Learner Outcomes

- Apply UDL to language development for English learners (ELs)
- Identify at least 3 ways to engage learners who are culturally & linguistically diverse

Determine your personal learning goal – what you’d like to know or be able to do by the end of this session

Share it!
Vote with your feet

1 = Speak **only English**
2 = Learned 2\textsuperscript{nd} language by age 18 and **don’t** speak it fluently
3 = Learned 2\textsuperscript{nd} language by age 18 and **speak it fluently**
4 = Speak **more than 2** languages fluently
How do your linguistic capabilities impact who you are or what you do?
Stages of L2 Language Development

1. Preproduction
   - Silent/Receptive

2. Early Production

3. Speech Emergence

4. Intermediate Language Fluency

5. Advanced Language Proficiency

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Source: Hill & Miller, 2013
- Up to 500 words
- Rarely speaks
- Uses gestures & points
- Respond yes/no

- Up to 1000 words
- Uses 1-2 word phrases
- Points & nods to yes/no & simple ?s

- Up to 3000 words
- Uses sentences w/ errors
- Mistakes abstract, figurative, sarcastic

- Up to 6000 words
- Uses complex sentences
- Asks questions
- Writes essays

- Near native capacity
- Uses content vocab
- Follows class discussion

Source: Hill & Miller, 2013
Engagement Strategies
Define both language and content learning goals

Make sure learners can articulate learning goals

Make learning goals personal

Maintain high expectations
- Use of 1st language
- Pictures or realia
- Modeling/repetition
- Verbal cues/prompts
- Graphic organizers
- Product templates
- Bilingual dictionary
- Bilingual word wall
- L1 peer partner
- Culturally-based examples & choices
<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Background Information</th>
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</table>
| Samay | 11  | Born in the U.S.; parents speak Cambodian; his older brother has been speaking English since Samay was 2.  
Attended K – 4 in a different school district; was in ESL classes; now is in general ed class with ESL pull-out support.  
He is significantly below grade level in reading & math, reads at a primer level.  
Speaks English for basic conversations; as difficulty answering questions, uses short sentences; doesn’t understand many concepts. |
| Lailistu | 12 | Recently moved to U.S. from Ethiopia; from Oromo ethnic group; originally from Somalia but were forced to flee the country.  
Oromiffa is L1; attended a private school & received her education in French but after age 8 schooling was sporadic.  
Often seems tired; uses 1-2 English phrases to answer; yes/no & simple questions.  
Reads below grade level (2nd grade); math skills at grade level. |
| Ana   | 11  | Born in U.S.; Portuguese is L1; speaks Portuguese fluently; no developmental difficulties.  
She is very social, has many friends.  
Follows verbal and written directions; seems lost during abstract discussions; has difficulty with analogies and figurative language.  
Assessments indicate she reads English at grade level; below grade level in math. |
Classroom Assessment Techniques

- Slates/E boards
- Stand up/sit down
- Vote with feet
- Thumbs up/down
- Signal cards
- Chain notes
- Sign language
- Take 30 seconds
- Fist to 5
- Think-pair-share-squared
- Create a question
- Class note-taking
- Paraphrase
Neuroscience of Teaching Methods

- Make it relevant!
- Make it meaningful!
- Connect it!
- Let them apply it!
- Make it matter!
- Get their attention!
- Make sure they see-hear-can act on it!
## Tips for ELs

<table>
<thead>
<tr>
<th>Engagement</th>
<th>Representation</th>
<th>Action &amp; Expression</th>
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Tier 3
Domain- or content-specific, infrequently used academic vocabulary

Tier 2
High frequency vocabulary found across content areas, multiple meanings, synonyms

Tier 1
Common, familiar words, sight words, needed for basic conversations

3-tiered vocabulary

Based on Beck, McKeown, & Kucan, 2002

Pre-select vocabulary from each tier to teach for each lesson.
Reflect as an expert!

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<tr>
<td>How personally and culturally relevant is this work?</td>
<td>What level of understanding is demonstrated?</td>
<td>How does this work illustrate appropriate planning?</td>
</tr>
<tr>
<td>To what extent does this work illustrate productive collaboration?</td>
<td>How well does this connect with learners’ background and/or previous work?</td>
<td>How well did learners use English vocabulary independently?</td>
</tr>
<tr>
<td>Did the learners stick with it?</td>
<td>What new perspectives are evident?</td>
<td>To what extent did learners use scaffolds?</td>
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Summary

❖ Define clear, flexible goals – maintain high expectations
❖ Address both language & academics
❖ Plan for cultural, linguistic & learner variability
❖ Utilize L1, student choice & scaffolds
❖ Get their attention, make it accessible, make it relevant & meaningful, connect it to what they know, let them apply it, make it matter!
❖ Reflect as an expert – Did you achieve your personal learning goal?
References

From CAST Publishing

From Paul H. Brookes
EXIT TICKET

1 WAY YOU’LL APPLY UDL TO LESSONS FOR SECOND/DUAL LANGUAGE LEARNERS?