

EL Learners in a “High Challenge High Support” Classroom



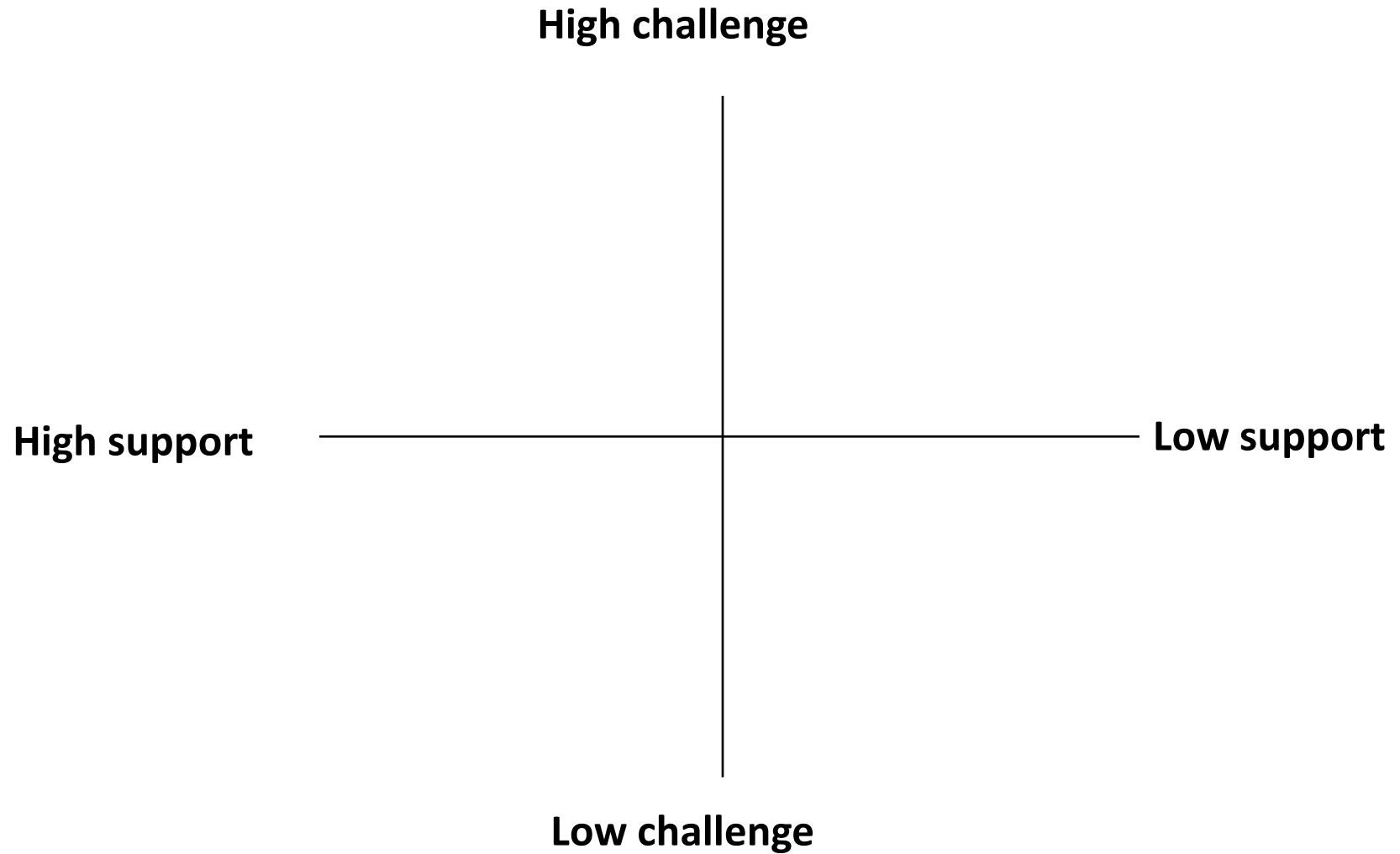
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Internal Accountability Systems to Build
Instructional Capacity for Deeper Learning.

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Teaching-Learning Zones. (Based on Mariani 1997)



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High challenge

*Learning/
Engagement
zone
(ZPD)*

*Frustration/
Anxiety zone*

High support

Comfort zone

*(Or 'learned
helplessness'
)*

Boredom zone

Low support

Low challenge

What is 'deep learning'?

- Students can name, explain and make use of the crucial “big ideas” or central concepts of a topic or discipline.
- It is evident for example, when students are able to construct and sustain a coherent line of argument, when they are able to make use of key concepts in a new context, or when they are able to relate ideas across disciplinary areas.

The mere reproduction of knowledge and isolated ‘facts’ does not, by itself, constitute academic achievement.

Gibbons, P. 2009. English Learners, Academic Literacy and Thinking. NH: Heinemann

- Students from all backgrounds are more engaged when classroom work is cognitively challenging than when it consists solely of low-level work;
- All students, regardless of social or ethnic background, achieve at higher levels when they participate in an intellectually challenging curriculum;
- Equity gaps diminish as a result of engagement in such curricula.

Newmann and Associates, 1996.

- The interactive and problem-solving oriented classroom provides many opportunities for second language development.

Swain 2000, 2005; Gibbons 2009, 2015

;

Key Features of EAL Support

Integration of language and subject/content

Focus on spoken language and 'literate talk', for learning and as a bridge to literacy

**INTELLECTUALLY
CHALLENGING
CURRICULUM**

Use of 'message abundance' in teacher talk – how information is presented (the curriculum is amplified, not simplified).

Explicit teaching of academic literacy/literacies

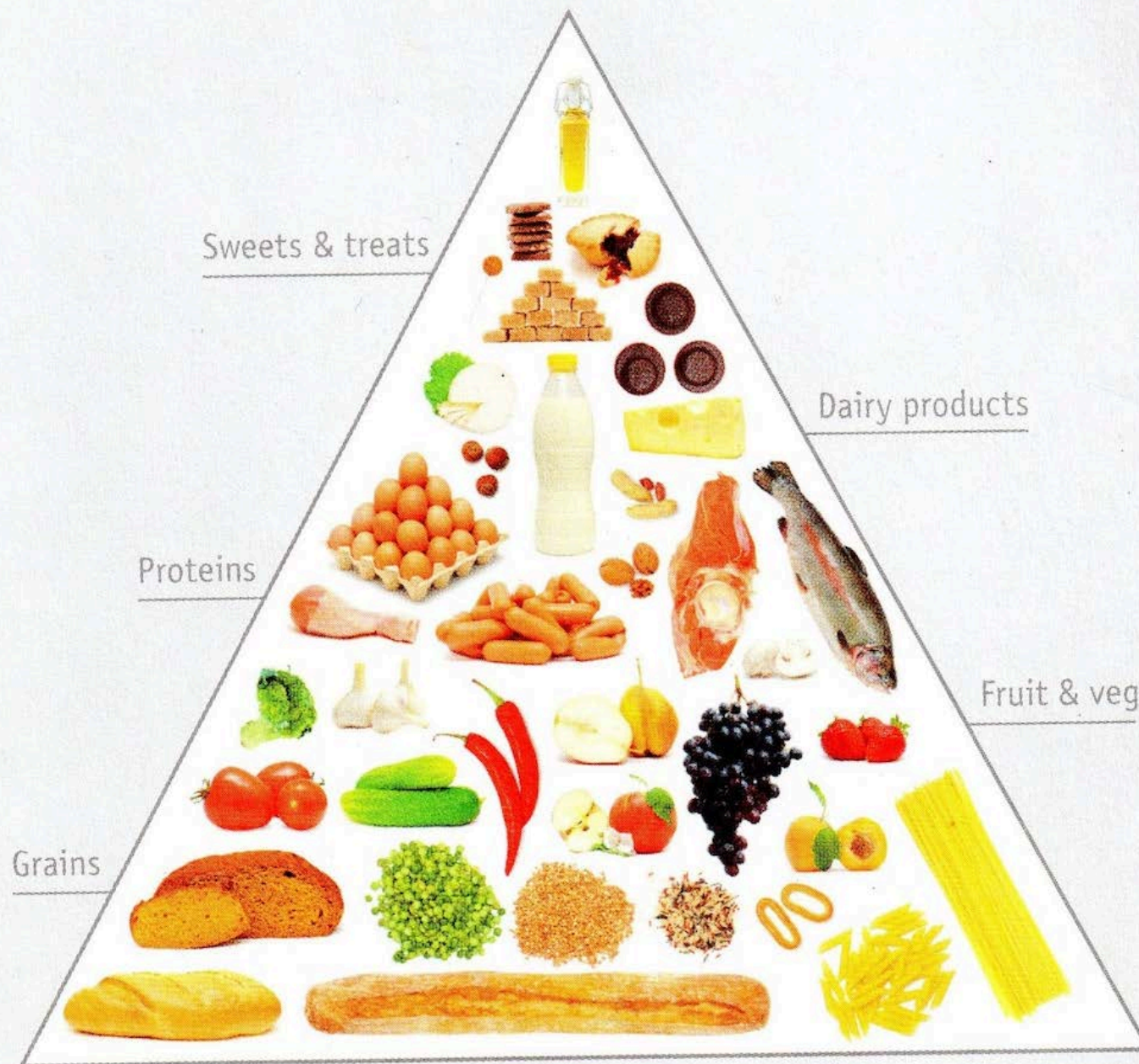
Integration of language and subject/content learning

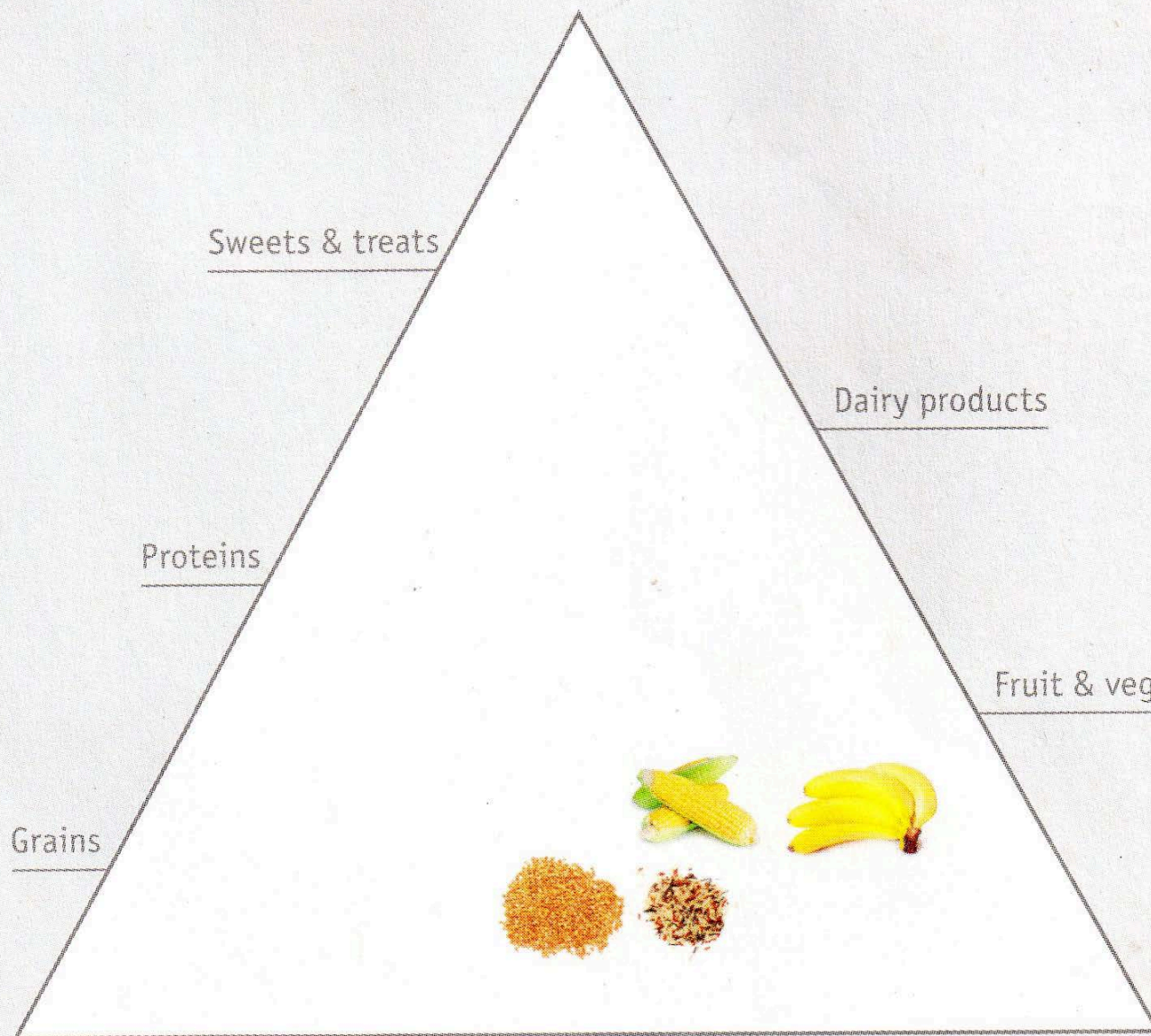
HEALTH OUTCOMES and ACTIVITIES

Students will

- learn how culture and climate shape what we eat
- learn about and show respect for cultural differences in food choices
- understand that good nutrition is important to everyone
- write a recipe for healthy food
- understand that not all people in the world have enough to eat, and express feelings
- prepare a power point presentation about nutrition to share with other classes

LANGUAGE OBJECTIVES





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LANGUAGE OBJECTIVES

Key vocab: *grains, fruit and vegetables, proteins, dairy products, “sweets and treats”, processed, fresh.*

Write a recipe (Procedural text)

Connectives for comparing (saying what’s the same): *similarly, in the same way, the same as.*

Connectives for contrasting (saying what’s different) : *however, on the other hand, but, whereas*

Expression of personal reactions: *sad, upset, guilty, surprised, shocked etc.*

Planning for spoken language,
especially 'literate talk'

From talk to literacy

Text 1 (talking while doing)

this...no it doesn't go...it doesn't move...
try that.
won't work...
these are the best, going really fast...

Text 2 (telling others) "LITERATE SPOKEN LANGUAGE"

We tried **a pin... a pencil sharpener...some iron filings** and **a piece of plastic**. The magnet didn't attract **the pin** but it did attract **the pencil sharpener** and **the iron filings**.

Text 3 (early writing)

Our experiment was to find out what **a magnet** attracted. We discovered that **a magnet** attracts **some kinds of metal**. It attracted **the iron filings**, but not **the pin**. It also did not attract **things that were not metal**.

Text 4 (science text book)

A magnet is **a piece of metal surrounded by an invisible field of force which attracts any magnetic material within it**. Magnetic attraction occurs only between **ferrous materials**.

Text 5 (university text)

Some well-known ferromagnetic materials that exhibit easily detectable magnetic properties are nickel, iron, cobalt, gadolinium and their alloys.

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INITIATION

Teacher: What is the circumference?

RESPONSE

Student: All the way round.

EVALUATION

Teacher: Right, remember it's called
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Teacher: Right, remember it's called the perimeter of the circle.

- T: What is the circumference?
- S1: All the way round.
- T: All the way round what?
- S1: The circle
- T: Can you say that again?
Remember the word we used yesterday to describe "all the way round"? The..."
- S1: Oh! Peri...?
- S2: Perimeter.
- S1: Perimeter.
- T: Right. So the circumference...?
- S1: Is the perimeter of the circle.
- T: Right, the circumference is the perimeter of the circle. Now tell us all once more. Everyone listen!
- S1: The circumference is the perimeter of the circle.

Explicit teaching of academic language and literacies

SCIENCE OUTCOMES

For students to develop an understanding of what constitutes an investigative method in science. They will carry out independent investigations to prove or disprove common myths. Students will develop a method, carry out practical experiments, observe, record and interpret results, and draw conclusions. At the end of the unit, students will present a written experimental report (assessment task).

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LANGUAGE OBJECTIVES

Writing an experimental report, focusing on:
Overall organisational structure;
Use of appropriate academic language; expression of cause and effect, use of passive voice, use of time connectives;
Appropriate science-specific vocabulary, (eg *controlled*, *dependent* and *independent variables*; *replicate*; *replication*).

Appropriating and Recasting

Students	Teacher
they have to do it [<i>the experiment</i>] many times so they can see if there are any changes.	
	yes so they can see if they get similar results. yes so they can see if they get similar results
and see if the myth is busted. It wasn't getting busted but then they kept doing it until it got busted.	
	so they did the experiment many times . Your experimental method should be repeated a number of times too...so that a more accurate conclusion can be made. This is called replicating the experiment. OK so they repeated their experiments many times .
they kept on doing it.	
	they kept on doing it. And this is what you have to do as well in your experiments. You have to replicate the experiment, you're going to repeat it several times, replicate it. And why do we have to do that? So that we get...?
an accurate ...more accurate results	
	so replication is important when you design your experiments



Writing cycle (within content area)

- Field-building
to become familiar with the topic: designing a valid experiment
- Modelling of the genre
to become familiar with the organisation and language of scientific discussion report
- Joint construction (T and Ss write a model text together)
for students to see the writing process and produce a text with help
- Independent writing
for students to produce their own piece of writing in the target genre
- Student reflection on writing
for students to become reflective and autonomous writers

Use of “message abundance” by
the teacher

(‘amplifying’, not ‘simplifying’)



The GPS and Message Abundancy

- The spoken instructions are given in small 'bites' of information, and are repeated several times: *left hand turn coming up; turn left in 600 metres/ turn left in 500 metres/ turn left in 400 metres* and so on, until the turn is reached and the voice then says something like: *turn left, Epping Road; turn left now;*
- Accompanying the spoken language, and representing the same information, is a map on screen that moves in synchrony with the progress of the car. The visual representation closely matches the oral instructions. To make the route clearer, it is indicated in color, with the left hand turn indicated by an arrow.
- At the bottom of the screen is another representation of the spoken instructions, using symbols and numbers: there is an arrow (in this case pointing left) along with numbers that match the countdown of the spoken instructions (600 metres, 500 metres and so on).
- Significant landmarks are indicated on the map as they are reached, so that the driver knows exactly where he or she is: traffic lights, gas stations, bridges, parks, rivers and so on.

Use of Message Abundancy (Primary)

“it’s quite right what you all said .. the earth **turns** ... (*writes “the earth turns” in blue marker on the whiteboard*) but there is another word that we can use .. a special word that scientists use, a **scientific** word...so we can say the earth .. **rotates** .. it **turns** ... it **rotates**, look (*demonstrating with the globe, as several children repeat the word*).... so what’s it doing?..it’s rotating, it’s turning ... so the earth **rotates** . let’s write that up too beside what you told me before . the earth **rotates** (*writes “the earth rotates” in red marker on the whiteboard, beside “the earth turns”*).

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What are the implications of these practices for school leaders?

What underpins an effective EL program?

(1) Teacher Knowledge

- Second language learning theory: what facilitates L2 learning, and the role of the mother tongue.
- How language varies according to context: differences between spoken and written language, and between 'everyday' and academic language; the organisation and language features of subject-specific genres.
- How to 'unpack' the curriculum for language.
- A sociocultural view of learning and scaffolding.
- EL pedagogy: how to design tasks and learning activities that require meaningful use by students, and how to assess learning.

What underpins an effective EL program?

(2) Supportive whole school structures

- Inclusion of EL learners in the 'mainstream' classroom, with appropriate support and teacher scaffolding.
- Time for collaborative planning and sharing of expertise between **subject/content teachers** and **specialist EL teachers**, and **bilingual teachers**.
- Evidence of collaborative planning and language integration in all subject programs.
- Defined roles and responsibilities for subject/content teachers and specialist EL teachers/ bilingual teachers.
- Community understanding of the pedagogy of the school.
- Use of parents' knowledge resources.

What underpins an effective EL program?

(3)Teacher disposition

- Teachers see learners as the people they can become, not simply as “EL learners”.
- Teachers are less concerned with “covering content” and more concerned with “uncovering the subject”, (such as the language, ways of thinking and key concepts that are central to the subject).
- Teachers are reflective practitioners.
- Teachers see cultural and linguistic diversity in the classroom as a resource, not a problem.

Community [among teachers], when focused on professional responsibility and the central tasks of education, can reinforce and augment the talent, knowledge and insight that individual teachers bring to their work.

Louis, Kruse and Marks 1996 . In Newmann and Associates, *Authentic Achievement, Restructuring Schools for Intellectual Quality*. San Francisco Ca: Jossey-Bass Education Series



It takes a whole village
to raise a child.

African Proverb
<Akan>