

Classroom Strategies that Work with English Language Learners ©



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Did you know that...

Continued...

- In the next 15 years, 76 million Baby Boomers will retire; only 45 million GenXers will replace them
- The current college graduates will not fill the expected employment gap; a possible 35 million by 2030
- Since 1985, the number of engineering degrees awarded in U.S. went down 20%
- By 2015, U.S. must **double** science/ engineering graduates to maintain its technology leadership in 21st century

“The days for ‘heroes’ are over. What we need now are ‘dream teams’. Individual teachers alone can’t take an entire school to proficiency. This kind of endeavor requires an entire faculty.”

Dr. Lourdes Ferrer

Did you know that...

Continued...

- Our K-12 student body is far more culturally and linguistically diverse that it has ever been
- During the past 10 years, while total enrollments for all students in Grades K-12 have increased by 9%, **the rate of growth of ELLs has increased by about 65%**



Did you know that...

Continued...

- A high school diploma “alone” does NOT guarantee a quality life after graduation
- Lack of proficiency in reading and mathematics is linked to higher drop-out rates
- Proficiency in reading and mathematics is linked to the pursuit of a higher education degree and greater earning potentials
- Many high school graduates lack the knowledge and skills they need for college or the workforce
- 80% of the fastest-growing jobs in the USA require education after high school



*According to **Chouliaraki & Fairclough (1999)**, the ways we think about and implement literacy has a part in creating the world that we live in and the world that we live in influences the kinds of literacy that we value and use.*

What are the 7 “things” that effective literacy teachers of ELL students know and do?

“Effective literacy teachers of linguistically diverse students need to know virtually everything that effective literacy teachers know.”

Robert T. Jimenez



Based on: “Moving Beyond the Obvious: Examining Our Thinking About Linguistically Diverse Students”, by Robert T. Jimenez, 2005

Continued...

- Understand that ELLs need access to a rigorous curriculum as well as to native speakers of English

- Provide students with what they need to know to do well on assessments as well as the next level of schooling
- Don't deny their students their right to use their native language, but make sure that their students interact with other native speakers of English
- Believe that helping ELL students become proficient in English is central to the mission of their respective schools, not peripheral or marginal

2

Continued...

- Think about their students different meaning and uses for literacy

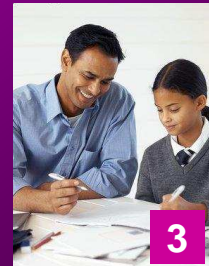
- Understand that their students want to be literate and need to be literate to contribute to the needs of their families
- Know that literacy is an important part of who each of us is
- Communicate to students that becoming literate in English does not mean that they should abandon important aspects of their identities

1

Continued...

- Believe that all their students possess the necessary background, language, and cultural knowledge to become fully literate

- Are aware that the ways of thinking about literacy and the uses of literacy may differ in other traditions and that each culture's way may be distinctive, even unique



3



1. What does literacy mean to your students?

2. What is your students' attitude towards literacy?

Continued...

- Provide students with effective reading comprehension instruction

- Have a mental map in their heads about what good reading instruction looks like
- Model their own thinking by talking through comprehension problems
- Use a wide variety of formats
- Motivate students to be passionate readers
- Teach vocabulary as part of daily instruction
- Explain idiomatic expressions

4

Classroom Strategies that Work for English Language Learners

Continued...

- Build enticing, intriguing, and relevant classroom libraries

- Gather a variety of books
- Know about children's literature in general and about children's grade-level appropriate literature in particular
- Expect and encourage students to think about the similarities and connections between different books
- Make books available that feature characters from diverse background
- Include books in different languages as well as bilingual books for ELL

5

What 6 "things" can teachers do to make their instruction in English more comprehensible for the ELL students?

1. Use a lesson sequence which proceeds from:

- Prior knowledge
- The concrete to the abstract
- Oral language to texts
- More contextual support to less contextual support



Continued...

- Provide challenging and substantive writing instruction as on-going opportunities to write in their classrooms

- Have a well-developed sense and understanding of the various stages writers go through as they create a document
- Have a thoughtful and well-crafted sense of how instruction can promote better writing
- Provide their students with concrete and practical means to conduct research
- Practice writing across the curriculum

6

2. Teach the Text Backwards

- Do applications
- Discuss main points
- Examine study questions
- Read text

3. Use contextual support (visuals, hands on, non-verbal clues, etc.) to communicate the overall message, then correlate the message with language

4. Increase Interaction among students and between students and teachers

Continued...

- Understand that their students need to access their own linguistic and cultural strengths to become fully literate



- Facilitate instruction that helps students become strategic translators, users of cognate-vocabulary relationships and to appreciate how such linguistic resources give them an understanding of how to make maximum use of their bilingualism

7



5. Increase their students' thinking skills

6. Make Connections to other content areas, students' interests, and other cultures

What are some of the most effective teaching practices for ELL students?



1. Culturally-responsive Teaching
2. Cooperative Learning
3. Instructional Conversation
4. Cognitive-guided Instruction
5. Technology-enriched Instruction

What is Cooperative Learning?



- Allows students to work together in small groups to maximize their own learning as well as that of the others
- It is student-centered versus teacher-centered

What is Culturally-responsive Teaching?

- Incorporates students' concerns into the curriculum
- Prepares students for meaningful social roles
- Emphasizes social and academic responsibility
- Promotes equality and appreciation of diversity
- Improves acquisition and retention of new knowledge by working from students' existing knowledge base



Continued...

- Creates an interdependence among students
- Facilitates learning versus transmitting material
- Enhances instructional conversations
- Decreases anxiety
- Develops social, academic, and communication skills
- Boosts self-confidence and self-esteem
- Improves individual and group relations
- Develops proficiency in English by providing students with rich language experiences that integrates speaking, listening, reading, and writing

Continued...

- Improves self-confidence and self-esteem by emphasizing existing knowledge
- Increases transfer of school-taught knowledge to real-life situations
- Exposes students to knowledge about other cultural groups
- Facilitates literacy and content learning
- Helps students feel more comfortable and confident with their work



What are Instructional Conversations?

- Emphasize extended dialogue between teachers and students and between classmates about topics that are relevant to students and have educational value
- Develop students' language and complex thinking skills
- Guide students in their learning processes
- Do NOT limit expectations for LEP students



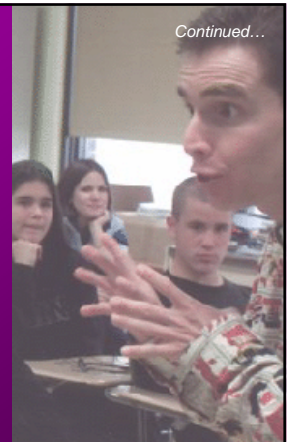
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What is Cognitive-guided Instruction?

- Teaches students how to learn and know when to tap various strategies to accelerate the acquisition of English or academic content
- Enhances students' meta-cognitive development
- Focuses on direct teaching and modeling of cognitive learning strategies



2. Predict the content – Make questions from the headings to help identify what you want to learn from the reading; identify what you already know; ask What is this chapter/article/passage about?, What seems important in this chapter?, What seems interesting?



What is Technology-enriched Instruction?

- Promotes students' comprehension in content areas
- Connects learning in the classroom to real-life situations (multimedia)
- Creates a meaningful context for teaching and learning
- Facilitates auditory skill development (integrating visual with sound)
- Accelerate acquisition of language by providing pronunciation, translations, and answer to questions (digitized books)

3. Read in sections – Instead of assigning the entire chapter/article/passage assign a sections or chunk to be read silently
4. Check the predictions – Lead a discussion to review the reading by focusing on answers of evidence students found related to their initial questions and predictions; ask students to show the part of the reading that answered a question; use higher order thinking questions and strategies.

NOTE: After students check their predictions, the cycle begins again with students forming new predictions/questions before reading the next predetermined section of the text.

What are the 5 steps of the DRTA teaching strategy?

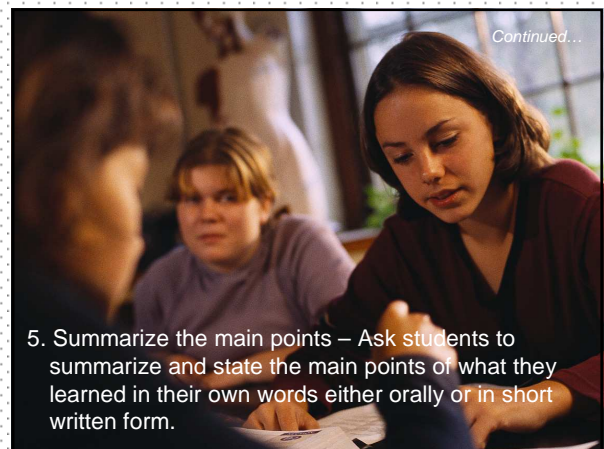
Directed Reading Thinking Activities (DRTA) is a strategy used to provide ELL students explicit guidance in order to comprehend their texts. It involves the following **FIVE** steps:

1. Preview the reading – Look at the title, headings, summary, and pictures; discuss prior knowledge and experiences; identify key vocabulary



A technique developed by Rusell Stauffer, 1969

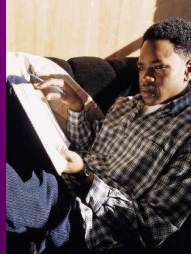
5. Summarize the main points – Ask students to summarize and state the main points of what they learned in their own words either orally or in short written form.



Classroom Strategies that Work for English Language Learners

What are the five stages of language acquisition?

1. Pre-Production/Silent Period
2. Early Production
3. Speech Emergence
4. Intermediate Fluency
5. Fluency



5. Fluency

Continued...

- Understands most adult speech, except some advanced structures
- Is able to express himself or herself adequately to succeed; may use strategies as needed
- Errors not uncommon among proficient speakers of English



- Decide if...
- Retell...

What are the five stages of language acquisition?

1. Pre-Production/Silent Period
 - Understands little or no English
 - Uses no English
2. Early Production
 - Understands simple speech; requires repetition
 - Uses functional words/phrases; has a limited vocabulary

- Show me...
- Circle the...
- Where is...
- Who has...

- Yes/no q's
- Either/or q's
- 1-2 words a's
- Lists
- Labels

No child left behind means
no teacher left alone...
no parent left apart...
no principal left aside and
no district left unfunded.
- Dr. Lourdes Ferrer

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3. Speech Emergence

- Understands simplified speech with repetitions and rephrasing
- Uses simple speech and gestures; uses present tense verbs and has a wider vocabulary range

4. Intermediate Fluency

- Understands adult speech, but requires some repetition and rephrasing
- Uses some complex structures; however, may still have difficulty with verb tense choices, consistency and subject/verb agreement

Continued...

- Why...?
- How...?
- Explain
- Phrases or short sentences a's

- What would happen if....?
- Why do you think...?