

# ESL/Bilingual Program



## Goal of the ESL/Bilingual Program

Welcome to Joliet Township High School. We are excited that you are considering our program for your student. Our goal is to help our students excel in learning English while continuing their development in math, science, and the social sciences.

Students will receive services as long as necessary. Once our students are mainstreamed into the general education program, they are very successful being able to compete and contribute in an all English environment.

## Program Description

Our Hispanic students receive not only intensive English classes, but their entire core academic content in their native language as well.

We are currently comprised of 5 ESL/Bilingual teachers. Joliet Township services nearly 150 students in our program. While the program is housed at the Central campus, we receive full support from building and district administration and the school board. We also receive federal money under Title III as well as state funds.

## Benefits of Bilingualism

According to the U.S. Department of Education's Office of Bilingual Education and Minority Language affairs, the role of bilingual education is grounded in two knowledge-based principles:

1. All children are capable of engaging in complex thinking tasks.
2. Developing and maintaining the student's native language in no way interferes with English language acquisition. On the contrary, research over the last decade in bilingual classrooms with established models of instructional excellence indicates that utilization and facility in the primary language enhances the acquisition of a second language"

A York University study has proven that bilingual students have a deeper understanding of the structure of language, an important skill in literacy

The benefits of the bilingual education learning, not only allows students the opportunity to become Bilingual but Bicultural, truly understanding the values and society of more than 1 culture.

#### **Support Services ESL/Bilingual Students Receive:**

- We have appropriately trained personnel. All of our teachers have been certified to teach English as a Second language and/or Bilingual classes.
- Teachers provide Bilingual tutoring weekly after school
- Family Literacy classes are provided for parents
- Annual assessment is provided to all students to measure English growth and performance
- Multicultural activities that recognizes and incorporates students' home cultures

All JTHS students are required to take 4 years of English classes. Students in our ESL/Bilingual program also take English classes that are comparable to the English only classes but with an emphasis on language development. The level in which they are placed depends on the ELL screener (a test that measures their English skills) as well as teacher recommendation.

#### **There are 4 English as a Second Language levels:**

**ESL 1:** Students will develop listening and oral language skills in English, demonstrate basic English oral and written communications skills, construct simple sentences and paragraphs, use basic grammar rules, read and interpret a variety of texts, and develop English vocabulary.

**ESL 2:** Students will develop listening and oral language skills in English, create simple sentences and paragraphs, apply basic grammar rules, read and interpret a variety of texts, and develop English vocabulary skills.

**ESL 3:** Students will continue to develop listening and oral language skills, and demonstrate oral and written communication skills in English. Students will construct sentences, paragraphs, and multi-paragraph compositions that demonstrate the correct application of standard grammar rules. Students will read and interpret a variety of texts and literary genres, and develop English vocabulary comprehension skills. Students will research information to present projects documented in the M.L.A. style.

**ESL 4:** Students will continue to develop listening and oral language skills, and demonstrate oral and written communication skills in English in formal and informal speaking situations. Students will construct sentences, paragraphs, and multi-paragraph compositions and speeches, and demonstrate the correct application of grammar rules. Students will read and interpret a variety of texts and literary genres, research information to write and present speeches documented in the M.L.A. style, and develop English vocabulary and vocabulary comprehension skills.

**In addition to the ESL class, students also take a Laboratory class, which is a reading class.**

**ESL 1 Lab 1:** Students will use phonics, decoding and work attack skills to understand vocabulary. Students will use context clues and determine literal meanings in text. Students will define and use new vocabulary, read and follow directions, follow oral directions, and develop oral communication skills in English.

**ESL 2 Lab 2:** Students will use phonics, decoding and work attack skills to understand vocabulary. Students will use dictionary skills and will define and use new vocabulary. Students will use context clues and determine literal and inferential meanings in text. Students will use research, library, and study skills, read and follow written directions, follow oral directions, and continue to develop oral communication skills in English.

**ESL 3 Lab 3:** Students will use phonics, decoding and work attack skills to understand vocabulary. Students will use study skills and use dictionary skills to define new vocabulary. Students will determine literal and inferential meanings in text, read and follow multi-step written and oral directions, and continue to develop oral communication skills in English.

**ESL 4 Lab 4:** Students will use phonics, decoding and work attack skills to understand vocabulary. Students will use dictionary skills and will define and use new vocabulary. Students will use context clues and determine literal and inferential meanings in text. Students will use research, library, and study skills, read and follow written directions, follow oral directions and continue to develop oral communication skills in English.

## Administration and Staff

### **Paul Oswald**

Curriculum Director - ESL, Social Science, World Languages

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### **Aseneth Ruiz**

ELL counselor at Joliet Central

She received her master's degree in school guidance and counseling from Concordia University. Before becoming a counselor, she taught social studies. She has a Bachelor of Arts degree from Lewis University where she majored in Psychology and minored in secondary education. She is a co-sponsor of the Dare to Dream Club, a support group for Undocumented Students.

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### **Ms. Lourdes Paramo**

Teacher at Joliet Central since 1996 and has been the testing coordinator since 2004. She has taught all levels of ESL (English as a Second Language).

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**Miss Cuevas**

Teaches Bilingual World Affairs, U.S. History, Economics and Government. She received her Bachelor's degree from University of Illinois at Urbana-Champaign and received her Master's degree from the University of St. Francis in Joliet, IL.

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**Mr. Harris**

Teaching English as a Second Language since 1992 to students from 11 different countries, but mainly from Mexico, Central and South America. His Bachelor's Degree in Linguistics/ESL and Teaching Certificate are from California State University, Fresno and he is endorsed in ESL 9-12 and English 9-12. He received his Master's Degree in School Administration from Governor's State University.

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**Ms. Elyse Small**

Teaches Bilingual Biology and Physics. She received her teacher certification from Concordia University.

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**Ms. Gloria Vivanco**

Teaches Bilingual Algebra, Geometry and Advanced Algebra.

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**Ms. Colleen Kelley**

Teaching ESL classes. She has over 25 years of teaching experience and has multiple certifications in both English and Special Education along with the ESL certification.

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