

CHAPTER II

THEORITICAL REVIEW

A. Language Proficiency

1. Definition of Language Proficiency

Proficiency can be understood uniformly. Cummins (1984), stated that there was a call proficiency consists of 64 different components, but there is a mention only consists of one factor alone. Valdés and Figueroa (1994) mention that knowing a language is not enough just to master the pronunciation, grammar, and polite language, but also involves the mastery of a number of components that are interrelated and interact with each other depending on the context of the communication that occurs.

Oller and Damico (1991) stated that the details of elements of language proficiency have not been determined and is still debated. Each proficiency test must be based on a model or an accurate definition of proficiency. The Council of Chief State School Officers (CCSSO) defines that students are proficient in English language can use it to ask questions, understand speech teacher and reading materials, speak his mind, and answer the questions asked in class. Four language skills that contribute to skill proficiency is speaking, reading skills, listening skills, and writing skills.

Canals (1994) definition of proficiency with the underlying source-theoretical foundation, that language is not seen as a separate part (e.g., pronunciation, vocabulary, and grammar). Languages evolve within a culture and

serves as a medium to convey trust and cultural customs and practices (see the case of translation idiom). Proficiency is dynamic and contextual (varies depending on the situation, the status of the speaker and the topic of conversation), discursive (speech requires interconnected), and requires integrative skills so that communicative competence can be achieved. In other words, language proficiency is the ability to use discrete elements of language such as vocabulary, discourse structure and body language to convey meaning.

Underlying language skills of a student's academic success include the ability to respond to questions friends and teachers over certain information, ask follow-up questions, and synthesize literature. Students must understand verbal instructions in a routine setting large group, and comments from their peers in small groups. In reading skills, students were able to explore the information required for various types of text. In writing, the students demanded to write short answers, paragraphs, essays and papers. Successful language learners are also required to know the social and cultural institutions associated with the use of language.

The concept of language proficiency as described above consists of at least two things. First, a definition that accommodates all four language skills: speaking, listening, reading and writing. Second, each definition puts proficiency in a specific context, namely education. The impact, proficiency tests must use the test procedures whenever possible contextualization describes the language used in most English-speaking classes.

Valdés and Figueroa (1994) stated that the test should identify the level of proficiency required by the demands of the context and the type of language skills that are generally used by students monolingual English speakers were largely successful in that context. Based on that idea, we can define the criteria to measure the students' language skills are not native speakers of English to decide whether they should learners in English or in their own language. The recommendation is understood as a language proficiency test is intended to help education in providing an accurate assessment of whether a student requires assistance or not in their learning activities. That decision would be difficult aka when the task is in the test has little resemblance to the usual characteristics of the tasks given in most classes.

2. Strategies for Teaching English Language Learners

English Language Learner (ELL) is an umbrella term to describe students for whom English is not the first language. ELLs are not a homogeneous group, however, and the needs of all students cannot be met by a simple formula. Some ELLs were born in the United States but live in non-English-speaking households. Others have been in the United States for several years and all their schooling has been in American school. Still others have just arrived in the United States and may be expected to perform in high-stakes testing with little to no English proficiency. In spite of the great diversity of backgrounds and needs of ELLs, classifying students into specific levels of English proficiency can be a useful tool

to guide classroom management strategies and development of modifications to support these students.

Though the names for the ELL proficiency levels vary throughout the literature, most sources use five proficiency levels that parallel those described below. The identified proficiency levels are those used by the Teachers of English to Speakers of Other Languages (TESOL). The terms in parentheses represent other commonly use terms for these levels.

Table English Proficiency Levels

No	Proficiency Level	Description
1	Starting (Beginning)	Student's English vocabulary was extremely limited. In addition to language challenges, students at this proficiency level may be unfamiliar with the structure and function of the american classroom
2	Emerging (High Beginning)	Student's English vocabulary consists of only a few common words or expressions, and knowledge of English academic vocabulary was likely lacking. Students at this English proficiency level may be able to understand more English, such as simple classroom directions, than they can produce.
3	Developing (Intermediate)	Student's English vocabulary was growing, and students can generally understand classroom directions and simple questions posed by the teacher. Students at this English proficiency level were typically able to produce simple answer to questions both orally and in writing, though they may lack confidence in using English.
4	Expanding (High intermediate)	Student was approaching English proficiency in everyday language, and student was developing his or her academic vocabulary. Vocabulary for abstract concepts or terms that have

		multiple meaning can be a challenge for these students.
5	Bridging (advanced)	Student's English vocabulary was strong, and student can express himself or herself fluently verbally and in writing on popular, personal, and academic topics. Students at this English proficiency level can engage easily with peers who were native speakers, making appropriate use of colloquial and idiomatic expression. Students may need support in finding opportunities to use English and to further develop their academic vocabulary.

3. Working with ELLs in the Science Content Area

Helping ELLs develop their English language skills is not solely the task of the Language Arts teacher or specialist in English for Speakers of Other Languages (ESOL). Research has shown that the skills required by science inquiry (e.g., observing, predicting, classifying, communicating, and analyzing) overlap with skills required in language development (e.g., ordering, comparing, synthesizing, evaluating). The study of science supports language development and vice versa.

The hands-on and visual nature of much science content at the elementary school level strongly supports development of language skills as new vocabulary is reinforced through concrete examples and direct experiences. Complex science concepts do require advanced language skills, particularly at the middle school level and above where science curricula really begin to delve into more micro-scale and abstract concepts. For more abstract concepts, models become critical for supporting ELLs in their understanding.

4. Strategies for Supporting ELLs in the Science Classroom

The table below offers general tips and strategies that teachers can use to support students at different English proficiency levels. One very important idea to remember is that ELLs are not cognitively challenged. Expectations for content understanding should remain high for ELLs. Modifications should focus not on “dumbing down” the science content, but on allowing students to provide appropriate differentiated responses or to approach the content in different ways.

Proficiency Level	General Strategies
Starting (Beginning)	• Frame question in Yes/No format and allow student to respond with thumbs up/thumbs down, alternatively, you might allow students to use cards of different colors to represent different responses, with student raising the appropriate card to answer question. E.g., cards for “hot/cold,” “wet/dry,” “alive/not alive.” • Use visual (photo, objects) as much as possible to support explanation of concepts. Acting out explanations dramatically with exaggerated facial expression and gestures can be very helpful in conveying meaning without relying solely on language. • Permit students to express their understanding through drawing or pantomime supported to the extent possible with one-word explanations. • Use a consistent vocabulary and sentence structure both in speaking to students and in written directions. • Avoid using words that have multiple or colloquial meanings (e.g., place, close, fly, hard). Be particularly aware of words that can function as both nouns and verbs (or other arts of speech).
Emerging (High Beginning)	• Use visuals (photos, objects) and pantomime as much as possible to support explanations of

	concepts. • Use a consistent vocabulary and sentence structure both in speaking to students and in written directions. • Maintain a word wall with both everyday terms and science vocabulary. To give students ownership of their vocabulary development, encourage students to add to the word wall new terms they learn and present the term to their classmates. • Encourage students to participate in classroom discussion using one- or two-word phrases verbally.
Developing (Intermediate)	• To promote development of fluency and familiarity with appropriate English syntax, provide students with sentence frames to guide both verbal and written responses to questions or to support them in note-taking as they read or watch videos. Provide word banks that students can use to help them complete their frame. E.g., “three things plants need are _____, _____, and _____.” • Give students opportunities to see and hear text at the same time. Discovery Education eBooks are a great resource. • Pair ELLs with peers who are native English speakers to carry out activities such as think-pair-share. Be sure to circulate as pairs work together to insure that the native English-speaking partners are not dominating activities.
Expanding (High Intermediate)	• Provide students with sentence frame, though these should be more open-ended than frames used for students at the developing level of proficiency. E.g., “One new thing I learned today about plants was _____.” • Explain any idiomatic phrases or colloquial expressions that you use or that students will encounter in videos or texts.
Bridging (Advanced)	• Encourage students to maintain their own

	vocabulary lists, adding new terms they come across. • To give students greater opportunities for vocabulary development, encourage them to engage with a wide variety of text types and media (e.g., newspaper, videos, podcasts, magazine, textbooks, and trade books). Discovery Education assets include reading passages in a variety of writing styles as well as videos with narrations that vary in tone; these can be great resource for students at this level.
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B. Curriculum of Senior High School

1. How we assess your Speaking for CPE

a. Grammar

The assessor will listen to how accurate your grammar is and will check whether you can use complex as well as simple structures.

b. Vocabulary

The assessor will listen to how wide a range of vocabulary you are able to use and how appropriate it is.

c. Discourse Management

Here the assessor wants to see that you can develop your ideas. You need to show that you can give more than just very short answer and that you can speak coherently and without too much hesitation. You have a good opportunity to develop your ideas in Part 2 of the test.

d. Pronunciation

The assessor will listen to how clear your pronunciation is. This doesn't mean that you are expected to have to work hard to understand what you are trying to say.

e. Interactive Communication

The assessor wants you to show that you are able to begin a conversation and also that you are able to listen to what your partner says and respond in an appropriate way. You may agree or disagree with your partner, or ask your partner question. The Assessor will check that you don't hesitate too much, and that you are able to take turn but also allowing your partner to speak. The interlocutor (the examiner who talks to you) also gives a global mark.