

*Chicagoland Partners for ELL Education
NSSD 112 Prek - Elementary Para-Professionals*

*English Language Learners: Culture and
Diversity*

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Today's Goals

- Understand the Iceberg of Language
- Understand the Nature of Learning a New Language
- Understand the Iceberg of Culture
- Increase cultural competency and cultural sensitivity

Developing new understandings about language and culture

“Educating all children will require the will and commitment to understand and respond to cultural difference. To the extent that teachers know and understand how children’s past experiences have been organized and explained, they are better able to fashion new ones for them.”

(Bowman & Stott, 1994)

What is your favorite snack?

- Sweet or salty



Tammy King, IRC, 2010

Salt from the perspective of...

- A Poet
 - An Economist
 - An Nutritionist
 - A Historian
- Now in a group of four:

Discuss how your language use changed depending on the focus.

The English Language Proficiency Standards

- **SOCIAL and INSTRUCTIONAL language**
- **The language of LANGUAGE ARTS**
- **The language of MATHEMATICS**
- **The language of SCIENCE**
- **The language of SOCIAL SCIENCE**

The Iceberg of Language

BICS – Basic Interpersonal Communication Skills: This is conversational language. Language on the surface.

CALPS – Cognitive Academic Language Proficiency Skills (academic language) Language of deep understanding.



WIDA

World-Class Instructional Design and Assessment

- Levels of Language Proficiency (measure with ACCESS)
 - Listening, Speaking, Reading, Writing
 - Entering
 - Beginning
 - Developing
 - Expanding
 - Bridging
 - Reaching
- Remember, a student can “display” different levels of language proficiency within BICS and CALPS and within each of the language skill areas.
- Let us experience what this “feels like” for the ELL student.

Bootstrapping

(Cloud, Genesse, Hamayan, 2009)

- ELL's use their home language to help them learn English much the way a child uses the straps to pull on their boots – it is much easier than if a child just tries to tug away at the boots themselves.
- Write down how you “bootstrap” as I read to you the following children’s classic piece of literature.
- How could you make the language more comprehensible for your students?

Constructivist/Sheltered Instruction Theory and Theorists

- Krashen:
 - The role of MEANING
 - The role of COMPREHENSIBLE INPUT
 - The role of LOW ANXIETY
- Cummins
 - Proficiency in English used for COMMUNICATIVE PURPOSES
 - Proficiency in English used for ACADEMIC PURPOSES
 - EMPOWERMENT OF STUDENTS
- Long
 - the role of INTERACTION

Best practices in ELL education

- 1) Values prior knowledge
- 2) Is context embedded
- 3) Integrates cooperative group work
- 4) Uses total physical response (gesture)
- 5) Uses multidimensional assessment
- 6) Integrates language, content, and process

Modify Teacher Talk

- Be aware of idioms (Jodi Reiss, 2008)
- Use meaningful gestures
- Teacher think alouds
- Slow down
- Use visuals
- Un-clutter the classroom environment
- Think-pair-share while teaching
- Allow extended wait time

CAN DO Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Follow modeled, one-step oral directions (e.g., "Find a pencil.") Identify pictures of everyday objects as stated orally (e.g., in books) Point to real-life objects reflective of content-related vocabulary or oral statements Mimic gestures or movement associated with statements (e.g., "This is my left hand.") 	<ul style="list-style-type: none"> Match oral reading of stories to illustrations Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") Sequence a series of oral statements using real objects or pictures Locate objects described orally 	<ul style="list-style-type: none"> Follow modeled multi-step oral directions Sequence pictures of stories read aloud (e.g., beginning, middle, and end) Match people with jobs or objects with functions based on oral descriptions Classify objects according to descriptive oral statements 	<ul style="list-style-type: none"> Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information Find details in illustrated, narrative, or expository text read aloud Identify illustrated activities from oral descriptions Locate objects, figures, places based on visuals and detailed oral descriptions 	<ul style="list-style-type: none"> Use context clues to gain meaning from grade-level text read orally Apply ideas from oral discussions to new situations Interpret information from oral reading of narrative or expository text Identify ideas/concepts expressed with grade-level content-specific language 	
SPEAKING	<ul style="list-style-type: none"> Repeat simple words, phrases, and memorized chunks of language Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase Identify and name everyday objects Participate in whole group chants and songs 	<ul style="list-style-type: none"> Use first language to fill in gaps in oral English (code switch) Repeat facts or statements Describe what people do from action pictures (e.g., jobs of community workers) Compare real-life objects (e.g., "smaller," "biggest") 	<ul style="list-style-type: none"> Ask questions of a social nature Express feelings (e.g., "I'm happy because...") Retell simple stories from picture cues Sort and explain grouping of objects (e.g., sink v. float) Make predictions or hypotheses Distinguish features of content-based phenomena (e.g., caterpillar, butterfly) 	<ul style="list-style-type: none"> Ask questions for social and academic purposes Participate in class discussions on familiar social and academic topics Retell stories with details Sequence stories with transitions 	<ul style="list-style-type: none"> Use academic vocabulary in class discussions Express and support ideas with examples Give oral presentations on content-based topics approaching grade level Initiate conversation with peers and teachers 	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



CAN DO Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Identify symbols, icons, and environmental print Connect print to visuals Match real-life familiar objects to labels Follow directions using diagrams or pictures 	<ul style="list-style-type: none"> Search for pictures associated with word patterns Identify and interpret pre-taught labeled diagrams Match voice to print by pointing to icons, letters, or illustrated words Sort words into word families 	<ul style="list-style-type: none"> Make text-to-self connections with prompting Select titles to match a series of pictures Sort illustrated content words into categories Match phrases and sentences to pictures 	<ul style="list-style-type: none"> Put words in order to form sentences Identify basic elements of fictional stories (e.g., title, setting, characters) Follow sentence-level directions Distinguish between general and specific language (e.g., flower v. rose) in context 	<ul style="list-style-type: none"> Begin using features of non-fiction text to aid comprehension Use learning strategies (e.g., context clues) Identify main ideas Match figurative language to illustrations (e.g., "as big as a house") 	
WRITING	<ul style="list-style-type: none"> Copy written language Use first language (L1, when L1 is a medium of instruction) to help form words in English Communicate through drawings Label familiar objects or pictures 	<ul style="list-style-type: none"> Provide information using graphic organizers Generate lists of words/phrases from banks or walls Complete modeled sentence starters (e.g., "I like ____.") Describe people, places, or objects from illustrated examples and models 	<ul style="list-style-type: none"> Engage in prewriting strategies (e.g., use of graphic organizers) Form simple sentences using word/phrase banks Participate in interactive journal writing Give content-based information using visuals or graphics 	<ul style="list-style-type: none"> Produce original sentences Create messages for social purposes (e.g., get well cards) Compose journal entries about personal experiences Use classroom resources (e.g., picture dictionaries) to compose sentences 	<ul style="list-style-type: none"> Create a related series of sentences in response to prompts Produce content-related sentences Compose stories Explain processes or procedures using connected sentences 	

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CAN DO Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, or phrases Follow one-step oral directions (e.g., physically or through drawings) Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") Match classroom oral language to daily routines 	<ul style="list-style-type: none"> Categorize content-based pictures or objects from oral descriptions Arrange pictures or objects per oral information Follow two-step oral directions Draw in response to oral descriptions Evaluate oral information (e.g., about lunch options) 	<ul style="list-style-type: none"> Follow multi-step oral directions Identify illustrated main ideas from paragraph-level oral discourse Match literal meanings of oral descriptions or oral reading to illustrations Sequence pictures from oral stories, processes, or procedures 	<ul style="list-style-type: none"> Interpret oral information and apply to new situations Identify illustrated main ideas and supporting details from oral discourse Infer from and act on oral information Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media 	<ul style="list-style-type: none"> Carry out oral instructions containing grade-level, content-based language Construct models or use manipulatives to problem-solve based on oral discourse Distinguish between literal and figurative language in oral discourse Form opinions of people, places, or ideas from oral scenarios 	
SPEAKING	<ul style="list-style-type: none"> Express basic needs or conditions Name pre-taught objects, people, diagrams, or pictures Recite words or phrases from pictures of everyday objects and oral modeling Answer yes/no and choice questions 	<ul style="list-style-type: none"> Ask simple, everyday questions (e.g., "Who is absent?") Restate content-based facts Describe pictures, events, objects, or people using phrases or short sentences Share basic social information with peers 	<ul style="list-style-type: none"> Answer simple content-based questions Re/tell short stories or events Make predictions or hypotheses from discourse Offer solutions to social conflict Present content-based information Engage in problem-solving 	<ul style="list-style-type: none"> Answer opinion questions with supporting details Discuss stories, issues, and concepts Give content-based oral reports Offer creative solutions to issues/problems Compare/contrast content-based functions and relationships 	<ul style="list-style-type: none"> Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Sequence steps in grade-level problem-solving Explain in detail results of inquiry (e.g., scientific experiments) 	

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CAN DO Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Match icons or diagrams with words/concepts Identify cognates from first language, as applicable Make sound/symbol/word relations Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) 	<ul style="list-style-type: none"> Identify facts and explicit messages from illustrated text Find changes to root words in context Identify elements of story grammar (e.g., characters, setting) Follow visually supported written directions (e.g., "Draw a star in the sky.") 	<ul style="list-style-type: none"> Interpret information or data from charts and graphs Identify main ideas and some details Sequence events in stories or content-based processes Use context clues and illustrations to determine meaning of words/phrases 	<ul style="list-style-type: none"> Classify features of various genres of text (e.g., "and they lived happily ever after"—fairytale) Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) Find details that support main ideas Differentiate between fact and opinion in narrative and expository text 	<ul style="list-style-type: none"> Summarize information from multiple related sources Answer analytical questions about grade-level text Identify, explain, and give examples of figures of speech Draw conclusions from explicit and implicit text at or near grade level 	
WRITING	<ul style="list-style-type: none"> Label objects, pictures, or diagrams from word/phrase banks Communicate ideas by drawing Copy words, phrases, and short sentences Answer oral questions with single words 	<ul style="list-style-type: none"> Make lists from labels or with peers Complete/produce sentences from word/phrase banks or walls Fill in graphic organizers, charts, and tables Make comparisons using real-life or visually-supported materials 	<ul style="list-style-type: none"> Produce simple expository or narrative text String related sentences together Compare/contrast content-based information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Take notes using graphic organizers Summarize content-based information Author multiple forms of writing (e.g., expository, narrative, persuasive) from models Explain strategies or use of information in solving problems 	<ul style="list-style-type: none"> Produce extended responses of original text approaching grade level Apply content-based information to new contexts Connect or integrate personal experiences with literature/content Create grade-level stories or reports 	

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Selecting Words to Teach

(Cloud, Genesee, Hamayan, 2009)

- Select words that are important for understanding the essential learnings and the text.
- Do not exceed the number of words that student can remember (around 6 to 10 per lesson, depending on the learners' age and/or stage of proficiency).
- Select words that can advance student's word learning skills (words with particular prefixes or suffixes for example)
- Teach words that are frequent, useful and likely to be encountered in the content area. They should be highly transferrable to other units or content areas.
- Do not directly teach words if students can use context or structural analysis skills to discover the word's meaning.
- Be sure that you select an appropriately leveled passage to begin with, one for which you will only need to teach a small number of words prior to reading.

Using WIDA levels to differentiate instruction and teach vocabulary

1. You will be assigned a WIDA level.
2. Listen to the story of *The Kapok Tree*.
3. As I read you the story, using your assigned WIDA level, write down the vocabulary words you hear that would be appropriate to teach for that level.
4. Choose a theme/topic that you would teach using this book.
5. Now, using your chosen theme and your assigned WIDA level, review your list and narrow it down to 6 - 10 essential words.

The Cultural Competency Game

- You have each been given a “label” that everyone can see – except you.
- When given the “go” sign, you need to get up and ask people about yourself. People will answer you with a “yes” or “no” answer.
- Move around. Ask multiple people questions until you guess correctly “who you are.”
- When you know “who you are,” put your sign to the front of your body.
- Debrief-
 - What types of questions did you ask?
 - What types of answers did you give?
 - How did you feel during this game?
 - What implications does this have for your work?

The Iceberg of Culture



The Iceberg of Culture

“The privatization of moral discourse in our society has created a deep sense of moral loneliness and moral illiteracy, the absence of a common language prevents people from reading about and talking about the moral issues they face.”

Bolman & Deal: *Leading with Soul* (1995)

Ethic of Critique

- Whose voice is not considered?
- Whose voice is silenced?
- What does this mean for our work as educators?

Who are our cultural ambassadors? Who can hear the silenced voice?

- Administrators, teachers, teacher assistants
- Para-professionals
- Bus Drivers (see Roger E. Axtell's {1998} *Gestures: The Do's and Taboos of Body Language Around the World*.)
- Crossing Guards
- Food Service Personnel
- School Psychologists/Social Workers
- P.E. Teachers
- School Nurse
- Technology Specialists

Tools for increasing cultural competency

- Be aware of your own biases
- Actively listen
- Read about other cultures
- Spend time with people from other cultures
- Immerse yourself in a culture—take the role of other
- Culturegrams: <http://online.culturegrams.com>
 - Login ID: cpellremote
 - Password: library
- Merriam Webster on-line: www.m-w.com

Thank you and Feedback

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