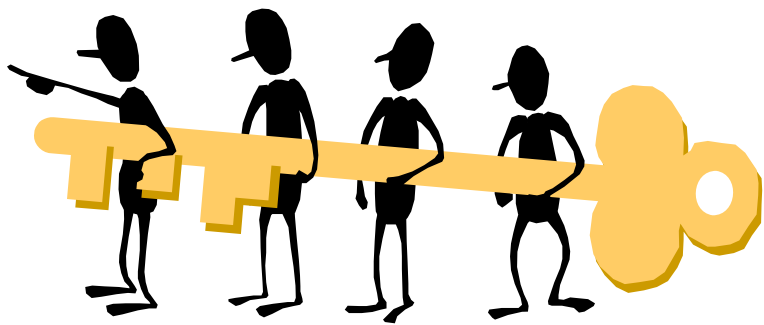


# *What If They Don't Speak English?*

*For Primary & Secondary  
Teachers*

*This book is to serve as a*



*Resource Guide  
for the educator  
who has been assigned  
students who speak  
a language other than English  
in their homes  
and  
have a limited proficiency in English*

*Compiled from various English as a Second Language Resources  
by the MISD Bilingual/ESL Department  
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*Help!*

*What do I do now?  
Que Pasa?*



*Information in this booklet is for classroom teacher's use, not to be sold, and has been compiled from a variety of sources for English-as-a-Second Language teaching from various Curriculum Departments and Bilingual/ESL Program manuals.*

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## **Working with ELL students Strategies Overview**

1. **Videos** – Show videos to students of particular subjects, stories or plays to introduce and to finish the lesson
2. **Higher level of thinking skills instructional strategies – SIOP**
3. **Cultural Responsive Instruction** – Use students diverse backgrounds in creating lessons
4. **Hands-on activities** – Bloom Ball Activity
5. **Music/Dance/Songs** – Involvement
6. **Games** – Cultural Bingo
7. **Reading/Writing activities** – Journaling
8. **Role Play** – News reporter/interviewer, characters
9. **Field Trips** – Actual application
10. **Pairing** – Non English speaker/reader/writer paired with intermediate level student who can speak the particular native language
11. **Cooperative Learning** – Group 3-4 with specific roles
12. **Native language support** - Tutors
13. **Collaboration** – Among teachers: ESL and mainstream teachers
14. **Parental Involvement-** Tutors as interpreters for communicating with parents.

You have just been assigned a non English speaking student or a student who speaks a language other than English in their home----<sup>1</sup>

Over 45 different languages are spoken in the homes of students in Macomb county. Many of these students enter school with limited English proficiency. Macomb county also is a growing community with many refugees from Eastern European regions, Arabic areas, Southeast Asian, and Hispanic populations. These students are English Language Learners who speak a language other than English in their homes. The learning of a foreign language is a process which becomes more difficult as one becomes older. Often the younger student will grasp conversational speech in the classroom rather quickly as he or she interacts with the other students. However, it must be remembered that it takes from 7 to 10 years for a second language learner to perform like a native speaker academically. If a child learns a language before he or she is 12 years old, she/he will often speak both languages with the proper accent. So be patient with your students and maintain high, yet realistic expectations. Remind yourself frequently “limited English proficient” is *not* “limited thinking proficient.”

***Some basic suggestions for working effectively with the Limited English Proficient(LEP) student are:***

1. Be friendly and welcoming. It is not necessary to speak in a louder voice, just speak clearly and simply.
2. Assign buddies or other classmates to help the ELL student. Students like to help each other. Helpmates may be assigned for helping the newcomer feel more comfortable in their new surroundings. I.E. **Desk mate**, who sits near the students and assists with materials, books, and page numbers. This student also helps during fire drills and other emergency procedures. **Playground mate**, who makes certain the

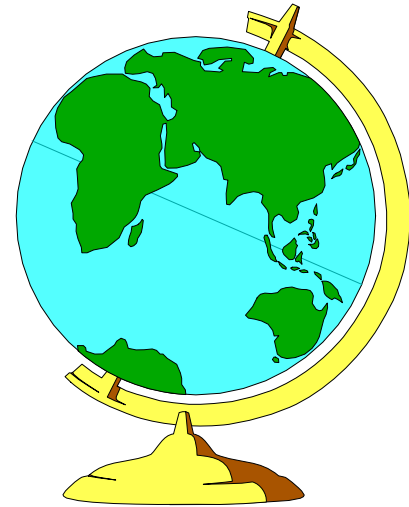


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<sup>1</sup> See Resources and References at end of booklet for source of information and more detailed information on this topic.

ELL student is included in games, knows safety procedures and how to get help if necessary. **Bus Mate**, who helps the ELL student with every aspect of riding the bus. This should be a student who rides the same bus route. Cafeteria mate, who acts as a guide and protector during lunch, including the line procedure, how to select food and eating procedures.

3. Use visual props, gestures, and facial expressions to communicate. Body language is very communicative. Use thematic lessons and small groups to connect learning and to build concepts. Working together with other students on activity-oriented, hands-on projects helps all students learn and gives the LEP students an important reason to use their English to communicate with classmates.
4. Include the student in all class activities. He or she will follow the other students. Give the LEP student assignments and/or duties he/she can complete successfully. Examine folk lore from many cultures and read different versions of the same story to learn to value similarities and differences among cultural groups. Read to your students frequently. Read picture books. Magazine and newspaper articles with pictures, poems, and Weekly Reader's articles. Have the ELL students follow their copy as the story is read.
5. Welcome the richness of cultural diversity in your classroom. Give geography more meaning as all class members use maps to show their families' origins. Encourage your ELL student to share his/her culture and language with you and the class. Make a picture dictionary with words in the student's language (written by the student if he or she has been to school in another country) and words in English.
6. Focus attention on survival vocabulary and key words. Use pictures, charts, graphs, and stories to teach vocabulary in context. Make lots of charts to help your students learn words. Poem charts, language experience story charts, and "maps" of stories are all helpful. Generate word lists from content areas and stories to be used as word banks for writing activities.
7. Keep talking to your student. It is normal for him/her to experience a "silent period" which may last for days, weeks, or months. Do not force the child to speak if he or she is reluctant to speak in English.



8. Arrange intensive help with English whenever possible. It is important to have understandable instruction.. Many students agree “yes” even if they don’t understand.
9. Use a grading system which shows progress, but does not unfairly compare the ELL student to his/her English-only peer’s performance. Look at many areas when assessing learning. Look at progress in their class participation, art work, and social interaction. Include informal and unofficial talk situations such as free time, small-group activity time, and playground tie as well as formal talk during lessons. Keep anecdotal records of social and verbal interactions as well as writing samples.
10. Many LEP students have either repeated a grade, or placed in lower grades in the erroneous belief they will learn English faster. These students are best served by keeping them at grade level, modifying and adapting their assignments, and offering additional help with English as frequently as possible.



**Ideas for using the HELPMATE or BUDDY to work effectively with your ELL student in the regular classroom.<sup>1</sup>**

1. Assign the “Help mate” or “buddy” to explain to the ELL student whatever has to be done – in sign language, English, or whatever works to get the message across.
2. Have the class brainstorm a list of classroom instructions their ELL student will need to know to function as part of the class. The class can act out appropriate responses, or have the “buddy” or “help mate” teach the instructions.
3. **Label Everything Possible** in the room in English and the ELL student’s Native language, if possible. This will help the ELL student feel at home in the classroom and will help the other students appreciate another language.
4. Have the ELL student’s “help mate” or “buddy” take him/her around the room, introducing common classroom objects, pronouncing their names, and having the ELL student repeat the names.

5. Give the ELL student many opportunities to hear regular English used for communication purposes. Provide opportunities to speak English in purposeful interactions requiring communication.
6. Use props and gestures whenever possible to add context to your language. This will also help the student to remember the words and their meaning.
7. Have the “buddy” or “help mate” include the ELL student in all classroom and school activities. This will increase his/her motivation to learn English.
8. Remind the “buddy” or “Help Mate” to be positive. You will enjoy the experience by keeping a positive attitude.



## Common Expressions in Various Languages

English	Italian	Bosnian Serbian-Croatian
Hello		
Good Morning	Buon giorno	Dobro Jutro
How are you?	Come sta?	Kako ste?
My name is ____.	Mi chiamo ____.	Mode ime je ____.

## Classroom Expressions

teacher	maestra	ucitelj
paper	carta	papir
pen	penna	hejska
pencil	matita	olovka
chair	sedia	stolica
table	tavola	sto
bathroom	bagno	kupatilo
window	finestra	prozor
scissors	forbici	makaze
chalkboard	lavagna	tabla
chalk	gelso	kreda
telephone	telefono	telefon
water	aqua	voda
door	porta	vrata
bus	autobus	autobus
flag	bardiera	zastava

## Commands

Listen	ascolta	Slusaj!
Give me	dammi	Dajmi!
Get up	alzati	Uzmi
Let's go !	Andiamo!	Kreni
Sit down	siediti	sjedi
Be quiet	Silenzio!	Budi miran
Stop, quit it	fermati, smettila!	Stani, Prekini
It's time to eat	E ora di mangiare	Vrijeme je da se jede
to play	di giocare	da se igra
to work	di lavprare	da se rani
to read	di leggere	da se cita
to speak	di parlare	da se prica
to write	di scrivere	da se pise
to draw	di disegnare	da se crta

## Colors

English	Italian	Bosnian	Spanish	Albanian
red	rosso	crvena	rojo	e kuge
green	verde	zelena	verde	jeshile
yellow	giallo	zuta	amarillo	e verddhe
orange	arancione	narandzasta	anaranjado	portokall
black	nero	crna	negro	e zeze
white	bianco	bijela	blanca	e bardhe

brown	marrone	smeda	café	kafe
blue	blu	plava	azul	blu

## Numbers

English	Italian	Bosnian	Spanish	Vietnamese	Albanian
1	Uno	jeden	uno	mot	nje
2	due	dva	dos	hai	dy
3	tre	tri	tres	ba	tre
4	quattro	četiri	cuatro	bon	kater
5	cinque	pet	cinco	nam	pese
6	sei	šest	seis	sau	gjashte
7	sette	sedam	siete	bay	shtate
8	ocho	osam	ocho	tam	tete
9	nove	devet	nueve	chin	nente
10	dieci	deset	diez	muoi	dhjete

## **Sample Activities for Teaching English to Speakers of Other Languages<sup>1</sup>**

The following activities may be used by the regular classroom teacher to teach English to limited English proficient students who are learning English and is in the mainstream classroom.

1. *Songs and games* are very effective in teaching vocabulary. All the students are interacting together in songs such as “The Alphabet song,” “Simon Says,” “Chutes and Ladders,” “Old McDonald Had a Farm,” etc.
2. A *Picture dictionary or index card file* using magazines newspaper and catalog pictures as well as the students’ own drawings provide references for English and native language words. As the dictionary grows and the students become more skilled in reading and writing English these can be used in the following ways:
  - label pictures with words and then form descriptive sentences
  - alphabetize all labels or group them by subject
  - classify objects pictured by size, color, shape, etc.
  - create main categories and subdivisions within them (e.g., likes and dislikes, groups, common in U.S.A., common in native country, cooked, raw, served at what meal, source, etc.)
3. Have the students *name anything and everything* –when able, write labels. *Label objects* in the classroom in both English and the student’s native language (if possible).
4. *Pantomime* is a universal language. Set aside regular time when the whole class communicates on an even footing non-verbally.
5. Listening practice is important. *Read aloud to students prose, poetry and rhymes*. Use colorfully illustrated books, records and tapes (Dr. Seuss, folk tales, myths, fables).
6. Have students *trace an outline of a friend* on a large sheet of paper. Orally or in writing, *name the various body parts*. Clothing can be colored in and labeled.
8. *Use a calendar to teach days of the week, months, numbers, seasons and holidays*. The calendar can be used to introduce the past, future

tense and place (e.g. “Monday is after Tuesday.” “The five is above the twelve.”) Ask questions in sentences.

9. Provide students with opportunities to *teach the class portions of their native language*. They could start with numbers, alphabet and body parts. Then students could graduate to sentences and songs.
10. *Introduce students to school staff and tour the building*. Follow up the tour by having students name staff people and identify the job they do. Use photos of the staff for identification exercises.
11. Ask the students to *draw a family picture or bring a photo to class*. Use it to *teach names of family relationships (father, son, sister, brother)*, pronouns and as a basis for discussing life roles.
12. To teach the students the *alphabet and beginning sounds* have the students make a booklet and put a letter on each page. Then have the students record words as they learn them on the correct page and perhaps draw a picture.
13. Use *peer tutors or “help mates”* to work with students who will also benefit from “teaching” the limited English Proficient student.



# How We Learn Language- - -

## Major Factors Affecting Teaching LEP and Minority Language Students in Middle School and Secondary School<sup>2</sup>

### A. LANGUAGE FACTORS

When entering the American educational structure, minority language students begin a process of “acculturation” which is one culture impacting on another. This requires major adjustment for most students. First generation students are likely to encounter a type of “shock” because what they are now experiencing may be vastly different from the way things were in their native culture. Therefore, any plan to effectively teach LEP students must begin with the basic understanding that, as a group, minority language students are heterogeneous with diverse language proficiency skills. This normally requires a multifaceted program that is comprehensive and flexible enough to meet these needs.

1. *First generation students* bring to the school a unique language situation which represents the following levels of language proficiency:
  - a. Those who have oral proficiency in their home language, but possess no reading or writing skills in that language.
  - b. Those who have oral proficiency and limited reading and writing skills in the home language.
  - c. Those who have oral, reading and writing proficiency in the home language which are appropriate to their grade level.

Based upon these levels of language proficiency, it may be assumed that as first generation minority language students:

- d. Most LIKELY will not speak English well enough to participate in the regular English-only program.
- e. Many may lack reading and writing skills in both languages.
- f. Many bring educational backgrounds which are incompatible with American schools relative to the concepts covered and the skills developed.

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<sup>2</sup>1. From Michigan’s Model for Delivering Vocational Education to Secondary LEP and language minority students. 1985 MDE copyright p. 56-58

2. *Second and third generations students*, on the other hand, though they have had prior experience with the American culture since birth, may be faced with discrepancies between what is expected and practiced at home and the expectations and practices of the educational environment.

Second and third generation students represent a different set of language proficiency levels because they may:

- a. Have limited vocabulary, enabling them to function socially but not to comprehend English reading and writing well enough to function effectively in an academic setting.
- b. Have limited proficiency in the home language making them unable to read and write in that language.
- c. Have limited proficiency in both the home language and in English.

The relevance of these language proficiency levels to educators of LEP students rests with the fact that the student's ability to transfer and apply concepts is greatly influenced by how proficient the student is in speaking, reading, and writing the home language. (In our educational system, information necessary to perform learning tasks is given and received in English this requires a level of comprehension if the student is to succeed.)

## **B. CULTURAL FACTORS**

Regardless of the student's language skills and whether they are new immigrants or second or third generation, minority language students are likely to experience further conflict because of other cultural differences. Cultural factors that are known to have the greatest visible importance and are manifested in the following characteristics:

### **1. Social Class**

Some cultures have a strict social class system by which people are distinctly classified according to position and behavior which is based on laws and traditions.

### **2. Family Structure**

some cultures have extended families which include members other than the parents and children. In some cases, authority and power are administered by a designated member who may or may not be a parent

of the nuclear family. Also, position and birth order may determine the role(s), responsibilities, privileges, and opportunities afforded the students.

### **3. Religion**

Cultures are often characterized by one or more religions, i.e., beliefs or ways of living based on traditions and teachings that prescribe codes of conduct. Students who practice religions different from those that are Christian or Western-based find that the values and behaviors taught at home are often not understood in American schools. For example, head apparel, which is symbolic of some religions, may be perceived as eccentric dress by those who are unknowledgeable.

### **4. Values and Attitudes**

Education is viewed as a privilege in some cultures and is often reserved for the upper-class or for a specific sex group. Cultural and/or family attitudes may affect the student's participation in school.

### **5. Respect**

Some cultures teach children to be passive and submissive and not to question teachers or other authority figures. Children may also be taught not to look directly (eye contact) at the authority figure which, in a classroom setting is, of course, the teacher. When this occurs, such behavior may be misinterpreted as evasion, impudence, or lack of interest.

### **6. Time**

The concept of "time" is highly valued in the American culture but is not given the same priority in other cultures. In fact, in some cases there is no comparable concept of time as Americans have come to know and use it.

# English as a Second Language (ESL)

Methods the Primary Teacher Needs to Know



**Orientations toward Teaching English Language Learners**  
*A review of the various ESL methods and orientations*

<b><i>Orientation</i></b>	<b><i>Methods</i></b>
Grammar-Based	Grammar Translation
Communicative	Direct Method
Empiricist	Notational-functional Approach
	Audiolingual Method
	Suggestopedia
Rationalist	Silent Way
	Community language Learning
	Total Physical Response
	Natural Approach
	CALLA
Sociopsycholinguistic	Problem Posing
	Content-Based language Teaching

**Grammar-based orientation.**

Grammar-based orientation was based on a belief in faculty psychology which purported that different kinds of knowledge were located in separate sections of the brain. Students were given exercises in various studies to develop each part of the brain by studying different subjects. Thus, students learned to conjugate verbs in Latin as a good mental exercise even though it did not serve a practical purpose. This is the same orientation basis for studying traditional grammar where we divided sentences into subjects and predicates and labeled words as nouns and verbs. We studied different tenses and moods and were taught to make subjects and verbs agree. This orientation is based on a set of assumptions about language and learning. The following assumptions characterize the grammar-based orientation:<sup>3</sup>

- Learning a language means learning the grammar and the vocabulary.
- Learning a language expands one's intellect.
- Learning a foreign language enables one to translate great works of literature.
- Learning the grammar of a foreign language helps one learn the grammar of one's native language.

For example, a students would study Latin or Greek as a good mental discipline, not because they expected to communicate in the language. The

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<sup>3</sup> Freeman and Freeman. 1998. *ESL/EFL Teaching Principles for Success*. Heinemanhn, NH. P. 6. All information in this handout is from this reference. For more information consult the book.

goal was to be able to translate great works from the classical languages into English.

In a grammar-translation class, students study the grammar and the vocabulary. The goal is to develop the ability to translate between the target language and the student's primary language. Students spend a great deal of time memorizing the vocabulary. A short reading is usually included in each lesson followed by questions about the reading. Grammar study involves learning the parts of speech, learning verb tenses, learning the difference between singular and plural forms, learning about agreement between subjects and verbs, or learning about the use of the subjunctive, etc. However, little real attention is paid to oral language development for communicative purposes.

### **Communicative Orientation:**

A second early orientation to language learning focuses on communication with native speakers and was based on the work of Gouin as early as the 1800. Gouin observed children learning language in a natural setting. In these classes, lessons used intensive oral interaction in the target language.

The communicative orientation is based on the following premises:<sup>4</sup>

The native language should not be used in the classroom.

Students should make direct associations between the target language and the meaning.

Language is primarily speech, but reading and writing should also be taught from the beginning.

The purpose of language learning is communication.

Learning a language involves learning about the culture.

The emphasis in communicative orientation is on learning to communicate in the language they are studying, understanding the meaning instead of translating terms into their native language. The Direct Method was one of the names given to a communicative orientation method because the students were encouraged to make direct associations between objects or concepts and the corresponding words in the target language. New words in the target language are introduced through realia, pictures, or pantomime. Teachers demonstrate rather than translate to answer questions. Lessons are organized around topics, such as body parts, food, and clothing. Teachers ask students questions and students ask one another questions. The most widely known application of the Direct Method is in the Berlitz language

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<sup>4 4</sup> Freeman and Freeman. 1998. *ESL/EFL Teaching Principles for Success*. Heinemanhn, NH. P. 8.

schools. Freeman report that this method fell out of favor in “noncommercial schools” as early as 1920 and grammar-translation methods dominated public and university language classes in the USA until World War II.

World war II brought significant changes to language teaching methodology in the USA because it was found that the grammar-translation methodology did not produce people who could use languages for real purposes. Changes in beliefs about how people learn and insights into language led to the empiricist orientation to language teaching based on behaviorist psychology and structural linguistics. Linguists, such as Fries(1945) began to view language as consisting of certain structural patterns. These insights led to the following set of assumptions:

Language is speech, not writing.

A language is a set of habits.

Teach the language, not about the language.

A language is what its native speakers say, not what someone thinks they ought to say.

Languages are different.

These linguists realized that languages differed in significant ways. Therefore, when teaching English to a Spanish speaker, the teacher should be aware of the language contrasts and teach the parts that differed. Empiricist orientation had students learn dialogues that included natural, colloquial speech. Two main communicative methods that follow an empiricist orientation are the *audiolingual* method and *Suggestopedia*.

**Audiolingual method(ALM):** In the ALM lesson, students begin with a dialogue which includes a particular structural pattern. The exercises and drills following the dialogue would be designed to give the students more practice with the structure being studied. The emphasis is based on development of oral language. For example, in a single slot substitution drill, the teacher would hold up a pencil and say, “This is a pencil.” Students repeat. Then, the teacher would hold up a pen and students would repeat “This is a pen.” The emphasis is on syntactic patterns rather than on meaning. Attention is also paid to correct pronunciation. Because behaviorist psychology described learning, including language acquisition, as a matter of conditioning—responses to outside stimuli, it was considered that one learned a language through mimicry and memorization. And through analogy. Thus, the two basic techniques of Audiolingual methodology are: 1) various kinds of mimicry and memorization, and 2) pattern drills based on analogies.

**Notional-Functional Approach** was similar to the ALM, but based on the idea that languages express different notions, such as time or space, and

different functions in different ways. The dialogues reflected functions such as greetings, introductions, or situations one might find oneself in.

**Suggestopedia** was developed by Lozanov (1982) a Bulgarian psychiatrist-educator, who wanted to eliminate the psychological barriers people have to learning. His idea has based on three principles:

1. People are able to learn at rates many times greater than what is commonly assumed;
2. Learning is a global event and involves the entire person; and
3. Learners respond to various influences, many of them nonconscious.

*Suggestopedia* uses drama, art, physical exercise, and desuggestive communicative psychotherapy as well as the traditional modes of listening, speaking, reading, and writing. Students take a new name in the language they are learning. Baroque music is played as students close their eyes and do relaxing breathing. The teacher then reads the lesson to the beat of the music. In following lessons, students role-play, sing songs, play different games, and make up skits to work with the material in the lessons.

### **Rationalist Orientation:**

Chomsky (1959) prompted a shift from the empiricist orientation to a rationalist orientation. Cognitive psychology, which stresses the importance of the activity of the learner, was beginning to replace behaviorism. It's how the learner acts on the environment, not how the environment acts on the learner that really matters. Chomsky developed a new approach to linguistics called transformational-generative grammar. He believed learning a language is a natural process and involves developing deep structures and also developing the ability to transform them into the different surface structures. This lead to a new set of assumptions:

A living language is characterized by rule-governed creativity.  
The rules of grammar are psychologically real.  
People are especially equipped to learn language.  
A living language is a language in which we can think.<sup>5</sup>

Linguists believed students gained a knowledge that a sentence sounds right rather than the knowledge of the kinds of grammar rules taught in school. They believe that students uses rules they have internalized to create new sentences. The rationalist orientation commonly used methods are the *Silent Way*, *Community Language Learning*, *Total Physical Response*, *the Natural Approach* , and *CALLA*.

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<sup>5</sup> Diller 1978, p. 21

**The Silent Way.** A method of language teaching that seems to reflected the influence of the cognitive-code theory of learning is the system developed by Gattergno (1972) The students do make oral statements and responses in the language they are learning, but the teacher speaks much less than in the average audiolingual classroom, and the students do not mimic and repeat aloud so frequently. Rather , they are motivated to “think and say” the appropriate sentence(s) to accompany actions performed under the guidance of the teacher. Sounds of the new language are taught from color-coded sound charts. Next, teachers focus on language structures perhaps using colored rods to visually represent parts of words and sentences. The most remarkable characteristic of Gattergno’s method is the keen attention which the students watches the actions and listens to the utterances of the teacher and his fellow students while striving to grasp the meaning as well as the form of those utterances.

**Community Language Learning.** Teachers serve as counselors who facilitate learning. Students sit in a small circle and the teacher stands behind one of the students. This student makes a statement in his native language. The teacher translates what the student said to the language being learned. The student repeats the teacher’s sentence and may record it on a tape recorder. Later the students listen to the conversation which has been recorded and the teacher writes it on the board. Students copy the written conversation from the board. Often the language is analyzed for vocabulary or grammar study. The curriculum comes from the students.

**Total Physical Response (TPR).** Total Physical Response method was developed by Asher (1979) to involve all the senses as well as our minds in learning. Students are given simple commands as “Raise your right hand.” Students respond with the action. As students progress the commands become more complex. In English the verb forms used for commands are in simple form and students don’t have to consider tense changes. All the students respond to the commands and students can see and learn as a group. Romin and Seely expanded the TPR method to include more complex commands and in their 1995 book called *TPR is More Than commands At All Levels*, they include dialogues, role play, and storytelling. Students enjoy the game like atmosphere involved in acting out commands. (More examples will be given in following chapters.)

**The Natural Approach** is one of the most widely used methods for teaching a second language developed by Krashen and Terrell (1983). The central tenet of this theory is that we acquire rather than learn a second language. Acquisition occurs in a natural order when students receive comprehensible input, messages they understand. The teacher’s main

responsibility is to make instruction comprehensible. Students move through 4 stages:

- *Preproduction* – students do not talk except to name other students or answer “yes” and “no.”
- *Early Production* – after about a month of instruction, Students use one or two words or short phrases. Lessons expand the learners’ receptive vocabulary.
- *Speech Emergence* -- Some time later – The teacher models correct structures , students speak in longer phrases and complete sentences. The activities are designed to develop higher levels of language use.
- *Intermediate fluency* – Still later Students engage in conversation and produce connected narrative. They continue to expand their receptive vocabulary. Activities are designed to develop higher levels of language use in content areas, and reading and writing activities are incorporated. (More information will be given in the following chapters.)

**CALLA** or the **Cognitive Academic Language Learning Approach** was developed to teach content to second language learners. It is an Instructional system designed to develop academic language skills in English for students in upper elementary and secondary schools. The rationale is that “learning a language has more in common with learning complex cognitive skills than it does with learning facts, isolated pieces of information, or even meaningful texts.” Thus second language learners learn language through an organized approach to the content area materials they need to study in the regular classroom. The method used *metacognitive strategies* which include advance organization, selective attention, and self-evaluation. *Cognitive strategies* such as grouping, note taking, imagery, and inferencing, encouraging students to manipulate content material in different ways. *Social-affective strategies* such as cooperative learning give students a chance to interact in order to ask questions and clarify the content. The goal is to provide students with different ways to practice language and learn content at the same time.

### **Sociopsycholinguistic Orientation:**

**Sociopsycholinguistic Orientation** includes both the social and individual psychological aspects of language learning. This view of learning is influenced by Piaget (1955), Vygotsky (1962, 1978) and Rosenblatt (1978). Piaget showed how learning passed through a series of developmental stages as students learn to understand the world. He believed we develop concepts through a process of assimilation and accommodation. Students learn as they act on and interact with the environment. Vygotsky considered the role other people play in learning and focused on a more social theory of learning. While Rosenblatt explained learning as consisting of transactions between a reader and a text. Meaning is not found in the reader or in the text, but rather in the transactions which occur as one reads. As we read more, we

have more experiences to bring to a new text and this shapes our understanding of the new text. This seems to hold true for oral language learning as well. Goodman's (1967) research on reading miscue also provides insights into how learners use cues from three linguistic systems—graphophonic, syntactic, and semantic—to construct meaning from written texts. Based on this research the sociopsycholinguistic orientation for language teaching premises are:

Learning goes from whole to part.

Lessons should be learner-centered because learning is the active construction of knowledge.

Lessons should have meaning and purpose for students now.

Learning occurs in social interaction.

Reading, writing, speaking, and listening all develop together.

Lessons should support students' first languages and cultures.

Faith in the learner expands learning potential.

**Problem Posing** was developed by Paulo Freire (1970) and Wallerstein (1987) to help teach literacy to adults. The teacher may take a photo of their personal experiences (i.e. photo of their family or home ) The students use the second language to solve the problem or personal concern. The problem is based on the learner's lives and they solve real-life problems.

**Content-Based Language Teaching.** This is a dual approach in which teachers teach language through content. The teachers must be aware of both the academic and language needs of the students.

### **Common Sense Assumptions and Principles for Success**

Mainstream teachers generally have a set of assumptions about teaching and learning languages mainly as a result of the teacher's own language learning experiences, the teacher's formal course work and or the teacher's past experiences in the classroom with non-English speaking students. What the teacher does to assist the English language learner may depend on what materials are available to her. Early methods of language teaching took on either a grammar-based orientation or a communicative orientation.

Freeman and Freeman (1998) state that there is a set of commonsense assumptions which they believe limit students' potential. They contrast these commonsense assumptions with a set of principles for success. They believe that teachers who follow the principles for success will expand their student's potential.

***Commonsense Assumptions***

Learning proceeds from part to whole.

***Principles for Success***

Learning proceeds from whole to part so teachers organize curriculum around big questions.

**Learning Proceeds from Whole to Part**

Students need the big picture first. They develop concepts and the language to understand and express those concepts by beginning with general ideas and then filling in the specific details. Organize curriculum around themes based on big questions helps teachers move from whole to part. English languages learners need to know where they are going as they learn their new language. For this reason, preview and review in the primary language is especially helpful

Lessons should be teacher centered because learning is the transfer of knowledge from the teacher to the student.

Lessons should be learner centered because learning is the active construction of knowledge by the learner so teachers base lessons on learners' needs and interests.

**Lessons should be Learner-Centered**

Lessons begin with what students know, and activities build on student interests. Teachers create contexts in which students can construct knowledge because they know that learning is not simply the transmission of information.

Lessons should prepare students to function in society after schooling.

Lessons should have meaning and purpose now so teachers draw on student background knowledge and interests and give students choices as they involve them in authentic reading and writing experiences,

**Lessons should have meaning and purpose now**

Students learn things they see as meeting a present need. Students are given choices in what they study. They reflect upon what they are learning and apply what they learn to their life inside and outside of school. In this process, teachers involve students in authentic reading and writing experiences.

Learning takes place as individuals practice skills and form habits.

Learning takes place as students engage in meaningful social interaction so teachers give students

opportunities to work collaboratively.

### **Learning Should Engage Students in Social Interaction**

When students share their ideas in social settings, individual inventions are shaped by social conventions. Working in groups, students also learn the important life skill of collaboration., English language learners develop cognitive, academic, and language proficiency more easily in classrooms where teachers organize for collaborative learning.

In a second or foreign language, oral language acquisition precedes the development of literacy.

In a second ore foreign language, oral and written language are acquired simultaneously so teachers have students read and write as well as speak and listen during their learning experiences.

### **Lessons Should Develop Both Oral and Written Language**

Especially for English language learners, the tradition view has been that the development of oral language must precede the development of literacy. However, involvement in reading and writing from the start is essential for developing academic competence. Both written and oral language can be developed simultaneously.

Lessons should take place in English to facilitate the acquisition of English

Lessons should support students' first languages and cultures so teachers can draw on and develop students' strengths.

### **Lessons Should Support Student's First Languages and Cultures**

When students come to school speaking a language other than English, teachers can build on str4engths by helping the student develop concepts in the first language. Full development of the primary language facilitates the acquisition of English; recognition of the first language and cultured, even in foreign language settings, builds self-esteem.

The learning potential of bilingual students is limited.

Learning potential is expanded through faith in the learner so teachers involve students in activities that build their self-esteem and provide them with opportunities to

succeed.

### **Lessons Should show Faith in the Learner to Expand Students' Potential**

Teachers who believe in their students, including their English language learners, plan activities that show their faith in the learner. All students can learn if they are engaged in meaningful activities that move from whole to part, build on students' interests and backgrounds, serve their needs, provide opportunities for social interaction, develop their skills in both oral and written language and support their first languages and cultures.<sup>6</sup>



Children working in a cooperative group to learn from each other.

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<sup>6</sup> Freeman and Freeman. 1998. *ESL/EFL Teaching Principles for success*. Heinemann, NH. P. 6 for more information consult the book.

# The Natural Approach in the Classroom<sup>2</sup>

(Rationalist Orientation)

The **Natural Approach** (Krashen and Terrell 1983) is designed to develop basic communication skill following the developmental stages of: Comprehension (pre-production), Early Production, and Speech Emergence. This approach to teaching language has been proven to be particularly effective with limited English proficient students.

## STAGES OF LANGUAGE ACQUISITION

### STAGE 1: Comprehension (Pre-production)

In order to maximize opportunities for comprehension experiences, Natural approach instructors (1) create activities designed to teach students to recognize the meaning of words used in meaningful contexts, and (2) teach students to guess at the meaning of phrases without knowing all of the words and structures of the sentences.

- a. Use Total Physical Response (see later) The teacher gives commands to which the students react with their bodies as well as their brains.
- b. Descriptions of pictures and persons  
Information is associated with class members. Teacher asks “Who has the \_\_\_\_\_?” “Who is wearing a \_\_\_\_\_?”
- c. Students respond with names, gestures, say yes/no in English, or point to an item or picture.
- d. Children do not initially make many attempts to communicate using words; they communicate non-verbally.

**Always use Visual Aids** (pictures, objects, gestures).

**Modify Your Speech.** To aid comprehension: speak more slowly, emphasize key words, simplify vocabulary and grammar, use related ideas, do not talk out of context.

**Keep Talking to Your Student.** It is normal for him/her to experience a “silent period” which may last days, weeks, or even months. If a child is reluctant to speak in English, do not force production.

### **STAGE 2: EARLY SPEECH**

**Student Responses** in early speech stage

In non-threatening environments, students move voluntarily into Stage 2. Stage 2 begins when students begin using English words to give:

- Yes/no answers
- One word answers
- Lists of words
- Two word strings and short phrases

**Teacher Questioning Techniques** to encourage the transition from Stage 1 to Stage 2:

- Yes/no questions ( Is Joan wearing a dress today?)
- Either/or questions (Is this a book or a pen?)
- single/two -word answers (What does the girl have in her hand? Book  
Where is the book? Desk Who’s desk is this? Joan’s
- Open-ended sentences to be answered with a list of words. (What do you see on the desk now?)
- Open sentence with pause for student response (Joe is wearing a green shirt, but John is wearing a \_\_\_\_\_ shirt.)

### **STAGE 3: Speech Emergence**

In speech emergence stage, speech production will normally improve in both quantity and quality. The sentences the students produce become longer and more complex. Students use a wider range of vocabulary. Finally, the number of errors will slowly decrease. Students need to be given the opportunity to use oral and written language whenever possible.

- games and recreational activities
- problem solving using charts, tables, graphs, maps
- advertisements and signs
- group discussions
- skits, finger plays, flannel boards puppets
- music, radio, television, film strips, slides
- writing exercises such as the language experience approach
- reading and culture activities

# TPR of Total Physical Response

A good way to get started!<sup>2</sup>

(Rationalist Orientation)

**Total Physical Response or TPR** is a systematized approach to the use of commands followed by physical responses by the students. It was developed by the psychologist James Asher (1960's, 1986) It is often used to introduce students to a foreign language and can be used with kindergarten through adult students. It increases the listening skills and helps the beginning student to respond through in a non-threatening, low-anxiety, whole body way. Some ESL programs begin classes with five to ten minutes on listening and responding activities for beginning students every day. The activities help prepare students to understand the behavior required and the instructions they will hear in the mainstream classrooms, in the halls, on fire drills, on trips, and/or at assembly programs.

In TPR, teachers give commands and the students demonstrate comprehension through physical response. The following sequence is recommended by Helena Curtain and Carol Pesola (1994)

1. Commands involving the entire body, large-motor skills:
  - Point to your ear
  - Put your right hand on your head and turn around two times
  - Walk backwards to the front of the class and shake the teacher's hand
  - Clap your hands for Mary. Good Work!
2. Commands involving interaction with concrete materials and manipulatives, beginning with classroom objects
  - Take the red circle and place it in the wastebasket.
  - Pick up your green crayon and lay it under your chair.
  - Walk to the chalkboard, take a piece of yellow chalk, and draw a picture of the sun.



3. Commands relating to pictures, maps, numbers, and other indirect materials

- Go to the map and trace the outline of Mexico.
- Go to the picture of the bathroom and (pretend to) brush your teeth.
- Go to the wall chart and point to a food from the fruit and vegetables group.



Curtain and Pensola suggest when giving a command for the first time, the teacher model the desired behavior, removing the model after several repetitions of the same command. Then when students respond confidently to a single command, the teacher begins combining commands in original and unique ways to lead students into discovering that they can understand and respond to language expressed in ways never heard before. The creation of novel commands encourages careful and creative listening. TPR seeks to teach new concepts through the body by responding to the new language and its meaning.

**A sample lesson** presented in the *ESL Teacher's Activities Kit*, Elizabeth Claire, Prentice-Hall 1988, is as follows:

**OBJECTIVES:** To develop listening skills, vocabulary, learn command forms of verbs, and English verb + object, English verb + prepositional phrases word order; to have fun and physical exercise.

**PRESENTATION:**

1. Gather materials needed for each drill.
2. Give the instruction to the entire class, modeling the performance expected.
3. Repeat, varying the order of instructions, and continue to model the performance.
4. Repeat the instructions a third time, without modeling, allowing students to copy other students. Praise the students generously.
5. Select small groups of students to go through the actions while the remainder of the class watches.
6. Call on individual volunteers to act out the instructions. The idea is to keep the anxiety level low with a "no failure" activity, yet still challenge the students with a swift pace and variety of modes, with humorous inclusions of impossible or silly tasks.
7. On the second day, review segments from previous lessons, combining them with new material, keeping a rapid pace.
8. Add whatever is appropriate to extend vocabulary in areas needed in your classroom and school.

9. Reading lessons may be based on the drills. Make enough copies for your class. Read each command and signal for the class to repeat after you. Call on volunteers to read individual sentences. Allow more able students to give all the commands as others act them out.
10. Create your own TPR drills to introduce or reinforce any new topic—adjectives, comparisons, clauses, compound sentences. “go to the tallest boy.” “Bring me the book with the most pages.”

**TRP Lesson 1: STAND/SIT/RAISE/CLOSE/OPEN + EYES/MOUTH/HANDS/BOOK<sup>1</sup>**

MATERIALS NEEDED: Book of any kind for each student.

Stand up.	(Model each action as you
Sit down.	give the command until most
Stand up.	students participate without
Sit down.	Hesitation.)
Raise your hand.	
Put you hand down.	(Repeat and review commands
Stand up.	after you add new ones. Then
Raise your hand.	repeat the new ones,
Put your hand down.	recombining them before
Sit down.	adding more. Keep students
Raise two hands.	feeling successful.)
Put one hand down.	
Put your other hand down.	
Open you book.	
Close your book.	
Open your hands.	
Close your hands.	
Close your eyes.	
Open your eyes.	
Stand up.	
Raise your hand.	
Put your hand down.	
Raise your book.	
Put your book down.	
Open your mouth.	
Close your mouth.,	
Close your book.	
Sit down.	
Open your mouth.	
Close your mouth.	
Shh., Be quite.	(Put a finger to your lips;
That’s very, very good.	Hold students quite for 30 sec.)

wonderful!

(Applaud their accomplishment.)



**A level 2 Sample TPR Lesson<sup>1</sup>** as in *Help! They Don't Speak English*, Eastern Stream Center for Resources and Training, Oreonta, NY, 1991.

**OBJECTIVES:** Children will recognize classroom objects and follow directions.

**ACTIVITY:** School Bag

(Students should have already been introduced to most of the items in the school bag.)

**PROCEDURE:** Call students up one by one and ask them to choose an object from a school bag. They name it if they can. If the object is new to the class, talk about and show its use and care briefly, and write its name or put a label in the pocket chart. Ask the student to take the object back to her/his seat. You can also play this in a circle on the floor.

You can now do TPR with these objects. "Hold up, put down, touch, give . . ." You can also ask the class questions such as "Who has the eraser? Do you/ does \_\_\_\_\_ have the eraser?" Bring in other vocabulary, especially color words, as you talk about the crayons and chalk.

When you sense the activity has gone on long enough, call the objects back in. Rather than calling on a student to return an object, you simply say, "I'd like/ please give the eraser." See if that child responds. If not, perhaps classmates will prompt him/her to give it back. Make this into a game and move it quickly.

**TEACHER'S NOTE:** A rule of thumb—15 minutes to TPR is probably enough. Please remember another rule: 3 - 7 new words given at any time.

As a follow-up to this lesson, play either "Mystery Bag" or "What's Missing?"

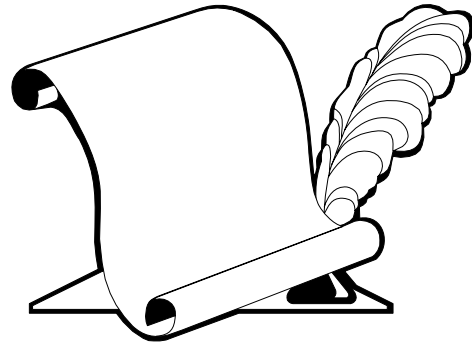
**CORE VOCABULARY:** Beginning:

take a pencil	color words
touch the eraser	
pick up the paper	
please give me the book	
put down the bag	
give the crayon to _____	
get a ruler	who . . . ?
the scissors	do you?
the/a pen	does she?
the chalk	yes / no

**MATERIALS NEEDED:** classroom objects listed above, labels for objects.

READING/WRITING SUPPORT : objects and labels; drawing and writing materials.

**Match the objects to the labels** or words you put in front of the class during the above activity. Point to a word and ask the student with that object to hold it up.



**Fill in the missing letters:** Write some of the words on the board with one or two letters missing. 1. \_encil  
2. School \_ag 3. \_ote\_ook 4. \_4a\_on 5. \_uler. Ask children to come up and fill in the missing letters, say the word, and draw the object or point to it.

**Draw and Label:** Have students draw and label the object in their school bag.

FOLLOW-UP ACTIVITY MATERIALS: same objects; a bag to hold them, a towel or other covering; bingo, lotto, spinner games.

FOLLOW-UP ACTIVITIES:

**Mystery Bag:** Children close their eyes and reach into a bag, removing an object which they must try to name, or describe, without seeing it. Classmates remain silent until child has made a guess and opens his/her eyes or removes blindfold.

**What's Missing?** You show the children 3-5 objects on a table in front of the class. They name them. Then cover the objects with something - a towel perhaps - and from under the cover remove one object, so children don't see what you've taken away. You remove the cover and they must name the missing object.

**Card Games:** such as bingo and lotto, review and extend this vocabulary nicely. A spinner game may also be used.

# Storying Telling<sub>2</sub>

## (Communicative Orientation)

**Storytelling** is recommended by many researchers (Egan 1979, 1986; Bruner 1990; Wajnryb 1986; Ryerson 1992) as a natural choice for a listening activity for K - 8 English as a second language learners in the classroom. Story form is one of the most effective tools for communicating new information to young learners. Our perception of the world is shaped by the stories to which we are exposed and that we have internalized. Certainly the myths, folk tales, fairy tales, and legends of a culture constitute a direct means of communicating cultural ideas and values. Stories can give children a cultural experience in common with the other children in the classroom and inform all about the target culture.

Wajnryb (1986) identifies the following reasons for telling stories in the English as a second language learners:

1. The purpose of telling a story is genuinely communicative.
2. Storytelling is linguistically honest. (It is oral language, meant to be heard.)
3. Storytelling is real! (People do it all the time.)
4. Storytelling is sensual.
5. Storytelling appeals to the affective domain.
6. Storytelling caters to the individual while forming a community in the classroom.
7. Storytelling provides listening experiences with reduced anxiety.
8. Storytelling is pedagogically sound.



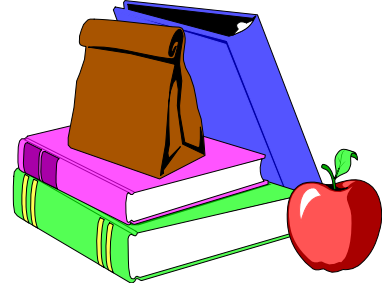
### **Stories meet the criteria for language acquisition when they:**

1. are highly predictable or familiar to the children—choose stories that include vocabulary representing the home and school environments of the children.
2. are repetitive, using patterns that occur regularly and predictably. The best stories repeat elements which provide language children can later use. Examples are *Brown Bear, Brown Bear* (1983) or *When It Rains, It Rains*, (1970) by Bill Martin Jr.
3. have a story line which lends itself to dramatization and pantomime.
4. lend themselves to heavy use of visuals and realia to illustrate its content and progress.
5. are authentic stories from the target culture and meet the above criteria.

After having told the story several times have the children pantomime the story as the teacher tells it again. This “physical story telling” can be carried even further, as the teacher recombines previously learned TPR commands with familiar story material to create a new story that the children act out.

## STORY READING<sup>2</sup>

**Reading stories aloud** using the illustrations to help carry the meaning is helpful. While reading aloud, point to the words or lines being read, emphasize the connection of oral language to print. Pause frequently to discuss the illustrations.



## SPEAKING<sup>2</sup>

Remember speaking is the starting point for limited English proficient students who speak a language other than English in their home. Teach survival language sentences and vocabulary so language will meet the basic needs of the students.

Constance Knop (1985) suggests teaching essential classroom language by using “passwords.” One may be taught each day and the students are then required to produce the password before leaving the class, etc..

**Passwords may be posted on the wall.** Examples are:

May I go to the bathroom (office, drinking fountain, cloakroom, etc.)?  
How do you say that?  
Can you help me?  
I can't find my eraser (paper, book, homework, lunch ticket, etc.).  
Give me a jump rope, please.  
Please leave me alone.  
I am almost finished.  
May I get my coat (book, pencil, band instrument, etc.)?  
I need paper.  
I'll help you.  
This is very nice of you.  
Hello. How are you?  
Close the door (window, desk, locker), please.  
Please pull down the shade.  
May I borrow that?

That is mine. (that belongs to me.)  
Don't look at my paper.  
I'll share that with you.,  
My bus was late.  
Sit down next to me.  
He was sitting in my place.  
What are we having to eat?  
I was absent yesterday.  
I don't know who to say that.  
I can't say that.  
\_\_\_\_\_ is absent today.  
What time is it?  
May I have a tissue?

These can be posted on the wall with accompanying visual cues, and sequenced or clustered to show their relationship and to assist the students in remembering their meaning.

### **SPECIFIC SUGGESTIONS FOR DIRECT TEACHING OF SPEAKING<sup>2</sup>**

1. *Teacher Repetition* – In an activity requiring the whole class to respond the student should not repeat a response with the students. This is the time to listen to hear the responses.
2. *Modeling* - Always model the language with natural speed and intonation.
3. *Backward buildup* - songs pass words, rhymes and dialogues should be simple enough for the children to understand and learn in complete utterances. If the utterance is longer than seven syllables, it may be necessary to teach the utterance part by part. Keep it in meaningful units. Such as “I wasn't able to get my homework done yesterday.” Proceed as follows:

. . . yesterday.  
. . .done yesterday.  
. . . my homework done yesterday.  
. . .to get my homework done yesterday.  
. . .able to get my homework done yesterday.  
. . .I wasn't able to get my homework done yesterday.

This should be used only in very specific situations where the phrase is very important to the rest of the lesson or to the children.

4. *Answer precedes question* - In some exchanges it is useful to teach the answer first, then the question. I.E. “It is three o'clock.” Or “Today is Wednesday.” Or My name is \_\_\_\_\_.” Then teach “What time is it?” and the student responds with the answer.

## READING<sup>2</sup>

Students who have learned to read in another language transfer the skills they have acquired in one language to the other language. Data from standardized reading tests show that concentrating on isolated skills do not teach students to read. Also isolated fill in the blanks exercises in second-language reading do not provide meaningful reading experiences. In a communicative English as a second language program, students need the opportunity to begin with success-building language and reading experiences.



According to Alma Flor Ada and Maria Pilar de Olave (1986), “by learning the mechanics of reading, one does not necessarily become a good reader. . . Success depends not on specific techniques but on high interest material.” They recommend:

1. Learning to read and write should be an extension of the process of learning to speak.
2. Children should be motivated. They will grasp more easily what has meaning and interest for them.
3. Reading to children and telling them stories will make them better readers.
4. Reading materials should be written in the clear and simple language children are familiar with.,
5. Teaching of reading and writing should be done simultaneously.
6. There is a correlation between children’s oral language development and their reading ability.
7. Children learn to read more quickly and easily when there is a reason for doing so.

## FIRST STEPS IN READING AND WRITING FOR COMMUNICATION<sup>2</sup>

### **KEY WORDS AND WORD BANKS**

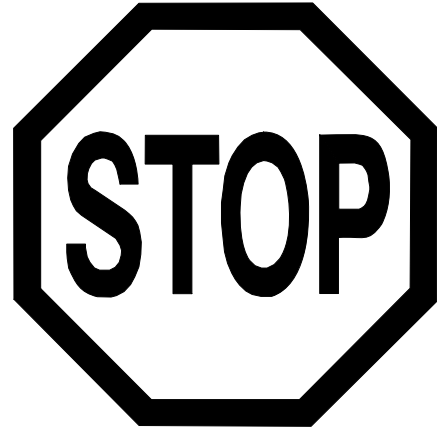
Students keep a word bank of key words they want to use. The words are written on cards and kept in a small file box.

### **ENVIRONMENTAL PRINT**

Students become readers naturally as they make sense of environmental print. Such as words on milk cartons, pop bottles, cereal and candy names, buildings, stores, etc.

### **FUNCTIONAL PRINT**

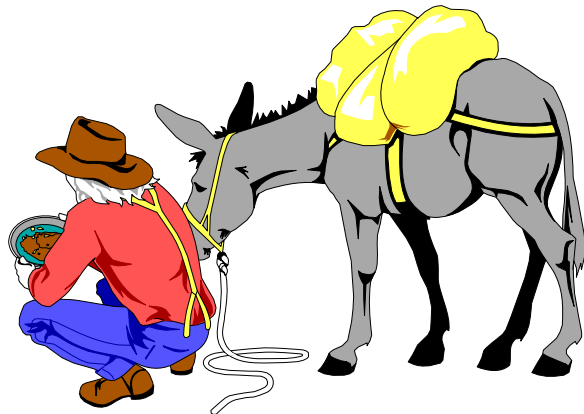
Functional print is the type of written information in authentic materials needed for writing that communicates needed information., such as direction, ads, posters, programs, etc. This type of print focuses students attention to the real use of written language.



## **The Language-Experience Approach to Reading**

The language experience approach to reading is based on the idea that speech can be written down and can be read again later. Familiar experiences are translated into oral expression, then recorded and read.

After an experience the teacher discusses the activity with the group and then together the teacher writes down the students' words and ideas on a large chart or on their individual papers which the child illustrates. Then the teacher and the students read the stories together. Roach Van Allen pioneered the work with the language experience approach. This approach is used successfully with both first and second language learners. With second language learners a firm direction from the teacher is needed to keep the language activity in the target language.



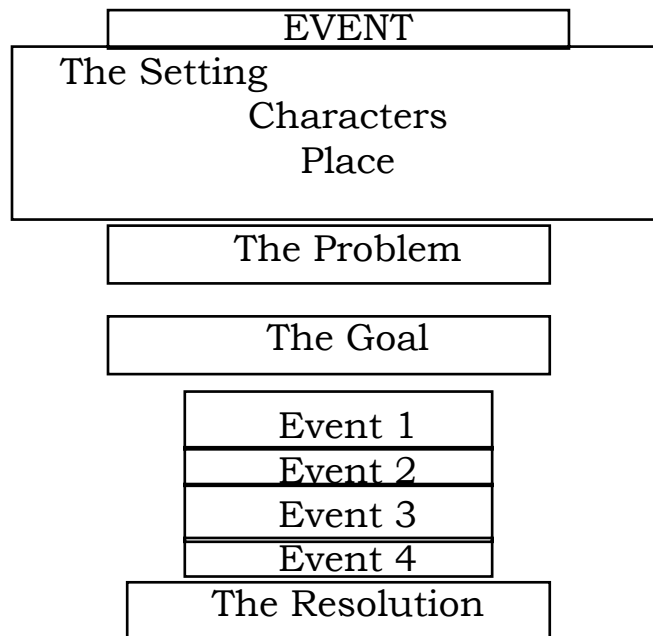
## SHARED READING

Shared reading can be accomplished by reading big books aloud. The shared books should have predictable story lines with strong rhythm, rhyme, repeated patterns, logical sequence, and supportive illustrations.

### STORY MAPPING<sup>2</sup>

Story mapping or story structure is a strategy to identify and visually organize the central structure and main components of simple stories. The story map may be used before the story to access prior knowledge about the topic of the story. It can be used during the story to keep track of details as the students read or after the story to recall the important facts. The story map graphically organizes the story so limited English proficient students are better able to sort out the important information.

One type of story map is as follows:



# Higher Level Thinking Skills are important for the student learning English as a Second Language<sup>2</sup>

## Webbing/Mapping/Clustering

Semantic mapping is a strategy useful for vocabulary development for limited English proficient students. The Los Angeles County Office of Education (1983) and Cook (1986) suggest the following procedures:

1. Choose a simple topic and write it on the board and draw a circle around it. I.e. RIVER
2. Have students brainstorm ideas about the topic.  
I.e. fish water boat  
swim frogs plants
3. Write down student responses. Have the class identify groups of related words in the list and develop categories.
4. Have students develop secondary categories to name the groups.  
i.e. Things that cross the river:  
Things that live in the river  
Things that go on the river

Depict graphically in a simple map format.

boat

boat  
tunnel

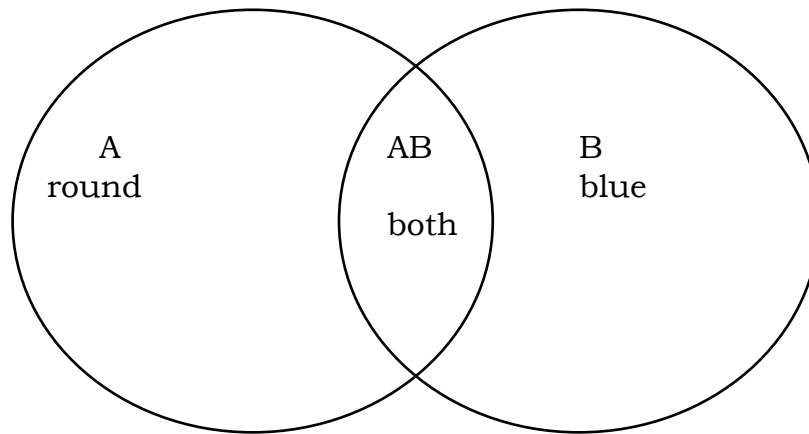
**RIVER**

water  
swim

frogs  
fish  
planets

## Venn Diagrams

The Venn diagram is another graphic organizer to help students see logical relationships among concepts with overlapping ideas. Two intersecting circles can be drawn. Items in one group are placed in circle A, items in the other group are placed in circle B, and items which have characteristic of both groups are placed in the intersection of the circles. I.E.



## Considerations in the Integration of Subject Content Instruction

The work of James Cummins (1981) is very helpful in explaining some of the strategies found in subject content instruction. In second language proficiency the degree of contextual support available for expressing or comprehending through a language assists the student in understanding. He describes “context-embedded” language, which is supported by a wide range of clues, and “context-reduced” language, which has very little extra support, so that everything depends on the words themselves.

- A. Cognitively undemanding and context-embedded (embedded in context that helps to make the meaning clear)
  - TPR
  - Demonstrations illustrations
  - Following directions
  - Art/ Music/ PE
  - Face to face conversations
  - Simple games
- B. Cognitively undemanding and context-reduced (little context provided)

- Telephone conversation
- Note on a refrigerator
- Written directions (without diagrams or examples)
- C. Cognitively demanding and context-embedded
  - Mathematics computations
  - Science experiments
  - Social studies projects (map activities, etc.)
- D. Cognitively demanding and context-reduced.
  - Subject-content explanation (without diagrams or examples.)
  - Mathematics word problems (without illustrations)
  - Explanation of new abstract concepts
  - Standardized testing.

## **Implications for Teaching**

### **Make New Concepts Less Language-Dependent**

1. Make increased use of visuals and realia.
2. Provide the hands-on involvement of learners.
3. Increase the number and vividness of examples.
4. Establish a clear, meaningful context.
5. Draw on learners' past experience and previous learning from the curriculum.
6. Make sure of rephrasing and repetition.

### **Make Language Tasks More Cognitively Engaging**

1. Relate second language lessons to the concepts in the general elementary or middle school curriculum.
2. Make use of processes developed in the general curriculum to engage learners at higher cognitive levels: classifying, categorizing, graphing, estimating predicting, comparing, sequencing, identifying patterns.
3. Create opportunities for learners to practice new language in communicative and problem solving situations, including games, rather than using imitation and drill.

### **Use Three (3) Levels of questioning**

1. **Basic questions** that answer “**yes**” or “**no**” questions. Students can nod their heads to respond.  
*Example:* “In this story, did the main character go to school?”
2. **Questions** that require the students to **infer (guess)** using facts from

the story.

*Example:* “Based on the descriptions of the land, what season is it?”

3. **Critical thinking:** There is no right or wrong answer. The students use their opinions and back it up with excerpts or passages from the story. This is perfect for doing a poetry unit with more advanced ELL students.

*Example:* “What feelings did you get from reading this poem?” Please use passages or excerpts from it to support your opinion(s).

## **SIOP Model – The Sheltered Instructional Observation Protocol: Helping English Learners Succeed.**

This is a research-based instructional model that has proven effective with English Language Learners (ELL) who are studying content topics while learning English. It is organized around eight components essential for making content comprehensible for English Language Learners (ELL). These components are: ***Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment.***

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### **Making Content Comprehensible for English Language Learners—SIOP Model SHELTERED INSTRUCTION— for Academic Achievement**

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#### **Key Components – Teaching language and content effectively:**

- 1. Preparation:**
  - Clearly define content objectives
    - ✓ Write on the board
    - ✓ State orally
  - Clearly define language objectives
    - ✓ Write on the board
    - ✓ State orally
  - Choose content concepts for age appropriateness and “fit” with educational background of students
  - Use supplementary materials to make lessons clear and meaningful
  - Adapt content to all levels of student proficiency—use graphic organizers, study guides, taped texts, jigsaw reading...
  - Provide meaningful and authentic activities that integrate lesson concepts with language practice opportunities—surveys, letter writing, making models, plays, games...
- 2. Building Background:**
  - Explicitly link concepts to students’ background experience
  - Make clear links between students’ past learning and new concepts
  - Emphasize key vocabulary
- 3. Comprehensible Input:**
  - Speak appropriately to accommodate students’ proficiency level
  - Clearly explain academic tasks
  - Use a variety of techniques to make content concepts clear--modeling, hands-on materials, visuals, demos, gestures, film clips...
- 4. Strategies:**
  - Provide ample opportunities for students to use strategies--GIST, SQP2R, Reciprocal Teaching, mnemonics, 12 minute research paper, 2 column notes, repeated readings, ...
  - Consistently use scaffolding techniques throughout lesson --think-alouds, paraphrasing, partnering...
  - Employ a variety of question types—use Question Cube, Thinking Cube, Bloom’s Taxonomy...
- 5. Interaction:**

- Provide frequent opportunities for interaction and discussion—Supplies much needed “oral rehearsal”
  - Group students to support language and content objectives—use at least 2 different structures during a lesson—pairs, triads, teams, varied by language proficiency or interest
  - Consistently afford sufficient wait time—let other students write down answers while waiting for one student to respond
  - Give ample opportunities for clarification for concepts in L<sub>1</sub>—use bilingual paraprofessionals, native language materials, notes by students...
- 6. Practice/Application:**
- Supply lots of hands-on materials
  - Provide activities for students to apply content/language knowledge— discussing and doing make abstract concepts concrete; allow students to work in partners before working alone
  - Integrate all language skills into each lesson--listening, speaking, reading, writing
- 7. Lesson Delivery:**
- Clearly support content objectives—objectives apparent throughout lesson; no “bird-walks”
  - Clearly support language objectives—students given ample opportunities to “show off” their language capabilities in speaking, reading, writing
  - Engage students 90-100% of the lesson—less “teacher talk”, no “down-time”, students are actively working in whole groups, small groups, individually...
  - Appropriately pace the lesson to students’ ability level
- 8. Review/Assessment:**
- Provide comprehensive review of key vocabulary—teach, review, assess, teach...; use word study books, Content Word Wall, ...
  - Supply comprehensive review of key content concepts—review content directly related to objectives throughout lesson; use graphic organizers as review
  - Regularly give feedback to students on their output--clarify, discuss, correct responses
  - Conduct assessment of student comprehension and learning—use a variety of quick reviews: thumbs up-down, numbered wheels, small dry erase boards; include student self-assessment...

**Making Content Comprehensible—  
1. Lesson Preparation**

**Adaptation of Content:**

✓ *Make texts accessible to all students without “watering down “ texts*

✓ Use before, during, and after reading or writing

▪ **Graphic Organizers:**

Schematic visuals that assist students to grasp the “wholeness and parts” of a concept. Use to supplement written or spoken words--

--Before reading or writing: guides and supplements to build background for difficult or dense text and helps organize writing

--During reading: focuses students’ attention and makes connections, helps with taking notes and understanding text structure

--After reading or writing: assists in recording personal understandings and responses; double-checks organization

Examples: "I Wonder", Venn Diagrams Timelines, Discussion webs, Thinking maps...

Tip: With English Language Learners, it is helpful to actually construct the graphic organizer in front of the students on chart paper or transparency for deep understanding

▪ **Outlines:**

Teacher prepared outlines that help students take notes in an organized manner

Tip: T-charts are useful outlines to begin organizing

Tip: **Some students need picture support, or to see the completed outline first**

▪ **Highlighted text:**

**For newcomers: highlight (using blue highlighter) key concepts, important vocabulary, and summary statements in students' textbooks. Newcomers only read highlighted sections. This reduces stress yet maintains key concepts.**

▪ **Marginal notes:**

Like highlighted text, teacher notes in the margins of a newcomer's textbook assist in focusing attention on important ideas, key concepts, key words and their definitions, or draw attention to important supporting facts for "why" or "how". The Teacher's Edition marginal notes may help in choosing key facts, etc. Parent volunteers could assist in putting in marginal notes in multiple textbooks. If you didn't want to write in actual student textbooks, you could use sticky notes that are removable.

▪ **Taped Text:**

Teacher, paraprofessional, or older student tapes textbook for newcomers. This allows for **multiple exposures** to text and should improve reading and understanding. Students can take home text and tape for homework.

▪ **Adapted Text:**

Sometimes it is necessary to rewrite dense text in order for English Language Learners to comprehend a content. **Short, simpler sentences are easier for newcomers to understand.** The format should follow a topic sentence followed by several supporting detail sentences. All sentences need to be relevant to the content. Maintaining a **consistent format** affords easier reading and more connections to prior knowledge.

▪ **Jigsaw text reading:**

One or two members of each cooperative team are chosen by the teacher to form an "expert" team. Each "expert team" is responsible for one section of assigned text. Text sections are read aloud in the "expert team", discussed and reviewed for essential information, key vocabulary, and better collective understanding. When clear understanding is reached, "expert team" members return to their original cooperative teams to teach their teammates—demonstrating **peer-modeling**. English Language Learners benefit from this system because they are learning from others while not burdened with reading the longer text.

▪ **Leveled study guides:**

Teacher composes guides to accompany students' textbook —may include:

Summary of text—Questions-- Statements of learning

Teacher can designate questions for different levels by marking with \* (easiest), \*\* (moderately challenging, and \*\*\* (most challenging)

## Supplementary Materials: Sources

☺ Hands-on manipulatives and realia—connects abstract concepts with concrete experiences and student's own life

- ☺ Pictures, Photos, Visuals: provide visual support to harder concepts. Helps relate to prior knowledge and oral presentations. Include models, charts, overheads, maps, timelines as you are presenting concepts
- ☺ Multimedia: film clips, songs and chants, posters, computer games, etc.--related to concept solidify key concepts into the deep memory
- ☺ Demonstrations: Model step-by-step completion of tasks, or model language to use with presentations. This scaffolds and enhances learning
- ☺ Related Material: Most Dearborn schools have a multitude of leveled books—both fiction and non-fiction that supplement science and social studies themes. Check your school's resource room for materials.

## Making Content Comprehensible— 2. Building Background

- ✓ There is a strong correlation between vocabulary knowledge and student achievement
  - ✓ Select fewer key terms to focus on
  - ✓ **Explicitly teach “school language”**—*ex. Identify, compare, summarize, define...*
1. **Contextualizing Key Vocabulary:**  
Review the content and select key terms that are critical to understanding the lesson's most important concepts. The teacher
    - Introduces and defines terms simply and concretely
    - Demonstrates how terms are used in context
    - Explains use of synonyms, or cognates to convey meaning
  2. **Vocabulary Self-Selection:**  
After reading a content text, students self select vocabulary they think is essential to the understanding the content concepts.
    - Words are selected by individuals, partners, or teams
    - Shared, discussed, and agreed upon by whole class
    - Empowers students in choosing the most appropriate key vocabulary
  3. **Personal Dictionaries:**  
Personal dictionaries are created as an individual vocabulary and spelling resource for students.
    - Students read text in partners or teams and select unknown words
    - Teacher works with teams to review each student's personal dictionary and providing clarifications where needed
    - Words can be arranged alphabetically, by concept, or structure
  4. **Content Word Wall:**  
This is a Content Word Wall specific to one content area, reserved for key vocabulary that relates to that content.
    - Key words are displayed alphabetically
    - Revisited frequently during lessons
    - Students use words throughout unit of study
    - Remove some words regularly in order to keep words displayed to a reasonable number

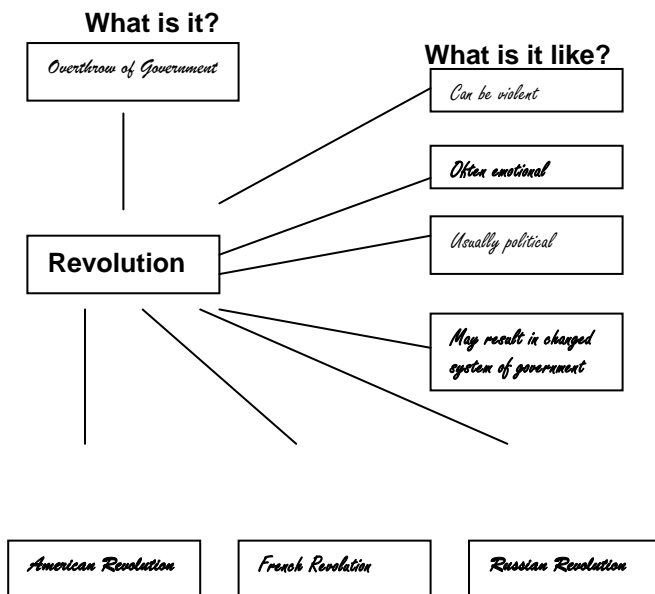
Ex: Social Studies Word Wall: **Revolutionary War**

<b>A</b>	<b>Battle</b>	<b>Constitution</b> <b>concede</b>	<b>decide</b> <b>Declaration</b>
<b>E</b>	<b>flag</b>	<b>G</b>	<b>H</b> Independence
<b>J</b>	<b>K</b>	<b>liberty</b>	<b>M</b> notify...

**5. Concept Definition Map**

A simple graphic system used to discuss complex concepts and clarify the meaning of a concept.

Ex: Concept Definition Map—*Revolution*



What are some examples?

**6. Cloze Sentences:**

Used to teach and review content vocabulary **in context**.

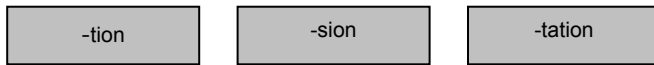
- Teacher chooses a sentence that has a strong contextual support for the vocabulary focus word.
- Possible replacement words are brainstormed
- Teacher assists students in choosing correct word

Ex: During a \_\_\_\_\_ a group of people tries to overthrow an existing government or social system. (*revolution*)

**7. Word Sorts:**

Students categorize words or phrases (previously introduced) and sorts them according to meaning, structure, word endings, or sounds. This reinforces word relationships, spelling, and word structure.

Ex: Word Sort by endings—**American Revolution**



**revolution**

taxation  
frustration  
participation  
solution

**tension**

passion      plantation  
mission

**representation**

**8. Word Generation:**

This is a review of new content vocabulary through analogy. Students brainstorm words that contain a “chunk” of a word.

Ex: *Port* “to carry”—portable, export, transport, deport...

**9. Visual Vocabulary:**

English Language Learners benefit from a “picture” of a term added to a definition of the word. Use stick figures, a picture dictionary format, or a photograph.

**10. Vocabulary through Songs:**

Use the “Jim Walters Approach” —“Science Through Song CD” for teaching difficult concepts through a song format. Concepts and relationships are explained and remembered easier for some students through this multiple intelligence medium.

**Making Content Comprehensible—  
3. Comprehensible Input**

**Appropriate Speech:**

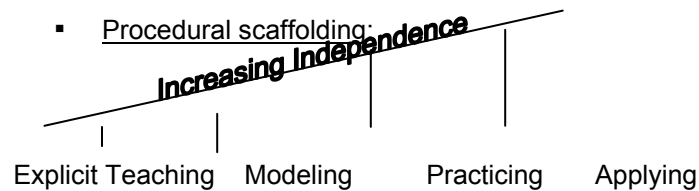
- ✓ Use speech that is **appropriate to students’ proficiency** level—slow down and enunciate where applicable
- ✓ **Avoid jargon** and idiomatic speech as much as possible

**Explanation of Academic Tasks:**

- ✓ Present instructions in a **step-by-step manner** and/or with demonstrations. Write oral directions on board—ask students to re-explain
- ✓ Use **peer-modeling**—Focus attention on one group that is functioning well on activity. Let those students explain step-by-step instructions to whole class using an overhead transparency

**Scaffolding:** Use verbal and procedural scaffolding routinely:

- **Verbal scaffolding: Paraphrasing**—restating student’s response to model correct English  
**Think-Alouds**—saying out loud what you are doing as you try to use a strategy  
**Reinforcing contextual definitions**—restating a term by giving a context or definition  
Ex. Aborigines, *the native people of Australia*, were being driven from their homes.



--Small group instruction with less experienced students practicing with experienced students

--Partnering students for practice

#### Questioning:

- ✓ Use a **variety of question types**: see “Thinking Cube” for examples.
- ✓ Use “Question Cube” to **promote students asking** a variety of questions: Who, What, When, Where, Why, How

#### Interaction:

- ✓ Effective classes are characterized by a variety of grouping structures
  - **At least 2 different grouping structures** should be used during a lesson—partners, triads, teams, etc.
  - **Vary group configurations from day-to-day** across the week to pique interest, and increase student involvement

#### Wait Time:

- ✓ Effective teachers wait 20 seconds or more for a student to respond—many English Language Learners need longer time to formulate answers.
- ✓ While waiting for a student to reply **other students can be writing down their response** then confirm with answer.

#### Clarifying Key Concepts in First Language:

- ✓ Allowing students to **confer with each other, teacher, or paraprofessional in their native language** about subject matter material provides needed support for true understanding of content while student is learning English

#### Application of Content and Language Knowledge:

- ✓ **Discussing and doing** make abstract concepts concrete, therefore projects, discussion teams, reports lend themselves to true comprehension
- ✓ Include **opportunities to practice English**—reporting out orally and in writing, working with teams or partners

#### Integration of Language Skills:

- ✓ Reading, writing, listening, and speaking are **mutually supportive and need to be developed in an integrated manner**. Practice in writing promotes development in reading.

#### Review of Key Vocabulary

- ✓ **Review of vocabulary** needs to include attention to **word structure** and sentence structure
- ✓ **Multiple exposures to new terminology** builds proficiency
  - Use paraphrasing as review—provides context
  - Use multiple modalities to remember words
  - Have students use Individual Word Study Books for personal reference—grouping words by structure (*-tion, -sion, -tation...*)

### Assessment of Lesson Objectives:

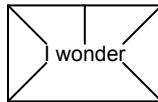
- ✓ Use a **variety of methods to elicit group responses**
  - Thumbs up/ thumbs down—Used to obtain a quick summary of agree/disagree responses. “I don’t know” response is indicated by a closed fist
  - Number wheels or numbered fingers: Used to indicate responses to multiple-choice questions. Teacher puts possible responses on board or transparency, waits, then says “Show me!”
  - Response boards: Use individual chalk boards or dry-erase boards for responses given in unison. Dollar stores or home improvement centers—bathroom tile board makes great dry-erase boards!

## Making Content Comprehensible— 4. Strategies

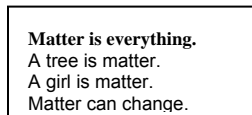
- ✓ **Discussing and doing make abstract concepts concrete**
- ✓ Academic language learning is more effective with learning strategies

### Content teaching –One Approach (40-55 minutes):

- Do an **“I Wonder”** Brainstorming—(5 minutes) about book, topic, theme—should be in the form of questions (Who, what, when, what if, why...) or “I wonder if...”



- Do a **Preview and Predict strategy—15 minutes**:
  1. 1 minute—Students individually preview text material, looking at illustrations, photos, bold print...
  2. 3 minutes—With a partner, students write 3 things they think they will learn about from this text. Write in complete sentences, note form, or pictures, depending on students’ language proficiency.
  3. 4 minutes—Partners share their list with another pair of students and list is condensed and or expanded. Transfer final list to chart paper.



4. 3 minutes—4 person teams report out findings and post list.

5. 4 minutes-- Teacher reads first section of text (one page or less) while students follow along.

• Do **GIST summarizing strategy—7 minutes:**

1. 3 minutes--After reading a passage or section of text, teacher and students underline or pick out 10 words and concepts that are “most important” to understanding text.

2. 1 minute--Write 10 words on the board.

matter	forms
changes	gas
solid	living things
liquid	space
states of matter	atoms

3. 3 minutes--Teacher and students write 1-2 summary statements using as many of the listed words as possible. Could be partner work. Post on board.

• 3 minutes--**Refer back to Preview Chart.** Read each statement, confirm if it is + or -, depending on reading selection. Erase or cross out statements that are not likely to relate to rest of reading selection, and add new predictions.

Matter can change.	+
A rock is matter.	+
Atoms are the largest part of a thing.	-

• 10 minutes--**Students continue with reading**, either in partners or small teams **and do GIST strategy within their team.** If the selection is too long, teams can jigsaw reading selection and share out their summary statements with whole group.

• **Refer back to “I Wonder” chart—4 minutes. Write down answers to questions** that were found in reading. If questions were not answered brainstorm where answers could be found and form Research Teams to explore other sources.

• **Represent new learning in some way—6 minutes—by one of these:**

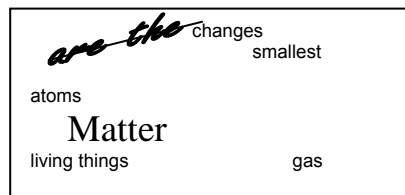
--Use **Thinking Cube** to generate at least 6 higher order thinking questions about text.

Ex: Give a quote from the book that tells what matter is made of.

How many ways can matter change?

How can you measure matter?

--Make a **Word Splash** using the important words in this text.



--Construct a **graphic organizer** (T-list, Venn Diagram, etc.) depicting the highlights of reading selection.

--**Illustrate** new learning on a poster including appropriate captions and details.

--**Create a poem, chant, song, or play** demonstrating new learning.

- Do a **Graffiti Write** representing students' learning:
  1. Each team has chart paper, each team member has a marker. A topic or question is posed. At the start signal each person writes a personal comment about the topic or question on the chart paper—*at the same time*. 2 minutes.
  2. When time is called, teams rotate to next table, read comments and add their own—may be same topic/question or another question or focus. 2 minutes.
  3. Rotate again, either to another table or back to own table. Post results.
- **Report Out** representations for class to enjoy or problem solve answers.

## Making Content Comprehensible—

### 5. Interaction

#### **Opportunities for Interaction:**

- ☺ Learning is more effective when students have an opportunity to participate fully—discussing ideas and information
- ☺ Effective teachers strive to provide a more balanced linguistic exchange between themselves and their students—ELL students need the practice in speaking!
- ☺ Interaction accesses the thought processes of another and solidifies one's own thinking
- ☺ Talking with others, either in pairs or small groups allows for **oral rehearsal** of learning

- **Encouraging more elaborate responses:**

--going beyond “yes” and “no” answers—

“Tell me more about that”

“What do you mean by...”

“What else...”

“How do you know?”

“Why is that important?”

“What does that remind you of?”

or teacher restates student's answer—

“In other words.... Is that accurate?”

or teacher allows **wait time** for student to formulate answer

or teacher calls on another student to extend classmate's response

- **Fostering student-student interaction:**

**--Putting students in pairs, triads or small groups**

**--Types of activities that encourage “table talk”:**

**Literature circles, think-pair-share, jigsaw readings debates, science or math experiments**

#### **Grouping Configurations:**

☺ All students, including English Language Learners, benefit from instruction that frequently includes a variety of grouping configurations

☺ It is recommended that **at least 2 different grouping structures be used during a lesson**

- **Variety:**

- ⊕ **Whole class—**

To develop classroom community

To provide a shared experience for everyone

- ⊕ **Flexible small groups—**

To promote multiple perspectives

To encourage collaboration

- ⊕ **Partnering—**

- To provide practice opportunities
  - To scaffold instruction
  - To give assistance before independent practice
- **Homogenous or Heterogeneous grouping**
  - ⊕ By gender, language proficiency, language background, and/or ability
  - ⊕ Variety maintains students' interest
  - ⊕ Movement from whole class, to partners, to small group increases student involvement
  - ⊕ Varying group structures increases the preferred mode of instruction for students
- **Cooperative Learning Activities:**
  - Information gap activities*—Each student in a group has only one or two pieces of information needed to solve the puzzle or problem. Students must work together, sharing information while practicing their language, and using critical thinking skills.
  - Jigsaw*—Jigsaw reading task by chunking text into manageable parts (1-2 pages). Number students in each group (1-4 or 5). All #1s read the first 2 pages, #2s read the second 2 pages, etc. These expert groups then discuss their reading and share ideas. The original groups reconvene, discuss the whole text and share their expertise. Students pool their information.
  - Numbered heads together*—Similar to *Jigsaw* without forming expert groups. Each student works on one portion of assignment and then students share.
  - Four corners*—Great activity to introduce a topic or chapter of study. Write one question or idea on each chart paper. Divide class into 4 groups, each group has a different color marker—students move to one corner chart paper and designated student begins writing their ideas on chart. Time activity 2-4 minutes. Students move clockwise to next corner, read responses and add their comments.
  - Roundtable*—Use with open-ended questions, grammar practice. 4-5 students are grouped at tables, one sheet of paper, one pencil. Question or grammar point is given by teacher, students pass paper around table, each writing their own response. Teacher circulates room.
  - 3 Step Interview*—Students are paired. Each student listens to the other as they respond to a topic question. At the end of 3 minutes, each pair joins another pair of students and shares what their partners said. Good way to practice language.
  - Writing Headlines*—Good way to practice summarizing an activity, story or project. Provide models of Headlines. Students work in pairs writing a headline for an activity. Pairs share out their headlines and class votes on most effective headline.
  - Send a Problem*—One table team sends a question or problem to another table. Each table team solves or answers question and passes it back to original table. This is a good way to review for a test.

#### **Wait Time:**

- **Wait time varies by culture:** The average length of wait time in US classrooms is clearly not sufficient
    - Effective teachers allow students to express their thoughts fully without interruption
- TIP: Allow students to practice their answer with a partner before calling on them to speak out before the whole class.
- TIP: Have more advanced students write down their responses while waiting, and then check their answers against the final answer.

#### **Clarify Key Concepts in L<sub>1</sub>:**

- Best practice indicates that ELLs benefit from opportunities to clarify concepts in their native language L<sub>1</sub>—
  - Use bilingual paraprofessionals, teachers, peers as clarifiers for vocabulary, concepts, or procedures
  - Use native language texts, dictionaries as tools to illuminate or illustrate topic

## Making Content Comprehensible— 6. Practice and Application

### Hands-on Materials and/or Manipulatives for Practice:

- ☺ Students have a greater chance of mastering content concepts and skills when :
  - given multiple opportunities to practice
  - practice is in relevant, meaningful ways
  - practice includes “hands-on “ experiences
- ☺ Planning for hands-on practice:
  - Divide content into meaningful short chunks
  - Time for practice should be short—10-15 minutes
  - New learning should have several short practices close together
  - Older learning should be practices distributed further apart—review material periodically
  - Give students immediate feedback on how well they have done
- ☺ ELL students need to **connect abstract concepts with concrete experiences**: Material can be organized, created (chart learning), counted, classified (concept mapping), stacked (index card review), rearranged, dismantled...

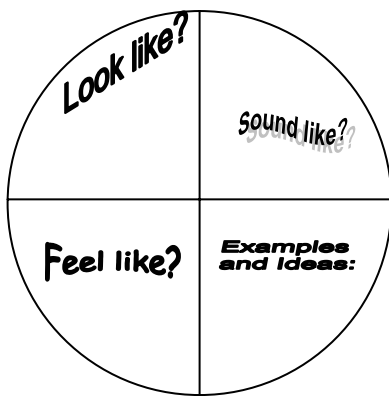
### Application of Content and Language Knowledge:

- ☺ Abstract concepts and new information needs to be applied in a **personally relevant way--**
  - Writing in a diary format through a character
  - Making and Playing a game for content review (Jeopardy, Bingo, Wheel of Fortune...)
  - Creating a semantic map
  - Writing test questions to ask another student
  - Teaching concepts to another student
- ☺ **Discussing and “doing”** make abstract concepts concrete.
  - Clustering
  - Making and using graphic organizers
  - Solving problems in cooperative groups
  - Engaging in discussion circles
  - Partnering students in a project before independent work
- ☺ Opportunities for **social interaction** promote language development.
  - Small group discussions
  - Working with partners
  - Reporting out information orally and in writing
- ☺ **Modeling correct English** after a student has made a pronunciation or grammar error can **gently but effectively** instill appropriate usage.

### Integration of Language Skills:

- ☺ Reading, writing, listening, and speaking are **interrelated and integrated naturally**—we read when we write, we listen when we are talking with someone, etc.
- ☺ Most young children become grammatically competent in their home language by age 5—for ELL students, the teacher needs to **develop language skills in a holistic manner**.
- ☺ **Practice** in any one area (listening, speaking, reading, writing) **promotes development** in the others.
- ☺ Connections between abstract and concrete concepts are best accomplished **when all language processes**—reading, writing, listening, and speaking—are **incorporated during practice and application**.

**What does a Classroom that Incorporates Listening, Speaking, Reading and Writing...**



**Does your classroom incorporate a variety of Listening, Speaking, Reading, and Writing activities during Practice and Application?**

**Making Content Comprehensible—7. Lesson Delivery**

**Content Objectives:**

- ☺ Content objectives must be **clearly supported** by lesson delivery:
  - Should be **stated orally**
  - Should be **written on board for all to see**—preferably in a designated space every time
  - Purpose:
    - ⊕ Reminds us of lesson focus
    - ⊕ Provides a structure to classroom procedures—before, during, after
    - ⊕ Allows students to know direction of the lesson
    - ⊕ Supplies way for students and teacher to evaluate lesson in light of content objectives
  - Limit content objectives to one or two per lesson

- ☺ “When teachers spend their time and energy teaching students the content the students need to learn, students learn the material...”

### Language Objectives:

- ☺ Language objectives must be clearly supported by lesson delivery:
  - Should be **stated orally**
  - Should be **written on board for all to see**—preferably in a designated space every time
  - Can **relate to ESL Standards** from TESOL
  - Can be from State Language Arts **Benchmarks**
  - Can be **specific to book language** studied (certain verb form, word endings, vocabulary, punctuation, summarizing, active discussion...)
  - Needs to be **recognizable in lesson’s delivery**

### Students Engaged:

- ☺ Students should be **engaged 90-100%** of the period for lesson delivery to be effective
- ☺ “When students spend their time **actively engaged in activities that relate strongly to the materials they will be tested on**, they learn MORE of the material.”  
Leinhart, Bickel & Pallay
- ☺ The most effective teachers **minimize** boredom, off-task behaviors, making announcements, passing out papers, etc.
- ☺ Aspects of student engagement to consider:
  - **Allocated time**—decisions teachers make regarding amount of time spent on topic and each academic task (reading, word study, writing...)
  - There is a balance between teacher presentation and opportunities for students to apply information.
  - **Engaged time**—Time students are actively participating during allocated time:  
*The more actively students participate in the instructional process the more they achieve.*
  - Students learn more than they are attending to the learning tasks that are the focus of instruction
  - **Academic learning time**—Students’ time-on-task, when the task is related to the materials on which they will be tested—not just-for-fun activities!
  - Class time needs to be **planned efficiently**—and therefore effective use of time and resources
- ☺ Factors that contribute to high levels of student engagement:
  1. *Well planned* lessons
  2. *Clear explanation* of academic tasks or instructions
  3. *Appropriate amount of time* spend on an academic task
  4. *Strong classroom management* skills
  5. *Opportunities* for students to *apply learning* in meaningful ways
  6. *Active student involvement*
  7. Lesson design *meets the language and learning needs* of students

### Pacing:

- ☺ Pacing refers to the **rate** at which information is presented during a lesson.
  - Rate for ELL students must be **brisk enough** to maintain students' interest **but not too quick** to lose their understanding.
  - **Practice** will reward a perfect pace.

## Making Content Comprehensible— 8. Review and Assessment

### Review of Key Vocabulary:

- ☺ Key vocabulary can be developed through analogy:
  - Relating newly learned words to other words with the same structure or pattern (ex: photosynthesis ↔ photography)
  - Drawing students' attention to tense, parts of speech, and sentence structure
  - Repeating and reinforcing language patterns for words to become automatic
- ☺ Ways to scaffold :
  - **Paraphrasing**—oral rehearsal of what student is going to say with group before saying it to the whole class or saying the definition of a word right after the word
  - **Systematic study**—remember “research says isolated word lists and dictionary definitions alone do not promote vocabulary and language development. **Words should be studied through multiple modalities**—see them, say them, write them many times in different ways, act them out, sing them, draw them, find them in context....
  - **Word Study Books**—This is a student-made personal notebook in which the student includes frequently used words and concepts. Book can be organized by language structure: -tion, -sion, -tation and/or alphabetical, and/or by topic of study (ex: Revolution words)
    - One way to enter words: **Write the word**, include a **personal definition**, use the word in a **sentence**, and add a **memorable symbol** or drawing that will trigger the word from memory.
  - **“School Talk” sessions**—Teach discussion circle protocol: taking turns, polite disagreement words, how to ask and answer questions. Do a practice session with a fun topic of students' interest like movie stars, cars...

### Review of Key Content Concepts:

- ☺ Review key concepts during and at the end of a lesson:
  - **Informal** summarizing review—ex: “Up to this point....Discuss in your groups the 3 important things we have learned so far.”
  - Periodic review (chunking) leads into next section to be studied
  - **Structured** review—summarizing with partners, listing key points on board.
  - **Link** review to content objectives—ensures focus on essential concepts
  - **Final review**—allows students to assess their own understandings and clarify misunderstandings

### Providing Feedback:

- ☺ Periodic review:
  - Clarifies and corrects misconceptions
  - Develops students' proficiency in English
  - Allows for paraphrasing students' responses in correct English and complete sentences

- ☺ Feedback given orally and in writing, supported by facial expressions and body language—nod, smile, encouraging look...

**Assessment of Lesson Objectives:**

- ☺ **Assessment** is “*the gathering and synthesizing of information concerning students’ learning*”
- ☺ **Evaluation** is “*making judgments about students’ learning*”. *Assessment comes first, then evaluation*

☺ **Informal Assessment:**

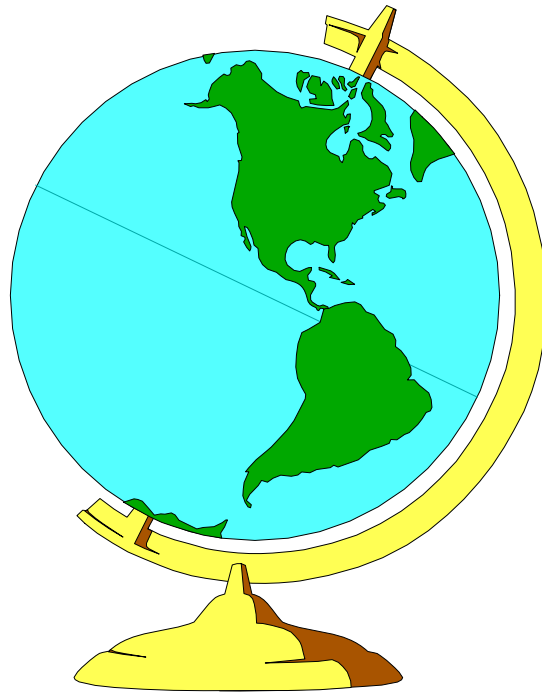
- On-the-spot, ongoing opportunities to determine the extent of students’ learning.
- Includes teacher observations, anecdotal reports, informal conversations with students, quick-writes.

☺ **Authentic Assessment:**

- Application to real life—real life contexts
- Multidimensional—ex: students’ writing, taped pieces, interviews, videotapes, observations, projects, discussion, performances, group responses...
- Includes multiple indicators to show competency of a content objective. Use of a rubric defines level of learning and is shared with students and parents
- Group responses:
  - ⊕ **Agree/Disagree, True/False, Yes/No** –index cards that students or groups of students could use to quickly give their answers to questions. Teacher can quickly see responses.
  - ⊕ **Thumbs up/thumbs down**—Like the index cards, students can quick respond to questions. For “I don’t know” students can make a fist. Teacher gets a feel for whole class understanding or agreement.
  - ⊕ **Numbered wheels**-Tag board strips (5” x 1”). Each strip is numbered 0-5 or 0-10. This allows students to answer multiple-choice questions quickly by holding up appropriate number. 0 is a “Don’t know” response. These are great for review before a written test.
  - ⊕ **Response boards:** Small chalk or white boards, or even plastic plates can be used for group responses. Use dry-erase markers, chalk, or crayons that can be erased for next question.

**Language,  
Culture,  
and  
Curriculum  
Interact:**

Experiencing Culture  
in the Classroom

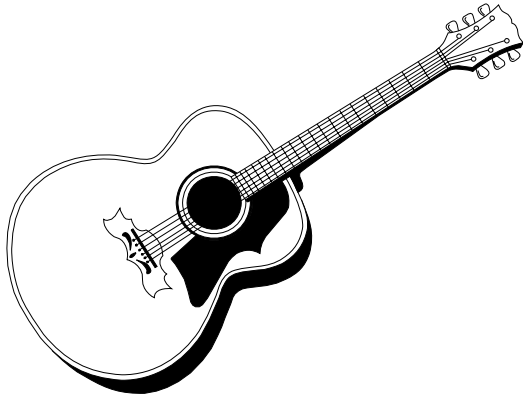


## BECOMING CULTURALLY AWARE

Having students in our classes who represent a different culture from our own is both a challenge and an opportunity for growth. This is a great opportunity to broaden our perspectives and learn about our students' lives and where they come from. It also means honoring their language and culture. The whole class can together celebrate the diversity they represent within this nation of immigrants. The New York ESL guide for Primary teachers suggests:

- If you wish to know more about your students and the culture they represent, ask them.
- Whenever possible, include information and prepare lessons about your students, who speak a language other than English in their homes, country and the culture of the country.
- If they speak little English, learn some words in their language to welcome them and to make them feel comfortable.
- Take time to visit the library and find out about the country your students come from, the foods they eat, the holidays they celebrate, the language they speak, etc.

For example, L'Anse Creuse Higgins Elementary School has many Spanish speaking students who come to work in the farming areas nearby. The teachers have a *Cinco De Mayo* festival in May so all the



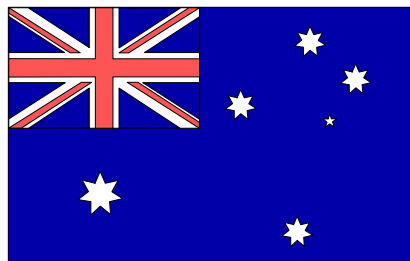
students can learn about the Mexican holiday, foods and customs. Teaching migrant students becomes a very enriching experience for the teachers and for the rest of their class. The potential for broadening cross-cultural understanding is great. Respecting and learning about others and their cultures helps us all to grow.

## Identifying Cultural Information to Integrate Culture in the Classroom<sup>2</sup>

To integrate cultural experiences into the classroom curriculum teachers can use the first hand experiences and rich background of the students in the classroom and their parents. Cultural symbols, cultural products and practices have been suggested by Pesola (1991)

### Cultural Symbols

- flags, insignia
- significant national monuments
- symbols associated with holidays
- symbols of good and bad luck
- symbolic meaning of animals
- heroes from history



### Cultural Products

- visual arts and artists
- musical arts and composers
- important characters, events and folk lore
- traditional children's songs, rhymes, and games
- traditional stories and legends
- folk arts
- currency, stamps and other realia
- traditional and holiday foods



### Cultural Practices

- forms of greeting
- celebration of holidays
- use of gestures
- meals and eating practices
- shopping
- favorite playtime and recreational activities
- home and school life
- patterns of politeness
- types of pets and attitudes toward pets
- how children and families move from place to place.

Children's literature, folk and fairy tales, songs, rhymes, and finger plays provide valuable resources for cultural information. Take fantasy trips to other cultures and countries where the children in your class

originated. Use background music, cultural realia and photos to encourage the fantasy trip.

Invite the bilingual instructional assistant working with the limited English Proficient student to come to the classroom to talk about their culture, holidays and customs. Learn folk dances and singing games from other cultures.

Michigan Humanities Council has *ROADS Culture Kits* with information and realia about six different cultures which have an influence in Michigan. These kits are designed to supplement any school curriculum and correspond to the MDE Content Standards and Benchmarks for Language Arts and Social Studies.



The Current *ROADS Culture Kits* include:

- Native Peoples: Indians of the Great Lakes
- German Heritage
- African-American Heritage
- the Americas: Hispanic History and Cultures
- African History and Cultures

Even though 28% of Michigan's population claims to be of German descent, most have been long ago assimilated into the mainstream culture and today we have only few students in our schools who speak the German language in their homes. However, one of the largest groups who speak a language other than English in their homes is the Arabic or Middle East population.



## **The Middle East and Arabic Cultures<sup>7</sup>**

More than 250,000 Arabs live in southeastern Michigan representing the second largest Arabic population outside of the Middle East. This is Michigan's second largest and one of the fastest-growing minority populations. Most of the Arabic-speaking population in Michigan come from Palestine, Lebanon, Yemen, Egypt, Iran and Iraq. Initially this group was attracted by Detroit's auto industry, but now they come to live among the large networks of relatives in the area. Since they come from diverse backgrounds, there is a broad range of lifestyles, religions, and levels of assimilation.

The *ROADS Culture kit* contain specific lesson plans and cultural artifacts focusing on:

- Religions of the Middle East
- Development of the early alphabet
- History of Al Andalus (Muslin Spain)
- Middle Eastern Folksongs and Folkdances
- Food Traditions in the Arab World
- Science: The Islamic Legacy

### **Cultural Factors and Traditions**

Family composition and organization – There is usually an extended family structure. Usually the male is viewed as the decision maker and authority figure in the family. In some instances, the female makes the decisions. Females are trained at an early age to take care of the home and household activities and to prepare for the role of wife and mother in the future. However, more females are being educated and preparing themselves for various careers such as education, social services, and business.

### **Religion**

In the Middle East the predominant religion is Islam. However, other religions are practiced such as Christianity, Judaism, Bahais, and Druze. Some of the Moslem females still wear the scarf over their heads but some have gradually stopped wearing a veil or *chador* which is a symbol of the Islamic religion.

### **Attitudes toward Handicaps.**

In the Middle East there are few if any special programs and/or services for the handicapped. Often families try to hide the handicapped condition of their children in order to prevent them from becoming labeled.

### **Education.**

Grades are important to both parents and students. Elementary schools in the Middle East are composed of grades Kindergarten through seventh. Many schools provide bilingual programs in Arabic and either English or French. At the end of the seventh year, a national examination is given to all students to determine if they will enter junior high school or go to a vocational program.

### **Work Ethic.**

The parents may have either one of two focuses regarding the work ethic. One is they want a good education that will lead their children into a professional career. They urge high aspirations and tell their children that if they succeed in school they will have a good job in the future.

The second focus some parents have is to train the children to run a business. At an early age, children are encouraged to participate in the family-owned business in order to learn the value of work and receive the necessary training to carry on with the family business.





## **The Mexican-Americans and Hispanic Population and Culture<sup>7 4</sup>**

The 1990 census projections estimated Hispanic Americans to number about 22.4 million. In Macomb County, migrant workers also come to the farming areas in the northern communities and then travel back to Mexico during the three winter months. These students provide an ongoing interaction with their original homeland and reinforcement of traditional values and cultural practices. It helps if teachers and students better understand the historical cultural roots of this growing population. The Humanities Cultural Kits present holidays such as *La Dia de Los Muertos/ Day of the Dead Celebrations*, Latin American Folktales, Mariachi Music Tradition, The art of Diego Rivera and Frida Khalo as well as a history of the Aztecs, Mayas, and Incas.

More information about the Culture Kits may be obtained from the MHC office 1(517)372-7770.

The Hispanic population in Michigan includes Cubans, Central Americans, Mexican-Americans, Mexicans, Puerto Ricans, Spaniards, and south Americans. Even the Mexican-Americans are not a homogeneous population., but represent a wide range of acculturation and interaction in American society. Many of the parents of Mexican-American students living in America want to retain their language and cultural traditions. Thus, elementary schools that have a foreign language program which includes Spanish in the elementary school will find these parents very please. Parents want their students to retain and develop both languages.

### **Cultural factors**

Family composition and organization -- Within the Mexican culture, the family is the most valued institution, and the main focus of

social identification. Nuclear families are commonly found among Mexican-Americans, but there still exist many extended families which extend to over three generations. Traditional females tend to display subdued qualities, while males have been the authority figure in the family. Each person in the family has the potential for increasing community respect for the family by their personal; behavior.

### **Education**

Most Mexican-Americans appreciate and value the American educational system. Traditional Mexican-American students have been taught to respect older members of their community, teachers, and employers. Many students experience our educational with little or no difficulties. At the same time, there are Mexican-American students who have difficulties due to cultural differences and/or lack of English proficiency skills. Some students are unable to fully benefit from the educational system because of economic conditions which force them to be employed to maintain themselves. Also, the rate of mobility between the U.S. and Mexico affects the education of the students.

### **Work ethic**

In the Mexican-American culture there is a strong loyalty and solidarity in the family unit. This family loyalty often is transferred to the work setting. This loyalty translates into work behaviors such as willingness to do additional tasks without being asked, working additional hours, or providing moral support to their supervisor and/or co-workers; therefore, Mexican-Americans become valued employees. In the educational setting, Mexican-American students work particularly well in groups. Mexican-American parents encourage their teenage children to find employment. Many parents view it as an opportunity to understand the world of work and the value of earning money. In some poor families, the children's earnings are necessary in order to feed and clothe the family members.

### **Language**

In the home of the Mexican-Americans, the principal language is usually Spanish. In the migrant community the parents, as a rule, know little or no English. They often rely on their children who have been to school here to translate for them and to help them make purchases. At home, the children speak varying amounts of Spanish and English. Generally speaking, the children who have lived in the U.S. the longest are the ones who use the most English, although their Spanish remains essential in order to converse with their parents and older relatives. The

parents of the Mexican-American children are often illiterate in Spanish which means the children do not usually have much exposure to the process of reading and writing except in the school setting.



**Southeast Asians may be Hmong, Cambodians, Laotians, Thai, Vietnamese, Korean, Chinese and Mien**

## **South East Asian Americans and Refugees**

Many immigrants from Southeast Asia arrived as refugees to United States. The Southeast Asians include Vietnamese, Cambodians (Khmer), Hmong, Mien, Laotians and Thai.

# **Hmong Culture and Traditions**

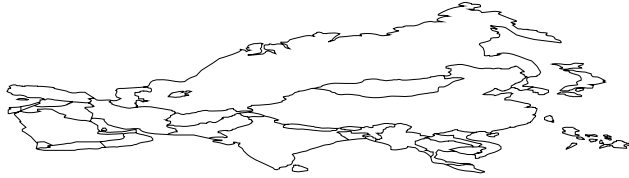
**(from MDE Bilingual Dept. Refugee Inservice Project<sup>4</sup>)**

*The Hmong are new arrivals to Macomb County Michigan and currently we have over 200 receiving ESL services from the MISD Bilingual/ESL program. There are many other students who have not been referred to our program. These students are descendants of the refugees from the mountains of northern Laos. Their ancestors emigrated to Laos from China nearly 150 years ago, probably to escape slave conditions. The name Hmong means “free man.”*

*In Laos, the Hmong practiced slash and burn agriculture, which required moving every few years as the old soil became depleted. Their principle crops were dry rice, garden vegetables and opium poppies. They were also well-known in their homeland as hunters and horsemen. Since they were good soldiers and knew the region they were recruited by the CIA as soldiers in the Vietnam War. When the war was over, they had to flee their country and many became the “boat people” to escape persecution.*

For the Hmong, both here and in Laos, family life is of paramount importance. There are approximately twenty clans of Hmong and each can be regarded as an extended family who shares a common ancestry. The Hmong last names utilized in this country are the clan names. Clan

leaders have traditionally been the key decision makers for the Hmong community and their influence is important in this country as well.



Many of the Hmong traditionally are animists who believe in an omni-present spirit world. These beliefs are

manifest in all aspects of daily living and account for many Hmong customs and rituals. For example, home building, childbirth and medical practices all take into consideration the role of the spirits or *tlan* in the life of the Hmong.

The rich heritage of spiritual beliefs carries over to the art work of the Hmong. The Hmong women have long practiced embroidery and stitchery called *paj ntaub* (*pahn-dow*) which incorporates a variety of symbolic designs. The intricate embroidery stitches and reverse applique were traditionally used to decorate native clothing. The women have adapted their craft to include items popular in this country as well. Many of the designs used can be seen in the cultural activities, as illustrated on the next page.

## **A Lesson Plan Using a Hmong Folktale The Dog and the Horse<sup>6</sup>**

There once was a farmer with a dog and a horse. One day, a burglar entered the farmer's home, but the dog didn't do anything about it. He let the thief steal all of the farmer's things.

In the morning, when the farmer went to check his things, everything was gone. He turned to the dog and asked if he'd seen someone steal his things the night before. The dog denied having seen anything.

In the evening, the horse asked the dog why he hadn't done anything to the thief the night before.

The dog answered, "I didn't do anything last night because many times before I chased thieves away, but the farmer never gave me anything to eat. He still lets me go very hungry."

The horse said, “If you don’t want to do anything when a thief comes, let me do it.”

The Dog agreed , so the horse continued, “If I see a thief coming to steal things, I will make a loud noise, and farmer will come to catch the thief.”

In the evening, the thief came again, so the horse made a loud noise. The farmer came running, but instead of praising the horse for his good deed, the farmer picked up a board and hit the horse in the mouth to make him be quiet.

The dog, who had been watching, spoke to the horse, “I told you already, but you wouldn’t believe me. Now, you know I was right. You said you wanted to do it, and you didn’t believe me, and now you know I was right.”

The poor horse answered, “I hoped the farmer wouldn’t do that, and I don’t know why he did that to me.” The horse never helped the farmer again.

The moral of the story is: “Don’t force your help on someone who does not request it.”

### **Lesson for The Dog and The Horse**

#### **Purpose:**

Students will gain an understanding of Hmong life by reading and dramatizing a story from Hmong folklore.

#### **Grade Level:**

all levels

#### **Materials Needed:**

above story of *The Dog and The Horse*

#### **Procedure:**

1. Read the Hmong folktale “The Dog and The Horse” and instruct students to listen for the following:
  - a. characters – personality, qualities, movement
  - b. setting
  - c. sequence
  - d. clues that tell about the Hmong people and their way of life.

2. Have students orally or on paper answer the following questions:
  - a. Who were the characters in the folktale?
  - b. What was the farmer's problem?
  - c. When did the problem occur?
  - d. Why didn't the dog do anything to help the farmer?
  - e. How did the horse help the farmer?
  - f. How did the farmer praise the horse?
  - g. What is the moral of this folktale?
  - h. What does the this moral mean to you?
3. Dramatize the story.

Divide the students into four equal groups, each group representing a character. Have the students sit in a circle according to character. Review sequence and action of the tale and each character. Students practice parts, movement and dialogue may be used, allow 3-5 minutes. Reread the tale with performers acting out their specific roles on cue from the leader. Discuss when they're finished.
4. Students write their own folktales incorporating their own beliefs of right and wrong. Include characters, setting, plot and moral.

# Vietnamese Culture Factors and Traditions

## **Family Composition and Organization.<sup>4</sup>**

Vietnamese have a solid extended family structure. Each individual comes second to the family providing support to all members. The family includes a nuclear family and extended family of parents, children, grandchildren, in-laws, paternal and maternal grandparents. Children are expected to care for their parents in old age and maintain the ancestral shrine. Children represent abundance and happiness. Obedience is the most important rule that children have to follow.

## **Sex Role:**

The father is the head of the household and usually the wage earner and always treated with respect. Often the female is responsible for managing family finances, running the household, and rearing children.

Concepts of Modesty –When a Vietnamese is praised for doing something very well, a denial is commonly heard.

### **Religion:**

In Vietnam, Buddhism is the predominant religion. The religion originated by an Indian Prince, Siddartha, later called Gautama Buddha; Buddha means “the Enlightened One.” Another influence is the religious philosophy of Confucianism which is a code of social. Behavior. This philosophy advocates humanism. Yet another influence is Taoism which was founded by Lao-tzu, a Chinese philosopher. The principal teachings of Taoism are charity, simplicity,. Patience, harmony among men and harmony between man and nature.

Ancestor worship is also practiced. They believe that proper worship of one’s ancestors can bring beneficial results to one’s life. Therefore, the anniversary of the ancestor’s death is an important day that must be observed with proper respect. On that day, an actual meal - usually more elaborate than an ordinary meal - is prepared and served on the family altar where incense and aromatic joss sticks are burned. Many Vietnamese also follow a vegetarian diet on the fifteenth day of the lunar calendar. They often go to Buddhist temples this day as well.

Catholicism was introduced in Vietnam in the Sixteenth Century by missionaries but suffered persecution during the Nineteenth Century. However, this religion prospered again during the 1950’s.

### **Vietnamese Student’s Behavior in School.**

Greeting and leaving taking - as a sign of respect, students usually stand up and greet the teacher simultaneously when he/she enters the classroom. They try to be quiet in class and usually avoid asking for clarification, being afraid to hurt the teacher’s feelings. A negative response is always embarrassing for a Vietnamese because it implies a violation of the rule of harmony. “Yes” may be understood as a polite “No.” It also may mean “Yes, I’m acknowledging your question,” rather than “Yes, I understand you.” Vietnamese students seldom admit to their teacher that they do not understand what is being taught. Most Vietnamese students are very polite and sometimes shy.

### **Cultural Value of Time:**

The Vietnamese concept of time is different from that of the Americans. Since time in and of itself has no intrinsic value, the pace of life in their country is very relaxed.

In seeking to understand the Vietnamese, it is useful to keep understand the Vietnamese axiom:

“Just as the length of a road is known only  
by actually traveling on it.,  
The qualities of a man are known only  
By living with him for a long time.”

## **Lesson Plan on Vietnamese Proverbs<sup>4</sup>**

### **Proverbs - Bits of Wit and Wisdom**

Purpose:

To learn about Vietnamese culture through its folklore; to distinguish between literal and inferred meanings.

#### **Grade Level**

Upper elementary

#### **Materials Needed**

Paper, pencils and attached list of proverbs or Vietnamese Sayings.

#### **Procedure:**

1. Provide copies of proverbs. Discuss what a proverb is and give examples with which students might be familiar. Examples: “People in glass houses shouldn’t throw stones,” “A stitch in time, saves nine.” Talk about the literal and inferred meanings.
2. Go over proverbs with students, making sure the inferred meanings are clear. Have them write the meanings under the3 proverb. Discuss what can be learned about people from their proverbs.
3. This is an activity that is fun to dramatize. Group students into sets of 2 or 3, each group choosing one proverb to act out. This can be done in pantomime (gestures but no words) or using dialogue.
4. Give 5-10 minutes for small groups to meet and formulate a short skit showing the meaning.
5. Each group presents its “act” to the class, who try to figure out which proverb is being dramatized.

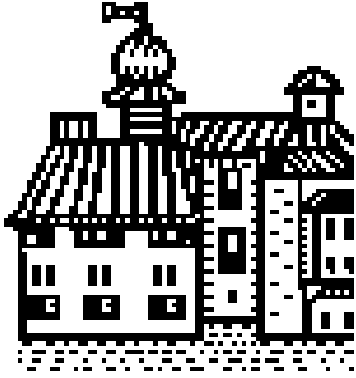
#### **Optional Activities**

1. Compile lists of proverbs family or friends have heard. Share with the class.
2. Print a proverb on a piece of paper or oak-tag,. Decorate with symbols appropriate to the wording of the proverb. Compile in a book.
3. Great sources for other proverbs are *the Oxford Dictionary of English Proverbs*, Wm. Smith and E. P. Wilson, and *McMillan Book of Proverbs*, B. Stevenson.

# Vietnamese Sayings

1. What is written in the stars cannot be changed or altered.
2. Man cannot know the whole world, but can know his own small part.
3. A jewel box of gold and jade holds only jewels of great price.
4. An evil heart keeps records on the face of its owner.
5. He lived his days in justice standing strong against the wind.
6. A man's worth is what he does, not what he says he can do.
7. What is to be must happen as day follows after night.
8. In truth, beauty seeks goodness; what is one is the other.
9. Real beauty mirrors goodness; what is one is the other.
10. Beauty is not painted on; it is the spirit showing.





## **English Proverbs---Old, Well Known Sayings.**

***Complete these old, well known American Proverbs:***

Better Be Safe Than . . .

It's Always Darkest Before . . .

Strike While The . . .

Never Under Estimate The Power of . . .

You Can Lead a Horse To Water But . .

Don't Bite The Hand That . . .

No News Is . . .

A Miss Is As Good As A . . . .

You Can't Teach An Old Dog New . . .

If You Lie Down With The Dogs, You'll . . .

Love All, Trust . .

The Pen Is Mightier Than The . . .

An Idle Mind Is . . .

Where There's Smoke, There's . . .

Happy The Bride Who . . .

A Penny Saved Is . . .

Two's Company, Three's . . .

Don't Put off Tomorrow What . . .

Laugh And The Whole World laughs With You, Cry And . . .

Children Should be Seen And Not . . .

If At First You Don't Succeed . . .

You Get Out of Something What You . . .

When The Blind Leadeth The Blind . . .

There Is No Fool Likes . . .

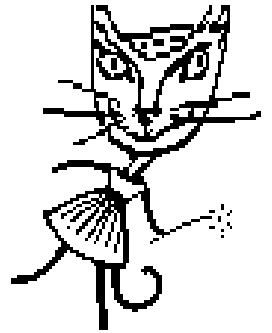


Answers on the following page



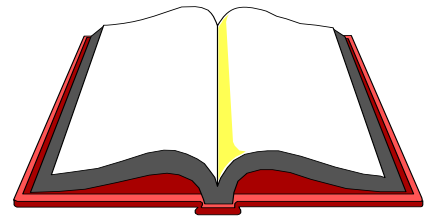
## Old English Proverb Sayings:

*Better Be Safe Than Sorry.*  
*It's Always Darkest Before the storm.*  
*Strike While The iron is hot.*  
*Never Under Estimate The Power of a woman.*  
*You Can Lead a Horse To Water But you can't make him drink.*  
*Don't Bite The Hand That feeds you.*  
*No News Is good news.*  
*A Miss Is As Good As A mile.*  
*You Can't Teach An Old Dog New tricks.*  
*If You Lie Down With The Dogs, You'll . . .*  
*Love All, Trust none.*  
*The Pen Is Mightier Than The sword.*  
*An Idle Mind Is the devils workshop.*  
*Where There's Smoke, There's fire.*  
*Happy The Bride Who The Sun Shines On.*  
*A Penny Saved, Is a penny earned.*  
*Two's Company, Three's a crowd.*  
*Don't Put off Tomorrow What you can do today.*  
*Laugh And The Whole World laughs With You, Cry And you cry alone.*  
*Children Should be Seen And Not heard.*  
*If At First You Don't Succeed, try, try again.*  
*You Get Out of Something What You put in.*  
*When The Blind Leadeth The Blind*  
*There Is No Fool Like an old fool.*



A Third grade teacher collected old, well known proverbs.  
She gave each kid in her class the first half of a proverb, and had them  
come up with the rest.

Better Be Safe Than . . .	Punch a 5th Grader.
It's Always Darkest Before . . .	Daylight Savings Time.
Strike While The . . . .	Bug is close.
Never Under Estimate The Power of . . .	Termites.
You Can Lead a Horse To Water But . .	How?
Don't Bite The Hand That . . . .	Looks Dirty.
No News Is . . .	Impossible.
A Miss Is As Good As A . . . .	Mr.
You Can't Teach An Old Dog New . . .	Math.
If You Lie Down With The Dogs, You'll . . .	Stink In the Morning.
Love All, Trust . .	Me.
The Pen Is Mightier Than The . . . .	Pigs.
An Idle Mind Is . . .	The Best Way To Relax.
Where There's Smoke, There's . . .	Pollution.
Happy The Bride Who . . .	Gets All The Presents!
A Penny Saved Is . . .	Not Much.
Two's Company, Three's . . .	The Musketeers.
Don't Put off Tomorrow What . . .	You Put On To Go To Bed.
Laugh And The Whole World laughs With You, Cry And . . .	You Have to Blow Your Nose.
Children Should be Seen And Not . . .	Spanked or Grounded.
If At First You Don't Succeed . . .	Get New Batteries.
You Get Out of Something What You . . .	See Pictured On The Box.
When The Blind Leadeth The Blind . . .	Get Out Of The Way.
There Is No Fool Likes . . .	Aunt Edie.



# China

In the 1990's many new Chinese immigrants settled in Macomb County. The Chinese family is a tightly-knit group, believing that in unity there is strength. No matter what size the family is, there is a strong bond within both the nuclear and extended units. Respect and priority is given to the eldest in all activities. There is a strong emphasis placed on kind-heartedness, righteousness, morality and ethics, propriety and sense of humility, filial piety and family ties, respect for elders and authority. This is the Sino-Confucian tradition.

The Chinese system of writing is based on Characters. This system of writing is ancient, unique and fascinating. In contrast to our Western world where writing is functional or a way of communicating verbal idea, In Asia, writing is aesthetic experience, taking rhythm, fluency and variety into consideration. The very ancient characters were pictures that represented an object or idea. Pictographs have been found carved onto rocks, shells and bones dated as early as five thousand years ago. However, as the Chinese society developed, a more sophisticated system of communication was required and writing symbols changed. The new characters were made from modifications of the old pictographs and additions based on the needs of a growing society just as has happened in our own language.

Attached are Chinese characters for the Common Expression presented in the booklet for other languages. Unless your students have been to school in China or where Chinese was studied your students will not be able to read the symbols because they learn their home language orally from their parents.



## Cultural Etiquette

Some **guidelines** to help you understand these cultures:

1. Indian Social Etiquette – (India)
  - a. We do not call the elders and seniors by their name, but by way of respect; we call them ‘uncle’ or ‘aunt’
  - b. Teacher is not called by name, but as Sir or Madame
  - c. Children don’t make eye contact when talking to elders or adults
  - d. One can not touch or take off the Turban of a Sikh – it is an insult
  - e. Guests are shown great respect and hospitality
  - f. When going to the Sikh Temple, one should cover head
  
2. Hmong, Thai, Lao (Southeast Asian)
  - a. To beckon, one waves all fingers with the palm facing down
  - b. The head is the most sacred part of the body
  - c. One never touches a person’s head without expressed permission
  - d. People do not show the bottom of their foot
  - e. Men and women rarely show affection in public
  - f. When conversing with an elder or superior, one stands at a distance of a few feet
  - g. To pass in front of someone or between two people, one asks permission and bows slightly until past
  - h. When conversing with a superior, one crosses the hands rather than keeping them by one’s side
  
3. Albanian (Albania)
  - a. Albanians often move their hands and heads when conversing, although maintain eye contact as much as possible
  - b. To indicate “yes,” one shakes the head slowly from left to right
  - c. To indicate “no,” one either nods briefly up and down or by clicking the tongue and nodding the head down once
  - d. A “thumbs up” gesture is impolite, meaning “You’ll get nothing from me”
  - e. Placing a left hand over the chest and moving the head slightly show appreciation
  - f. Albanians use the index finger when making point
  - g. Showing both hands with open fingers, palms up, means “Our conversation is over”
  - h. To pat another person’s shoulder means “I am proud of you”

- i. Young people might show strong approval by quickly moving the hand horizontally, while at the same time bringing the thumb and index fingers together and clicking the tongue
4. Bosnian (Bosnia)
- a. Friends may wave to one another on the street
  - b. It is impolite to beckon with the index finger, giving an impression that one is in trouble
  - c. Bosnians customarily offer older persons a seat on the bus
  - d. Eye contact is expected when people raise their glasses prior to a toast
5. Arabic (Algeria)
- a. Algerians commonly use hand gestures during or instead on conversation
  - b. Two clasped hands is a greeting at a distance
  - c. Men often slap the palm of a friend's hand to express something like "brilliant," "good joke," or "touche"
  - d. Pressing a flat right hand to the heart shows appreciation or thanks
  - e. To ask for patience, one joins the right hand's fingertips, palm up, and moves it up and down slightly
  - f. The index finger may be extended to indicate a warning, but it is impolite to point directly at someone or something
  - g. Algerians avoid using the left hand for gestures
  - h. One passes items with the right hand or both hands
  - i. Facial gestures, such as expressing doubt by tightening the lips and raising the eyebrows, are also common
  - j. Algerians take care not to let the bottom of the foot point at others, and they do not place feet on furniture
  - k. Showing thumb is bad; it means you are disobeying or you are not going to do what you are asked to do
  - l. You can not show thumbs to the elders
  - m. Girls should not laugh too loud
6. Mexican (Mexico)
- a. Mexicans typically stand close to each other while talking, sometimes touching their friend's clothing
  - b. They often use hand and arm gestures in conversation
  - c. A person can indicate "no" by shaking the hand from side to side with the index finger extended and palm outward
  - d. The "thumbs up" gesture expresses approval, but the "thumbs down" gesture is considered vulgar
  - e. Tossing items is offensive
  - f. If someone sneezes, a person may say Salud! (Health)

- g. If passing between conversing individuals is unavoidable, one says “Con Permiso” (Excuse me)
- h. It is considered important to say “Gracias” (Thank you) for any favor or commercial service rendered

## Resources and References

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*Help! They Don't Speak English Starter Kit* 1991.
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3. Freeman, Yvonne & David Freeman. *ESL/EFL Teaching, Principles for Success*. Heinemann, 1998
4. MDE Office of Bilingual Education, Refugee Inservice Project.  
*Activities for the Classroom*. 1985.
5. Maculaitis, Jean & Mona Scheega. *The Compete ESL/EFL Resource Book*. National Text Book Company, 1995.
6. McDowell, Marsha, Editor. *Hmong Folk Arts: A Guide for Teachers, "The Dog and The Horse"* Michigan State University, 1984.
7. *Michigan's Model for Delivering Vocational Education to Secondary Limited English Proficient and Minority Language Students*, 1985.
8. Source taken from: "Making Content Comprehensible for English Language Learners", Echevarria, Vogt, Short.  
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## **Recommended Teaching materials/books**

1. *Handbook for Teaching Hmong-Speaking Students*. By Bruce Thowpaou Bliatout & Downing Bruce & Judy Lewis & Dao Yangs. Southeast Asia Community Resource Center, Folsom Cordova Unified School District, 1988. Address: 125 East Bidwell Street, Folsom, CA 95630. Telephone: (916) 635-6815 or 985-4483. Cost: \$4.77.
2. *Helping Kids Learn Multi-Cultural Concepts*. By Michael G. Pasternak. Research Press Company, 1986. Address: 2612 N. Mattis Aavenue, Champaign, Illinois 61821. ISBN: 0-87822-194-8.
3. *What Teachers Need to Know About Language*. Edited by Carolyn Temple Adger, Catherine E. Snow & Donna Christian. A publication of Delta Systems Co., Inc.m and The Center for Applied Linguistics. ISBN: 1-887744-75-4.
4. *Making Content Comprehensible for English Language Learners – The SIOP Model*. By Jan Echevarria, MaryEllen Vogt & Deborah J. Short. A Pearson Education Company, Needham Heights, MA 02494. ISBN: 0-205-29017-5.
5. “*Ready-To-Use ESL Activities for Every Month of School Year.*” By Carol A. Josel. The Center for Applied Research in Education, West Nyack, New York 10995. ISBN: 0-87628-848-4.
6. *Newcomer Program Activity Book*. K-2. By Judie Haynes. Prentice Hall Regents ESL. ISBN: 0-13-369257-4.

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