Multilingualism and Sheltering Strategies to Promote Student Success

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Presenters:

Barbara Kennedy, Ed.D.
bkennedy@cal.org

CAL website: www.cal.org   CAL Solutions: www.cal.org/solutions

Objectives and Agenda

Agenda

1. Introductions/Warm-up/Objectives
2. Simulated language lesson
3. Sheltering strategies
4. Reflection and evaluation

Objectives

Participants will be able to

- Analyze a simulated language lesson for effective teaching practices.
- Identify different types of scaffolding and their application in the language learning classroom.
- Evaluate various hands-on activities for effective language teaching and learning.

TALKING CHIPS

1. Talking chips can facilitate interaction by making sure everyone in the group is participating in the conversation.

2. Have students get into groups of four or five.

3. Give everyone one or two manipulatives (e.g., a paper clip, poker chip, or checker).

4. Give students a question or topic to discuss.

5. Have students hold onto their manipulatives until it is their turn to contribute to the discussion. Once a student contributes his or her thought, he or she should place manipulative (a.k.a. "chip") in the middle of the table.

6. They may not take a second turn during the discussion until everyone's manipulative is placed in the middle of the table.

7. This process repeats for the next question/prompt.

Example: Introductions

Use the sentence stems below, as needed, to introduce yourself and share an interesting fact about your background.

- Hello. My name is _____ and I work in/at _____ as a/an _____.

- One thing about my background that you may find interesting is _____.

DOMINO DISCUSSION

Domino Discussion present an advanced version of Talking Chips by encouraging participants in a discussion to explicitly link their contributions and comments to statements made by the previous speaker.

1. Have students get into groups of four or five.

2. Give everyone one or two domino pieces (actual manipulatives or paper reproductions).

3. Give students a question or topic to discuss.

4. Have students hold on to their dominoes until it is their turn to contribute to the discussion.

5. One student contributes his or her thought, placing a domino in the middle of the table.

6. Anyone who has a domino "match" (a domino with the same number of pips on one side as the domino already on the table) may place that domino on table to form a "train" and add their thoughts – BUT, they must also make an explicit connection between their contribution and that of the previous speaker.

7. They may not take a second turn during the discussion until everyone's domino is placed in the middle of the table.

8. This process repeats until every group member has made a connection and contributed.

Example:

Function: Sharing personal experiences and connecting to previous speaker's ideas

Topic: Experiences learning another language

Use the sentence stems below, as needed, to connect to the previous speaker's ideas.

For connecting through similarities:

Like you, _____.
Similarly, _____.
Speaking of _____, _____.
Piggybacking on what _____ just said, _____.

For connecting through differences:

In contrast, _____.
Unlike you, _____.
While you _____, I _____.

Simulated Language Lesson

What does **typical teaching and learning** look like in a language classroom at your school?	What **instructional techniques** did the teacher use to help you understand the target language (German)?

COMPREHENSIBLE INPUT

- Input = Language going in
    - Many sources other than school
    - Many sources other than the teacher

- Comprehensible Input
    - Krashen, 1982; $I + 1$
    - "Making the message understandable for students is referred to as comprehensible input." (MCC, p. 79)

GUIDELINES TO ACHIEVE COMPREHENSIBLE INPUT[1]

Directions: Use this form as a self-assessment. Check ☑ strategies that you use routinely in your lessons and star ∗ strategies that you *would like* to include more often.

Teacher Speech and Behavior		
		Use expression and body language. *Gestures, facial expressions and body language can provide context for the message.*
		Speak slowly and clearly. *Make it natural without overdoing it.*
		Use more pauses between phrases. *This allows students time to process what you have said.*
		Use shorter sentences with simpler syntax.
		Stress high frequency vocabulary.
		Repeat and review vocabulary. *As much as possible, use a consistent vocabulary during instruction. To expand vocabulary, repeat a concept, using different words and then the same words, so the students hear it in different contexts.*
		Watch carefully for comprehension and be ready to repeat or restate to clarify meaning whenever necessary. *Use whatever means necessary to achieve comprehension – visuals, gestures, models, translation.*
		Be friendly and enthusiastic.
		Maintain a warm supportive affect. *This lowers student anxiety and encourages student participation.*
		Open discussion to different perspectives of a topic
Instructional Strategies		
		Use visuals.
		Use graphic organizers. *These help students represent information and identify relationships.*
		Explain processes and tasks clearly and model activities for students. *Students need explicit guidance to make the transition to academic tasks.*
		Communicate about the subject area in oral, written, physical, or pictorial form.
		Tap the students as resources for information about the topic.
		Provide hands-on and performance-based activities.
		Promote critical thinking and study skill development.
		Incorporate cooperative learning activities. *Promote student interaction and seek peer tutors among classmates.*

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[1] Short, D.J., Himmel, J., Gutierrez, S., Hudec, J. (2011). *Using the SIOP Model: Professional Development Manual for Sheltered Instruction*. Washington, DC: Center for Applied Linguistics

OPPORTUNITIES FOR TARGET LANGUAGE USE

- When studying a **World Language,** the learner may have **limited opportunities for exposure to the target language** outside of the classroom. For example, a student who is studying German while living in Texas may not have access to German outside of the classroom, unless he/she speaks the language at home.

- World language learners benefit from **comprehensible immersion** in the target language.

- **Scaffolding**, or providing temporary supports, enables learners to increase skills and knowledge as they gain mastery of the target language.

What is Sheltering Instruction?

- Sheltered instruction is an approach commonly used in English learner education to promote access for language learners to content instruction delivered in English

- Sheltering strategies may also be employed in World Language/FLES and Immersion classrooms so that instruction can be delivered in the target language for a minimum of 90% of the class period

- Teachers shelter instruction as they deliver lessons in the target language, without breaking into English, by providing a wide range of scaffolds and supports that make material comprehensible

Scaffolds may include:

- Multimodal cueing through the use of visuals, gestures, voice inflection, and facial expression that is coupled with language input (oral, written)

- Language support such as word banks, sentence stems, paragraph frames, choral rehearsal, echo reading, and strategic partnering that promote student production of the target language, orally and in writing

SCAFFOLDING

Verbal Scaffolding

Aware of learners' existing level of language development, teachers use techniques to facilitate students' movement to higher levels of language proficiency by

- Paraphrasing—restating a student's response in order to model correct English usage

- Using "think-alouds"—carefully structured models of how effective strategy users think and monitor their understandings (Baumann, Jones & Seifert-Kessell, 1993)

- Reinforcing contextual definitions—an example is: "A cell, the smallest working unit of living things, can be seen with a microscope." The phrase "the smallest working unit of living things" provides a definition of the word "cell" within the context of the sentence.

- Recast—Providing correct pronunciation or wording by repeating a student's inaccurate response with the correction

Procedural Scaffolding

These are instructional procedures that allow teachers to scaffold instruction. For example: one-on-one teaching, coaching, modeling, small group instruction, or grouping that allows more experienced students to assist those with less experience.

Instructional Scaffolding

These are instructional strategies teachers use to support student learning. For example, teachers can use graphic organizers as pre-reading or pre-writing tools to illustrate a text structure or to visually support a class discussion.

Two scaffolding models:

Increasing
Independence

| Whole Class | Small Group | Partners | Independent Work |

Increasing
Independence

| Teach | Model | Practice | Apply |
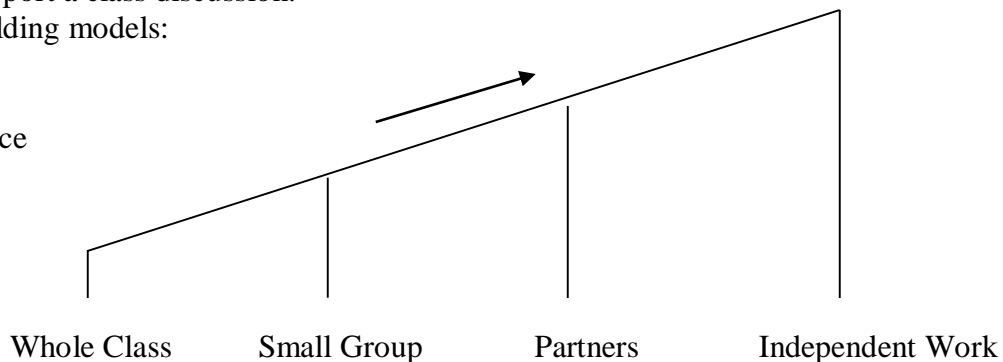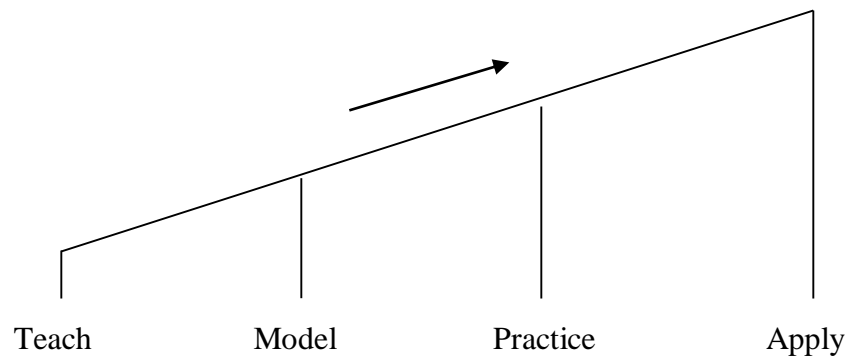
WHAT DOES THE RESEARCH SAY?[2]

- Producing language helps second language learners process more deeply

- Cooperative learning, which encourages collaboration and language output from all students, promotes higher achievement among students at all grade levels and in all subjects

- Vocabulary, which can be acquired through direct instruction or through learning strategies, is the single, strongest predictor of academic success

    Read, C. (2008). Scaffolding children's learning through story and drama. Children and Teenagers the
        newsletter of the Young Learner Special Interest Group; IATEFL Young Learner Publication (2).

SKILLS THAT SUPPORT LANGUAGE LEARNING[3]

- Build upon oral literacy

- Access, appreciate, and use background/cultural knowledge

- Learn to listen and speak for social and academic purposes

- Use any native language literacy skills as foundation to acquire L2

- Build and use specialized & tiered vocabulary

- Make observations, understand key concepts, and draw conclusions

- Listen and read for specific information

- Answer questions orally and participate in discussions

- Use hands-on activities that have students use the academic language of the topic being studies.

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[2] Read, C. (2008). Scaffolding children's learning through story and drama. Children and Teenagers the newsletter of the Young Learner Special Interest Group; IATEFL Young Learner Publication (2).

[3] NYSED (2011). Guidelines for educating limited English proficient students with interrupted formal educations(LEP/ELL SIFES). Albany, NY; NYSED/SUNY

ACTIVITIES THAT PROMOTE INTERACTION

Think-Pair-Share (Frank Lyman, 1981[4])
- Teacher asks a question.
- Students think about their answer alone, or students write about their answer alone.
- Students share their answer with a partner.
- Students share either their own answer, their partner's answer, or their combined answer with the whole class.

Jigsaw (Elliot Aronson, 1970s[5])
This is a strategy in which small groups of students become experts in one aspect of the larger topic being studied. They then teach this information to another group.
- Divide the class into groups of three to five students.
- Each group becomes experts on one aspect of a larger topic by working with information provided by the teacher or by finding additional information. Members of the expert group engage in tasks designed to help them become familiar with the information.
- Each expert then moves on to a mixed group with members of each of the other expert groups. Students then teach one another the information learned in the expert group.

The jigsaw requires the participation and cooperation of all students. It encourages interaction since the goal is to put the pieces of the lesson together and create a whole picture of the topic being studied. Learn more about this technique from the originator of the strategy, Elliot Aronson, at http://www.jigsaw.org/.

Numbered Heads Together
This technique helps to make each student accountable for the information with which the group is working.
- Divide the class into small groups of students.
- Assign a number to each student within each group.
- Ask the students to complete a task, engage in an activity, or answer questions.
- As you check answers with the whole class, specify that students with a particular number will be called on to answer the question you are about to discuss.

Numbered Heads Together uses the element of surprise (students do not know who will be called on) and encourages each student to make sure he or she knows the information well enough to answer correctly if chosen. It also holds students accountable with positive peer pressure; students will want to represent their team well (and earn points if that is part of the activity) by providing an acceptable answer.

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[4] Lyman, F. (1981). *The responsive classroom discussion: The inclusion of all students*. *Mainstreaming Digest*. University of Maryland, College Park, MD.
[5] See Aronson, E. (2000). *Jigsaw classroom*. Middletown, CT: Social Psychology Network. Retrieved from http://www.jigsaw.org/

Four Corners

You can use this activity to introduce a topic or let students share their prior knowledge. Choose a topic that has four possible dimensions (e.g., Topic: food resources. Dimensions: cleared land, forest, river, ocean).

- Assign one dimension to each corner of the room.

- Have students move to the corner they are interested in or knowledgeable about.

- In their corners, have them pair and explain why they chose that corner and what they know about the topic.

- Instruct a student from one corner to share ideas with the whole class.

- Next, ask a student from another corner to paraphrase.

- Continue this process until each corner has shared.

This activity is also a method for creating voluntary groups. After the Four Corners technique is over, you may want the students to keep their corner groups for another group task.

Round Robin/Roundtable

This activity works well with open-ended higher order questions and, in general, with questions that have more than one possible answer.

- Pair students. Make sure each pair has one sheet of paper and one pencil.

- Pose a question with multiple answers (e.g., Why do people immigrate?).

- Have the students pass the sheet back and forth and record as many responses as possible. They should not talk about the answers but record them in writing.

- Ask students to share responses with larger groups or the whole class.

Alternatively, form small groups and give each group member a paper and pencil. Each paper has a different but related question or topic on it (e.g., social reasons to immigrate, economic reasons to immigrate, political reasons to immigrate). Students write a short answer about their question or topic and pass the paper to the next student. This continues until all students have written on all papers in their group. All students stay simultaneously engaged. This activity is a way to promote interaction among students through the written modality.

Concept Personification Role-Play

Students can personify a concept or object of study (e.g., precipitation, liberty, and inference) or a person being studied.

- Pairs of students sit facing one another.

- Student A personifies a concept from a content area.

- Student B interviews Mr./Ms. Concept and fills in a blank form (e.g., blank boxes for name, identifying traits, subject of study, work experiences).

This activity encourages students to apply what they know about a topic in personalized and imaginative ways. The interview format encourages interaction and cooperation in the pursuit of a common goal: communicating and recording information about the topic.

Three-Step Interview (Kagan, 1994)

- Step one: Student answers a set of questions in writing.
- Step two: Student interviews another student with the same questions and writes his or her answers.
- Step three: Student interviews a second student and writes his or her answers.

Carousel

This activity encourages all students to interact through reading and writing.

- Write different but related questions or prompts on chart paper and post the papers around the room.
- Have students move around the room, either freely or in small groups, and write ideas or answers on each paper. Alternately, have them record the ideas on sticky notes at their desks ahead of time and then post the notes on the appropriate papers.
- Share and process the ideas with the whole group with a gallery walk (students silently move from poster to poster, reading and noting important ideas), small-group to whole-group presentations, or some other technique.

A carousel uses wait time for planning and a degree of anonymity in answering to create a non-threatening atmosphere in which all students have an equal chance to share their ideas.

Inside-Outside Circle

This activity allows students to practice language and content multiple times within a short period.

- Organize the class into two groups of equal size.
- Ask students to stand in two circles facing one another. Half of each group forms a close circle facing outward; the other half forms a circle facing inward and around the first circle.
- Have students talk with the person across from them about an assigned question or topic.
- After a few minutes, ask everyone in one of the circles to move so that each person is talking to a new partner. Ideas for the student conversations include the following:
    - Students freely discuss a question posed by the teacher.
    - One circle presents thoughts, and the other circle asks clarification or expansion questions.
    - One circle talks, and the other circle takes notes.
    - Students share journal entries related to the topic of study.
    - Students solve worksheet problems or questions together.

Inside-Outside Circle can be used to access prior knowledge as well as to practice, apply, and review information. It provides a reason to talk, a chance to repeat and reinforce language structures, and a non-threatening environment.

WORLD LANGUAGE/FLES AND IMMERSION STRATEGY TOOL BOX

Instructions: As we go through the workshop, we engage in tasks and activities that you may want to adapt for your own students. The purpose of the chart below is to help you recall the activities and your own thoughts about possible uses. You may want to use this chart to make notes to yourself on the activity, the steps involved, and possible applications for your classroom.

Name of Activity	Description/Procedures	Ideas for My Lessons

Notes

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Role/Position :_____ Language/Program:_____

Thank you for completing this evaluation. We are genuinely interested in your feedback and hearing about your learning experience.

1. Highlights of the professional development…	**2. Questions I still have …**
3. Strategies that I will implement…	**4. Feedback to the presenter(s) …**

For those who think outside the box…