

*Strategies Focus: Sheltering Instruction in World Languages/FLES and  
Immersion Settings*

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## Objectives and Agenda

### Agenda

1. Introductions/Warm-up/Objectives
2. Strategies that promote language production
3. Interactive activities
4. Design an activity
5. Reflection and evaluation

### Objectives

*Participants will be able to*

- Identify strategies that promote active student language production in your World Language/FLES and/or Immersion classroom.
- Explore activities in which student comprehension and application of instructional content is facilitated through engaging interaction with peers.
- Apply new learning by designing and interactive activity for use in your classroom.

## TALKING CHIPS

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

1. Have students get into groups of four or five.
6. Give everyone one or two manipulatives (e.g., a paper clip, poker chip, or checker).
7. Give students a question or topic to discuss.
8. 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.
9. They may not take a second turn during the discussion until everyone’s manipulative is placed in the middle of the table.
10. 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 \_\_\_\_\_.

## WHAT DOES THE RESEARCH SAY?<sup>1</sup>

- 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

## SKILLS THAT SUPPORT LANGUAGE LEARNING<sup>2</sup>

- 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 studied.

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<sup>1</sup> 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).

<sup>2</sup> 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<sup>3</sup>)**

- 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<sup>4</sup>)**

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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<sup>3</sup> Lyman, F. (1981). *The responsive classroom discussion: The inclusion of all students. Mainstreaming Digest*. University of Maryland, College Park, MD.

<sup>4</sup> 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, or 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.



## INFORMATION GAPS

### ***Information Gap Instructions (One-Way Task)***

- Pairs of learners sit behind a low screen or back-to-back.
- One learner has visual information (computation to solve a math problem, path marked on a map, items placed in a science lab, life forms in an ecosystem, etc.) and must inform the other learner of this so that it may be reproduced.
- The other learner listens and replicates the information.

### ***Two-Way Information Gap Task***

- Pairs of learners sit behind a low screen or back-to-back.
- Each has similar visual information (computation to solve a math problem, path marked on a map, items placed in a science lab, life forms in an ecosystem, etc.) and must ask each other questions to complete information.

### ***One-Way Information Gap Question Task***

- Pairs of learners sit behind a low screen or back-to-back.
- One learner has visual information (computation to solve a math problem, path marked on a map, items placed in a science lab, life forms in an ecosystem, etc.).
- The other learner must ask questions to replicate the information (written, drawn, charted, mapped, or some combination of various skills).

## SPIN AND SAY

In your table groups, assign roles:

- 1 = Spin**
- 2 = Speak**
- 3 = Define**
- 4 = Create**
- 5 = Write**

- Person 1 spins the word generator.
- Person 2 says the generated word out loud.
- Person 3 defines the word.
- Person 4 creates a sentence orally using the word.
- Person 5 writes the sentence down, underlining the target word.

### Variations on Spin and Say

- Subject (center) and verbs (around the periphery)
- Verb (center) and verb tenses (around the periphery)
- Preposition (center) and associated language (around the periphery)
- Location/place (center) and prepositions (around the periphery)
- Object/thing (center) and adjectives (around the periphery)
- Other ideas?

## SNOWBALLS

Name: \_\_\_\_\_

1. Review the vocabulary in the word box.
2. Turn and Talk: What will be the setting of your story?
3. Circle your story setting.
4. Think, and write a beginning to your story (1-2 sentences).
5. At the cue, crumple your paper like a snowball.

### Word Bank

hot dog	pancakes	milk	cake
hamburger	eggs	soda pop	cookies
spaghetti	bacon	coffee	pudding
pizza	sausage	tea	ice cream
chicken	cereal		
salad			

**Setting:**      Grocery Store      Restaurant      Home

**Story:**

## SNOWBALLS

### ***Directions, Version 1:***

1. Identify a target.
2. At the signal, throw your snowballs at the target.
3. Table leaders come and gather a snowball for each table group member.
4. At your tables, uncrumple your new snowball, identify the setting, and read the story.
5. Think.
6. Continue the story until time is called.
7. Crumple.
8. Repeat.

### ***Directions, Version 2:***

1. On a piece of paper, complete a task or respond to a prompt.
2. Write your name on the paper. Crumple up your paper until it looks like a snowball.
3. Form two straight lines (A & B). Check your paper to see if you are Group A or Group B.
4. At the signal, Group A will throw their Snowballs towards Group B. Group B should pick up a Snowball.
5. At the second signal, Group B will throw and Group A should pick up a Snowball.
6. Open up your snowball and read the content.
7. At the signal, the members of Group B will find the person who's Snowball they caught, and discuss.
8. At the signal, the members of Group A will find the person whose snowball they caught, and the discussion will begin again.

## PASS AND PONDER

1. Each table group will receive a set of infographics on a topic in World Languages/FLES and Immersion education (one infographic per pair).
2. In pairs, read the contents of the infographic.
3. As a group, discuss the information, using the questions on the slide that follows to guide the discussion.
4. At the signal, jot your key learnings from the infographic discussion.
5. At the signal, pass the set of infographics to the next table and repeat (2x).

### Quick Jot Organizer

<i>Empowering Students in the Target Language</i>	<i>Engaging Language Learners</i>	<i>Using the Target Language and Providing Comprehensible Input</i>
Big Ideas	Big Ideas	Big Ideas
Tool or Strategy	Tool or Strategy	Tool or Strategy
What else?	What else?	What else?

## THE ICEBERG CONCEPT OF CULTURE

Like an iceberg, the majority of culture is below the surface.

### Surface Culture

Above sea level

Emotional load: relatively low

food ▪ dress ▪ music ▪  
visual arts ▪ drama ▪ crafts  
dance ▪ literature ▪ language  
celebrations ▪ games



### Deep Culture

#### Unspoken Rules

Partially below sea level

Emotional load: very high

#### Unconscious Rules

Completely below sea level

Emotional load: intense

courtesy ▪ contextual conversational patterns ▪ concept of time  
personal space ▪ rules of conduct ▪ facial expressions  
nonverbal communication ▪ body language ▪ touching ▪ eye contact  
patterns of handling emotions ▪ notions of modesty ▪ concept of beauty  
courtship practices ▪ relationships to animals ▪ notions of leadership  
tempo of work ▪ concepts of food ▪ ideals of childrearing  
theory of disease ▪ social interaction rate ▪ nature of friendships  
tone of voice ▪ attitudes toward elders ▪ concept of cleanliness  
notions of adolescence ▪ patterns of group decision-making  
definition of insanity ▪ preference for competition or cooperation  
tolerance of physical pain ▪ concept of “self” ▪ concept of past and future  
definition of obscenity ▪ attitudes toward dependents ▪ problem-solving  
roles in relation to age, sex, class, occupation, kinship, and so forth



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## PLAN AN INTERACTIVE ACTIVITY

Name/type of activity:

Language/lesson content:

Proficiency level(s) targeted:

Activity design/scaffolds:

## 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





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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.**

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

For those who think outside the box...