

The LEP student at the:

Beginning Level

Remains silent, depends on body language and gestures, depends on words and phrases accompanied by gestures, constructs meaning from illustrations, maps, graphs, and tries to translate silently. This students may show frustration, fear, and nervousness.

Intermediate Level

Makes unsystematic and random language errors, exhibits social language skills that exceed language abilities necessary for academic success. Exhibits limited but continuing progress in vocabulary and ability to read with comprehension. Generates language to ask and answer questions without having to give explanations. Requires extended time to translate information

Advanced Level

Begins to apply reading and writing skills to acquire information in academic areas and in real-life situations. Exhibits oral fluency but still lacks higher level, content-specific language and writing skills. Makes inaccurate inferences from cultural, linguistic, and intellectual experiences.

Limited Schooling Level

Semi-literacy in their native language. Performance significantly below level.

Source: ESL Standards for Pre-K-12 Students. TESOL

Think, Pair, Share Activity

With a partner, think about the following learning activities using Cummins' quadrants. Label each and be prepared to discuss your answers.

- Quadrant A** = The task is minimally cognitively demanding. The language is embellished with context clues and hands-on activities.
- Quadrant B** = The task can be mentally demanding. The language is somewhat abstract.
- Quadrant C** = The task is academically demanding. The language contains context clues and hands-on activities.
- Quadrant D** = The task is academically demanding. The language is abstract.
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- _____ 1. Cutting out a dress from a pattern
- _____ 2. Completing a chart or graph in social studies
- _____ 3. Listening to a television news report for a social studies assignment
- _____ 4. Matching words to pictures
- _____ 5. Mixing paints to learn the primary and secondary colors
- _____ 6. Calling a local department store to request information on prices and quality of merchandise
- _____ 7. Solving math computation problems (236 + 937)
- _____ 8. Completing a traditional ditto sheet
- _____ 9. Solving math word problems that have illustrations or manipulative
- _____ 10. Discussing the causes of the Civil War in the United States.

**Adapted from Teaching Content: ESL Strategies for Classroom Teachers
Gonzalez, F. & Buckley, E., 1995. Intercultural Development Research Association**

Why Integrate Language and Content Instruction?

1. Allows access to the mainstream curriculum
2. Academic language must be learned in academic courses
3. Promotes students' cognitive development
4. It's motivating
5. It's an effective way to learn a language

Three Principles Which Help ESOL Students in Content Classrooms

Increase Comprehensibility

Increase Interaction

Increase Thinking Skills

What Makes Content Areas

Easy or Hard for ESOL Students?

Directions: Participants brainstorm ideas. Presenter lists those ideas under each word (easy, hard).

Ex. Computer Literacy

Easy

Hard

Teach the Text Backwards

Read the text

Answer the questions

Discuss the material

Do the applications/expansions

Source: Enriching Content Classes for Secondary ESOL Students (National Edition, 1998)
Center for Applied Linguistics, Sunbelt Office and Delta Systems Co., Inc.

Easy as Pie Lesson Modification

1. Increase Comprehensibility using Teach the Text Backwards
 - a. Do Application(s): relevance, prior knowledge
 - b. Discuss Main Points: use oral language, visuals, hands on
 - c. Examine Study Questions: overview, identify key concepts
 - d. Read Text: make manageable for ESOL students
2. Increase Interaction
3. Increase Thinking Skills

Graphic organizers are effective tools to increase comprehensibility:

To use a K WL (Known, Want to know, Learned) graphic organizer, ask participants to brainstorm information about what they know about George Foreman. Place their ideas under K. Then ask them what they would like to know about George Foreman. Write those ideas down under the W. Finally, distribute the article below, have participants read it in triads, make a list of what they learned, then come together as a group and ask participants what they learned about George Foreman. Ask someone to write the ideas under the "Learned" column).

Advertisers' New Champ

Instructions for Triad Members:

Read the article below "round robin" style (one paragraph per member, twice around the group). After completing the reading make a list of information you learned.

Editorial I

Foreman, 45, gives his ad career added punch

The next time you see world heavyweight champion George Foreman, it won't be in the boxing ring. It will probably be in an advertisement. Or two. Or three. Foreman, 45, shocked the sports world late Saturday by knocking out defending champ Michael Moorer. With one punch, Foreman regained the championship belt that barely fits around his bulging midriff. He also won something potentially more lucrative: the keen interest of marketers. Dozens of companies are lining up to get cozy with the unlikely but much-loved champ. New sponsorship offers range from a long-term link with a major car maker, to a tiny firm that wants to put the champ's face on its milk bottle caps.

"Would you believe there are more than 100 endorsement offers sitting on my desk right now?" asks Henry Holmes, Foreman's lawyer and adviser. Holmes wouldn't name the suitors. But he did say that Random House on Monday signed a book deal with Foreman. Negotiations also are under way with two networks that want to make movies about the boxer's life.

Industry executives estimate that Foreman could double his annual endorsement fees to nearly \$3 million over the next year. The champ could rake in another \$2 million in motivational speaking fees during the same period. Such an outpouring of corporate interest is unusual for a boxer - even a heavyweight champ - because most sponsors shy away from a sport beset with image problems. But it isn't just the knockout punch that advertisers say they love about George Foreman. They are attracted to his wide ranging appeal. Men over 40 go gaga over Foreman because he represents hope. Women like him because he does not come off as overly macho. Children and teens are attracted to Foreman because he is often cartoon-like in his offbeat actions and in his self-mocking humor. Sports marketers insist that, most of all, it is Foreman's personality that sells.

"Even people who know nothing about sports love George Foreman," says Alan Friedman, editor of *Team -Marketing Report*, a sports marketing newsletter. "He could become the most frequently used athlete endorser over the next 12 months."

Reprinted from: USA Today (November 8, 1994).

Adapted from Teaching Content: ESL Strategies for Classroom Teachers

Why Use Group Work with Second Language Learners?

1. Increases language practice opportunities
2. Improves the quality of student talk
3. Helps individualize instruction
4. Promotes a positive social climate
5. Motivates learners

Cooperative Learning

Things you should know about cooperative learning (TEA, 1985):

Cooperative approaches are appropriate for all curriculum areas.

Cooperative learning has positive effects; on self-esteem, inter-group relations and the ability to work with others

Cooperative learning is an effective way to improve relationships among students with different racial or ethnic backgrounds.

Cooperative learning is an effective way to teach higher-level thinking skills.

Cooperative learning reinforces the storage of information, builds critical thinking skills and promotes self-regulated learning

Before students begin to interact in groups, a positive social structure needs to be in place. This can be accomplished by discussing, establishing and posting a set of social rules. Some of the rules may be to not put down others, to praise and encourage others and to have fun but stay on task.

A number of methods can be devised for assigning students to groups. The optimal group would have two to six members, be heterogeneous in ability, race and gender, and be seated face-to-face. A rule of thumb is to start small - two to three students in a group.

If mixed gender groups tend to be male dominated, take special care to frequently assign girls; to leadership roles. Students from some cultures may not be accustomed to mixed gender or cooperative groups.

Cooperative learning structures (Northcutt and Watson, 1986):

Numbered Heads Together *Group size: Four*

Directions: Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together and discuss it. The teacher calls a number and a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or to elaborate on the response.

Think, Pair, Share *Group size: Two*

Directions: The teacher poses a problem or presents a topic. Students are given time to think. They then pair with another student to discuss the problems or find a solution. Finally they share their thoughts with the whole class.

Pairs Check *Group size: Two pairs of two*

Directions: Teams work in pairs. Student 1 does the first problem while Student 2 acts as a coach. If the coach agrees that the answer is correct they switch roles. After the pair works two problems, they check with another pair of students. If the two pairs agree, each pair proceeds to the next two problems.

Round Table *Group size: Three to four*

Directions: All team members contribute ideas on one sheet of paper. When the signal is given, one member writes the answer and passes it on to the next member. The process continues until the task is completed.

Round Robin *Group Size: Three to four*

Directions: This is an oral counterpart to Round Table. It's an excellent method for brainstorming vocabulary, problem solving, or creating an oral story together. It is also excellent for students with limited writing skills.

Corners *Group Size: Four to six.*

Directions: The teacher poses a question or topic with four answers or sub-topics. Students select one of the four choices. Each student writes down his or her choice and goes to the corner of the classroom where that topic is displayed. This is a quick way to get students with similar interests together to do further study and share opinions.

Jigsaw *Group Size: Four to six*

Basic Directions: Each student on the team has part of the information needed to complete a learning task or create a project. The group has to work together with the different parts to complete the task.

Advanced Directions: Each student on the team becomes an "expert" on one aspect of a topic. To do so he or she works with members from other teams assigned the same aspect of the topic. Students then return to their teams; each one in turn teaches his or her team. Students are assessed on all aspects of the topic.

Interview *Group Size: Four to six*

Directions: Each group is divided into pairs. Students interview each other in pairs, first one way, then the other. They each share with the team information they learned in the interview. This can be used for sharing personal information, hypotheses, reactions to a poem or conclusions from a unit.

Source: Texas Education Agency CTEA). *For Teachers* (Austin, Texas: Division of Special Programs, TEA, 1985).
Northcutt L. and D. Watson. *Sheltered English Teaching Handbook* (Carlsbad, CA: Northcutt, Watson, Gonzales, 1986).

20 Tips for Teachers of Language-Minority Students

Schools in the United States have become diverse in language and cultural backgrounds- While this diversity brings exciting opportunities for a multicultural society, it can also bring frustration to the dedicated classroom teacher of students who are learn in a new language, a new culture and new subject matter. Classroom teachers can help language minority students comprehend content matter as they acquire English language skills by practicing the following tips.

1. Increase your own knowledge.

Learn as much as you can about the language and culture of your students. Go to movies, read books. Keep the similarities and differences in mind and then check your knowledge by asking your students whether they agree with your impressions. Learn as much of the student's language as you can; even a few words help. Widen your own world view; think of alternative ways to reach the goals you have for your class.

2. Simplify your language.

Speak directly to the student, emphasizing important nouns and verbs. Use as few extra words as possible. Repetition and speaking louder doesn't help; rephrasing, accompanied by body language, does. Avoid slang, and idiomatic expressions.

3. Announce the lesson's objectives and activities.

Write the objectives on the board and review them orally before class begins. It is also helpful to place the lesson in the context of its broader theme and preview upcoming lessons.

4. Write legibly.

Remember that some students have low levels of literacy or are unaccustomed to the Roman alphabet. Use the chalkboard or overhead projector to write important words.

5. Demonstrate; use manipulatives.

Whenever possible, accompany your message with gestures, pictures, and objects that help get the meaning across. Use a variety of different pictures or objects for the same idea. Give an immediate context for new words.

6. Make use of all senses.

Give students a chance to touch things, to listen to sounds, even to smell and taste when, possible. Talk about the words that describe these senses as the student physically experiences something. Write new words as well as say them.

7. Use filmstrips, films, videotapes, and audio-cassettes with books.

Obtain audio-visual materials from the school or district media center to improve a content lesson. It is helpful to preview the audio-visual materials before showing them to the class, both for possible language difficulties and misleading cultural information.

8. Bring realia into the lessons.

Use visual displays (graphs, charts, photos), objects, and authentic materials, like newspaper and magazine clippings, in the lessons and assignments. These help provide non-verbal information and also help match various learning styles.

9. Adapt the materials.

Don't "water down" the content. Rather, make the concepts more accessible and comprehensible by adding pictures, charts, maps, time-lines and diagrams in addition to simplifying the language.

10. Pair or group language minority students with native speakers.

Much of a student's language learning comes from interacting with his or her peers. Give your students tasks to complete that require interaction of each member of the group, but arrange it so that the language minority student has linguistically easier tasks. Utilize cooperative learning techniques in a student-centered classroom.

11. Develop a student centered approach to teaching and learning.

Teachers need to become facilitators and let students assume more responsibility for their learning. When activities are planned that actively involve students in each lesson, the students can better process the material presented and acquire the language as well.

12. Have the students do hands-on activities.

Plan for students to manipulate new materials through hands-on activities, such as role play and simulations. This includes TPR (total physical response), laboratory experiments, drawing pictures and story sequences, and writing their own math word problems.

13. List and review instructions step-by-step.

Before students begin an activity, teachers should familiarize them with the entire list of instructions. Then, teachers should have students work on each step individually before moving on to the next step. This procedure is ideal for teaching students to solve math and science word problems.

14. Ask inferential and high-order thinking questions.

Encourage students' reasoning ability, such as hypothesizing, inferencing, analyzing, justifying, predicting. Language minority students possess higher-order thinking skills.

15. Build on the student's prior knowledge.

Find out as much as you can about how and what a student learned in his or her own country. Then try to make a connection between the ideas and concepts you are teaching and the student's previous knowledge or previous way of being taught. Encourage the students to point out differences and connect similarities.

16. Recognize that students will make language mistakes.

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During the second language acquisition process, students make mistakes; this is natural in the process of learning a language. Make sure that the students have understood the information, but do not emphasize the grammatical aspect of their responses. When possible, model the correct grammatical form.

17. Increase wait time.

Give students time to think and process the information before you rush in with answers. A student may know the answer, but may need a little more processing time in order to say it in English.

18. Don't force reticent students to speak.

Give the student an opportunity to demonstrate his or her comprehension and knowledge through body actions, drawing pictures, manipulating objects or pointing.

19. Respond to the message.

If a student has the answer correct and you can understand it, don't correct his or her grammar. The exact, word and correct grammatical remorse will develop with time, especially with young children. Instead, repeat his or her answer, putting it into standard English, and let the student know that you are pleased with his or her response.

20. Support the student's home language and culture; bring it into the classroom.

Your goal should be to encourage your students to keep their home languages as they also acquire English. Many children in this world grow up speaking more than one language; it's an advantage. Let students help bring about a multicultural perspective to the subjects you are teaching. Students might be able to bring in pictures, poems, dances, proverbs or games. They might be able to demonstrate a new way to do a math problem or bring in a map that shows a different perspective than that given in your history or geography book. Encourage students to bring these items in as a part of the subject you are teaching, not just as a separate activity. Do whatever you can to help your fluent English speaking students see the language-minority student as a knowledgeable person from a respected culture.

References: Short, D. J. *Integrating Language and Content Instruction: Strategies and Techniques* (Washington, D.C.: National Clearinghouse for Bilingual -Education, 1991).

Sullivan, T. *Sheltered English Techniques in the Mainstream Class: Guidelines and Techniques for Teachers* (Washington, D.C.: Center for Applied Linguistics; ERIC Clearinghouse on Language and Linguistics, 1993).

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