



Supporting ELLs in the Classroom

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Today's Agenda



- Getting to know your English learners
 - English proficiency
 - Academic type
- Meeting students' needs
 - Activating & building background knowledge
 - Comprehensible Input
 - Developing language & content
- Closing remarks



Content Objectives:

- Participants will be able to identify factors that influence learning in a new language
- Participants will be able to explain (implement) instructional techniques that are effective for ELLs

Language Objectives:

- Participants will take notes on how language development and content knowledge can be simultaneously developed
- Participants will be able to plan/discuss effective content lessons for English learners

Vogt, 2005



K-12 Students in the United States

- **Currently:**
 - Approximately 10% of student population is made up of English learners
- **From 1995-96 to 2005-06:**
 - Total school enrollment increased 3.6%
 - Number of ELLs grew over 57.2%

(National Clearinghouse for English Language Acquisition, 2010)



States with more than 200% LEP growth (1996-2006)

(National Clearinghouse for English Language Acquisition 2010)



English Learners in the United States

- Differ in country of origin, language
- Enroll at any age
- Vary in amounts of prior education
- Differ in literacy levels - L1 or English
- Vary in proficiency in L1 and English
- Bring different background experiences



Know Your Learner

- Hear from the experts –
 - Dr. David Freeman
 - Dr. Yvonne Freeman





Teacher's Responsibility

- Know your learners
 - Connect with their prior knowledge, experiences
 - Present meaningful tasks, texts, and settings that are conducive to learning
 - Introduce opportunities for application
 - Integrate language development and content knowledge
- (adapted from Vogt, 2006)



Social vs. Academic Language

SOCIAL LANGUAGE	ACADEMIC LANGUAGE
<input type="checkbox"/> Simpler language <input type="checkbox"/> Face-to face <input type="checkbox"/> Simple, familiar topics <input type="checkbox"/> Many clues (gestures, expressions, etc.) <input type="checkbox"/> Many opportunities to clarify	<input type="checkbox"/> Technical vocabulary <input type="checkbox"/> Lecture-style or reading a textbook <input type="checkbox"/> Higher order thinking <input type="checkbox"/> New concepts, abstract ideas <input type="checkbox"/> More difficult to clarify



Find out about Tuan and his math lesson





PRINCIPLES OF EL INSTRUCTION	
Principle	Main Features
Building Background	<ul style="list-style-type: none"> • Activate prior knowledge • Explicitly connect to prior lessons • Explicitly connect to background experiences • Clarify key vocabulary
Comprehensible Input	<ul style="list-style-type: none"> • Use visuals and other supplemental materials • Give clear explanations • Model processes and activities • Physically involve students • Make frequent comprehension checks
Language Development	<ul style="list-style-type: none"> • Embed language development into content instruction • Include listening, speaking, reading, writing in every lesson • Model essential structures • Repeat vocabulary throughout lesson • Create opportunities for meaningful language practice



Build Background

- Activate students' prior knowledge
- Link content / concepts to students' experiences & prior knowledge
- Integrate previous lessons into new lesson
- Emphasize key concepts and vocabulary

(Echevarria, Vogt & Short, 2008; Calderón, 2007)

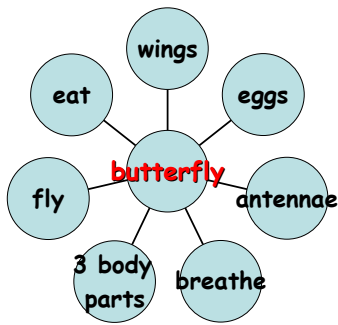


Activating Prior Knowledge - or - Building Background?

1. Read a story, picture book or article
2. Watch video
3. KWL Activity
4. Quick write
5. Discuss picture or model
6. Open discussion
7. Book Walk (Backward or Forward)
8. Brainstorming
9. Ask/answer questions
10. Field Trip

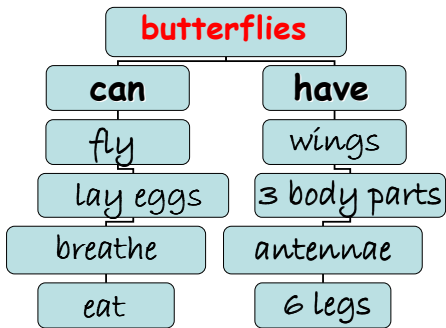


Word Map





Tree Map





List - Group - Label

Abe Lincoln	cannons
muskets	Bull Run
surrender at Appomattox	
Manassas	Union
industry	railroads
states' rights	Robert E. Lee
firing on Fort Sumter	cavalry



List - Group - Label

People	Weapons	Battles	Events
Abe Lincoln	swords	Gettysburg	Emancipation Proclamat
Robert E. Lee	muskets	Bull Run	firing on Fort Sumter
Jefferson Davis	cannons	Manassas	Surrender at Appomattox
Issues	Opponents	Cities	Misc.
slavery	North / South	Atlanta	Underground railroad
agriculture	Union /	Washington DC	Cavalry
industry	Confederates	Richmond	hard tack
states' rights			



Look into a classroom





Comprehensible Input

- Modified speech, appropriate for English proficiency levels, but natural sounding
- Clear explanation / modeling of academic tasks
- Use of varied techniques to make concepts comprehensible
- Provide adequate context

(Echevarria, Vogt & Short, 2008)



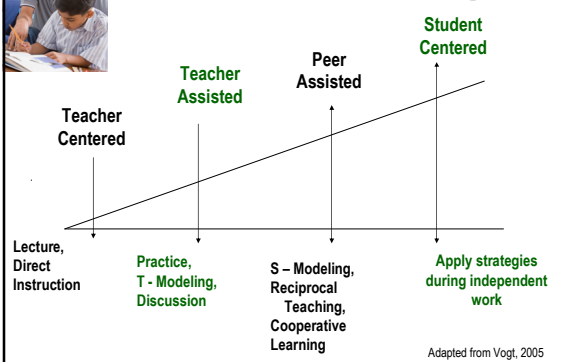
Cummins Model – Language Learning

	Low Cognitive Demand	High Cognitive Demand
High Context	<ul style="list-style-type: none"> • Art, phys ed • Simple directions • Face-to-face conversations 	<ul style="list-style-type: none"> • Demonstrations • A-V assisted lesson • Science experiment • Social studies project
Low Context	<ul style="list-style-type: none"> • Telephone talk • Notes/messages • Written directions 	<ul style="list-style-type: none"> • Read a textbook • Explanation of new concept/application • Lecture, few visuals

Adapted from Cummins, 2000



Provide Scaffolding



Adapted from Vogt, 2005



Use a Hierarchy of Questions

- Nonverbal response (Group response)
- Yes/No questions
- Either/Or questions, with embedded answer
- Break complex questions into several steps
- Ask “how,” “where,” “why” questions that can be answered in a short sentence or phrase
- Build up to broad, open ended questions (adapted from Vogt, 2005)

Create Higher Order Thinking Tasks

- Remember: *Identify, tell, underline, define, memorize*
- Understand: *Explain, retell in your own words, translate, put in order, locate, describe*
- Apply: *Construct, state a rule, use, draw, give an example, compute, demonstrate*
- Analyze: *Compare, contrast, determine the factors, specify, diagram, distinguish, question, examine*
- Evaluate: *Judge, justify, give your opinion*
- Create: *Compose, construct, plan, develop*

(Anderson & Krathwohl, 2001)



A Close-Up

Let's take a look ~
See how teachers
provide
comprehensible
input





Incorporate Language Development

- Opportunities for interaction
 - Balance: teacher - student(s); student - student
 - Teacher probes for more extended responses
- Various student groupings
 - Homogeneous, heterogeneous
 - Clarify key ideas and information - L1 or L2
- Wait time

(Echevarria, Vogt & Short, 2008; Calderón, 2007)



Wait Time

- Length of time between utterances during an interaction
 - Call someone else
 - Interrupt
 - Answer own questions
- Need time to process input
- More time to formulate richer response



Group Comprehension Checks

- Thumbs up, thumbs down (Sign in, please)
- Answer ring
- Secret answer (Personal answer)
- Simultaneous roundtable
- White boards
- Exit sheets
- Teacher observations



Let's Review!

Principle	Instructional Activity	Instructional Activity	Activities Menu
Background Knowledge			<ul style="list-style-type: none"> Try about using different tools at the grandfather's farm in Puerto Rico Examine different maps, looking for different properties
Comprehensive Input			<ul style="list-style-type: none"> Teacher models sentence structures for composing fact or more things Recall from previous lessons essential vocabulary terms
Language Development			<ul style="list-style-type: none"> Write explaining how to grow things and take notes, teacher models the process With a partner, complete a graphic organizer from text, report out to group



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Thank you!

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