

Introduction to Sheltered Instruction

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Where do Children Learn Language?



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Where Do Our Students Learn Academic Language?



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What is Sheltered Instruction?

Sheltered instruction is an approach for teaching grade-level content to learners in strategic ways that make the subject matter concepts comprehensible while promoting the students' academic language development.

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Language Acquisition



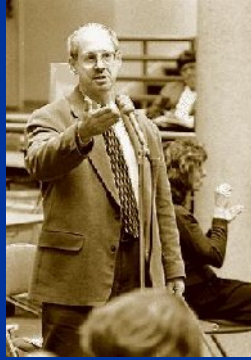
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Essential Question

- What theories have shaped the Sheltered Instruction Model and knowledge of Best Practice for English Language Learners?

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Stephen Krashen



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Acquisition-Learning hypothesis

■ Acquisition vs. Learning

- We acquired our first language. We engaged in meaningful interactions, and focused on communication rather than form.
- We may have learned additional languages. We received formal instruction and developed knowledge about the language.

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Affective Filter

- There are a number of 'affective variables' that play a role in second language acquisition

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Anxiety



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Motivation



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Self-Confidence



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Krashen Quotable

- "Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill."

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Krashen Quotable

- "Acquisition requires *meaningful interaction in the target language* - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding"

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Jim Cummins



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BICS

- Basic
- Interpersonal
- Communication
- Skills

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BICS/Social Language

- Simpler language
- Short sentences
- Face to face, small group interactions
- Precise understanding is seldom required
- Casual, familiar topics
- Many clues such as expressions, gestures, social context
- Many opportunities to ask for clarification-ask question, look puzzled, etc.

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CALP

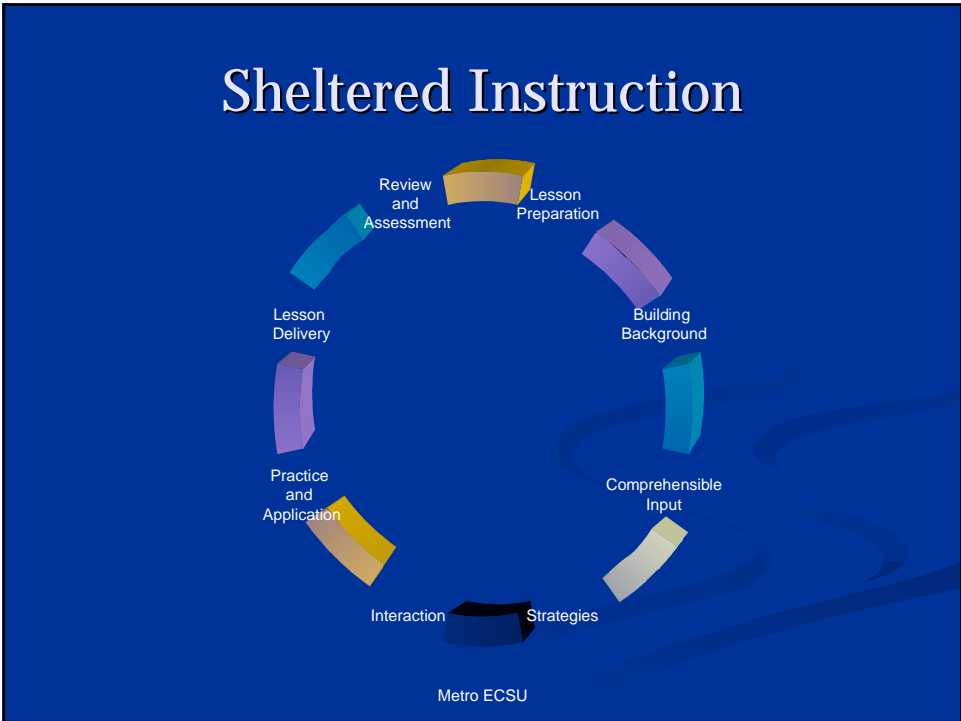
- Cognitive
- Academic
- Language
- Proficiency

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CALP/Academic Language

- Technical vocabulary
- Longer sentences
- Lecture style or textbook
- Little context
- Abstract knowledge, hard to connect with familiar background knowledge
- More difficult to clarify

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Lesson Preparation

- Clearly defined content objectives
(posted and shared with students)
- Clearly defined language objectives
(posted and shared with students)

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Content Objectives

- Content objectives for English learners should be aligned to the state standards.
- Supplementary materials should be age appropriate and an education “fit” for students.
- Content should be adapted to the level(s) of student proficiency.

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Language Objectives

- Language objectives should be clear and provide students with a means to explore and practice the content objective(s).
- Lesson(s) should provide meaningful and authentic activities that integrate lesson concepts with language practice opportunities.

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Preparing Language Objectives

- 1. Determine KEY VOCABULARY, CONCEPT WORDS, and other words
 - What words are needed to discuss, read, or write about the topic of the lesson?
 - How will you introduce, display and review those words?
- 2. Consider LANGUAGE FUNCTIONS
 - Define, describe, compare, explain, summarize
 - What language functions will the student need to perform in this lesson?
- 3. Decide on LANGUAGE SKILLS
 - Read for main idea, listen and give an opinion, edit
 - What skills will the students need to learn?
 - Do they need to be taught directly, practiced, or reviewed?

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More on Language Objectives

- 4. Identify GRAMMAR or LANGUAGE STRUCTURES
 - Verb tenses, sentence structure, punctuation, question formation
 - Are there sentence structures particular to your content?
- 5. Consider language embedded in TASKS
 - What language skills will the student need to complete the assigned tasks (i.e. take notes, participate in cooperative groups, write a summary, share information orally)?
- 6. Explore LANGUAGE LEARNING STRATEGIES
 - Using prediction or hypothesis, previewing texts, notetaking, prereading
 - What metacognitive strategies will the students need (i.e. repeat or rehearse phrases, make and confirm predictions, visualize, reread confusing text)?

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MN Standard – 6th Grade Science

- Content Objective:
 - The students will distinguish among observation, prediction, and inferences.
- Language Objective:
 - In your own words, tell what an observation is and verbally share observations.
 - Write or draw a picture stating a prediction based on scientific method.

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Building Background

- Explicitly link concepts to student's background experience
- Make clear links between student's past learning and new concepts
- Emphasize key vocabulary

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Building Background with: Graphic Organizers

Graphic organizers can be used to:

- Categorize or classify ideas or information.
- Show how concepts are alike or different.
- Build a knowledge base or access prior knowledge.
- Show how ideas, concepts, or various pieces of information are related.

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Comprehensible Input

- Speak appropriately to accommodate students' proficiency level
- Clearly explain academic tasks
- Use a variety of techniques to make content concepts clear

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Comprehensible Input: Speech Appropriate for Students' Proficiency Level

- Determine language proficiency level
- Avoid using idioms (do we see eye to eye?)
- Paraphrase and use repetition, use cognates when possible
- Use expression and body language
- Stress high-frequency vocabulary

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Strategies

- Select learning strategies appropriate to a lesson's objective; provide ample opportunities for students to use strategies.
- Consistently use scaffolding strategies throughout lesson(s).
- Use Bloom's taxonomy to ask a variety of question types.

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Interaction

- Provide frequent opportunities for interaction and discussion
- Group students to support language and content objectives
- Consistently afford sufficient wait time
- Give ample opportunities for clarification for concepts in L1

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Interaction: Cooperative Learning Strategies

- Receptive and productive learning opportunities
- Context-embedded language in the here and now
- Opportunities for repetition and clarification
- Challenge to practice articulating ideas in English in a safe structure

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Practice and Application

- Supply lots of hands-on materials
- Provide activities for students to apply content and language knowledge
- Integrate all language skills (listening, speaking, reading, writing) into each lesson

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Application

- Differentiate instruction using different groupings (individual, pairs, small group with teacher support)
- Explore multiple intelligences, project based learning, and inquiry

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Lesson Delivery

- Content objectives clearly supported by the lesson delivery.
- Language objectives clearly supported by the lesson delivery.
- Lesson delivery promotes student engagement.
- Lesson(s) are paced appropriately to meet student ability levels.

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Review and Assessment

- Every great lesson includes this component.
- Within sheltered instruction, effective educators will:
 - Provide for a comprehensive review of key vocabulary.
 - Provide for a comprehensive review of key content concepts.
 - Provide continuous feedback to students.
 - Conduct assessment of student comprehension and learning—content and language objectives.