



Engaging Secondary English Learners: At home, at school, and in the community

Sharon Adelman Reyes, Ph.D.
DiversityLearningK12

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My Dream

I dream of the endless universe
I dream of the splendid earth
I dream of China
I dream of my beautiful hometown
I dream of my smiling relatives
I dream of my long, long road
I dream of myself marching on

Chinese bilingual student



From a bilingual program alum

It is like a family thing. Your teachers are like my aunts, my uncles, my cousins.

Gloria



From a bilingual program alum

Born into a color
A streak across the vast
Light gray sky
Together, we make a rainbow
Vibrant and youthful ...
Striking and strong
Colorful.

Glenna



How do we get there?

How we frame the conversation

How we use language

How we integrate culture

How we create curriculum

How we teach

How we use assessment

How we advocate for students and families



How we frame the conversation

Learning theory

Cultural theory

Linguistic theory



Learning Theory

Constructivism promotes deep understanding and critical/creative thinking.

In second language instruction, **constructivist methodologies can combine with sheltering and scaffolding** to make curriculum accessible and language comprehensible for English language learners.



Constructivist theory focuses on

The process of knowing and the nature of cognition

The active construction of new knowledge to make sense of our surroundings

Prior knowledge that is built upon in an effort to achieve greater understanding

Deep understanding, rather than rote learning

The reflective transfer of knowledge to other subject matter and to life



Cultural Theory

Strength based vs. deficit based

Culturally responsive vs. monocultural



Linguistic Theory

Additive vs. Subtractive

Academic vs. Communicative

Natural vs. Skills-driven

Scaffolding and Sheltering vs. Direct Instruction



How we use language

Sheltering

Comprehensible input

Scaffolding



Scaffolding

Is based on the premise that what the learner can do with assistance today, can be done alone tomorrow

Provides access to the core curriculum through modeling, providing feedback, and asking questions

Takes learners through a process one step at a time

Involves activities such as structured poetry, process writing, the scientific process, and even routines



Sheltering

is a linguistic scaffold because it provides comprehensible input.



Sheltering

Permits student contribution through non-verbal means

Incorporates visuals, manipulatives, real-life objects, and hands-on activities

Supports teacher talk by nonverbal means such as visuals and hands-on experience

Modifies teacher talk



Modify Teacher Talk

Rate of speech

Phrasing and rephrasing

Pauses

Gesture and facial expression

Sentence expansion



Sheltered Teaching Frameworks

Content-Based English as a Second Language (ESL)

Cognitive Academic Language Learning Approach (CALLA)

Specially Designed Academic Instruction in English (SDAIE)

Guided Language Acquisition Design (GLAD)

Sheltered Instruction Observation Protocol (SIOP)



CALLA, SIOP, GLAD, SDAIE ...



What's up with that?



What's the difference?

Content-Based English as a Second Language: Focus on reading and writing across the curriculum

Cognitive Academic Language Learning Approach (CALLA): Focus on explicit instruction in learning strategies

Specially Designed Academic Instruction in English (SDAIE): Focus on secondary students learning language and content simultaneously



Guided Language Acquisition Design (GLAD):
Focus on elementary students; sheltering at
beginner level; trainer of trainer approach

Sheltered Instruction Observation Protocol (SIOP):
Highly structured strategies organized around eight
lesson plan components; daily lesson objectives
prominently displayed to students



Letting one model dominate discourages

Consideration of context

Teacher problem-solving

Teacher creativity

The continuous active construction of knowledge

Constructivist practice



How we integrate culture

Communities as resources

Culturally responsive pedagogy



Involve the Community

Libraries

Museums

Cultural institutions

Parks and recreation facilities

Multi-age settings

Families



Culturally Responsive Pedagogy

Uses students' identities and backgrounds as meaningful sources of their education

Views student backgrounds as strengths

Is compatible with constructivism because it values prior knowledge

Can be considered "cultural constructivism"



How we create curriculum

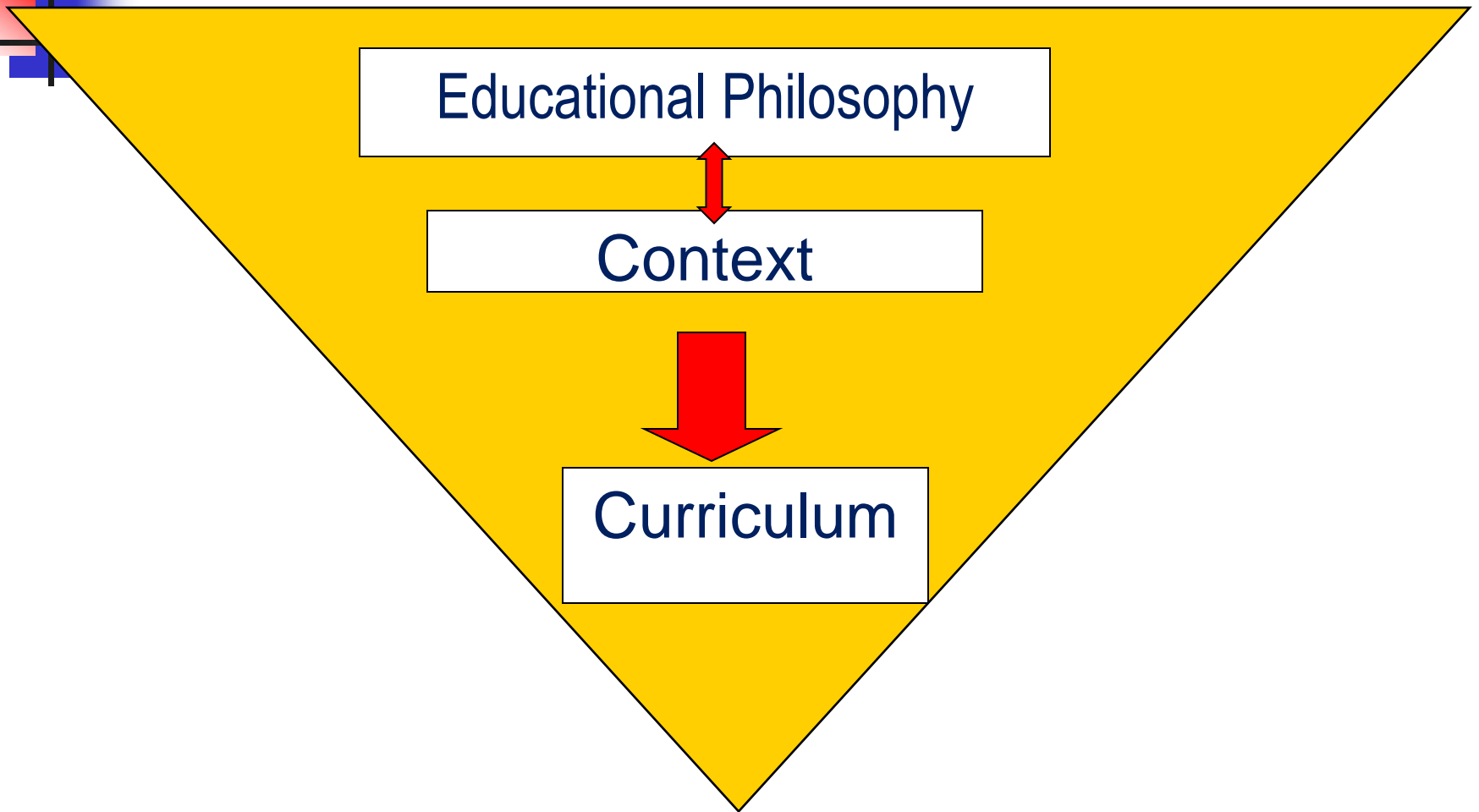
“Traditional” approaches

“Progressive” approaches

Second (additional) language approaches

Second language approaches can be traditional or progressive.

How we create curriculum



How we teach

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graph TD; A[Educational Philosophy (and Curriculum)] --> B[Methodology]; B --> C[Strategies];
```

Educational Philosophy
(and Curriculum)

Methodology

Strategies

Traditional approach to teaching and learning

Transmission Model



Lecture



Note-taking

Progressive approach to teaching and learning

Constructivism



Scientific Inquiry



Experiment



Constructivism

What does this look like in literacy and content area instruction?



Literacy

Literacy in the first language is the foundation to literacy in additional languages.

Listening, speaking, reading, and writing are all related literacy experiences.

Literacy experiences should be as authentic as possible.

Read, read, read!

Use process writing in both languages.



Those who read more ...

Read better

Write better

Have better vocabularies

Have more grammatical competence

Spell better

Read faster

Know more about literature



... and there is more!

Know more about science and social studies

Have more cultural literacy

Have more practical knowledge

Have less writing apprehension

Suffer less from writer's block

Do better on the TOEFL

(Test of English as a Foreign Language)

Krashen, 2011



Speaking of TOEFL

The evidence is overwhelming that reading for pleasure—that is, self-selected recreational reading—is the major source of our ability to read, to write with an acceptable writing style, to develop vocabulary and spelling abilities, and to handle complex grammatical constructions.

The evidence holds both for English as a first language and for English as a second and foreign language.

Krashen, 2011

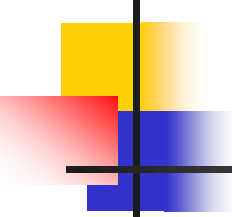


What does all this mean?

Read, read, read!

Who?

You, too!



Selected Guidelines for SSR (Krashen, 2011)

Do a little each day, not a lot once a week

Less is more

Make sure lots of reading material is available

All types of reading are okay

Let students self-select

Impose minimum censorship

Both easy and hard books are okay

Don't use rewards, tests, or "book reports"

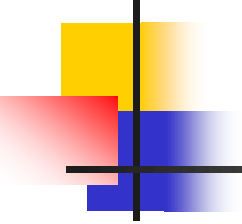


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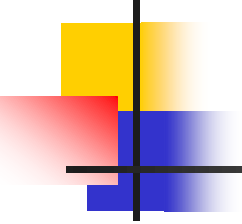
Free Voluntary Reading (Krashen, 2011)

Access to quality school libraries is associated with better reading development .

More access to school libraries of at least 500 books was associated with higher reading scores for 10-year-olds in 40 countries, tested in their own language ... even when SES was controlled.



Governments are spending huge amounts, in the name of literacy, on developing standards and on enforcing the standards through testing, but paying, at best, only lip service to improving libraries.



The frequent rationale for not funding libraries is the complaint that "giving them books won't help; they won't read anyway."

There are two responses to this complaint:



The first is that if there are no books, it is certain that no reading will take place.

The second is that the "they won't read" accusation is wrong. It is incorrect for English reading and for reading in other languages. Given access to books, young people read.



We must invest in libraries.



Krashen, S. (2011). *Free Voluntary Reading*.
Santa Barbara, CA: Libraries Unlimited



Content area instruction

Mathematics

Science

Social Studies



Mathematics

Teach vocabulary

Teach math synonyms

Use concrete objects and manipulatives

Embed math in real life experiences

Use paired and small group problem solving activities

Research math methodologies from your students' countries of origin and use them to solve problems and to transition to U.S. methodologies



Science

Teach vocabulary

Use concrete objects

Embed science in real life experiences

Use Funds of Knowledge (Moll)

Use a process oriented inquiry approach

Use project-based learning

Use trade books ... in English and those originally written in your students' native language(s)



Social Studies

Teach vocabulary

Embed social studies in real life experiences

Use active learning such as debates,
role-playing, and re-enactments

Use graphic organizers

Use arts activities

Use community resources/cultural institutions

Make comparisons to the cultures of students in the
class and beyond

Use trade books ... in English and those originally
written in your students' native language(s)



Integrate the Content Areas and Literacy

Math and Science

Literacy and Social Studies

Science and Social Studies

Math and Literacy

Science and Literacy

Thematic Units

You Decide!



How we use assessment

What is the correct instructional placement for the student?

What is the student's dominant language?

What is the student's level of proficiency in English?

What are the levels of academic achievement in L1 literacy and in the content areas?

Is referral for special services appropriate?

Has acculturation been considered?



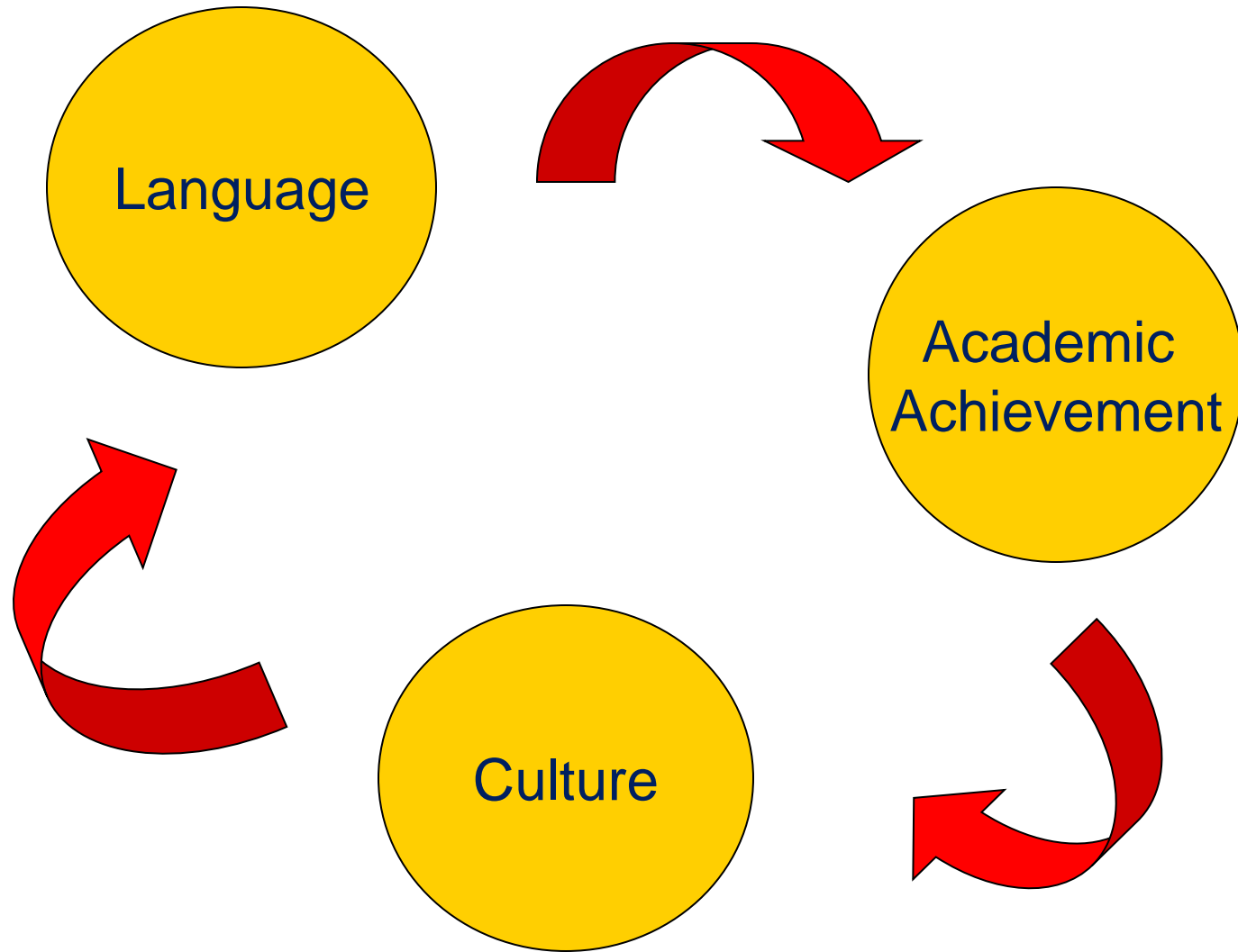
Assimilation or Accommodation?

Language

Psychosocial health

Identity

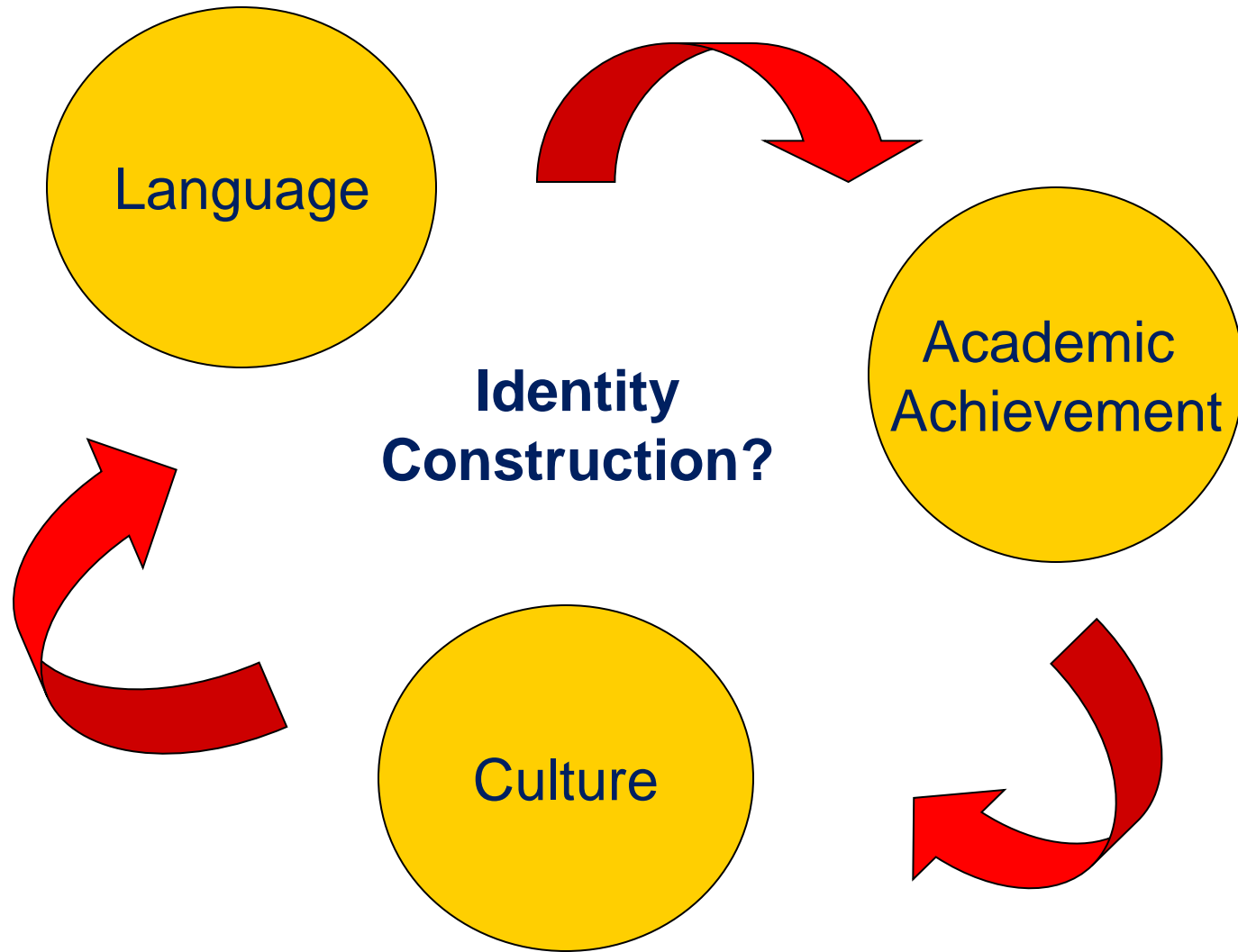
Don't these impact academic achievement?

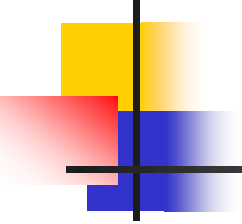


Language

Academic
Achievement

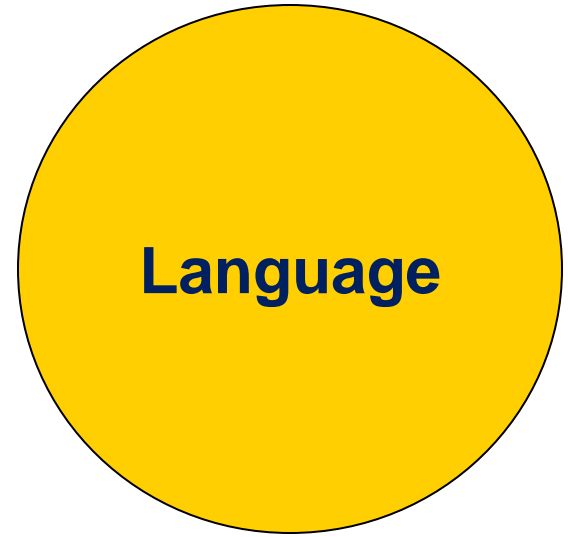
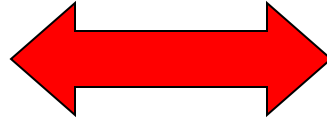
Culture

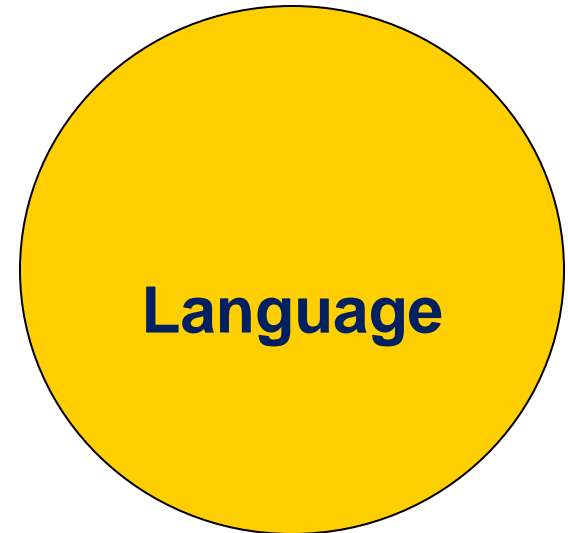
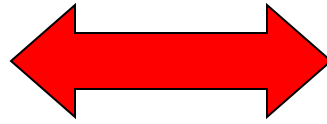




"If you want to really hurt me, talk badly about my language. Ethnic identity is twin skin to linguistic identity – I am my language."

Gloria Anzaldúa



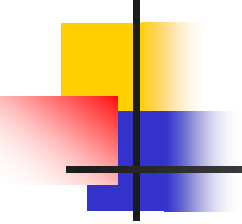




Correlation of Family Variables and Psycho-social Outcomes with Type of Language Adaptation

	<u>Fluent Bilingual</u>	<u>English Monolingual</u>	<u>Limited Bilingual</u>	<u>Foreign Monolingual</u>
Family Conflict	46.1	53.0	53.8	48.7
Family Solidarity	30.1	27.6	27.7	30.2
Self-Esteem	3.58	3.44	3.14	3.19
Educational Aspirations	75.4%	69.9%	52.6%	56.1%

Portes & Hao, 2002



“Educational policies that promote complete linguistic assimilation contain hidden costs for these (immigrant) children, depriving them of a key social resource at a critical juncture in their lives. Family relations and personality development suffer accordingly. ...

Cut these moorings and children are cast adrift in a uniform monolingual world. They, their families, and eventually the communities where they settle will have to pay the price.”

Portes & Hao (2002)



Does one size fit all?

Not in instructional models

Not in assessment

What to do?

Advocate for your students



How we advocate

Collaborate with families

Stress the importance of the native language

Negotiate pressure to use prescribed curriculum and instruction

Negotiate pressure to teach to the test

Advocate for bilingualism at the school, district, and community levels

Model advocacy for your students



Leadership Through Advocacy

**Leadership without
advocacy is management.**



Leadership Through Advocacy

**Leadership without
advocacy is management.**

Those who engage in advocacy are also
engaging in educational leadership.



Teachers
Paraprofessionals
Administrators
Parents

You?



Those who engage in advocacy are also
engaging in educational leadership.

Teachers
Paraprofessionals
Administrators
Parents

You?



Not Just One

So often we are marginalized. We teach “those kids.” Yet, to teach second language literacy, you must know how to teach first language literacy. We need double preparation, double skills. We should be doubly valued.

Samantha, bilingual educator



Not Just One

As the world tears itself up in ethnic strife, we are multiculturally able. We have the skills that could heal not just our cities, but our world. Social justice, for us, is not just a co-opted term. It is part of what we do everyday.

Samantha, bilingual educator



How do we get there?

Home

School

Community



How do we get there?

Not just one language

Not just one culture

Not just one people



How do we get there?

Together, we make a rainbow
Vibrant and youthful
Striking and strong
Colorful.





For more information contact

sharon@diversitylearningk12.com



Citations

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Krashen, S. (2011). *Free Voluntary Reading*. Santa Barbara, CA: Libraries Unlimited.

Portes, A., & Hao, L. (2002). The price of uniformity: language, family, and personality adjustment in the immigrant second generation. *Ethnic and Racial Studies*, 25(6), 889-912.



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For more information contact

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