

# Best Practices for Serving EL Students in 21<sup>st</sup> CCLC Programs

Maria Dantas-Whitney, Ph.D.  
Western Oregon University  
[dantasm@wou.edu](mailto:dantasm@wou.edu)

21st Century Community Learning Centers  
Centennial High School  
February 9, 2016

# Session Overview

- Sharing experiences, successes, challenges, questions
- The Language Acquisition Process
- Principles and Strategies

Relevance

Engagement

Authenticity

# Carousel Brainstorming

- **Profiles** of the English Learners in my program/classes
  - > age
  - > linguistic/cultural/social backgrounds
  - > academic needs
- **Successes** I have had in meeting the needs of these students
- **Challenges** I have had in supporting these students
- **Questions** I have about best practices

# Types of Bilingualism

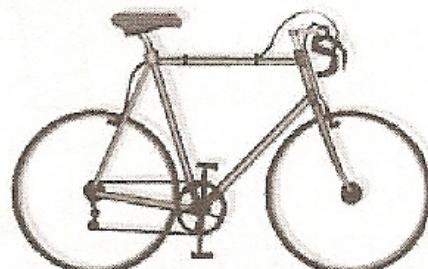
(Garcia, 2010)

**FIGURE 4.2.** Types of Bilingualism

**Subtractive  
Bilingualism**



**Additive  
Bilingualism**



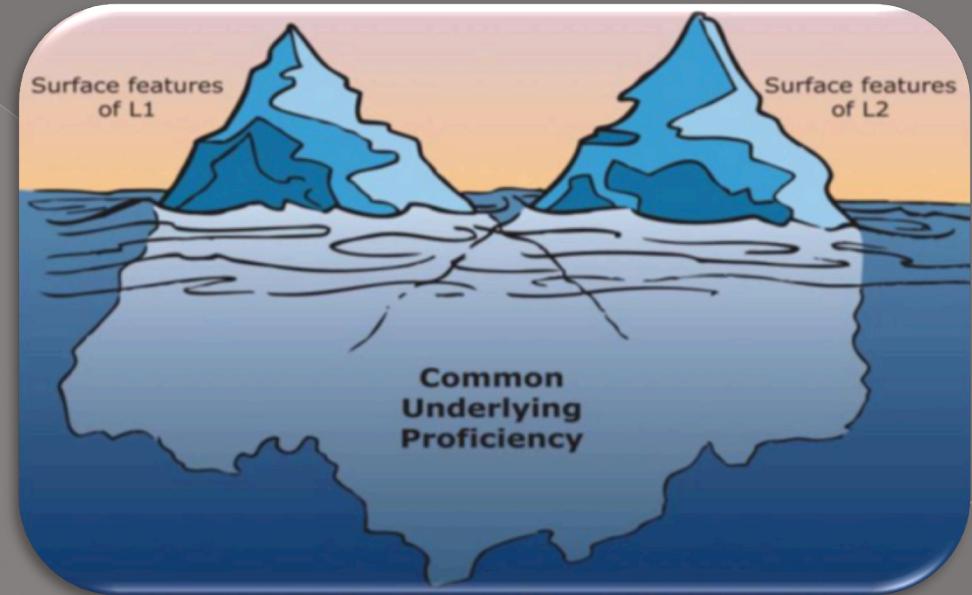
**Dynamic  
Bilingualism**



# Common Underlying Proficiency

Cummins (2000)

- Common Underlying Proficiency refers to the interdependence of concepts, skills and linguistic knowledge found in a central processing system
- Cognitive and literacy skills established in the primary language will transfer across languages



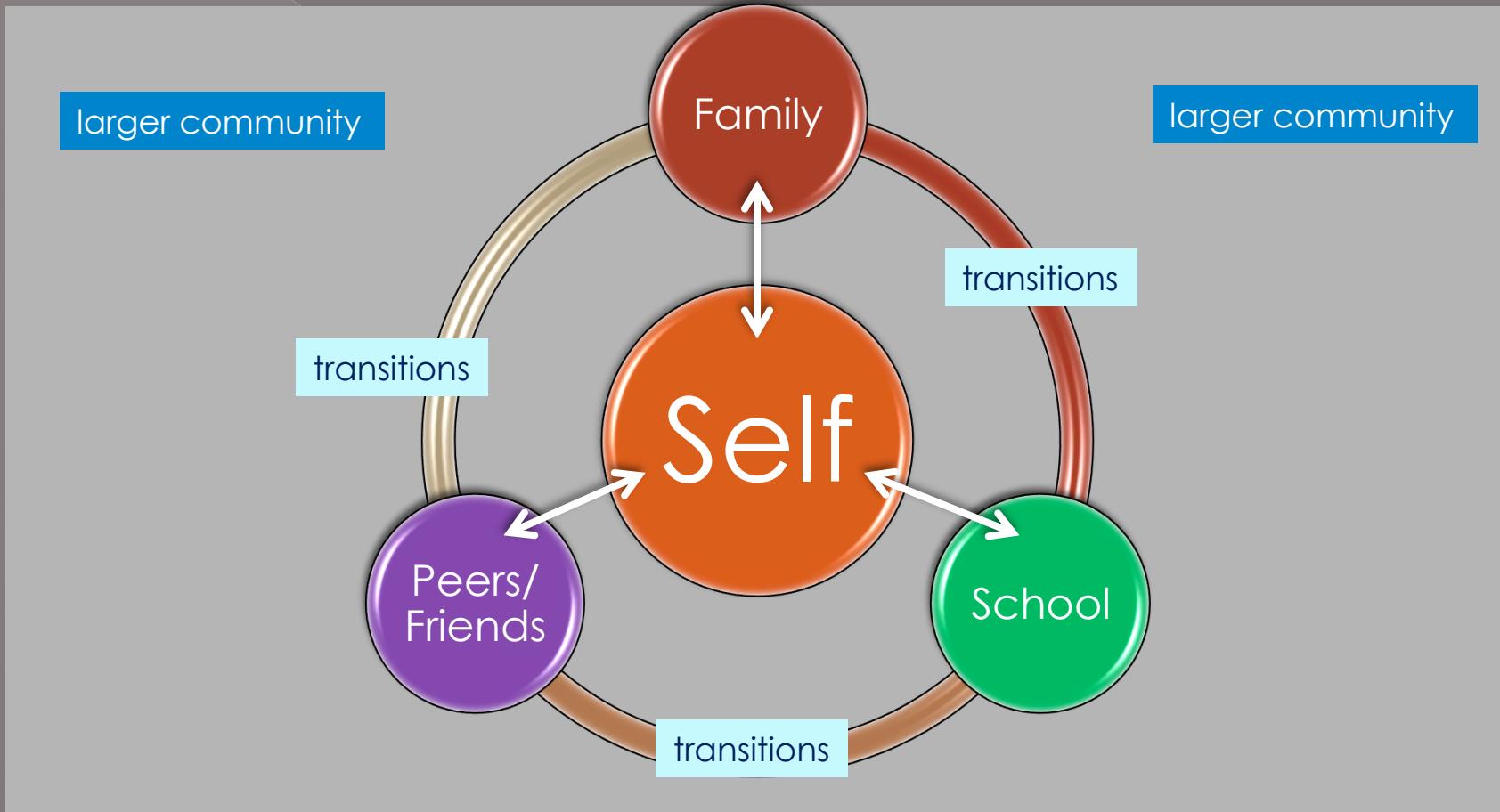
# Factors Influencing the Length of Time Needed to Acquire English

- Quality and length of previous education
- Prior English learning experiences
- Literacy levels in the family
- Mobility
- Family separation
- Cultural isolation
- Exposure to social unrest, war, or trauma



# A Model of Children's Multiple Cultures

(Garcia, 2002)



# Family Values and School Values

*“Children need to find within the structure and content of their schooling those behaviors and perspectives that permit them to switch between home and school cultural values without inner conflict or crises of identity” (Garcia, 2002, p. 22)*



# Language Acquisition

- Language is learned in meaningful, supportive and communicative settings
- Errors often indicate that learning is taking place.
- We often understand more than we can say
- Beginning learners often go through a silent period
- It takes a lot of time for us to become fluent



# Social vs. Academic Language

Social Language (BICS: Basic Interpersonal Communication Skills)	Academic Language (CALP: Cognitive Academic Language Proficiency)
<ul style="list-style-type: none"><li>○ Shorter sentences, simpler vocabulary and grammar</li><li>○ Informal settings</li><li>○ Familiar topics (friends, daily life)</li><li>○ <b>Takes 1-2 years to acquire</b></li></ul>	<ul style="list-style-type: none"><li>○ Longer sentences and more complex grammar; sophisticated vocabulary</li><li>○ Little situational context (lectures, textbooks)</li><li>○ New and difficult topics; abstract knowledge; student often has less background knowledge to build on</li><li>○ <b>Takes 5-7 years to acquire</b></li></ul>

(Cummins, 1996)

# Scaffolding

***Temporary help for learners to complete a task until they can perform independently***

- Take into consideration students' ...
  - interests and background experiences
  - content knowledge
  - language proficiency levels
- Hands-on activities and cooperative learning
  - Teacher-centered presentations interspersed with small group tasks
  - Preview/review
  - Learning centers, drama/role play
- Visuals, gestures and linguistic supports
  - Graphic organizers, pictures, sketches
  - Sentence frames, starters, transition words
  - Primary language support and biliteracy development
  - Monitor, assess, and adjust



# Relevance

- Classroom activities help learners access experiences and prior knowledge
- Provide opportunities for students to bridge their knowledge of content and language from their L1 to English.
- Utilize students' "funds of knowledge" (González et al., 2005)
- Tap into the local culture. Build relationships with families/community

# KWL and Observation Charts



What do I know?	What do I want to know?	What have I learned?



# Anticipation Guides

Rank these forms of transportation in order from slowest to fastest. Write number 1 next to the one you think is the slowest, up to number 10 next to the one you think is the fastest. When you finish numbering, write down a speed for each one.

- \_\_\_\_\_ Motorcycle
- \_\_\_\_\_ Train
- \_\_\_\_\_ Skateboard
- \_\_\_\_\_ Race car
- \_\_\_\_\_ Tractor
- \_\_\_\_\_ Bicycle
- \_\_\_\_\_ Inline skates
- \_\_\_\_\_ Rowboat
- \_\_\_\_\_ Jet plane
- \_\_\_\_\_ Ship

**Figure 5.5** What Do You Know About Speed?

# Language Experience Approach

Taylor, 1992

**1. Conducting the experience.** The class participates in an experience together.

## In the classroom

Preparing food (sandwich, French toast, salad, popcorn)

Class projects (simulations, bulletin boards, skits)

## In the community

Taking field trips (around the school, to the bank, market, malls, library, city hall)

**2. Discussing the experience.** During the discussion, the teacher asks questions and writes key words on the board. Learners can:

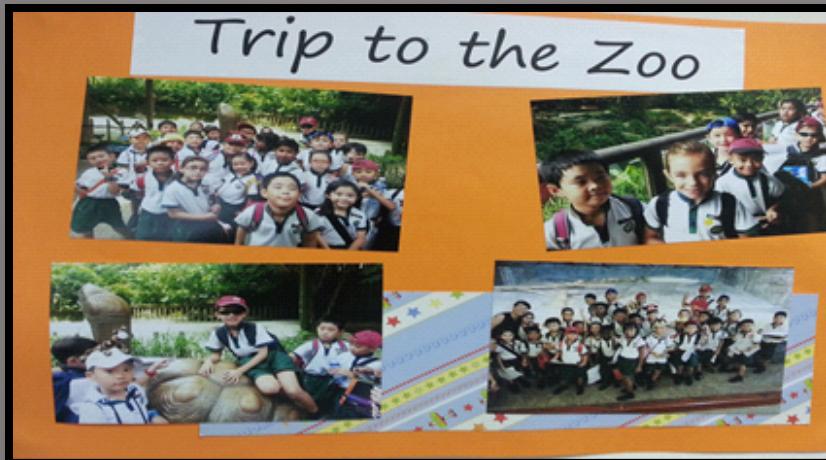
- Reconstruct the sequence of events
- Describe places, actions, etc.
- Share feelings

**3. Developing a written account.** Learners may dictate a description or sequence of events while the teacher writes it down, or a group of students may work to produce an account.

**4. Reading the account.** The teacher or a learner can read it aloud to the class, focusing on key words and phrases, and then learners can read it silently on their own.

**5. Extending the experience.** The following possibilities can be adapted according to learners' proficiency levels.

- have students match words with pictures or definitions;
- select words from the story for vocabulary, spelling, or sound-symbol correspondence activities;
- use the texts to review a grammar point, such as sequence of tenses, word order, or pronoun referents;
- scramble pictures and key words and have students unscramble them.
- write other types of texts--songs, poems, letters (for example, a letter to the editor), or directions for how to do something.



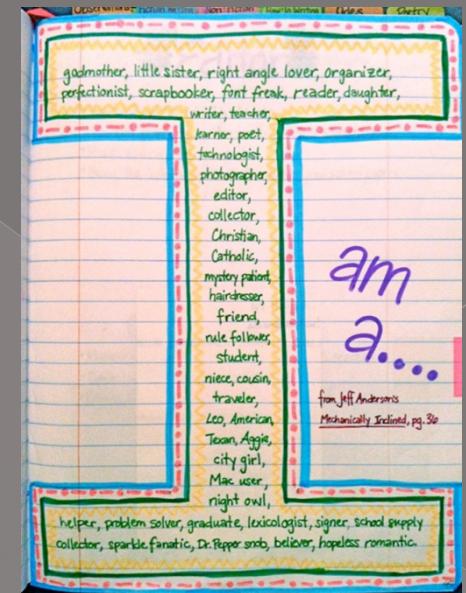
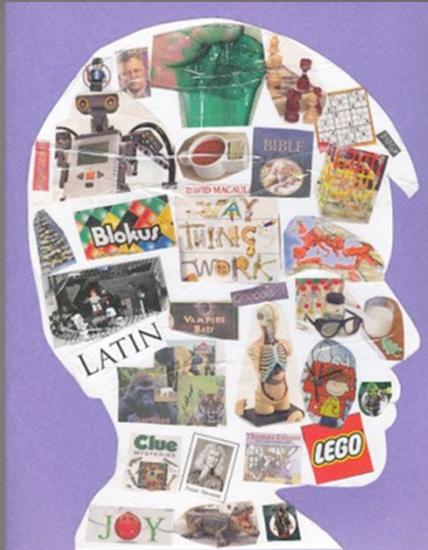
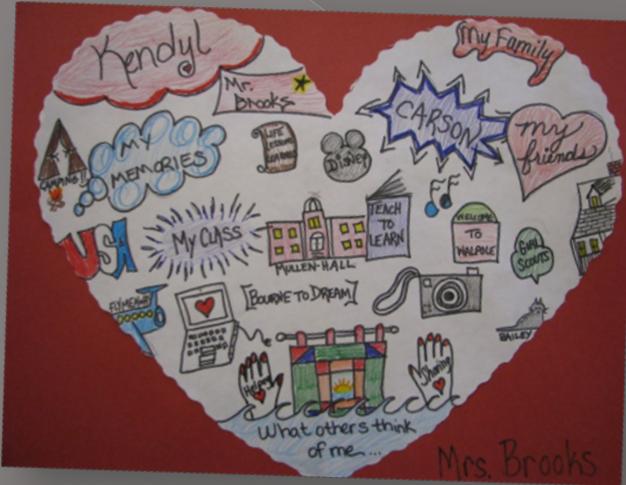
# Engaging Learners' Identities

- It is through language that a person negotiates a sense of self within and across different sites at different points in time
- Language teaching and learning is always about acquiring new identities in a context where learners' previous identities are respected
- Optimal learning occurs when there is **maximum cognitive engagement and maximum identity investment** on the part of students

(Cummins, 2006; Norton Peirce, 1995)

# Identity Texts

(Cummins, 2006)



# Primary Language Support

- Use bilingual books and labels. Get students to produce them.
- Utilize homogeneous grouping so students can problem-solve with each other in their common L1.
- Encourage discussions of class topics at home in the L1.
- Encourage code-switching.
- Encourage students to explore cognates
  - 30-40% of all words in English have a related word in Spanish. For Spanish-speaking ELLs, cognates are an obvious bridge to the English language.

# Code Switching in Writing

wednesday

November 13

Today is wednesday November 13.05. Tomorrow is Thanksgiving day. So I ~~am~~ very ~~very~~ happy. Today Ms. Mui teach we make turkey. ~~首先~~ We put turkey ~~上~~ cobut, 然后给 turkey 的翅膀上 colour. 然后剪下来再用线来 ~~围~~ 不一会儿 21 只 turkey 就现不过有的 turkey 翅膀多了一两份飞不起来不过 my turkey 还飞得起来。可是这个 turkey 做了也没用除了用来 ~~玩~~ 玩但是它并不中吃。

回家后 I go to bathroom bathe 然后 to do ~~homework~~ homework and the table 最后吃完饭去 to bed close eye.

# Explore Cognates



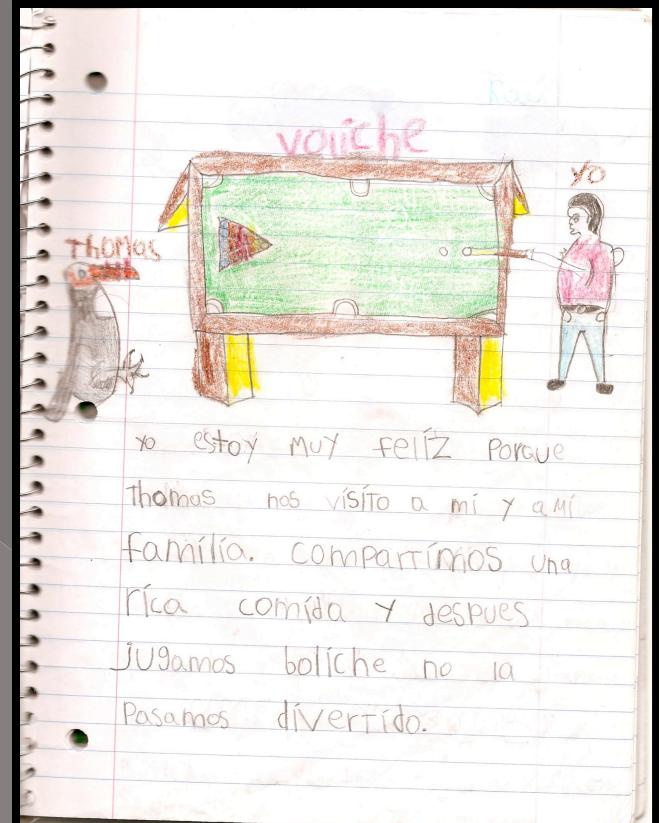
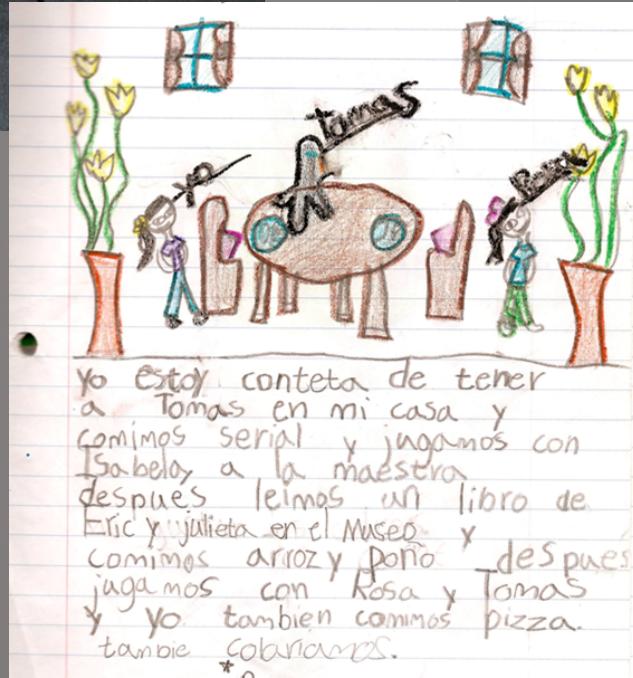
Academic Word	Spanish Word	Common Word
encounter	<i>encontrar</i>	meet
observe	<i>observar</i>	watch
maintain	<i>mantener</i>	keep
ultimate	<i>último</i>	last
equal	<i>igual</i>	same
entire	<i>entero</i>	whole
quantity	<i>cantidad</i>	amount

# Building connections with families



- Myths
- Barriers
- Principles for Collaboration and engagement

# Building connections with families



# Engagement

- Verbal interaction and negotiation of meaning are essential for language learning.
- It's important to use different grouping configurations: partners, small groups, large groups; homogeneous and heterogeneous groups.
- Groups must be monitored and interactional language must be taught.

# Instructional Conversations



# Productive Talk Moves

- **Revoicing** - the teacher tries to repeat some or all of what the student has said:
  - > “So you’re saying that it’s an odd number?”
- **Repeating** – asking students to restate someone else’s reasoning:
  - > “Can you repeat what he just said in your own words?”
- **Reasoning** – asking students to apply their own reasoning to someone else’s reasoning
  - > “Do you agree or disagree? Why?”
- **Adding on** – prompting students for further participation
  - > “Would someone like to add something more to this?”
- **Waiting** – using wait time
  - > “Take your time...; We’ll wait”

# Teach classroom scripts for active participation

Figure 5.3 Sample Routine Scripts and Sentence Starters for Classroom Talk

Language Function	Script or Sentence Starter
Ask for Clarification	Please explain that again. What does ____ mean? I don't understand. Please repeat. I thought you said _____. Is that right? Could you say that another way?
Express an Opinion	I think that ____/I don't think that ____. I believe that ____/I don't believe that ____. My opinion/view is ____. In my opinion, ____. It seems to me that ____.
Take a Turn/Interrupt	May I say something? I have an idea. Excuse me. Let me jump in. Oh, that reminds me.
Build on Another's Idea	I have another idea. I'd like to add on. To piggyback on ____ idea, I would say that ____. I agree with ____ and would add ____. I had a different thought.
Report Back on Group Work	Our group decided that ____. We found that ____. Our answer/decision/response is ____. We have a few different ideas. We didn't finish yet, but so far we think ____.

- Teach one or two scripts at a time
- Post charts with the expressions on the classroom walls
- Add expressions over time, according to language functions

# Talk Moves and Participation Protocol

- Talk Moves: Elementary Math Lesson

<https://www.teachingchannel.org/videos/student-participation-strategy>

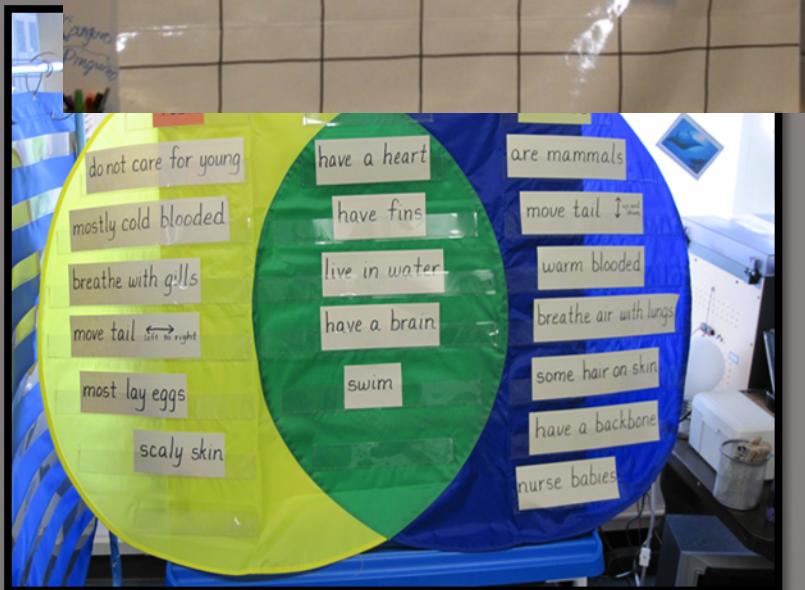
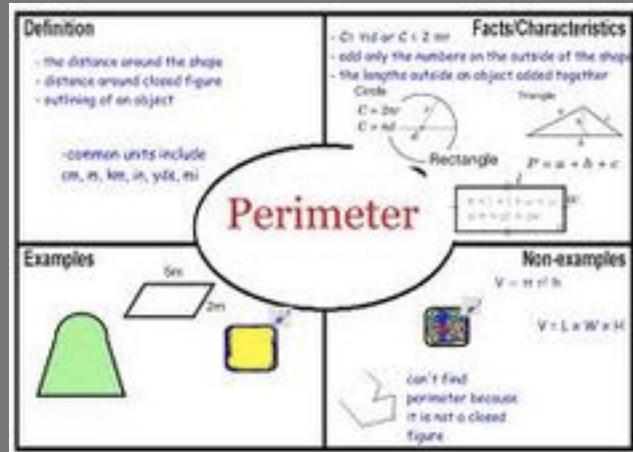
- Talk Moves: High School ELD Class

<https://www.teachingchannel.org/videos/analyzing-complex-texts-ells-ousd>

- Participation Protocol: Middle School Language Arts

<https://www.teachingchannel.org/videos/participation-protocol-ousd>

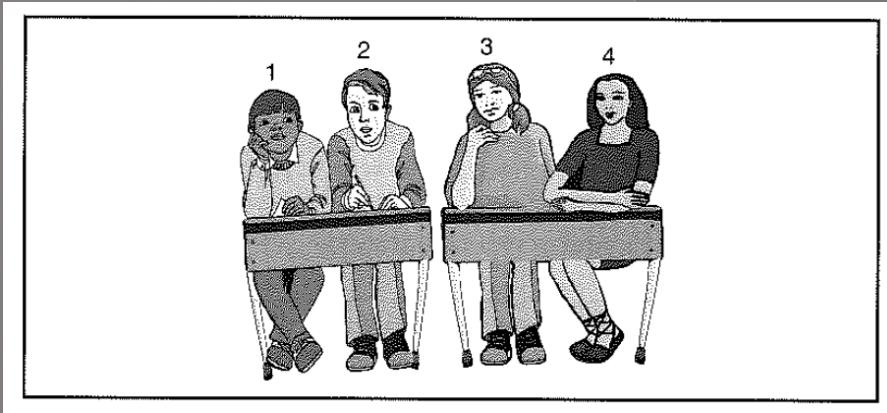
# Graphic organizers



<b>English: revolution</b> <b>Spanish: revolución</b> <b>Haitian Creole: revolisyon</b>	
When the people of a country overthrow or change the government. <i>Cuando la gente de un país derrocar o cambiar el gobierno.</i> <i>Lè foul moun yo nan yon peyi jete oswa chanje gouvenman.</i>	The people of France started a <u>revolution</u> and overthrew King Louis XVI. <i>Los franceses iniciaron una revolución y derrocaron el rey Louis XVI.</i> <i>Moun yo nan Lafrans te kòmanse yon revolisyon Li chavire Wa Louis XVI.</i>

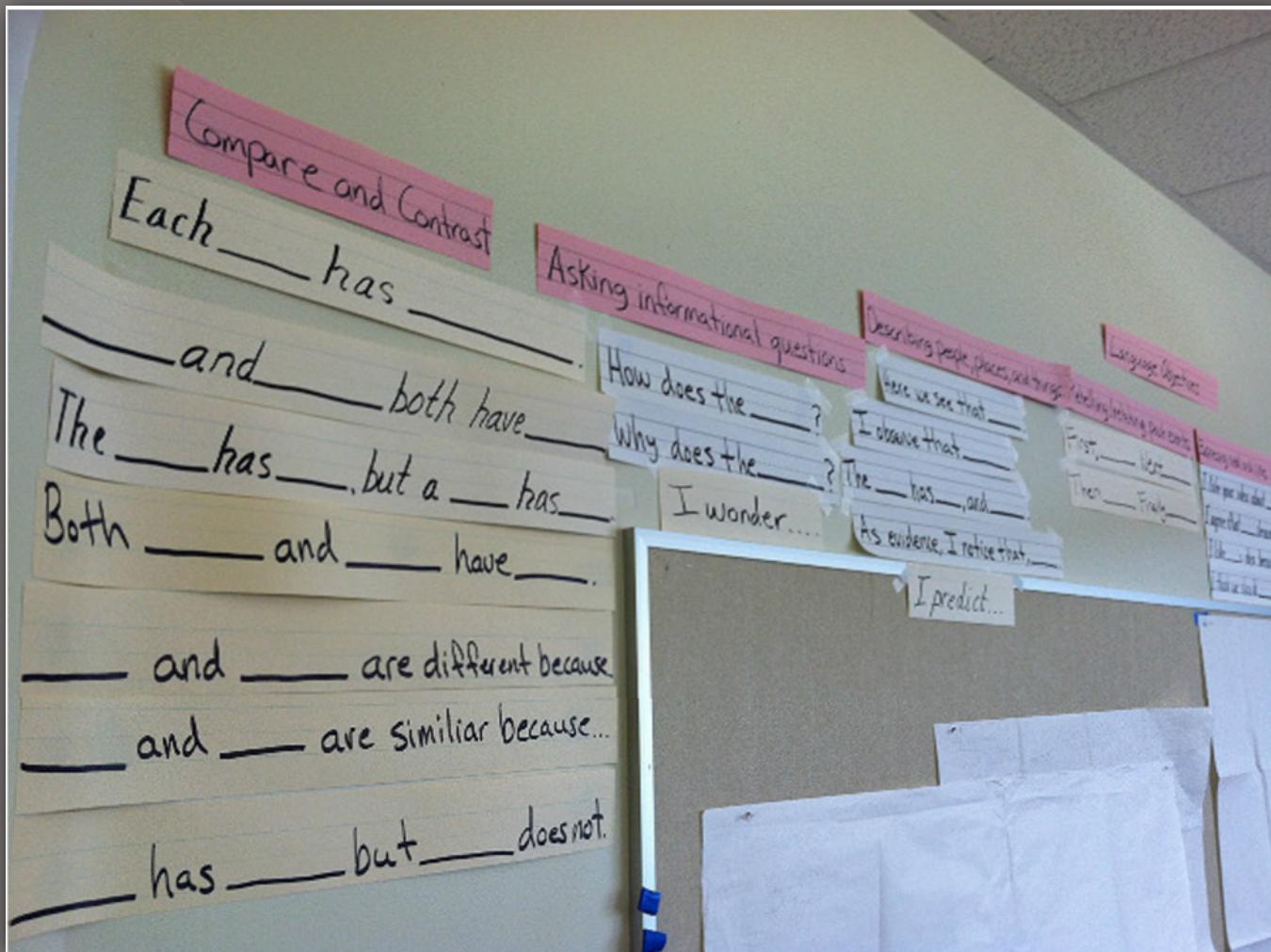
# Increasing Oral Interaction

- Think-Pair-Share
- Numbered Heads



- Jigsaw

# Sentence Frames

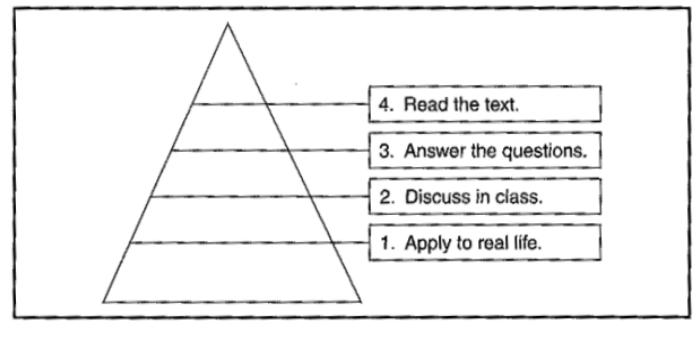
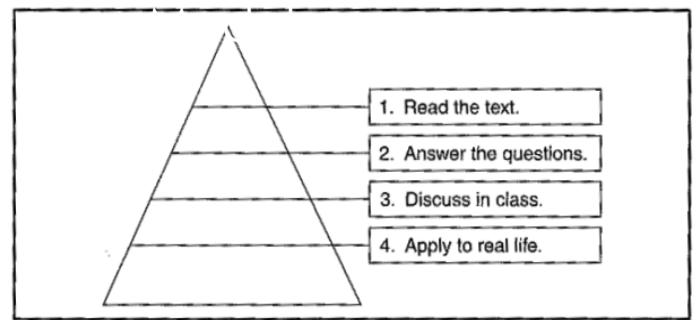


# Note-taking

Main Ideas	Details/Examples
1. Nomads are groups of people who	1. move from place to place 2. _____ 3. _____
2. Nomads are hunters or herders ...	1. _____ 2. _____ 3. _____ 4. _____
3. Nomads are people who live (where?)	1. In the desert 2. _____ 3. _____
4. Bedouins	1. are _____ 2. travel _____ 3. herd _____ 4. _____ 5. _____ 6. _____

# Reading in Reverse

## Traditional



## New Model

### Step 1. Apply to real life.

Talk about:

- personal experience with moving.
- immigration experiences.
- experiences with frequent moves to seek employment, other reasons.
- migrant worker experiences.

### Step 2. Discuss in class.

Talk about the following:

- Is moving from place to place "fun?" Why/why not?
- Does it feel different if the move is voluntary or forced?
- Compare leaving school, friends, and family behind to taking it all with you. (This is the time to introduce the word and the concept of *nomads*.)
- Look at pictures in the text to compare differences among nomad homes and students' homes.

### Step 3. Read the questions—and the section and subsection headers.

Ask the following:

- What is this section about?
- What information will this section focus on?
- What is the main idea of this section?

### Step 4. Read the text.

- Read one section at a time.
- Follow each section reading by discussing the questions in Step 3.

**Figure 9.6** Reading "Nomads" in Reverse

# Complex Sentences: Independent Access for Your ELLs

## Sentence Dissecting Strategy

1. Give each group a copy in large print of the same syntactically complex sentence which contains key information on the topic being studied.
2. Specify the amount of time for groups to “dissect” the sentence. This means they write down as many simple sentences as possible based solely on the information in the given sentence.
3. At the end of the allotted time, groups post their charts of the dissected sentence around the room.
4. The group with the most valid dissected sentences wins.

by Elizabeth Hartung-Cole (2015)



# Example: Sentence Dissecting Strategy

- In an event leading to the outbreak of World War I, Archduke Franz Ferdinand, nephew of Emperor Franz Josef and heir to the throne of Austria-Hungary, was assassinated with his wife by a Serbian nationalist in Sarajevo, the capital of Bosnia, in 1914.
- **One Group's Valid Responses**
  - 1. Archduke Franz Ferdinand was the heir to the throne of Austria-Hungary.
  - 2. Archduke Franz Ferdinand was assassinated.
  - 3. Archduke Franz Ferdinand's wife was assassinated.
  - 4. They were killed by a Serbian nationalist.
  - 5. They were killed in Sarajevo.
  - 6. Sarajevo is the capital of Bosnia.
  - 7. They were killed in 1914.
  - 8. This assassination led to the outbreak of World War I.
  - 9. Archduke Ferdinand's first name was Franz.
  - 10. Emperor Josef's first name was Franz.
  - 11. Austria-Hungary had a throne.
  - 12. Franz Ferdinand was an archduke.
  - 13. Franz Josef was an emperor.
  - 14. Emperor Franz Josef was Archduke Franz Ferdinand's uncle.

# Authenticity

- Learning is a complex, dynamic and situated process, as opposed to simply a collection of technical skills
- Students develop higher-order thinking abilities based on the teacher and students co-constructing knowledge and understanding

# Multimodalities

- Multiple modes of representation (e.g., drawing, dramatic performances, songs) act as mediational tools to help learners to build new knowledge (Kendrick et al., 2010)
  - makes the abstract concrete
  - fosters creativity, collaboration, communication
  - accesses different areas of the brain



Label for literary device

Metaphor

"Baba and I lived in the same house, but in different spheres of existence.  
Kites were the one paper-thin slice of intersection between those spheres"

- This is a metaphor. The two don't actually spend their lives in two spheres linked by kites. This literary device is used to show the strain in Air and Baba's relationship and the connection they feel through their kites.

Quote from novel

Explicit explanation of device

Black background with white font

Photo of movie scene

Figure 2. Screenshot from Keisha's PPT retelling including literary devices



# Environmental Print

- The print of everyday life:  
symbols, signs, labels,  
advertisements
  - > bridges the gap  
between the classroom  
and learners' worlds
  - > Fosters linguistic  
development through  
familiar language
  - > involves authentic  
materials children can  
relate to



### 1. Alphabetize Your Labels Create an Alphabet Label Book

#### 2. Think it Through

Students draw a label out of their bags and write the initial letter or letter sound at the top of their paper.



#### 4. Story Creations

Have students choose three to four labels out of their bags, create a story using their labels, and then share their story aloud.

#### 3. Go Fish

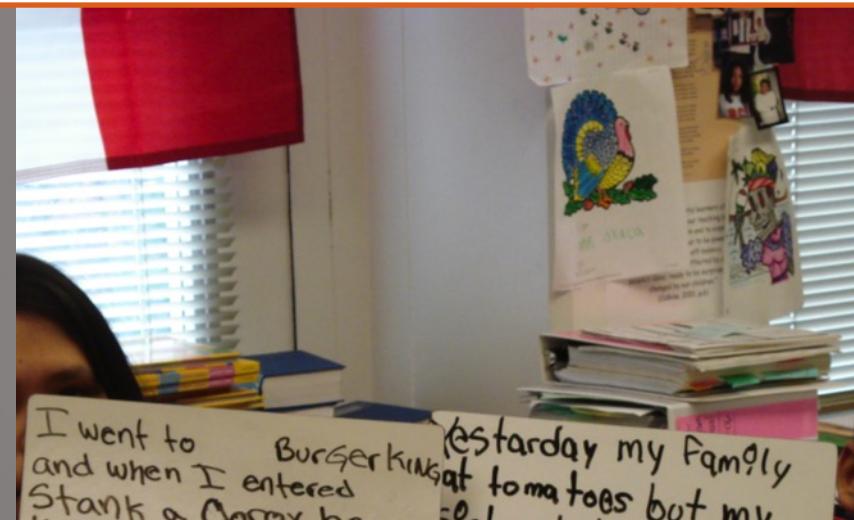
This activity is based on the childhood game of Go Fish, but instead of using traditional playing cards, students use environmental print cards.

Player One Do you have any Diet Cokes?

Player Two No, I don't have any Diet Cokes.

Go Fish. Do you have any Pepsi cards?

Player One Yes, I have two Pepsi® cards.



# Language Games

Herrell & Jordan, 2012)

## Syntax Surgery

A strategy that allows students to see the relationship of elements within a sentence that may be confusing to understand.

### Steps:

1. Identify a problematic sentence
2. Write the sentence on a strip and cut it apart into understandable pieces
3. Involve students in a discussion on how to rearrange the words
4. Practice more sentences with the same pattern

Being able to visually see the sentence being arranged helps students grasp and remember the grammatical pattern.



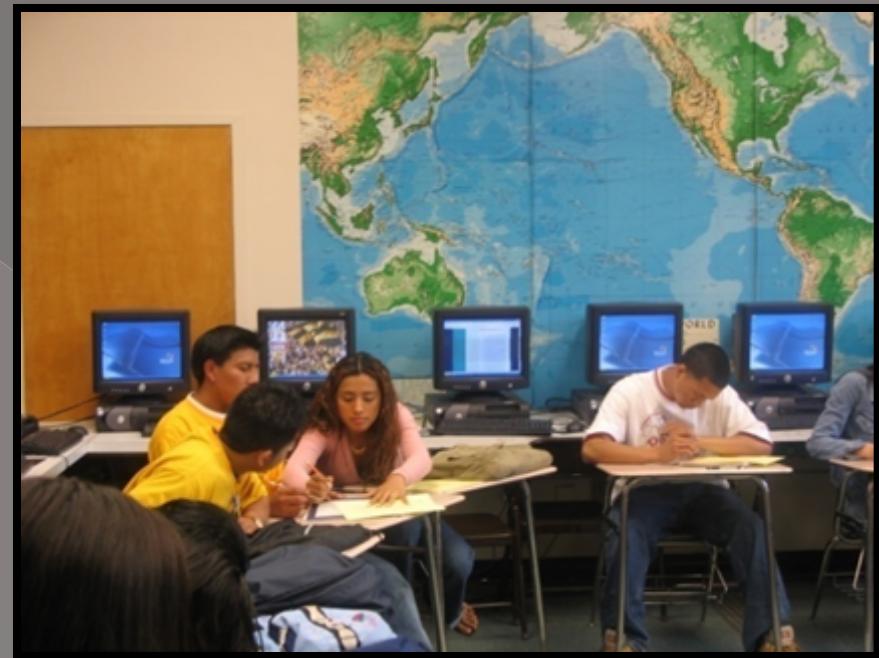
Learning collocations through a "Snakes and Ladders" game  
(Nakamura, 2003)

SUGGESTED VOCABULARY for intermediate level elementary school students			
Blue Cards	Red Cards	Blue Cards	Red Cards
do	my homework	play	tennis
go to	a restaurant	read	comics
go to	bed	take	a bath
go to	school	take	a nap
listen to	music	watch	videos
play	computer games	watch	TV



# Digital Media and the Internet

- Technology makes real world contexts accessible to learners
- It enables students to explore their identities through relationships with their community, culture, and world (Warshauer, 2003)



# Digital Storytelling

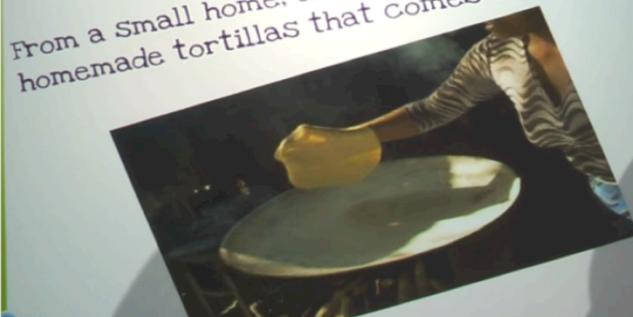
## Digital Story

- the telling of a significant story (your own or another's)
- through the digitized visual presentation of a series of image captures (still photos, drawings, video clips, icons)
- the inclusion of text (titles, captions, word art)
- the relating of that story in the voice of the creator
- often accompanied by music

I'm from the tamales  
that my mother would  
make, and the memories  
that would be wrapped  
inside every one of them

Foltz, 2013

From a small home, and the fresh scent of  
homemade tortillas that comes to my nose.



Rance-Roney & Young (2010)

### INPUT

- Read authors' narratives
- Understand the storytelling genre
- Explore examples of digital stories
- Brainstorm ideas for the DS
- Form a word and digital image collection
- Practice with software program
- Journal or freewrite one's own narrative

### PRE-PRODUCTION COMPOSING

- Reflect on one's extended narrative
- Seek feedback from others and revise
- Produce DS text/script
- Seek feedback on script, revise and edit
- Select digital images or video
- Storyboard the script (merge images & text script)
- Practice oral presentation of script

### PRODUCTION

- Input images into digital storyboard
- Manipulate images, create special effects
- Record DS script
- Input music
- Preview and revise

### PRESENTATION

- Save digital story in final format (computer file, DVD, CD)
- Plan and execute public sharing or presentation of digital story

# Book trailers

One Fish Two Fish by Isabella

<https://www.youtube.com/watch?v=jJRreNvnJzY>

Bats by Meysin

<https://www.youtube.com/watch?v=AxbVMJqog-Q>

The Pigeon Needs a Bath by Ryan

<https://www.youtube.com/watch?v=yWqWFQ-P2no>

Oliver and His Alligator by Oliver

<https://www.youtube.com/watch?v=rpsWjVjSFAC>



# Digital Stories

- <https://www.youtube.com/watch?v=qhd9SDFjopU>



# Video Analysis

- How are the three principles we discussed today achieved in this lesson?

Relevance

Background knowledge  
Identity texts  
Primary language support  
Family connections

Engagement

Verbal interaction  
Instructional conversations  
Graphic organizers  
Sentence frames, vocab activities

Authenticity

Multimodalities  
Environmental print  
Language games  
Digital media

# 3-2-1 Review

- 3 things I learned today are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

- 2 words I want to remember are:

1. \_\_\_\_\_
2. \_\_\_\_\_

- 1 thing I found very interesting is:

1. \_\_\_\_\_