

Helping Students of Limited English Skills in the Regular Classroom

Elementary Edition

Presented by Virginia Pauline Rojas
Volume IX Issue Six

Program 1 - Mainstreaming English-Language Learning Students 33 minutes

Program 2 - Effective Teaching and Assessment for English-Language Learning Students 31 minutes



The English-Language Learner

"I don't understand!"

That statement takes on a very literal meaning for students of limited English proficiency in a regular classroom setting. Teachers can be equally frustrated by the formidable challenge this presents.

Issue Six Volume Nine of *The Video Journal of Education* looks at the problems and opportunities presented as growing numbers of ESL students enter new classrooms. Highlights of these videotape programs include:

- The mainstream classroom.
- Becoming like an immersion teacher.
- Cooperative learning and assessment strategies helpful to students of all language proficiency levels.
- The power of collaboration between mainstream and ESL teachers.

Meet Our Presenter

Dr. Virginia Pauline Rojas is an international educational consultant. With a linguistics background, she writes and trains extensively on English as a second language. Dr. Rojas frequently trains in American international schools

throughout the world. These schools follow American curriculum to educate not only students from the United States but from countries across the globe.

Suggestions For Using This Issue

Become acquainted with the program material.

- Utilize the guidebook.
- Listen to the audiotapes.
- Watch the videotapes.

Plan staff development activities.

- Choose questions to enhance understanding.
- Engage the viewer in discussion.
- Duplicate pages in the guidebook.

Use the videotapes for maximum benefit.


- Show part of a video, stop, and discuss.
- Allow individuals or small groups to watch the videotapes.
- Watch the tapes repeatedly for greater understanding.
- Include parents and community leaders.

Discussions generated from watching these programs provide the greatest benefit.




Program 1

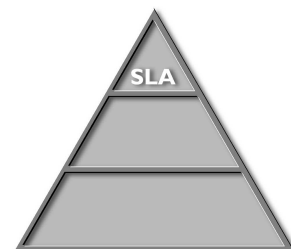
Mainstreaming English-Language Learning Students

Content Outline to Facilitate Viewing

If you plan to watch only a specific segment, look for the colored icon  indicated below and found at the time listed. In the videotape, the icon will appear in the lower right-hand corner of the screen.



Time	Program Outline
0:00  Gold	<p>Beginning of Videotape Introduction to Issue Mainstreaming English-language learning students into the classroom is the best way to help them acquire necessary language skills.</p> <p>Program 1 Summary Teachers who strive to become like immersion teachers mainstream ESL students. They use professional knowledge of second language acquisition, empathy, and instructional and assessment strategies for multilingual settings.</p>
4:17  Red	<p>Mainstreaming ESL students are placed into mainstreaming classrooms with the expectation that they will learn English as they learn classroom content.</p> <p>In mainstreaming, it is vital to create an immersion experience, not a potentially damaging submersion experience. This is accomplished by adjusting the experience with help from ESL teachers and other resources.</p>
9:05  Blue	<p>Three Capacities of an Immersion Teacher</p> <ul style="list-style-type: none"> • At the top of the pyramid is professional knowledge of second language acquisition (SLA). <p>As a start, mainstream teachers need to give a lot of input, make it comprehensible, and allow for a lot of output, that is, student talking.</p>



Time

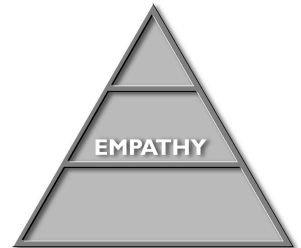
Program Outline



Blue (cont...)

- In the middle of the pyramid is **empathy**.

As the **ESL student feels** acceptance and **empathy** from teachers and classmates, the **trust** in those he or she must work with will emerge.



16:12

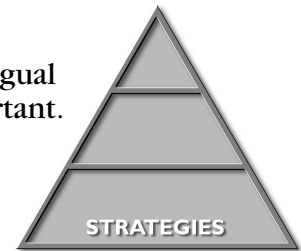


Yellow

Strategies

- **Instructional and assessment strategies** for multilingual settings is at the base of the pyramid and is most important.

Cooperative Learning Strategies benefit ESL students and all learners. Each student has a **role** in the strategy and by doing and talking, they **acquire language**.



Kagan Structures are simple cooperative learning strategies:

- Turn-4-Thought
- Send-A-Problem
- Spend-A-Buck
- Flashcard Game

Other cooperative learning strategies:

- Found Poem
- Write Aids
- Jigsaw

Additional Kagan structures explained:

- RoundRobin
- One Stray
- Corners
- Who-Am-I?

32:45



End of Program 1

Testimonials from educators and examples of classrooms are featured throughout this program.

Discussion Questions

Program 1 - Mainstreaming English-Language Learning Students

These questions are designed to help educators probe deeper into the information presented and to process the ideas provided in the program. Consider using selected questions for discussion to stimulate thinking before viewing the videotape.

1. Why is mainstreaming replacing pull-out programs as a way of teaching English-language learning students?
2. Evaluate the mainstreaming concept. Share the advantages of students learning language in the context of learning subject content.
3. Discuss the difference between "immersion" and "submersion" in a mainstreamed classroom.
4. How can ESL teachers be utilized to prevent ESL students from sinking as they are immersed in a mainstreamed classroom?
5. What initial biases could hinder a teacher's ability to help an ESL student in various learning situations? Give examples of behavior that would reveal such biases. How can ESL teachers help overcome those biases?
6. Imagine the classroom through the eyes of your ESL students. What feelings will hinder their success or encourage them to continue trying despite their mistakes?
7. How would you defend cooperative learning strategies as a helpful tool for ESL students to a doubting colleague?
8. What cooperative learning strategy presented in the videotape is most compelling to use in your classroom?
9. A basic component of effective strategies is student communication and interaction. How can this be applied to the writing process?
10. Immersion teachers are encouraged to engage students in "reading to learn" experiences. How is this different from "learning to read" activities? Do you agree? Why or why not?
11. Share a previous experience teaching ESL students. How does the videotape shed light on this and what are you now willing to try?
12. Brainstorm ways to share successful strategies with other teachers facing similar challenges. What other school/district resources might be better utilized to counter obstacles faced by ESL students?

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aprenda

Learn





Group Activity: Spend-A-Buck*

Divide into groups of four. Each group needs a copy of the six cards below to spread out on the floor or a table, and each person needs four quarters. As a team, read each card and discuss what it means.



By using a Kagan structure called "Spend-A-Buck," determine how strongly your team feels about second-language acquisition philosophies. Each team member must spend his/her quarters on more than one card, those they feel most strongly about. The team then tallies the results to determine the team choices. Select a spokesperson to share with everyone your group's beliefs.






It's better to ask ESL students to add to their native language, switching to English when they're ready.







It's better to ask ESL students to subtract the language they speak and speak only English.






Mainstreaming ESL students into the regular classroom as soon as possible is best.



Leaving ESL students in a pull-out system as long as possible is best.



Students must learn English before they can participate in other discipline activities such as math, science, and social studies.



ESL students already have content knowledge and simply need a way to express what they know.

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Learn

УЧИТЬСЯ

Program 2

Effective Teaching and Assessment for English-Language Learning Students

Content Outline to Facilitate Viewing

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Time	Program Outline
0:00	<div data-bbox="191 894 289 968" style="float: left; margin-right: 10px;"></div> <div data-bbox="305 894 329 951" style="writing-mode: vertical-rl; transform: rotate(180deg);">Gold</div> <div data-bbox="407 905 769 938">Beginning of Videotape</div> <div data-bbox="505 974 823 1005">Review of Program 1</div> <div data-bbox="597 1010 1547 1146"> <p>Mainstreaming English-language learners into the classroom was introduced as the best way to help them acquire English-language skills. Use of professional knowledge of second language acquisition, empathy, and instructional and assessment strategies were discussed.</p> </div> <div data-bbox="505 1184 823 1215">Program 2 Summary</div> <div data-bbox="597 1220 1547 1356"> <p>This program will look at more classroom practices to meet the needs of the ESL student. Various assessment strategies will also be explained and the power of collaboration between the mainstream and ESL teacher will be shown.</p> </div>
3:56	<div data-bbox="191 1417 289 1491" style="float: left; margin-right: 10px;"></div> <div data-bbox="305 1417 329 1474" style="writing-mode: vertical-rl; transform: rotate(180deg);">Red</div> <div data-bbox="407 1465 716 1499">Classroom Practices</div> <div data-bbox="505 1535 1282 1568">Designing classrooms with strategies to be "ESL friendly."</div> <div data-bbox="597 1587 1065 1621">The use of visuals and graphics.</div> <div data-bbox="597 1631 1515 1665">Fostering interaction between ESL students and native speakers.</div> <div data-bbox="597 1675 1537 1745">Differentiating instruction to students with varied skill levels and learning styles.</div> <div data-bbox="597 1755 1234 1789">Encouraging expression from ESL students.</div> <div data-bbox="597 1799 1547 1835">Utilizing the buddy system to pair ESL students and native speakers.</div>

Time	Program Outline
16:27	<p>Assessment Strategies</p> <p>Assessment practices should be designed to involve ESL students in better learning.</p> <ul style="list-style-type: none"> The use of retelling. Utilizing a rating scale. The use of journals. Applying a Kagan structure called "Stand & Share" for informal assessment to check comprehension.
19:30	<p>Collaboration</p> <p>Forming partnerships or "co-teaching" relationships between mainstream classroom teachers and ESL teachers are essential for ESL student success.</p> <ul style="list-style-type: none"> The best place to have the ESL teacher is co-teaching in the <i>mainstreamed classroom</i>. ESL teachers can become a source of support for mainstream teachers. Collaboration between the mainstream and ESL teacher takes careful planning.
30:33	<p>End of Program 2</p>

Testimonials from educators and examples of classrooms are featured throughout this program.

Discussion Questions

Program 2 - Effective Teaching and Assessment for English-Language Learning Students

These questions are designed to help educators probe deeper into the information presented and to process the ideas provided in the program. Consider using selected questions for discussion to stimulate thinking before viewing the videotape.

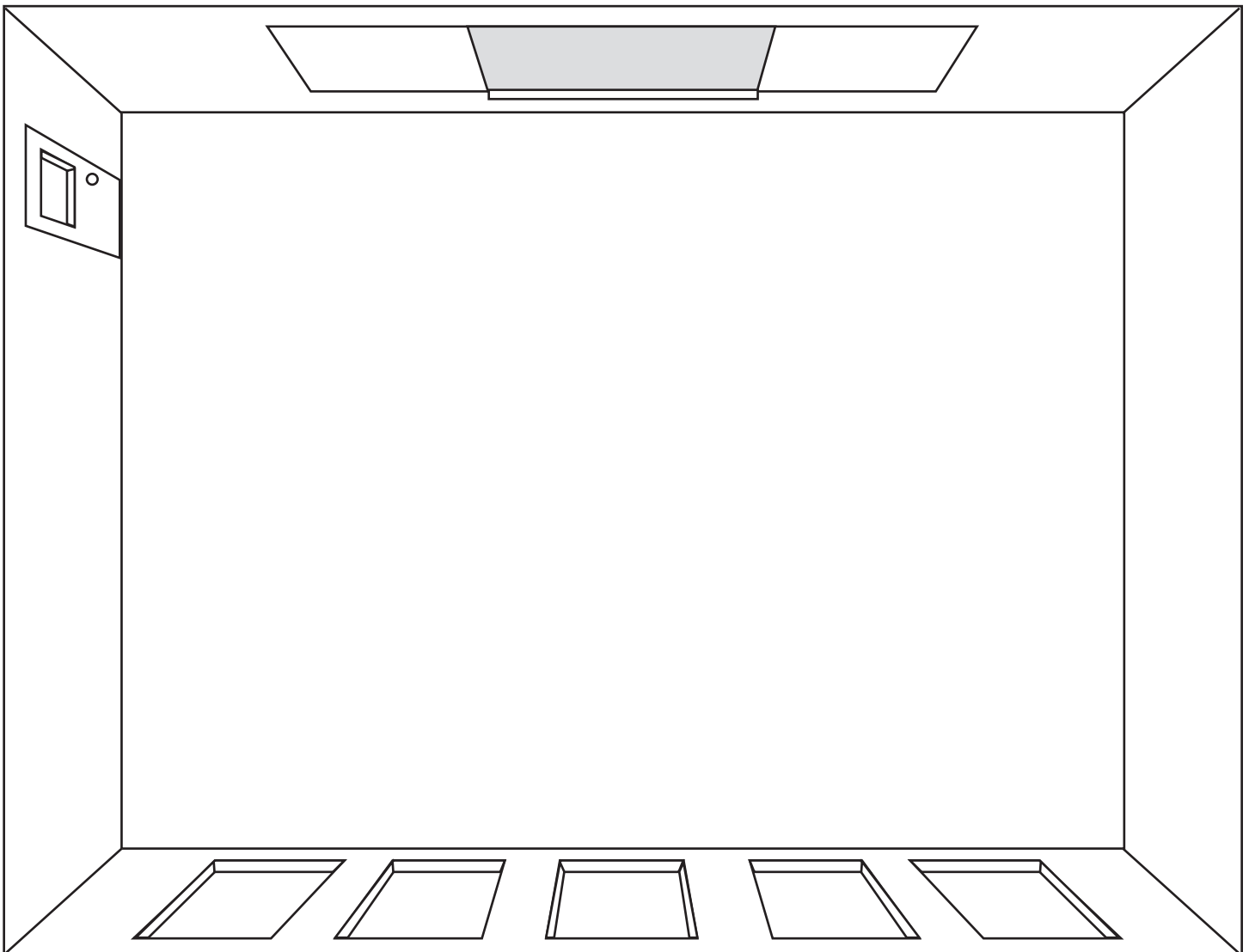
1. Share experiences using visuals like graphic organizers and thinking maps as learning tools. How can these be used to help students transfer learning into a different language?
2. What is the connection between the process of writing and the acquisition of second language skills? Generate ideas reflecting the ways writing can be effective in helping students learn a second language.
3. Why is it important to give consideration to individual differences when making decisions about ESL student placement?
4. Outline the benefits of planning time between mainstream and ESL teachers in a co-teaching format, and create an agenda for such a meeting.
5. Brainstorm the role of the ESL specialist in the mainstream classroom. Think of a specific classroom and define what factors will improve the co-teaching process.
6. Do you believe rigor has a place in the content of ESL students? Defend your response.
7. What traditional notions about assessment can hinder an ESL student's performance and misrepresent their level of learning?
8. Share and explain your understanding of the following quote: "Teachers need to tailor and adapt their instruction and assessment methods, not water down the curriculum for limited English proficient students."
9. Describe the hidden power in the simple assessment strategy of students restating learning in their own words. Try it by restating a simple rhyme in your own words.
10. Discuss the use of journals as a learning tool and assessment strategy. What cautions would teachers be wise to observe?
11. How can the process of collaboration between ESL and mainstream teachers improve in your school?

Learn

Living Bulletin Board: The Co-Teaching Classroom

On this page, you are looking down into an empty classroom. Divide into pairs or groups. If possible, group someone who has ESL teaching experience with a mainstream teacher. Together, using pencils with erasers, fill in the classroom where co-teaching would take place. Plan how the classroom would look throughout the day and how it would change using various cooperative learning strategies. Draw in as many details as possible, answering the following questions.

- What is the classroom going to look like?
- How will desks/tables be arranged?
- What are the students going to be doing and when?
- Where is the regular teacher going to stand?
- Where is the ESL teacher going to stand?
- Where are the ESL students placed?
- What structures or learning areas could be placed in the room?
- Where could graphic organizers be?
- Other questions you come up with:



Three Capacities of an Immersion Teacher

Study the pyramid. To the left, write a simple definition for each section. To the right, write classroom applications of the three capacities as they might play out in a classroom with which you are familiar.

Definition

Classroom Application

PROFESSIONAL
KNOWLEDGE OF
SLA (SECOND
LANGUAGE
ACQUISITION)

EMPATHY

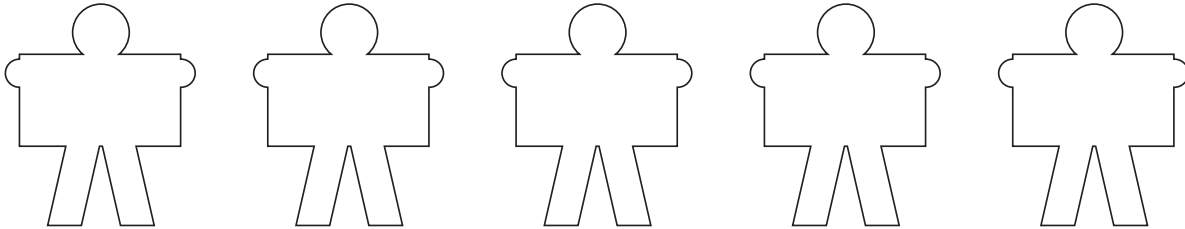
INSTRUCTIONAL AND ASSESSMENT STRATEGIES
FOR MULTILINGUAL SETTINGS

Cooperative Learning Strategies

Consider each of these strategies and fill in the information so that you can use these strategies in your classroom or for a classroom with which you have had experience. Assume that ESL students will be in the class.

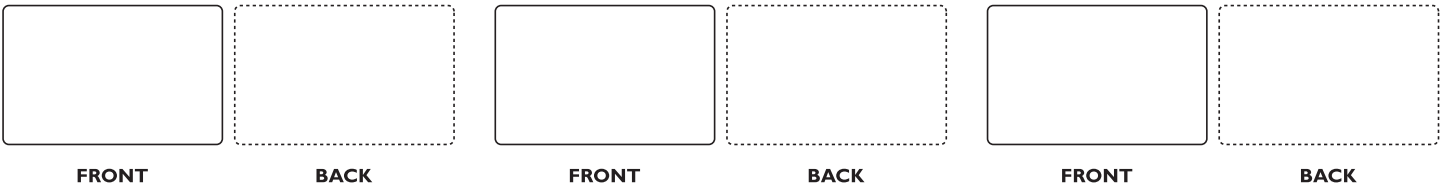
Who-Am-I?*

Fill in each placard to tape to the back of a student. Each student can then ask up to three "yes" or "no" questions of any one student as they wander the classroom trying to figure out who they are.



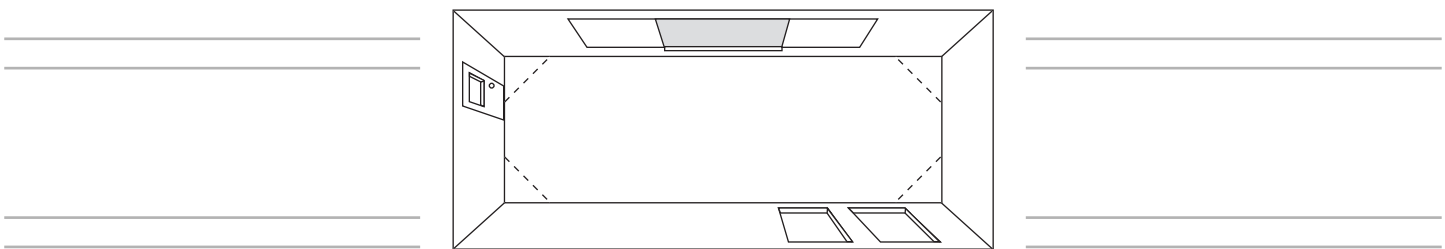
Flashcard Game*

This game is designed to facilitate the memorization of facts. On the front side of each card, write a summary word, on the back side the complete information. In pairs, the first student is shown both sides of each card quickly. The student is then shown only one side of each card and tries to remember what was on the other side of the card. It is very effective to have the students make their own flashcards.



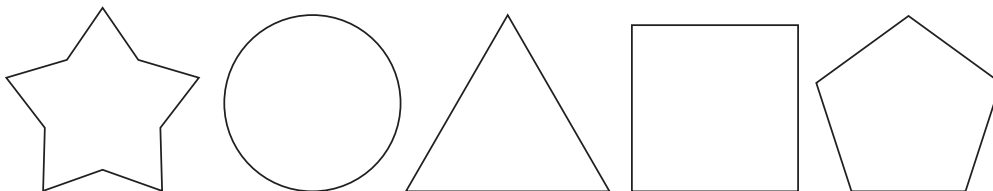
Corners*

In each corner of the room is a variation of a theme that the students would see themselves most comfortable in such as their favorite season or intended profession. The corners can also be various possibilities to a wide variety of problems. Students will go to the corner of the room representing their choice, then share their reasons for their choice with a partner. Fill in each corner for an activity in your classroom.



Found Poem

Brainstorm some simple readings, one for each member of a group and write them in the shapes below. Students will individually select phrases or sentences that have spoken to them from their reading. As a group, they put the sentences in an order that tells a story or that makes sense. Each group reads their poem without interruption.



*Adapted with permission from Dr. Spencer Kagan's book "Cooperative Learning".

For additional information

Staff Development:

**The LPD Video Journal
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