

Deep Differentiation: Best Practices
for ELL Instruction in the Mainstream
Classroom – Part 1
Aptakistic Tripp District 102

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Intended outcomes for this session

Part 1

- ◆ Understand second language acquisition.
- ◆ Understand how culture impacts language learning.
- ◆ Explain the different ELL models and what they can and cannot achieve.
- ◆ Provide best practice strategies in ELL education.

Questions in Style

- ◆ Graffiti activity concerning ELL education

Adapted and used with permission
from:

Silver, H. & Strong, R. (1980) Learning
styles and strategies. Ho-Ho-Kus,
N.M. Thoughtful Education Press

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.

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.





The Iceberg of Culture



www.ipl.org/div/kidspace/browse/owd3000

Haghighat, C. 2003 *Language Profiles*. Vols. I – III. Toronto: World Languages Publishing House.

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)

Language Minority Education Programs

Early Exit Bilingual Model – Three years out model. Uses native language as a bridge to target language. Goal is for child to become fluent in target language.

Late Exit Bilingual Model – Five to seven years and out model. Uses native language as a bridge to target language. Goal is for child to become fluent in the target language.

Language Minority Education Programs

Maintenance Heritage Language

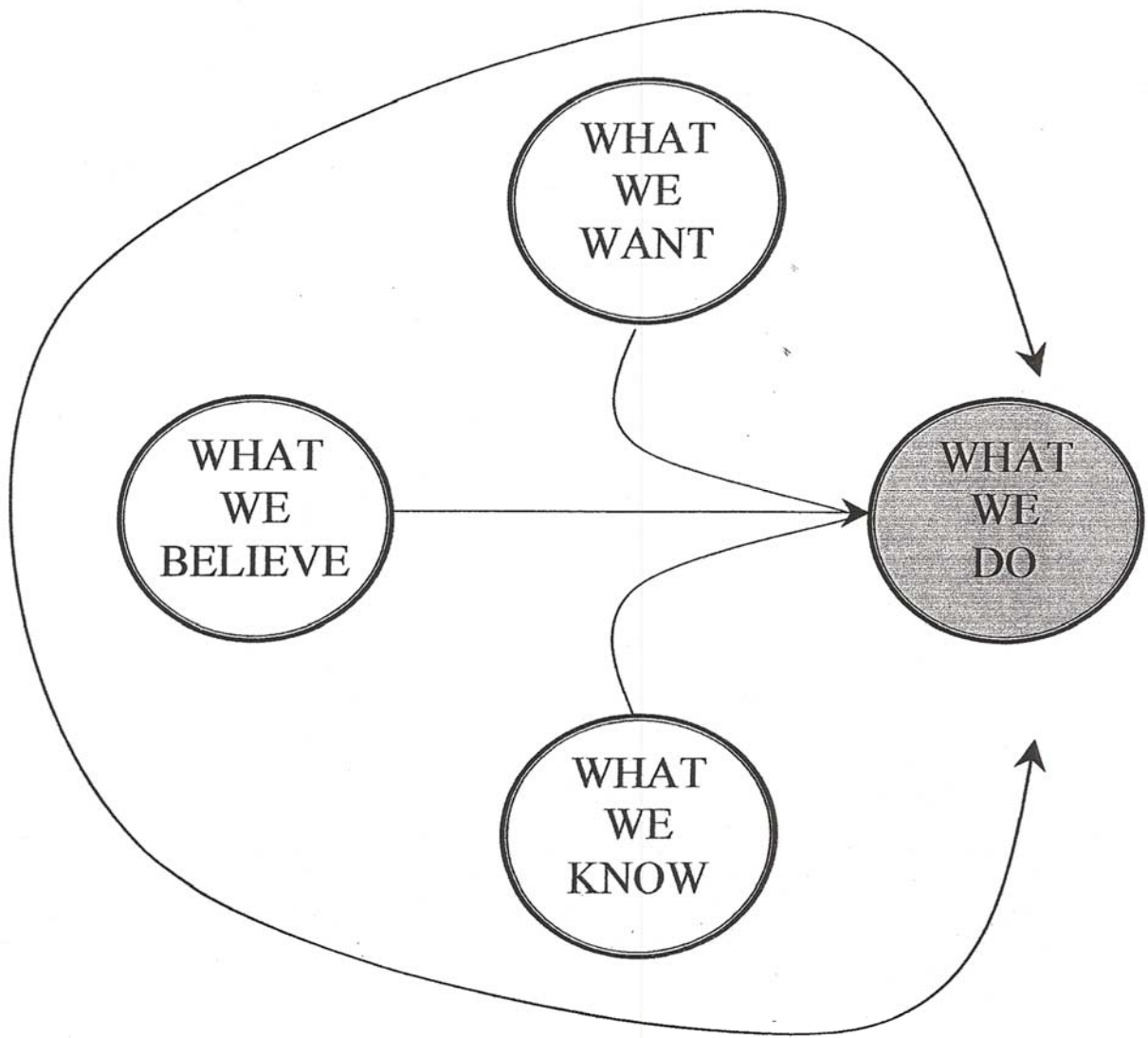
Program – Class composed of SAME native language speakers. Goal is to maintain language while learning the target language.

Dual Language Model – Class is composed of half native language and half target language speakers. Goal is for both groups of children to become bilingual in both languages.

Language Minority Programs

Immersion Model – Sink or swim. Goal is for child to become fluent in target language.

ELL Model/TPI model (formerly ESL) – Class is composed of many different native language speakers. Using specific strategies, students learn target language through the use of the target language. Children within each language group only speak native language to each other. Goal is for child to become fluent in target language.



The Four Circles Model

Danielson, C. (2002). Enhancing Student Achievement: A Framework for School Improvement. Alexandria, VA: ASCD.

WIDA Standards and The Can Do Statements

www.wida.us/standards/elp.aspx

Best practices in ELL education

- ◆ Sheltered Instruction/Constructivist
 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

The Water Cycle

- Water Cycle: What vocabulary words are important for understanding?
 - ◆ How can you use gestures to represent the vocabulary?
 - ◆ How can you use pictures to represent the vocabulary?
 - ◆ How can you have repeated exposures to the vocabulary?
 - ◆ How can you use technology to assist in the teaching?
 - ◆ How might these strategies help all of your students – not just the ELL's?

Modify Teacher Talk

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

More Strategies for Instruction

- ◆ Cooperative Groups that purposefully group students across language proficiencies.
- ◆ Utilize family resources
- ◆ Utilize multi-media
- ◆ Language Experience Approach
- ◆ Reader's Theatre
- ◆ Group by like language and let children work together (process) in native language but produce for all in English.

What does this look like in practice?

- ◆ *Central Learning:* It is important to protect the environment. As we try to protect the environment, we may face difficult decisions.
- ◆ *Applicable WIDA Standards:*
- ◆ *Applicable Grade Content Standards:*
- ◆ *Vocabulary:*
- ◆ *Assessment:*

For our next session on Thursday, June 18, 2009

Please bring the following to our next session:

1. Materials from today's session
2. Teacher's guide for one content area
3. Literature that you would want to use to teach one topic within the aforementioned content area
4. Student English Language Proficiency Data