A Constructivist Approach to Teaching English Language Learners

Presented By:
Trina Lynn Vallone
M.A.
Trinity Christian College
Palos Heights, IL
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

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

- Program Models
  - Program Model

- 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
• **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
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

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<th>Add</th>
<th>Sum</th>
<th>Plus</th>
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<tr>
<td>Divide</td>
<td>Combine</td>
<td>noun</td>
<td>verb</td>
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<tr>
<td>Butterfly</td>
<td>insect</td>
<td>freedom</td>
<td>liberty</td>
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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. lextutor.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 detigres tienen que salir pintitos.
- Hasta los burros de chin 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