

Adapting Instruction for English Language Learners

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What do you already KNOW about strategies for teaching English Language Learners?

<https://answer garden.ch/412326>

What do you WANT TO LEARN about strategies for teaching English Language Learners?

<https://answer garden.ch/412327>

Top Ten ELL languages in Ohio

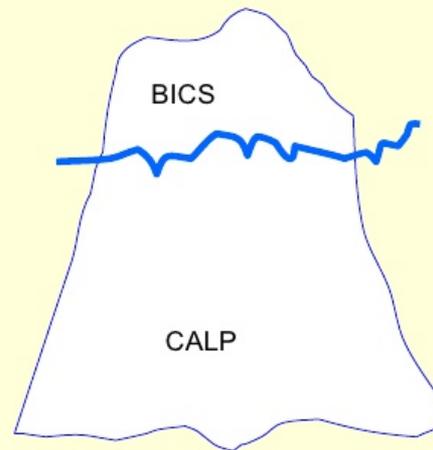
10. Twi
9. Russian
8. French
7. Vietnamese
6. Japanese
5. Chinese
4. Pennsylvania Dutch
3. Arabic
2. Somali
1. Spanish



BICS & CALP

- ▶ BICS = Basic Interpersonal Communication Skills
 - ▶ Context embedded
 - ▶ Undemanding
 - ▶ Non-academic
 - ▶ Examples
- ▶ CALP = Cognitive Academic Language
 - ▶ Context reduced
 - ▶ Demanding
 - ▶ Academic
 - ▶ Examples

BICS vs. CALP



Basic Interpersonal Communication Skills

- Conversational fluency: social language
- Includes “Silent Period”
- Lasts 1 – 3 years
- Early production: 1000 words (0-1 year)
- Speech Emergence: 3000 words (1-2 years) (first 2 years)

Cognitive Academic Language Proficiency

- Academic proficiency: “school” language
- Intermediate fluency: 6000 words (1-5 years)
- Advanced and continuing language development: 7000 words+ (5-7 and even 10 years)

Content & Language Objectives

- ▶ Teachers adapt lessons but hold all students to the high expectations of their content and language objectives.
- ▶ ELLs need both content & language objectives
 - ▶ Content objectives - address science & math content aligned with content standards
 - ▶ Language objectives - address students' language development

Example from a social studies class



CONTENT OBJECTIVE

G2(G) THE STUDENT WILL CONVERT NUMBERS INTO SCIENTIFIC NOTATION AND REVIEW RULES ON SIGNIFICANT FIGURES.

LANGUAGE OBJECTIVE

THE STUDENT WILL LISTEN TO A LECTURE AND TAKE NOTES ON SCIENTIFIC NOTATION AND APPLY RULES ON SIGNIFICANT FIGURES AS THE STUDENT ADDS/SUBTRACTS/MULTIPLIES/DIVIDES NUMBERS USING SCIENTIFIC N

General suggestions for writing objectives

- ▶ Plan objectives that support content standards
- ▶ Write lesson-level objectives (something that can be accomplished in a lesson or two) and use student friendly language.
- ▶ Write objectives in terms of student learning, not as an agenda item.
- ▶ Limit the # of content objectives to 1-2 per lesson to reduce complexity of the learning task
- ▶ Share objectives with students, orally and in writing.
- ▶ Review the objectives at the end of the lesson to determine if the students have mastered them. Use that assessment when deciding whether to move to the next topic or spend some time re-teaching.



1
or
2



Language objectives

- ▶ Think in terms of process-to-performance development

Process --> --> --> --> Performance

Explore	Discuss in small groups 	Define	Draft	Write
Listen to		DEFINE		Present
Recognize				Edit
				

Distinguish between receptive and productive language skills. ELL develop receptive skills (listening & reading) faster than productive skills (speaking & writing). But these can be worked on together (one doesn't precede the other)

Consider these 4 categories for making language objectives

Academic Vocabulary

- Content vocabulary (mitosis)
- General academic vocab (compare, impact)
- Word parts: roots, prefixes, suffixes ("vis" = "to see")

Language Skills & Functions

- How students use language in the lesson (record observations, describe, compare, predict, calculate)

Language Structures & Grammar

- Commonly used structures (e.g. passive voice, imperatives, if-then sentences)
- Syntax used in subject areas

Language Learning Strategies

- Corrective (e.g. rereading)
- Self-monitoring (do I understand?)
- Pre-reading (predict)
- Language Practice (rehearsal)
- Cognates

Modifying assessment items

- ▶ Replace sentences with bulleted items
- ▶ Reduce the number of words in an item
- ▶ Add visual supports
- ▶ Match the language of the item to that of instruction
- ▶ Highlight key vocabulary
- ▶ Avoid embedded clauses & passive voice
- ▶ Use high-frequency words
- ▶ Use questions rather than sentence completions

Circle the

PRODUCERS

in the

picture

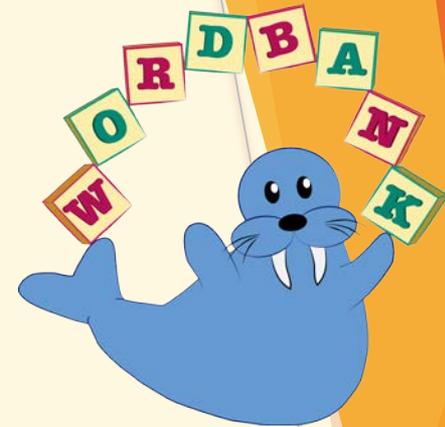


below.



Modifying how students answer

- ▶ Provide a word bank
- ▶ Allow students to use pictures instead of words
- ▶ Convert true-or-false questions to yes-or-no questions
- ▶ Limit choices
- ▶ Provide examples
- ▶ Create matching items



Matching Colors

✓ Draw a line from the color name on the left side of the page to the fruit with the corresponding color on the right side.

■ Purple

■ Yellow

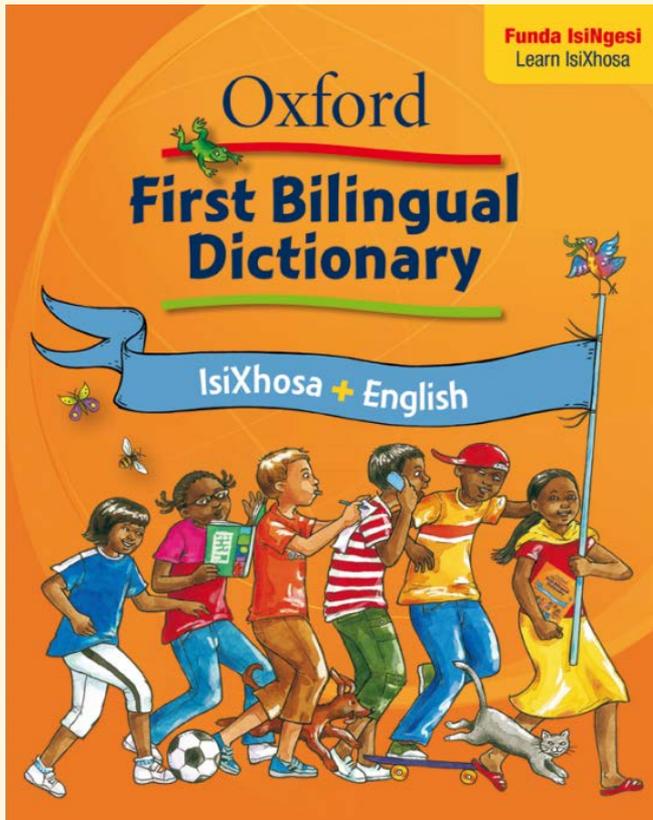
■ Orange

■ Green

■ Red



Modifications during testing



- ▶ Use a bilingual dictionary
- ▶ Additional time to complete a test
- ▶ Have questions read aloud in English or in their native language

Grading & Feedback



- ▶ Vague statements like “good job” or “way to go” do not provide meaningful feedback for students to improve their performance.
- ▶ Effective feedback for ELLs:
 - ▶ Is private
 - ▶ Is specific to the task
 - ▶ Attributes success/challenges to factors under the student’s control such as effort or strategy rather than luck or natural ability.
 - ▶ Is written - so ELL can process & revisit

“Good job listing your observations! Which of these are also inferences?”



Practice

- ▶ In your small group, examine this lesson plan. Think of 5 ways to adapt it for English Language Learners.
- ▶ Be prepared to present your ideas in 5 minutes.

