



ATA ESL-C Conference 2013

session #3

Strategies for High School English Language Learners

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Objectives – Where are we going?



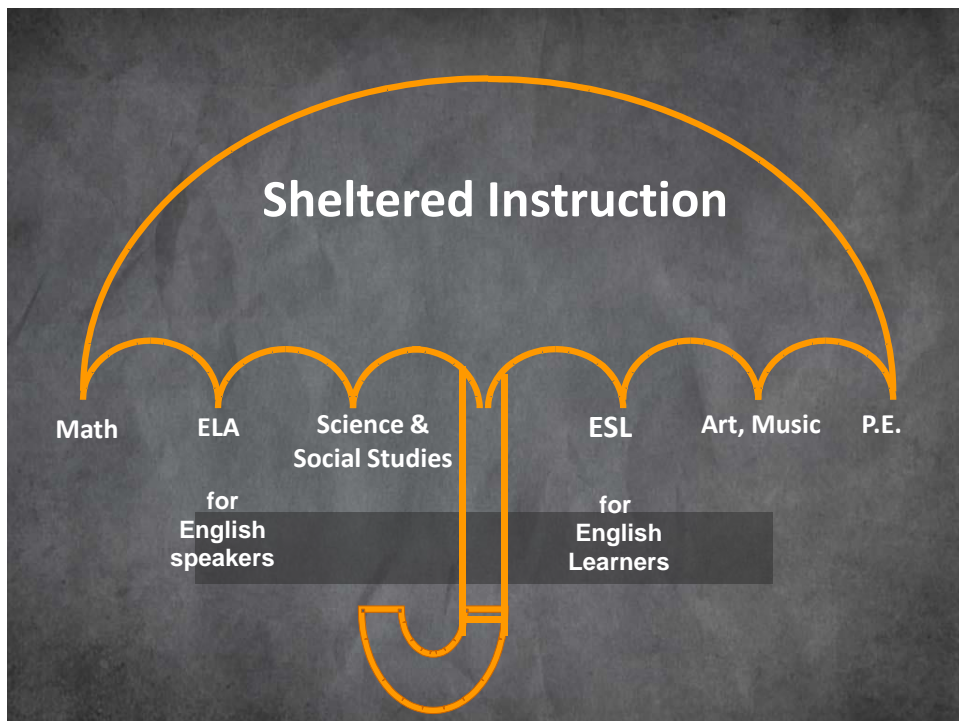
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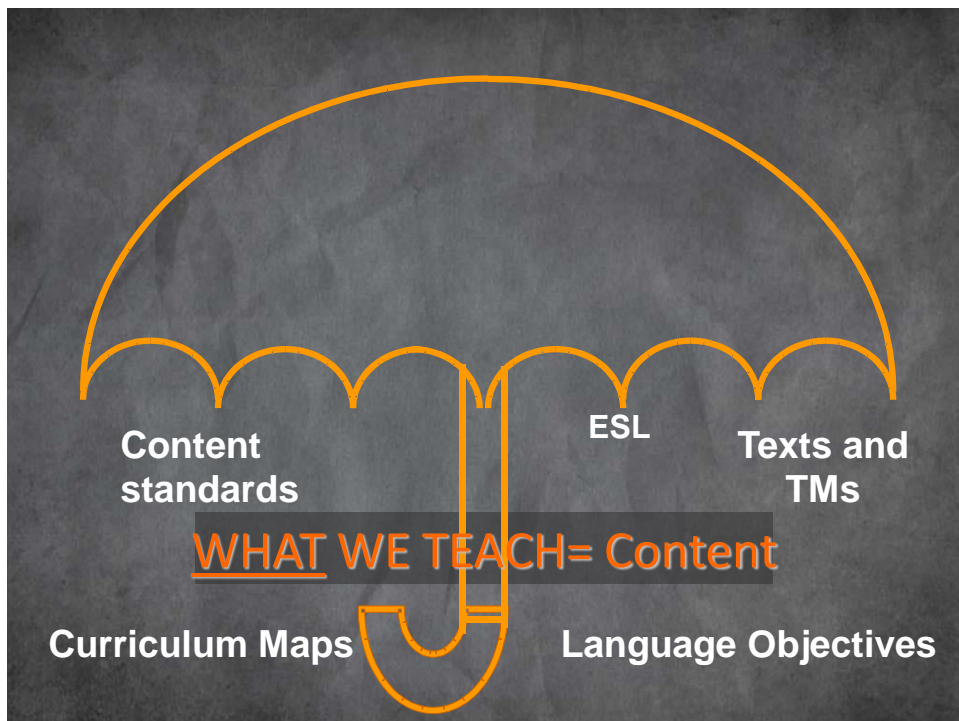


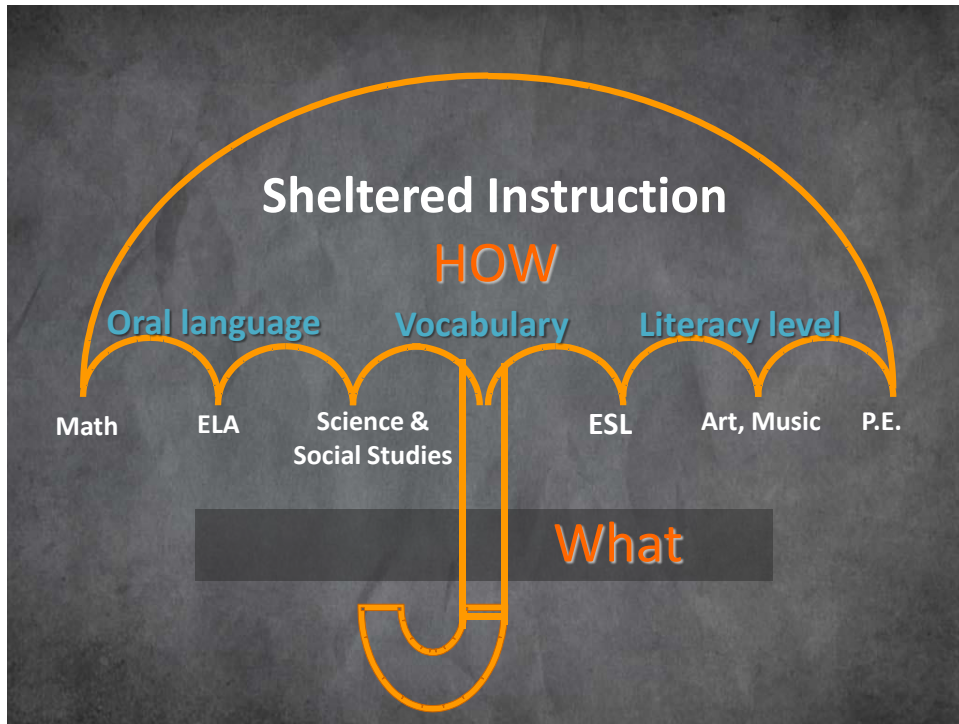


SHELTERED INSTRUCTION

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STRATEGIES TO MAKE CONTENT COMPREHENSIBLE

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Vocabulary knowledge is essential to students' academic success... effective vocabulary instruction must be a goal of all educators working with ELs, not just those who specialize in English as a second language.

Wessels, 2011, p. 46



Vocabulary Tiers

Tier 1

- High frequency
- Basic vocabulary (clock, paper, pencil)

Tier 2

- High frequency for mature language users (coincidence, absurd, fortunate)
- Found across the curriculums

Beck, I. L., McKeown, M.G., Kucan, L. (2002). Bringing words to life: Robust vocabulary instruction. New York, NY: The Guilford Press



Tier 3

- Low frequency
- Specialized vocabulary
- Found in specific content areas
(photosynthesis, chlorophyll, carbon dioxide)

Beck, McKeown, Kucan, 2002.



- Graphic Organizers
- Sketches
- Kinesthetic Activities
- Pictographs (figures & symbols)
- Pictures / Photos
- Mental Images
- Maps
- Charts
- Diagrams
- Models

Oral Language Practice

English Language Learners should be provided with many opportunities to attain *fluency* through an adequate amount of *oral language activities*, every day.



ADEQUATE Oral Language Practice is Attained When –

Student talk is GREATER
than teacher talk!





ASSESSMENT STRATEGIES AND THE POWER OF FEEDBACK

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Assessment Strategies

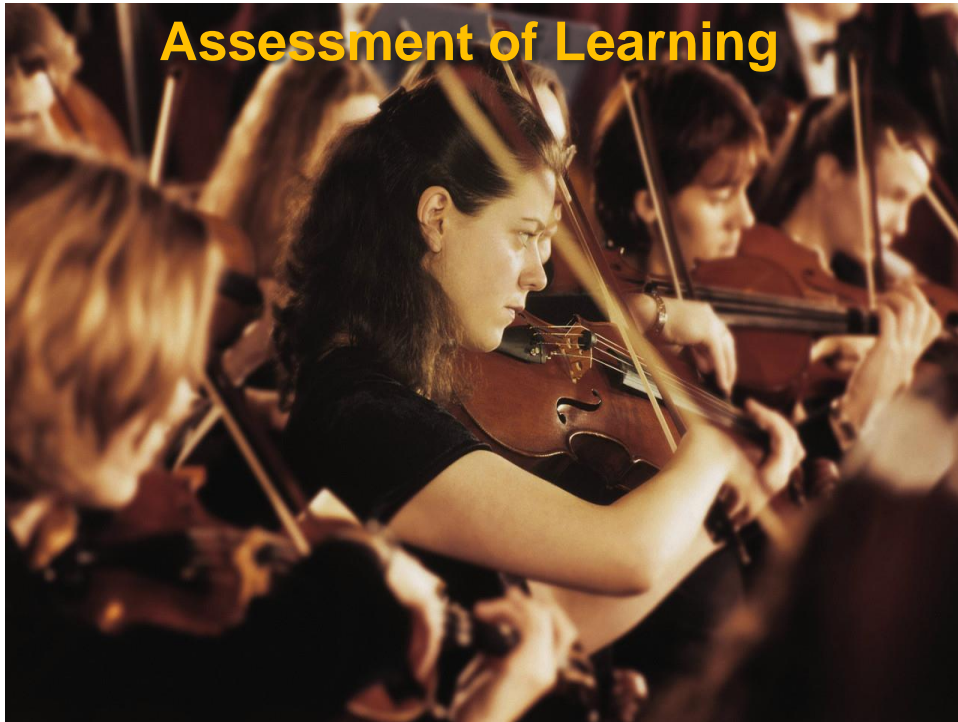


Assessment Is “Inference Making”

“Teachers use test (results) in order to make inferences about their students’ cognitive status. Once those score-based inferences have been made, the teacher then reaches instructional decisions based (at least in part) on those inferences. Educational assessment revolves around inference making.”

Popham, W. J. (2003). *Test better, teach better*, p. 60





“Assessment for learning happens in the classroom and involves students in every aspect of their own assessment to build their confidence and maximize their achievement.”

Rick Stiggins, 2006

The Power of Feedback

The single most powerful influence on enhancing achievement is feedback.



Hattie, 2009

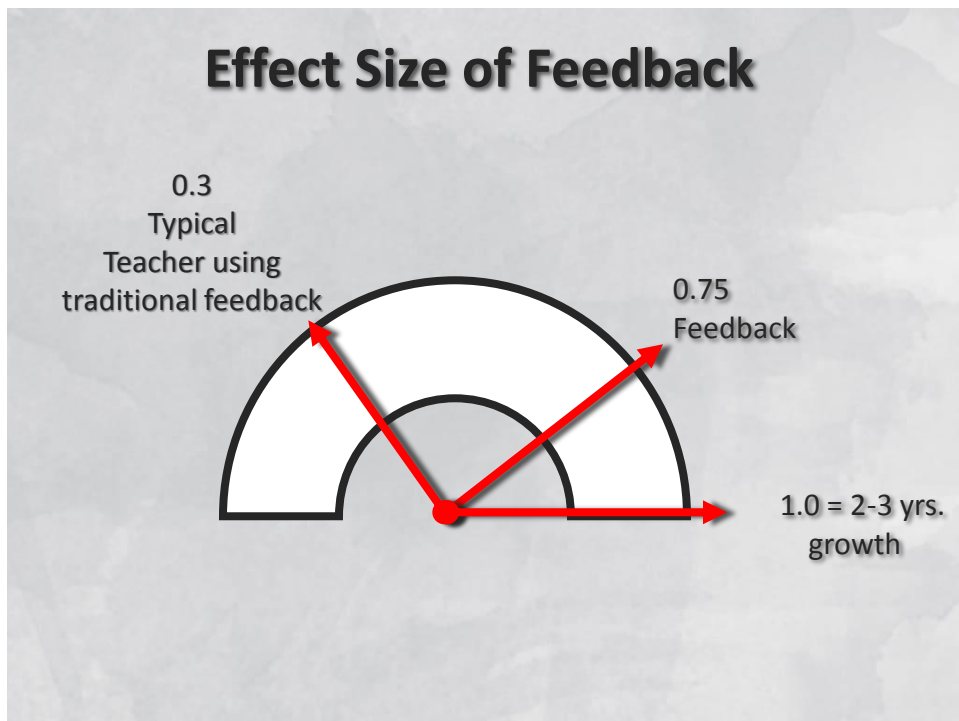
Findings from John Hattie, *Visible Learning*:

A synthesis of over 800 meta analyses:

- Reciprocal Teaching – 0.75
- Formative Assessment – 0.90
- Feedback on student performance – 0.75

Effect Size of $d = 1.0$ indicates an increase of one standard deviation; A one standard deviation increase is typically associated with 2 to 3 years of growth

Hattie, John, *Visible learning: A synthesis of over 800 analyses relating to achievement*. (2009), New York, NY: Routledge Publishing.



Feedback:

At all points in the instructional plan, do English Learners know the answer to these questions?

- ❖ Where am I going? (learning goals)

FEED UP

- ❖ How am I doing? (self-assessment & self-evaluation)

FEEDBACK

- ❖ Where am I going next? (progression, new goal)

FEED FORWARD



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