answering multiple-
passage	passage.	Vocabulary with	choice questions with
Fill in the blanks follows	Reads from a wide	increasing accuracy	glossary provided
and contribute to	variety of text sources,	Types of sentences	Composing liked
everyday and familiar	with some teacher	Future time	paragraphs preparing an
academic conversations	support, for complex	Expression	oral presentation.
Participates in whole	language structures and	Reported speech	
class discussions, with	unfamiliar terminology	Finite and non-finite	
support participates in	and/or contexts.	Biographical sketch	
every day unfamiliar		editing.	
academic topics, with			
support responds with			
increasing detail in a			
variety of contexts.			

AN ENHANCED ASSESSMENT SYSTEM

- Enhanced assessment system is that the components associated with English language proficiency (listening, speaking, reading, and writing) overlay those associated with the academic achievement (the content areas of language reading. The English language proficiency standards for the classroom framework for assessment dovetail with those for large scale state assessment which in turn incorporate state academic content standards.

- The process of developing alternate academic assessment parallels that of English language proficiency testing as it is undergirded, in a large part, by an identical set of core academic content standards and specifications.

- The overlap between the sets of components ensures alignment and validation the assessment system. Ultimately, the development of the English language proficiency rest, alternate assessment of academic achievement.

- And state with accommodations for English language learners will be linked.

- Thus, the system will produce a continuous stream of data that will allow English language learners to make a seamless transition as they progress toward the attainment of states academic content standards.

- The primary use of English language proficiency standards is to guide and align curriculum, instruction, and assessment for English language learners.

- In doing so, the English language proficiency standards by incorporating the language of the classroom as well as that of the academic subject area, provide a pathway for English language learners to academic success.

- Acquiring a new language involves the integration of all language domains.

USES FOR THE ENGLISH LANGUAGE PROFICIENCY STANDARDS

- Listening, speaking, reading, and writing are naturally interwoven in the instruction of English language learners. It is suggested, therefore, that for teaching, the series of model performance indicators at grade level cluster serve as the starting point for creating integrated language lessons.

- By enhancing the model performance indicators across a language domains and framework described in it will be useful for the language proficiency standards.

- India has made progress in terms of increasing the primary education attendance rate and expanding too approximately. Three quatres of the population in the (7-10) age group by 2011.

- India's improved education system is often cited as one of the main contributions to its economic development.

- Primary and secondary level India has a large private school system complimenting the government Run schools with 14 age groups.

- A significant Feature of India's Secondary School system is the emphasis on inclusion of the disadvantaged sections of the society.

- Hence English proficiency standards or the English learner's profile is the main Framework that helps teachers as well as the learners in the education system.

- The blueprint for Government schools launched in 2003 is based on the belief that learning outcomes for all students can only be achieved if we acknowledge the diversity of student needs.

- Students learning English as a second language are a significant student cohort in Government schools, comprising approximately 50 % of all students in Metropolitan Schools.

THE ENGLISH PROFICIENCY STANDARD SUPPORT PROGRAM

- The needs of ESL students will vary according to factors such as their pre-migration experiences including level of formal education in their home country their age the stage Language development at which they enter the education system.

- Students learning English as a second language is designed to reflect the needs of learners at key points along the increased efficiency standards pathway.

- This pathway and appropriate teaching and learning focus and outlined newly arrived students who do not speak in place at the time of at an English language school or Centre it is the school who helps them with it.

- Elements in the school strategic plan and the annual implementation plan and systematic practice of the school that support English language learner's provision.

- Targeted ESL program components in the school catering for the language and literacy development of English proficiency standard is a long-term shared School community commitment. It includes everything that is put into place to start to support the English learner's profile. Classroom planning teaching and assessment practices that support e s learners in all learning areas.

- The student should be integrated into the school's curriculum provision across all learning areas.

- The targeted ESL program is a part of the whole School approach to the curriculum development implementation and evaluation and reporting for all students.

- As with any program the school community need to have input to the schools ESL policy if it is to perform and support. It is important that the whole School community understands the needs of the English profile learners and the way in which the schools intend to meet these needs.

ALL INCLUSIVE THE ENGLISH LANGUAGE PROFICIENCY

- Standards are now all "all-inclusive" document that provides a logical and linear ordering of concepts standards and performance indicators to assist teachers

- Mainly in design development and implementation of English language development instruction for English language learners.

- These students may be in a classroom or in a mainstream classroom or an individual language learner plan for profile.

- The standard also has a vertical alignment to provide a progression of skills. While performance indicators are independent of each other and will be taught before others.

- The combined cumulative effect is a systematic and sequenced instructional tool for teachers to drive their English language proficiency.

- Additionally, each stage includes all necessary performance indicators for the wearing proficiency levels at that stage.

- English language proficiency standards are a main teaching tool.

- The language stand includes the standard English conventions which will be used to explicitly the grammar component of it.

- The English language proficiency standard are mainly organised within the listening and speaking reading writing domains and language strength.

- The English standard conventions and vocabulary standards have been relocated to the newly added language strength

- These domains include proficiency level of the language skills and abilities of English language learners based on the current assessment hence it is mainly useful Framework for the Teachers as well as the students.

REFERENCES

Referred the textbooks of 8th 9th and 10th standard

Internet.