

BESO Tip: Providing Linguistically Accommodated Instruction

Laurie R. Weaver

University of Houston-Clear Lake

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Last month we talked about selecting language objectives. We discussed how it is important to determine the language demands in a lesson, to select one of those demands, to write a language objective that addresses the selected demand, and then to teach and assess that objective. Addressing one specific language demand is essential because this will help English language learners develop the language proficiency they need to be successful in school. There will be other language demands present in the lesson, however, and that is where *linguistically accommodated* instruction comes in.

What is *linguistically accommodated* instruction? According to Chapter 74.4 of the Texas Administrative Code, *linguistically accommodated* instruction is instruction that is communicated, sequenced and scaffolded so that ELLs can learn the knowledge and skills of the required curriculum while developing English proficiency. John Seidlitz explains that “communicated” means that comprehensible input is provided. In other words, as the teacher, it is up to you to present your instruction in a way that will be understood by the students. Perhaps you will use visuals and objects in one lesson. In another, a video clip might provide comprehensible input. Using the Preview-View-Review approach, where you introduce a topic in one language, develop it in another, and then review the topic in the first language, is another way to provide comprehensible input. Being clear in your directions by modeling what students are to do is another way to provide comprehensible input. By modifying your instruction so that ELLs can understand what you are teaching, you will be providing *linguistically accommodated* instruction.

Seidlitz explains that “sequenced” means to match your instruction to the ELLs’ levels of proficiency. This means differentiation must occur. It is essential that you know your students’ proficiency levels. Matching your questions to the students’ levels of proficiency and incorporating sentence stems into your instruction will help in terms of sequencing your instruction.

Finally, “scaffolding” refers to providing students with the support they need to understand instruction. This means progressing from the teacher demonstrating what to do, to students doing a task with teacher guidance, to students working on the task in small groups, to finally doing the task on one’s own.

Providing students with instruction that is *linguistically accommodated* will help ensure that ELLs develop the knowledge and skills specified in the required curriculum as they develop their English language proficiency. In future BESO Tips, we will continue to look at ways to provide *linguistically accommodated* instruction.

For more information, you can look at the following resources:

1. To read the education code related to the English Language Proficiency Standards (Chapter 74.4 of the Texas Administrative Code) go to the following website.

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

2. To read more about using the ELPS in instruction, read the handouts entitled Navigating the ELPS written by John Seidlitz.

[portal.esc20.net/portal/page/portal/.../ELPS/.../ELPS_082809\(2\).pdf](portal.esc20.net/portal/page/portal/.../ELPS/.../ELPS_082809(2).pdf)

3. To see a video of Stephen Krashen demonstrating comprehensible input (an oldie but goodie), watch this video clip.

<http://www.youtube.com/watch?v=4K11o19YNvk>

4. To read more about scaffolding, go to these links.

<http://esl.fis.edu/teachers/fis/scaffold/page1.htm>

<http://iteslj.org/Articles/Bradley-Scaffolding/>