

# Information

EDUC 203

- Send text to [ktellez@ucsc.edu](mailto:ktellez@ucsc.edu) with your name in message
- *On paper:* Name, Address, Phone
- Placement experience (grade level, school, CT name, # ELL for 1st and 2nd placement)
- Previous teaching experience in ELD
- L2 Background
- Previous linguistics courses, if any.
- Expectations/burning questions
- Preferred % of class group work.



# Intellectual and Professional Fulfillment

EDUC 203

- *Language*-Learning them, learning about them.
- *Culture*-Endless fascination and opportunities for personal growth
- *Geopolitics*-Migrations are the result of actions large and small
- *Democracy*-Public schools may be our last hope



# General Course Goals

EDUC 203

- \* Identify different types of English learners, their learning needs and programs to meet these needs.
- \* Develop knowledge about language, 2nd language acquisition and how to scaffold language.
- \* Become familiar with ELD standards, how to modify instruction and assess different ELD levels.
- \* Become familiar with Social Science goals, strands, standards and adaptations for ELs.
- \* Identify and use effective ELD & SDAIE strategies



# Acronyms

EDUC 203

CELDT	CA English Lang Development Test
EL(L)	English Learner
<b>ELD</b>	<b>English Language Development</b>
ESL	English as a Second Language
FLES	Foreign Lang in Elem School
FEP/RFEP	Full English Proficient
<b>L1/L2</b>	<b>Native Language/Second Language</b>
LEP	Limited English Proficient
<b>SDAIE</b>	<b>Specially Designed Academic Instruction in English</b>
EB	Emerging Bilingual



# ELL: A Statistical Portrait

EDUC 203

- 5.1 million children enrolled in US schools are ELL (10.5 of all students).
- Approximately 80% of all ELL in the US are native Spanish speakers.
- #2 Vietnamese (2%); #3 Hmong (1.5%); #4 Chinese (Cantonese) #4 Korean, each 1%.
- The remaining languages (e.g., Arabic, Armenian, Chuukese, French, Haitian Creole, Hindi, Japanese, Khmer, Lao, Mandarin, [Bahasa] Malaysia, Navajo, Polish, Portuguese, Punjabi, Russian, Samoan, Serbo-Croatian, Tagalog) (14%).



# More Data

EDUCC 203

- California's EL population is 1.6 million—about a third of the national total, and equaling one-fourth of all CA students
- Over 85% of these students speak Spanish as their native language and an equal percentage are economically disadvantaged (Free/Reduced Price Lunch).
- 61% of all ELL attend school in one of six states (listed here in rank order): California, Texas, Florida, New York, Illinois, and Arizona



# Other States

EDUC 203

- In 1995, South Carolina's public schools enrolled approximately 2000 ELL. Fifteen years later, in 2010, there were nearly 25,000.
- Kentucky saw a 517% increase over the same 15 year period. North Carolina's growth was 450% and the state now enrolls over 80,000 ELL.



# Growth in Immigrants: A Short Story

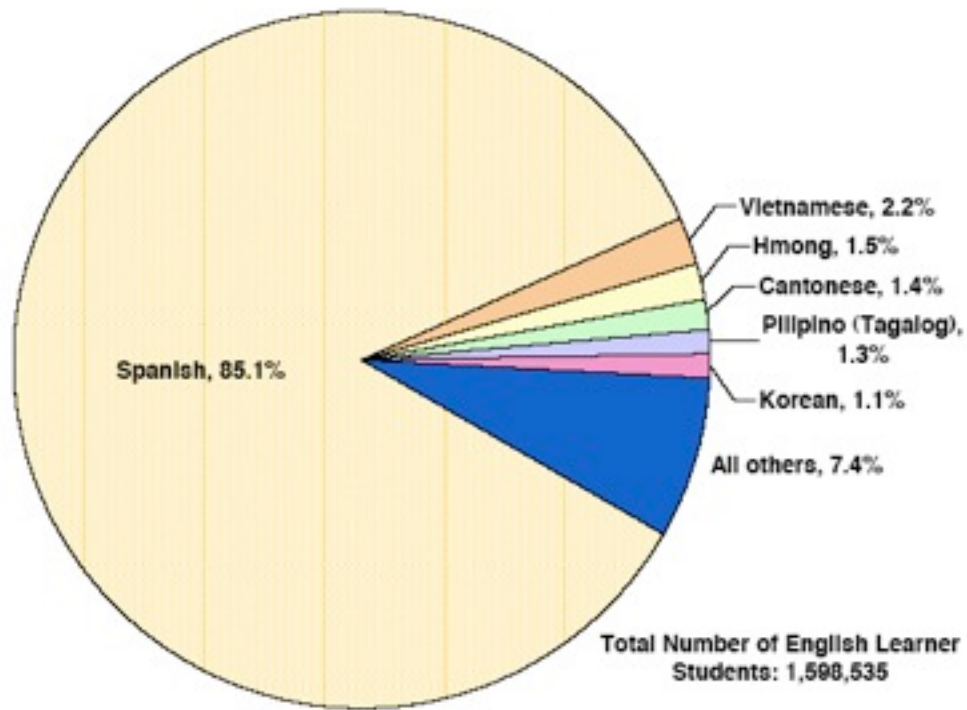
EDUC 203

- In 1963, cut-up chicken products amounted to only 15.2% of the total consumer chicken shipments
- By 1997, the cut-up total of the chicken market had grown to 86.9% and over 80% of all meat packing workers in the US were foreign born, up from 15% just 30 years ago.





Exhibit I-6. English Learner Students by Language, 2003-04



Source: California Department of Education, California Basic Educational Data System (CBEDS) and Language Census Data Files (R30-LC).



**figure 6 | In 2006–07 the state's 10 largest districts tend to serve high percentages of English learners, and the ELs speak numerous primary languages**

	Enrollment	Number of English Learners	English Learners as a Percentage of District Enrollment	Number of Languages Spoken*
<b>California</b>	<b>6,286,943</b>	<b>1,568,661</b>	<b>25%</b>	<b>55</b>
Los Angeles USD	707,626	266,088	38%	54
San Diego USD	131,034	37,264	28%	40
Long Beach USD	90,663	20,975	23%	26
Fresno USD	77,555	22,194	29%	31
Elk Grove USD	61,881	10,728	17%	48
San Bernardino City USD	57,397	19,321	34%	38
Santa Ana USD	57,346	31,189	54%	31
San Francisco USD	56,183	15,461	28%	43
Capistrano USD	51,512	5,694	11%	41
Corona-Norco USD	49,865	8,314	17%	37

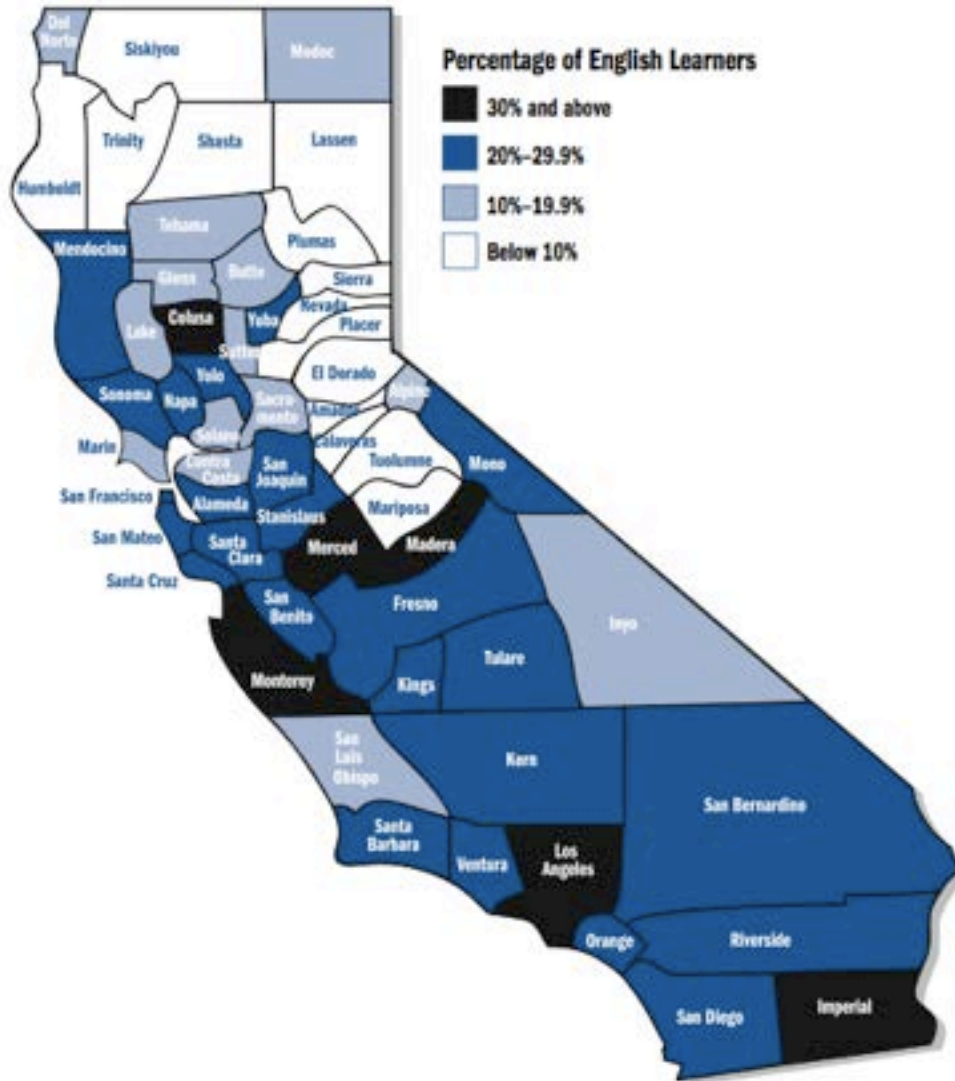
\* This column indicates the number of languages spoken among the 55 languages that California reports on. The California Department of Education combines several additional languages in a 56th category called "all other non-English languages." That category is not part of the figures presented here.

DATA: CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

EdSource 3/08



figure 4 | California's 58 counties have different concentrations of English learners



EDUC 203

DATA: CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

EdSource 1/08



Martha Gimenez (1997) points out that:

- The mass media and politicians exploit data about the youth, higher fertility, and growth rates of the “Hispanic” population in ways that, ultimately, intensify racists fears among those worried about low white fertility, increase the likelihood of conflict with blacks (who see their communities competing for scarce resources with an ever-growing “minority” group), and strengthen stereotypes about “Hispanic” cultural traits.



# Terms

EDUC 203

- Mexican-American
- Latina/o
- Chicano/a
- Mexican-Descent
- “Hispanic”
- Mexicano/a
- La Raza
- Aztlanista



# Language Use/Bilingualism

EDUC 203

- Valdés: The Big Ideas
  - Additional schooling in US results in loss of L1, in both individuals and families.
  - Many Mexican-Americans speak a dialect of Spanish that we might call working class.
  - Language use and dialects are constantly changing, suiting the cultural needs of speakers



# Valdés Group Analysis

EDUC 203

- What instances of codeswitching has your group observed?
- Should ELD teachers discourage codeswitching? Why/why not?
- What's the difference between diglossia and bilingualism?
- Why is teaching English a political act?



# Language Policy

EDUC 203

- Long history of language education in the US, both effective, widespread E S L and Bilingual Education
- WWI, WWII and the isolationist movement pushed EO classes.
- Desegregation caused friction among various language groups.
- Lau v. Nichols, SFUSD.
- Widespread Bilingual Ed.
- Proposition 227





# Program Models

EDUC 203

- **S.D.A.I.E.—Specially Designed Academic Instruction in English**
- **ELD—English Language Development**
- **Bilingual Models (early exit, late exit)**
- **Two-way Bilingual Education/Dual Immersion**
- **Structured English Immersion SEI (in contrast to Submersion)**



## Descriptive Summary of Instructional/Program Alternatives

	SHELTERED INSTRUCTION in ENGLISH	NEWCOMER PROGRAMS	TRANSITIONAL BILINGUAL	DEVELOPMENTAL BILINGUAL	SL/FL IMMERSION	TWO-WAY IMMERSION
Language Goals	Academic English proficiency	English proficiency	Transition to all-English instruction	Bilingualism	Bilingualism	Bilingualism
Cultural Goals	Understanding of and integration into mainstream American culture	Understanding of and integration into mainstream American culture	Understanding of and integration into mainstream American culture	Integration into mainstream American culture and maintenance of home/heritage culture	Understanding and appreciation of L2 culture and maintenance of home/mainstream American culture	Maintenance/ integration into mainstream American culture and appreciation of other culture
Academic Goals	Same as district/program goals for all students	Varied	Same as district/program goals for all students	Same as district/program goals for all students	Same as district/program goals for all students	Same as district/program goals for all students
Student Characteristics	Limited or no English; Some programs mix native and non-native English speakers	Limited or no English Low level literacy Recent arrival Variety of language/cultural backgrounds	Limited or no English All students have same L1 Variety of cultural backgrounds	Limited or no English All students have same L1 Variety of culture backgrounds	Speak majority language (English in U.S) May/may not be from majority culture	Native English speakers and students with limited or no English Variety of cultural backgrounds
Grades Served	All grades (during transition to English)	K-12; most prevalent at middle/high school levels	Primary and elementary grades	Elementary grades	Early immersion serves K-8, preferably K-12	K-8, preferably K-12
Entry Grades	Any grade	Most students enter in middle or high school	K, 1, 2	K, 1, 2	K,1	K, 1
Length of Student Participation	Varied: 1- 3 years or as needed	Usually 1 to 3 semesters	2-4 yrs	Usually 6 years (+K), preferably 12 years (+K)	Usually 6 yrs (+K), preferably 12 years (+K)	Usually 6 yrs (+K), preferably 12 years (+K)
Participation of Mainstream Teachers	Yes; preferable if mainstream teachers have SI training	Yes; mainstream teachers must have training in SI	Yes; mainstream teachers must have training in SI	No; stand-alone program with its own specially trained teachers	Yes; mainstream teachers teach English curriculum	Yes; mainstream teachers with special training
Teacher Qualifications	Often certified ESL or bilingual teachers and content teachers with SI training Preferably bilingual	Regular certification Training in SI Preferably bilingual	Bilingual certificate	Bilingual-multicultural certificate Bilingual proficiency	Regular certification Training in immersion pedagogy Bilingual proficiency	Bilingual/ immersion certification Bilingual proficiency Multicultural training
Instructional Materials, Texts, Visual Aids	In English with adaptations; visuals; realia; culturally appropriate	In L1 or in English with adaptations	In L1 and English; English materials adapted to students' proficiency levels	In L1 and English; English materials adapted to students' proficiency levels	In L2 (with adaptations as needed), plus English texts, where appropriate	In minority language and English, as required by curriculum of study

# Sheltered Instruction in English (or Structured English Immersion-SEI)

EDUC 203

- *A program option as well as an approach.*
  - ◆ Goals: Academic English proficiency and Integration into Mainstream American culture
  - ◆ EL certified or bilingual teachers.
  - ◆ Instruction and materials “overwhelmingly” in English modified to meet EL needs.
  - ◆ *Integrate language and content instruction.*
  - ◆ Length of time: 1-4 years or as needed.



EDUC 203



# Michoacan

EDUC 203

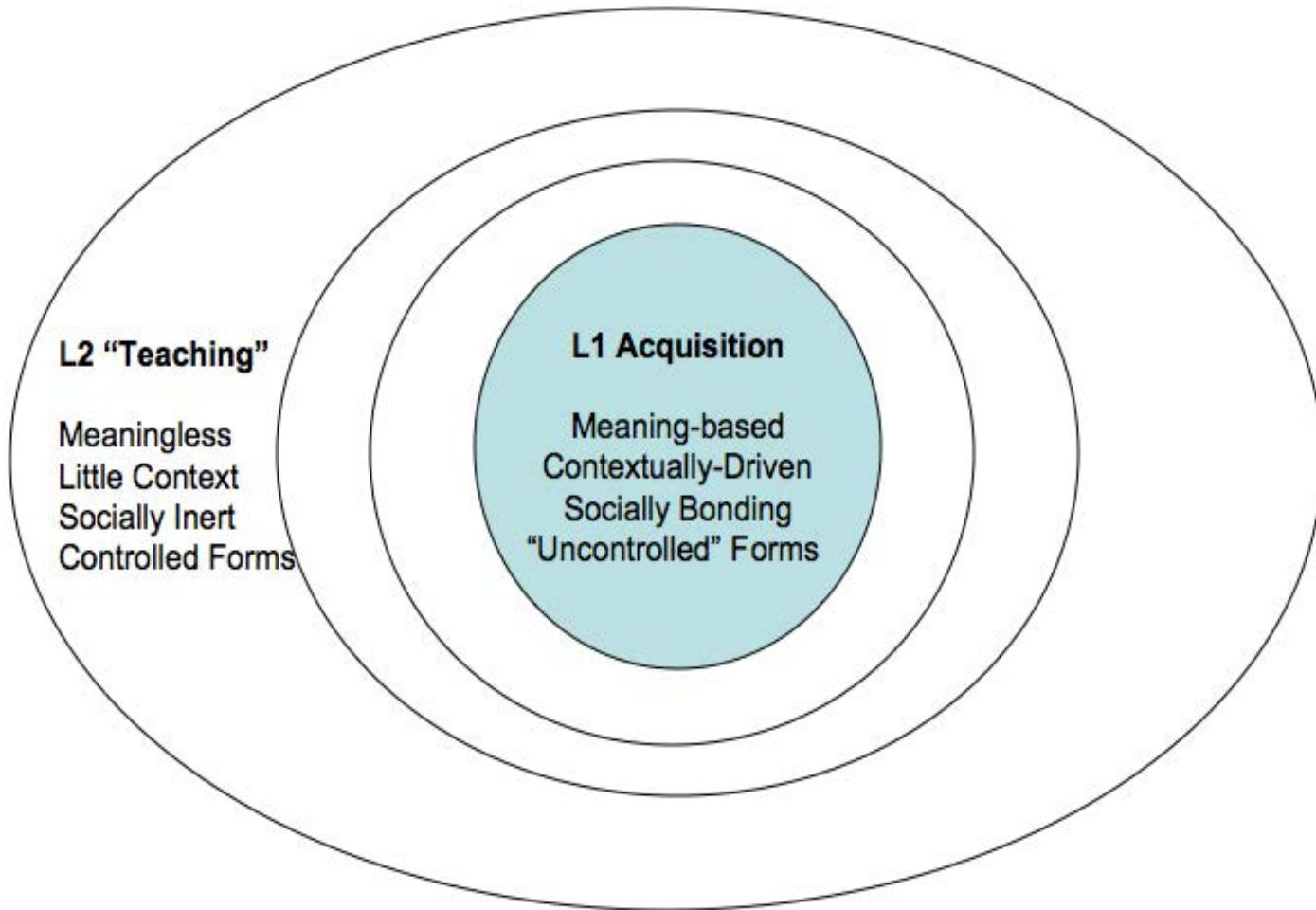


EDUC 203



# Justifications

EDUC 203



# Subsystems of Language

Phonology: The system of sound.

Semantics: The system of meaning.

Morphology: The system of word formation.

Syntax: The system of sentence formation.

Pragmatics: The social system of language use.

EDUC 203





# The 4 Processes of L Teaching

EDUC 203

- Listening (Passive/Receptive)
- Speaking (Active/Productive)
- Reading (Passive/Receptive)
- Writing (Active/Productive)



# Relations among systems and processes

EDUC 203

<b>Subsystem / Element</b>	Phonology	Morphology	Syntax	Semantics	Pragmatics
Listening					
Speaking					
Reading					
Writing					



# General Theories of L2 Acquisition

EDUC 203

- Identity (Isomorphic) hypothesis: L1 and L2 processes are exactly the same.
- Contrastive hypothesis: The predication of errors based on L1 “interference”
- Monitor Model (Krashen)
- Learner differences theory
- Pidginization Theory
  - L1-----Pidgin-----”Taught” form of L2



# Another look...

Language Content

■ FORM  $\longleftrightarrow$  FUNCTION

Product or Outcomes

■ ANALYSIS  $\longleftrightarrow$  USE

Process or Means

■ ACCURACY  $\longleftrightarrow$  FLUENCY

Language Authenticity

■ ARTIFICIAL  $\longleftrightarrow$  GENUINE

EDUC 203



# “Theories” of L2 Learning

EDUC 203

- Humanistic
- Developmental
- Social Interactionist
- Cognitive
- Behavioral
- Interlanguage
- Neurobiological



# Group Reading Analysis

## Crawford, others

EDUC 203

- What is the basic distinction between BICS and CALPS as Cummins originally proposed?
- What are general criticisms of the BICS/CALPS distinction? Are these criticisms valid in your views?
- Why do you believe many educators continue to use BICS/CALPS in spite of the critiques?



# Stephen Krashen



EDUC 203



# The Monitor Model

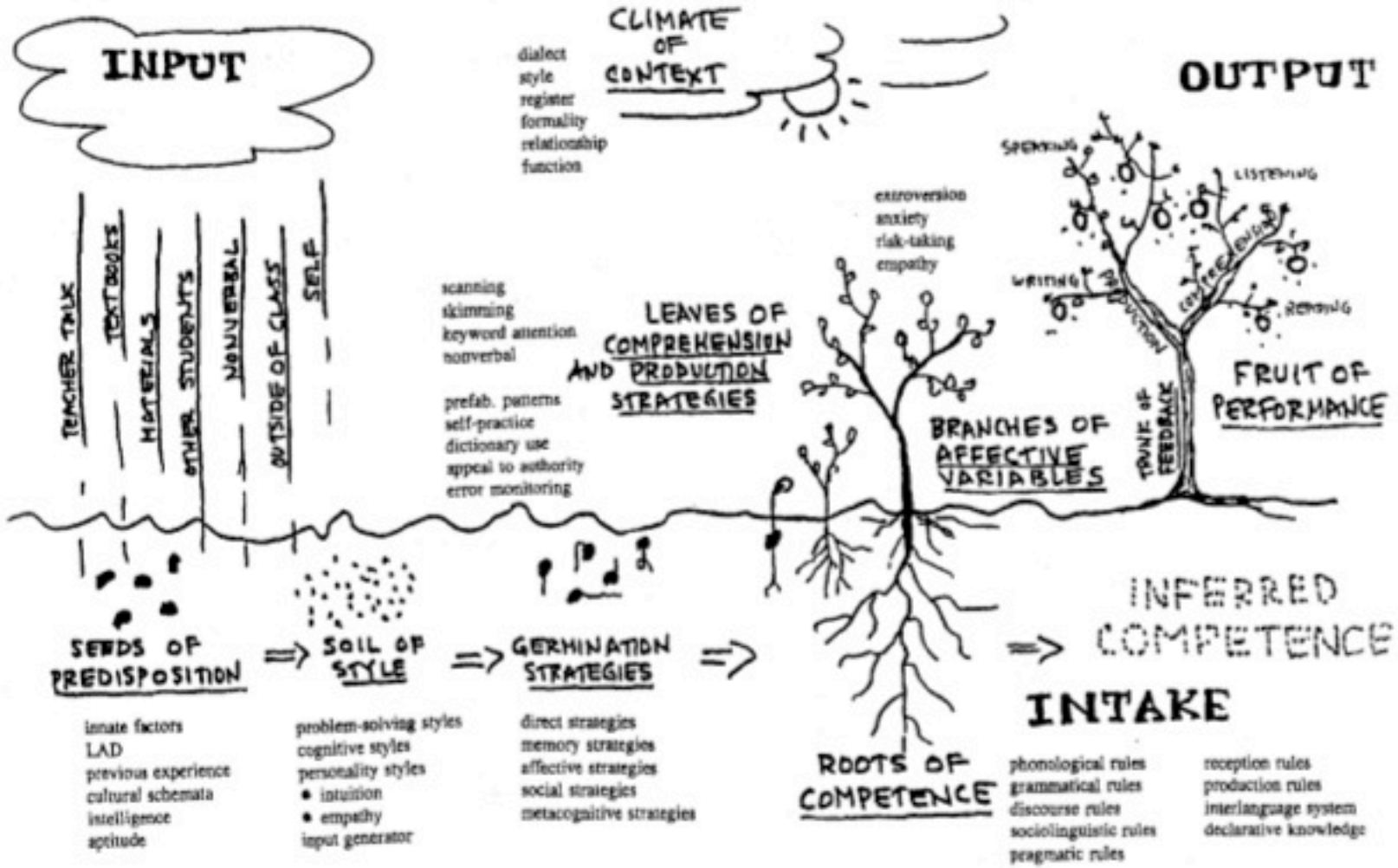
EDUC 203

- Learning-Acquisition Distinction (Acquisition as a Subconscious Process)
- Natural Order Hypothesis
- Monitor Hypothesis
- Input Hypothesis ( $i + 1$ )
- Affective Filter Hypothesis





Figure 1. The ecology of language acquisition



# Halliday's functions of language

EDUC 203

Instrumental	Language for the “work” of life, to satisfy needs and wants
Regulatory	Language for social control
Interactional	Language for the establishment of social relationships
Personal	Language to create a “self-text”
Imaginative	Language to express and fantasize
Heuristic	Language as a tool for learning about the world
Informative	Language for the conveyance of information.



# Gibbons Take-Aways

EDUC 203

- Chapter 1
  - ZPD: More than a learning theory
  - Learning language includes registers
  - Scaffolding in L (Nigel's sample)



# A few practical teaching suggestions from the L1 acquisition research and theory

EDUC 203

- Silent Period: Input far more important than output, at least at the early stages.
- Rule learning cannot account for syntax, morphological control.
- Focus on content for both content and “language”
- Phonology will probably take care of itself.
- Error correction must be nuanced.
- Don't need to “control” for content, sounds, or syntactical form. Focus on meaning
- Whole object principle allows us to focus on objects as a key for language learning.
- Language learning/acquisition fundamentally different than other kinds of learning.
- We learn L2 most efficiently when we forget we are learning it at all.



# Assessing EL Levels

EDUC 203

- From video
- Testing can tell only so much
- Receptive before Productive (listening, reading before speaking, writing)
- Listening before reading; speaking before writing.
- Growth will vary widely



Table 1

*Strategies of Second Language Acquisition***A: Preproduction****Characteristics**

1. Listening
2. Student responds nonverbally
3. Ten hours to 6 months of exposure to English

**Teaching strategies**

1. Ninety percent teacher talk
2. Total Physical Response (TPR)
3. Modeling
4. Active student involvement
5. Yes/no questions
6. Use of pictures
7. Use of props and hands-on activities



## B: Early production

### Characteristics

1. Continued listening
2. Student responds with one or two words, and nonverbally
3. Three to 6 months to 1 year of exposure to English

### Teaching strategies

1. Fifty percent to 60% teacher talk
2. TPR with responses—verbal and nonverbal
3. Answering who, what, where, and either/or questions with one-word answers
4. Role-playing
5. Completing sentences
6. Questions to be answered with phrases (e.g., Where . . . ? In the house.)
7. Labeling (older learners)



## C: Speech emergence

### Characteristics

1. Sight vocabulary (older learners)
2. Students speak in phrases and sentences
3. One to 3 years of exposure to English

### Teaching strategies

1. Forty percent teacher talk
2. Scaffolding and expansion
3. Poetry, songs, and chants
4. Predicting
5. Comparing
6. Describing
7. Social interaction (cooperative learning with information gaps)
8. How and why questions
9. Language experience approach
10. Problem solving
11. Group discussion
12. Labeling
13. Listing, charting, graphing





**D: Intermediate fluency**

**Characteristics**

1. May seem fluent, but needs to expand vocabulary and Cognitive Academic Language Proficiency
2. Engages in dialogue
3. Three to 4 years of exposure to English

**Teaching strategies**

1. Ten percent teacher talk
2. Essay writing
3. Analyzing charts and graphs
4. More complex problem solving and evaluating
5. Continuing with how and why questions; students must research and support their answers
6. Pre-writing activities—writing process, peer critiquing, etc.
7. Literacy analysis



# Range of Contextual Support and Degree of Cognitive Involvement in Communicative Activities

EDUC 203

Cognitively Undemanding

Context Embedded  
(Extra-linguistic clues)

Context-Reduced  
(Completely symbolic  
and arbitrary)

Cognitively Demanding



# Spheres of Effective Practices for ELs

EDUC 203

- Curricular
  - Graphic organizers, images, reduced/modified text
- Instructional
  - Increased wait time, inter-sentence pausing, strategic group learning, gestures, para-verbal information
- Assessment
  - Increased time, more select-response questions



# Instructional Adaptations

EDUC 203

- slow the rate of delivery (sometimes)
- make use of redundancy and repetition
- avoid false starts, hesitations, incomplete sentences
- use short, syntactically simple sentences
- ALL WITHOUT REDUCING THE RICHNESS OF THE CONTENT!



# Adaptations

EDUC 203

- **Designing appropriate lessons (Pre-Teaching)**
  - "frontloading" instruction as much as possible through vocabulary and concept lesson previews and through building prior knowledge
  - providing advance reading assignment information such as graphic organizers
  - providing paired or cooperative group work
  - aligning ESL instruction with content or thematic units
- **Teaching adaptation (During Instruction)**
  - slowing the speech rate (between sentences)
  - pronouncing language clearly
  - using "standard" English
  - repeating key words and phrases
  - hand gestures
  - facial expressions
  - dramatizing meaning
  - using hands-on material and manipulatives
  - placing language in a physical "here and now" context to the greatest extent possible
- **Post- Instruction**
  - Modify assessments for content knowledge
  - Rephrase as model language user



# Quick: ELD, ELA, or both?

EDUC 203

1. Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat.
2. Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.
3. Write a few words or phrases about an event or character from a story read by the teacher.
4. Write captions or phrases for drawings related to a story.
5. Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.



# ELL Levels

EDUC 203

— = Heavy line separates clusters of standards  
B = Beginning  
EI = Early Intermediate  
I = Intermediate  
EA = Early Advanced  
A = Advanced

■ ES vs. \*ES



# Strategy Differentiation

EDUC 203

- What makes this an ELD lesson rather than a Math lesson using SDAIE strategies?
- Why?
- What could make it more SDAIE?





# Effective Practices drawn from the Qualitative Research

EDUC 203

- Communitarian goals
- Protracted language events
- Multiple representations of language
- Building on prior knowledge



# Gibbons Take away

## ■ Chapter 2

- Group work with ELs can be productive, but the conditions are important.
- Complete a “Find my partner” lesson
- SLOW DOWN rate of speech (cf. Blau).  
Let’s practice in pairs.

EDUC 203



## STAGES OF LANGUAGE DEVELOPMENT (Based on English Language Development Standards)

<b>BEGINNING</b>	<ul style="list-style-type: none"> <li>• Initial silent period.</li> <li>• Communicate basic needs with one or two word answers.</li> <li>• Use gestures, hand signals, facial expression, and drawings to show comprehension.</li> <li>• Comprehend simple vocabulary commands.</li> <li>• Understand and follow very few simple oral directions.</li> <li>• Tell part of a story, using simple words and phrases.</li> <li>• Comprehend a lot more than what they can say.</li> </ul>
<b>EARLY INTERMEDIATE</b>	<ul style="list-style-type: none"> <li>• Use basic vocabulary and syntax. Make frequent errors w/ limited comprehension and communication.</li> <li>• Oral production necessitates repetition to be understood.</li> <li>• Understand and follow simple oral directions.</li> <li>• Can comprehend social conversation spoken slowly</li> <li>• Retell a story based on a picture sequence and using simple phrases with limited vocabulary. .</li> </ul>
<b>INTERMEDIATE</b>	<ul style="list-style-type: none"> <li>• Understand most social conversations at normal rate.</li> <li>• Begin to use dialogue.</li> <li>• Formulate their own simple questions.</li> <li>• Language production may be fragmented by search to find correct manner of expression (hum, hum hum)</li> <li>• Produce longer sentences in their speech, but meaning may be obscured due to frequent grammatical errors.</li> <li>• Listener needs to concentrate in order to understand the message.</li> </ul>
<b>EARLY ADVANCE</b>	<ul style="list-style-type: none"> <li>• Retell stories in greater detail including characters, setting, plot, summary, and supporting details.</li> <li>• Speech in conversation and classroom discussion is fluent. Occasional lapses that don't impact meaning.</li> <li>• Participates and initiates extended social conversations with peers and adults.</li> <li>• Answers and formulate instructional questions.</li> <li>• Recognizes appropriate ways of speaking (purpose, audience, &amp; subject matter).</li> <li>• Uses simple figurative language and idiomatic expressions.</li> </ul>
<b>ADVANCED</b>	<ul style="list-style-type: none"> <li>• Respond and uses idiomatic expressions appropriately.</li> <li>• Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and modulation.</li> <li>• Identify the main ideas, points of view, and fact/fiction in broadcast and print media.</li> <li>• Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing.</li> <li>• Varies speech according to purpose, audience, and subject matter.</li> <li>• Future linguistic enhancement and refinement will still be necessary.</li> </ul>

**English Language Development Standards for California Public Schools, K – 12 (2002)  
California Department of Education.**

# The Social Studies

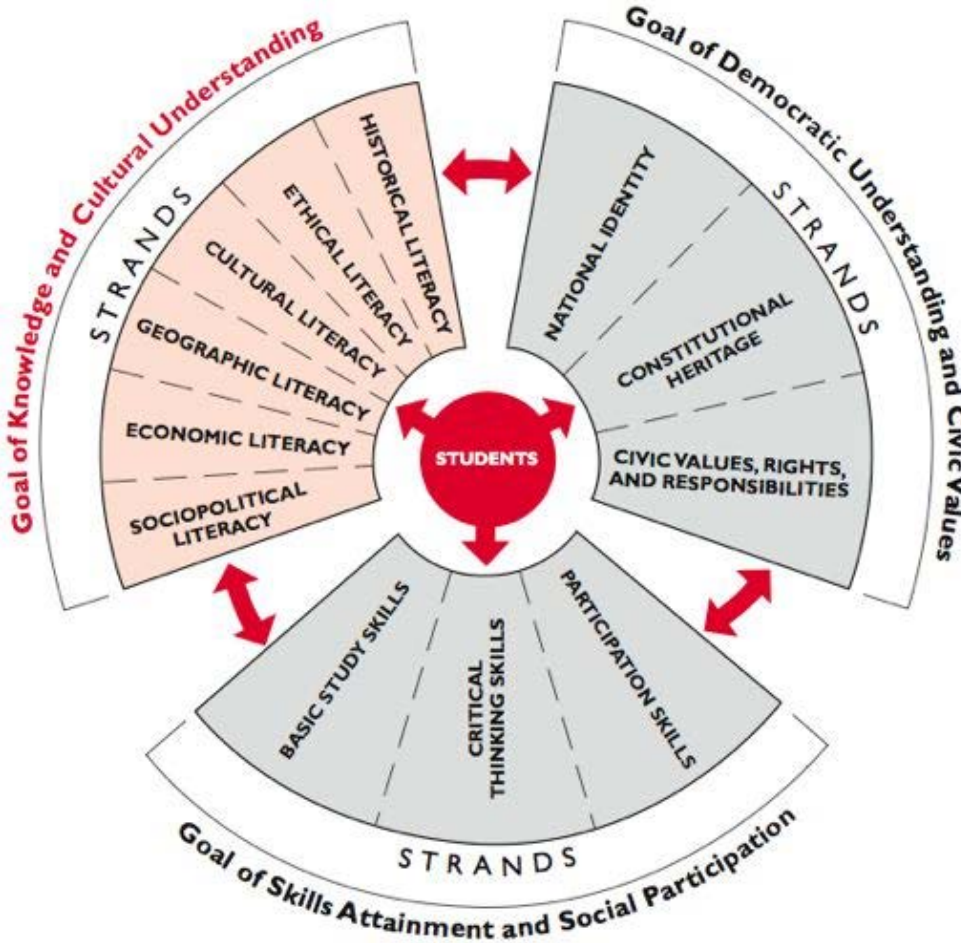
EDUC 203

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.



# CA Soc Studies

History–Social Science  
K–12 Goals and Curriculum Strands



EDUC 203



# Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity.

EDUC 203



# Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

EDUC 203



# People, Places, and Environments

Social studies programs should include experiences that provide for the study of people, places, and environments.

EDUC 203





# Individual Development and Identity

Social studies programs should include experiences that provide for the study of individual development and identity.

EDUC 203



# Individuals, Groups, and Institutions

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

EDUC 203



# Power, Authority, and Governance

EDUC 203

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.



# Production, Distribution, and Consumption

EDUC 203

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.



# Science, Technology, and Society

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society

EDUC 203



# Global Connections

EDUC 203

Social studies programs should include experiences that provide for the study of global connections and interdependence.



# Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

EDUC 203



# Critical Pedagogy

EDUC 203

- *Education is the process of coming to share in the social consciousness.-- Dewey*
- Designed to blur distinction between teacher and student
- Learning is a combination of rigor and joy.
- Knowledge is for action
- Focus is on *problem-finding*.





# Critical Pedagogy: Contrasts

EDUC 203

- ◆ Technocratic Argument
  - ◆ School provides workers
  - ◆ Marketplace metaphor
- ◆ Academic Rationalist Argument
  - ◆ School prepares informed citizens
  - ◆ “What every American should know”
- ◆ Critical Pedagogy Argument
  - ◆ Schools can transform culture, making it more equitable



# Critical Pedagogy “Method”

Initial whole class discussion

Action taken  
and evaluated

Dialogue in groups

Groups plan for  
needed action

Teacher takes  
notes on  
student  
comments

Students  
critique teacher  
lesson

Teacher presents  
material based on  
student need

EDUC 203



# A CP Unit

EDUC 203

- 4th grade Social Studies
- Dialogue with students
  - The concept of public ownership as a way into the social studies.
- Teacher directed lecture
- Ss critique



# The “Sidewalks” Unit

EDUC 203

- Who owns them?
- Who fixes them?
- How are they made?
- Who decides where they go?
- Can you buy them if you want to?
- Who invented them?



# Sidewalk Subprojects

EDUC 203

- Materials:
- Literature: Sidewalks
- Field trip with data collection
- The “New Development” sidewalk review
- Letter Writing: Using word processing



# Curricular Adaptations

EDUC 203

- Simplified Objectives
- Asking Students to Respond Using Non-Print Media
- Cooperative Learning (Pair with more advanced student).
- Modifying Assignment Length and Difficulty
- Use of Multiple Media/Objects
- Use of Culturally Relevant Materials



# Agenda

EDUC 203

- Felicia on Writers Workshop 3-3:30
- Making SS promote diversity 3:30-3:50
- Sample social studies using innovative mapping 3:50-4:15
- Language functions, frames; using cloze activities 4:15-4:30
- Break
- Analysis of writing sample 4:40-5:00
- Enhancing S writing 5:00-5:30
- Spine Poems in Spanish 5:30-5:50



# How to Transform Social Studies Teaching--Pluralistic concepts/generalizations

**Multicultural Education** (Banks, et. al, 2005)  
Burstein and Hutton, 2005)

- Curricular Dimension:** Learn about the experiences *and* perspectives of different cultural groups (current/history)
- Equity Dimension--** All students have equal opportunity to reach full potential.  
(Banks& Banks, 2003 and Gay, 2000)

EDUC  
203





# Three Considerations...

- Scope
- Geographic Boundaries
- People

EDUC 203



# Transformation Process

- **Reconsider the scope** of the Soc. Sci. curriculum-- does it reflect only one perspective? Mainstream Euro- American. Chronological--> By theme.

EDUC 203



# Transformation Process

- **Introduce your students to a mosaic of people:** Consider the *contributions* and the *impact* on different groups: Latinos, African-Americans, Women, children, immigrants etc.

Ex. Sybil Ludington (Danbury, Connecticut)

EDUC 203



- Teach using timelines, maps, and other graphic organizers to develop conceptual understanding of historical periods, events, and cultures.
- An example from a local school



# Productive L: Speaking to Writing

EDUC 203

- Silent period for writing in L2?
- “They write like they talk.”
  - How do we know? Should we then improve the structure of S speech?
- EL writer analysis
  - What’s needed here (morphologically, syntactically, semantically, pragmatically)?
  - What other ways could we structure writing, rather than temporally?



# Our Focus What does good writing look like?

# Typical Focus

1. General Comments	2. Text Type	3. Overall Organization	4. Cohesion	5. Vocabulary	6. Sentence Grammar	7. Spelling
<p>Is the overall meaning clear?</p> <p>Are the main ideas developed?</p> <p>Does the writing reflect the writer's other classroom language experiences (e.g., what they have read or talked about)?</p> <p>What is your overall impression compared to other things the learner has written?</p>	<p>What kind of text is this?</p> <p>Is this appropriate for the writer's purpose?</p> <p>Has the writer written this text type before?</p>	<p>Is the overall structural organization appropriate to the text type?</p> <p>Are any stages missing?</p>	<p>Are the ideas linked with the appropriate connectives? <i>(note that these will vary with the text type, see Chapter 4)</i></p> <p>Is there an appropriate variety of these connectives?</p> <p>Are pronouns used correctly (e.g., <i>he</i> and <i>she</i>)?</p> <p>Do pronouns have a clear referent (e.g., is it clear what words like <i>he</i>, <i>she</i>, <i>this</i>, <i>there</i>, etc. are referring to)?</p>	<p>Is appropriate vocabulary used?</p> <p>Is there semantic variety (e.g., does the writer use a range of words for "big": <i>huge</i>, <i>massive</i>, <i>large</i>, <i>gigantic</i>, etc.)? <i>(note that semantic variety will be appropriate for narratives and recounts, but probably not for more factual texts, such as reports and instructions)</i></p>	<p>Is this accurate (e.g., subject-verb agreements, correct use of tenses, correct use of word order, etc.)?</p>	<p>Is this accurate?</p> <p>If the writer does not yet produce correct spelling, what does the writer know about spelling (e.g., evidence of sound-symbol correspondence)?</p>

FIGURE 4-5. Question Framework for Assessing Writing



# Structuring Writing-New Ways to Create Text Cohesion

EDUC 203

- Description (Free form)
- Collection (Four things I like about camping-first, second, finally)
- Causation (e.g., temporal-first we did this.Then...)
- Problem/Solution (One of the hardest tasks for the camper is...)
- Comparison (Camping is just like staying at home except...)
- Point of View (My mom likes to go camping...My dog loves to camp.)
  - Adapted from [Teaching expository text structure to elementary students](#), LM McGee, DJ Richgels - The Reading Teacher, 1985



# Cloze Activities

EDUC 203

Traditional	Random words	Noam _____ was the first _____ to propose the ____ of a _____ Grammar
Syntactic	Structure words are deleted	Noam Chomsky was _____ first linguist _____ propose _____ idea _____ a Universal Grammar.
Semantic	Content words deleted	_____ was the first _____ to propose the idea of a Universal Grammar.
Graphophonic	Letters deleted	Noam Chomsky w_s the first lin_uist to pro_ose the idea of a Universal Gra__ar.





- Gibbons writing suggestions
  - Stage 1: Building knowledge of the topic
  - Stage 2: Modeling the text (e.g., Text Reconstruction)
  - Stage 3: Joint Construction: Co-write with students controlling the meaning
  - Stage 4: Independent writing.



# Poetry Strategy

EDUC 203

- Spine Poem (as an antidote to Haiku, diamonte, Cinquains, Acrostics, etc.)
  - 10 words designed to evoke a feeling, that's it. Let's write one in Spanish.
- Share poems using the Bob Dylan "Subterranean Homesick Blues" method.



# Fun with Wordle ([www.wordle.net](http://www.wordle.net))

EDUC 203

- Have Ss write down all the words (e.g., nouns, verbs) they know in 10-30 minutes. See how many.
- Have Ss all write a summary of a story.
- Ss wordle their own story for a pictorial representation.
- Editing (look for overused words)
- Pre-reading strategy



# Sentence Walls

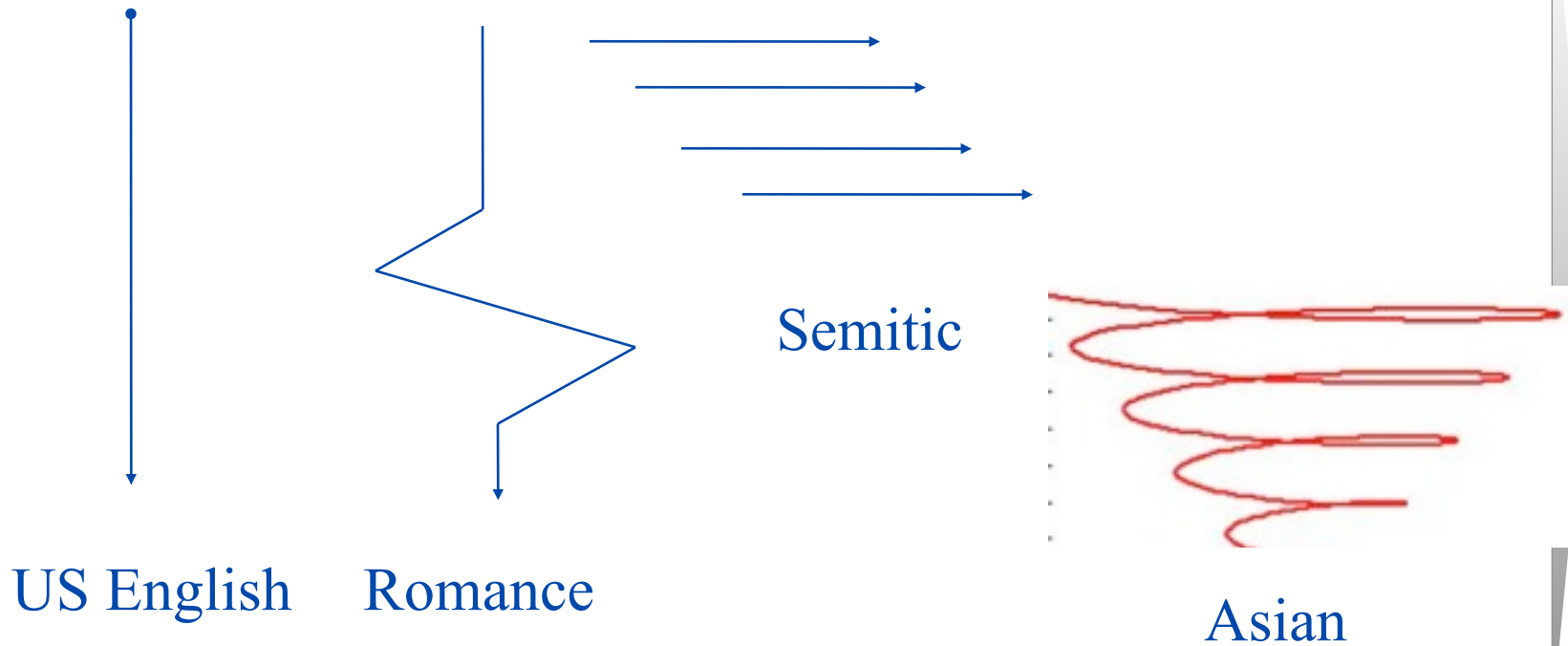
EDUC 203

- The unit of language is the sentence.
- Gaining a knowledge of semantics and syntax seems to supercharge language development.
- Carrier and Tatum (2006) Creating Sentence Walls to Help English-Language Learners Develop Content Literacy. *Reading Teacher* 60, no. 3: 285–288



# Cultural Thought Patterns in Intercultural Communication

EDUC 203



# Group Reading Analysis

EDUC 203

- In the Bailey chapter, she discusses the features of AEL, including discourse features.
  - In your group, seek out some text (from your ss book or the web) that might be used in a social studies assignment at your grade level. What general discourse features of the text do you notice? How can we help our ELs to recognize or even write using the discourse style found in social studies?



# Cohesion in Text

EDUC 203

- Two broad challenges for ELLs: Redundancy and a Lack of Cohesion in text structure.
- Sentences are linked with connectors, which can create text cohesion.
  - Temporal (First, Next, etc.)
  - Object (My dad, he, his x, the man who married my mom 15 years ago, Jim, as he is known to his friends,...).
- **Each sentence must contain a reference, a sliver of thought, from the one before.**



# Text Connectors add to Cohesion

EDUC 203

- Four major types of text connectors:
  - Additive (e.g., *in addition, and, moreover*)
  - Causal (e.g., *as a result, so [that], therefore*)
  - Adversative (e.g., *however, but, in contrast*)
  - Sequential (e.g., *first, second, finally*), summarizes or previews a text (e.g., *in summary*), temporal sequence of events (e.g., *subsequently, later*).





# Questions/prompts/activities that may improve text cohesion

EDUC 203

- Hook and circle diagramming
- How does this sentence relate to the one before
- Are you using connector words?
- How many different ways do you talk about x in your essay, story, work?



# Table Task

EDUC 203

- What sort of Academic language do you find in the “Climbing” article
  - Vocabulary, Sentence patterns (syntax), Text type, Clauses (cf., sentence complexity)
- How about the “Sempervirens” paper



# Group Reading Analysis

EDUC 203

- In your group, design a writing task in the social studies.
- Think about the background knowledge and prompt students will need to be successful.
- Think about the tasks text type (p.58).
- Be sure that the task requires students to write for an audience outside the classroom.



# Academic Language

EDUC 203

- Language used in formal school contexts in the learning of academic subject matter
- The language skills needed for “unrestricted access” to grade appropriate instruction in challenging academic subjects.
- A complex network of language and cognitive skills and knowledge required across all content areas for eventual successful academic performance.
- The “discourse of the disciplines”



# Content Registers

EDUC 203

- Mathematics: prepositions, “multiply”
- Social Studies: syntactical forms
  - past-“He explored the new land”
  - past progressive-“He was exploring the river when the battle began”
  - Past perfect simple-“After he had explored the river, he walked back to the camp”
- Science: terms for predictions
  - Hypothesizing, estimating, generalizing



# Academic Language

EDUC 203

- Each discipline has its own terms/ vocabulary that students must learn.
- Disciplines have their own internal logic (if x, then y is common).
- Academic writing uses logical connector words (cf. cohesion) such as:
  - if, because/since, therefore, however, unless, same, alike, different from, opposite of, whether, unless, in general, typically...*



# Language Demands

EDUC 203

- Cummins' Continuum
- What will the student have to do? L, S, R, W? Group work?
- Does the text hold specific syntactical, semantic or morphological complexity?
- What specialized sentences will be required in understanding or explaining (e.g., justification, explaining, comparing, providing evidence)



# Experienced Teachers Consider AL in Math

EDUC 203

- (a) math journals,
- (b) use of whiteboards,
- (c) walking around the room to make quick assessments,
- (d) orally repeating key words or phrases,(e) working in small groups,
- (f) peer tutoring,
- (g) high expectations and positive teacher feedback,
- (h) Cornell style notes/notebook,
- (i) appropriate wait time,
- (j) graphic organizers,
- (k) synchronizing lessons with another teacher
- (j) consistency in terms and phrases, linked to curriculum (e.g., textbook)





# “Spanglish”

EDUC 203

## Codeswitching

“Bueno, I was walking to the Mercado, and I saw la Claudia, she was going a casa, but then she came with me.”

## New words, syntax

“Anoche fui a **watchar** las movies con mi novia”

Hey, ‘Neto, donde **parkeaste** tu carro que no lo encuentro!



# Adjectives always follow nouns in Spanish?

EDUC 203

- Two examples complicate the rule:
  - Se puso una nueva blusa (she put on a new [different] blouse)
  - Se puso una blusa nueva (she put on a [brand] new blouse)
  - Gran reina (a great queen)
  - Reina grande (a large queen)



# English for Spanish Speakers: Phonological Tough Spots

EDUC 203

- All the short vowels-hat, bed, hit, top, up
- The sh of shoes, mission, nation, ocean, chef, special, sugar (One sound with six spellings!)
- The th of this and the th of thank
- The j of jello, edge
- The z of zero, has
- The v of voice, very
- The r-controlled vowels-especially the one sound (ir, er, ur)
- The zh of measure, mirage
- The d of day, ladder, bad
- The h of home, house, hare

**Source: Thonis, E. The English-Spanish Connection.  
Compton, CA: Santillana.**



# Latino ELLs: An example of language transfer

EDUCC 203

## The all purpose “Ya”

1. (finalmente) already  
ya hemos terminado / we have already finished
2. (ahora) now, nowadays  
ya es famoso / now he is famous
3. (pronto) soon  
ya nos veremos / we will see each other soon
4. (en seguida) / right away, at once
5. (por último) now  
ya es hora de tomar una decisión / now it is time to make a decision

## Idioms:

1. no ya = not only
2. si ya = if, as long as
3. ya lo creo = of course, naturally
4. ya no = no longer
5. ya que = since, inasmuch as

## Interj.

I, see!



# Negation in Spanish

EDUC 203

- No sé nada = “I don’t know nothing” is perfectly grammatical
- Tag questions:
  - ¿Los pájaros van a comer, no?



# Cognates

EDUC 203

- Provides clues from native language to target language, or do they?
- Typically most useful in science, math (e.g., ciencia, biología, cocodrilo, \*pájaro).
- False Cognates:
  - Carpeta/Alfombra.
  - Exito/Salido.
  - Molestar/Acostar Sexualmente
  - Embarazada/Vergüenza
- Conclusion: Difficult to know how much we can rely on Cognates to teach L2.



Picture from Juan Bobo



EDUC 203



# Literacy Stances

EDUC 203

- Reader as Code-Breaker
- Reader as Text Participant
- Reader as Text User
- Reading as Text Analyst





# Adapting Content for ELs

EDUC 203

- Graphic Organizers
- Leveled Study Guides
- Highlighted Text
- Audiotaped Text
- Adapted Text
- Jigsaw
- Marginal Notes
- Native Language Explanations



# Supplements

EDUC 203

- Manipulatives
- Realia
- Pictures (Icons)
- Visuals
- Multimedia
- Demonstrations



# Reading Strategies

EDUC 203

- Before
  - Predicting from key illustration (Juan Bobo)
  - Storytelling in L1
- During
  - “Jump in” read
  - Listening Center
- After
  - Innovative Ending
  - Time lines
  - Cloze Activities



# More ideas

EDUC 203

- Print-rich environments (common signs)
- The ever popular “draw and write.”
- DJs every day, at start of day or after morning recess
- Read to students every day, after lunch.
- Use personal narratives, encourage stories. Adapt sharing, current events time.



# Reading for ELL

EDUC 203

- What do readers do?
  - Decode? Rewrite?
- “BIG” Sentences activity
  - Finding the sentence that best describes the story
- Semantic, syntactic, and graphophonic knowledge
- Choosing books
- Practice, practice, practice



# Krashen and L2 Literacy

EDUC 203

- SST
- High interest reading
- Increase amount of time ELL spend reading
- “Those who have more access to books read more, and those who read more, read better.”
- Book Report Form



# Features Grid

EDUC 203

	Studied L2	Knowledge of Grammar important	Dead?
Chomsky	N	N	N
Krashen	Y	N	N
Skinner	N	Y	Y



# Making Reading Interactive

EDUC 203

- Using the “Action Button” feature of MS Powerpoint.
- Create a short fictional story designed to teach a social studies objective
- Use hyperlinks/oral explanations to help ELs understand challenging words or sentences.
- Be sure to save in “kiosk” format



112



# Use of Multiple Media/Objects

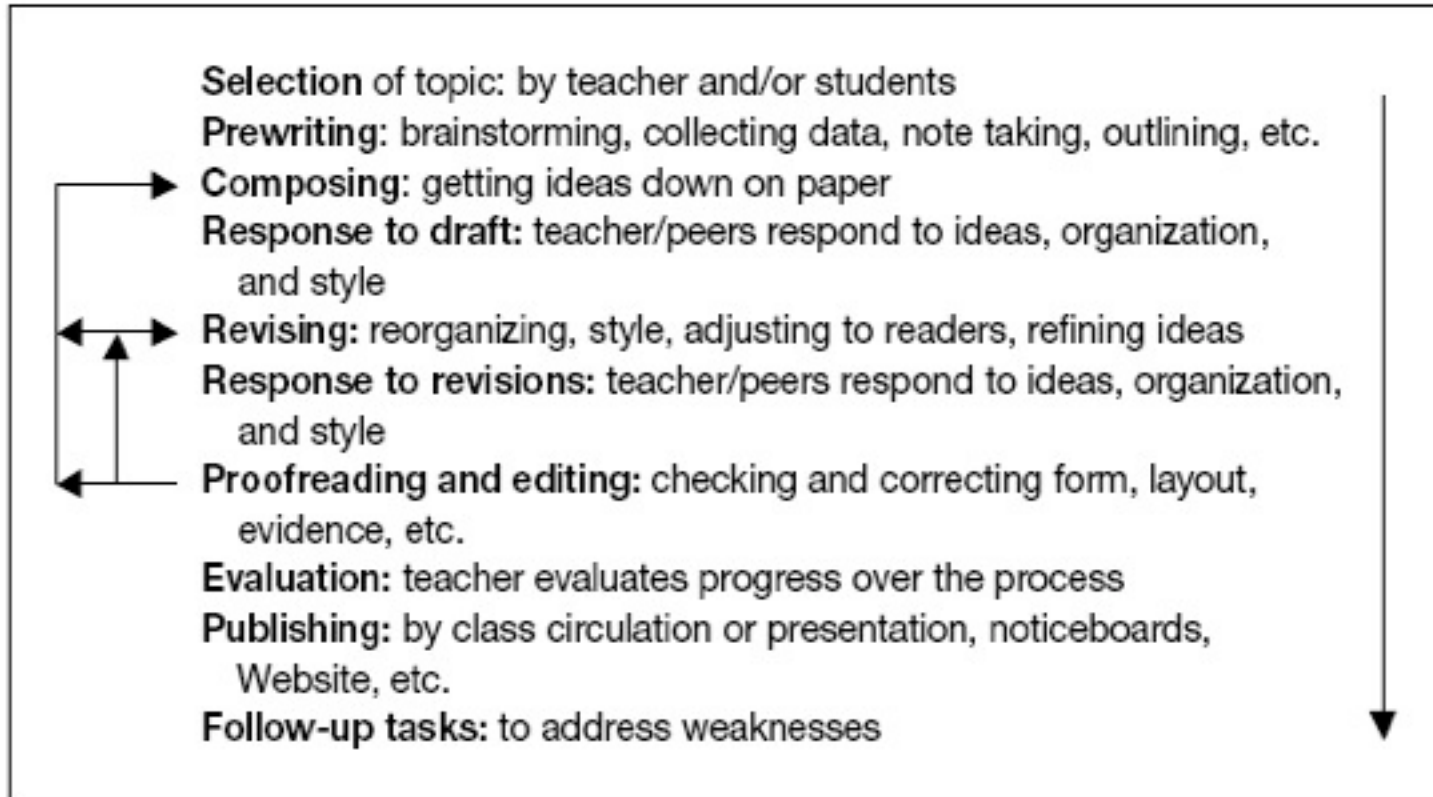
EDUC 203

- Object/Naming provide the most reliable way for L2 learners to connect arbitrary symbols to objects
- Remember the video and how kids learn the names of things?
- In L2 learning, we call objects Realia.
- Creating context in the classroom.



# Writing Process

EDUC 203



*Figure 1.4: A process model of writing instruction.*



# Writers' Workshop

EDUC 203

- Daily or every other
- Can be freewrite or recommended topics
- Mini-Lesson 5m
- Daily check in 2-3m
- Writing 20-30m
- Process
  - First draft
  - Self edit
  - Edit with friend
  - Rewrite
  - Edit with teacher
  - Publish
  - Record narration



# Writing Process

There are basically two main ways to organise a cause and effect essay: “block” organization and “chain” organization. In *block organization*, you first discuss all of the causes as a block (in one, two, three or more paragraphs, depending on the number of causes). Then you discuss all of the effects together as a block. In *chain organization*, you discuss a first cause and its effect, a second cause and its effect, a third cause and its effect. Usually, each new cause is the result of the preceding effect. Discussion of each new cause and its effect begins with a new paragraph. All the paragraphs are linked in a “chain.”

## **BLOCK**

Introduction  
First cause  
Second cause  
Transition paragraph  
First effect  
Second effect  
Third effect  
Conclusion

## **CHAIN**

Introduction  
First cause  
Effect  
Second Cause  
Effect  
Third Cause  
Effect  
Conclusion

---

*Source:* Adapted from Oshima and Hogue, 1999: 130–1.

*Figure 1.2:* A paragraph organization description.



# Vietnamese Saying

- “To cross a river, you must build a bridge; to have your child educated, you must love and respect the teacher.”

EDUC 203



# Poetry Strategies

- Spine Poem (as an antidote to Haiku, diamonte, Cinquains, Acrostics, etc.)
  - 10 words designed to evoke a feeling, that's it.

EDUC 203



# Lesson adaptations

EDUC 203

- Cloze lessons:
  - Eliminate critical words in sentences. Provides more context than open questions
- Skeletal Outline:
  - As a method for understanding a linear strategy for outlining.
- Semantic Webbing:
  - For a more global picture of a concept.



# Providing Real Input

EDUC 203

- Adapt teacher talk by using
  - Nonverbal adaptations such as gestures, bodily motions, facial expressions
  - Paraverbal adaptations such as vocalizations, volume/intonation, delivery
  - Discourse adaptations such as repeating, rephrasing, framing.
  - Contextual adaptations (visual aids, realia)
  - Slowing rate of speech
    - From Enright and McCloskey





# Turning Discourse into Real Input

- Make it understandable
- Make it relevant
- Make it useful
  - From Enright and McCloskey

EDUC 203



# Reading Analysis 3/4

EDUC 203

- ✦ Name two potential reading advantages the bilingual child has over the monolingual? What might account for these advantages?
- ✦ What might be the disadvantages of Model 1 (Develop L2 oral proficiency before introducing L2 literacy)?



# Common Underlying Proficiency (CUP)

“Surface” features of language”

L1

L2

Common Underlying Proficiency

EDUC 203



# Spanish Terms of Endearment

EDUC 203

Term	Translation	Context
Mijo/a	My son/ daughter	This is the all purpose term of endearment among Mexican-American families. While the literal meaning is son/daughter it has none of the negative implications of calling a boy "son."
Corazon Cariño	Heart, sweetheart Little love	Just what the term implies (see above)
Chilpayate/a	Child	This term is a derivation of the Nahuatl term for child. May be unfamiliar to non-Mexican-Americans.
Muñeca	Doll	Has wider usage in Spanish speaking communities than the same term in English.
Joven "last name"	Youngster	Used in roughly the same context as one might use young man or young "lady" in English.
Compañero/a	Partner, friend	For older elementary students



# Reading a la Gibbons

EDUC 203

- Reading is really about predicting
- So what can we do to help ELL predict what comes next?
  - Prereading becomes even more important
  - Story preview in L1
  - Mapping
  - More than just talking about the cover.



# Reading Analysis

EDUC 203

- Make a table listing the features of literacy instruction. One column is general concerns, the other lists concerns specific to ELL



# Commentary-Writing

EDUC 203

- Ways to describe ELL writing
  - Word length
  - Sentence length
  - Clause Count-Subject, Main, and Relative
  - While I was in California (SC), I went surfing at Cowell's Beach (MC), which is Santa Cruz (RC).
  - Rubric Use
  - Assessment of your work (PACT)



# ELD Lesson Designing

EDUC 203

- Schema Activation
- Comprehensible Input
- Authentic Materials and Language
- Modeling Language and Thought Processes
- Assessment (pre, peri and, post-lesson)





# Sheltered vs. “Just Good”

EDUC 203

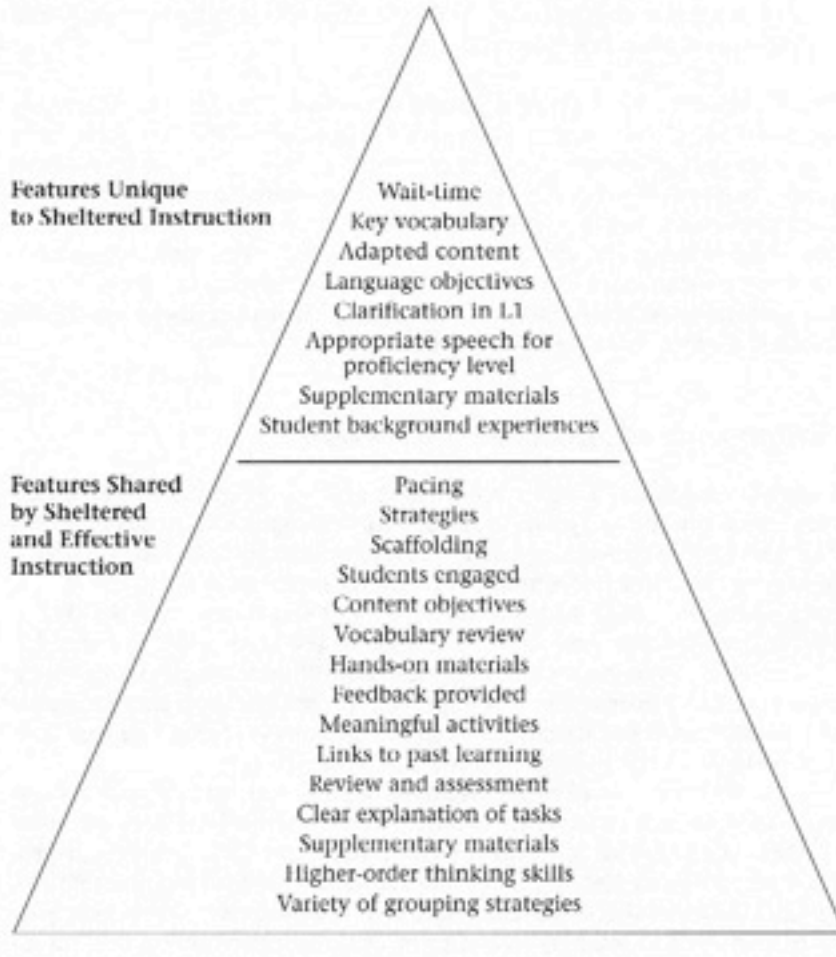


FIGURE 3.1 A Comparison of Sheltered Instruction and Effective Instruction: Unique and Shared Features



# Error Correction in ELD

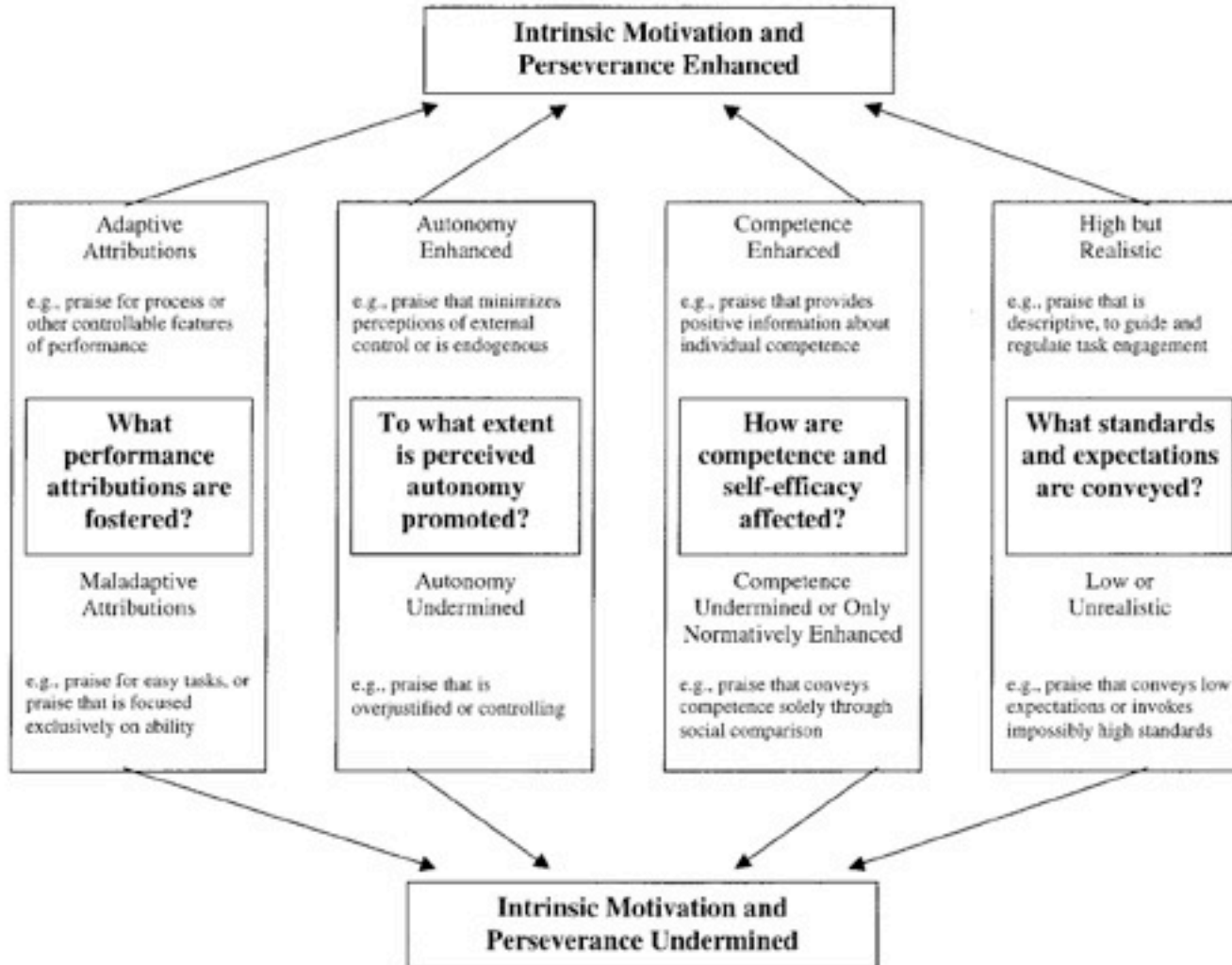
EDUC 203

- Fossilization must be avoided.
  - Affective Feedback
    - Positive, Neutral, Negative
  - Cognitive Feedback
    - Positive, Neutral, Negative
- Encourage communicative competence.
- Balance the above.



# Motivation

HENDERLONG AND LEPPER



EDUC 203



# Does language in fact structure our thinking?

EDUC 203

- In a word, no.
- Culture and necessity are the source of language, not the other way around.
- Implication: L2 students will alter their view of the world, but not because they are learning a new language. Their world is altered because they are using their new language to learn a new culture.



# Phonological transference

- Metathesis
- Epenthesis
- Onset clusters (present/not present)

EDUC 203



# Joining Ss in Solidarity

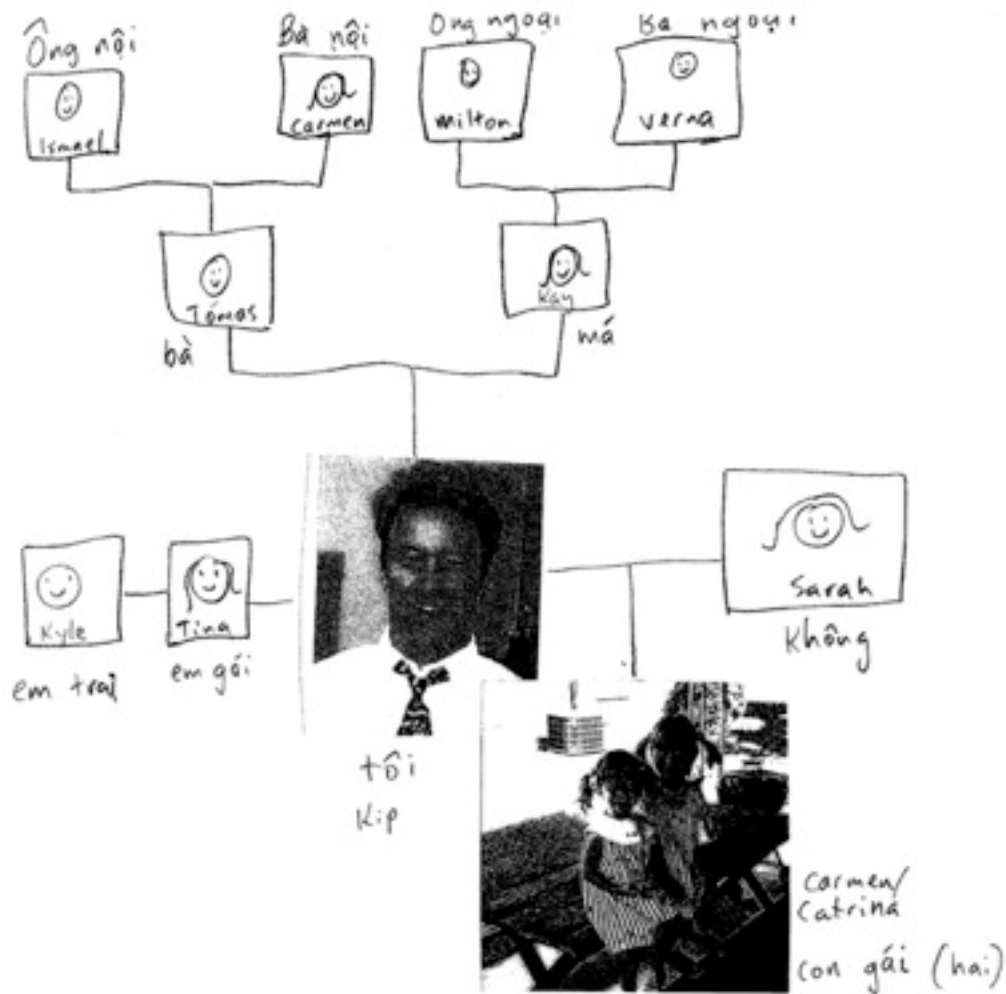
EDUC 203

- 1. Proximity-Chances to near one another in learning tasks
- 2. Interaction-Learning opportunities in which the behavior of each person influences other group members
- 3. Co-operation-Conditions in which students must strive for mutual benefit
- 4. Successful completion of whole group tasks-these build a sense of group achievement
- 5. Intergroup competition-Careful and limited use of activities such as games in which groups of students work together against other groups.
- 6. Joint hardships-Provides a special case of group achievement, in which members are drawn together by enduring a difficult situation.
- 7. Common threat-Students form solidarity when facing, for instance, a big project or examination.



# Family Tree

EDUC 203



# Assessment Types

EDUC 203

- Summative
- Formative
- Criterion-Referenced
- Norm-Referenced
- Achievement
- Aptitude



136



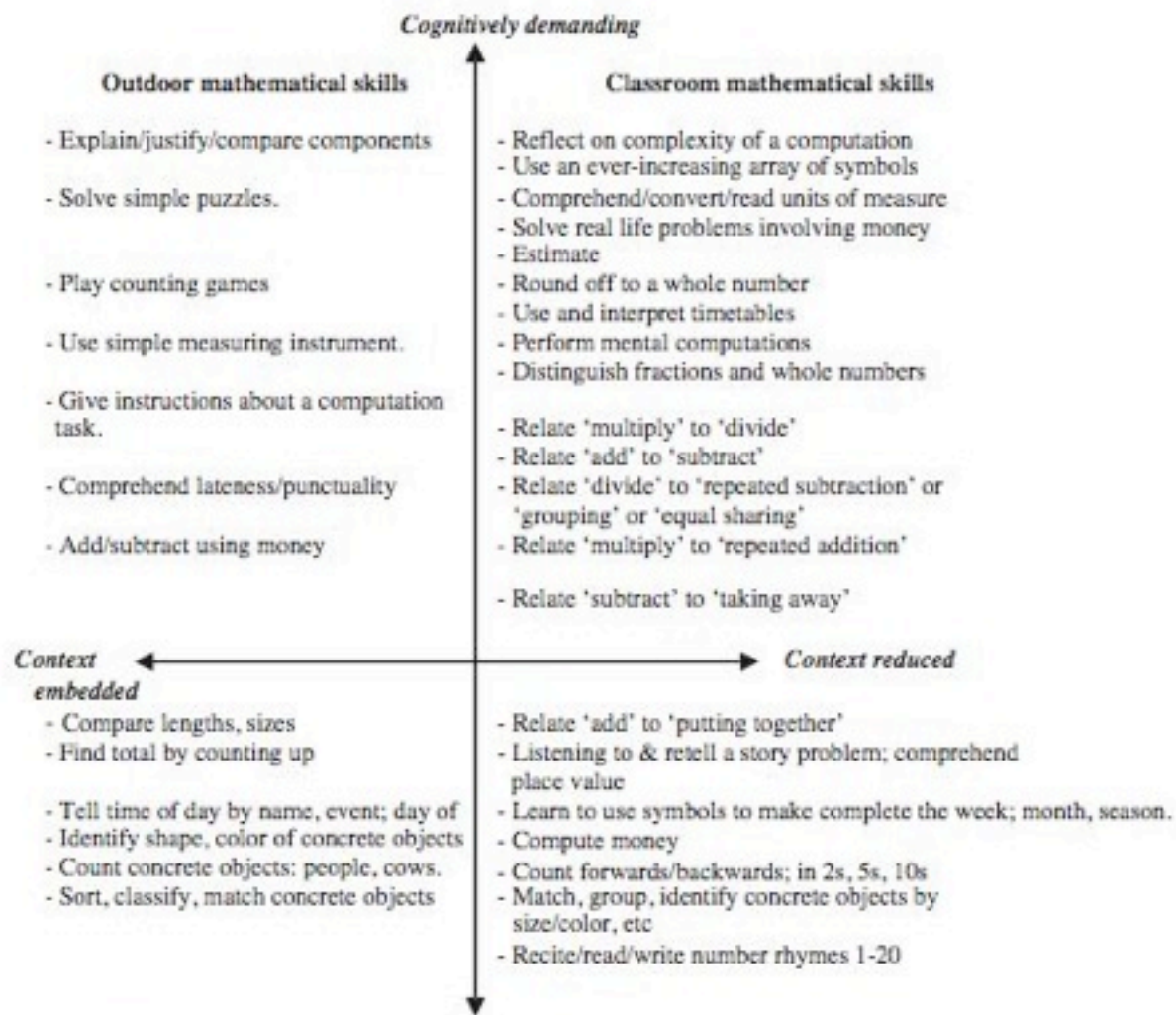


Fig. 1. The cognitive demands of language in elementary mathematics classrooms.



# Methods: TPR

- Based on trace theory
- Movement critical to associating language with objects (ideas).
- Builds on L1 acquisition strategies.

EDUC 203



# General Teaching Strategies

EDUC 203

- Direct Instruction Model
  - Review previously learned material
  - State the objective
  - Present new material
  - Guide practice with corrective feedback
  - Assign independent practice with feedback
  - Review periodically with corrective feedback if necessary.



# General Teaching Strategies

EDUC 203

- Concept Attainment Model
  - List items
  - Group the items
  - Label the items by defining the reasons for grouping
  - Regroup
  - Synthesize information by summarizing
  - Evaluate progress by introducing new items



# General Teaching Strategies

EDUC 203

- Synetics or Metaphorical Teaching
  - Describe the topic
  - Create direct analogies
  - Describe personal analogies
  - Identify compressed analogies
  - Create a new direct analogy
  - Reexamine
  - Evaluate



# General Teaching Strategies

EDUC 203

- Classroom Discussion Model
  - Read material
  - Plan and cluster questions (factual, interpretive, evaluative)
  - Conduct discussion
  - Review the process and summarize the students' observations
  - Evaluate the discussion.



# General Teaching Strategies

EDUC 203

- Cooperative Learning Models
  - Jigsaw
  - Student Teams-Achievement Division
    - Focused on contests
  - Think, Pair, Share
    - Individual thought, share, share with class.



# Styles and Registers

EDUC 203

- Oratorical “Frozen”
- Deliberative
- Consultative
- Casual
- Intimate





# Pidgins, Creoles and Slang

EDUC 203

## ■ Pidgin

- A “form” of a language marked typically by limited morphological, syntactical, phonological structures.
- Learned as an L2

## ■ Creole

- A pidgin learned as L1
- “Creolization is L1 learning with restricted input.” Learners must rely on internal mental capacities--”grass growing on the face”

## ■ Depidginization

- An individual’s process of learning the native-like form of the language.

## ■ Decreolization

- A process of moving from one dialect to another.



# Agenda Session 10

EDUC 203

- Housekeeping (3:00-3:15)
- Developing a coherent ELD program (3:15-3:30)
- An overview of strategies (3:30-3:45)
- Group work: What commercial ELD programs offer (3:45-4:15)
- Creating a listening center, creating poem/song cds and books (4:15-4:45).
- Overselling ELD and some final thoughts (4:45-5:15)
- Course Eval then libations.



146

# Two week cycle for ELD

EDUC 203

- **Day One:** ELD (Syntax, morphology practice)
- **Day Two:** Literacy (Fiction) Story or Poem with an emphasis on important human themes.
- **Day Three:** SDAIE (Social Studies) with an emphasis on cultivating the democratic ideal, civic participation.
- **Day Four:** SDAIE (Mathematics) with a focus on AL using sentence frames (e.g., If we add 4 plus 5, the sum will be \_\_\_\_)
- **Day Five:** Technology Day (Content open). Use commercial software (e.g., Rosetta Stone) or Navigable powerpoint to **customize** learning for each EL



# Two week cycle for ELD

EDUC 203

- **Day Six:** ELD (focus on writing cohesion [AL] with specific work on connector words)
  - Additive (e.g., *in addition, and, moreover*)
  - Causal (e.g., *as a result, so [that], therefore*)
  - Adversative (e.g., *however, but, in contrast*)
  - Sequential (e.g., *first, second, finally*), summarizes or previews a text (e.g., *in summary*), temporal sequence of events (e.g., *subsequently, later*)
- **Day Seven:** Literacy (Expository Text) with a focus on reading about a current event or other topic not found in the wider curriculum), based on ELD standards
- **Day Eight:** SDAIE (Science) directed towards an interest in reading about science, with extensive use of graphic organizers, both by teacher and student.
- **Day Nine:** SSR using “At the Books” or some other summary mechanism. Make sure ELs are reading at an appropriate level (not too difficult).
- **Day Ten:** ELD/SDAIE (Music, movies) ELs sing or watch a movie (silent?) connected to wider curriculum, and chosen for the richness of the language and an eye towards language development.



# ELD vs. “Just Good”

EDUC 203

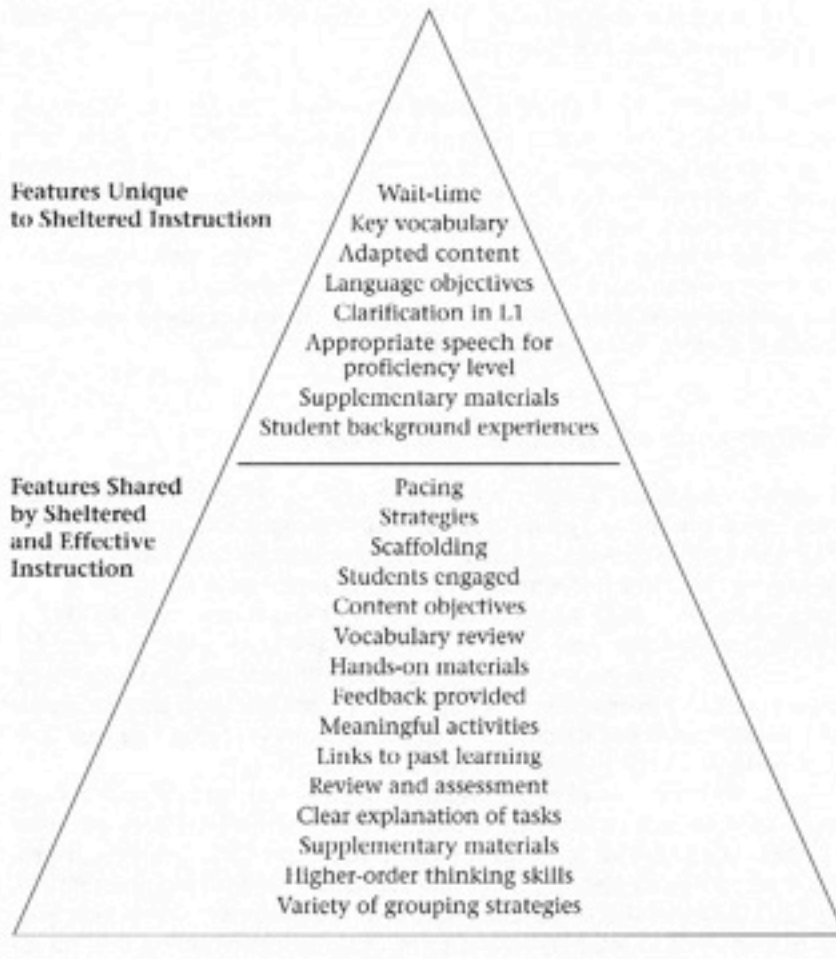


FIGURE 3.1 A Comparison of Sheltered Instruction and Effective Instruction: Unique and Shared Features



# Connecting Word and Object in Working towards L2

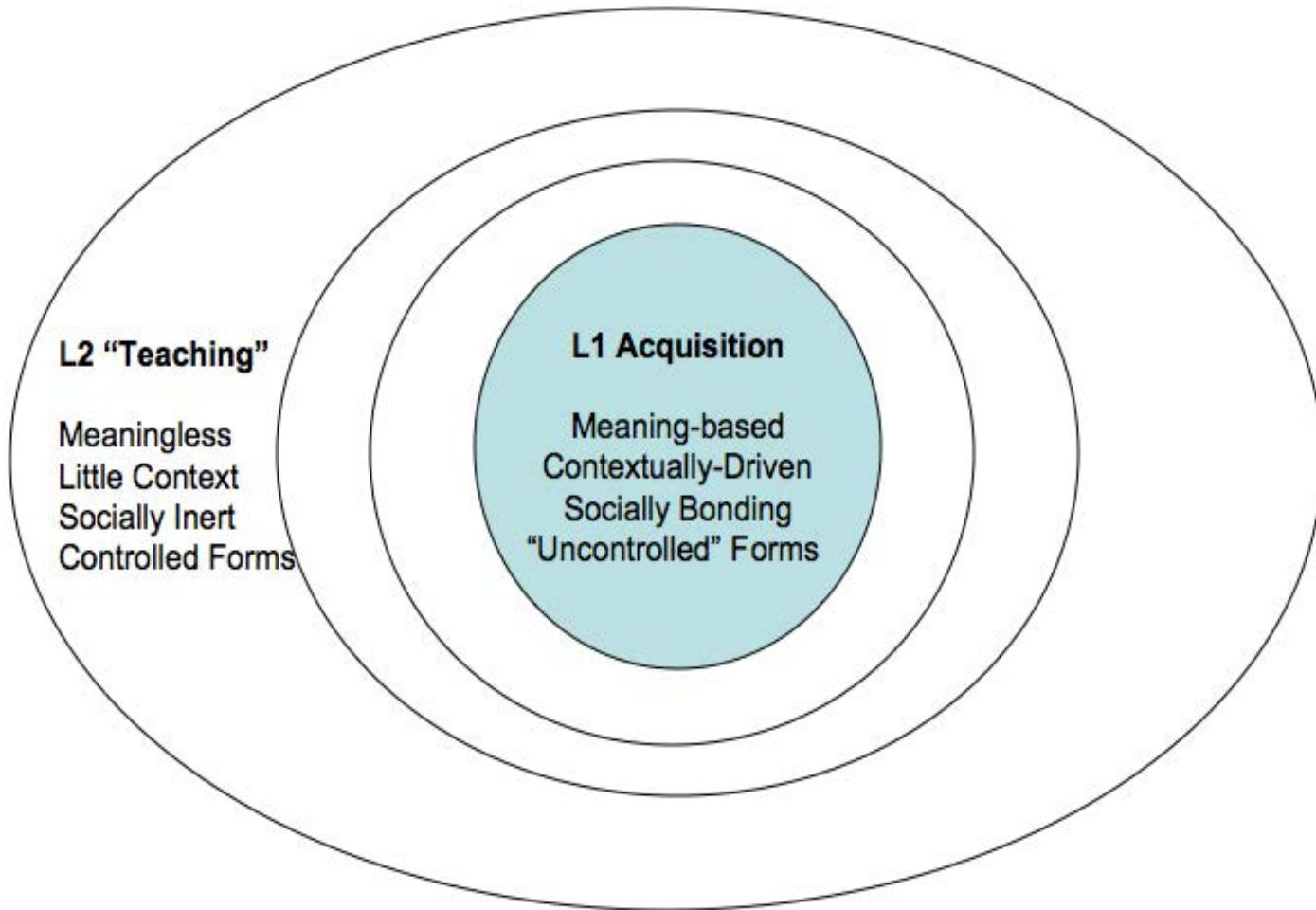
EDUC 203

- Realia—Links actual object with language
- Pictures—Links icons with language
- Graphic organizers—Links indexes with language
- Symbolic—When we can learn words in L2 by using “context clues” in reading.



# Justifications

EDUC 203



# Effective Practices drawn from the Qualitative Research

EDUC 203

- Communitarian goals
- Protracted language events
- Multiple representations of language
- Building on prior knowledge





# How the next few years might go

EDUC 203

- Survival: Recalling and using specific ELD strategies and customizing learning will be a challenge. Not impossible, but a challenge.
- Meeting individual and group (e.g., intermediate ELs) Ss' needs improves. Increased use of "purposeful" language (i.e., mirrors L1 acquisition).
- Lessons/Units become customized and more interactive. Learning increasingly has a tangible goal/outcome.
- A growing awareness of how each and every utterance helps L2 growth.
- A return to the texts of the course (all courses) for ideas, refinement of teaching.



153

# The Overselling of ELD

EDUC 203

- Is a lack of the English language the only problem?
- Resources (lack of) and racism must be part of the problem
  - <http://www.youtube.com/watch?v=CIM4cuESz0w&feature=related>
- Parents' work participation mitigates school participation
- No amount of quality ELD instruction can overcome truly severe inequalities.



EDUC 203



# Wong-Fillmore

EDUC 203

- Clear Separation of Languages
- Emphasis on communication and comprehension
- Balance between Teacher and Student Verbal interactions.
- Reliable Content and Routine.
- Grammaticality and Appropriateness of the Language used in the Lesson
- Repeated use of Patterns and Routines
- Tailoring of Student Participation
- Richness of Language Use



# 202 Jeopardy

EDUC 203




157

# Two week cycle for ELD

EDUC 203

- **Day Six:** ELD (focus on writing cohesion [AL] with specific work on connector words
  - Additive (e.g., *in addition, and, moreover*)
  - Causal (e.g., *as a result, so [that], therefore*)
  - Adversative (e.g., *however, but, in contrast*)
  - Sequential (e.g., *first, second, finally*), summarizes or previews a text (e.g., *in summary*), temporal sequence of events (e.g., *subsequently, later*)
- **Day Seven:** Literacy (Expository Text) with a focus on reading about a current event or other topic not found in the wider curriculum), based on ELD standards
- **Day Eight:** SDAIE (Science) directed towards an interest in reading about science, with extensive use of graphic organizers, both by teacher and student.
- **Day Nine:** SSR using “At the Books” or some other summary mechanism. Make sure ELs are reading at an appropriate level (not too difficult).
- **Day Ten:** ELD/SDAIE (Music, movies) ELs sing or watch a movie (silent?) connected to wider curriculum, but chosen mostly for the entertainment value.



153

# Two week cycle for ELD

EDUC 203

- **Day One:** ELD (Syntax, morphology practice)
- **Day Two:** Literacy (Fiction) Story or Poem with an emphasis on large human themes.
- **Day Three:** SDAIE (Social Studies) with an emphasis on cultivating the democratic ideal, civic participation
- **Day Four:** SDAIE (Mathematics) with a focus on AL using sentence frames (e.g., If we add 4 plus 5, the sum will be \_\_\_\_)
- **Day Five:** Technology Day (Content open). Use commercial software (e.g., Rosetta Stone) or Navigable powerpoint to **customize** learning for each EL



# The Three Functions of Language with Respect to the Classroom

- The language of the curriculum
- The language of control (not a bad thing).
- The language of personal identity

EDUC 203





# The Functions of Language,

EDUC 203

- \* The communication of information (also termed the referential, cognitive, or ideational function). Teachers teach using language, students tell what they know using language.
- \* The establishment and maintenance of social relationships. In a crowded environment, the teacher must regulate language.
- \* The expression of the speaker's identity and attitudes. We shape who we are through language.



EDUC 203



# For your consideration

EDUC 203

- Teachers-and this holds especially of the stronger and better teachers-tend to rely upon their personal strong points to hold a child to his work, and thereby influence to substitute their personal influence for that of subject matter as a motive for study. The teacher finds by experience that her own personality is often effective where the power of the subject to command attention is almost nil; then she utilizes the former more and more, until the pupil's relation to the teacher almost takes the place of his relation to the subject. In this way the teacher's personality may become a source of personal dependence and weakness, an influence that renders the pupil indifferent to the value of the subject for its own sake.



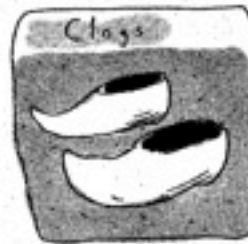
Satirical  
 Look at  
 Culture by  
 Roz  
 Chast,  
 New  
 Yorker  
 cartoon  
 artist.

EDUC 203

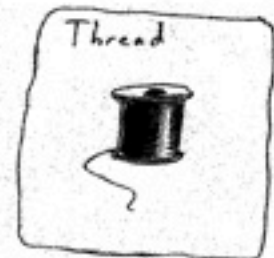
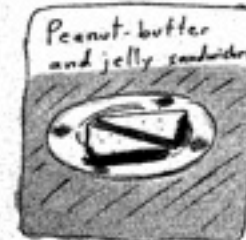
TYROLEAN



BORDERLINE TYROLEAN



NON-TYROLEAN



ANTI-TYROLEAN



R. Chast