

A Constructivist Approach to Teaching English Language Learners

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What is CPELL?

- Chicagoland Partners for ELL Grant
- Provides 30 classroom teachers an opportunity to complete a Master of Education Degree in Instructional Leadership with an emphasis in ELL through Loyola University, Chicago
- Embedded are the six courses needed for ELL state credential and type 75 administrative certificate

What is CPELL?

- CPELL will feature quarterly symposiums to provide on-going and school-wide professional development opportunities for teachers from the project school districts. Symposiums will be held for counselors and principals from participating schools to support their efforts on behalf of ELLs.
- Parent Connection- Workshops
- Coordinating Governing Board

Mission & Models

- **Achieving Academic Excellence**
- **Learning for All—Whatever it Takes**

Curricula Models for ESL and Bilingual Education

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District
Mission

- Learning for All-Whatever It Takes
- Commitment to Standards and Benchmarks

Program
Models

- Program Model
- Transitional? Dual Language? Two Way Immersion? English Immersion? Submersion

Instruction

- Classroom Instruction
- Methods & Materials
- Language Use

Discussions on Program Models



What Is
The Goal?

Model Continuum

Assimilation-----Multiculturalism

Subtractive-----Additive

English Only-----Dual Language

Submersion-Transitional-English Immersion-Dual Language-Two Way Immersion



Submersion

SINK OR SWIM

Transitional Models

Serves ELLs – Includes ESL Models

- ALL INSTRUCTION IS IN ENGLISH. Can be Push-In or Pull-Out
- Native language support is provided until the goal of L2 proficiency is achieved.
- Usually, students have three years with native language support.
- Does not involve monolingual students of the dominant language
- Considered to be a Deficit Model-Unless there is an extended native language maintenance component.

English Immersion and Two Way Immersion

- **NOT** sink or swim
- **Context embedded –Teaching Language through Content**
- **English Immersion - content instruction in L2 (English)**
- **Two Way Immersion (Dual Language)-Language minority and language majority students become bilingual as language is learned through content, with the majority of content presented in the target language.**
- **Considered a Strength Model**

Models in Your District

ESL

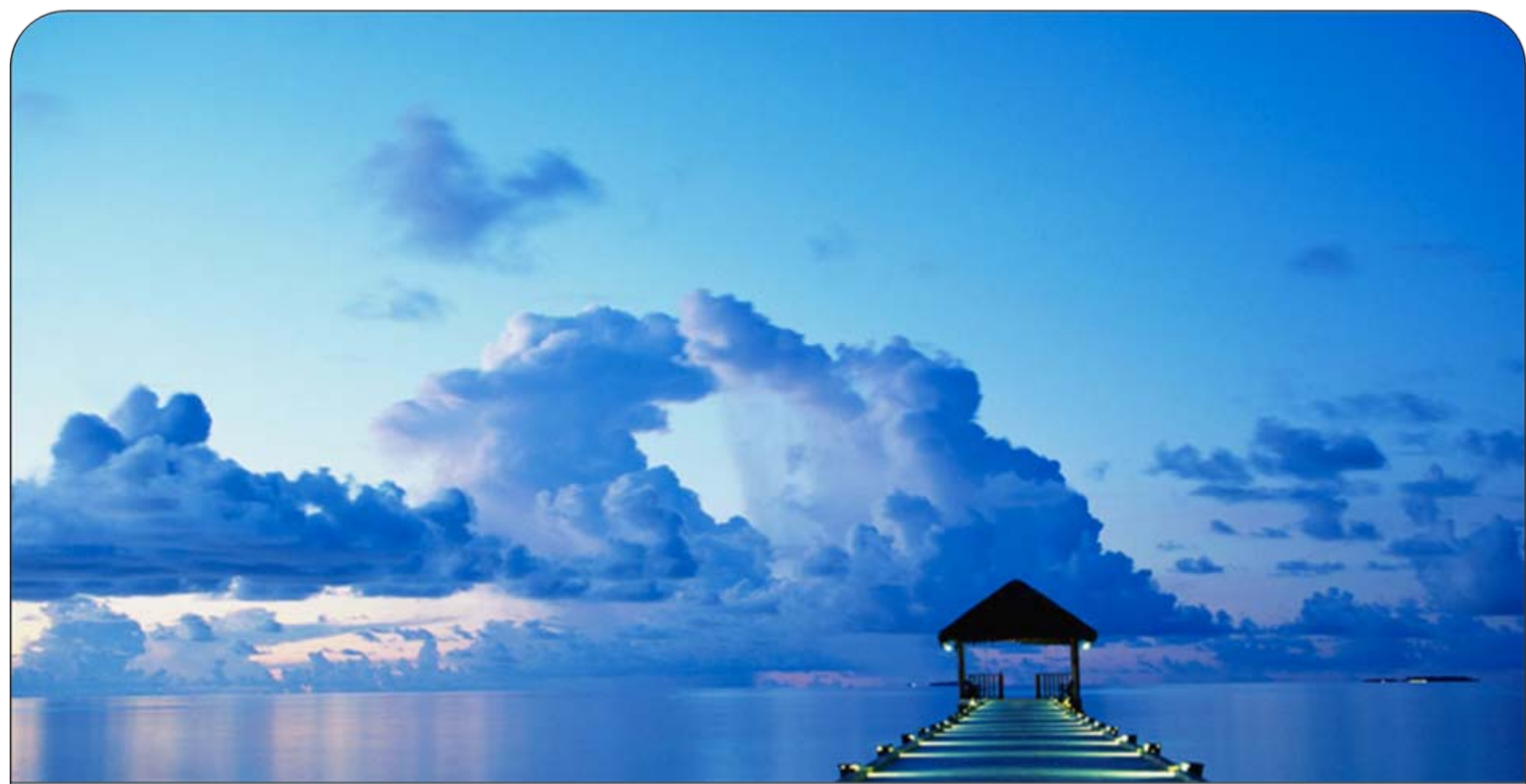
- **Elementary North**
- **Elementary South**
- **Aspen**

DUAL & ESL

- **Townline – Middle North – Middle South**



BREAK



ARE YOU A CONSTRUCTIVIST?

- What is your pedagogical Identity?
- Where will it lead you?

Communicative vs. Academic English

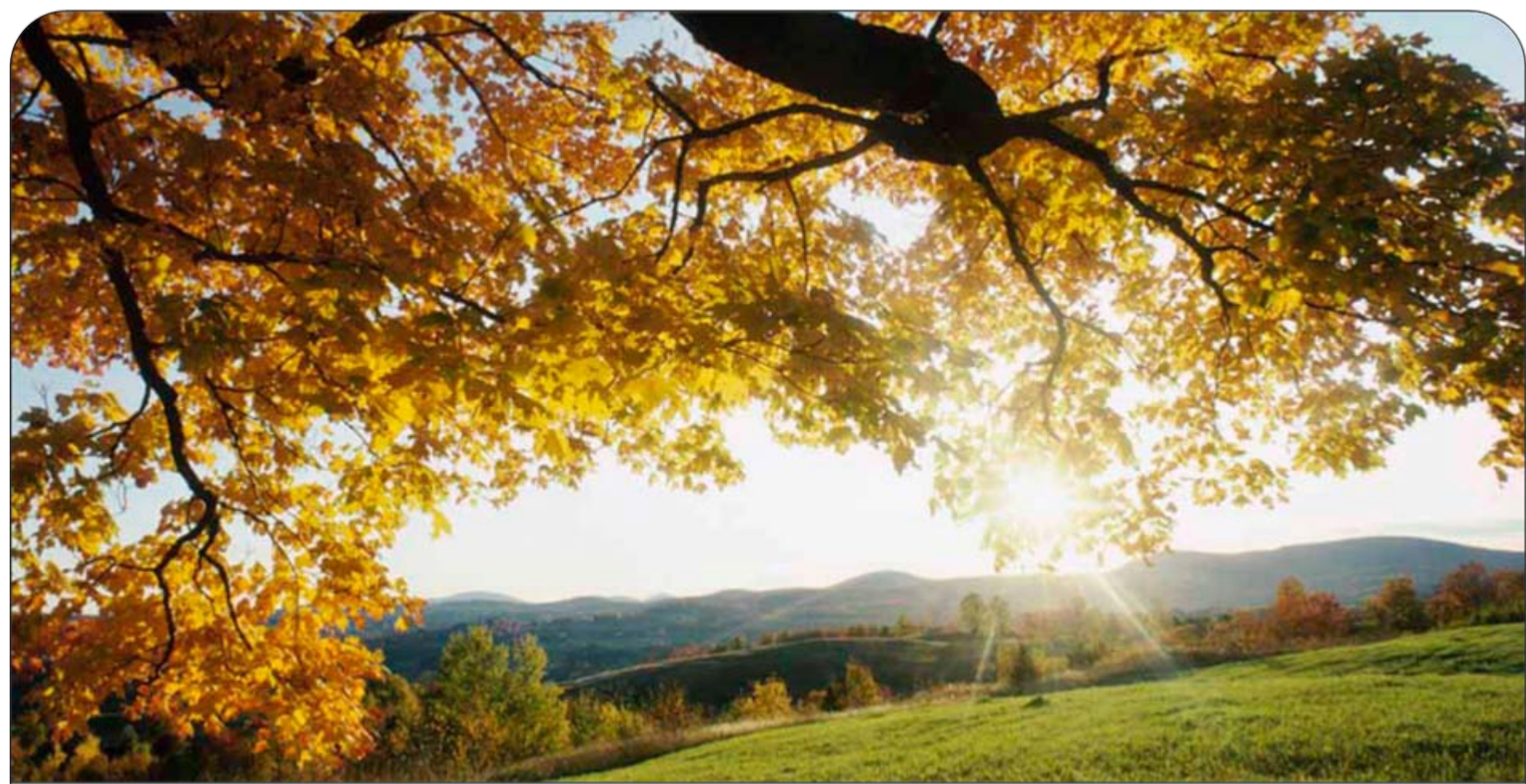
Language Acquisition & Language Learning

- **BICS: Basic Interpersonal Communication Skills**
(Develops quickly)

- **CALP: Cognitive / Academic Language Proficiency**
(5-7 yrs.)

Knowing Your Students

- Discussion
- Social Interaction
- Weekend Journals
- Cultural “Genograms”



What is a Cultural Genogram

A Family Tree with a Twist

Second Language Classrooms

- What about Environment?
- What about content?
- What about students?
- What about teachers?
- What about curriculum?
- What about assessment?

Modifications for Second Language Learners

- ☐ Scaffolding

- ☐ Sheltered Instruction

What is instructional practice in constructivist classrooms?

- ❑ Values prior knowledge
- ❑ Is context embedded
- ❑ Integrates cooperative group work
- ❑ Multidimensional assessment
- ❑ Integrates language, content, and process

Teaching Vocabulary is Foundational

Add

Sum

Plus

Subtract

Divide

Combine

noun

verb

Butterfly

insect

freedom

liberty

Teaching Vocabulary

- ❑ Relate to students' background knowledge.
- ❑ Give repeated Exposure
- ❑ Meaningfulness
- ❑ Elaboration
- ❑ Gestures & Comprehensible Input
- ❑ Cognates
- ❑ Give linguistic and non-linguistic representation (Marzano)
- ❑ Teach words that will enable your students to have academic success (Marzano)
- ❑ <http://www.lex tutor.ca.vp.eng>
 - ❑ *Marzano: Building Background knowledge*

Words to Live By...Pearls of Wisdom....Dichos

- ❑ Thematic Units
- ❑ Put sentence strips of lessons from the fables around the room.
- ❑ Also include dichos; put those up around the room.
- ❑ Hijos de tigres tienen que salir pintitos.
- ❑ Hasta los burros de china buenos días.
- ❑ Teach the vocabulary FABLE (A story with a moral or lesson.)

Drama & Gestures

- Water Cycle: How could you have your students act this out?
- What gestures can you use to represent the precipitation?
- What gestures can you use to represent evaporation?
- How can your students act it out?
- How can you have repeated exposures? Spelling, reading, writing, speaking?
- What about the word Astronaut?

Vocabulary

- ❑ Use objects EXAMPLE: Canvas –integrate with picture induction model and context embed it.
- ❑ Show pictures whenever possible.
- ❑ Use picture vocabulary dictionaries.
- ❑ Provide graphic organizers, which help students build associations
- ❑ Integrate as much as possible through thematic units
- ❑ Integrate reading and writing and work toward expressive vocabulary.

Picture-Word Induction Model

- ❑ Use a Picture from students' cultural background.
- ❑ Ask students to describe as they say the words, and write the words on paper
- ❑ Put words together and look for patterns.
- ❑ Write sentences from the words formed.
- ❑ Integrates fine arts/ Meaningful/ validates cultural background

Social Studies

- ❑ Relate to your students' experiences.
- ❑ Integrate
- ❑ Let's talk: Universal Chicken
- ❑ Oral Histories

Modify Teacher Talk

- ❑ Be aware of idioms (Jodi Reiss, 2008)
- ❑ Gestures
- ❑ Think Alouds
- ❑ Slow down
- ❑ Use Visuals
- ❑ Think-pair-share while teaching
- ❑ Allow extended wait time for students to think.

More Strategies for Instruction

- ❑ Cooperative Groups
- ❑ Provide scaffolds EX: metamorphosis
- ❑ Utilize family resources
- ❑ Language Experience Approach
- ❑ Reader's Theater