# Bilingual/ESL Certification and Sheltered Instruction Training

Presenter: Jose H Rodriguez

SFDR-CISD Bilingual/ESL Department

# Professional Learning Essential Agreements/Norms

- Mute microphones throughout the training

- Submit any questions you may have in the chat box

- Follow along using the agenda and/or PowerPoint provided

- Be respectful of others

- Be an active participant (chat box, breakout sessions, etc.)

**Purpose:** This informative training is designed to help teachers **prepare for the Bilingual and ESL TExES certification exams** plus teach **researched based sheltered instruction strategies**

# Agenda

1. Review of Competency 2: L1 and L2 Acquisition

2. Domain II - ESL Instruction and Assessment

3. Competency 3: ESL Teaching Methods

- Operational familiarity

- Best practices for ESL instruction

- Integration of technology to enhance ESL instruction

- Creation of a hospitable classroom environment for ESL learning

- Self-Check

- Practice Items for Competency 3

# Review: Competency 2

**Competency 2: L1 and L2 Acquisition**

The ESL teacher understands **the processes of first language (L1) and second language (L2) acquisition and the interrelatedness of L1 and L2 development.**

# Review: Competency 2

Which **THREE** of the following types of errors correctly explain sources of difficulties in second language acquisition?

A. Generalization

B. False cognates

C. Approximation

D. Direct translation

E. Memorization
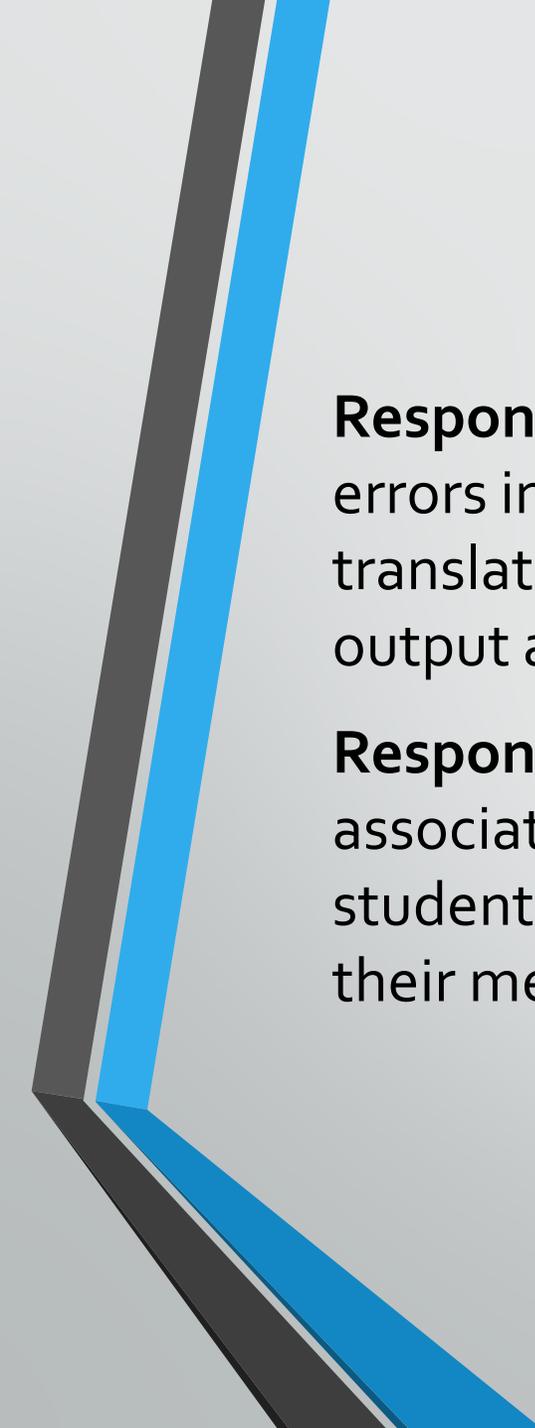
**Responses B, C, and D are correct.** They correctly identify explanations for errors in L2 performance. False cognates, approximations, and direct translation are explanations for mismatches between the learner's intended output and the actual structure or utterance that the learner produces.

**Response A (generalization) and Response E (memorization) are not** associated with *error* but instead with metacognitive strategies that enable EL students to bolster their accurate production of L2 structures and to enhance their meaningful output of L2 utterances.

# Review: Competency 2

Which **THREE** of the following strategies are typical cognitive processes used in second language acquisition?

A. Memorization

B. Repetition

C. Prior knowledge

D. Asking questions

E. Observation
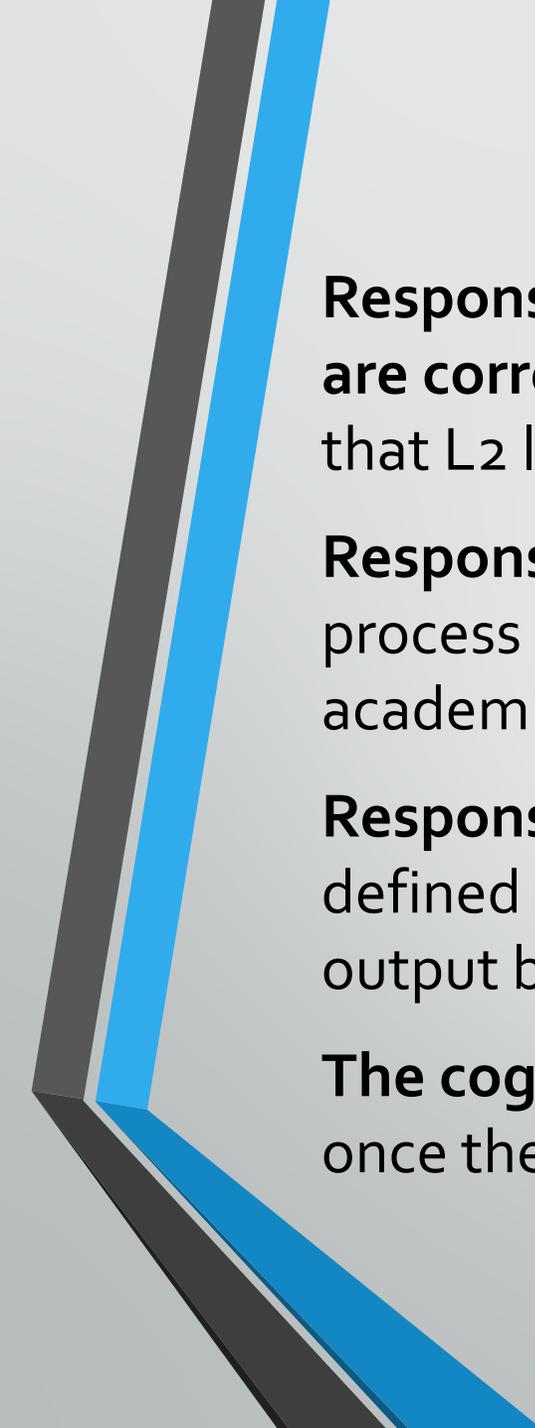
**Responses A, B, and D (memorization, repetition, and asking questions) are correct.** They correctly reflect some of the deliberate, cognitive processes that L2 learners use to promote their learning of new language structures.

**Response C is incorrect** because prior knowledge is not a deliberate cognitive process but instead a reflection of the learner's familiarity with a concept or academic content.

**Response E is incorrect** because observation could be more accurately defined as a stage (the Silent Period) during which the EL is refraining from L2 output because of perceived lack of readiness.

**The cognitive processes of A, B and D are strategies that EL students use** once they are active participants of L2 discourse.

# Domain II

## ESL Instruction and Assessment

# Overview of Domain II

Domain II focuses on how knowledge and practices in general pedagogy can be adjusted for teaching ESL. Teaching ESL does not require *different* pedagogical practices, but it does require fine tuning and adjusting what we do in the classroom of native speakers in order to meet the needs of students who are both learning English and *in* English.

**Domain II Competencies:**

- **Competency 3:** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.

- **Competency 4:** The ESL teacher understands how to promote students communicative language development in English.

# Overview of Domain II (continued)

- **Competency 5:** The ESL teacher understands how to promote students' literacy development in English.

- **Competency 6:** The ESL teacher understands how to promote students' content-area learning, academic-language development and achievement across the curriculum.

- **Competency 7:** The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

# Competency 3: ESL Teaching Methods

The ESL teacher understands **ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.**

# Competency 3: ESL Teaching Methods covers the following topics:

- Operational familiarity with TEKS and ELPS

- Best practices for ESL instruction

- Integration of technology to enhance ESL instruction

- Creation of a hospitable classroom environment for ESL teaching

# Competency 3 Core Content

Competency 3 focuses on pedagogical skills and strategies that enhance teaching and learning in the ESL environments.

- Competency 3 does not suggest that different teaching strategies are required for teaching ESL; instead, it addresses the need to shape what works in all pedagogy for the special circumstances of ESL teaching.

**Competency 3 important terms to know and understand:**

| Texas Essential Knowledge and Skills (TEKS) | ELPS | Instructional goals | Teaching methods |
|---|---|---|---|
| Content area teaching | Diversity | Technology | Classroom management |

# TEA Materials: TEKS and ELPS

TEA materials that the Bilingual/ESL teacher needs to be familiar with:

- TEKS relevant to your content area and grade level

- ELPS

  - A section of the Texas Essential Knowledge and Skills (TEKS) curriculum that includes categories of proficiency of EL students: beginning, intermediate, advanced, and advanced high in listening, speaking, and in reading and writing.

  - ESL and bilingual education teachers are responsible for knowing the characteristics of each proficiency level to ensure that instruction is appropriately adjusted to meet EL students' academic and linguistic needs.

# What ELPS Says About Teaching ESL in Content Areas

ELPS §74.4(c)(1)(A-H), presented as student expectations, suggest specified strategies for addressing the pedagogical responsibilities in Competency 3:

- Activate prior knowledge

- Promote self-correction

- Devise strategies for learning relevant vocabulary, such as concept mapping, drawing, memorization, comparing, contrasting, and reviewing

- Reinforcing content-area knowledge through targeted speaking and writing activities

- Promoting new learning of academic content through accessible input

- Helping the learner understand the difference between formal and informal L2

- Supporting cognitive development of inductive/deductive thinking, pattern recognition, and holistic semantic development. (TAC, 2007)

The ELPS items in content-area student expectations in listening, speaking, reading and writing presented in §74.4(c) (2-5) offer remarkable specific details on how content-area teachers might present disciplinary information to EL students.

This chart of selected items actually integrated into ELPS gives you a good overview of the specificity of terms and concepts included in ELPS for cross-curricular ESL teaching:

**Selected Terms and Concepts Relevant to Cross-Curricular Instruction From ELPS §74.4(c)**

| Prior knowledge | Self-correction | Concept mapping | Drawing | Memorizing | Comparing/contrasting |
|---|---|---|---|---|---|
| Reviewing | Non-verbal clues | Requesting assistance | Synonyms | circumlocution | Meaningful use of academic language |
| Formal/informal usage | Reasoning strategies | Patterns | Analysis of sayings and expressions | Intonations | Phonological knowledge |
| Visual support | Media support | Summarizing | Collaboration | Syntactic performance | Opinion formation in the context of academic content |
| Pre-reading strategies for academic text | Linguistic accommodations | Inferential skills | Critical analysis | Editing | Conventions of writing |
| Grammatical corrections | Syntactic variety | Writing in a variety of genres to reflect content knowledge | Alphabetic knowledge | Silent reading | Comprehension of content-area material |

# Listening, Speaking, Reading and Writing Expectations Presented in ELPS

The overriding feature of ELPS for listening, speaking, reading and writing is the articulation of proficiency level descriptors for Kindergarten through Grade 1 and Grades 2-12 in §74.4(d) (TAC, 2007).

- The proficiency descriptors for listening, speaking, reading and writing represent holistic competencies that apply to all subject areas and that show the EL students growing capabilities in L2 competence and performance.

# Listening, Speaking, Reading and Writing Expectations Presented in ELPS

The table below shows selected comparison of similar expected performances across proficiency levels for *listening*.

| Beginning | Intermediate | Advanced | Advanced High |
|---|---|---|---|
| __Struggle to identify and distinguish individual words and phrases__ during social and instructional interactions that have not been intentionally modified for ELs | __Often identify and distinguish individual words and phrases necessary to understand the general meaning__ during social and instructional interactions that have not been intentionally modified for ELs | __Understand most main points, most important details, and some implicit information__ during social and basic instructional interactions that have not been intentionally modified for ELs | __Understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers__ during social and instructional interactions |

The consistent defining point of the Advanced High proficiency level is the "level nearly comparable to native English-speaking peers" as the marker for reaching this top ESL proficiency level.

- The goal for ESL instructors is to support EL students' achievement of Advanced High performance by adapting teaching practices to meet their communicative and academic language needs.

# Adapting Best Teaching Practices for ESL Environments

Effective ESL instruction starts with a firm foundation in best practices for reaching all leaners and does not draw on different practices but instead focuses on what helps engage learners in the challenging task of achieving L2 proficiency.  Most ESL experts designate specific instructional strategies as particular effective for teaching EL students:

**Collaborative learning:** Learners are grouped randomly or selectively to provide opportunities for learning new knowledge, for reporting in-progress activities, for learning from each other, and for supporting peers in moving towards new achievements.

- *Collaborative learning* can occur in pairs or in groups of varying sizes, maximizing communicative opportunities among learners.

# Adapting Best Teaching Practices for ESL Environments

**Collaborative learning (continued):**

- Teachers can assign all levels of activities as group tasks, such as simple identification of core information for a class lesson, analysis of pivotal, lesson relevant topics, creation of learning products, and formal and informal presentations.

- For groups to function effectively, learners need to use basic communicative skills to do the interactive work of the group and apply content-area language and knowledge to complete targeted tasks.

- Thus, for EL students, collaborative learning in small groups vs. whole-class settings can promote development of BICS and CALP.

- Additionally, collaborative learning in small groups can provide opportunities for EL students to demonstrate their competence and capabilities more readily than the anxiety-producing "performance type" participation of whole-group discussions.

# Adapting Best Teaching Practices for ESL Environments

**Thematic Units:** When content-area units are constructed coherently on a theme, the singular focus of unit activities supports increasingly higher levels of learning as learners scaffold new knowledge on the thematic platform.

- *Thematic units* allows the teacher to create a variety of instructional activities that activate a variety of learning strategies at different cognitive levels, thereby reinforcing holistic, incremental achievements across the domains of listening, speaking, reading, and writing.

- Thematic units enhance EL students' comprehensible input through cross-curricular connections, integration of language skills, opportunities to draw on prior knowledge, and increased participation and motivation.

# Adapting Best Teaching Practices for ESL Environments

**Scaffolding:** Sequential lessons and activities contribute to learners' growing competence as they approach new information in incremental segments matched to their learning readiness.

- *Scaffolding* allows teachers to operate within the student's zone of proximal development, providing necessary instructional support to move to higher levels of learning that they can achieve through that support.

- ESL teachers should rely on **Bloom's Taxonomy** to construct activities that reflect learner readiness for successively higher cognitive engagement (applying, analyzing, evaluating, and creating) instead of centering instruction on the basic levels (remembering and understanding).

- The learning categories of Bloom's Taxonomy enable EL teachers to provide appropriate accommodations, predict learner outcomes, and observe behavioral changes that can be matched to ELPS student expectations and proficiencies.

# Adapting Best Teaching Practices for ESL Environments

**Modeling:** Instructors should show learners how learning activities can be approached.

- *Modeling* can involve teacher or student demonstrations, internet videos showing the activity in action or group presentations that demonstrate diverse approaches to a task.

**Recursiveness:** Learners need to see that learning happens by moving forward, sometimes backtracking, and then finding new paths forward.

- In ESL instructional settings, *recursiveness* should be recognized as evidence of the productivity of error.

# Adapting Best Teaching Practices for ESL Environments

**High Expectations:** Teachers should convey a success attitude that encourages learners to keep trying even when they may falter in their journey toward achievement.

- Teachers can foster a culture of **_high expectations_** by creating low-stakes assessment opportunities that motivate learners by showing immediate, manageable accomplishments.

- Teachers should keep in mind that even apparently small increments of achievement should be recognized to show learners that their accomplishments are being noticed.

# Adapting Best Teaching Practices for ESL Environments

**Interrelation of listening, speaking, reading, and writing:** These routes to understanding must be continually integrated to create redundancy and to recognize different learning styles.

**Celebration of difference:** EL students' linguistic and cultural distinctiveness should never be seen as a deficit, but instead should be seen as a contribution to the *diversity* of the classroom space.

# Special Circumstances of Content-Area Instruction

**ESL teachers have basic responsibilities for helping EL students enter the conversations of academic disciplines.**

- **ESL teachers should** demonstrate an authentic affinity for the discipline they teach by sharing with students' stories of their own experience and explaining how the discipline matters globally and locally.

- **ESL teachers should** show, explain, and model the discipline-specific ways of thinking distinct to content areas.

- **ESL teachers should** strive to involve students in authentic activities that reflect content-area expertise, mindsets, and behaviors.

# Special Circumstances of Content-Area Instruction

- **ESL teachers should** guide students in learning the basics of the content area, such as vocabulary, problem solving approaches, historical context, and current relevance.

- **ESL teachers should** have artifacts, realia, representations, books, and models in the classroom to show learners the context of the content area.

- **ESL teachers should** strive to integrate *culturally relevant* materials to support EL students' understanding of content area information.

# Linguistic Accommodations

An **"accommodation"** is an adjustment made in instruction or materials to make content more accessible for learners.

- In the context of ESL instruction, linguistic accommodations refer to teacher practices that enhance the equality of the input for the EL student, thereby promoting learning.

- Accommodations does not mean changing the instructional content but instead refers to creative, specific, learner-centered strategies that make academic content input more comprehensible for learners.

# Linguistic Accommodations

**Here are some instructional adjustments that ESL teachers can make:**

- **Delivery:** Teachers can slow down the pace of lecture-type presentations by modulating their speed, voice, and even their circulation throughout the classroom space.
  - Teachers can put key information on the whiteboard or document camera in bulleted lists to reinforce lecture content.

# Linguistic Accommodations

- **Segmenting:** Instead of presenting new information in a large, undifferentiated chunk, teachers can use **segmenting** to break up lessons into mini-lessons targeting specific skills.

  - Each mini-lesson can include self-checks that allow learners either to work collaboratively to check their understanding or independently to perform a short task that the teacher can check easily and quickly.

- **Content-area accessibility:** Textbooks are written by experts who do not always write at a level that can be understood by student readers.

  - Teaches can create linguistic accessibility of challenging course content by restating key content materials in simpler terms and simpler sentence structures.

# Linguistic Accommodations

- **Learning styles:** Teachers should vary the way information is presented to reflect awareness of varied learning styles.

  - There should be a variety of delivery systems used besides traditional lecture.

  - Teachers can use visuals, clips of films or other media, interactive computer work, guided practice, demonstrations, modeling, guest speakers, and kinesthetic activities.

  - Sometimes, even something as simple as changing the configuration of the desks can create a new way of learning for students.

# Linguistic Accommodations

- **Disciplinary content:** Each subject area has distinct vocabulary, ways of thinking, ways of presenting results, distinct writing styles, and expected prior knowledge.

  - Content area vocabulary should be displayed around the room.

  - Posters and other visuals should reinforce student knowledge of important individuals, dates, genres, problem-solving strategies, and any other elements deeply connected to the content area.

# Linguistic Accommodations

- **Instructions:** instructions should be delivered in multiple ways to create redundancy and enrich the comprehensible input.
  - For example, students can be asked to copy instructions presented on a screen and then, the teacher can highlight key words in the instructions or create a bullet list on the whiteboard to reinforce what is expected.
  - For major task instructions, teachers can call on students to repeat the sequence of steps.
- **Nonverbals:** Teachers can use body language, gestures, and movement to reinforce delivery.

# Linguistic Accommodations

- **Lesson set-up:** Teachers should plan an "entering the learning space" activity for each class meeting in schools where students are moving from class to class.

  - This entry activity can be something content-related such as presenting an entrance ticket or more communicative such as writing something on the class bulletin board.

  - Starting each lesson with a simple class agenda and/or lesson outcomes creates a context for the class.

    - For example, a simple enumerated list of what the class will do that day allows learners to understand what's going on at different points in the class.

# Linguistic Accommodations

- **Lesson set-up (continued):**

  - Creating a list of vocabulary will alert learners to pay closer attention as those terms are mentioned in the lecture.

  - Having a class wrap-up will reinforce what should be the major takeaways.

  - Leaving time for targeted questions allows the teacher to sense what might have been understood.

    - Questions should not be an open-ended "does anyone have questions" but perhaps, "can I get two volunteers to draw a plant on the board and label the parts?"

  - Teachers should leave a few minutes of "cool down" time at the end of the period instead of running the lesson up until the bell rings.

# Linguistic Accommodations

- **Wait time:** The time between a teacher question and student response can sometimes seem interminable.

  - *Wait time* is the interval between the point when the teacher asks a question and students respond.

  - Wait time can be truncated when teachers jump in, for whatever reason, to push students to respond before they are ready.

  - Students, especially EL students who are processing not just the content of the question but also the linguistic framework of the question, need time to process the questions.

  - Teachers should repeat the question if necessary

# Linguistic Accommodations

- **Wait time (continued):**
  - Questions can also reflect Bloom's Taxonomy:
    - Some questions may be intended to elicit evidence that students did an assigned reading and might focus on remembering;
    - Other questions could ask students to form an opinion or evaluate.
  - The wait time should reflect the rigor of the question and the level of the cognitive activities required to construct a response.

# Technology in the ESL Classroom

**Technology** enables ESL teachers to both expand and differentiate learning for the EL students.

- However, the vast range of general learning readiness significantly impacts the benefits of technology integration.

Nonetheless, ESL teachers can prolifically integrate technology in all areas of learning to promote L2 proficiency because of the foundational premises of technology applications:

- **ESL teachers should** use technology not as an addition to instruction but as a tool for constructing versatile approaches to learning.

- **ESL teachers should** view technology as a means of interrelating listening, speaking, reading, and writing.

# Technology in the ESL Classroom

- **ESL teachers should** recognize that newcomers and learners at the beginning and intermediate levels will need substantive instructional support in entering technology-based learning environments.

- **ESL teachers should** create technology-based learning opportunities that maintain equity and access for all learners, recognizing that some students may not have access to technology outside of the school environment.

- **ESL teachers should** adeptly integrate content-area learning with appropriate technology platforms to enhance EL students' academic language proficiency.

- **ESL teachers should** match technology resources to the parameters and expectations of the specific content area.

- **ESL teachers should** be prepared to guide students in learning technology applications relevant to the content area.

# Technology in the ESL Classroom

Technology can provide multiple ways to enhance EL students' learning experiences.  A short video, "Differentiated with Technology for EL's" , identifies real strategies for enhanced learning made possible through technology:

- Videos and live demonstrations online can build learners' background knowledge.

- Students can work on their pronunciation by recording and listening to themselves in L2.

- Students can listen to a book being read in L2.

- Tablets, computers, even cell phones, and interactive software can help learners work through challenging content by allowing a different venue for problems-solving and by allowing indefinite repetition of lessons or examples.

Technology can empower learners to take ownership of their own learning.

# Technology and Content-Area Learning

Technology can enhance the best practices and delivery of content-area instruction as well as communicative skills:

- **Electronic discussions boards or blogs** offer venues for learning interaction that support BICS and can promote CALP when instructors create targeted discussion items.

  - For example, learners could be asked to create a discussion board post that <u>identifies</u> a "golden line" from assigned reading and <u>explains</u> why the line stands out.

- **Social media** can be used to allow students to record and share videos of themselves as they complete specific class activities.

  - For example, for a science class project in which students have to collect leaves and describe them on the basis of botanical features, students could make a video that includes images of the leaves and a think aloud as they identify the leaf features.

# Technology and Content-Area Learning

- **Multi-modal projects.** Projects that include visuals, text, research audio, and animation on presentation software can powerfully enhance learner engagement.

  - Completing such projects as group projects adds the benefits of collaborative and cooperative learning.

- **Translation.** Technology can be used to provide some linguistic accommodation via translation.

  - Students who have learned English as a second language sometimes admit that they started out by writing things out in L1 and then translating, but they almost always say that once they start thinking in L2 , that is not necessary.

  - Nonetheless, translation possibilities allow learners to discover L2 meanings independently and right at the moment of learning.

# Technology and Content-Area Learning

- **Writing processes.** All aspects of the writing process, from initial brainstorming or research through drafting and final presentation, can be enacted in technology-supported platforms.

  - Generating a writing product at a computer allows learners to do just-in-time searches and follow breadcrumbs as they construct the project.

  - Students can look for translations of words from L1 that they want to integrate into their L2 writing.

  - There can be instant messaging with the teacher or classmates during the project and parts of the writing can be repositioned or deleted easily during revision.

  - Word-processing tools can be used to explore verb forms, syntactic structure, academic vocabulary, grade appropriate expression, and formatting.

# Teaching ESL online

Full online teaching far extends the realm of integrated technology into teaching.

- In online teaching, technology is the medium by which instruction and learning happens.

- In online teaching, the special needs of EL students are intensified as the crucial element of affective, individualized instruction must be reconfigured for the cyber teaching world.

# Teaching ESL online

True online teaching reconstructs face-to-face teaching by applying strategies that enable learners to recreate their learning spaces in an online space. Basic things to do in these circumstances include the following:

- Focusing on clear, target objectives for each lesson

- Crafting lessons that are manageable, clear, and simple (not simplistic) for learners to complete on their own

- Creating a teacher presence that reminds students of the in-person teacher in the face-to-face classroom

- Operationalizing the less-is-more principle by creating, tightly targeted lessons

# Teaching ESL online

- Integrating opportunities to practice new learning before assessment occurs

- Providing feedback and re-dos to increase learners' opportunities to succeed

- Being available at designated times for online connections with students

- Learning your campus Learning Management System

- Learning to make short, teacher-created instructional videos

- Using instruction-created tools such as SoftChalk, Flipgrid, VoiceThread, and screen-capture software to promote and present instructional activities

# Teaching ESL online

Online experts concede that moving to online instruction begets a steep learning curve.

- We know how to engage learners when we are looking at them face-to-face in our classrooms, but what about the asynchronous way that much of online learning happens?

- The socioeconomic status of many of our EL students creates a roadblock to successful online learning if they do not have home access to internet connections, hardware, or software.

- The ESL teacher cannot solve the access issue; that is the province of the school districts, or individual campuses.

- Individual teachers can be proactive in learning how to take their best teaching selves into the space of online teaching.

# Teaching ESL online

ESL teachers should develop a paradigm for their lessons:

- Targeted, concise, manageable lesson objectives

- A short lesson delivered as a short, written lesson or a video (videos no more than 5 minutes long)

- Opportunity to practice and experiment with new knowledge

- Low-stakes assignments to demonstrate understanding of new knowledge

- Feedback with a clear explanation of how to improve

- Resubmission options to maintain high expectations

# Teaching ESL online

Online learning creates both opportunities for learners as well as obstacles:

- Some learners will thrive in a self-directed learning environment; others will feel rudderless without their teacher

- Teaching online requires that we anticipate these differences and modulate our online instruction to fully accommodate the continued needs of EL students.

Some online teaching advice for ESL teachers:

- If you are a complete novice to online learning, take the time to read some basic materials on online and blended teaching such as Jon Bergmann's and Aaron Sam's great book *Flip Your Classroom* (2012), where the authors trace their entry into learning that shifted student involvement in learning to times and spaces that the students controlled vs. the teacher-modulated of the classroom.

# Teaching ESL online

- Participate in teaching organizations such as ASCD.org and the international Society for Technology (ISTE) to keep up with the latest articles and books on innovative online teaching.

- Realize that you cannot make access happen for students who do not have technology access. If the campus or district has done everything possible to create equitable access to technology,

  - ESL teachers *can* create focused, clear, targeted lessons that allow EL students to learn independently, at their own pace,

  - but with the virtual presence of the teacher to guide and support their learning.

# Teaching ESL online

- Online teachers believe that online students need twice as much processing and producing time when they are learning online.

  - Add to the additional needs of EL students whose learning time is magnified as they learn English while they are learning academic content *in* English.

  - The accommodations that work in the classrooms – communication, sequencing, modeling, scaffolding, multiple ways of presenting content – also work in online teaching.

  - ESL teachers need to be proactive in devising learner-centered online instruction that keeps EL students' needs in mind.

# Managing the ESL Classroom

The classroom is a space that can be modulated as much by environmental configurations as by attitudinal factors.

- ESL teachers should consider what an "ideal" classroom space could look like and identify negotiable factors that can be operationalized into creating that space.

- For EL students, the configuration of the classroom can promote or inhibit social interaction, and social interaction is vital to creating meaningful, authentic contexts for L2 learning.

# Managing the ESL Classroom

Let's consider what ESL teachers can do to shape a learning space that effectively and efficiently supports learners' diverse needs:

- **Teachers should** organize the classroom space to maximize social interaction among learners.

    - If possible, desks should be grouped so that learners sit together instead of in rows, students should be allowed some freedom in moving about the room, and the students should have ownership of the space by sharing responsibility for maintaining orderly storage and distribution of materials.

- **Teachers should** implement routines that allow learners to feel comfortable in the classroom space.

    - Learners should know expectations for entering and leaving the room, for accessing supplies, for working independently or in groups, for stowing materials.

    - Routines can be reinforced with signs throughout the classroom.

# Managing the ESL Classroom

- **Teachers should** create opportunities for native speakers to mentor L2 learners in learning culturally-specific behavioral expectations for classroom space, such as ways to respond to questions during whole class discussion.
  - Instead of directly calling on native speakers, the teacher can model behaviors using fishbowl activities.
  - Fishbowl sessions create kinesthetic and cognitive involvement as students position themselves as observers, ideally in a circle, while one or more students sit in the center (in the "fishbowl") and demonstrate a task.
  - Fishbowls can yield a high level of participation especially if students can question the "fish" in the bowl or comment if the fish seem to be headed in a wrong direction with the activity.
  - Fishbowl activities usually result in a lot of laughter, especially if students feel comfortable enough to good-naturedly criticize each other, but these interactive sessions can also serve to demonstrate important content to EL students.

# Managing the ESL Classroom

- **Teachers should** vary learning approaches to allow EL students to continually practice listening, speaking, reading, and writing skills and keep all learners engaged.

  - Teachers should create opportunities for learners to interact with each other, to move around the classroom in doing targeted tasks, to demonstrate understanding of new content not just through quizzes but perhaps through interactive, immediate feedback computer applications.

- **Teachers should** be aware that EL students' cultural background may inhibit ready or full participation in some classroom activities and should be ready to implement accommodations for full, equitable participation.

  - For example, in some cultures, affective demonstrations are considered inappropriate.

  - Teachers should be pro-active in recognizing that what appears to be non-participation may reflect the EL student's cultural norms.

# Managing the ESL Classroom

- **Teachers should** create an environment of inclusivity, acceptance, and equity to encourage all learners to feel that they are a part of the classroom community.

- **Teachers should** promote a culture of high expectations.

  - Motivational posters that reflect the teacher's approach to achievement serve as good reminders that success is possible for all learners and they add light, color, and visuals to the classroom.

# Managing the ESL Classroom

- **Teachers should** create a space that sends out good "vibes."

  - There should be artifacts in the class that reflect the teacher's special interests, whether whimsical, personal, professional, or academic.

  - Posters or photographs should highlight places, objects, scenes, or people relevant to the subject area.

  - There should be bookcases with books that students can read during Drop Everything and Read sessions.

  - The teacher should have a stack on the desk of books he/she is currently reading, ideally relevant to the subject area.

  - Supplies should be stored in accessible, colorful, attractive storage containers.

  - Placement of the teacher's desk should offer a clear signal about the teacher's attitude toward interactions with learners.

# Self-Check

- Review ELPS and locate the terms presented in the chart titled "Selected Terms and Concepts Relevant to Cross-Curricular Instruction From ELPS §74.4(c)".

- Can you explain some good teaching practices to promote learning in EL students?

- What are linguistic accommodations?

- How can technology contribute to EL students' growing proficiency in English?

# Practice Items for Competency 3

**Which of the following explanations best presents the intention of linguistic accommodations for EL students?**

A. Linguistic accommodations call for campuses to provide individual peer tutors for all EL students.

B. Linguistic accommodations are pedagogical adjustments that ESL teachers make to increase accessibility of content for EL students.

C. Linguistic accommodations are designed by the Language Proficiency Assessment Committee (LPAC) on the basis of the EL students' annual test scores.

D. Linguistic accommodations are not necessary if ESL teachers have an assigned paraprofessional in the classroom.

**Response B is correct.** Linguistic accommodations are clearly identified in ELPS as specific teaching adjustments that enable teachers to make content accessible for EL students. Specific accommodations mentioned in ELPS are communication, sequencing, and scaffolding, all of which can operationalized in creative, robust ways in classroom instruction.

**Response A is incorrect** because peer tutors are not mandated in any aspect of the state's requirements for ESL instruction.

**Response C is incorrect** because the classroom teacher, not the LPAC, has full responsibility for implementing necessary accommodations for EL students.

**Response D is incorrect** because para-professionals can help teachers carry out classroom activities, but their presence in an ESL classroom does not constitute evidence of accommodations.

# Practice Items for Competency 3

Which two of the following applications best illustrates how teachers can integrate technology to enhance EL students' learning?

A. Technology enables teachers to direct learners to simplified, online presentations of class content.

B. Technology enables EL students to reinforce class content by watching supplementary instructional videos.

C. Technology enables EL students to create learning connections with other learners in local and more distant learning spaces.

D. Technology enables EL students to seek tutoring for content that was not adequately presented in class.

E. Technology enables teachers to identify test-preparation tutorials to boost EL students' chances to pass mandated state exams.
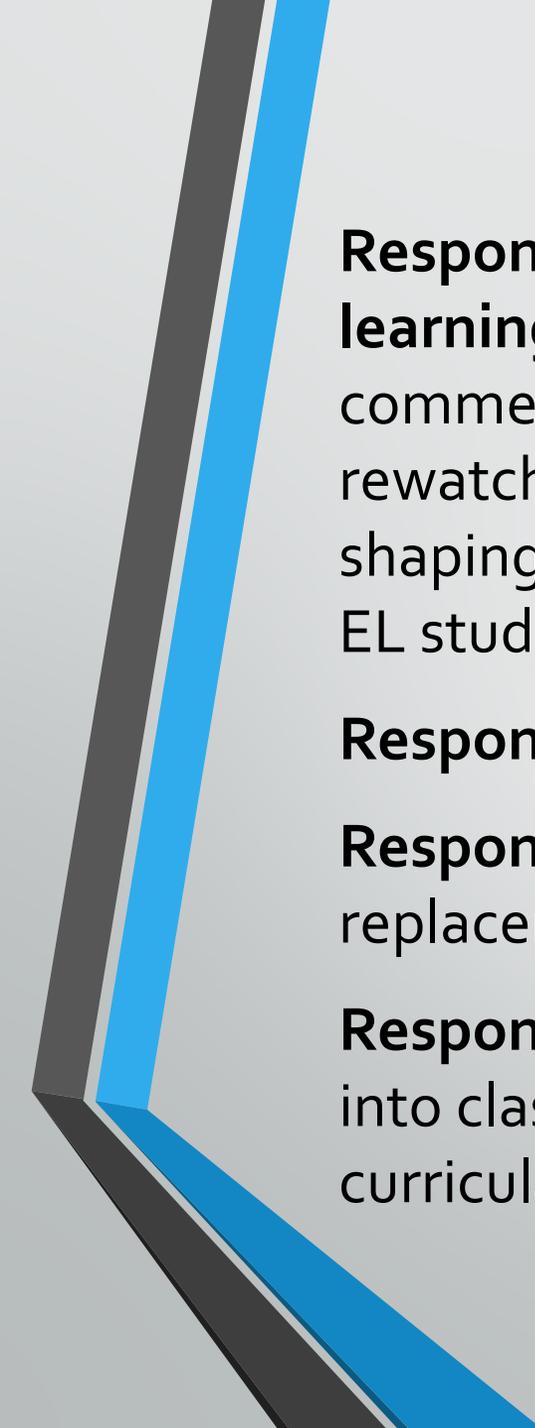
**Responses B and C best illustrate possibilities for enhancing EL students' learning through technology.** **Response B** reflects common student comments about how having a designated learning video enables them to rewatch lessons that are challenging. **Response C** reflects the community-shaping possibilities of platforms like blogs and discussion boards that enable EL students to learn content-relevant strategies from other learners.

**Response A incorrectly** suggest that technology simplifies lessons.

**Response D is incorrect** because technology is not intended as a substitute or replacement for inadequate teaching.

**Response E is incorrect** because test-preparation, should not be integrated into classroom teaching with the teacher connecting test standards to specific curricular content.

# This Concludes

- **Competency 3: ESL Teaching Methods:** The ESL teacher understands **ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.**

# Thank you!

# *7 Steps to a Language – Rich Interactive Classroom* by John Seidlitz and Bill Perryman

- Focuses on **student interaction** with academic literacy

- Teaches students learning strategies that will help them find **success in the real world**

- **Based on four key ideas, or TIPS**, that lay the groundwork for a successful language-rich interactive classroom

  - **Total** Participation

  - **Incorporate** Academic Vocabulary

  - **Promote** Literacy and Language Development

  - **Support** for Struggling Learners

# Step 5: Using visuals and vocabulary strategies that support your objective.

Teachers everywhere fill their "bag of tricks" with as many strategies and tools as possible in order to help their students learn new materials efficiently.

- Step 5 is comprised of tools that make a huge impact on all students, especially struggling leaners.

- Let's look at using visuals and vocabulary strategies and how they help us meet our teaching objectives effectively.

# Use Visuals

Incorporating visuals in our lessons dramatically increases student ability to understand class lessons and discussions. It has been said that "a picture is worth a thousand words," and often this is true.

- **Photos, maps, drawings, movie clips, and concrete objects** give students access to content in spite of possible barriers such as lack of background on the subject or limited English proficiency.

- If the content objective, for example, is to explain safe lab procedures, showing photos of "safe" and "unsafe" activities will give students a stronger grasp of the content.

# Use Visuals

Another really effective visual tool is **a graphic organizer.**

- Graphic organizers provide a way for students to organize facts, ideas, and concepts that help them make sense of the content.

- Graphic organizers can be used before instruction to provide a scaffold for new material, and they can show how much students already know about a topic.

- During instruction, they can be used to help students organize key information.

- After instruction, graphic organizers help students connect prior knowledge with new information and determine relationships between the two.

# Use Visuals

There are many types of graphic organizers that are available in books and the internet.  Some of these include**: story maps, Venn diagrams, spider maps, T-charts, and KWL charts.**

- When introducing a new type of graphic organizer, be sure to model its use and provide time for guided practice.

- As students become more skilled at using graphic organizers, they can create their own.

# Use Visuals

One strategy that promotes the use of visuals and takes very little advance planning is Point and Talk.

- This strategy helps clarify meaning for new concepts.

- Simply draw or show a visual of the key concept for each lesson.

- Keep it posted throughout the unit of study and consistently point back to it.

Let's use a Language Arts concept to illustrate this strategy.

- When teaching plot development, use a mountain like the one below as a visual, and point to each stage as it is discussed.

- This gives students a visual anchor that will help simplify this vocabulary-dense concept.
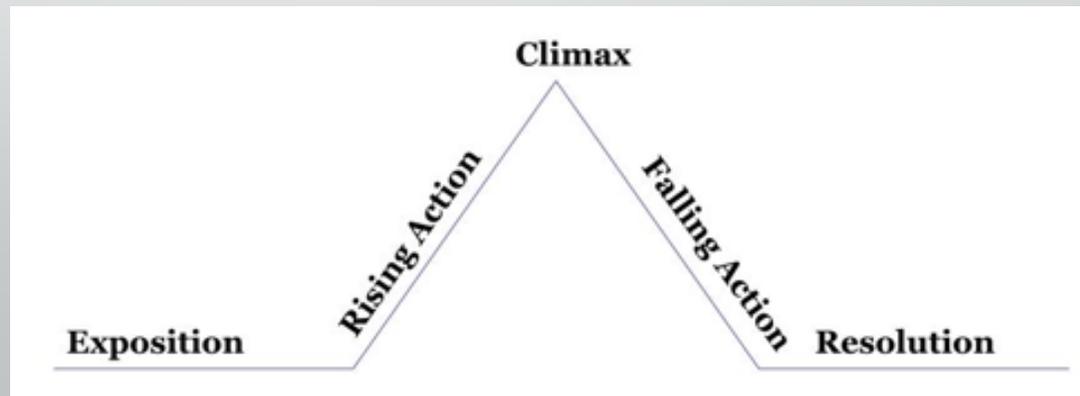
# Develop Vocabulary

It is very important to incorporate academic vocabulary in all of our lessons.

- A good rule of thumb is to introduce and display at least two new words per lesson.

- Here are two specific strategies that build academic vocabulary:

  - Scanning

  - Marzano's Six-Step Process

# Scanning

Scanning is powerful, quick, and efficient tools used to build academic language skills for students.

- This tool teaches students essential words for understanding new content minutes before they encounter the words in a text.

- With this strategy, student achievement is increased by 33% as compared to students who did not use the strategy.

# Scanning

Here is how it works:

- The students survey a text from back to front looking for unfamiliar words.
- The teacher generates a list of three to ten unfamiliar terms based on the students' survey.
- The teacher writes short student-friendly definitions for the terms, giving definitions that match the way the word is used in context of the passage.
- The students practice pronouncing the words during choral reading with the teacher.
- The students read the passage.
- The students use some of the words during the speaking an writing task in the lesson.
  - For example, students might include scan words as they discuss the text with a partner, or they can use them in a written summary of the text.

# Scanning

When students read new written material, they often find unfamiliar vocabulary.

- To eliminate stumbling over new words, we se scanning before a reading exercise begins.

- It doesn't take much time for the student to get used to this procedure, and it quickly builds student understanding of academic vocabulary.

- Scanning gives students some control over the vocabulary we emphasize, and it gives us the chance to focus on learning what students don't know instead of re-emphasizing what they already know.

# Scanning

Here is an example of how a teacher-student dialogue might sound in a typical 8th grade math classroom:

**Teacher:** *Provides students with handout containing word problems after modeling examples for the class.* Okay everyone, look at the handout, and lets do a quick scan of unfamiliar terms. Start at the bottom, scan toward the top, and circle two or more terms that you or someone else in class cannot define. *Students begin circling words on the handout.* Okay I can see most of you have found a few words. Enrique, tell me one of the words you selected.

**Enrique:** Vehicle. *Teacher pauses and glances at poster saying, "Please express your thoughts in a complete sentence."* I selected the word *vehicle*.

**Teacher:** *Writes down vehicle on a dry erase board.* Thanks. Erica, what was one of the words you selected?

**Erica:** I selected the word *expression*.

# Scanning

**Teacher:** *Writes down the word expression on dry erase board.* Okay, does anyone else have a word that we should include? Brian?

**Brian:** I am not sure what a coordinate plane is. I know we talked about it. Is that just like the graph we make of different problems?

**Teacher:** Kind of. Lets write that down too. *Writes coordinate plane.* Anyone else? Okay. Can anyone think of a short definition for the word *vehicle*? Just call out an answer.

**Students:** *A few students speak out loud.* A car, a truck. Something that moves you around.

**Teacher:** Let's write "something that carries you around, like a car or truck." *Writes definition.* Okay, what does *expression* mean?

# Scanning

**Students:** *Calling out.* Equation, number sentence.

**Teacher:** Okay, lets write, "a number sentence." That's what we usually have been calling expressions. *Writes definition.* Can some one raise a hand and tell me what a coordinate plane is?

**Ted:** Isn't a *coordinate plane* the plane that has all the x and y coordinates on it?

**Teacher:** Basically. Let's write something like, "the flat space with the x and y coordinates."

**Teacher:** *At the end of the class period…* Okay, go ahead and fill out your math journals. Your sentence starter is on the board. Make sure you include at least two words from our scan: *vehicle, expression, or coordinate plane.*

# Marzano's Six Step Process

In *Building Academic Vocabulary* (Marzano, 2004), Marzano outlines a comprehensive approach to learning the content-specific academic vocabulary, or the brick words that students encounter in their reading.

- The **first** three steps help us introduce new terms during the first lesson

- The **last** three steps help students practice and reinforce those terms over time.

- These steps are easily remembered as the terms: ***Describe, Describe, Draw, Do, Discuss, Play.***

# Marzano's Six Step Process

Step 1 – Describe: Instead of giving a formal definition of the vocabulary word or term, teachers give students a description or explanation of the word or term using examples and visuals.

- The goal is to appeal to learners of all types in order to help them understand new vocabulary.

Step 2 – Describe: Ask students to give a description or explanation of a vocabulary word or term using their own words.

- By listening/reading students descriptions/explanations, we can assess mastery, or we can provide help to make the words comprehensible.

- Students record descriptions in their personal notebooks to reference later.

# Marzano's Six Step Process

Step 3 – Draw: Ask students to draw a representation of the new vocabulary word or term.

- Acceptable ways to complete this task include: drawing pictures, designing symbols, making graphics, creating cartoons, finding a visual on the internet or a magazine.

- These tasks can be done individually or in groups.

Step 4 – Do: To give students more practice using new vocabulary words or terms, have them participate in activities such as: identifying prefixes, suffixes, synonyms, antonyms, related words, and additional visuals.

Step 5 – Discuss: Have students discuss the vocabulary words or terms as they work within partners, triads, or groups.

- This type of vocabulary discussion is more effective when it is structured.

    Additionally, monitoring student discussions clears up any confusion students may have about the words or terms.

# Marzano's Six Step Process

Step 6 – Play: Student participate in games that reinforce deep understanding of the new vocabulary words or terms.

- Examples of games include: Jeopardy, Wordo (like bingo), Charades, Pictionary, Scrabble, etc.

Scanning and Marzano's Six-Step Process are two ways to teach vocabulary, but there are many other effective strategies.

- It doesn't matter what strategy we use as long as we remain focused on our goal:

  - Helping students develop a deep understanding of academic vocabulary so they can achieve in school and communicate in the real world.

# Another Strategy That Supports Teaching Objectives

Another strategy that supports teaching objectives is using sentence stems. This strategy helps students form complete sentences, and it allows students to grow accustomed to the kind of words and phrases usually found in academic English.

- Most importantly, sentence stems gives students an opportunity to practice using new vocabulary words and terms in *context*.

- For example, when learning about states of matter, this sentence stem, "One property of a solid is…" gives students the chance to practice using the words *property* and *solid* in the correct context.

- The process of using a sentence stem begins when the teacher provides it as a starting point for a response.

- Students can use sentence stems for oral and written responses.

# Another Strategy That Supports Teaching Objectives

There are **two types of sentence stems**, general and specific.

- A **general sentence stem** can be used in any content area.

- We use general stems to find out what our students are thinking and also to determine the amount of background knowledge a student has on a given topic.

  - Examples of general stems are: "I learned...," "I already know...," and "I agree/disagree with ____ because..."

- Unlike general stems, **specific sentence stems** are tied to a particular content area or lesson.

- We use specific stems to check for understanding of the learning objectives.

  - Examples of specific stems are: "One cause of the Civil War was...," "Photosynthesis is...," "I think ___ is the protagonist because..."

Using both general and specific sentence stems gives students many risk-free opportunities to speak and to write using academic language.

# Another Strategy That Supports Teaching Objectives

It is also helpful to look at our assessments as a guide to developing sentence stems for students to use.

- Both standardized assessments and local assessments often have sentence structures and terminology that are unfamiliar to students.

- You can look at some of the assessment questions and then create sentence stems to give students a chance to practice using academic language.

Sentence stems provide a framework for students to gradually use increasing amounts of academic language.

- When our students have the opportunities to practice using the words and phrases they will encounter on the assessment, they are better prepared because the language used is familiar to them.

By strategically using general and specific sentence stems, we change the way students talk. When we change the way they talk, we open the door to new ways of thinking.

# What Research Says

Graphic organizers are highly effective when used appropriately.

- Fountas and Pinnell (2001) state that when content is illustrated with diagrams, the information will be better maintained over a period of time.

- Meyen, Vergason, and Whelan (1996) report that graphic organizers serve as an organized display that makes information easier to understand and learn.

Students with disabilities often have difficulty recalling newly-learned content and with making connections between details and broad concepts.

- In addition, they often find that math facts and procedures can be very frustrating to learn and remember.

- Gagnon and Maccini (2000) found that using graphic organizers in math class may lesson students' difficulties with math concepts.

# What Research Says

Pre-teaching terms enhances student reading comprehension.

- Stahl and Fairbanks (1986), demonstrate that student comprehension soars 33% when specific key terms are introduced prior to reading and learning (as cited in Marzano, Pickering & Pollock, 2001, *Classroom Instruction That Works*).

- Therefore, pre-teaching terms is important.

Using vocabulary strategies and sentence stems improve student achievement for English Language Learners, who often find concepts especially difficult (Echevarria, Vogt, and Short, 2008).

# Frequently Asked Questions

**Some of the content I teach is very abstract and does not have a clear visual representation to go with it. What should I do?**

- A great way to generate ideas for visuals that support abstract concepts is the internet.

  - Typing key words from your content into Google Images, for example, will produce may pictures, photos, and graphic representations.

- Your colleagues and school librarian are also excellent resources.

- Asking students to create a visual for the content being taught can also produce fantastic images for use in subsequent years.

# Frequently Asked Questions

**Should we have students look up the words that have been scanned from a dictionary and have them define the words on their own?**

- No.  This will take too much time.  Scanning is a quick response.

- Our goal is to give students the meaning of the scan words within the context of what they are reading for that specific lesson.

- Having students look up isolated words in the dictionary does not meet this goal because they will encounter multiple definitions riddled with more unfamiliar words.

**Why does the scan process seem backwards, going from the end to the beginning of a passage?**

- Beginning the scan process from the back to front helps students focus on unfamiliar words and terms without reading the content.

- The unfamiliar words and terms will be more identifiable using the back to front process because it makes the scan procedure move along quickly.

# Frequently Asked Questions

**The vocabulary techniques (scanning and Six-Step Process) are a nice idea, but they will also take to much time?**

- They do take time, but the time spent using these techniques is well worth the investment because student comprehension and understanding are increased.

- When students scan for unfamiliar words before reading a text, they will be confident and successful during the reading task.

- When working with content-specific vocabulary in multiple ways, students gain a deeper understanding of the words, and the internalize their meaning.

# Frequently Asked Questions

**Should we do something more with vocabulary words so that students will really learn them?** Yes, we can put them on an interactive word wall posted in the classroom (a word wall id a place for lists of words that changes over time).

- On the word wall, we can lists scan words from written materials, key content concepts, or words that might be helpful for students to use in writing or in conversation.

- Some put short definitions next to the words, others don't

- The most important thing about word walls is to be sure that students have multiple opportunities to use the words when they write and speak.

  - Offer class/individual incentives or praise for using the words/terms.

  - Require the use of specific words/terms in a warm-up written assignment or in a learning journal at the end of class.

  - Specify that a number of words/terms be used in written assignments during class for section reviews, essays, or notes.

  - Encourage the use of specific word/terms in whole class or student-to-student conversation.

# Frequently Asked Questions

**Should we give students a sentence stem for every key concept?** Using sentence stems is perfect for introducing concepts and for assessing student understanding during a lesson.

- They provide the academic language students need to communicate using new and unusual terms

- When sentence stems are used consistently in the classroom, students automatically start to respond in complete sentences without reminders.

- The habit of reframing the language of the question into a response is a skill that students internalize through multiple practice opportunities, as well as teacher modeling.

# Frequently Asked Questions

**How do I write a good sentence stem?** The easiest way to create a meaningful sentence stem is to look at the learning objectives for each lesson. *What should students be able to do at the end of the lesson?*

- Think of a question for students to answer that shows mastery of the material.

- Next, use the academic language in the question to create a sentence stem.

- For example, one of the first learning objectives in most science classes is for students to know safe lab procedures.

  - A question to ask students might be, "What are three safety procedures to use during a lab?"

  - Using the academic language from the question, an appropriate sentence stem would be, "Three safety procedures to use during a lab are…"

# Not all stems are focused on a specific content-area. The generic sentence stems below can be used in any class or subject area

| Summarizing | <ul><li>I learned…</li><li>Today I realized…</li><li>I still wonder…</li><li>The most significant thing I learned today was…</li><li>I would summarize my learning by saying….</li><li>My initial thought was____ and now I'm thinking ____ because…</li></ul> |
|---|---|
| Sharing | <ul><li>I feel…</li><li>In my opinion…</li><li>I predict that…</li><li>I agree/disagree that…</li><li>My view on the matter is ____ because…</li><li>My initial reaction is ____ because…</li></ul> |
| Justifying | <ul><li>I think ____ because…</li><li>I agree/disagree with ____ because…</li><li>____ proves that…</li><li>Another dea might be ____ because…</li><li>I was thinking that ____ should be…</li><li>____ corroborates the idea that….</li></ul> |

**Not all stems are focused on a specific content-area. The generic sentence stems below can be used in any class or subject area**

| Accessing Prior Knowledge | <ul><li>I already know…</li><li>___ reminds me of…</li><li>My experience with…</li><li>I would like to know more about…</li><li>I would compare ___ to ___ because…</li><li>Discussing ___ made me consider…</li></ul> |
|---|---|
| Elaborating | <ul><li>___ is important because…</li><li>I chose ___ because…</li><li>The answer might also be ___ because…</li><li>I would agree or disagree with ___ because…</li><li>Another reason could be…</li><li>I would add ___ because…</li></ul> |

# This Concludes

**Step 5: Using visuals and vocabulary strategies that support your objective.**

*7 Steps to a Language – Rich Interactive Classroom* by John Seidlitz and Bill Perryman

# Thank you