

Theoretical Foundations

for Teaching English as a Second Language

An ESL Training Module

Chicago Public Schools

Office of Language and Cultural Education

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Methods and Materials

for Teaching English as a Second Language

An ESL Training Module

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Methods And Materials For Teaching English As A Second Language

I. INTRODUCTION

As the recent census has shown, our country is in the midst of a dynamic period of growth and diversification. During the past two decades, over one million immigrants have entered the United States each year. Illinois is one of five major states which accounts for 83% of this immigration total (Gonzalez, 1997, p. ix). The vast majority of immigrants to Illinois settle in the Chicago metropolitan area.

As a result of immigration, large numbers of students who speak other languages have entered the public schools. These students present special challenges for teachers who are not specialists in the teaching of English Language Learners (ELLs) but who still encounter them in classes where all of the teaching is in English. The focus of this training module is not the bilingual or English as a second language (ESL) specialist, but instead those grade-level and content-area teachers who have English Language Learners in their classes.

What can a mainstream teacher do with students who are less than fluent in the English language? Throughout the United States, teachers ask this question as students from immigrant or refugee backgrounds enter their classes. In this module, we hope to provide some practical, specific techniques which can be used by teachers of English Language Learners (ELLs). Our goal is to put mainstream teachers in touch with some of the most widely-used methods that have been developed for this growing population of students.

This training module will introduce a series of concepts and techniques that most teachers should be able to use in their classrooms. However, given the broad range of teachers who may be trained through this module, it is up to the teachers themselves to find relevant ways to adapt these methods to their classes. The specific forms that



- 3) Can use specific techniques in order to communicate more effectively with ELLs
- 4) Apply language-related methods to make the vocabulary of a lesson comprehensible to ELLs
- 5) Help ELLs access non-simplified textbooks and other written materials
- 6) Integrate learning strategies for ELLs into their lesson plans
- 7) Can synthesize all of the above in order to construct their own version of an effective classroom for English Language Learners

The emphasis of this module is on practical methods which can be adapted to the typical processes involved in teaching, processes such as preparing lesson plans, selecting reading assignments, presenting new terms and information, selecting classroom activities, and interacting with the students during class.

OUTLINE OF TRAINING MODULE

I. PART ONE: BASIC ISSUES AND CONCEPTS

A. Self-Assessment Form (Handout 1)

B. Scenario 1

Discussion

C. Building a Conceptual Framework

Concept 1 - The BICS/CALP Distinction

Discussion

Concept 2 - Comprehension and Production

Discussion

Concept 3 - Comprehensible Input

Discussion

Concept 4 - Context-Embedded and Context-Reduced Activities

Activity/Discussion (Handout 2)

II. PART TWO: METHODS FOR COMMUNICATING WITH ELLs

A. Scenario 2: Transcripts of Teacher-Student Interaction

Analysis/Discussion

B. Scaffolding Communication and Instruction

Discussion

C. Dialogue Journaling: A Fluency-Building Technique

Discussion

III. PART THREE: PLANNING FOR CONTENT AND LANGUAGE LEARNING

A. Lesson Planning, Part 1: The CALLA Model

Discussion

B. Methods for Teaching Academic Vocabulary

Activity/Discussion (Appendix 1)

C. Teaching Learning Strategies

Discussion

D. Modifying a Textbook

Activity/Discussion (Appendix 2/Handout 3)

IV. PART FOUR: ENVISIONING AN EFFECTIVE CLASSROOM

A. Constructing a Model of Effective Teaching (Optional)

Collaborative activity/Discussion

B. Personal Goals and Applications *Individual activity (Handout 4)*

V. CONTENT AND INTERACTIVE ACTIVITIES

VI. TIPS FOR TEACHERS FOR MODIFYING INSTRUCTION

VII. GLOSSARY

VIII. REFERENCES

V. PART ONE: BASIC ISSUES AND CONCEPTS

A. Opening Activity

Self-Assessment Form - As the teachers are getting settled, give them the self-assessment form to fill out (Handout 1 in the Appendix).

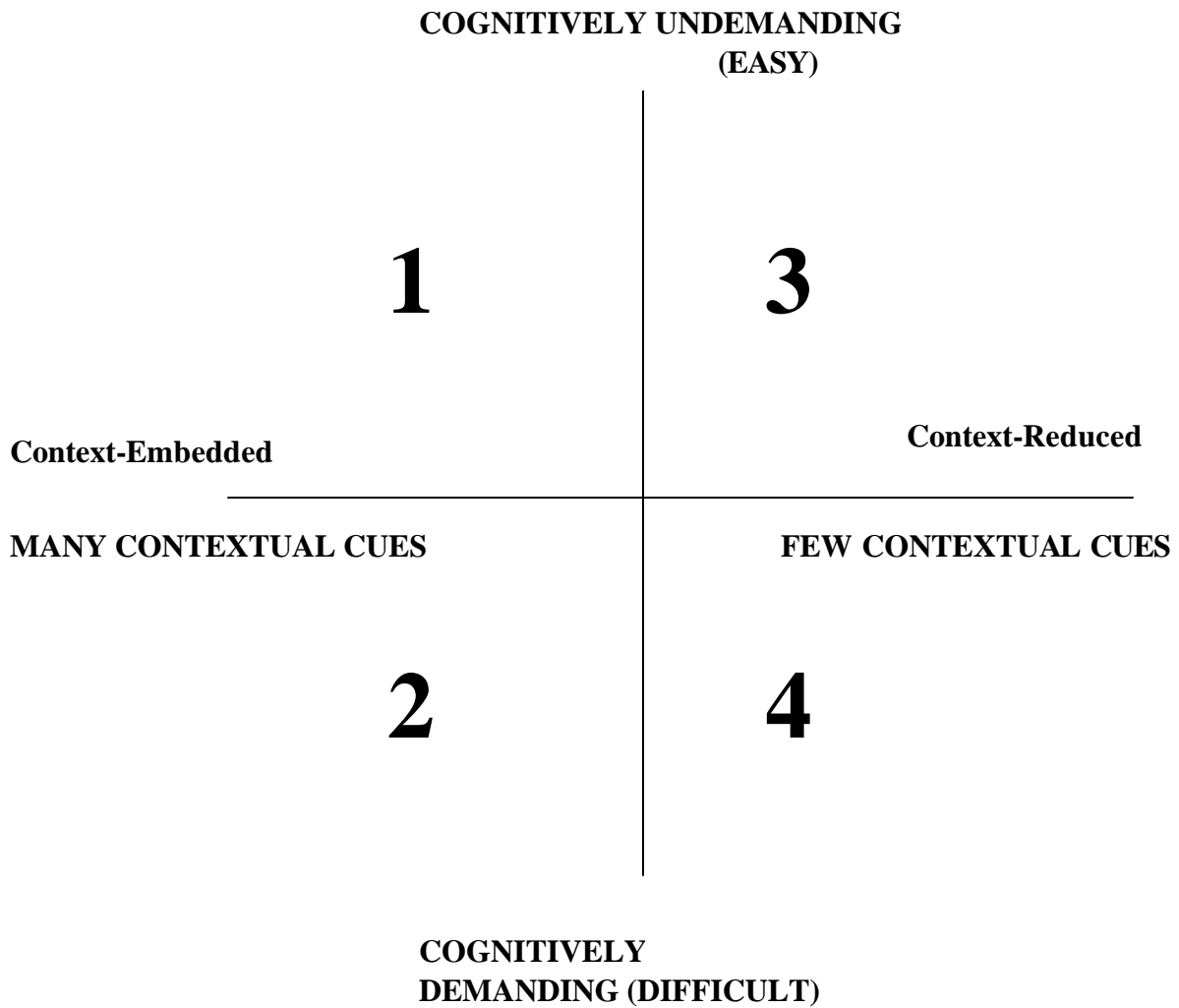
B. Scenario 1

Ms. Lee's seventh-grade social studies class had 26 students, including Alejandra, a girl from Mexico who arrived in mid-October. Alejandra's language test scores showed that she knew some English from previously attending school in the U.S., and so she was scheduled in science, social studies, math, and physical education classes in addition to ESL. The teacher, Ms. Lee, gave Alejandra a copy of the textbook, *Understanding Our Society*, and assigned her to a seat near the back of the room.

For the first few days, Alejandra was a very quiet but attentive student. She seemed to listen carefully to Ms. Lee's lectures and watched her fellow students participating in discussions. In group work, she sat quietly, observing the other students. Ms. Lee thought this was fine; Alejandra needed time to adjust to the classroom. But after several weeks, it was clear that Alejandra didn't understand the textbook, the lectures, and most of the conversations in the classroom. She began to seem less attentive, isolated, and somewhat depressed. Her homework assignments were either incomplete or seemed to have been completed by someone else.

"What can I do?" thought Ms. Lee as she looked at Alejandra's score -- a 42 -- on her first test, after she had been in class for three weeks. "I thought I could treat her just like any other student." It was obvious to the teacher that Alejandra would need some additional help if she were to survive in social studies.

This matrix looks like the following:



What kinds of activities fit into each quadrant of the matrix? Here are some examples of activities:

COGNITIVELY UNDEMANDING (EASY)	
<ul style="list-style-type: none"> • Survival vocabulary • Playing simple games • Physical education activities • Answering lower-level questions • Art and music activities 	<ul style="list-style-type: none"> • Predictable telephone conversations • Reading and writing for personal purposes • Writing answers to lower-level questions • Filling out forms
Context-Embedded	Context-Reduced
1	3
MANY CONTEXTUAL CUES	FEW CONTEXTUAL CUES
<ul style="list-style-type: none"> • Understanding academic presentations with visuals • Making models, maps and charts in social studies • Solving math problems with manipulatives • Participating and hands-on science experiments 	<ul style="list-style-type: none"> • Understanding lectures and presentations without visuals • Solving math word problems • Reading for information in content areas • Writing reports and essays • Taking traditional achievements tests • Using higher-level reading skills
2	4
COGNITIVELY DEMANDING (DIFFICULT)	

VI. PART TWO: METHODS FOR COMMUNICATING WITH ELLs

A. Scenario 1 - Teacher-Student Communication

Below is a brief transcript of communication between a teacher and an ELL student.

Transcript 1

A fourth grade classroom in a social studies unit.

Teacher: Okay, now let's move on to Exercise 4 in the textbook...
Let's see... Min, what was your answer to the first question?

Min: [silence - 3 seconds]

Teacher: Min, do you see Question 1? [Pause] What's your answer to that question?

Min: She ... She work in Springfield.

Teacher: Who is "she"?

Min: Gov-na?

Teacher: You mean the Governor? Who is the Governor? Is the Governor a "she"?

Min: [pause - 3 seconds] I think-

Teacher: Connor, I see your hand. What was your answer to Question 1?

Now, with Transcript 1 in mind, go on to read Transcript 2, which is set in a science class.

Questions:

1. Analyze the communication in this short transcript. What might have caused the student to respond the way she did? What do you think of the teacher's interaction pattern with this student?
 2. What suggestions would you make to the teacher?
-

Transcript 2

Ninth grade student in physical science class working on individual project

- Teacher: What do you have here?
- Jorge: [5 second pause] Rock...
- Teacher: Okay, rocks. This is a model of several layers. Which kind of rock is this?
- Jorge: Uh [3 second pause] Granita.
- Teacher: Granite. Good! That's granite. And what is this, above the granite? [points]
- Jorge: This, uh [pause]... is shell.
- Teacher: Shells? You mean fossils? Like this? [points to poster of fossils]
- Jorge: No, not fossils, I mean, rock shale. Shale.
- Teacher: Oh, shale! Yes, shale is a sedimentary rock. Very good, Jorge.
- Jorge: Thank you.
- Teacher: Now, why don't you label each layer of rock? Here, let me make a label. [writes "granite" on a small slip of paper] Can you add labels to your geological column?
- Jorge: Okay.

Questions:

1. Analyze the teacher-student interaction in this short transcript. How is it different from the interaction in the first transcript?
 2. What is the teacher in the second transcript doing to facilitate communication? What is he doing to facilitate language learning? What is the emotional impact of this interaction?
-

B. Scaffolding Communication and Instruction

Teachers who are sensitive to the language needs of ELLs can apply the concept of "scaffolding" to their communication. Scaffolding is a metaphor for the structures that teachers build to provide extra support in communication and in various kinds of activities. Just as a scaffold creates a temporary structure around a building during the process of construction, the use of scaffolding by a teacher temporarily makes the

Dialogue Journal: Secondary English Classroom.

Student: When I read 1984. I believe Winston is planning revolution against Inner Party. It was like Orwell's "Animal Farm." Snow Ball is compare as Winston. Napoleon is compare as Julia. The animal overthrow the farmer out. They succeeded the revolution like Russian Revolution in 1917.

Teacher: That's very interesting about comparing Snowball with Winston and Napoleon with Julia. You make me want to read Animal Farm again to see if I agree or not! It is a very good idea to compare things like that. Later, maybe you can think about how Winston and Julia are different from the animals if they are. I will read Animal Farm again so we can discuss that.

(Peyton, 1990, p. 41)

Discussion:

- In what ways (if any) do you already use a journal with your classes?
 - How could dialogue journaling be useful with the ELLs in your classroom?
-

VII. PART THREE: PLANNING FOR CONTENT AND LANGUAGE LEARNING

A. Lesson-Planning 1: The CALLA Model

How can you translate concepts such as comprehensible input, the CALP/BICS distinction, and scaffolding into your lesson plans? How can these concepts apply to materials such as textbooks? During the next two sections we will explore these questions.

The **Cognitive Academic Language Learning Approach (CALLA)** was developed by two prominent educators in the field of TESOL, Ana Uhl Chamot and Michael O'Malley, for use by bilingual/ESL teachers as well as regular classroom teachers (Chamot & O'Malley, 1994). This approach is particularly helpful for teachers because it provides a clear framework for constructing lesson plans that will take into consideration the needs of ELLs.

In CALLA lessons, teachers approach lesson planning by assessing the students' prior knowledge and then setting objectives in three areas: content, language, and learning strategies. In mainstream classrooms, most teachers begin with content objectives which specify *what* will be taught and assessed in a lesson or unit. By adding language and strategy objectives, teachers look carefully at the needs of the ELLs in their classrooms and work specifically to close the language gap. The final step in CALLA lessons involves assembling materials to provide more of a context for the lesson, and hands-on activities that will make the language of the lesson as comprehensible as possible (Chamot & O'Malley, 1994, p. 89).

What a CALLA Lesson Plan Looks Like

Here's a typical lesson plan structure for ELLs:

Content Objectives: 1. _____
2. _____

Language Objectives: 1. _____
2. _____

Learning Strategy Objective: 1. _____

- Lesson Sequence:**
- 1. Preparation** - The students identify and reflect on prior knowledge related to the lesson topic. The teacher provides an overview of the learning objectives, introduces essential new vocabulary, and may provide a concrete experience.
 - 2. Presentation** - The teacher presents and explains new information, skills, and/or learning strategies. The information is presented through a variety of modes to accommodate different learning styles.
 - 3. Practice** - Students actively practice new concepts, skills, and/or learning strategies. Cooperative learning activities may be featured.
 - 4. Evaluation** - Students practice both individual and cooperative self-evaluation. How well did they learn the material? What do they still not understand?
 - 5. Expansion** - Students integrate what was learned in the lesson into their existing knowledge frameworks. They restructure and refine prior knowledge as needed, and apply the new knowledge and skills.

C. Teaching Learning Strategies

Many teachers are unfamiliar with the concept of teaching the students **learning strategies** – ways to learn more efficiently and effectively – and may have difficulty filling in the strategy segment of a CALLA lesson plan.

The goal of learning strategy instruction is to help ELLs take a more active role in closing the “language gap” and mastering the course material. Some of the strategies suggested in the CALLA approach are as follows (Chamot & O’Malley, 1997, pp. 62-63):

A Short List of Learning Strategies for ELLs:

- **Selective Listening** - Pay attention to key words, phrases, ideas, and information. Listen for the words that are repeated or receive stronger stress.
- **Self-Management for Studying** - Consider when and where you study. Plan the most effective location and approach to completing work outside of the classroom.
- **Note-taking** - Write down key words and concepts in abbreviated verbal, graphic, or numerical form.
- **Elaboration of Prior Knowledge** - Before reading new material, identify what you already know about the topic.
- **Summarizing** - Make a mental, oral, or written summary of the information gained from listening and reading. This summary might be in your native language or in English.
- **Imagery** - Create a mental or real picture to remember new information or to solve a problem.
- **Predicting** - Use information in the text to make predictions about new information.
- **Questioning for Clarification** - Develop ways to ask the teacher or others for more information when you don’t understand something.

There are, of course, a number of additional learning strategies. The main question that teachers (and students) can ask in developing strategies is **how can the learning process be more effective?**

A good resource for learning strategies is the *Chicago Public Schools ESL Goals and Standards*, which contains a section (ESL Goal I, Standard C) with a number of strategies. These strategies have been classified according to grade levels (K-3, 4-8, 9-12) and according to proficiency levels (Levels 1, 2, and 3 -- from beginning-level to high intermediate-level English).

If you have a copy of the *Chicago Public Schools ESL Goals and Standards*, turn to the section that lists language learning strategies appropriate for your grade level:

For Grades K-3, pages 6-7
For Grades 4-8, pages 22-23
For Grades 9-12, pages 42-44

Take a few minutes to look over this list of strategies. Which ones are you currently teaching *explicitly* in your classroom? Which ones are you teaching *implicitly*, perhaps by modeling them or including them in the normal process of instruction? Which ones would you like to add to your teaching, particularly as you deal with ELLs?

Take a few minutes to look over the list of strategies for your grade level in the *Chicago Public Schools ESL Goals and Standards* (see pages listed above).

1. Which ones are you currently teaching *explicitly* in your classroom?
 2. Which ones are you teaching *implicitly*, perhaps by modeling them or including them in the normal process of instruction?
 3. Which ones would you like to add to your teaching, particularly as you deal with ELLs?
-

D. Modifying A Textbook: A Planning Activity

In Appendices B-F, you will find samples of typical textbook pages at the primary, middle, or secondary level. Even though this textbook may not be what you teach, use this page as an exercise to try out the CALLA lesson planning techniques described above.

Once you have selected a passage, read through the page and answer the following questions:

1. What is the most important **content** for ELLs to come away with from this passage or lesson?
2. What **language** is likely to be difficult for them?
3. What is one **learning strategy** that could be taught to help them learn this material more effectively?

Now, use the **lesson planning form (Handout 3)** to fill in your **goals** for the lesson. Since this is a hypothetical case, you don't need to think too carefully -- just fill in some goals which come to mind for each category. Finally, identify **an activity** which would help set up this lesson. Share your results with the others in your group.

Discussion:

- How can this exercise apply to textbooks and other written resources that you use in your classroom? With a partner, discuss one particular written text you commonly use and identify one way you might teach it differently with ELLs.
-

VIII. PART FOUR: ENVISIONING AN EFFECTIVE CLASSROOM

A. Constructing a Model of Effective Teaching (Optional)

Select one of the three following scenarios. All of these scenarios have been adapted from the book *ESL Standards for Pre-K-12 Students* (TESOL, 1997). As a group, collaborate to narrate the scenario, constructing a model of effective teaching involving ESL students in a mainstream classroom.

Scenario 1 - A Primary-Level Classroom

Situation: A kindergarten class where both native English speakers and English language learners are present. The class is taught by a monolingual English-speaking teacher who is trained to work with ELLs. The class is multilingual and multiethnic, and the ELLs have various levels of English language proficiency. Some of them are recent immigrants with no proficiency in English.

Goals of this Lesson: The children have learned the names for shapes: circle, square, rectangle, and triangle. The lesson should reinforce the words and concepts for shapes through a series of activities. The teacher also wants to emphasize the skills of listening comprehension, following directions, asking for clarification, participating in full class and group discussions, and reading the vocabulary.

Your narrative: If you could tell the story of what happens in this class as a model of effective teaching, what would you come up with? Dictate a narrative of what happens in this class.

Scenario 2 - An Upper-Elementary/Middle School Classroom

Situation: A fifth-grade language arts class with a mix of students who are native speakers of Spanish, Punjabi, and English. Two bilingual aides (one each for Spanish and Punjabi) are available in the classroom. Most of the ELLs are at the high

beginning/low intermediate level of English proficiency. This lesson is part of a unit on Native Americans which includes traditional stories, myths, and legends.

Goals of this Lesson: The class will share stories involving myths from their cultures about animals or nature, they will read a Native American story, “The Night Sky.” They will also work on developing new vocabulary, reading comprehension, and the skill of participating in a class discussion.

Your narrative: If you could tell the story of what happens in this class as a model of effective teaching, what would you come up with? Dictate a narrative of what happens in this class.

Scenario 3 - A Secondary Level Classroom

Situation: An eleventh-grade civics class of 24 students which includes ELLs (intermediate and advanced English proficiency) mixed together with native English speakers. The majority of ELLs are native speakers of Spanish; other language groups include Chinese and Haitian.

Goals of this Lesson: To emphasize the theme of “civic responsibility” (being an informed citizen), the class will use several days to prepare for a debate on a toxic waste dump which is proposed to be located near the neighborhood. The teacher wants to emphasize locating information in reference materials, gathering information through research, using technical vocabulary related to civics and to the specific debate issue, working cooperatively in a group, and taking a position and supporting it. The class will be divided into teams to prepare for the debate, and the students will select three of their peers to conduct the debate on Friday.

Your narrative: Imagine a class session a day or two before the debate. How would you set up activities to prepare the students to perform well in the debate? Dictate a narrative of what might happen in this class.

B. Personal Goals and Applications

As the professional development session ends, take a few minutes to fill out the form in Handout 4. How will you apply the ideas and methods in this training module to your own classroom in the coming weeks?

If time permits, talk as a group about specific classroom applications of this training. Each person might share one thing that they will do differently.

HANDOUTS

HANDOUT 1

INITIAL SELF-ASSESSMENT FORM

As we begin this ESL training module, take a few moments to think about your teaching situation. Regarding the English Language Learners (ELLs) in your classes, what do feel you know and do well already, and where would you like to grow?

I. Briefly rate yourself on how well you understand or can implement the following areas. If you don't understand some of the terminology, don't worry -- you will by the end of this session.

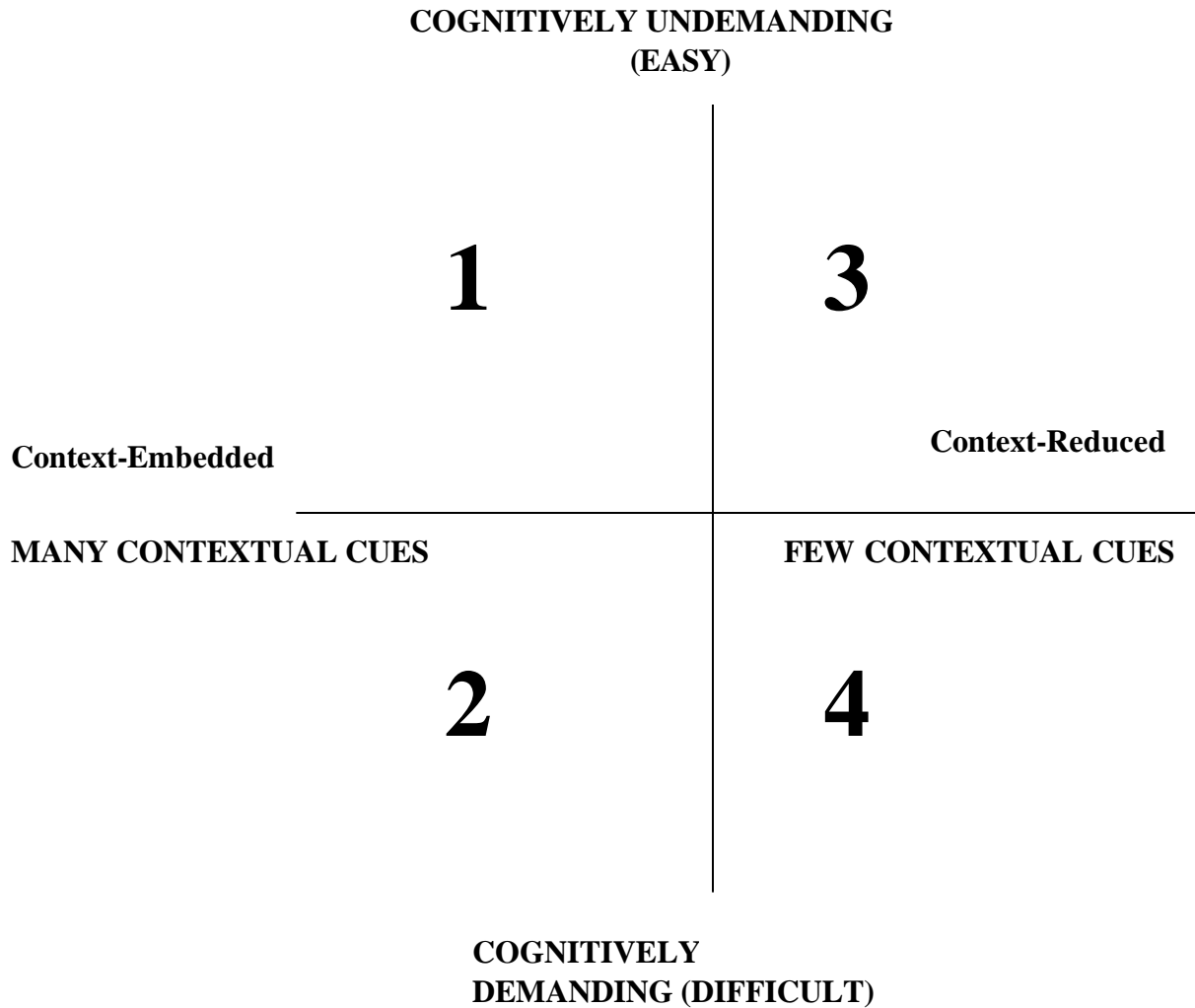
TOPIC	Not at all		Some		Well
a. Understand the differences between social and academic English proficiency for immigrant students.	1	2	3	4	5
b. Understand how to identify and create "comprehensible input" for ELLs.	1	2	3	4	5
c. Can distinguish between context-reduced and context-embedded activities in my classroom.	1	2	3	4	5
d. Understand and can apply the concept of scaffolding communication for ELLs.	1	2	3	4	5
e. Can make academic vocabulary accessible to my ELLs.	1	2	3	4	5
f. Can help my ELLs read school texts and other materials in English.	1	2	3	4	5
g. Take the special learning needs of the ELLs into account when planning lessons.	1	2	3	4	5

II. Your Issues

A. What issues have you encountered with English Language Learners in your classroom?

B. What is one thing you wish you could do better with this population of student?

HANDOUT 2: A Matrix for Contextualizing Activities



HANDOUT 3 - A CALLA Lesson Plan Adapted to the Chicago Public Schools Model for ESL/Bilingual Lesson Planning

For the ELLs in your classroom:

Lesson Topic/Theme: _____

Content Objectives (Draw these from your own course objectives):

1. _____

2. _____

Language Objectives (Draw these from the materials or from the ESL Standards):

1. _____

2. _____

Learning Strategy Objective (Draw this from the ESL Standards - Goal I, Standard C):

1. _____

Lesson Sequence: **1. Preparation**

2. Presentation (“Essential Content”)

3. Practice (“Activities”)

4. Evaluation (“Activities/Assessments”)

5. Expansion

Handout 4: Personal Reflections and Applications

GOALS FOR YOUR CLASSROOM

Where Do I Go from Here?

Some Questions for Reflection and Goal-Setting

1. Identify a particular ELL in your classroom. Take a few minutes to think about your *interaction* with that student. How well are you communicating with the student, and how might you communicate more effectively in the future?

2. Consider how you made the *content of your teaching accessible* to ELLs during the past week. What are you doing that is particularly helpful for them? Are you doing anything additional to (or different from) what you do for the native English speakers in your class or classes?

3. Identify three principles for teaching ESL students that you have gained from these sessions and which will become part of your teaching approach.

1.

2.

3.

What is something you'll do differently in the coming month as you continue to teach these students?

X. TIPS FOR TEACHERS FOR MODIFYING INSTRUCTION

A. Providing Comprehensible Lessons

1. **Modify your speech and writing to provide language which is at an understandable level.**

- * Students grow in language proficiency when they have **comprehensible input** in the form of extensive listening and extensive reading.
- * When speaking, use **high frequency vocabulary** and fewer idioms or slang.
- * Use more **repetition** when you speak.
- * **Use writing** as well as speaking to communicate important instructions and assignments.
- * Whenever possible, **supplement with visual aids**
- * **Check for comprehension.**

2. **Find out what they already know -- their background knowledge on a particular topic.**

- * Use **brainstorming** to have ELLs come up with words in English before an assignment. (This activates the English they already know.)
- * Ask them if they have studied the topic in **their own languages**.
- * **Pre-teach** the most important **vocabulary** for a topic.

3. **Be specific about the overall structure and goals of the lesson**

- * Provide the students with an overview so they know what to expect and where you are going.

4. **Identify cultural areas which are likely to be familiar to native English speakers but unfamiliar to students who have grown up in another culture.**

- * We take for granted that students who have grown up in the U.S. know certain things. When planning your lesson, try to identify **culturally unfamiliar material** for students who have come from abroad. You (or an aide) may need to provide more information than would be necessary for a native speaker of English.

5. **Help students process textbooks in a systematic way.**

- * Provide **additional visual material** and highlight the visuals in the book to help them access the language.
- * Have them keep “**vocabulary logs**” of words they don’t understand. Help them **infer the meaning** of new words from the context, rather than always looking up the definition in a dictionary.
- * If they use dictionaries, have them **wait until they have finished reading a section** of the textbook before they look up unfamiliar words.
- * **Encourage re-reading**. Often, skimming the material quickly is good idea before reading it more carefully.
- * ELLs often like to answer written questions about what they have read. **Question sheets** are often appreciated.
- * Projects which involve responding through charts, graphs, story lines, and other **nonverbal means**, can often be effective when combined with language.

B. Effective Communication with English Language Learners

1. Recognize that some students are used to a different pattern of teacher-student interaction.

- * Some students come from cultures that are “**high-context**” in terms of teacher-student relationships. They may have been taught never to question the teacher or speak up. Teachers interact more freely with students in this culture than in many Asian cultures, for instance.
- * Students from Asia may feel uncomfortable when they receive **frequent praise** from a teacher. On the other hand, many Latino students may thrive on praise, especially when given in one-to-one interactions.

2. Create a supportive, non-threatening classroom environment.

- * Remember that they can often understand much more than they can say. However, some students will **pretend to understand** when they don't. This may be cultural, or it may be a way of avoiding embarrassment.
- * Do call upon the students, but **avoid putting them “on the spot,”** especially at first. Some beginning-level students may need a “silent period.” Although they may not be speaking much in large group settings, they are likely to be learning quite a bit from listening and reading.
- * Begin with **low risk activities** with which they can be successful.
- * **Don't isolate** the students away from others in the classroom. Match them with “buddies” and encourage participation.

3. Prepare the students for speaking activities through “scaffolding” -- giving them extra support.

- * Whenever possible, try to “scaffold” your interaction by **preparing ELLs** for speaking activities. For instance, it might be helpful to have them write an answer to a question first, then share it with the class. This gives them time to formulate the language they need.
- * Allow them to approach discussions and other assignments **in stages**.

4. Find areas that they are knowledgeable about and allow them to speak or write about these areas.

- * Create a “**bicultural dialogue**” in the class. If they are comfortable, allow them to share about how things are done differently in another culture.
- * **Find out what they know well** -- particular sports, music, foods, math -- and allow them to share information about this.

5. If oral language is difficult, find non-verbal ways to communicate with the students.

- * **Write notes** to the students, and have them write notes to you. Ask them on a regular basis to tell you what they don't understand.
- * Use a “**dialogue journal**” which you pass back and forth with a student.



6. Be sure to provide plenty of “wait time” after questions when you call upon students.

* Remember that **they need time** to formulate an answer. Repeat the question one or more times if necessary.

7. Be selective when correcting student errors in writing and speaking.

* Whenever possible, use **indirect forms of correction**, such as rephrasing. The most effective error correction occurs when the student receives some feedback and then corrects his or her own error.

* Whatever form of feedback you decide to use with an ELL, **use it consistently**.

8. Listen for negative forms of student-student interaction. Encourage acceptance and empathy.

* If students are **stereotyping** the ELLs or **making fun** of their languages, you may need to talk with the native English speakers. Explain the difficulties that language minority students face, and encourage empathy.

* Remember that the **native English speakers can learn** quite a bit from students from other cultures. Encourage this!

C. Making Textbooks and Other Reading Assignments Accessible to ELLs

Questions to ask about textbook reading assignments:

LANGUAGE:

- * What visual or textual cues can I point to in order to help them read more effectively?
- * What vocabulary is difficult for them? How can I help them keep track of new vocabulary and learn what they need?
- * How can I help them separate productive vocabulary from receptive vocabulary? (Important terms from unimportant ones.)

CULTURE:

- * What cultural information is difficult for these students?
- * What background information is assumed? How can I provide them with at least some of this information before they begin reading?

CONTENT AND READING SKILLS:

- * What do I really expect them to know from reading? How can I structure instruction to point to what is important, so they don't waste a lot of time on unimportant information?
- * How can I teach them skills which will make them more efficient readers? (Skimming, scanning, questioning)

Other Ideas and Principles:

1. Set up a **Pre-Reading, While-Reading, and Post-Reading structure** to your assignments. Language minority students often need more help and structure with the Pre-Reading and While-Reading stages than native-English-speakers need. Whenever possible, in the Pre-Reading stage, help these students connect the content with what they already know, including parallels with their own cultures.
2. Language minority students also may need **more time** to read and process some assignments. To what extent is time a factor with the ELLs in your class?
3. **Reading questions** (if they are well constructed) are often appreciated by language minority students. They may provide some needed "scaffolding" for these students -- especially in terms of identifying what is important in the reading. Teach the students to use these questions after they have done the reading, however.
4. **Irony and humor** are very difficult to pick up in a foreign language. Language minority students often take a literal approach to meaning and will need help picking up irony and other forms of double meaning.

D. Involving the Parents of Language Minority Students

Parents from different cultural backgrounds will have different expectations of schooling and the parent-teacher relationship. Some parents will be unfamiliar with the common American expectations that they check homework, confer with the teacher, attend PTA meetings, and participate in the class as volunteers. They may need careful explanations and plenty of encouragement.

- 1. Orientation** - When a new language minority student enters your class (or at the beginning of the year) can you provide his or her parents with a clear, simply-written description of your expectations for the course, including suggestions for parental involvement and support? If possible, meet with the parents to introduce yourself and communicate information about expectations and routines. (I like to supplement face-to-face meetings with written documents that the parents can read through carefully at home.)
- 2. Taking the initiative** - Parents of language minority students may be very hesitant about contacting the teacher. If you have concerns about the student or would like more contact with the family, you will probably need to take the initiative through a phone call, letter, or even a home visit.
- 3. Communicating respect for the home language** - Encourage the parents to use their native language at home, including literacy-related activities. If communication in English is difficult, find an intermediary who can work in both languages to serve as a translator or interpreter for interactions with the family. Ask the ESL teacher in your school about this. You could also ask the parents themselves to come up with a bilingual helper for communication and conferences; often they know people in the community who can fill this role.
- 4. Parent conferences** - Inform the parents about the importance of these conferences in advance, or it may be unlikely that they attend. Use concrete information such as portfolios and checklists to communicate expectations and a sense of how the student is progressing.
- 5. Parent involvement in classes** - Including parents from diverse cultures in your classes can be valuable for both the parents and the students. Parents can be valuable assistants on field trips and in specific classroom activities. They may also be valuable to invite for special events, such as school fairs and days which emphasize culture diversity. Their presence can bring a healthy multicultural influence into the lives of the native English speakers in the school.
- 6. Parent talks** - If their English is proficient (or if an interpreter is available), you might ask selected parents to give talks or demonstrations on areas of expertise. For instance, if you have a series of people from the community coming in to talk about their professions, can you include parents from diverse backgrounds?
- 7. Homework** - You might provide a list of activities that parents can do with their children at home to support what you are doing in the course. Identify activities that parents and children can do together, such as creating a family tree, going to the library, collecting stories about “the old days,” writing down an ethnic recipe, and so forth. Ask yourself how you can use the parents as *resources* for the students on various types of tasks and projects. Of course, as mentioned above, you should communicate clear expectations for homework to the parents and perhaps provide suggestions for how they can help the students keep on track with outside

assignments.

XI. GLOSSARY

BICS (Basic Interpersonal Communication Skills): A form of language proficiency which involves the use of language for social communication (e.g., conversation, everyday tasks). *See CALP.*

CALLA (Cognitive Academic Language Learning Approach): A comprehensive approach to teaching English in K-12 academic contexts; developed by Anna Uhl Chamot and Michael O'Malley and used as the basis for the ESL curriculum in a number of school districts and as the basis for some ESL textbook series. This approach emphasizes the integration of language learning with grade-level academic content and the teaching of language learning strategies.

CALP (Cognitive Academic Language Proficiency): A form of language proficiency which involves the use of language for complex academic tasks (e.g., reading textbooks, writing papers, participating in discussions). *See BICS.*

comprehensible input: Understandable and meaningful language directed at second language learners under optimal conditions; it is characterized as the language the learner already knows plus a range of new language that is made comprehensible by the use of certain planned strategies (such as pictures).

comprehension: Understanding language that is received through reading and listening. *See production.*

context-embedded activities: Learning activities which include contextual features which support the understanding of the written text: the use of pictures, diagrams, objects, and physical activity to reinforce spoken or written language. *See context-reduced.*

context-reduced activities: Learning activities which involve the spoken or written language by itself, without contextual features such as visual aids. *See context-embedded.*

dialogue journal: An ESL teaching method used to develop fluency in writing; the student writes regularly in a journal in his or her learner English, and the teacher responds regularly to the journal entries in Standard English.

English as a Second Language (ESL): Methods and materials developed to teach English to students from other language backgrounds.

English Language Learners (ELLs): Students from language backgrounds other than English who are learning the English language. In U.S. schools, ELLs are also known as “ESL students,” “language minority students,” “bilingual students,” or “limited-English-proficient students.”



APPENDICES



Appendix A: WORD SORT CARDS

WORDS:

ocean

magma

worms

narrow

island

unusual

ridge

crabs

valley

clams

mountain

trench

Instructions for Word Sort:

Above is a list of words from the chapter we will be studying. Place each word under the proper category and be ready to explain your choices.

Categories: words which describe land and water
 adjectives
 animals which live in water

APPENDIX B READING SELECTION FOR WORD SORT

Undersea Mountains, Valleys, and Plains

Undersea Geography

If there were no water in the oceans, and we could fly over them in an airplane, what would we see?

In many places, we would see the broad, flat plains of the ocean floor. Looming above these flat plains, we would see huge mountains. The mountain chains are located in areas known as **rift zones** where hot magma from the earth's mantle rises through cracks to form volcanoes and lava flows.

Many of these rift zones run through the center of the oceans, forming mid-ocean ridges that look like the seams on a baseball. For instance, an enormous ridge called the Mid-Atlantic Ridge runs from Greenland in the north nearly to Antarctica in the south. In some places, such as Iceland and Azores, the mountains of the Mid-Atlantic Ridge are high enough to form islands that people can live on.

If we were to look at the Pacific Ocean without any water, we would see deep, narrow valleys. These valleys are known as **trenches**. They form in places where the ocean floor is pushed down under a continent. The deepest trench in the world is the Marianas Trench, which is located in the eastern part of the Pacific Ocean. The Marianas Trench is nearly six miles deep!

Life in the Deep Ocean

For many years, people believed that nothing could live in the deep ocean. The heavy pressure of the water and the total darkness seemed to make life impossible. However, in recent years, scientists have discovered many unusual things living in the deep ocean near hot volcanic vents in the rift zones. Vents are places where the water is very hot

and contains nutrients that bacteria can feed upon. Unusual life forms such as worms, crabs, and clams feed upon microscopic animals and plants near these vents. The worms form strange hollow tubes that rise from the ocean floor.

Although the deep ocean has plains, mountains, and valleys, the living conditions there are very different from those on land. It is amazing that animals and plants can live in the darkness and intense pressure of the deep ocean.



Unusual crabs live in the deep ocean near vents

Name _____

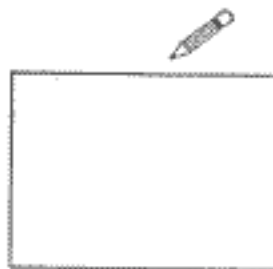
Date _____

MATH PRACTICE 😊😊😊😊😊😊😊😊😊😊😊😊😊😊😊
Addition and Subtraction through 30.

You need pennies, nickels, and dimes.
Solve each problem.

1. Jim has a dime and a nickel. He wants to buy a pencil that costs 12 ¢.

Does he have enough money? _____



2. Shana wants to buy a ruler that costs 25 ¢. She has a dime, two nickels, and three pennies.

Can she buy the ruler? _____



3. Dennis has 18 ¢. He sees a toy that costs 30 ¢.

How much more money does Dennis need? _____



4. Susan buys a notebook. She pays one quarter and gets a nickel back. How much did the notebook

cost? _____



5. Desmond wants a pen that costs 15 ¢ and an eraser that costs 8 ¢. He has two dimes. How much more does he need? _____



Understanding Time Zones

Why do we have time zones?

The earth is divided into 24 time zones. When it is noon in New York City, it is 11:00 P.M. in Beijing, China. This is because there is an eleven-hour difference between New York and Beijing.

Each day as the earth turns, one half of the earth receives light while the other half is dark. The sun is always rising and setting somewhere in the world. Many years ago there were no time zones, and the people in each part of the world set their own time by the sun. However, when railroads became common in the 1800s, time zones were established so that the trains could follow a regular schedule.

There are four time zones in the continental United States. Each is one hour different from the time zone next to it. Eastern states such as New York and Florida are in the Eastern Time Zone. Central states such as Illinois and Texas are in the Central Time Zone. The Rocky Mountain states such as Colorado are in

the Mountain Time Zone and Western states such as California are in the Pacific Time Zone. When it is 6:00 P.M. in New York, it is 5:00 P.M. in Chicago, 4:00 P.M. in Denver, and 3:00 P.M. in Los Angeles. Which time zone do you live in?

Reading a Time Zone Map

Use the map below to answer the following questions:

1. A man living in Miami, Florida, calls his brother in Denver, Colorado. It is 9:00 A.M. in Miami when he calls. What time is it in Denver?
2. If you wanted to call someone in Los Angeles right now, what time would it be there? If you wanted to call someone in Washington, D.C., what time would it be there right now?
3. A family living in the Central Time Zone takes a vacation. As they travel east, they cross into the Eastern Time Zone. If it is 11:00 A.M., what time should they change their watches to?



Time Zones of the United States

How Geography Shaped the Industrial Revolution



While the American and French Revolutions were shaking the political and social foundations of the older order, a different revolution was taking place in Britain. This revolution, known as the Industrial Revolution, has had an even broader and longer-lasting impact on humanity.

One of the key factors in the Industrial Revolution was geographic -- the existence of abundant coal and iron ore in Great Britain. Technological innovations such as railroads and factories required large quantities of coal and iron.

In the early 1700s, the iron industry in England stagnated because the nation was largely deforested and lacked the timber necessary for smelting iron ore. In 1781, Henry Cort developed a new process of burning coal that created enough heat for iron smelting. Further developments in the early nineteenth century made England the leader in the production and export of coal and iron. By 1840 it produced ten times as much coal and iron as its closest competitor.

The Industrial Revolution in Britain led to urbanization, as people moved to factory towns near coal and iron producing centers such as Birmingham, Sheffield, and Leeds. By 1851, Britain's urban population outnumbered its rural population, and from then on the urban-rural gap continued to widen.

Other European countries, such as Belgium and Germany, also had plentiful coal and iron deposits. They soon followed the lead of Great Britain in both industrialization and urbanization, as did the United States. However, countries such as France, which lacked coal and iron deposits, were slower to industrialize. By the mid-nineteenth century, it had become clear that any country short of coal and iron would have difficulty joining the

Industrial Revolution.

Questions for Understanding:

1. Why did the Industrial Revolution lead to urbanization in England and other countries?
2. Why did the geography of England give it an advantage over other countries, such as France, in the Industrial Revolution?

For Critical Thinking:

3. If coal and iron had been plentiful in France but *not* in England, how might history have been different?



BIODATA

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