

ALLYN & BACON RESOURCES FOR TEACHING ENGLISH LEARNERS

Brain-Compatible Differentiated Instruction *for English Language Learners*



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SECTION ONE

Highlight or underline and important sections or concepts that you want to discuss in class.

Theoretical Overview

- Brain-Compatible Teaching and Learning
- Brain-Compatible Theories of Teaching and Learning
- Differentiating Instruction
- Meeting the Needs of English Language Learners
- No Child Left Behind
- ESL Standards for Pre-K–12 Students and English Language Proficiency Standards
- TESOL Performance Indicators and How to Read Them
- World-Class Instructional Design and Assessment (WIDA)
- Second Language Acquisition Theory
- Program Models of Instruction
- Methods of Instruction
- Classroom Management
- Classroom Discipline

In order to better understand important concepts about brain-compatible teaching and learning and differentiating instruction for ELLs, this section provides thirteen topics that all contribute to successful instructional practices. Starting with a definition of *brain-compatible teaching and learning*, you will be introduced to *brain-compatible theories of teaching and learning* that substantiate the validity of this work as they relate to multiple intelligences and learning styles. Once you have examined *differentiating instruction* and how to use such strategies as anchor activities and structures, you will see how these are portrayed in the lessons provided.

Meeting the needs of English language learners covers methods to ensure the success of culturally and linguistically diverse learners. The effects of *No Child Left Behind* are discussed. Next, TESOL's *ESL Standards for Pre-K–12 Students and English Language Proficiency Standards* are detailed as well as the *TESOL performance indicators and how to read them*. Also discussed are the *World-Class Instructional Design and Assessment (WIDA) CAN DO Descriptors*, followed by an overview of *second language acquisition theory* that details two of James Cummins's theoretical models.

You will also find definitions of various *program models of instruction* used in the United States, many of which are highlighted in the sample lessons. Among the numerous methods that are highly effective, two popular *methods of instruction* used with ELLs are covered: Cognitive Academic Language Learning Approach (CALLA) and Total Physical Response (TPR). These were selected because they are brain friendly and widely used in teaching English language learners.

How do you cater to multiple intelligences in your teaching?

What are your experiences of differentiated instruction?

Classroom management stresses the distinction between classroom management and discipline. Topics covered include forming groups, centers, seating arrangements, managing large classes, and establishing rules and nonverbal cues. A discussion of *classroom discipline* ends this section.

Brain-Compatible Teaching and Learning

What is brain-compatible teaching? Brain teaching emphasizes how the brain learns naturally and is based on what we currently know about the actual structures and functions of the brain at several developmental stages. Although brain-compatible teaching is not a panacea or magic bullet to solve all of education's problems, as teachers we must understand certain principles and use effective strategies in purposeful ways. In other words, we must understand the reasoning behind our teaching.

Brain-compatible learning is a comprehensive approach to teaching that uses current research from neuroscience fields. We are now able to use the latest neuroscience research to create instructional strategies and assessment practices that are brain friendly and provide a biologically driven paradigm for effective teaching and learning.

During the past twenty years neuroscientists have conducted research that has important implications for improved teaching, due in large part to a better understanding of how the brain works. With just a cursory understanding of how the brain functions, we can better assist ELLs. Brain-compatible teaching offers multimodal and sensory ways to approach all learners. Given what we know about learner differences, brain-compatible teaching provides tools for learning, problem solving, and creating. In this book you will find ways to empower students to understand how they learn. When individuals have opportunities to learn through their strengths, unexpected and positive cognitive, emotional, and social changes will appear.

Brain-compatible teaching and learning addresses intelligences and learning styles, with the focus placed on the student as an individual. As educators we must plan lessons and assessments that enable and empower students, structured in ways that allow all students to reach their full potential. When students enter our classrooms, they should feel that every opportunity will be afforded them to succeed. Students are recognized as lifelong learners and encouraged to draw on their background knowledge and linguistic and cultural experiences to use as tools in their continued development. When teaching and assessment practices reflect the diverse students in our classrooms today, success is inevitable.

Do you think that educational settings in Korea allow for diverse assessments? What diverse assessments could be used?

Brain-Compatible Theories of Teaching and Learning

Gardner's Theory of Multiple Intelligences

According to Howard Gardner's theory of multiple intelligences (MI), there are eight intelligences: bodily/kinesthetic, interpersonal/social, intrapersonal/introspective, logical/mathematical, musical/rhythmic, naturalist, verbal/linguistic, and visual/spatial. Every learner has the capacity to exhibit all of these intelligences, but some are more highly developed than others in most individuals. Based on MI theory, the challenge in education is for teachers to create learning environments that foster the development of *all* eight

intelligences. Balanced instructional presentations that encourage addressing the multiple intelligences benefit all learners and expose students to the appropriate means through which they can strengthen their underutilized intelligences. However, Gardner did not offer very much practical advice on classroom applications of his theory. His seminal work on this subject, *Frames of Mind* (1983), devotes over 300 pages to explaining and differentiating what were then conceived as six intelligences, but only two chapters, or 60 pages, are concerned with the implications and applications of MI theory in education.

One defense of Gardner's theory is presented in the article "Where Do the Learning Theories Overlap?" (Guild, 1997). The author compares the key features and principles of three learning theories: multiple intelligences, learning styles, and brain-based education. He concludes that these theories intersect significantly, particularly in terms of their intended results. One point in common is that these theories are learner centered. Another similarity is the teacher's role as reflective practitioner and facilitator, with the student acting as a reflective partner. An additional mutual theme is the concern for the education of the whole person. All three theories emphasize curricula with depth and breadth. Additionally, MI theory, learning styles, and brain-based education promote diversity and inclusiveness rather than the "lowest common denominator" approach to teaching. These three approaches focus on how students learn differently, acknowledging that the "more diverse learning experiences we provide our students, the more robust their education will be, the more ways they will learn each topic, hence the more they are prepared to succeed in a world marked by increasing diversity and an accelerating change rate" (Haley, 2001).

The literature on multiple intelligences provides a sound theoretical foundation for an integrated, multidimensional style of education across learning styles and cultures. Moreover, since Gardner first announced his theory of multiple intelligences, many books, professional papers, and journal articles have been published to fill the perceived gap in field research related to classroom lesson planning based on the theory. One example, *Multiple Intelligences: Multiple Ways to Help Students Learn Foreign Languages* (Gahala & Lange, 1997) notes, "Teaching with multiple intelligences is a way of taking differences among students seriously, sharing that knowledge with students and parents, guiding students in taking responsibility for their own learning, and presenting worthwhile materials that maximize learning and understanding" (p. 91).

A second example is *Teaching and Learning Languages through Multiple Intelligences* (Christison, 1996). MI theory offers ESL/English as a Foreign Language (EFL) teachers a way to examine their best teaching techniques and strategies in light of human differences. There are two important steps to follow in understanding how MI theory applies to teaching English as a second language. The first step is to identify activities that we frequently use in our classes and categorize them. The second step is to track what we are doing with multiple intelligences. The following list applies to verbal/linguistic intelligence, but the same procedure with different specifics could apply to any of them.

1. *Awaken the intelligence.* Lesson begins with a riddle or brain teaser. The teacher divides students into groups and gives each one a series of riddles. The students then work collaboratively to solve the riddles.
2. *Amplify the intelligence.* Practice with the awakened intelligence and it will improve. Students practice describing commonly known objects.
3. *Teach for/with the intelligence.* Students describe objects in a large-group discussion.
4. *Transfer the intelligence.* Help students reflect on their learning in the previous stages and help them make the lesson content relevant to their lives outside the classroom.

A third example is a pilot study I conducted (Haley, 2001). The purpose of the study was to identify, document, and promote effective real-world applications of MI theory in foreign and second-language classrooms. Results indicated that teachers were profoundly

A negative of MI theory is that there is no empirical evidence for the theory. Despite this, do you think that MI theory is useful for educators?

Create a brief plan with these 4 steps and a different multiple intelligence. Choose a topic or target language for the plan.

affected by these approaches. They felt that their teaching experienced a shift in paradigm to a more learner-centered classroom; they were once again energized and enthusiastic about their pedagogy, and they felt they were able to reach more students. Students demonstrated keen interest in MI concepts and showed positive responses to the increased variety of instructional strategies used in their foreign language/ESL classrooms.

Providing opportunities for students to learn in ways to which they are most receptive maximizes their potential for success in the academic setting and in real life. Integrating multiple intelligences into the classroom setting does not require a major overhaul of teaching methodology or a total revamping of adopted curricula. In general, supplementing and revising existing lesson plans with creative and innovative ideas will suffice. Thematic and interdisciplinary units that provide cooperative learning and that include a variety of tasks accomplished through a choice of activities allow for multiple intelligences to be well represented within the context of instruction. Both Glasgow (1996) and Glasgow and Bush (1996) emphasize classroom use and real-world applications of such lessons. Relating the eight intelligences to future career choices is especially valuable.

How to Identify the Intelligences of Students with Language and Cultural Differences

Identifying students' intelligences is an ongoing process. While everyone has all eight intelligences, we should recognize that we have them to varying degrees and that these change over time. Therefore, when working with ELLs, you are responsible for knowing about your students' backgrounds to help you understand behaviors demonstrated in the classroom. However, be careful not to stereotype students. This is a dangerous pitfall and should be avoided at all cost. It is important to be an astute observer so that when you have taken the time to learn about your students' backgrounds (language, culture, literacy, etc.), you can determine the strengths and weaknesses of their various intelligences. For beginning students with little to no spoken or written language, you must rely on visual support, acting out, mime, nonverbal cues, or when available, the use of a translator. As students progress and gain higher levels of proficiency, interviews and surveys can be used. (See the surveys in Appendixes J and K).

Building on the Strengths of Multiple Intelligences While Working with English Language Learners

Integrating the theory of multiple intelligences into daily planning affords learners multi-modal (paired, groups, individual, teacher centered, student centered) and multisensory (visual, auditory, kinesthetic) approaches to language development and content comprehension. In other words, planning activities that incorporate abilities accommodating the various intelligences provides students multiple opportunities for success. *Finding Out/ Descubrimiento* (De Avila & Duncan, 1980) is an example of an elementary math and science curriculum that incorporates multiple intelligences.

In 1997, I began reading and investigating research on Howard Gardner's theory of multiple intelligences. As I worked with teachers and my own graduate students while exploring the feasibility of implementing MI theory in foreign and second language classes, I became more and more convinced that this truly is a way to empower *all* learners. Each time I visit a school where teachers are including aspects of MI theory in their instructional strategies and assessment programs, I continue to be amazed at how powerful and successful this can be for both novice and veteran teachers.

The chart on page 12 includes MI characteristics and activities that you can easily adapt in your classroom teaching. When planning, first determine how many of the intel-

ligences will be utilized in completing an activity. The answer provides an accounting of how many opportunities are given for students to succeed. If you are only using two or three intelligences, many learners will be denied access to demonstrating what they know and understand. On page 13 is a sample MI survey for teachers. Before you continue reading, take the survey and calculate your score. This may help enhance your skills as a reflective practitioner and provide some insight on how your own intelligences impact your teaching.

It is important to distinguish between multiple intelligences and learning styles. While they each share some characteristics, it is helpful to think of them in terms of how learners demonstrate proclivity and preference. In other words, intelligences are believed to be determined at birth, while learning styles can usually be taught, depending on the learner's attitude and motivation toward the subject matter.

The next section further explains learning styles and how they are recognized and accommodated in classrooms with English language learners.

Learning Styles

Have you ever wondered why some people learn best by seeing, or by hearing, or by performing a physical activity? These different approaches to learning are personal preferences and they help define who we are as individuals. Learning styles are simply different approaches or ways of learning. The more we understand “how” students learn best, the better equipped we are to provide instruction and assessment practices that maximize learning outcomes. There are basically three types of learning styles: visual, auditory, and kinesthetic. It is especially important for you to understand your own learning styles and tailor teaching in ways that incorporate a variety of learning styles demonstrated by your students. It is also important for you as a teacher to be aware of your own preferred learning styles as these can and do influence the way we teach. Understanding our own strengths and weaknesses prevents us from teaching just to our strengths, therefore running the risk of precluding success for the diversity of students in our classes.

Some English language learners use learning styles that are a result of previous schooling. Some students have been taught to learn by means of rote memory; others have been taught to observe closely until it is their turn to do something by themselves (Balderama & Díaz-Rico, 2006). In many Western cultures, learning by doing is emphasized, and trial and error is preferred over a more passive approach (Helmer & Eddy, 2003). Teachers may observe that some students feel more confident with direct instruction accompanied by rote memorization. Others blurt out answers or compete for a chance to answer, whereas still others speak only in small-group settings (Balderama & Díaz-Rico, 2006).

Learning styles are the general approaches—for example, global or analytic, auditory or visual—that students use in acquiring a new language or in learning any other subject (Oxford, 2003, p. 2). These styles are the “overall patterns that give general direction to learning behavior” (Cornett, 1983, p. 9).









Ehrman and Oxford (1989) cited five major style dimensions relevant to English language learning: sensory preferences, personality types, extroverted versus introverted, intuitive–random versus sensing–sequential, and thinking versus feeling. The activities included in this book focus on one dimension of learning styles that are likely to work well with English language learners—sensory preferences. Sensory preferences refer to the physical, perceptual learning channels with which the student is the most comfortable (Oxford, 2003, p. 3).

As a classroom teacher, it is critically important to provide instruction that encompasses different learning styles. There are several potentially highly effective teaching strategies that you may wish to consider. To begin this process, it is often a good idea to start with an assessment tool for making such determinations. You may choose to use a

Which of these learning styles are you familiar with? (As a teacher or as a learner)



Multiple Intelligences—Activities and Characteristics

INTELLIGENCE	ACTIVITIES	CHARACTERISTICS
 Verbal/Linguistic	Creative writing/journal writing. Storytelling. Oral debate/presentations. Reading.	Understands order and meanings of words. Explains and teaches well. Demonstrates memory and recall.
 Musical/Rhythmic	Jazz chants. Music composition. Rhythm and percussion activities. Singing/humming. Musical performance.	Does well in drama, aerobic alphabet/exercise, mime, and sports. Can discern tones and pitch.
 Logical/Mathematical	Using graphic organizers. Formulas/number sequences. Pattern games. Problem solving. Deciphering codes.	Enjoys abstract pattern recognition or inductive/deductive reasoning. Discerns relationships. Does complex calculations.
 Visual/Spatial	Painting/drawing. Patterns and designs. Using various forms of multimedia. Sculpture/pictures. Mind mapping.	Creates graphic representations, image manipulation, mental pictures, and images. Displays active imagination.
 Bodily/Kinesthetic	Dancing, acting, running. Playing sports. Processing knowledge with body motion.	Enjoys dancing. Role plays. Likes drama. Does well in sports. Prefers to use manipulatives.
 Naturalist	Drawing or photographing a natural setting. Describing changes in the local environment. Planning a campaign which focuses on endangered animals.	Enjoys flora, fauna, and other natural phenomena. Appreciates impact of nature on self and self on nature.
 Intrapersonal/Introspective	Silent reflection. Thinking strategies. Complex guided imagery. Self-paced independent work.	Relates to inner states of being. Self-reflective. Is aware and can express feelings. Displays higher-order thinking/reasoning.
 Interpersonal/Social	Giving/receiving feedback. Cooperative learning. One-to-one communication. Group projects.	Discerns underlying intentions, behavior, and perspectives of another. Works cooperatively in groups. Is sensitive to others' feelings, moods, and motives. Excels in verbal/nonverbal communication skills.

Teachers' Intelligences Survey Complete this survey if you are interested

Write the number that comes closest to reflecting your intelligences:

1 = Almost never 2 = Sometimes 3 = Nearly always

1. _____ I hear words in my head before I read, speak, or write them.
2. _____ Learning languages other than my mother tongue comes easily to me.
3. _____ When giving directions to students I tend to model with a graphic representation.
4. _____ My classroom is purposely decorated and arranged so that it is visually stimulating.
5. _____ I prefer to move around during class rather than sit or stand in one place.
6. _____ I participate in at least one sport or physical activity on a regular basis.
7. _____ I frequently use teacher-centered methods to teach.
8. _____ My mind searches for patterns and regularities in things when I am explaining new concepts to my students.
9. _____ Music is a very important part of my teaching repertoire.
10. _____ Particular musical passages bring memories and mental images to me.
11. _____ My students often come to me for advice.
12. _____ I am regarded as a leader in my school.
13. _____ I am happy with the way I have taken advantage of life's opportunities.
14. _____ I keep a personal diary or journal to write down my thoughts and feelings about teaching and life in general.
15. _____ I have a garden and/or like to work outdoors.
16. _____ It's easy for me to tell the difference between various kinds of plants and animals.

Add the total scores for your responses in each of the intelligences.

	TOTAL
Verbal/Linguistic: 1, 2	_____
Visual/Spatial: 3, 4	_____
Bodily/Kinesthetic: 5, 6	_____
Logical/Mathematical: 7, 8	_____
Musical/Rhythmic: 9, 10	_____
Interpersonal/Social: 11, 12	_____
Intrapersonal/Introspective: 13, 14	_____
Naturalist: 15, 16	_____




Analysis of Scores

1–2 = Not a strong area 3–4 = Area of comfort 5–6 = Area of strength

written survey on which students answer questions about their preferred way(s) of learning. The following recommended websites may be helpful:

- www.ldpride.net/learningstyles.MI.htm
- www.berghuis.com.nz/abiator/lis/lisframe.html
- www.learning-styles-online.com/inventory
- www.vark-learn.com/english/index.asp
- www.everythingsl.net/inservices/learningstyle.php

The following chart represents the learning styles highlighted in this book.

LEARNING STYLE	ACTIVITIES	CHARACTERISTICS
 <p>Visual</p>	Using assistive technologies. Painting/drawing. Mind mapping and graphic organizers.	Learns through seeing.
 <p>Auditory</p>	Storytelling. Oral debate or presentations. Morning Message. Read-aloud activities. Audio books.	Learns through listening.
 <p>Kinesthetic</p>	Role playing. Simulations. Total Physical Response or Total Physical Response Storytelling.	Learns through doing, moving, touching.

Describe a time you used meaningful visual support or graphic organizers in your teaching.

Working with Nonspeakers of English and Beginners

It is very important that as the teacher you model how to complete tasks. Providing graphic organizers (see Lesson 3) and meaningful visuals to support lessons will greatly assist *all* students and especially nonspeakers of English and beginners. Until you have determined students' learning styles it is also useful to appropriately modulate language delivery—speed and enunciation—when modeling language forms or presenting content. Repetition helps. Sample activities might include vocabulary journals, A-B-C books, word webs, and word walls.

Learning about Your Students through Observation

As mentioned earlier, it is important to be an astute observer. This enables the teacher to discover *how* students learn. For instance if there are students who seem to grasp concepts more easily if allowed to feel, touch, and manipulate items, that indicates that these students may be kinesthetic learners (see Lessons 1 and 4). Often these students may not perform well on traditional paper-and-pencil tests. However, they know and understand the material being taught. Through careful observations, you can therefore provide multi-modal and multisensory approaches to instruction and assessment. In other words, allow students to show what they know.

This is also good to remember when giving directions. Many ELLs will need to “see” directions printed as well as hear them given orally. Students are still making connections between sounds, intonation, timbre, and pitch. Even if they are not literate in either the home language (L1) or second language (L2), they begin to develop preliteracy skills for word and sound recognition.

Pay careful attention to how students follow directions. Notice the sequence of their work habits. Are some students more inclined to ask for help before attempting a task independently? You can easily keep notes (both written and mental) and guide instruction and assessment accordingly. What is most important is the awareness that all students will demonstrate preferred learning styles and these may vary from day to day.

Differentiating Instruction

In addition to acknowledging that planning must include recognition of diverse students, as teachers we must also be aware that students learn at different speeds and that they differ widely in their abilities to think abstractly or understand complex ideas. How do you divide your time, resources, and efforts to effectively instruct all students with diverse backgrounds, readiness levels, skill levels, interests, and ways of learning? This is even more challenging when we consider the range of proficiency levels that you will encounter when teaching ELLs. How can you be expected to plan for reaching *all* learners? According to Tomlinson (2000):

There is no contradiction between effective standards-based instruction and differentiation. Curriculum tells us *what* to teach: Differentiation tells us *how*. Thus, if we elect to teach a standards-based curriculum, differentiation simply suggests ways in which we can make that curriculum work best for varied learners. In other words, differentiation can show us how to teach the same standard to a range of learners by employing a variety of teaching and learning modes. (p. 7)

In Tomlinson’s (1999) book, *The Differentiated Classroom: Responding to the Needs of ALL Learners*, she provides multiple descriptions and examples of teachers at work creating differentiated classrooms. She stresses the importance of the teacher being a guide and facilitator who accommodates student differences.

According to Tomlinson, there are three aspects of differentiating:

1. *Content*. Concepts, principles, and skills that teachers want students to learn
2. *Process*. Activities that help students make sense of, and come to own, the ideas and skills being taught
3. *Products*. Culminating projects that allow students to demonstrate and extend what they have learned

Planning differentiated instruction while meeting national, state, and local standards is possible. It takes careful thought and deliberation. If you are a beginning teacher you may want to seek advice from a mentor or senior teacher if things seem to be a bit overwhelming at first. Remember, what is most important is that you approach every class and every individual student as separate and unique. Get to know your students—their backgrounds, interests, and experiences. Value the diversity of learners you teach and take your students where they are and work with them to reach their full potential.

How do you ensure that all learners are accommodated? Ideas in the accompanying guidelines box can help you strategize for differentiated instruction.



Differentiating Instruction

What kind of products (3.) are possible in an English course?



Valuing Diverse Students

Guidelines for Differentiating Instruction

1. Start to differentiate at a pace that works best for you.
2. Determine your rationale for differentiating instruction.
3. Select assessment tools to decide what and who needs differentiated instruction.
4. Place emphasis on students taking responsibility for their own learning where possible.
5. Create opportunities to plan with other teachers for optimal success.
6. Plan lessons that balance student- and teacher-centered instruction based on readiness levels, interest, intelligences, and learning styles. Allow choices for some activities.
7. Communicate with parents to explain differentiated instruction and assessment and their benefits.

As you continue to develop instructional strategies that accommodate diverse students, the following two activity structures provide additional ways to differentiate instruction and assessment.

Differentiating Instruction and Anchor Activities

We know that not all students learn at the same pace. When some students are ready to move on, a differentiated instruction strategy called Anchors can offer enrichment and deeper meaning to their learning. Anchors are specifically designed activities that aid in deepening student understanding of content while enhancing language skills. These should not be regarded as busy work. They offer meaningful work for students when they finish an assignment or project. Providing students with options in learning activities can increase student achievement and engagement. Anchor activities help meet varying student intelligences and learning styles. For example, the following anchor activities may be used with Lesson 1 to help achieve English language proficiency standards.

Anchor Activities for Lesson 1

Starting Up	Beginning	Developing	Expanding	Bridging
Have students use worksheets to practice writing the names of the planets and other words from the vocabulary list.	Use the listening center with books on tape (multiple reading levels) about one of the planets. Draw a picture to show what was understood.	Search the Internet for information on the solar system and write a brief summary about what was understood.	Play a game like Clue that reveals certain details about the solar system. Details are hidden around the room. Students locate details and jot down notes.	Have students write reflection journals about what they learned and how they feel about space exploration.

Anchor activities may include extended content, related content, additional practice tasks, or a varied approach to applying information that students have already learned. Anchors can be designed for individuals to complete alone or be created for pairs or other small groups.

Anchor Activity Ideas

- Creating games or books
- Designing a PowerPoint presentation or using another form of multimedia that expands on a concept or topic covered
- Journal writing
- Learning or interest centers
- Accelerated reader
- Listening stations
- Activity box

Anchor activities work best when expectations are clear and the tasks are taught and practiced prior to use. Students must be held accountable for on-task behavior as well as task completion. Some benefits of anchor activities include using them to differentiate activities based on students' readiness, interest, intelligences, or learning styles; as a management strategy when working with small groups of students; and as a tool for making the class more student centered.

Differentiating Instruction with Kagan Structures

Kagan Structures are activities designed to produce thinking skills, communication skills, or mastery of high consensus content. There are over 150 Kagan Structures with different functions and purposes. A few favorite Kagan Structures are described in the following table.

Sample Kagan Structures

Kagan Structure	Description
Timed Pair Share	One student talks for specified time and the other listens. Then they switch roles.
Team Interview	Each student on a team in turn is interviewed by his or her teammates.
Numbered Heads Together	After the teacher asks a question, students write their own answer, discuss it in their groups, signal they are ready, and the teacher calls a number. Students with that number respond using a range of simultaneous response modes.
Boss/Secretary	One student ("Boss") dictates to another ("Secretary") who records the answer. The boss receives praise and then students switch roles.
Mix-N-Match	Students circulate in the room with cards, quizzing each other and then finding their match. For example, the person who has the picture of a shoe searches for the one who has the word <i>shoe</i> .

Source: Kagan, S., & High, J. (2002, Summer). "Sample Kagan Structures." *Kagan Online Magazine*. San Clemente, CA: Kagan Publishing. Reproduced with permission from Kagan Publishing. www.KaganOnline.com

The primary source for Kagan Structures is *Cooperative Learning* (Kagan, 1994), in which are found descriptions of well over 100 Kagan Structures, when to use them, and how to adapt them for use with English language learners. More Kagan Structures are described in *Multiple Intelligences: The Complete MI Book* (Kagan & Kagan, 1998), which presents simple methods to engage each of the eight intelligences. For example, with Kinesthetic Symbols, students learn to use their hands to symbolize content, engaging the bodily/kinesthetic intelligence. Those structures best suited for second language learning are described in *Second Language Learning through Cooperative Learning* (High, 1993), which also contains ready-to-use ESL activities to go along with the structures.

Anchor activities are ongoing projects and assignments. How could you apply this idea in your teaching? Search for more examples online if needed.

Search for more Kagan Structures online. Choose 3 that you would like to try in the future. Explain the structures and why.

Guidelines for Managing a Differentiated Classroom

1. Have a behavior management plan in place. You must decide in advance how to respond to unanticipated events, such as a fire drill, an uncooperative student, students who need more time, and so on.
2. Teach students group and team skills. Give them opportunities to practice working in groups and centers.
3. Have available anchor activities for students when your attention is focused on an individual student. Anchor activities provide productive tasks for students to work on while you work directly with either a small group or one on one.
4. Sequence instructions in “chunks.” Rather than giving long strings of directions, break them down into a small number of steps. Make sure that your expectations are clear.
5. Use time markers for differentiated tasks. Announce to students, “You’ll have 10 minutes to work on this.”
6. Let students know that there is an alternate plan for getting help when you are busy. For example, students can ask for help from a classmate who may share a similar language or be at a higher proficiency level.

Next you will want to consider *how* to manage a differentiated classroom. As you saw in the PowerPoint for brain-compatible differentiated instruction, sometimes teachers feel that a differentiated classroom requires extra work on their part. However, this does not have to be the case. Managing a differentiated classroom is very easily established and maintained with a few guidelines and suggestions.

Now that you are familiar with differentiating instruction, you will want to focus on planning purposely and effectively. Use the following tips to help you manage your planning process by deciding the before, during, and after steps for teaching a lesson:

Tips for Planning Lessons for English Language Learners

Before You Teach the Lesson

1. Determine the English language learning level of your ELLs. Be realistic about what you expect ELLs to do. (Identify what students know, understand, and what you want them to be able to do.)
2. Plan ahead. Think about how you will make the content comprehensible to your ELLs. Consider the following questions:
 - How will you link the content to the students’ prior knowledge?
 - How will you build background information?
 - What language and content concepts need to be pretaught?
 - How will you develop critical content-area vocabulary?
3. Decide how you will accommodate multiple intelligences and learning styles.
4. Prepare or create visual aids such as maps, charts, pictures, and flashcards before the lesson is taught. Utilize multimedia wherever possible.
5. Create vocabulary word lists to accompany each lesson.
6. Adapt texts so that the concepts are paraphrased in English at multiple proficiency levels.

7. Search for nonfiction books in the library written at varying reader levels (graded readers) about the topic you are teaching.

During the Lesson

8. Build on what ELLs already know, including use of native language.
9. Simplify vocabulary and sentence structure. Preteach vocabulary in context.
10. Introduce concrete concepts and vocabulary first. (Refer to Marzano's site, www.infomarzanoandassociates.com)
11. Teach students to categorize their information using advance organizers or by semantic and story maps.
12. Demonstrate highlighting techniques to help students visually organize important information.
13. Review and repeat important concepts and vocabulary.
14. Provide concrete real-world examples and experiences.
15. Teach ELLs to use dictionaries to refine definitions for key vocabulary in the text.
16. Help ELLs become acquainted with their textbooks (table of contents, glossary, index, etc.).
17. Model thinking processes for students using **think-alouds**.

After the Lesson

18. When possible, have classmates make copies of their notes for ELLs to use.
19. Provide follow-up activities that reinforce language and content.
20. Have students work in small groups or pairs so that language and content are reinforced.
21. Plan homework assignments for ELLs according to their English language proficiency.
22. Create assessments that give your ELLs an opportunity to show what they have learned.

Meeting the Needs of English Language Learners

If you are a mainstream teacher or a beginning ESL teacher, you may never have experienced working with students whose language, background, and culture are different from your own. For some this can seem like an extra layer added to a pile of new duties that already face you. It is a challenging prospect to be faced with the responsibility of teaching a student or group of students with whom you are unable to fully communicate. This section will give you background information on some of the critical factors with which you should be familiar when working with English language learners.

Definition of English Language Learners

English language learner (ELL) is a term used to identify heterogeneous populations of students who share certain characteristics. As used here, the term refers to a person who has a first (home, primary, or native) language (L1) other than English and is in the process of learning and acquiring English. Many ELLs were born or have been living in the United States for many years in homes where family members and caregivers speak a language other than English. Even when English is their dominant language, they may not have developed oral and written language skills or the vocabulary necessary to function successfully at grade level in an English academic environment.

There are many acronyms associated with the education of English language learners, as the following list demonstrates.

Definitions of Terms Associated with English Language Learners

BSM	Bilingual Syntax Measure
CLD	Culturally and Linguistically Diverse
ELD	English Language Development
ELL	English Language Learner
ESL	English as a Second Language
FEP	Fluent English Proficient
LEP	Limited English Proficient
NABE	National Association for Bilingual Education
PPW	Pupil Personnel Worker
SDAIE	Specially Designed Academic Instruction in English
SLS	Speech Language Specialist
TESOL	Teachers of English to Speakers of Other Languages

Stages of Second Language Acquisition

Learning a second or additional language is a complex process. Second language acquisition is lengthy. Students move through five stages while developing English language proficiency:

1. *Preproduction.* Students observe and internalize the new language. They use non-verbal cues such as pointing and gesturing.
2. *Early production.* Students continue to acquire English and use language patterns such as yes/no responses and single words to communicate.
3. *Speech emergence.* Students begin to use simple sentences.
4. *Intermediate fluency.* Students are somewhat comfortable in social language situations. They state opinions and ask for clarification.
5. *Continued language development.* Students participate in classroom activities with support for comprehension.

Strategies for Helping English Language Learners

Once you are aware of and understand the stages of second language acquisition, it is also helpful to develop strategies for helping English language learners adjust to the school and your classroom.

Areas for Consideration	Plan of Action
Routines	Pair an ELL with a helpful student who shares the same L1 for the first few days.
School Schedules	Show the location of and explain the procedure for lunch, bathroom, dismissal, and so on. Visuals will help.
Supplies	Have a packet of supplies available for students until they can purchase items used by all students. Provide a list using illustrations or L1 text.
ESL Support	Arrange with the ESL teacher to schedule time for ESL support.
Student Comfort Level	Allow students to observe and absorb English without requiring production for a while. This will help relieve some of their anxiety.

As a classroom teacher with ELLs you must provide instruction that is meaning based, context rich, and cognitively demanding. An article on boosting academic

achievement of ELLs in terms of literacy (American Educational Research Association, 2004) recommends the following components as part of reading instruction for these students:

1. Explicit instruction in word recognition through phonological awareness, practice reading, phonics, and frequent in-class assessments
2. Explicit instruction in skills that are needed to understand text, such as vocabulary building in context, strategies to aid comprehension, and help with academic oral language

ELLs are often placed in mainstream classes in which they are responsible for the same content as their English-speaking peers. The development of academic language proficiency takes from five to seven years for students learning a second language. While their monolingual peers continue to learn academic content, ELLs must develop both linguistic and cognitive skills in order to be successful.

Respect Newcomers' Silent Period

Be careful not to force newcomers to speak before they are ready. ELLs will acquire language when they have comprehensible input and their affective filter is low. Allow your students a “silent period” so they can acquire language by listening and trying to understand English.

Check for Comprehension

Do comprehension checks frequently. If you ask, “Do you understand?” you will probably not get a reliable answer. Many students will answer “yes” when they do not understand. Make your questions more specific. Allow a response in the form of a drawing, pointing, gestures, or mime.

Building Bridges to Parental Involvement

Keep in mind that in some cultures parental involvement may not be a familiar practice. Work with your administrators and colleagues to devise ways to involve parents in your school and classroom.

Enhancing Literacy Skills for English Language Learners

ELLs do not need to be fluent in English in order to read and write in English. There are several successful approaches to building literacy skills. A reading/writing workshop approach allows ELLs to work at their own pace (see Lesson 7). With your guidance and instruction, ELLs will read and write at appropriate levels while participating in lessons, projects, activities, and group work with their peers. Remember, instruction often needs to be scaffolded for ELLs and teaching them reading and writing skills and strategies will be highly beneficial.

Students who are already literate in their home language (L1) learn to read at a higher level in English than those who are not. Literacy-related skills are transferred from one language to another even if the writing systems are quite different. Building L1 literacy is important. The importance of strong literacy skills is particularly evidenced in the *ESL Standards for Pre-K–12 Students*. For additional resources, view the following online PowerPoint presentations:

Collaborating to the Meet the Needs of ELLs

www.pdeinfo.state.pa.us/esl/lib/esl/Collaborating_Course_Part_III.April_15.ppt

Putting the Pieces Together to Meet the Needs of our ELLs

www.montgomeryschoolsmd.org/departments/cte/ppt/putting-pieces-together.ppt



Second Language
Acquisition



No Child Left Behind

No Child Left Behind

The No Child Left Behind Act (NCLB) of 2001 reauthorized the Elementary and Secondary Education Act (ESEA), the main federal law affecting education from kindergarten through high school. The passage of NCLB brings ELLs into the same context standards and accountability as their native English-speaking peers. These changes have major implications for mainstream teachers. In classrooms with diverse language populations, teachers must ensure that the curriculum and teaching strategies reflect alignment with English language proficiency standards. This context makes it imperative for schools to ensure that mainstream teachers gain a better understanding of the programs, theories, principles, and strategies that have proven successful in educating ELLs.

NCLB is built on four principles: accountability for results, more choices for parents, greater local control and flexibility, and an emphasis on doing what works based on scientific research. The tenets of NCLB are included in this book because they have direct impact on the schooling of ELLs. The impact of NCLB is directly related to instruction in ESL classrooms as well as mainstream classrooms with diverse language populations, as shown by the following aspects of NCLB:

- All ELLs must be tested at least once a year using an English proficiency test.
- ELLs who have been in U.S. schools for three consecutive years must be tested in reading/language arts using a test written in English, although students who meet certain criteria may receive a waiver for up to two more years.
- ELLs must meet specific annual targets of adequate yearly progress (AYP). Local and state education agencies will be held accountable for ensuring that ELLs meet these targets.

ESL Standards for Pre-K–12 Students and English Language Proficiency Standards

Brain-Compatible Differentiated Instruction for English Language Learners is aligned with *ESL Standards for Pre-K–12 Students* (2001), published by Teachers of English to Speakers of Other Languages (TESOL). The TESOL publication is organized around three overarching goals: the development of (1) social language, (2) academic language, and (3) sociocultural knowledge. Each goal supports three standards. Reaching these standards means that students demonstrate proficiency as English speakers, readers, and writers. The *ESL Standards for Pre-K–12 Students* is available to read or order online at www.tesol.org. (To read, click on Standards and Initiatives under Advancing the Profession of TESOL.) To order a copy, click on Publications and Products. In 2006 the national standards were abbreviated, making them more concise:

Standard 1. English language learners **communicate** for **social, intercultural, and instructional** purposes within the school setting.

Standard 2. English language learners **communicate** information, ideas, and concepts necessary for academic success in the area of **language arts**.

Standard 3. English language learners **communicate** information, ideas, and concepts necessary for academic success in the area of **mathematics**.

Standard 4. English language learners **communicate** information, ideas, and concepts necessary for academic success in the area of **science**.

Standard 5. English language learners **communicate** information, ideas, and concepts for academic success in the area of **social studies**.

Since many teachers are required to show evidence of standards-based teaching, this book will support documentation of standards-based planning as well as differentiating instruction to reach all English language learners. The following table demonstrates the TESOL *Pre-K–12 English Language Proficiency Standards*.

Proficiencies at Different Levels of English by Learners

Level 1 Starting	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Ability to understand and use—				
Language to communicate with others around basic concrete needs	Language to draw on simple and routine experiences to communicate with others	Language to communicate with others on familiar matters regularly encountered	Language in both concrete and abstract situations and ability to apply language to new experiences	A wide range of longer oral and written texts and increased recognition of implicit meanings
High-frequency words and memorized chunks of language	High-frequency and some general academic vocabulary and expressions	General and some specialized academic vocabulary and expressions	Specialized and some technical academic vocabulary and expressions	Technical academic vocabulary and expressions
Words, phrases, and chunks of language	Phrases or short sentences in oral or written communication	Expanded sentences in oral or written communication	A variety of sentence lengths of varying linguistic complexity in oral and written communication	A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse
Pictorial, graphic, or nonverbal representations of language	Oral or written language, despite frequent errors that impede the meaning of the communication	Oral or written language despite errors that may impede the communication while retaining much of its meaning	Oral or written language with minimal errors that do not impede the overall meaning of the communication	Oral or written language approaching comparability to that of English-proficient peers

Source: TESOL. (2006). *Pre-K–12 English Language Proficiency Standards*. Alexandria, VA: Author. Copyright 2006 by Teachers of English to Speakers of Other Languages. Reproduced with permission of Teachers of English to Speakers of Other Languages via Copyright Clearance Center.

TESOL Performance Indicators and How to Read Them

Performance indicators are examples of observable, measurable language behaviors that English language learners can be expected to demonstrate as they engage in classroom tasks and approach the transition to the next level of English language proficiency. Performance indicators generally consist of three elements: content, language function, and support or strategy. Content indicates such information as, for example, parts of a microscope or artifacts or creatures of the past. Language function describes how students use

language in communicating a message within a standard, such as the ability to identify from oral descriptions or to present and pose solutions. Support or strategy refers to ability to use and understand visual, graphic, or interactional methods related to the act of communication, such as pictures and illustrations or ability to interact in small groups or with a partner. Performance indicators, organized by standard and grade-level cluster, are interaction products of the five language proficiency levels.

Each performance indicator is read by grade clusters using grade level (1–3, 4–5, 6–8, and 9–12) and content area (language arts, math, science, and social studies).

The following is a sample of the performance indicators for grade level 6–8, Standard 2: English language learners **communicate** information, ideas, and concepts necessary for academic success in the area of language arts. The domains are the four skills of listening, speaking, reading, and writing; the topic describes what is being taught; and the five levels define the proficiency skills (TESOL, 2006).

Domain	Topic	Level 1	Level 2	Level 3	Level 4	Level 5
Listening	Synonyms Antonyms Metaphors Similes	Find words that are the same or opposite, represented by objects or illustrations according to oral directions	Match oral phrases involving figures of speech or vocabulary with visual representation	Identify figures of speech or vocabulary within visually supported oral discourse	Role-play scenes involving figures of speech or vocabulary based on oral descriptions	Respond nonverbally to demonstrate comprehension of figures of speech and vocabulary embedded in oral discourse
Speaking	Multiple meanings	Identify common words represented by objects or illustrations	Produce phrases or sentences with common words represented by objects or illustrations in two contexts	Give examples of words or phrases represented by objects or illustrations in multiple contexts	Explain differences in use of words or phrases with multiple meanings in varied contexts	Create and present scenarios that incorporate the use of words or phrases with multiple meanings
Reading	Comprehension strategies Technical texts	Match objects or diagrams with written labels with a partner to construct meaning	Use headings, bold print, diagrams, and charts with a partner to construct meaning	Use context clues within graphically and visually supported text with a partner to construct meaning	Use an array of strategies with visually supported text with a partner to infer meaning	Apply reading strategies to modified grade-level text to infer and validate meaning
Writing	Use of resources Editing Multimedia	Produce words or phrases using bilingual picture dictionaries	Check language structures, conventions, or spelling using computers, peers, or models	Peer-edit and revise drafts using checklists, models, or other resources	Self-edit and revise drafts using teacher feedback or other resources	Self-assess drafts and produce final products using rubrics, guides, or other resources

Source: TESOL. (2006). *Pre-K–12 English Language Proficiency Standards*. Alexandria, VA: Author. Copyright 2006 by Teachers of English to Speakers of Other Languages. Reproduced with permission of Teachers of English to Speakers of Other Languages via Copyright Clearance Center.

World-Class Instructional Design and Assessment (WIDA)

World-Class Instructional Design and Assessment (WIDA) CAN DO Descriptors are also performance indicators. WIDA is a consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. The WIDA Consortium has developed English language proficiency standards and an English language proficiency test aligned with those standards (ACCESS for ELLs). Go to www.wida.us for more information. The consortium consists of eighteen partner states: Alabama, Delaware, the District of Columbia, Georgia, Illinois, Kentucky, Maine, New Hampshire, New Jersey, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Vermont, Virginia, and Wisconsin. In the 2008–2009 school year, WIDA expected to serve about 700,000 ELLs in kindergarten through twelfth grade (WIDA, 2007/2008).

CAN DO Descriptors for WIDA's Levels of English Language Proficiency

Mainstream teachers or beginning teachers who may not be familiar with the English Language Proficiency Standards might want to use the CAN DO Descriptors as a useful tool for planning purposes. The CAN DO Descriptors widen the performance definitions by including indicators in each of the four skills domain areas: listening, speaking, reading, and writing. The usefulness of the Descriptors lies in the instructional language used and the easy access to planning differentiated lessons or unit plans. Another bonus to using the Descriptors is that they are sensory preferred and interactive through English Language Proficiency Level 4 (see Appendix I).

Second Language Acquisition Theory

A working understanding of second language acquisition theory is helpful for both ESL and mainstream teachers. Once you are equipped with this background knowledge, you will be better able to grasp the cognitive and linguistic stages ELLs experience. James Cummins postulated several important concepts related to second language acquisition (SLA) theory.

In 1983, Dr. Cummins introduced the acronyms BICS (basic interpersonal communication skills) and CALP (cognitive academic language proficiencies). According to Cummins, it should take ELLs at least two years to achieve BICS, enough English to communicate effectively in social situations, but at least five years to master CALP—sufficient academic skills to function effectively in English language classes with native speakers. He suggests that these two types of proficiency vary according to the degree of context available to the individual and the degree of cognitive challenge of the task. Content instruction offers a means by which ELL students can continue their academic or cognitive development while they are also acquiring academic language proficiency. The lessons provided in this book are basic ESL plans that concentrate on BICS and CALP.

In order to demonstrate these two types of language, Cummins created a quadrant model with questions ranging from cognitively undemanding/context embedded (e.g.,

Cognitively Undemanding		
Context-Embedded	A Art, music, physical education, and other activities that are hands-on and visual	C Telephone conversation, a note on a refrigerator, written directions without examples, and other activities that demand a higher cognitive level for comprehension to occur
	B Math computation, science experiments, social studies projects, and other activities that are visual yet tied to content	D Taking a test, presenting a research paper, listening to a lecture, or understanding abstract concepts
Cognitively Demanding		Context-Reduced

Source: Cummins, J. (2000). *Language, Power, and Pedagogy*. Clevedon, UK: Multilingual Matters. Reprinted by permission.

hold up a flower and ask students to point to the flower) to cognitively demanding/context reduced (e.g., ask students to write an essay telling how a flower grows). It is important that you practice moving students toward more demanding quadrants while retaining use of less demanding quadrants to consolidate gains—keeping the instruction grade-level appropriate and challenging, while differentiating and scaffolding. The quadrant model is demonstrated by the chart above.

There are numerous program models in second language education. Although two will be discussed in some depth, several others are in current use in North America, including the following:

- *50–50 Model*. Referred to as partial immersion in Canada, with academic instruction half a day in each language.
- *90–10 Model*. Referred to as early total immersion in Canada, with 90 percent of academic instruction is in the second language and 10 percent in the first language.
- *Bilingual Immersion Education*. Academic instruction given in both first and second languages for grades K–12.
- *Developmental Bilingual Education*. Academic instruction half a day in each language for grades K to 5 or 6. This used to be referred to as Maintenance Bilingual Education or Late Exit Bilingual Education.
- *English as a Second Language (ESL) or English to Speakers of Other Languages (ESOL)*. All academic instruction in English.
- *ESL Content or Sheltered Instruction*. ESL Content classes are usually self-contained at the elementary level for one or two years, with a gradual shift to moving students to their age-appropriate grade-level classes. Secondary students attend classes taught by teachers with dual certification in ESL and a content-area subject.
- *ESL Pullout*. Students are taken out of the grade-level classroom for English language instruction according to grade level and language need. This method is the most expensive of all program models in bilingual/ESL education because it requires hiring extra resource teachers who are trained in second language acquisition (Chambers & Parrish, 1992; Crawford, 1997). In the United States, ESL pullout is the most implemented but least effective model (Thomas & Collier, 1997).
- *ESL Push-In*. Students can share the same native language or be from different language backgrounds. Students are given instruction in the mainstream classroom,

with the ESL teacher or instructional aide providing assistance, translation, or clarification.

- *Immersion.* Students attend specially designed content-area classes taught in the target language. Teachers are usually certified in both the content area and the target language.
- *Inclusion.* The ESL teacher and classroom teacher plan and teach together in the grade-level classroom.
- *Mainstreaming.* Once the ESL teacher determines that ESL students are proficient enough to move to all-English classes, the transition is made to content-centered courses.
- *Monitoring.* The ESL teacher monitors classroom progress of students who are close to exiting the ESL program as well as those students whose language needs are addressed in programs other than ESL.
- *Sheltered English.* This is a specialized form of an immersion program. Students coming from varying native language backgrounds are taught by a teacher with a background in both subject-matter and ESL pedagogy. Students usually have a regular ESL class as part of the curriculum.
- *Specially Designed Academic Instruction in English (SDAIE).* English is adapted to students' proficiency levels and supplemented by gestures, visual aids, manipulatives, and so on.
- *Structured English Immersion (SEI).* Only ELLs in class and preferably from one native language. All instruction is in English.
- *Submersion.* Students are "submerged" in regular content-area classes with no special second language instruction. Research indicates that students do not do well in this model and some schools elect to use a pullout model program to assist students.
- *Transitional Bilingual Education.* Academic instruction half a day in each language with gradual transition to all second language instruction in approximately two to three years.
- *Two-Way Bilingual Education.* Language majority and language minority students are taught together in the same bilingual class.

Research 1-2 of these program models. Summarize your findings and add your thoughts and experiences.

(Some pages were omitted due to relevance)

What are the best strategies for classroom management that you have used or seen?

What are your weaknesses as a classroom manager?

Classroom Management

Your classroom should be regarded as a community. Within that community all members build relationships based on mutual respect. Daily routines and tasks are proactively planned so that classroom practices and teaching–learning structures promote acceptance of students from all cultural, social, and linguistic backgrounds (Balderrama & Díaz-Rico, 2006). Is there a difference between classroom management and classroom behavior/discipline? I think the answer is yes! In this section I describe the difference between *management* and *behavior/discipline* and give helpful suggestions for both the beginning and experienced teacher.

In my years of work as a teacher educator, I have witnessed teachers who need help managing their classrooms—forming groups, using centers effectively and creatively, handling students’ papers, keeping track of homework assignments, creating seating arrangements, designing bulletin boards that are both instructive and constructive, managing large classes, and establishing daily routines. Additionally, they sometimes are clueless when it comes to handling behavior/discipline problems—responding when a fight erupts during class, working with an unwilling student who does not participate, handling a student who may exhibit signs of antisocial behavior, and confronting students who have problems sitting or concentrating for long periods of time.

When a teacher candidate goes for a job interview with either a building administrator or department chair, one of the first questions asked is “How do you describe your

classroom management/discipline philosophy?” This is always a pertinent issue when hiring new teachers or even teachers with some classroom teaching experience—and rightfully so. Building administrators and department chairs want to be assured that a teacher entering the classroom has at least thought about and formulated a plan of action for managing a class. It is also reasonable to expect that the teacher candidate has had some practice either in field experience or student teacher internship with effective strategies for managing a classroom and for working with discipline issues that are probably going to occur at some point in time.

Working with English language learners adds another dimension to classroom management and behavior/discipline. Cultural and linguistic differences must be taken into account, considered, and embraced. Therefore, it becomes especially important for the teacher to have some background knowledge about each individual with whom she or he is working. This can be done by either conducting or requesting a profile on each learner. In Fairfax County, Virginia, it is called the “Intake Process” and on request this information can be made available to the classroom teacher. Learning about the cultures represented in your classes may explain some resistant or difficult behavior patterns. For instance, in some countries, students are schooled in single-sex classrooms. Often they are taught by same-sex teachers. Therefore, some boys may never have had female teachers just as some girls may never have had male teachers.

Even if you do not know or understand the language and culture of your students, it is extremely important to know something about their backgrounds. For instance, it is helpful to have the following information on students:

- Student ability to speak, read, write, or understand their L1 and any other language(s)
- Parent/guardian ability to speak English and whether you can contact them for conferences or updates
- Religious considerations that may impact attendance and participation in certain activities
- Learning differences/disabilities (e.g., visual, auditory, physical)
- What the previous schooling was like, both formal and informal and any gaps in the student’s schooling history (noting that prior academic schooling means different things depending on the country of origin; elementary or primary school may mean K–8, K–6, 1–6, or 1–5)

There are many facets of classroom management. Some of the most critical issues in classroom management will be discussed in the following sections.

Seating Arrangements

Depending on the size of your class and whether you are in your own room (as compared to sharing a room with another teacher), seating arrangements can be effective in helping students work individually or collaboratively. Chairs or tables can be arranged in groups, pairs, rows (theatre style), half circle, or square U, to name a few options. Smaller and younger children usually enjoy rug time for certain activities, while middle and high school students are typically more comfortable in chairs and desks arranged in a more

How might you answer this question?



Demographic Changes—New Challenges and Opportunities!

Have you experienced or seen varied seating arrangements in classrooms? Describe and comment on them.

There are some good practical ideas in “Forming Groups”. How would you implement these ideas in your teaching?

traditional way. Again, consideration must be given to the fact that some ELLs may come from cultures in which classrooms consist of fifty or more students and rows of chairs and desks are the norm. What is most important in determining your seating arrangement is to make the learning environment optimal for the students. It may not always be convenient or possible to make a new seating arrangement (especially if you use another teacher’s room). Therefore, you must plan to optimize your space regardless of the configuration.

Forming Groups

While moving students in a classroom may seem like a simple task, it can often lead to the teacher losing control and result in chaos. Therefore, the teacher needs to instruct and then model how to form groups. Depending on the age, level of proficiency, and space accommodations of the classroom, forming groups must be carefully thought out and orchestrated. This must be practiced with very clear and concise directions (spoken, use of symbols, written, or acted out). Some ideas for forming groups might include using cards with numbers, colors, symbols, animals, flowers, home country, language spoken at home, eye color, hair color, or shoe color.

To have students form groups of three, four, or five, have them choose strips of paper from a bag or basket and then move to the appropriate table or center based on the information on the paper. Label each table with the group’s category title, such as

- Animal environments (desert, mountains, sea, jungle)
- Geographical areas (countries, continents, cities, states)
- Mathematical symbols (+, −, ÷, ×)

Index Cards

Another easy way to have students form groups is to use index cards with stickers or pictures on them (depending on age and level of proficiency). For example, if you have a class of thirty students, make one stack of cards that puts students into six groups of five (red, blue, orange, green, yellow, and purple). Shuffle the cards and walk around the room and allow the student to choose a card. Let the students look at their cards, but not show or tell anyone. Then give directions for the activity. With practice and clear instructions, students should be able to get up and find their group. After their groups are formed, the teacher collects the cards for the next time.

Puzzle Pieces

Decide how many groups you want to make. Create a puzzle with the same number of pieces as students in a group. Glue a picture on a sheet of poster board and laminate. Cut the pieces apart and use a permanent marker to write the number of students in the group on the back of the pieces. Put these in plastic zip bags and when you are ready to use them give each student a puzzle piece. Then they must find the students with the rest of the puzzle. This works best if you use two or three shades of colored paper so if your class is large students will only look for their matching color.

Centers

Centers or learning stations are designated areas in the classroom intended for specific learning purposes. Designing centers that are effective and meaningful for ELLs is challenging because these students may not have a recognizable literacy level or the background knowledge (schema) to help them decode unfamiliar vocabulary words. Some ELLs may come from countries where cooperative learning or center instruction does not exist. As

mentioned earlier, it is important to establish routines and practice them. When you practice, do not take anything for granted. Go through all the directions and expectations both orally, acting them out, and in writing, and always model what you want students to do.

If you wish to focus on students' literacy skills while enhancing listening, speaking, reading, and writing, developing centers can be a useful instructional tool. The following list provides some ideas for literacy centers:

- Listening Center
- Writing Center
- Word Study Center
- Poetry Center
- Reading Response Journals
- Independent/Buddy Reading

Learning centers or learning stations is a useful technique for YL teachers. Research more info and summarize with your thoughts and comments.

Bulletin Boards That Are Both Instructive and Constructive

Bulletin boards can be useful teaching tools that provide multiple paths to instruction for the classroom teacher. For instance, use the bulletin boards to create word walls. Change the boards according to themes or topics being covered. Post announcements, class rules and procedures, and student work. In an ESL classroom it is a good idea to have a flat paper map of the world. During the first week of school, have students identify their country of origin and then using push pins and yarn locate where your school is by stretching the yarn from each country represented along with the students' names. These boards can become quite attractive and students really take pride in bringing in their friends to show off the bulletin board. A perfect example is this book's cover photo!

Students' Papers

During the first week of school, assign everyone a chronological number. It is usually best just to go in alphabetical order in your grade book. Tell students that every time they turn in a paper the number should be in the right-hand corner of the paper. Once you have collected all the papers and put them in order, it is very easy to tell who did not turn in a paper. This works well and goes quickly.

Keeping Track of Homework Assignments—The IOU Book

Place a plain three-ring binder filled with blank spreadsheets in the room and tell students that this is the IOU Book. The spreadsheets are labeled with four columns: name, date, assignment, and a fourth column that the teacher initials when the assignment is completed. If students do not have their assignments, they must sign their names.

Managing Large Classes

Many teachers today are faced with large classes, ranging in sizes from twenty-five to forty. To a new or beginning ESL teacher, this can seem daunting. Along with large class sizes goes the likelihood of discipline problems or lack of student engagement, further complicated not only by the array of cultural and linguistic diversities but also by varying levels of cognitive abilities. Planning can be the key to smooth and seamless instruction. Remember to provide a variety of activities that include teacher-led, student-centered, pair, group, and individual self-paced work. Another approach is to create several small-group activities. Use mixed ability and language groups sometimes and designate a group

leader with strengths to help weaker students. Try using same or similar-ability and same language groups to allow students to work at their own pace, thus permitting more challenging activities for stronger students and easier ones for weaker students.

Daily Routines

As mentioned throughout this book, establishing predictable routines is very important for effective classroom management. The classroom teacher is the bridge between students and what may be an unknown cultural setting and school system. Chances are very likely that your ELLs come from a culture with traditions and family values that differ from mainstream American culture. Every day these students are adjusting to new ways of saying and doing things.

When students enter the classroom each day they need to know what the expectations are and what procedures they are to follow. Students develop a sense of security and purpose when they know that the teacher has outlined in a clear and concise way what will take place. For instance, when students enter the classroom, try to have the day, date, warm-up activity, objectives, and homework written on the board or posted (a large tag-board or transparency for the overhead projector if you are not in your own classroom). It helps if these are in the same place every day. Beginning ELLs who may not speak any English will quickly learn by following the examples of others.

Students should be taught to enter the classroom quietly and in an orderly fashion. They should gather any materials that you have placed out (books, markers, notebooks, papers, or other materials). As shown in the lesson plan template, having objectives or an agenda available for students allows them to see the plan for the day and what the sequence of activities will be.

Depending on the length of time you have your students, it is important to be an astute observer in order to determine *how* students learn. This will influence how you acknowledge cultural differences and the amount of material that can be covered. Starting the day with a Morning Message, KWL (see Lessons 3 and 7), or similar activity is a good way to engage schema and serve as a point of departure for the day's lesson. Students should be given time markers throughout the lesson so they know and understand how much time they have on any given task.

Students must also be taught how to transition from one activity to the next. Practice, modeling, and clear instructions aid in making this successful. For instance, one teacher uses what she calls "musical motion" to move students from one activity to the next. When the students hear a certain song they know it is time to finish their work, clear their desks, and prepare to go to lunch or recess.

Similarly, at the end of the lesson, careful attention must be given to closure (see the lesson plan template). If homework is assigned, it must be reviewed and discussed to see whether there are questions and whether students understand what they are being asked to do. Do not assume that there will be someone at home who can help an ELL with homework. Closure may be a quick review of the day's lesson, having students write a reflection in their journals, playing a quick game to review learned information, or time given to start homework so the teacher can see whether there are questions.

Establishing Nonverbal Cues

Nonverbal cues in one culture may represent something entirely different in another. For instance, in Western cultures, when a student smiles at the teacher, it often indicates understanding. However, in many Asian cultures, smiling often disguises confusion or frustra-

tration. ELLs rely on both verbal and nonverbal cues. Beginning ELLs will need to watch your mouth when you speak as they are not only hearing the pronunciation of words but also watching as you form them with your lips and facial expression. These cues help provide meaning and aid in comprehension. Help students to link vocabulary to firsthand experiences with pictures, concrete objects, and real-life events. Model responses, encourage repetition, and foster routines in teacher–student and student–student interactions.

Beginning ELLs sometimes understand more English than they are able to produce orally. Try to find alternative ways for students to demonstrate their level of comprehension. For instance, if you are teaching a science unit (Lesson 4), have students put the picture parts on the microscope to demonstrate comprehension of the topic. Their ability to verbalize this comprehension will come later.

The following are a few suggestions for nonverbal cues:

- Ask the student to mime the action of what they are trying to convey.
- Have the student draw a picture of what they want to say.
- Pose questions that allow the student to respond with yes or no answers.
- Allow students to flip through pages in a book, pointing to specific pictures or letters.

Once these nonverbal cues have been established, it is important to use them consistently. In other words, students become accustomed to routines and they grow more comfortable with being risk takers when they can demonstrate comprehension in multiple ways.

Classroom Discipline

During the first week of school many teachers establish class rules. Sometimes these are created exclusively by the teacher; other teachers prefer to co-create these rules along with students. Sometimes rules are written as a discipline and consequence structure. It is easy to write rules that start with “Do not” or that say something is not permitted. Rules can be much more effective if presented in a positive way, such as “Listen when the teacher is talking” and “Come prepared to learn.” Try to avoid using the word *not*. Also, limit your rules to about five. A lengthy list can become overwhelming and students may feel they can do nothing right. List only the rules you know you will enforce. If you are inconsistent in enforcing the rules, students will learn quickly that it is not important to follow them.

Students need to be taught skills, motivation, and attitudes that you want them to exhibit in order to eliminate or lessen discipline problems in the classroom. Once you have established your classroom rules, it is critical to stick with them and enforce them. Students will test the waters to see just what they can get away with and ELLs are no different. Check with your building administrators to determine the school or district policy about fighting, tardiness, disrespectful or foul language, and bullying.

Keep in mind that the bottom line for classroom behavior/discipline is to make every minute count. When students are engaged in the lesson and not bored, behavior/discipline issues are less likely to occur.

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