

“How-To” Training Videos

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<http://www.EducationalQuestions.com>

<http://www.ESLQuestions.com>

<http://www.BilingualQuestions.com>

Presents:

Effective Instruction

For

English Language Learners

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c by Carmen Sánchez Sadek, Ph.D.
2001.

YOU ARE READY TO BEGIN!

Please, Turn On The Video Tape Player.

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provide one copy to each viewer.**

Permission to duplicate this Training Manual granted by
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Welcome to our “How-To” Training video on

Effective Instruction

For

English Language Learners.

We wish to congratulate YOU, and YOU, our viewers, for your interest in providing the best educational programs for ALL your students. Now, the FIRST question we may consider is

WHO are the English Language Learners?

In general, we refer to students who speak a native language other than English or who may not be totally fluent in English as English Learners or English Language Learners.

Previously, English Learners were usually designated

LEP students,

or students with limited command of the English language, or limited proficiency in English.

Today, we understand that ALL our students,

our native English-speaking students

as well as students who speak a native language other than English,

ALL OUR STUDENTS are English Language Learners.

ALL our students must learn the language of the

core curricular areas,

the English language used in Math,

the English language for science, for health,

social studies, art, technology, physical education, music,

the English language to learn English and to understand each

other! ALL our students are English Language Learners

and whether you teach a core subject –Math, Science, History,

or English as a Second Language (usually referred to as ESL)

or English Language Development,

as we label ESL classes in California,

YOU ARE TEACHING the English Language!

YOU ARE an English Language Teacher.

In this “How-To” video, then, I will present to you

Effective Instruction for ALL students

because ALL students are English Language Learners.

Read the information provided now on this videotape.

Then, stop the tape and discuss with your colleagues
the questions that appear on your Training Manual.



ALL students must master

two kinds language:

1. English for Interpersonal Communication, called . . .

Basic Interpersonal Communication Skills or

BICS

2. The English language specific to each of the

content areas or curricular subjects, and . . .

the English language for high level critical thinking skills,

called . . .

Cognitive – Academic Language Proficiency or

CALP

Stop the tape NOW and discuss the questions on your
Training Manual.

Do you agree that ALL students,
Pre-Kindergarten, Kindergarten,
and ALL students in grades 1 to 12,
are English Language Learners (usually called ELL's)?

Do you agree that ALL teachers,
Pre-Kinder, Kindergarten,
and ALL teachers in grades 1 to 12,
are English Language Teachers in addition to
teaching the content areas?

Can you describe some of your instructional
strategies for developing BICS in your classroom?

Can you describe some of your teaching
methods for developing CALP in your classroom?

The SECOND question we need to consider is:

What is ESL?

In other words, What is English-As-A-Second Language?

(ESL)

Or, as we prefer to say in California,

English Language Development (ELD). What is it?

Many times teachers, and ESL teachers or ELD teachers

perceive English-As-A-Second Language classes or

English Language Development classes

as classes that have little to do with the core curriculum.

In fact, in many schools the ESL or ELD classes are

physically located out there, in some temporary building or

a bungalow, in a remote corner of the school yard.

The ESL or ELD class is the most important

CORE CURRICULAR class

for English Language Learners

and it is a class to which ALL teachers
should, must, ought to contribute.

Because it is during the ESL or ELD class
that English Language Learners have the extraordinary
opportunity to develop the language of the content areas in
preparation for attending and fully participating in the core
curricular classes offered by ALL other teachers.

Why ESL or ELD?

Because ALL students must have an equal opportunity to
learn and equal access to the core curriculum!

No student should be in a class where he or she is unable
to understand what the teacher is communicating,
what the teacher is teaching.

The ESL/ELD classroom is the place to
become familiar, to understand, practice and master
the language of the content areas

BEFORE

the English Language Learner attends the content area class. ESL/ELD teachers and content area teachers

must, should, ought to

collaborate and cooperate on a daily basis.

Otherwise, the English Language Learner

will be sitting in a content area class

where he/she cannot understand the language of instruction,

cannot understand what is being taught,

cannot understand what the teacher is teaching.

That student, that ELL is being denied

an equal educational opportunity and

equal access to the curriculum.

Now, read what follows. Then stop the tape and discuss

with your colleagues

the questions in your Training Manual.

EQUAL EDUCATIONAL OPPORTUNITY

EQUAL ACCESS TO THE CORE CURRICULUM

What is the role of the English-As-A-Second Language Teacher? What is the role of the English Language Development Teacher?

How should core content area teachers (in self-contained classrooms or in departmentalized organizational structures) interact with ESL/ELD teachers?

Do YOU plan (on a daily, weekly, monthly basis) your content area classes in cooperation with your ESL/ELD teacher(s)? If so, how? If NOT, what do you need to begin to do immediately? WHY?

Do content area teachers and ESL/ELD teachers share teaching materials, visuals, manipulatives and other realia? If so, how? If NOT, what do you need to begin to do immediately?

I would very briefly mention here,
that there is a very important role, too, for the
teacher, or for the instructional assistant or aide
who provides, as needed, instruction or
instructional support through the native language spoken
by the English Language Learner.

ALL three teachers, the content area teacher,
the ESL/or ELD teacher and the primary language teacher
need to collaborate and cooperate to insure
**EQUAL EDUCATIONAL OPPORTUNITY and
EQUAL ACCESS TO THE CORE
CURRICULUM.**

Let's now turn our attention to the types of effective
instructional strategies, methods and approaches that
promote high academic achievement for ELL's and

FOR ALL STUDENTS.

The Center for Research, Education, Diversity and Excellence, based at the University of California, Santa Cruz, has identified five very effective principles of Instruction for ELL and for ALL students, especially for students at-risk of academic failure.

These five principles are equally important and are presented next. Their order of presentation in no way reflects their importance. Here they are:

1. Teacher and Students Producing Together.

2. Developing the Language Across the Curriculum.

3. Making Meaning:

Connecting School to Students' Lives.

4. Teaching Complex Thinking Skills.

5. Teaching through Conversation

Maybe we should begin with this last teaching indicator
of effective instructional practices.

Teaching through Conversation.

To me, this means that in all lessons the teacher must:

PROMOTE ACTIVE LEARNING.

The teacher must be actively **demonstrating** and **modeling**
for ALL students the language of the content areas.

Active learning by the students, and
demonstrating and modeling by the teacher
require lots of visuals, manipulatives, realia,
lots of visual presentations of key vocabulary
organized into meaning categories or
graphic organizers.

But, above all, no CONVERSATION, can take place
unless there are lots of questions,

questions by the teacher to the students and
questions by the students to the teacher.

Let us summarize:

TEACHING THROUGH CONVERSATION

IMPLIES:

ACTIVE LEARNING BY THE STUDENTS

DEMONSTRATIONS AND MODELING

THE LANGUAGE OF THE CONTENT AREA

BY THE TEACHER

EXTENSIVE USE OF QUESTIONING TECHNIQUES

BY THE TEACHER

AND LOTS OF QUESTIONS BY THE STUDENTS

EXTENSIVE USE OF VISUALS,
VISUAL AIDS,
MANIPULATIVES,
REALIA.

VISUAL PRESENTATION OF
KEY VOCABULARY

Teaching through conversation implies
the teacher structures opportunities for students to USE

English throughout the lesson. How?

Through the types of questions a teacher asks.

Let us say that the teacher asks this question,
a simple question, just for purposes of illustrating a key
principle of questioning techniques.

What day is today?

It could be any question, from the Knowledge Domain, like the question you just read, all the way to the most complex question at the Evaluation Level (according to

Bloom's Taxonomy of the Cognitive Domain),

like "What is your favorite color?" or

"Who was the most outstanding President of the United States in the 19th Century?"

If the student does not or can not respond,

the conversation ends.

But the teacher can rephrase the question to

continue the conversation:

Today is Tuesday, right?

What day is today, Saturday, Thursday or Tuesday?

What day is today, is it Tuesday, Sunday or Wednesday?

What day is today?

(Teacher asks again the same student
who could not respond)

By constantly ASKING questions,
constantly rephrasing questions to give ALL students
an opportunity to answer, and by ALWAYS
returning to the student who could NOT answer
the original question, the teacher has:

Structured opportunities for students to use English

Adjusted instruction
to maximize students' accuracy rates

Focused on English language development
as an integral part of the lesson

Allowed student talk to dominate the lesson.

Why don't we summarize again.

The key teaching indicator is:

TEACHING THROUGH CONVERSATION.

You can now review this section of the tape again

and then **STOP** the tape.

Answer the questions on your Training Manual.

Let me try a question with you.

Please, if you DO know the answer, pretend total ignorance so we can do this demonstration.

Let's say I have presented to you a wonderful lesson about some of the most significant presidents of the United States. I am about to **check for understanding**.

I ask about the First president, the 16th president and then I ask: "Who was the 22nd President of the United States?"

Hearing no answer, and after **providing appropriate wait time for responding to the question**, I rephrase the question: "Cleveland was the 22nd President, right?"

(Did you notice my verbal and non-verbal cues?)

"Now, who was the 22nd President, who also was the 24th President, was it Van Buren, Zachary Taylor or Cleveland?"

"Who was the 22nd President, same as the 24th President,

was it Cleveland, John Adams, Lyndon Johnson, or

Thomas Jefferson?”

Finally, I return to the same student who was unable to

answer the first question:

“So, tell me again: Who was the 22nd President of the

United States, same person as the 24th President of the

United States?”

Throughout my questioning sequence, I try to involve all students in the class by always asking, after an individual

student reply: “Do you all agree?”

This very important question requires that all students pay

attention to all questions because they must be constantly

giving me “evidence of understanding,” or “evidence of

learning,” by either agreeing or disagreeing with the

answers provided by their classmates.

So, let's try the complete questioning sequence:

“Very good. You have said George Washington was our First President, Abraham Lincoln was our 16th President and Grover Cleveland was our 22nd and 24th President. So, who was our 23rd President, between Cleveland and Cleveland?”

(Hearing no answer, and after providing appropriate wait time, I rephrase the question. Watch my verbal and non-verbal cues!)

“Benjamin Harrison was our 23rd President, correct?”

“Do you all agree that Benjamin Harrison was our 23rd President, between Cleveland and Cleveland?”

“Wonderful! I agree, too.”

“So who was our 23rd President, was it Hayes, Polk, Richard Nixon or Benjamin Harrison?”

“How many of you agree our 23rd President was Benjamin

Harrison?”

“I agree, too. Now, tell me the name of the 23rd President,
was it Benjamin Harrison, William Harrison, Teddy
Roosevelt, or Franklin Delano Roosevelt?”

“Do you all agree?”

(Now I return to the student who could not answer the
original question)

“So, who was the 23rd President, between Cleveland and
Cleveland?”

Let’s consider now the First Teaching Indicator:

TEACHER AND STUDENTS

PRODUCING TOGETHER.

The key terms in this indicator are:

Producing, and

Together.

Active lessons imply that a product,

a chart,

a series of questions,

some CONCRETE manifestation of Learning

has been PRODUCED together by teacher and students.

This indicator changes the role of the teacher,

from provider of information to

facilitator of learning.

As facilitator, the teacher

Monitors, through questions, students' progress towards
completing the instructional task

Assigns students to collaborate and cooperate
on instructional tasks – Collaborative Problem Solving

Allows students to interact with others
to work on assigned task – Cooperative and Other Groups

Provides immediate feedback to students

Provides cultural affirmation and
a multicultural perspective

The next key indicator of effective instruction is:

DEVELOPING LANGUAGE ACROSS THE CURRICULUM

This is a very important indicator.

I can tell right away, the second I enter a classroom, whether a teacher is indeed developing the students'

interpersonal and academic language skills:

I look for the **posted** vocabulary.

If I see lots of vocabulary posted in organized meaningful categories, in graphic organizers,

I can tell the students and the teacher are

Tapping prior knowledge

Building NEW knowledge

Placing a clear focus on academic goals, and

Making the content comprehensible.

Above all, posted, organized vocabulary

clearly shows that the teacher is

integrating:

Listening

Speaking

Reading

Writing.

And that the teacher is using “scaffolds”
to maximize reading comprehension.

Help us summarize what

Developing the Language Across the Curriculum Means.

Stop the tape and answer the questions in your Training

Manual.

In your classroom, how do you “Develop the Language Across the Curriculum”? Do you develop the interpersonal and academic language skills by:

posting vocabulary words?

posting vocabulary organized into meaningful categories, in graphic organizers?

posting vocabulary that taps prior knowledge, builds NEW knowledge?

posting vocabulary that places a clear focus on academic goals and promotes interpersonal communication?

posting vocabulary that helps make the content comprehensible?

posting organized vocabulary that clearly shows the teacher is integrating:

Listening

Speaking

Reading

Writing and

using “scaffolds”

to maximize reading comprehension?

Posting the vocabulary organized into meaningful categories or graphic organizers helps the teacher spend most of the instructional period on subject matter instruction since students can follow the lesson by constantly focusing on the relevant vocabulary.

The posted vocabulary helps maximize students' accuracy rates. The posted vocabulary, most importantly, communicates to students that the teacher perceives them as capable of learning. The posted vocabulary is the way the teacher expresses high expectations for student achievement. It has been my experience that if the vocabulary is posted, both the teacher and the students will NOT forget to use the new words they are learning!

One of the effective teaching indicators we need to discuss is: **MAKING MEANING:**

CONNECTING SCHOOL TO STUDENTS' LIVES

Let us see how the effective teaching indicators we have discussed thus far can help us connect school and school learning to students' lives.

In your Training Manual there is a list of these indicators.

Are they present in your classroom?

Discuss with your colleagues how you can connect school and students' lives –

How can you and the students, together,

MAKE MEANING?

Stop the tape now

and begin your discussion.

Discuss with your colleagues ways to implement in your classroom:

TEACHING THROUGH CONVERSATION

Active Learning By The Students

Demonstrations And Modeling
The Language Of The Content Area
By The Teacher

Extensive Use Of Questioning Techniques
By The Teacher
And Lots Of Questions By The Students

Extensive Use Of Visuals,
Visual Aids, Manipulatives, Realia.

Visual Presentation Of
Key Vocabulary

The teacher must:

Structure opportunities for students to use English

Adjust instruction
to maximize students' accuracy rates

Focus on English language development
as an integral part of the lesson

Allow student talk to dominate the lesson

TEACHER AND STUDENTS PRODUCING TOGETHER.

A product, a chart, a series of questions, some CONCRETE manifestation of Learning has been PRODUCED together by teacher and students.

Changes the role of the teacher to facilitator of learning.

As facilitator, the teacher:

Monitors, through questions, students' progress towards completing the instructional task

Assigns students to collaborate and cooperate on instructional tasks – Collaborative Problem Solving

Allows students to interact with others to work on assigned task – Cooperative and Other Groups

Provides immediate feedback to students

Provides cultural affirmation and a multicultural perspective

DEVELOPING LANGUAGE ACROSS THE CURRICULUM

The teacher spends most of the instructional period on subject matter instruction

The students can follow the lesson by constantly focusing on the relevant vocabulary.

The posted vocabulary helps maximize students' accuracy rates.

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MAKING MEANING: CONNECTING SCHOOL TO STUDENTS' LIVES

Give specific examples of how you can help students "make meaning."

One of the most helpful ways of connecting school to students' lives is to remember that language learning requires lots of meaningful experiences, lots of verbal practice, an extended learning period, lots of doing while talking!!

For example, learning measurements like fluid ounce, cup, pint, quart, gallon, etc.

Students must be provided repeated, meaningful opportunities to measure, for a very long, continuous period of time, using all kinds of containers to measure and to talk about what they are doing. A single lesson, once a year, on measurements will not result in language learning, or language development.

Finally, we need to discuss

TEACHING COMPLEX THINKING SKILLS.

In your Training Manual you can indicate which of the following activities you use in your class to teach complex thinking skills.

Choose from the following list.

Or write other activities you use in your own class.

KNOWLEDGE / COMPREHENSION

Recite	Recall	Memorize
Define	Read	Locate
Label	Match	Identify
Copy	Review	List

APPLICATION

Demonstrate	Construct	Teach	Translate
Make	Apply	Show	Illustrate
Diagram	Collect	Map	
Solve a Puzzle	Build a Model	Keep a Diary	
Prepare a Report	Plan an Activity		

ANALYSIS

Categorize	Differentiate	Separate	Investigate
Order	Deduce	Contrast	Compare
Dissect	Classify	Abstract	Question
Summarize	Survey	Graph	Chart
Outline	Diagram	Conclude	Plan

SYNTHESIS

Predict	Design	Forecast	Produce
Estimate	Infer	Create	Invent
Combine	Compose	Imagine	Hypothesize
Formulate	Solve	Develop a machine	
Create an ad			

EVALUATION

Decide	Assess	Choose	Grade
Judge	Verify	Discuss	Rate
Dispute	Evaluate	Express an opinion	
Recommend	Prepare an editorial		

You may wish to have further assistance in implementing in
your classroom

EFFECTIVE INSTRUCTION FOR
ENGLISH LANGUAGE LEARNERS.

I invite you to visit my Web Sites
for additional information on the
training programs, classroom demonstrations, and services

I provide, as well as on
the “Question & Answer” service I offer to all educators.

Please, contact me by phone, FAX, or e-mail at

Web Sites:

<http://www.EducationalQuestions.com>

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