Bilingual students
García argues that students in ESL and bilingual classes are bilinguals
Emergent bilinguals are students whose bilingualism is just emerging
Experienced bilinguals are highly bilingual and biliterate

Principles for Success
Teaching should be learner centered
Teaching should go from whole to part
Teaching should develop academic language and content
Teaching should be meaningful and purposeful
Teaching should include interactions to develop both oral and written language
Teaching should support students’ languages and cultures
Teaching and assessment should reflect faith in the learner

Start with the Learner
Student-centered teaching is focused on each student's needs, abilities, interests, and learning styles. The teacher is there to support their learning.

Who Are Our English Learners?
Newly arrived with adequate schooling
recent arrivals (less than 5 years in U.S.)
adequate schooling in native country (on grade level in L1 literacy)
soon catch up academically
may still score low on standardized tests given in English
Limited Formal Schooling (SIFE)
recent arrivals (less than 5 years in U.S.)
interrupted or limited schooling in native country (refugees, asylum seekers)
limited native language literacy
below grade level in math
poor academic achievement
Long term English learner
7 or more years in the U.S.
below grade level in reading and writing in L1 and L2
mismatch between student perception of achievement and actual grades
some get adequate grades but score low on tests
have had ESL or bilingual instruction, but no consistent program
Potential Long Term English Learners
students who begin their schooling speaking a language other than English
K-5
parents with low levels of education
parents struggling financially and/or socially
We can only provide appropriate instruction if we know our students’ experiences and their proficiency in their first language and in English.

Another consideration
For students in any of the categories we have discussed, other factors influence their schooling. Many ELs are from families that include refugees or asylum seekers. Teachers can help all their students reflect on the experiences of their families or others they know by reading and discussing or writing about relevant books.

Learning about your students
Mary taught high school English and ESL
She had regular English students
Second year ESL students
ESL newcomers
Mary used different activities to learn about her students

Sense of Self
Student Goal setting Activity
Choose three goals
What do you need to do to reach this goal?
Who can help you?
What have you done so far this year that relates to your goal?

I am (first stanza)
I am (2 characteristics you have)
I wonder (something you are curious about)
I see (something you see)
I hear (something you hear)
I want (something you want)
I am (repeat first line)

Autobiopoem

Positive/Negative Graph
Make a list of five of the best things that have happened to you in your life. Next to each event, write your age when it happened.
Make a list of five of the worst things that have happened in your life. Next to each event, write your age when it happened.
This graph can also be used to evaluate characters or events in a novel

Here’s looking at you
Students worked in pairs
They interviewed one another
They filled out a form with a series of questions
This was more difficult
The teacher modified some questions for students with less English.

What 5 words would you use to describe yourself?
What 5 words would your mother/father use?
How do your teachers see you?
What 5 words would you use to describe school?
Now write 2 paragraphs about yourself.

Principles for Success
Teaching should go from whole to part
BIG QUESTIONS
Teachers who teach whole to part organize around themes or units of inquiry
Units of inquiry should provide students with opportunities to investigate big questions
How does WHERE we live affect HOW we live?

Text set for inquiry unit-
How do animals adapt to their habitats?
Changing Topics to Big Questions
our community workers
Who are the people who help our community and what are their jobs?

Why Organize Around Big Question Units of Inquiry?
Through units of inquiry, teachers can connect curriculum to students’ lives and backgrounds and draw on their language strengths
Students know what the topic is even when instruction is in the second language.
Because the same topics are studied across content areas and languages, students build academic concepts and vocabulary more easily.
Because the same topics are studied across content areas and languages, students build academic concepts and vocabulary more easily.
Since the curriculum makes sense, second language students are more fully engaged and experience more success.
Teachers can differentiate instruction to accommodate differences in language proficiency.

Principles for Success
Teaching should develop academic language and content

Shift in Second Language Teaching in K-12 Contexts
-Teaching grammar
-Communicative language teaching
*ALM Dialogue Communicative Teaching
* weather, food, etc.
-Teaching academic language
What is Academic Language?
The primary function of schools is to prepare students with the content knowledge and the academic language needed to understand and produce that knowledge. Academic language is the register of language used in schools Emergent bilinguals need to learn the academic register to read, write, and discuss academic subjects
What is Academic Language?
Students with academic language proficiency can communicate like mathematicians, scientists, social scientists, and literary scholars

Academic Language and Content
Emergent bilinguals need academic language to meet the demands of the common core standards
At different grade levels adaptation is a standard students study – organize text sets around questions like, “How do plants and animals adapt to survive?”

Differentiating Instruction
The standards require all teachers to be teachers of language and content and to differentiate instruction for students at different levels of English proficiency

Academic Language
Academic language contains academic vocabulary.
In addition, academic language has certain features and is structured in certain ways that distinguish it from conversational language.
Characteristics of Academic Texts (Fang, 2008)
Technical, abstract, dense, authoritative

Teach Academic Language in the Context of Academic Content

Principles for Success
Teaching should be meaningful and purposeful

Meaningful Teaching
Mary taught language arts to high school English learners
Her students asked about some of the idioms they heard around school
Mary developed a unit on idioms
This was part of teaching figurative language

Scaffolded Instruction
Teaching Idioms
English language learners have difficulty understanding idioms because they often take them literally
The teacher discussed idioms with her students
Students chose an idiom
They illustrated the literal meaning
Then they wrote the meaning speakers express (the nonliteral meaning).

Working with Idioms
Students were given idioms that may occur in different literary pieces
They were asked to write what the idiom meant
Then they were asked to write an equivalent idiom, if possible, from their first language

Idioms in scripts
Next students were given a short play script with the idioms underlined
They were asked to explain each idiom
Then they were asked to write their own script using several of the idioms

Principles for Success
Teaching should include interactions to develop both oral and written language
The Interrelatedness of Language Processes
The Boy Who Dared
During this thematic unit, students read the novel, “The Boy who Dared” by Susan Campbell Bartoletti. This is a historical fiction novel based on the life of Helmuth Hubener, a German teenager who fought against the Nazi regime using words and anti-war propaganda.
Select a Picture
This strategy can be used as a scaffolding tool for introducing a new topic. It gets students engaged in thinking about the topic, stimulates discussion about a new idea, and is a way of making the topic accessible to each student.

Select a Picture Activity
What comes to mind when you hear the word “Holocaust”? Select a picture and explain the connection you made.
Share at your tables.

Carrousel Activity
Students worked on a carrousel activity in which they rotated through different stations displayed around the classroom, making comments or stating questions on post its as they did so. Then the class discussed their reactions to the pictures.

Map Activity
The teacher drew a map of Europe, and as they read the chapters, the students stopped to find the different countries that were being occupied as World War II unfolded.

Creating a Timeline
The teacher also provided a timeline with pictures of key events. The timeline was used as a reference point during the reading of the novel. This helped students sequence the historical events. The timeline helped make the novel more comprehensible.

Video Support
Students viewed a video clip (United Streaming) of the main events during World War II. They were asked to sequence the events, working in groups of four, and then they discussed their results with the whole class.

Reviewing Key Ideas
Students worked on a Quiz-Quiz trade activity (Kagan) reviewing the main events in the book and the war.
Students wrote a question about the novel on one side of a card and the answer on the other side.
Then, they had to find a partner by raising their hand and questioning their partner on some aspect of the war or the novel.
Quiz-Quiz
Once they both answered their partner’s question, the students traded cards and raised their hand in search of a new partner to quiz with the new question.

Debatable Statements
In this activity, students were presented with a debatable statement. In four different corners in the classroom, the teacher had strongly-agree/agree/disagree/ strongly disagree signs.
Students were asked to stand in the corner that best represented their view on the statement. As a team, students were asked to come up with persuasive arguments to convince classmates of their position and then write a position paper.

Principles for Success
Teaching should support students’ languages and cultures

1. Support of a multilingual ecology in the school
The children’s and families’ home language practices are recognized as a resource and are visible in the visual landscape of the school.

Multilingual Ecology -welcome sign
Parent Bulletin Boards: Inform families of services available at the school and in the community.
Student work
Bilingual library

2. Support of bilingualism in the education of emergent bilinguals
The home language practices of emergent bilinguals are recognized as a resource and leveraged in all programs, whether ESL or bilingual. This is a process referred to as translanguage.
The entire linguistic repertoire of emergent bilinguals is to be used flexibly and strategically in instruction in order to engage the children cognitively, emotionally and creatively.

Working with home language partners in science
Students discuss circuits in home language groups and record their findings in their journal in English.

Ways to Draw on Students’ Languages
Students read bilingual books
Students can read the home language book as a preview for the book in English or use a bilingual book as a resource when reading in English.

Students are grouped by home languages to discuss in the home language how to do homework in English.

Students use the home language to discuss homework with parents.

Teachers invite in speakers of languages the students speak.

Cognates—Building Academic Vocabulary
Cognate/Content Word Walls
Principles for Success
Teaching and assessment should reflect faith in the learner.

Faith in the Learner
It is important to challenge students by providing them with high level academic content.
At the same time, they need support to make the curriculum comprehensible.

Using Formative Assessment
Formative assessment is one component of an overall assessment system that also includes interim and summative assessments.
Teachers can help ELLs improve their writing of academic genres by using formative assessments.
MacDonald and colleagues (2015) outline a 4 step approach to using formative assessment.
Step One
Design and teach lessons that have a consistent focus on developing both academic content knowledge and academic language.
Write language objectives.
These objectives provide language learning targets.
Step Two
Sample students’ language.
This requires that teachers plan lessons during which students will produce language in oral or written form that can be collected.
Teachers could take notes as students engage in discussion or give oral reports.
Teachers can keep records as students read.
Teachers can collect student writing samples.
Step Three
Teachers analyze student language samples.
Teachers can use checklists, rating scales, and rubrics.
Step Four
Provide formative feedback.
As MacDonald and her colleagues explain, formative feedback is designed to:
Give students clear, progress-oriented, and actionable information about their language use—both what they’re doing well and what they can do to become more effective users of English—and to adjust instruction to meet students’ needs. (p. xix)
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Books about refugees


Professional References


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