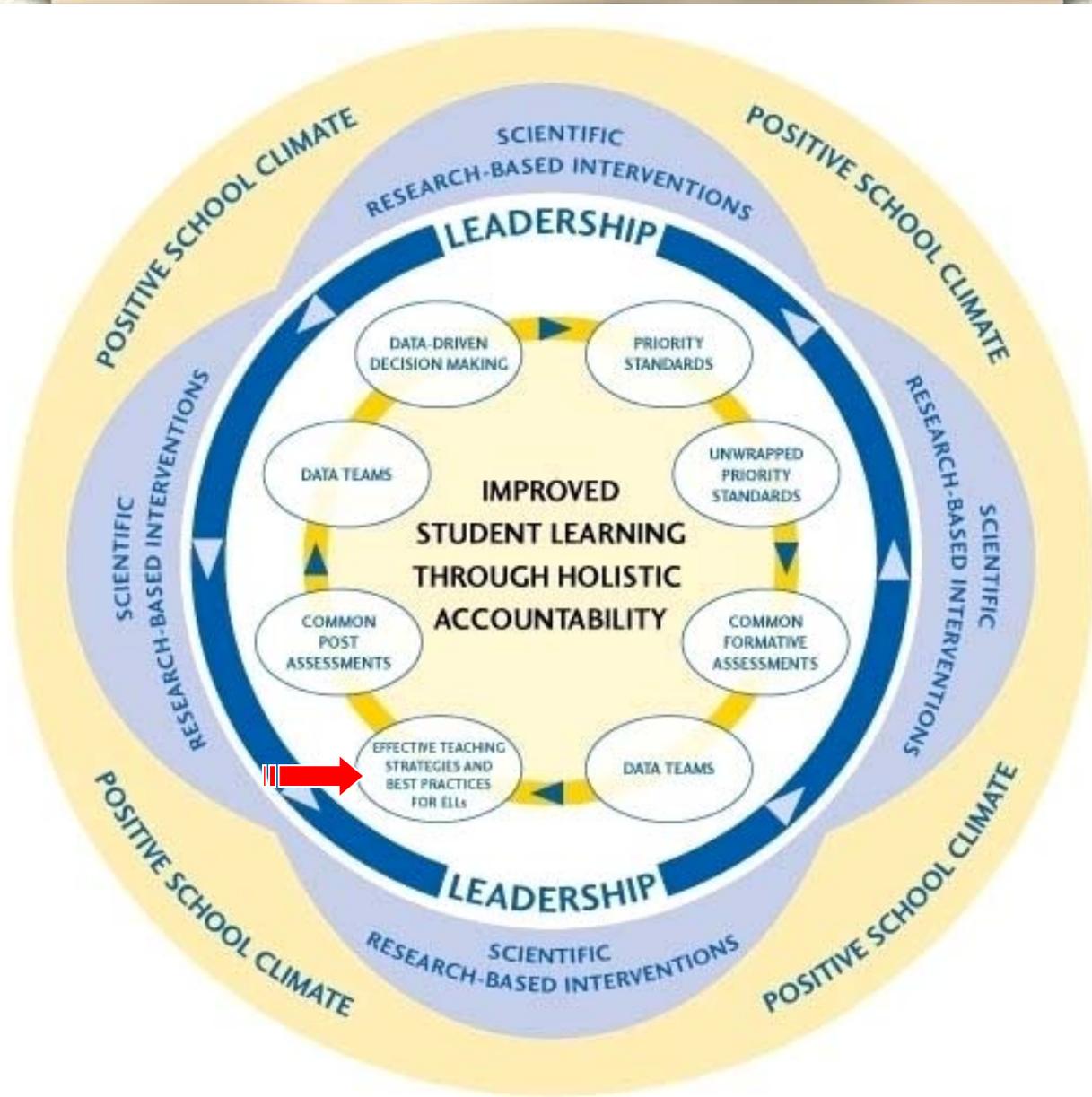




Instructional Best Practices for English Language Learners

NEW CALI Basic Module





Sheltered Instruction Training

- 📖 Module 1: Laying the Foundation
 - 📖 Module 2: Making Content Comprehensible
 - 📖 Module 3: Creating Opportunities for Interaction
 - 📖 Module 4: Putting It All Together
- 



Today's Agenda

- Module 1, 8:30-11:45
 - 10 minute break (10ish)
 - ❖ LUNCH, 11:45-12:15
- Module 2, 12:15-3pm
 - 10 minute break (2ish)



Module 1 Learner Outcomes

1. Describe the fears and frustrations of a language minority student.
2. Explain why common second language learner myths are myths and not facts.
3. Describe the three ingredients for SLA and discuss how long it takes to develop proficiency in academic language.
4. Identify student behaviors in stages of second language development.
5. Explain why academic language is more complex than conversational language.
6. Experience and identify teaching strategies that make it possible to engage in an academic content lesson in a new/foreign language.



Anticipation Guide

 Collect Myths & Facts about ELLs

 Tabulate

 Create shared history



T/W Chart

What I <u>Think I Know</u> AboutÉ	What I Want To <u>Learn</u> More AboutÉ
1. English language learners (ELLs) and education in general	1. English language learners (ELLs) and education in general
2. How to make content comprehensible for ELLs	2. How to make content comprehensible for ELLs
3. How to get ELLs to engage with the content, the teacher, and the students	3. How to get ELLs to engage with the content, the teacher, and the students





Myths & Facts About ELLs

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
ELLs learn English easily and quickly simply by being exposed to native speakers					
In earlier times immigrant children learned English rapidly and assimilated into American life.					
Ss immersed in English-only classrooms do better academically than Ss taught in bilingual classrooms					
To teach ESL, you have to know students' languages					
Promoting use of a student's native language hinders English language learning and academic achievement.					



Myths About Second Language Learners

1. ELL students learn English easily and quickly simply by being exposed to native speakers.



BICS, 1-2 years

CALP, 6-10 years

Students need instruction that allows them to develop language skills needed for cognitively demanding content.



Myths About Second Language Learners

2. In earlier times immigrant children learned English rapidly and assimilated into American life.

Many immigrant students **did not** learn English quickly or well. Times have changed - current jobs demand literacy and higher language skills.



Myths About Second Language Learners

3. Students immersed in English-only classrooms do better than students taught in bilingual classrooms.

Classic Debate - The more English the better. More is more is not true with regard to language development.



Myths About Second Language Learners

4. To teach ESL, you have to know the students' languages.



ESL teachers use English to teach English - which is accomplished through sheltered instructional strategies (target L + visuals, manipulatives, gestures, etc.)



Myths About Second Language Learners

5. Promoting use of a student's NL hinders English language development and academic achievement.

English immersion = English submersion
Using NL is extremely valuable in developing first literacy skills & validating culture.



Numbers Tell All

Drop Out Rates by Ethnic Group

- 6% White (non-hispanic)
- 10.4% African American
- 22.4% Hispanic
- 14% Native American

- 41.2% of all immigrants
 - 36.5% Hispanic, 4.7% non-Hispanic



New Numbers Tell All

-  10% of Ss who spoke English at home failed to complete high school
-  31% of Ss who spoke English but were language minority students failed to complete high school
-  51% for language minority students who spoke English with difficulty failed to complete high school



NCES, 2004



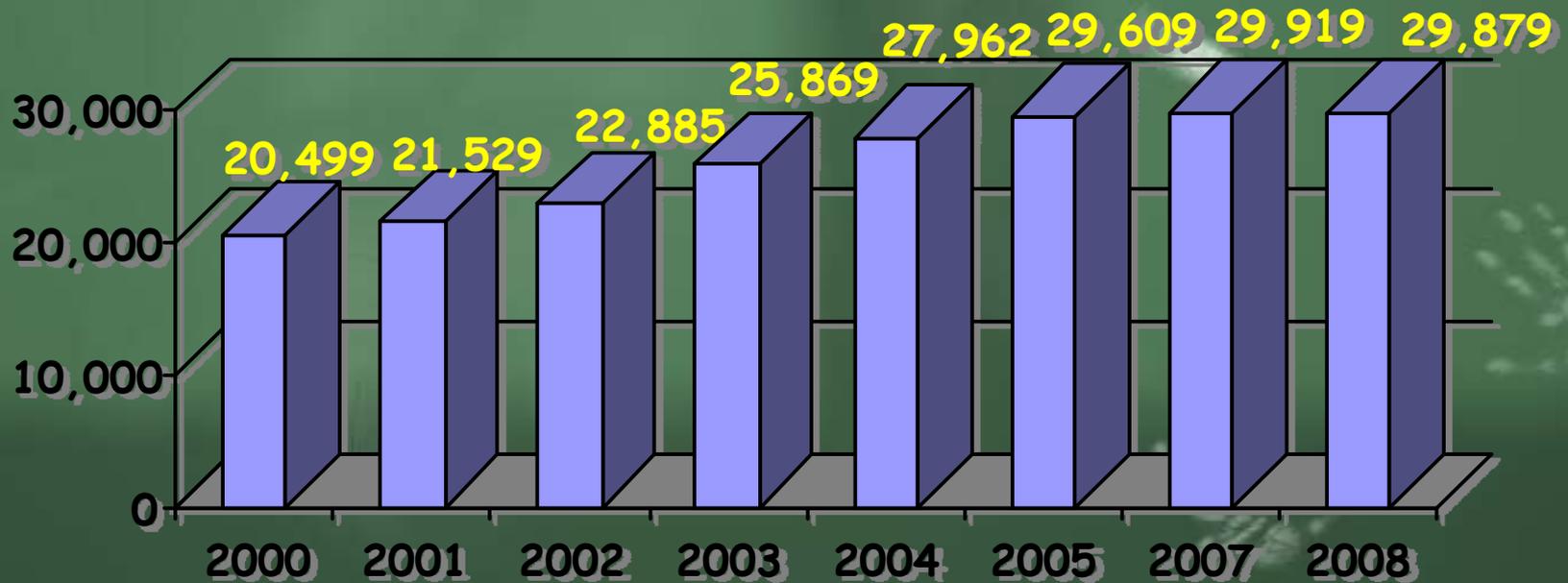
Dropout Rates by Ethnicity/Race

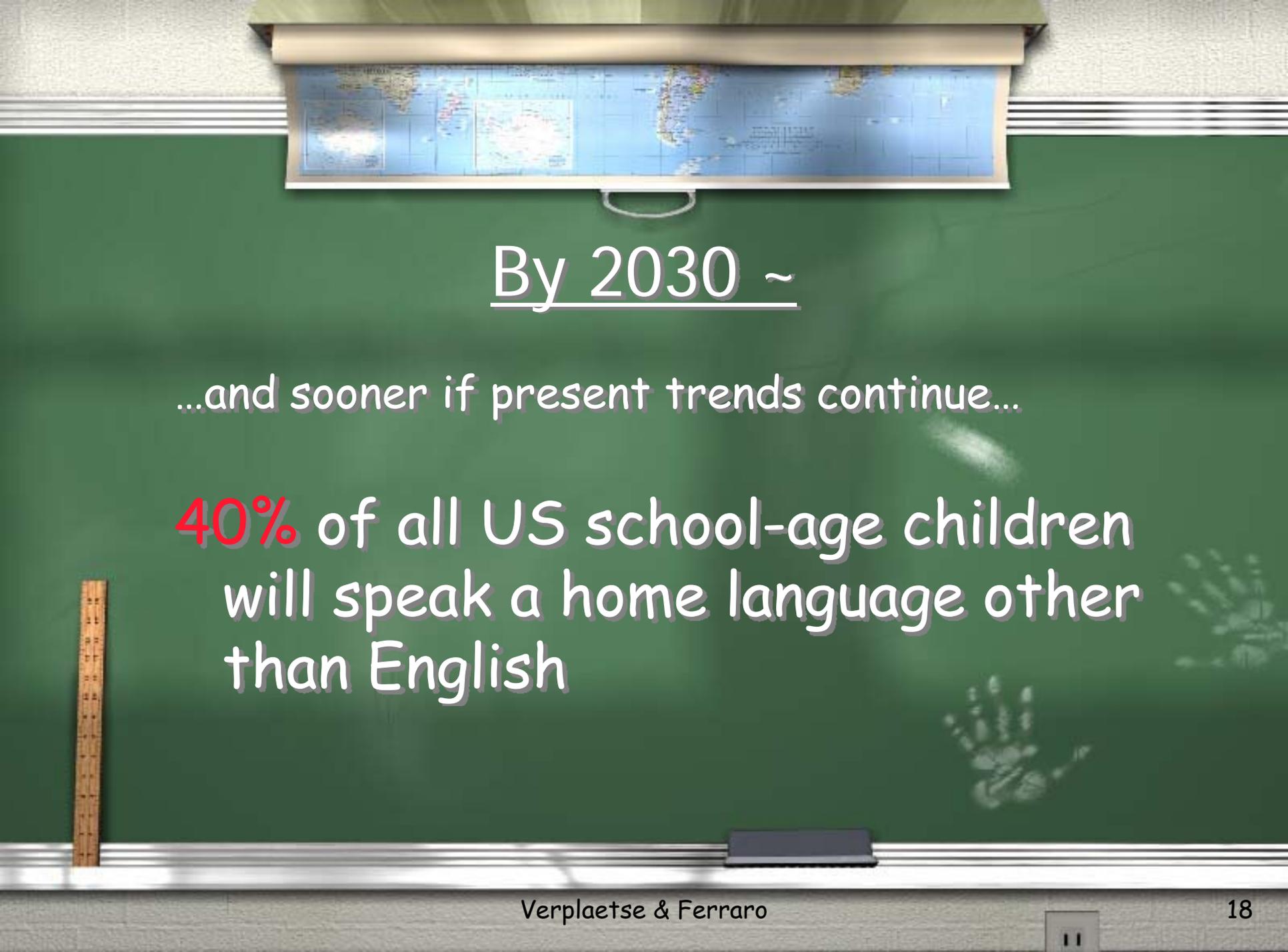




Numbers Tell All

Connecticut's ELLs 2000-2008





By 2030 ~

...and sooner if present trends continue...

40% of all US school-age children
will speak a home language other
than English



Numbers Tell All

Connecticut: Schools & Staffing Survey

- 41,971 teachers
 - 44% taught ELLs
 - 4.7% had 8+ hours of training in best practices in how to teach ELLs

-NCES, 2000



Empowerment



The problem:

 Hasn't been enough PD for educators working with ELLs.

The solution:

 You are here. This kind of training is now part of the CALI cycle. That's a powerful message from the CSDE.



Second Language Acquisition



Three ingredients:

1. Comprehensible Input
2. Language Acquisition Device (LAD)
3. Opportunities for Output



Our goal ~

To cognitively challenge our ELLs and to teach them at grade level. Engage our ELLs with self, with teachers, with peers, and with content.



ELL Student Profile

 Puzzle activity: 2 minutes (in groups)

Debrief:

 Why do we need to know these stages exist?

 How can we find out what stage our students are in?



BICS and CALP

Contextualizing Lessons

How to shift from context-reduced to context-embedded:

- 
-  Create a shared history
 -  Use visuals
 -  Negotiate meaning



10 minute break





Experiential Lesson

Willkommen zu unsere
Deutsch-Unterrichtsstunden!

 Lesson, Debrief, Discussion of strategies



Yes, but...

-  How can I apply this to my mainstream class?
 -  How can I slow my pace while keeping my mainstream Ss engaged?
 -  We were all GLLs (beginners). How do I differentiate for beginner ELLs, intermediate ELLs, and mainstream Ss?
 -  How can I be expected to cover the same material with my beginner ELLs as I do with my more advanced ELLs?
- 



30 minute lunch break





Sheltered Instruction Training

 Module 1: Laying the Foundation, **completed**



 Module 2: Making Content Comprehensible



Module 2 Learner Outcomes

- 
1. Make entire lessons comprehensible through contextualization: adding visuals, creating/activating background knowledge, and creating opportunities for students to negotiate meaning.
 2. Introduce, contextualize and teach vocabulary.
 3. Make text comprehensible by using graphic organizers or modifying text by: highlighting or summarizing in margins, rewriting text, and cutting and pasting.
 4. Make classroom talk comprehensible by using listening guides (including graphic organizers), pacing speech, framing main ideas, and checking for understanding.
 5. **Apply these ideas to one of their own lessons.**



Preview: Self Reflection

Commit to a lesson: _____



What specific parts of **reading** will be difficult for your ELLs?



What specific parts of **class discussion** will be difficult for your ELLs?

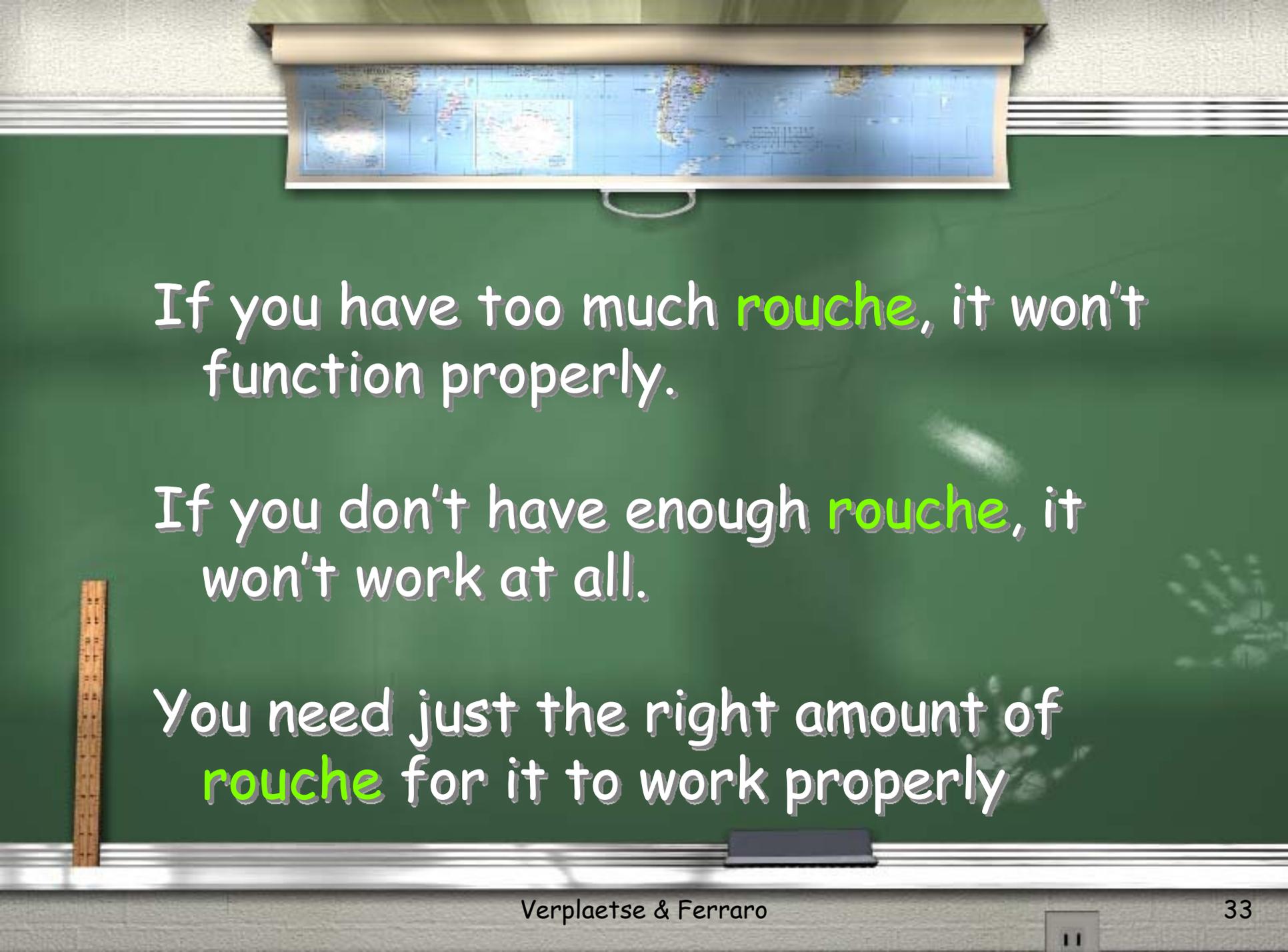
You will be presenting modifications made to this lesson tomorrow



The Rouché Test



This is a story about a kite.



If you have too much **rouche**, it won't function properly.

If you don't have enough **rouche**, it won't work at all.

You need just the right amount of **rouche** for it to work properly



Making Text & Talk Comprehensible

Differentiate content ~

Learning to read group (Grades K-3 educators)
Break out with Lorrie

Reading to learn group (Grades 4+ educators)
Break out with Marisa



Modified Jigsaw Activity

We will learn 4 ways to make text and talk comprehensible for your ELLs.



We will split into 4 groups and become experts in each of the 4 ways.



Groups 1 - 4

-  1: Develop Vocabulary, pgs 11-22
-  2: Use of Graphic Organizers, pgs. 23-32
-  3: Modification of Text, pgs 33-41
-  4: Use of Listening Guides, pgs 42-48



30 minutes for groups to prepare your 'piece'
12 minutes for groups to report out, 3 min/group



Modifications "In Action"



Refer to Health Lesson, **The Skeleton**, to see modifications to text and effective use of graphic organizers on pages 49-52



10 minute break





Checking for Understanding

 Do you understand? ❌



 Retell

 Frequent Q & A

 Tickets out of the room, "exit" cards

 Thumbs up, thumbs down



Checking for Understanding

 Having learned what you just learned in the last hour, how would you as educators check for understanding?



 Brainstorm ideas



Review of Module 2

Techniques for Contextualization, pg. 55



Where we've been and where we're headed:
Sheltered ELL Strategies Checklist, pg. 56



Wrap Up

- 📖 Questions, concerns?
- 📖 Application-to-practice component to be completed after Module 3. Time to workshop and prepare modified lessons
- 📖 We meet again tomorrow

THANK YOU



Instructional Best Practices for English Language Learners

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Sheltered Instruction Training

-  Module 1: Laying the Foundation
 -  Module 2: Making Content Comprehensible
 -  Module 3: Engaging Your ELLs
 -  Module 4: Putting It All Together
- 



Module 3 Learner Outcomes

1. Explain why current typical classroom interaction models do not produce sufficient output time for students.
2. Explain why interaction is important and necessary for ELLs.
3. Identify the characteristics of an “instructional conversation.”
4. Explain how varying teacher question strategies can elicit student responses- no matter what level of language development the student currently possesses.
5. Identify the points in a student’s language development when s/he needs to be challenged to produce longer, extended utterances.
6. Use language modeling to increase students’ opportunities for output.
7. Identify small group experiences that increase student interaction and content engagement.
8. Identify when and how to respond to students’ written errors.
9. **Apply these ideas to one of their own lessons.**



Preview: Self Reflection

Recall your lesson: _____

- 
-  What specific difficulties would ELLs have in participating in **class discussions**?
 -  What specific difficulties would ELLs have in participating in **writing assignments**?



Why is Interaction Important to Language & Student Development?

- 
1. Allows the learner to co-construct knowledge
 2. Helps construct the student's classroom identity
 3. Provides the learner the practice needed to develop academic language
 4. Facilitates expression of ideas in a variety of ways



Creating Opportunities for Output

-  Changing Traditional Classroom Talk
-  Engaging Appropriate Language Proficiency Levels Through Cognitively Challenging Questions
-  Giving Students Voice



Traditional Classroom Interaction

(Teacher) I: Initiation
(Student) R: Response
(Teacher) E: Evaluation



T has 66% of the talk time: Initiation and Evaluation

S responds with 1-2 word utterances, increasing T talk to 95%

Divide the remaining time, 5%, by # of Ss in class (25 Ss) = .2% talk time/student



“Buffalo Lady”

What did the T do to facilitate output?

 Question Strategies:

1. Use Open-ended questions
2. Ask Higher level cognitive level questions
3. Expand topic by asking same S or other Ss to add
4. Scaffold, if necessary
5. Link questions to Ss' previous comments
6. Ask questions with unknown answers



“Buffalo Lady”

What did the T do to facilitate output?

 Response Strategies

1. Paraphrase/recast
2. Repeat
3. Back-channel
4. Give confirmation checks
5. Silence/pauses



Questioning Strategies at Various Proficiency Levels

Take a moment to think about what questions were asked in the science lesson. How were they varied?



Questions must:

1. Be on academic topic
2. Be cognitively challenging
3. Elicit extended student talk



Modeling Language

Function	Situation	Expressions	Words	Grammar
Predict	Whether objects sink or float?	(Das, der, die) _____ 1 _____ wird - _____ 2 _____.	1. Das Blatt Das Papier Die Aluminumfolie Der Stift Der Knopf Der Deckel Der Pfennig 2. sinken - schwimmen	Verb infinitives. Gender of Nouns.
Justify	Predictions about objects sinking or floating.	_____ ist schwerer als _____. Or _____ ist nicht schwerer als _____.	Das Wasser Schwer, schwerer nicht	Comparative adj. Negative form of predicate adjectives



Modeling Language

Example 4 * **Creating a Story**



Problem

Write
sentence:



a story



problem that can be solved using the number

$$\$7.96 - \$0.49 = \underline{\hspace{2cm}}$$



Modeling Language

Create a word sentence with the number sentence provided.

I have . I
1st #
bought a
 for
object
 .
2nd #

Create a distraction sentence.

I wanted to buy
 for
object
 , but
amount
did not.

Ask a question.

How much money do I have left?

Use estimation to check the reasonableness of your answer.

 \approx
 \approx

subtract

Make sense?



Modeling Language

Instructions: Read the story. Then, fill in the blanks.

"Seventh Grade" Section 2

In the homeroom, roll was taken, emergency cards were passed out, and they were given a bulletin to take home to their parents. The principal, Mr. Belton, spoke over the crackling loudspeaker, welcoming the students to a new year, new experiences, and new friendships. The students squirmed in their chairs and ignored him, they were anxious to go to first period. Victor sat calmly, thinking of Teresa, who sat two rows away, reading a paperback novel. This would be his lucky year. She was in his homeroom, and would probably be in his English and math classes. And, of course, French.

The bell rang for first period, and the students herded noisily through the door. Only Teresa lingered, talking with the homeroom teacher.

"So you think I should talk to Mrs. Gaines?" she asked the teacher.

"She would know about ballet?"

"She would be a good bet," the teacher said. Then added, "Or the gym teacher, Mrs. Garza."

Victor lingered, keeping his head down and staring at his desk. He wanted to leave when she did so he could bump into her and say something clever.

Teresa Homeroom
~~Victor~~

Victor thinks about _____ in _____.

Teresa Teacher
Waits students

The _____ go to class. _____ talks to the homeroom _____ . Victor _____ for Teresa.



Plot Summary

Instructions: Use the information from Activity 1 and the words below to fill in the blanks.

happy	French	help
speak	impress	French
Teresa	Victor	class
French	school	Teresa
boy	Victor	girl

Somebody	A <u>boy</u> in seventh grade named _____
Wanted	wants to see a _____ he likes named _____ as much as possible in _____,
So	so he signs up to take _____ because she is going to take that _____.
Unfortunately	Unfortunately, _____ doesn't have any other classes with _____,
So	so in _____ class, he tries to _____ her by pretending to _____ French.
In the end	In the end, Teresa asks Victor to _____ her with _____ and he is extremely _____.

Personal Experience

Instructions: Read the question and then answer it with information about yourself.

Have you ever felt nervous / happy / embarrassed / upset ?



One time, I felt nervous/happy/embarrassed/upset. I was at _____.
(circle one) (Name of place)

I felt _____ because _____
(feeling) (explain the situation here)



Making Connections

Instructions: What feeling did you write about at the beginning of class (nervous / happy / embarrassed / upset)? Write the feeling in the space below.



Victor felt	when ...
nervous 	...he spoke to Teresa in homeroom. ...Teresa wasn't in his English class.
upset 	...Mr. Bueller spoke to him in French. ...Mr. Bueller didn't tell Teresa Victor's secret.
happy 	...he looked for Teresa at lunch. ...Teresa smiled at him at lunch.
embarrassed 	...Teresa asked him for help with French. ...he spoke French in French class. ...he said Teresa's name in English class.

Use the information above to help you make a connection to Victor.

Victor felt _____ when _____

He felt _____ because _____

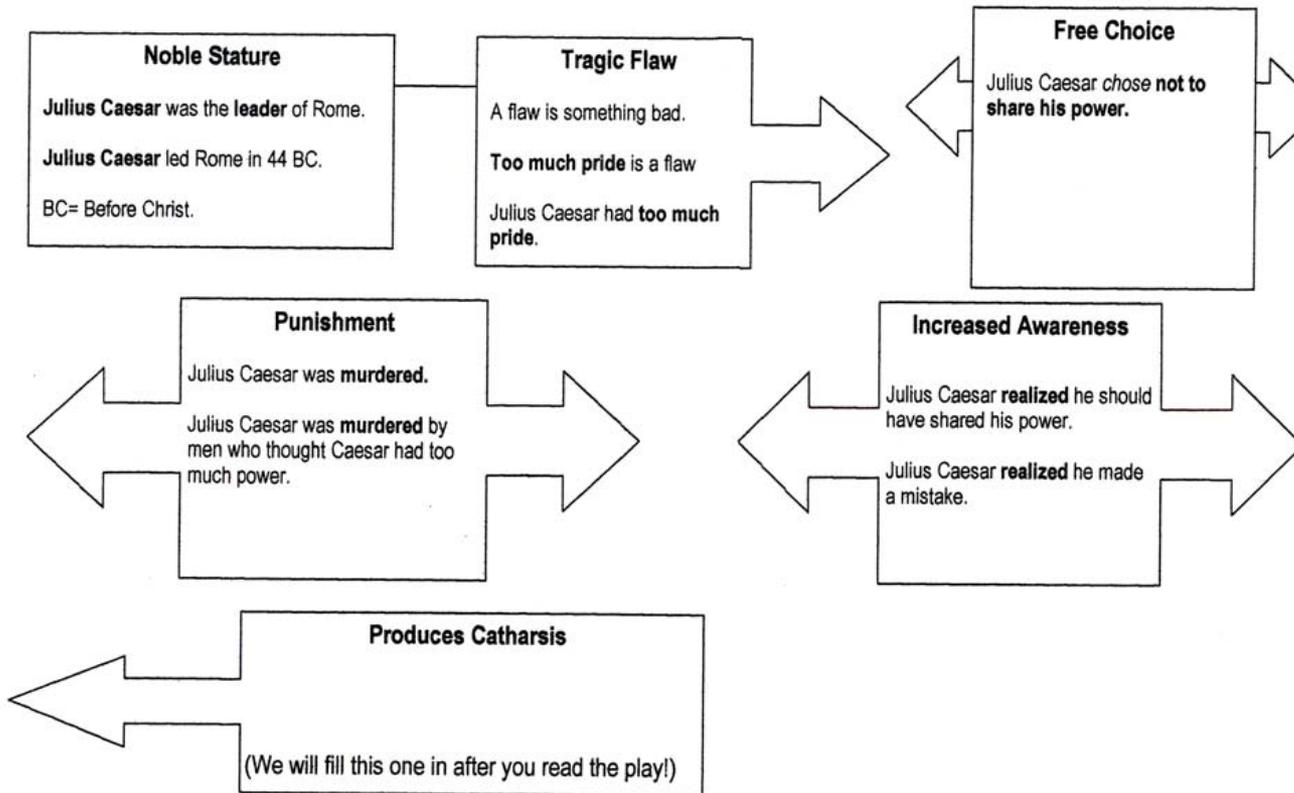
Use the "Personal Experience" worksheet from the beginning of class to help you finish.

One time, I felt _____ too. I was at _____
(Name of place)

I felt _____ because _____



Tragic Hero = Julius Caesar





My Culture Presentation: Ways to Compare and Contrast

There are many similarities and differences between _____ and _____.

Contrast

The _____ in _____ is different than the _____ in _____

The most popular _____ in _____ is _____ but in _____ it is _____

Many people wear _____ in _____ However, in _____ the people wear _____

A typical _____ in _____ is _____ The typical _____ in _____ is different than in _____ It is _____

In _____ there are _____ but in _____ there are _____

However, we celebrate _____ in _____ but in _____ we celebrate _____





Compare

Some of the _____ is similar though.

Both _____ and _____ have _____

The _____ in _____ is just like the _____ in _____

In both cultures, the people love _____

The _____ is similar too.

People celebrate similar festivals in _____ and _____ and _____ are holidays that we celebrate in both countries.

The _____ in _____ is similar to the _____ in _____

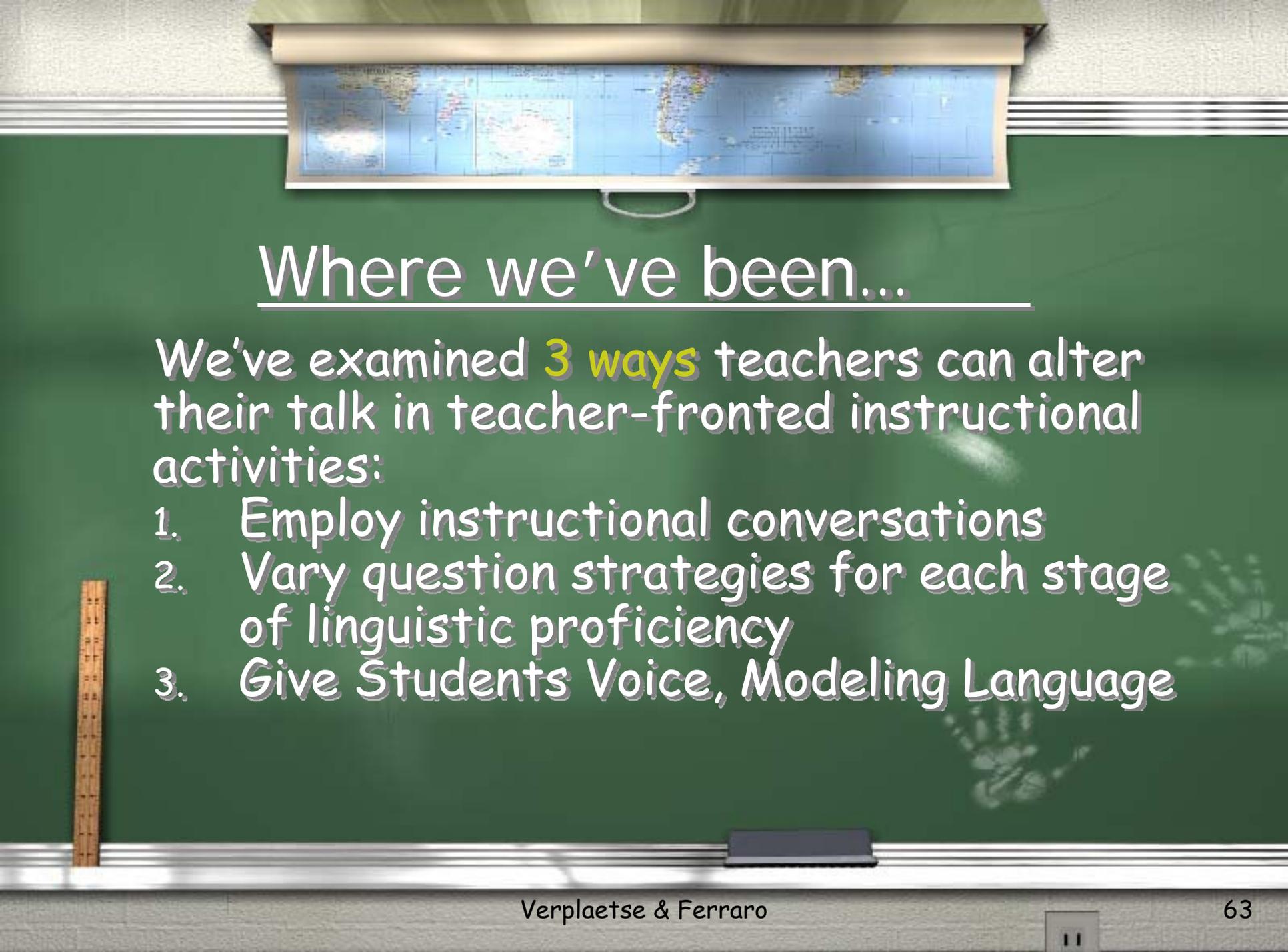
The _____ in _____ is the same as the _____ in _____

The _____ in _____ is _____ too.

In both cultures, _____

Although there are many differences between _____ and _____ both cultures are _____





Where we've been...

We've examined **3 ways** teachers can alter their talk in teacher-fronted instructional activities:

1. Employ instructional conversations
2. Vary question strategies for each stage of linguistic proficiency
3. Give Students Voice, Modeling Language



Pair/Share Conclusion



How would you describe the characteristics of an interaction that develops academic language?



What does it mean to *engage*?



Group/Pair Work

- 
-  Think, Write, Pair, Share
 -  Numbered Heads Together
 -  Jigsaw
 -  Peer Tutoring
 -  Pair Assignments
 -  Cooperative Learning



Why use group work with ELLs?

-  Increases language practice opportunities
-  Improves the quality of student talk
-  Helps individualize instruction
-  Promotes a positive social climate
-  Motivates learners



Engaging with the Content

 Instead of having the student.....

 Learn to spell the words on the list

 Think about having the student

 Learn words about a topic, learn word families, learn words related to other class work, learn words easily illustrated



TAT Sheltered Strategies

 Making Content Comprehensible

 Review #s 1, 2, and 3

 Creating Opportunities for Interaction

 Review #s 4, 5, and 6

Take some time to select a few strategies to add to your lesson, making it accessible to your ELLs



Workshop Wrap Up

-  Participants have time to workshop, independently or in groups to apply their newly learned sheltered strategies to an everyday lesson.
-  Presentations to the group
-  Followed by Module 4



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