



Building a Student-Centered Learning Environment (Shelter) for an English Language Adult Learner (ELAL) in Accelerated Classrooms

Round Table Discussion

Carmen L. Lamboy, Ed.D.
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Situation:

You have 25 students in your classroom. You have about 10 students whose first language isn't English. You are NOT a language facilitator. You teach _____ (Content Class: Math, Biology, Social Sciences). This is an accelerated five week course and all your students are at least 23 years of age.

**Building a Student-Centered Learning Environment (Shelter) for
an English Language Adult Learner (ELAL) in Accelerated
Classrooms**

Step one – What do you know? /What do I want to learn?

K What I <u>K</u> now	W What I <u>W</u> ant To Learn	L What I Have <u>L</u> earned

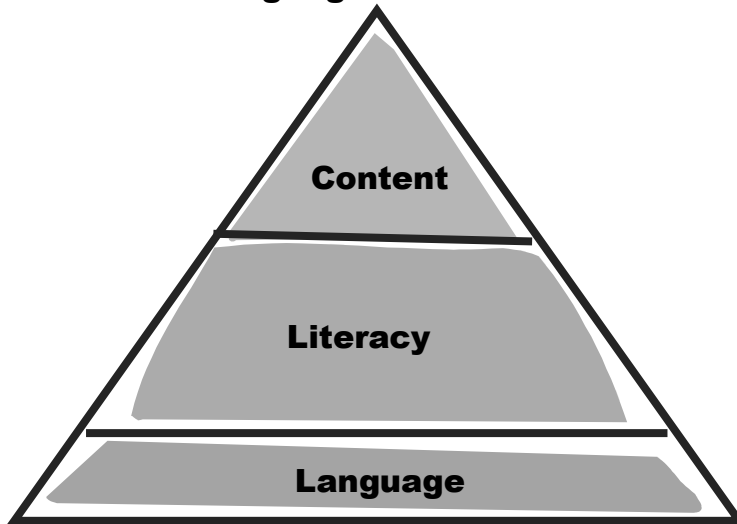
Setting up your classroom so ELAL can excel...

Use **C**ognitive **A**cademic **L**anguage **L**earning **A**pproach

Cognitive Academic Language Learning Approach (CALLA)

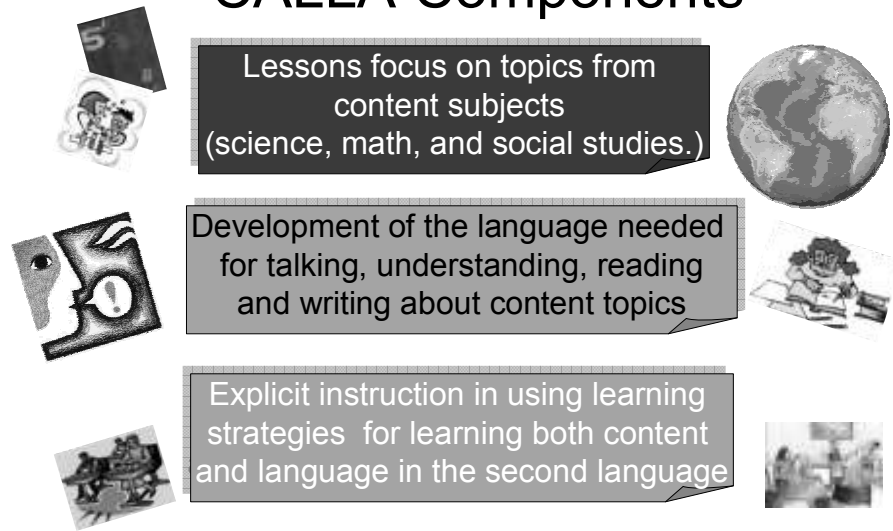
Based on:

Academic Needs of L2/Dual Language Learners



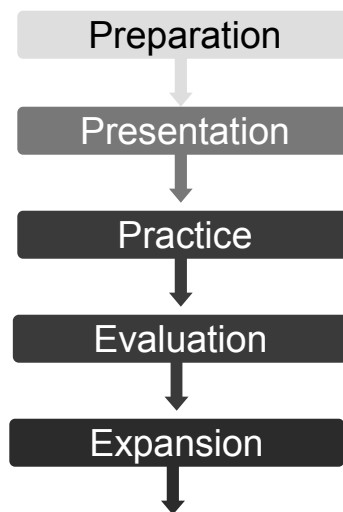
According to Chamot, (1998), CALLA has three major components:

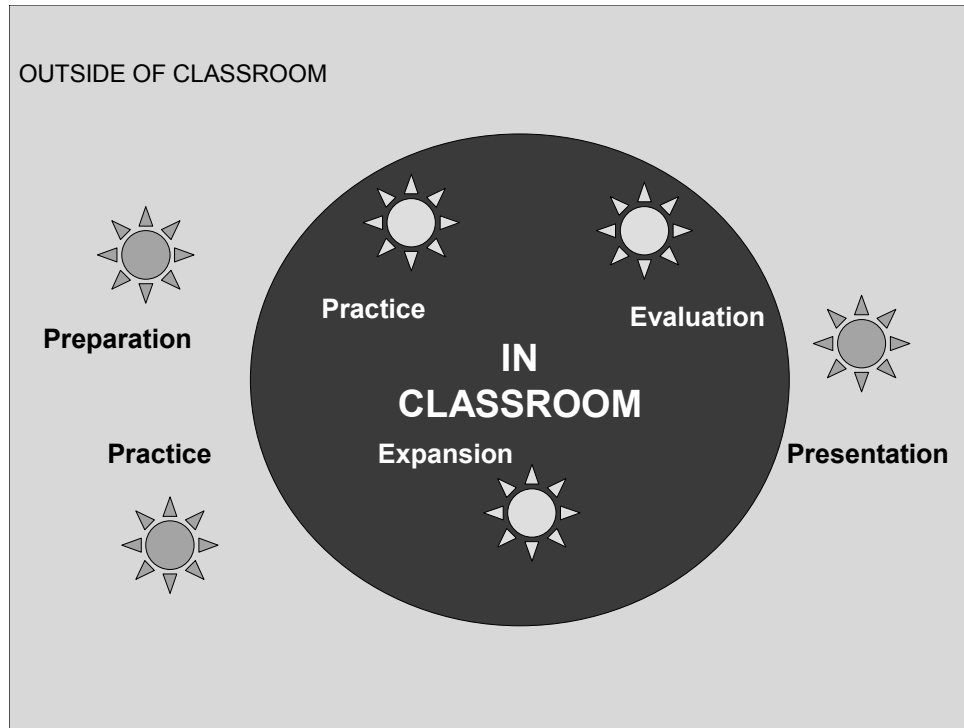
CALLA Components



In order to integrate these components, teachers using CALLA follow an instructional sequence of five phases.

CALLA - Phases





Preparation, Presentation and some **Practice** is carried outside the classroom.
Practice, Evaluation and **Expansion** should occur inside the classroom.

The first phase is *Preparation*, in which the facilitator introduces the lesson, solicits prior knowledge, and explains the tasks and strategies needed. In the second phase, *Presentation*, the facilitator introduces any new language needed, as well as any new content and strategies. The *Practice* phase follows and gives the student a variety of meaningful ways to practice using the new skills, strategies, and information. Learning logs and journals are used as part of the *Evaluation* phase. An *Expansion* phase is last and students try to apply what they have learned to other areas of their lives.

Workshop Sample (Excerpt)
Substances and Mixtures

Specific Objectives:

Students will identify the characteristics of a substance and a mixture.
Students will apply different solutions to separating mixtures.

Language Objective:

Students will summarize information using a map.

Websites:

<http://www.sirinet.net/~jqjohnso/matter.html>

<http://www.factmonster.com/ce6/sci/A0833482.html>

<http://www.answers.com/topic/mixture>

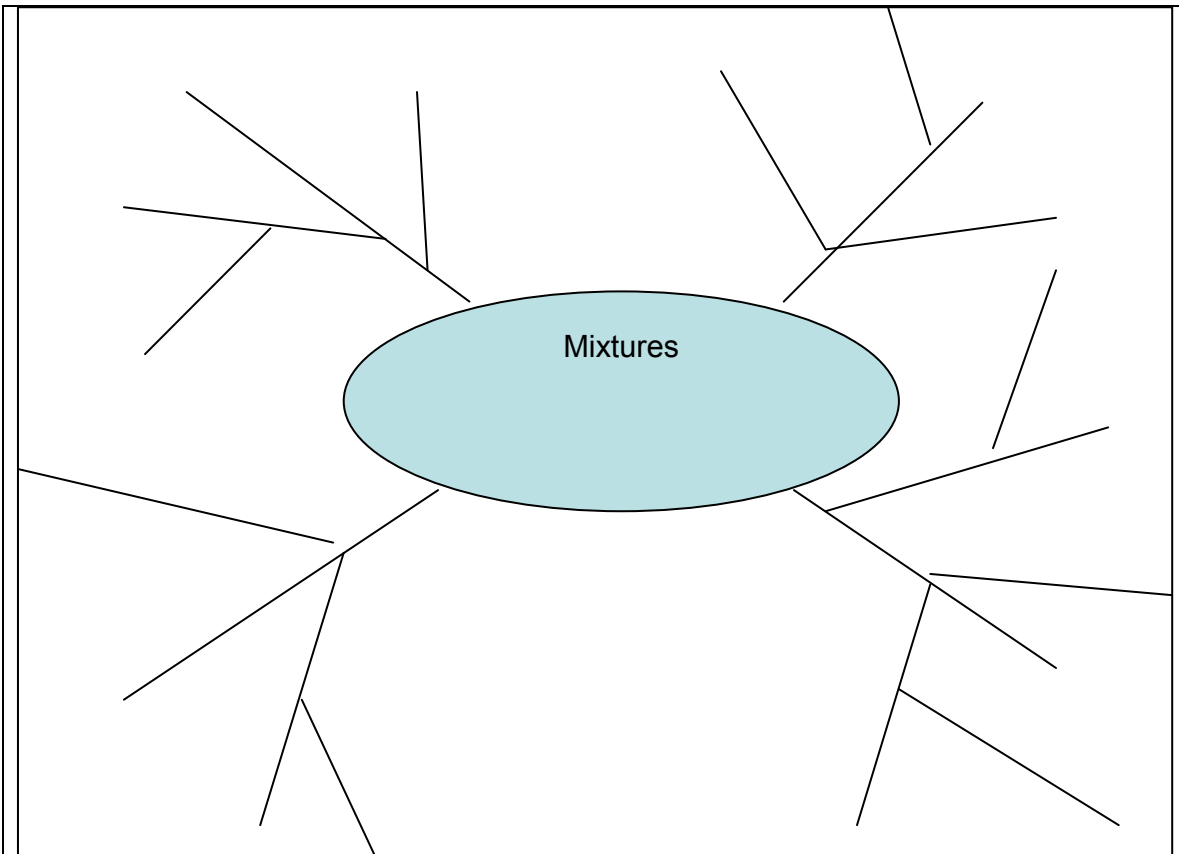
<http://homepages.westminster.org.uk/Nick.Hinze/Notes/Fifth/ecm.htm>

<http://www.tqnyc.org/NYC051293/compoundmixtures.html>

Assignments before Workshop 3:

1. Answer the following question by what you know already about substances and mixtures: What happens to substances when they are mixed? (What we want you to do here is to give your personal perception of this question. There is no right or wrong answer)
2. Carry out research and read information on mixtures and substances. The web site addresses above will help you. You may also read from your textbook on the topic of substances and mixtures.
3. As you read, take notes or complete the diagram included in Appendix A. (Reproduced below)

Appendix A



4. Bring your chart and notes to class. Write a new answer to the question in Step 1. Bring both answers in to the workshop. How are they different? What have you learned?
5. Facilitator: bring in the following materials: pepper, water, plastic containers, rice, plastic baggies, sand, marbles, salt, any other substances you may mention for Activities #1 and # 3.

Activities:

1. Facilitator brings in some sand and marbles and salt and plastic baggies. The facilitator pours each one into a plastic bag and mixes them thoroughly. Ask students: Do the substances change their properties? Is sand still sand? Is salt still salt? Are the marbles still marbles?
2. Ask them how they would go along separating the substances, once in the mixture. Elicit different responses.
3. Place students in groups and provide them a list of mixtures. Have them work out solutions to separate the mixtures into different substances. Some examples would be: beans and rice, beans and water, rice and pepper, pepper and water. They may use the following chart to jot down there results:

Solutions and Mixtures

Which way would work best to separate each mixture – spoon, sieve, filter paper, or something else? Explain why that way would work.

Mixture	How?	Why does it work?

4. Have them present their solutions by presenting a newscast with their “news”.

Assessment:

Have students score each others presentations on creativity and getting the message across. Discuss positive points. Clarify any doubts or gaps.

Sample Passage:

"The substances in a mixture are not chemically combined. The substances keep their separate identities and most of their own properties. This is an important property of mixtures. Think for a moment of a mixture of sugar and water. When the sugar and water are mixed, the water is still a colorless liquid. The sugar still keeps its property of sweetness even though it is dissolved in the water. Although they may look identical, you can easily taste the difference between plain water and a sugar-water mixture."

(Unknown)

Group Exercise

Example of Dictogloss/Double Entry Journal (See Glossary for definition)

- Pair off with someone else. If it is an odd number of participants, you may have groups of three. Try to pair off with someone who didn't do the same strategy as you did.
- Together with your notes and what the other members of your group may have jotted down, reconstruct what these slides were about.
- What is Sheltered Instruction?
- Share....
- Could you use this for Social Sciences? How about Science? Biology?
- Would a native speaker of English be tune-out?

Glossary

This is a list of Strategies.

Brainstorming - a method of shared problem solving in which all members of a group spontaneously contribute ideas. See www.brainstorming.co.uk/documents/bsrules.rtf for the rules of brainstorming.

Bubble Map - used for describing using adjectives (and adjective phrases). Unlike the Circle Map which is used for brainstorming, The Bubble Map is a tool for enriching students' abilities to identify qualities and use descriptive words. "Use vivid language to describe the characters in the story. Be sure to include not only words the author uses but descriptors you can infer from the story as well."

Circle Map - used for brainstorming ideas and for showing prior knowledge about a topic by providing context information.

Connect-two - a reading strategy that can be used prior to, during and after reading. Given a list of words, students try to identify connections between any two words on the list and explain the rationale. Samples include:

"_____ and _____ are connected because _____."

"_____ and _____ go together because _____."

"_____ and _____ differ because _____."

"_____ and _____ are similar because _____."

BEFORE READING: Work with a partner, and take turns identifying connections between any two words on the list. Be sure to explain your rationale for the connections you make. Individuals from each pair then share with the class

Benefits of pair work and oral sharing include:

- Students develop oral language,
- Students receive appropriate modeling,
- Students practice supporting and refining their own ideas.
- Students share prior knowledge, learn from each other, and have greater linguistic and conceptual readiness for the reading task.
- Students can ask for clarification of terms.
- The teacher can prompt higher-level thought through follow-up questions.
- Students are exposed to vocabulary words through various kinds of connections that promote both cognitive flexibility and more in-depth understanding of the terms.
- The teacher can discuss the connections made and focus on specific skills used such as: synonyms, antonyms, root words and derivatives, suffixes and prefixes, cause and effect relationships, positive and negative

- connotations, words that express different degrees of a common concept, parts of speech, and so forth.
- When provided guided practice in context, students can more readily transfer previous skills learned to other written and oral activities.
 - Students become more curious about the reading task that follows.

DURING READING

If individual work: Read the assigned selection and identify the connections made in the book that the class suggested. Look for new connections and record the connections you feel are the most interesting or important to remember on the CONNECT TWO sheet provided.

If pair work: Silently read identified portions of a passage, or take turns reading out loud, and then discuss connections found with your partner. Record ideas on the CONNECT TWO sheet provided.

AFTER READING:

Individuals or partners share their connections with their teams, and then team members share with the class.

The teacher again uses questioning techniques to promote higher-level thought and increase language development.

Students discuss the connections and what they learned. They identify what they learned and correct any predictions made before reading that were inaccurate.

If students are to be tested on the material, they identify the connections they feel would most likely be included on an assessment measure. The teacher provides feedback and additions as needed.

Students are encouraged to use the new vocabulary as relevant in follow-up assignments. A teacher may require use of a specified number in a closely related written assignment.

SAMPLE WORDS FOR A CONNECT-TWO ACTIVITY

Weather Lesson

instrument data
 thermometer wind speed
 forecast density
 condensation air pressure
 temperature humidity
 water vapor evaporation
 barometer meteorologist

air mass wind
 cold front water cycle
 anemometer precipitation
 heat cloud formation
 cold warm
 cool high
 low

The words were chosen because they are the critical concepts needed to explain the key principles in the chapter on weather forecasting.

Adapted by Jeanette Gordon, Illinois Resource Center

Dictogloss - Require students to listen to a text or presentation. Ask them to take notes. They use their jottings to reconstruct a shared version of the text with the same meaning as the original. Students work collaboratively to process spoken information. In adult learning, you may ask students to re-construct your presentation

Double Entry Journal - allows students to record their responses to text as they read. In the left-hand page or column, the student copies or summarizes text which is intriguing, puzzling, or moving, or which connects to a previous entry or situation. In the right-hand page or column, the student reacts to the quotation or summary. The entry may include a comment, a question, a connection made, or an analysis. Entries are made whenever a natural pause in the reading occurs, so that the flow is not interrupted constantly. Double-entry journals allows the student to pick out the parts that HE/SHE thinks are important, and to ask the questions that HE/SHE have, instead of doing exercises that the teacher made up. Doing their reading this way will help to improve their comprehension and vocabulary. It will also help them remember the material better.

Fishbowl - The basic premise of the activity relies on the fishbowl metaphor. The majority of the class (including the teacher) functions as members of the "bowl." As an inanimate object, the bowl spends a majority of the time listening carefully to the discussion within the bowl. Only after the teacher indicates that the bowl may participate do members of the bowl have the opportunity to voice their questions, opinions or inferences. Ideally, members of the bowl should be anxious to participate. Also, since many of the members of the bowl will not have prepared for the question being discussed, allowing them an opportunity to speak encourages fresh perspectives and insights.

The "fish" within the bowl are those members of the class who function as active participants in the discussion. They focus only on one another, talking to each other rather than to the teacher or their classmates. Ideally, members will use the focused discussion as an activity that both reviews what they know and produces new knowledge and understanding.

Finally, the "water" that supports the fish is the conversation that occurs between group members. When conversation runs dry, it is time to ask the bowl to participate.

One further note: it is important for the teacher to act as a guide through the discussion, not as an active participant.

How to Teach:

There are a variety of ways to set up a successful Fishbowl Discussion.

Preparation:

Individually, students should prepare for the discussion by answering a set of teacher generated open-ended questions. The teacher may assign the questions the previous night or at appropriate times during the reading of the novel. Assigning a large quantity of questions is appropriate, but for real success in the discussion the depth of individual answers is more important than breadth of questions covered.

In a group (best between three and five students), students work to answer teacher generated questions. Place individual questions on 3x5 note cards and allow each group only one card at a time. By providing time in class for group discussion, each group has already prepared a "rough draft" of the discussion they may have in front of their classmates. Again, stress the importance of depth and breadth.

Discussion Set Up:

Limiting the discussion to one question per set of fish encourages in depth answers from students. Additionally, students will naturally tend to "expand" the issue, often times moving into other areas of discussion. Make a choice: if discussion is appropriate and fresh allow it, if not, call for the bowl to participate.

If preparation was done individually, fish may be selected in a number of fashions. Generally, a random grouping works well. Obviously, each student should have prepared the question under discussion.

If preparation was done as a group, then draw a 3x5 card and choose a "practice" answering the question, reinforce the importance of talking to each other, as opposed to talking at each other.

Flow Map - used by students for sequencing and ordering information.

Graphic organizer - Visual or pictorial representations of key concepts in a particular area of study. Graphic organizers are visually displayed in ways that help to explain the interrelationships among the main ideas.

Jigsaw - Each team becomes an “expert” on one aspect of a topic of study by working together. They then share their knowledge with others in the class; and all participants are responsible for the whole. (for a more in depth explanation and examples please go to the *"Bank of Strategies for Instruction and Assessment "* activity in the Content module)

KWL Chart - instructional technique known as K-W-L, created by Ogle (1986) was introduced into classrooms. Teachers activate students' prior knowledge by asking them what they already **K**now; then students (collaborating as a classroom unit or within small groups) set goals specifying what they **W**ant to learn; and after reading students discuss what they have **L**earned. Students apply higher-order thinking strategies which help them construct meaning from what they read and help them monitor their progress toward their goals. A worksheet is given to every student that includes columns for each of these activities.

Learning Log with Sentence Prompts - Sentence prompts are provided for student Learning Logs to guide student focus as they record and reflect on their learning.

Numbered Heads Together - In order to check on group members' subject mastery following instruction, the students break into groups, and the teacher assigns numbers to each student (e.g. 1, 2, 3, 4). Then the teacher asks questions requiring that team members consult with one another to make sure everyone knows the answer to the question. The teacher then calls a number, and the student(s) assigned that number are called upon to answer. There are 4 steps: 1) students break into groups, and each group numbers off, 2) teacher asks a question, 3) students put their heads together and make sure they can all answer the question, 4) the teacher calls a number, and the students with that number stand to participate in answering the question.

Roundtable Brainstorm - The teacher asks a question with many possible answers. Each student shares an idea with his or her teammates orally (roundrobin) or in writing (roundtable; paper goes around the table with each students contributing in turn). With simultaneous roundtable more than one pencil and paper are passed around the group at the same time.

Roundtable/Roundrobin - The teacher asks a question that has many possible answers and where all students can easily contribute. In roundrobin students take turns sharing ideas orally. They go around the group each sharing one idea at a time. Students continue taking turns until time is called. As the more obvious examples have been shared, a student may not have a new idea and simply

says, “I’m still thinking.” Roundtable functions similarly to round robin with the following exception: students pass one piece of paper around the team and write their answers. Students don’t write complete sentences, just key words or examples. With simultaneous roundtable more than one pencil and paper are passed around the group at the same time.

Scaffolding - This concept is based on the idea that at the beginning of learning, students need a great deal of support, gradually, this support is taken away to allow students to try their independence. Providing support takes place in a number of ways - the way in which the selections are organized in a theme, the amount of prior knowledge activation that is provided, the way in which the literature is read by students, and the types of responses students are encouraged to make.

Sentence Sort: Matching - Sentences representing two different categories are written on separate strips of paper. Students match the sentences based on the relationships between the categories described in the activity directions.

Sentence Sort: Ranking - Sentences reflecting a hierarchy are written on separate strips of paper. Students rank the sentences as described in the activity directions.

Sheltered Instruction - Sheltered instruction is a series of methods and techniques that teachers can use to help English language learners more easily understand and acquire English and content area knowledge and skills. “...draws from and complements methods and strategies advocated for both second- language learners and mainstream classrooms.” “Sheltered Instruction is beneficial for English language learners because the more familiar they are with academic tasks, routines, etc., the easier it will be for them to focus on the new content in mainstream classes.”

Syntax Surgery - Students go through a difficult passage word by word and use colors, underlining, circling and arrows. They demonstrate how one word relates to others so they could work through the meaning of words and the meaning of the overall paragraph. A strategy that allows students to see the relationship of elements within a sentence that may be confusing to understand. Because English syntax often differs from the word order found in students’ home languages, ELLs sometimes encounter difficulty in comprehending sentences they read or confuse word order when speaking or writing in English. (Herrell, 2000)

Team Jigsaw - (Also called "Jigsaw" when referring to individuals as experts; rather than teams). Each team becomes an “expert” on one aspect of a topic of study by working together. They then share their knowledge with others in the class; and all participants are responsible for the whole. (for a more in depth

explanation and examples please go to the "*Strategies for Instruction and Assessment*" activity)

Text-mapping - a graphic organizer technique that can be used to teach reading comprehension and writing skills, study skills, and course content. It is practiced on scrolls, which are an alternative environment to books. It is used for pre-reading. This is something that can be carried out in class, and later, once used in class, can be included in the "Assignments before Workshop" Section. Once text-mapping is carried out, in class, you may ask students to read silently (have additional normal-format reading available.) As an assignment, you may want students to map, read and answer their own questions on the map as they read. They may bring in their maps and share the process with the class.

Think-Pair-Share - Students think to themselves on a topic provided by the teacher. They pair up with another student to discuss it. Then they share their thoughts with the class. (for a more in depth explanation and examples please go to the "*Strategies for Instruction and Assessment*" activity)

Within Team Jigsaw - Members within a team collaborate with each other to learn and share information. Each member of the team learns or prepares one component of a task and teaches it to the other members. Members are responsible for the whole.

Word Sort - A word sort requires students to group words from a reading passage into different categories. They are called "sorts" because they involve sorting words written on individual cards into groups based on commonalities, relationships, and/ or other criteria. Word sorts require students to actively decide which words are similar and which words are different.

Word sorts are effective vocabulary building activities which isolate important words and allow students to construct and share their own interpretations and definitions. Word sorts can be effective before, during, or after reading a particular passage. For example, they allow students to familiarize the words from the passage (before reading), activate and build on their prior knowledge (during reading), and change receptive vocabulary into expressive vocabulary by trying out the new words in context (after reading).

In a closed word sort, the teacher lists the categories for the students to use. In an open word sort, the students discuss the words and then develop their own categories. In general, open word sorts are more desirable since they require more critical thinking, which, in turn, requires students to communicate and use more language. Open word sorts are also less risk for second language learners since there are no wrong answers. On the other hand, a closed word sort is a good way to review words for a test in which students will be required to sort information into specific categories. The number of words to use with second language learners varies depending on the prior knowledge of the students as well as their language proficiency. For young children, five to ten words may be

appropriate. For older learners, fifteen to twenty words work well in a word sort activity.

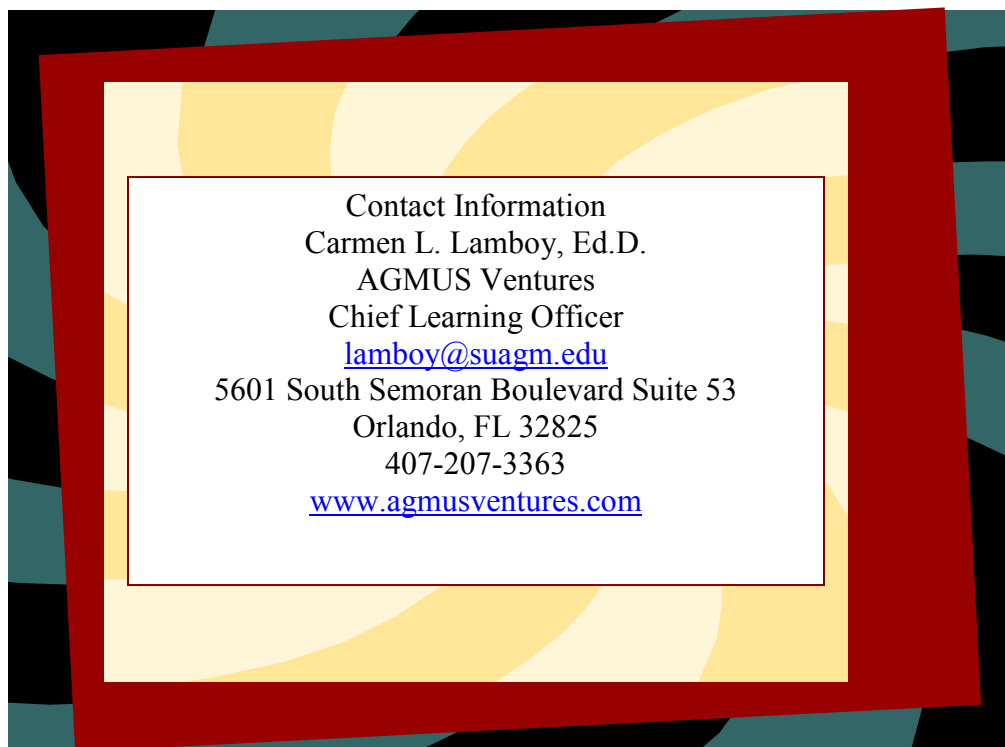
Developing Word Sorts:

1. Make a list of 5 to 10 words (or phrases) from the unit/lesson. The words should be derived from the main principles, key concepts, and/or topics that you want to be sure that the students understand.
2. Add any other difficult words from the passage that your students will need in order to comprehend the text.
3. Look at your list of words. Figure out what categories you would use if you were going to put these words in some sort of order.
4. Add a few more words that will help make the existing words fit into categories. These words may be “easy” or common sense words that simply offer clues to the students.

Implementing a word sort activity:

1. Have the students work in pairs or small groups. (Working in pairs will promote more involvement by each student.)
2. Have the students discuss the words and then categorize them.
3. Be sure that the students discuss their reasons for the categorization with each other.
4. Have the small groups share their categories with whole group.
5. Give students an opportunity to revise their categories after group discussion.

Adapted from Vaccar, 1996, Lenski, 1999, Tolman & Cieply, 2001 by Suzanne Wagner, 2001.



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