Send text to 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

- **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

✴ 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
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT</td>
<td>CA English Lang Development Test</td>
</tr>
<tr>
<td>EL(L)</td>
<td>English Learner</td>
</tr>
<tr>
<td><strong>ELD</strong></td>
<td><strong>English Language Development</strong></td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>FLES</td>
<td>Foreign Lang in Elem School</td>
</tr>
<tr>
<td>FEP/RFEP</td>
<td>Full English Proficient</td>
</tr>
<tr>
<td>L1/L2</td>
<td>Native Language/Second Language</td>
</tr>
<tr>
<td>LEP</td>
<td>Limited English Proficient</td>
</tr>
<tr>
<td><strong>SDAIE</strong></td>
<td>Specially Designed Academic Instruction in English</td>
</tr>
<tr>
<td>EB</td>
<td>Emerging Bilingual</td>
</tr>
</tbody>
</table>
ELL: A Statistical Portrait

- 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

- 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.
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.
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

Spanish, 85.1%

- Vietnamese, 2.2%
- Hmong, 1.5%
- Cantonese, 1.4%
- Pilipino (Tagalog), 1.3%
- Korean, 1.1%
- All others, 7.4%

Total Number of English Learner Students: 1,596,535

Source: California Department of Education, California Basic Educational Data System (CBEDS) and Language Census Data Files (R30-LC).
In 2006-07 the state's 10 largest districts tend to serve high percentages of English learners, and the ELs speak numerous primary languages.

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

*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)
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

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

- 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

- Long history of language education in the US, both effective, widespread ESL 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

- 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

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

- 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.
Michoacan
Justifications

L2 “Teaching”
- Meaningless
- Little Context
- Socially Inert
- Controlled Forms

L1 Acquisition
- Meaning-based
- Contextually-Driven
- Socially Bonding
- “Uncontrolled” Forms
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.
The 4 Processes of Language Teaching

- Listening (Passive/Receptive)
- Speaking (Active/Productive)
- Reading (Passive/Receptive)
- Writing (Active/Productive)
## Relations among systems and processes

<table>
<thead>
<tr>
<th><strong>Subsystem / Element</strong></th>
<th>Phonology</th>
<th>Morphology</th>
<th>Syntax</th>
<th>Semantics</th>
<th>Pragmatics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
General Theories of L2 Acquisition

- 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 \(\rightarrow\) FUNCTION
- ANALYSIS \(\rightarrow\) USE
- ACCURACY \(\rightarrow\) FLUENCY
- ARTIFICIAL \(\rightarrow\) GENUINE

Product or Outcomes

Process or Means

Language Authenticity
“Theories” of L2 Learning

- Humanistic
- Developmental
- Social Interactionist
- Cognitive
- Behavioral
- Interlanguage
- Neurobiological
Group Reading Analysis
Crawford, others

- 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
The Monitor Model

- 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

INPUT

CLIMATE OF CONTEXT

OUTPUT

LEAVES OF COMPREHENSION AND PRODUCTION STRATEGIES

FRUIT OF PERFORMANCE

INFERRED AFFECTIVE VARIABLES

SPEAKING
LISTENING
READING
WRITING

ROOTS OF COMPETENCE

INTAKE

SEEDS OF PREDISPOSITION

TEACHER / TAX

TEXT BOOKS
OTHER STUDENTS
OTHER CLASSES
INSIDE OF CLASS
SELF

SCANNING
SKIMMING
KEYWORD ATTENTION
NONVERBAL

PREFAB. PATTERNS
SELF-PRACTICE
DICTIONARY USE
APPEAL TO AUTHORITY
ERROR MONITORING

INNATE FACTORS
LAD
PREVIOUS EXPERIENCE
CULTURAL SCHEMATA
INTELLIGENCE
APTITUDE

PROBLEM-SOLVING STYLES
COGNITIVE STYLES
PERSONALITY STYLES
- INTUITION
- EMPATHY
- INPUT GENERATOR

DIRECT STRATEGIES
MEMORY STRATEGIES
AFFECTIVE STRATEGIES
SOCIAL STRATEGIES
METACOGNITIVE STRATEGIES

PHONOLOGICAL RULES
GRAMMATICAL RULES
DISCOURSE RULES
SOCIOLINGUISTIC RULES
PRAGMATIC RULES
RECEPTION RULES
PRODUCTION RULES
INTERLANGUAGE SYSTEM
DECLARATIVE KNOWLEDGE
## Halliday’s functions of language

<table>
<thead>
<tr>
<th>Function</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumental</td>
<td>Language for the “work” of life, to satisfy needs and wants</td>
</tr>
<tr>
<td>Regulatory</td>
<td>Language for social control</td>
</tr>
<tr>
<td>Interactional</td>
<td>Language for the establishment of social relationships</td>
</tr>
<tr>
<td>Personal</td>
<td>Language to create a “self-text”</td>
</tr>
<tr>
<td>Imaginative</td>
<td>Language to express and fantasize</td>
</tr>
<tr>
<td>Heuristic</td>
<td>Language as a tool for learning about the world</td>
</tr>
<tr>
<td>Informative</td>
<td>Language for the conveyance of information.</td>
</tr>
</tbody>
</table>
Gibbons Take-Aways

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

- 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

- 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>
<thead>
<tr>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listening</td>
</tr>
<tr>
<td>2. Student responds nonverbally</td>
</tr>
<tr>
<td>3. Ten hours to 6 months of exposure to English</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ninety percent teacher talk</td>
</tr>
<tr>
<td>2. Total Physical Response (TPR)</td>
</tr>
<tr>
<td>3. Modeling</td>
</tr>
<tr>
<td>4. Active student involvement</td>
</tr>
<tr>
<td>5. Yes/no questions</td>
</tr>
<tr>
<td>6. Use of pictures</td>
</tr>
<tr>
<td>7. Use of props and hands-on activities</td>
</tr>
</tbody>
</table>

**Table 1**

*Strategies of Second Language Acquisition*

**A: Preproduction**
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

Cognitively Undemanding

Context Embedded
(Extra-linguistic clues)

Cognitively Demanding

Context-Reduced
(Completely symbolic and arbitrary)
Spheres of Effective Practices for ELs

- **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

- 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

- 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?

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

- ES vs. *ES

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>heavy line</td>
<td>separates clusters of standards</td>
</tr>
<tr>
<td>B</td>
<td>Beginning</td>
</tr>
<tr>
<td>EI</td>
<td>Early Intermediate</td>
</tr>
<tr>
<td>I</td>
<td>Intermediate</td>
</tr>
<tr>
<td>EA</td>
<td>Early Advanced</td>
</tr>
<tr>
<td>A</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

Thursday, February 16, 12
Strategy Differentiation

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

- Communitarian goals
- Protracted language events
- Multiple representations of language
- Building on prior knowledge
Chapter 2

- Group work with ELs can be productive, but the conditions are important.
- Complete a “Find my partner” lesson
# Stages of Language Development

(Based on English Language Development Standards)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Beginning**       | - Initial silent period.  
                     - Communicate basic needs with one or two word answers.  
                     - Use gestures, hand signals, facial expression, and drawings to show comprehension.  
                     - Comprehend simple vocabulary commands.  
                     - Understand and follow very few simple oral directions.  
                     - Tell part of a story, using simple words and phrases.  
                     - Comprehend a lot more than what they can say.            |
| **Early Intermediate** | - Use basic vocabulary and syntax. Make frequent errors w/ limited comprehension and communication.  
                         - Oral production necessitates repetition to be understood.  
                         - Understand and follow simple oral directions.  
                         - Can comprehend social conversation spoken slowly  
                         - Retell a story based on a picture sequence and using simple phrases with limited vocabulary.            |
| **Intermediate**    | - Understand most social conversations at normal rate.  
                     - Begin to use dialogue.  
                     - Formulate their own simple questions.  
                     - Language production may be fragmented by search to find correct manner of expression (hum, hum hum)  
                     - Produce longer sentences in their speech, but meaning may be obscured due to frequent grammatical errors.  
                     - Listener needs to concentrate in order to understand the message.          |
| **Early Advance**   | - Retell stories in greater detail including characters, setting, plot, summary, and supporting details.  
                     - Speech in conversation and classroom discussion is fluent. Occasional lapses that don’t impact meaning.  
                     - Participates and initiates extended social conversations with peers and adults.  
                     - Answers and formulate instructional questions.  
                     - Recognizes appropriate ways of speaking (purpose, audience, & subject matter).  
                     - Uses simple figurative language and idiomatic expressions.            |
| **Advanced**        | - Respond and uses idiomatic expressions appropriately.  
                     - Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and modulation.  
                     - Identify the main ideas, points of view, and fact/fiction in broadcast and print media.  
                     - Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing.  
                     - Varies speech according to purpose, audience, and subject matter.  
                     - Future linguistic enhancement and refinement will still be necessary.          |

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California Department of Education.
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.
History–Social Science
K–12 Goals and Curriculum Strands

Goal of Knowledge and Cultural Understanding
- Historical Literacy
- Ethical Literacy
- Geographic Literacy
- Economic Literacy
- Sociopolitical Literacy

Goal of Democratic Understanding and Civic Values
- National Identity
- Constitutional Heritage
- Civic Values, Rights, and Responsibilities

Goal of Skills Attainment and Social Participation
- Basic Study Skills
- Participation Skills
- Critical Thinking Skills
Social studies programs should include experiences that provide for the study of culture and cultural diversity.
Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.
Social studies programs should include experiences that provide for the study of people, places, and environments.
Social studies programs should include experiences that provide for the study of individual development and identity.
Individuals, Groups, and Institutions

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.
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.
Global Connections

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.
Critical Pedagogy

- *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*. 

Thursday, February 16, 12
Critical Pedagogy: Contrasts

- **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

Dialogue in groups

Teacher takes notes on student comments

Teacher presents material based on student need

Teacher presents material based on student need

Groups plan for needed action

Action taken and evaluated

Students critique teacher lesson

EDUC 203

Thursday, February 16, 12
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

- 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

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

- 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

- 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

Thursday, February 16, 12
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)
Three Considerations…

- Scope
- Geographic Boundaries
- People
Transformation Process

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)
- 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

- 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**

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the overall meaning clear?</td>
<td>What kind of text is this?</td>
<td>Is the overall structural organization appropriate to the text type?</td>
<td>Are the ideas linked with the appropriate connectives? (note that these will vary with the text type, see Chapter 4)</td>
<td>Is appropriate vocabulary used?</td>
<td>Is this accurate (e.g., subject-verb agreements, correct use of tenses, correct use of word order, etc.)?</td>
<td>Is this accurate?</td>
</tr>
<tr>
<td>Are the main ideas developed?</td>
<td>Is this appropriate for the writer’s purpose?</td>
<td>Are any stages missing?</td>
<td>Is there an appropriate variety of these connectives?</td>
<td>Is there semantic variety (e.g., does the writer use a range of words for “big”: huge, massive, large, gigantic, etc.)? (note that semantic variety will be appropriate for narratives and recounts, but probably not for more factual texts, such as reports and instructions)</td>
<td>If the writer does not yet produce correct spelling, what does the writer know about spelling (e.g., evidence of sound-symbol correspondence)?</td>
<td></td>
</tr>
<tr>
<td>Does the writing reflect the writer’s other classroom language experiences (e.g., what they have read or talked about)?</td>
<td>Has the writer written this text type before?</td>
<td></td>
<td>Are pronouns used correctly (e.g., he and she)?</td>
<td>Do pronouns have a clear referent (e.g., is it clear what words like he, she, this, there, etc. are referring to)?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Figure 4-5. Question Framework for Assessing Writing*
Structuring Writing-New Ways to Create Text Cohesion

- 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

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Random words</th>
<th>Noam ____ was the first ______ to propose the ____ of a ______ Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syntactic</td>
<td>Structure words are deleted</td>
<td>Noam Chomsky was ____ first linguist ____ propose ____ idea ____ a Universal Grammar.</td>
</tr>
<tr>
<td>Semantic</td>
<td>Content words deleted</td>
<td>____ was the first ______ to propose the idea of a Universal Grammar.</td>
</tr>
<tr>
<td>Graphophonics</td>
<td>Letters deleted</td>
<td>Noam Chomsky w_s the first lin_uist to pro_ose the idea of a Universal Gra_ _ar.</td>
</tr>
</tbody>
</table>
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

- 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)

- 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
The unit of language is the sentence.

Gaining a knowledge of semantics and syntax seems to supercharge language development.

Cultural Thought Patterns in Intercultural Communication

US English  Romance  Semitic  Asian
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

- 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

- 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

- 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

- 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

Thursday, February 16, 12
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

- 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

- 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
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

- 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

- (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”

Codeswitching

“Bueno, I was walking to the Mercado, and I saw la Claudia, she was going to 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?

- 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

- 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

Latino ELLs: An example of language transfer

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

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

- 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.
Literacy Stances

- Reader as Code-Breaker
- Reader as Text Participant
- Reader as Text User
- Reading as Text Analyst
Adapting Content for ELs

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

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

- 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

- 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

- 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

- 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
<table>
<thead>
<tr>
<th></th>
<th>Studied L2</th>
<th>Knowledge of Grammar important</th>
<th>Dead?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chomsky</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Krashen</td>
<td>Y</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Skinner</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>
Making Reading Interactive

- 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
Use of Multiple Media/Objects

- 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

Selection of topic: by teacher and/or students
Prewriting: brainstorming, collecting data, note taking, outlining, etc.
Composing: getting ideas down on paper
Response to draft: teacher/peers respond to ideas, organization, and style
Revising: reorganizing, style, adjusting to readers, refining ideas
Response to revisions: teacher/peers respond to ideas, organization, and style
Proofreading and editing: checking and correcting form, layout, evidence, etc.
Evaluation: teacher evaluates progress over the process
Publishing: by class circulation or presentation, noticeboards, Website, etc.
Follow-up tasks: to address weaknesses

Figure 1.4: A process model of writing instruction.
Writers’ Workshop

- 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

Thursday, February 16, 12
There are basically two main ways to organize 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.”

<table>
<thead>
<tr>
<th>BLOCK</th>
<th>CHAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Introduction</td>
</tr>
<tr>
<td>First cause</td>
<td>First cause</td>
</tr>
<tr>
<td>Second cause</td>
<td>Effect</td>
</tr>
<tr>
<td>Transition paragraph</td>
<td>Second Cause</td>
</tr>
<tr>
<td>First effect</td>
<td>Effect</td>
</tr>
<tr>
<td>Second effect</td>
<td>Third Cause</td>
</tr>
<tr>
<td>Third effect</td>
<td>Effect</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Conclusion</td>
</tr>
</tbody>
</table>

*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.”
Poetry Strategies

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

- **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

- 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
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

Common Underlying Proficiency

L1

L2
# Spanish Terms of Endearment

<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mijo/a</td>
<td>My son/daughter</td>
<td>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.”</td>
</tr>
<tr>
<td>Corazon Cariño</td>
<td>Heart, sweetheart Little love</td>
<td>Just what the term implies (see above)</td>
</tr>
<tr>
<td>Chilpayate/a</td>
<td>Child</td>
<td>This term is a derivation of the Nahuatl term for child. May be unfamiliar to non-Mexican-Americans.</td>
</tr>
<tr>
<td>Muñeca</td>
<td>Doll</td>
<td>Has wider usage in Spanish speaking communities than the same term in English.</td>
</tr>
<tr>
<td>Joven “last name”</td>
<td>Youngster</td>
<td>Used in roughly the same context as one might use young man or young “lady” in English.</td>
</tr>
<tr>
<td>Compañero/a</td>
<td>Partner, friend</td>
<td>For older elementary students</td>
</tr>
</tbody>
</table>
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

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

- 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

- Schema Activation
- Comprehensible Input
- Authentic Materials and Language
- Modeling Language and Thought Processes
- Assessment (pre, peri and, post-lesson)
Sheltered vs. “Just Good”

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

- Features Unique to Sheltered Instruction:
  - Wait-time
  - Key vocabulary
  - Adapted content
  - Language objectives
  - Clarification in L1
  - Appropriate speech for proficiency level
  - Supplementary materials
  - Student background experiences

- Features Shared by Sheltered and Effective Instruction:
  - Pacing
  - Strategies
  - Scaffolding
  - Students engaged
  - Content objectives
  - Vocabulary review
  - Hands-on materials
  - Feedback provided
  - Meaningful activities
  - Links to past learning
  - Review and assessment
  - Clear explanation of tasks
  - Supplementary materials
  - Higher-order thinking skills
  - Variety of grouping strategies
Error Correction in ELD

- Fossilization must be avoided.
  - Affective Feedback
    - Positive, Neutral, Negative
  - Cognitive Feedback
    - Positive, Neutral, Negative

- Encourage communicative competence.

- Balance the above.
Motivation

HENDERLONG AND LEPPER

Intrinsic Motivation and Perseverance Enhanced

Adaptive Attributions
- e.g., praise for process or other controllable features of performance
- What performance attributions are fostered?

Maladaptive Attributions
- e.g., praise for easy tasks, or praise that is focused exclusively on ability

Autonomy Enhanced
- e.g., praise that minimizes perceptions of external control or is endogenous
- To what extent is perceived autonomy promoted?

Autonomy Undermined
- e.g., praise that is overjustified or controlling

Competence Enhanced
- e.g., praise that provides positive information about individual competence
- How are competence and self-efficacy affected?

Competence Undermined or Only Normatively Enhanced
- e.g., praise that conveys competence solely through social comparison

High but Realistic
- e.g., praise that is descriptive, to guide and regulate task engagement
- What standards and expectations are conveyed?

Low or Unrealistic
- e.g., praise that conveys low expectations or invokes impossibly high standards

Intrinsic Motivation and Perseverance Undermined

Thursday, February 16, 12
Does language in fact structure our thinking?

- 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
- Epinthesis
- Onset clusters (present/not present)
Joining Ss in Solidarity

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
Assessment Types

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

Outdoor mathematical skills
- Explain/justify/compare components
- Solve simple puzzles.
- Play counting games
- Use simple measuring instrument.
- Give instructions about a computation task.
- Comprehend lateness/punctuality
- Add/subtract using money

Classroom mathematical skills
- Reflect on complexity of a computation
- Use an ever-increasing array of symbols
- Comprehend/convert/read units of measure
- Solve real life problems involving money
- Estimate
- Round off to a whole number
- Use and interpret timetables
- Perform mental computations
- Distinguish fractions and whole numbers
- Relate ‘multiply’ to ‘divide’
- Relate ‘add’ to ‘subtract’
- Relate ‘divide’ to ‘repeated subtraction’ or ‘grouping’ or ‘equal sharing’
- Relate ‘multiply’ to ‘repeated addition’
- Relate ‘subtract’ to ‘taking away’

Context embedded
- Compare lengths, sizes
- Find total by counting up
- Tell time of day by name, event; day of
- Identify shape, color of concrete objects
- Count concrete objects: people, cows.
- Sort, classify, match concrete objects

Context reduced
- Relate ‘add’ to ‘putting together’
- Listening to & retell a story problem; comprehend place value
- Learn to use symbols to make complete the week; month, season.
- Compute money
- Count forwards/backwards; in 2s, 5s, 10s
- Match, group, identify concrete objects by size/color, etc
- Recite/read/write number rhymes 1-20

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.
General Teaching Strategies

- 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

- 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

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General Teaching Strategies

- 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

- 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

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

- Oratorical “Frozen”
- Deliberative
- Consultative
- Casual
- Intimate
Pidgins, Creoles and Slang

- **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

- 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.
Two week cycle for ELD

- **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

- **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”

Figure 3.1 A Comparison of Sheltered Instruction and Effective Instruction: Unique and Shared Features
Connecting Word and Object in Working towards L2

- **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

L2 “Teaching”
- Meaningless
- Little Context
- Socially Inert
- Controlled Forms

L1 Acquisition
- Meaning-based
- Contextually-Driven
- Socially Bonding
- “Uncontrolled” Forms
Effective Practices drawn from the Qualitative Research

- Communitarian goals
- Protracted language events
- Multiple representations of language
- Building on prior knowledge
How the next few years might go

- 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.
The Overselling of ELD

- 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=ClM4cuESz0w&feature=related
- Parents’ work participation mitigates school participation
- No amount of quality ELD instruction can overcome truly severe inequalities.
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
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202 Jeopardy

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Two week cycle for ELD

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)
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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.
Two week cycle for ELD

- **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
The Functions of Language,

- 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.
For your consideration

- 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.