Getting to Know your Culturally and Linguistically (CLD) Students

Mastering Differentiation

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AGENDA

1. Introduction
2. Goals
3. Personal Evaluation before instruction
4. Special Considerations
5. Prism Model
6. 4 Dimensions
7. Evaluation
8. Questions

MY GOALS FOR YOU INCLUDE:

- Gain understanding of my CLD students and their

  needs.

- Understanding pedagogical strategies for

  language and content integration.

- Recognize CLD students as unique individuals.

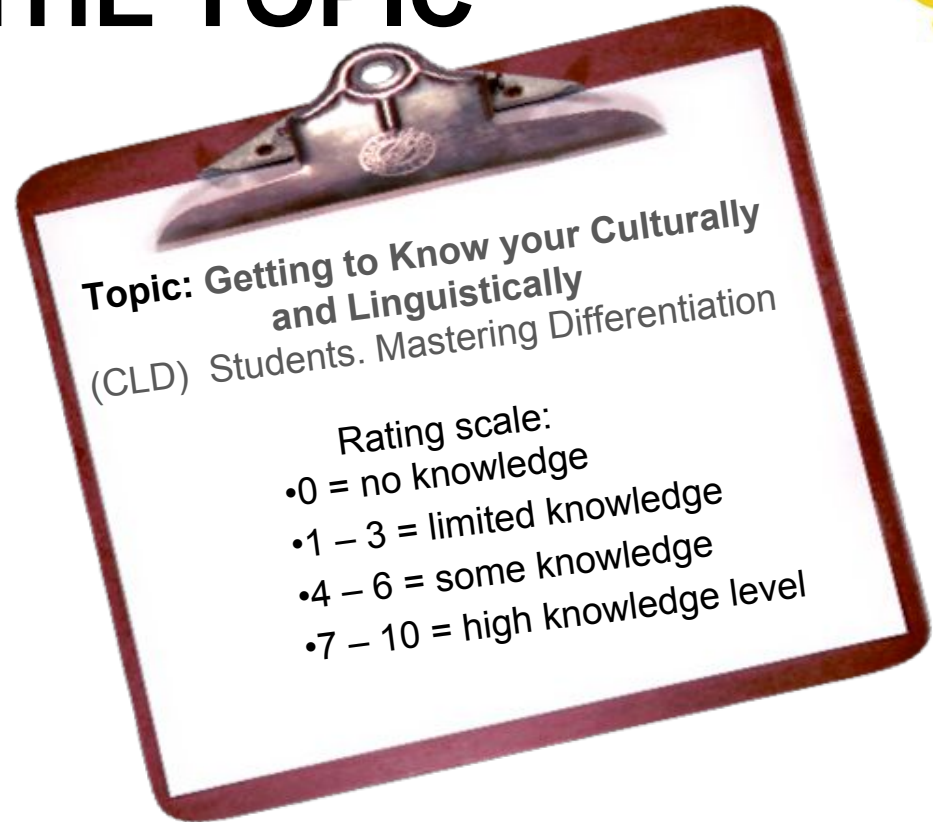- Gain new insights and perspectives on our CLD

  learners.
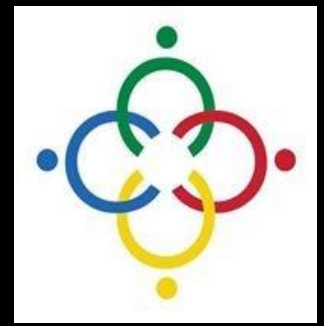
HOW MUCH DO I KNOW ABOUT THE TOPIC

- Use a colored marker.

- Mark on the number line to rate.

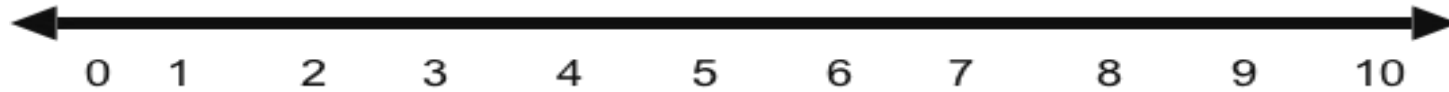- Record you own level of knowledge about today's topic.

After you rate yourself, list what you know
about the topic.

Topic: Getting to Know your Culturally and Linguistically (CLD) Students. Mastering Differentiation

Rating scale:
- 0 = no knowledge
- 1 – 3 = limited knowledge
- 4 – 6 = some knowledge
- 7 – 10 = high knowledge level

ASSESSMENT OF PRIOR KNOWLEDGE

Before Instruction

$$\longleftrightarrow$$

0   1   2   3   4   5   6   7   8   9   10

What I know about the topic:
-
-
-
-
-

Questions I have…???

ENGLISH LEARNERS: ASSET OR LIABILITY?

CLD students bring to the classroom assets such as:

- Multilingualism
- Experiences and educational literacy from other countries
- Familiarity with several cultures

"Educators should recognize and use cultural and linguistic diversity as a powerful enrichment of a school's learning community"

Florida, Cushing, & Gates, 2002; Senge, 1997; Terrise, 2001)
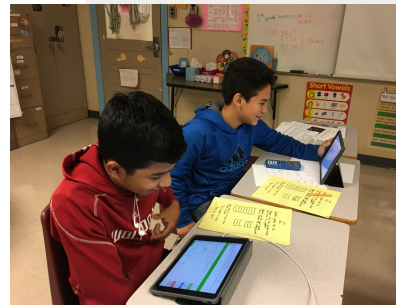
THE PRISM MODEL
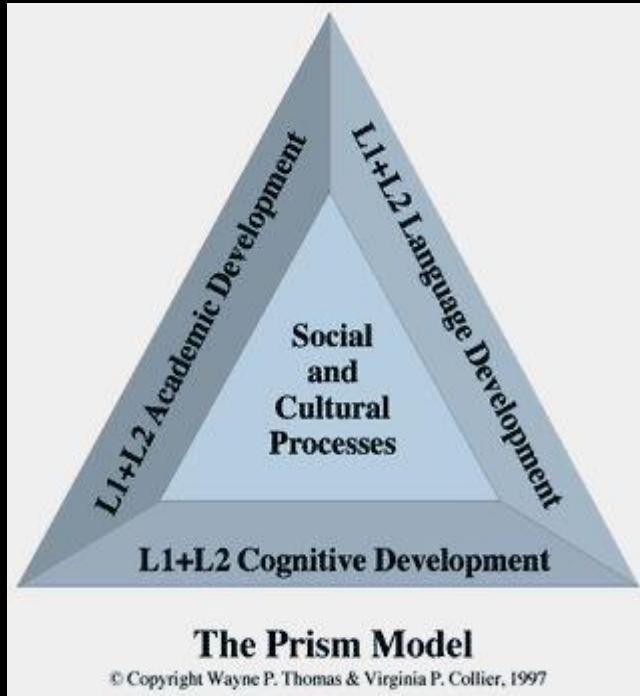
Ovando & Collier (1998)

Educators must address four different dimensions of the CLD student biography if we can them to be successful.

- Linguistic
- Academic
- Cognitive
- Sociocultural

SOCIOCULTURAL DIMENSION

Sociocultural factors that affect our CLD students and are crucial for

their adjustments and their academic success

Some of these factors are:

- Adjustment to a new country, city, or area.

- Adaptation to a new educational system

- Facing slightly differences of the school culture

Our CLD students also face psychosocial challenges such as ambiguity,

anxiety, discrimination or intolerance.

U-Curve Hypothesis

1. **Honeymoon phase**; student feels some sense of euphoria
2. **Hostility phase;** student feels som anxiety, frustration, and anger
3. **Humor phase;** Student reshape his/her cultural identity and better understands the differences, norms and behaviors.
4. **Home Phase;** respect and affirm cultural differences.

Cushner, McClelland, & Safford (2000)

How can I help as a teacher?

- Learn as much as possible about the cultures in your classroom to avoid misunderstandings such as eye or physical contact.

- Bring professional role models from the communities represented in your classroom with the assistance of organizations and higher education institutions such as ECU.

- Observe and monitor the progress of your students in their first and second language literacy skills.

- Assist CLD students in making connections to new knowledge by previewing in their first language.

- Reinforce their potential and praise their efforts.

- Pair CLD students with other students who have also experienced the acculturation process and can offer support.

- Employ interactive journals between you and your students to build positive relationships student-teacher and develop their literacy skills.

SOME IDEAS

- Student Biography Cards
- Interest Surveys
- Home Visits
- Students' T-shirts
- Culture Quilt
- Student Artwork
- Culture Bears

BREAK

20 MINUTES

20:00
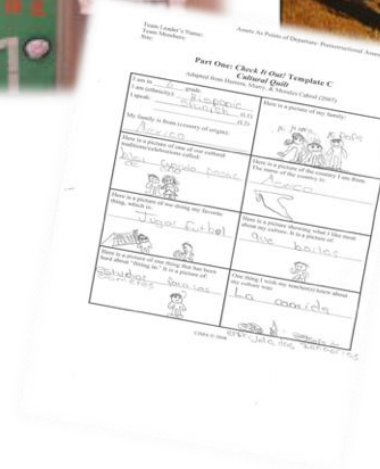
COGNITIVE AND ACADEMIC DIMENSIONS

Some academic challenges our CLD encounter are:

- Cognitive development interrupted in the student first language

- Testing hypothesis of the rules in the second language

- Decontextualized learning environments

- Instruction that do not consider the variety of learning styles

- Vocabulary in English mainly determine reading comprehension skills

COGNITIVE AND ACADEMIC DIMENSIONS (Cont)

Cognitive Learning Strategies;

- Mental of Physical Manipulation of the material
- Resourcing, regrouping, note taking
- Comparing information and making analogies from existing background knowledge.

Metacognitive Learning Strategies;

- Organizational planning
- Selective Attention
- Self- Management

(Herrera & Murry, 2005)

ACADEMIC DIMENSION

We must remember that CLD students must not only master a second language, but also need to perform at grade level in the content area domains.

Some of these challenges are:

- Curriculum that only focus on high-stakes tests.
- Not enough classroom interactions related to academics
- Content-area assessments
- Large number of English learners placed in special education classes.

Some educators relate the fact that a student cannot speak English with the inability to perform academic activities. However, when the curriculum is adapted, CLD students can perform at grade level.

BICS & CALP

Why do I need to know this if I am not an ESL teacher?

It is essential that as a classroom teacher understand the difference between these two concepts.

" This student has been here for a year and he/she cannot speak English"
" I can see him/her speaking English perfectly in the hall or playground. Why he/she is not mastering finals exams?

Is this familiar to you?

BICS & CALP

Why do I need to know this if I am not an ESL teacher?

BICS= Basic Interpersonal Communication Skills. Are the language skills that a student needs to interact in social situations. It is the everyday language they use in the playground, when they are with friends, in the cafeteria, games, texting, etc. CLD students acquire first this type of language because it is normally produced in meaningful social contexts and it does not demand cognitive skills. BICS normally develop within 6 months to two years in the U.S.

CALP= Cognitive Academic Language Proficiency. This is the formal academic language that requires to read, speak, write and listen about information within a content area. According to Thomas & Collier, (1995), CALS requires between five to seven years to acquire, which can be more if the students have not receive instruction in their first language or support in their L1 language development.

How can I help as a teacher?

- Provide CLD students with several opportunities where they can use their native language to express and have access to cognitive academic language.
- Scaffold materials
- Teach vocabulary and concept in their native language first or add some content cues in their L1.
- Teach metacognitive strategies in an explicit manner.
- Embrace collaborative learning experiences where CLD students can be academically challenged by their peers.
- Incorporate manipulatives and games
- Use a variety of learning styles such as visuals, hands-on activities, and graphic organizers.
- Never waterdown material. Always scaffold grade level content.

SOME IDEAS

- Language and Content Objectives posted daily (Bilingual)

- Cooperative learning groups

- Using color to enhance learning and comprehension

- Visuals

- Cognates

- Map Projections- "Orange Activity"

Cognates

Map Projections

Tic Tac Tell Vocabulary

BREAK

20 MINUTES

20:00

LINGUISTIC DIMENSION

Demands of Second Language Acquisition

- **Communicative Competence**: According to Brown (1987, p. 43) "is the level of language expertise that enables users to convey and interpret messages and to negotiate meanings interpersonally within specific context.

- **Grammatical Competence**: Prepares CLS students to learn and apply the code of the new language

- **Sociolinguistic Competence**: concentrates on the use of the language in appropriate sociolinguistic contexts.

- **Strategic Competence**: curriculum that covers language registers (formal v. informal). According to Canale (1983), CLD students may use strategic competence to compensate for breakdowns in communication or to raise the effectiveness of the message.

LINGUISTIC DIMENSION

Some challenges of the linguistic Dimension according to Herrera & Murry (2005):

- Weaknesses in curricula accommodations for the CLS students.

- Ineffective programs for language transitions and acquisition.

- No enough materials that support native language.

- Limited exposure to authentic literacy activities.

- Postponed exposure to writing.

TIME

Attaining academic language can take from 5 to 10 years, and even longer in some students, especially if they do not have acquired literacy in the first language either.

According to Collier (1992) if the student arrive to this country with a strong literacy base in their first language, it can take 4 to seven years to master grade;level norms in the second language.

LINGUISTIC DIMENSION

Not all CLS students are in the same stage of the second language acquisition. Each of them move at their own pace.

Stages of Second Language Acquisition:

1. Pre-production
2. Early Production
3. Speech Emergence
4. Intermediate Fluency
5. Advance Fluency

How can I help as a teacher?

- Allow CLS students who are at the initial stage of second language acquisition to show what they understand using a variety of ways and media such as drawing pictures, point the appropriate response, letting them use their native language, or have them use thumbs up/thumbs down for visual cues to check for understanding.
- Provide CLD students with a structure guide of activities he/she needs to complete.
- Provide an outline of the lesson in their native language if possible.
- Do not lower the reading material; keep age appropriate reading material.
- Do not forget to scaffold the material; you can do this by asking the student to write a question about the content of the lesson.
- Provide cooperative learning experiences to encourage student discussions and dialogue.

"CLD students limited English proficiency does not limit cognitive skills"
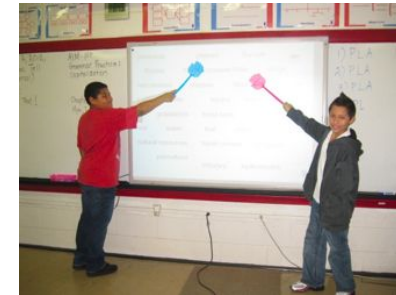(Herrera & Murry, 2005)

SOME IDEAS

- Differentiated Instruction: Enriching and Reinforcing Learning Concepts
- Vocabulary Quilt/Foldable
- Demonstrations
- Experiments
- Bomba (Spelling/Warm-up)
- Hands-On Activities
- Graphic Organizers
- Interactive Notebooks
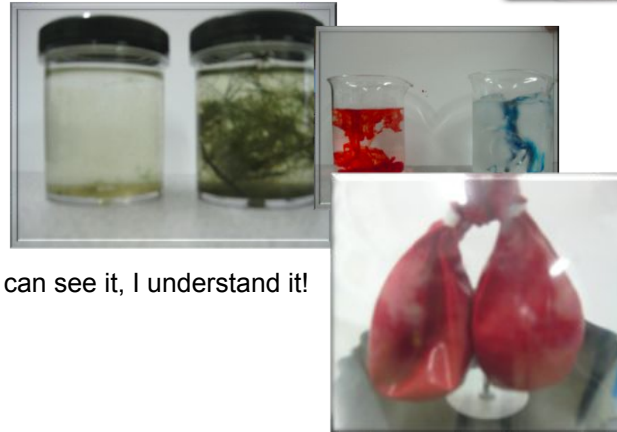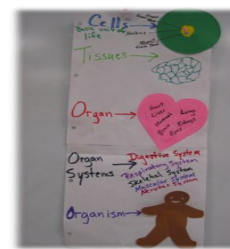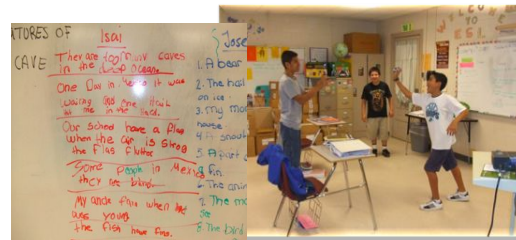
If I can see it, I understand it!
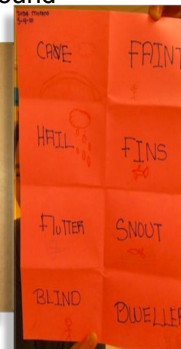
What's that, swat that!

Building Vocabulary Background Knowledge

When I create it, I understand it!

Engage me in learning, engage my brain!

EVALUATION

Please, complete the evaluation form below

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THANK YOU FOR YOUR PARICIPATION

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The learning strategies contained in this presentation have been adapted to fit our classroom instruction and students' needs. Learning strategies have been gained from the instruction and lesson materials within the Project LEAP coursework and from my courses during the completion of my Masters Degree in ESL and Bilingual Education with American College of Education. Strategies gained from workshops on Kagan and SIOP have also been used, in regards to some of the differentiated and cooperative learning instruction.

The students in the pictures belong to learners in our classrooms at Woodington Middle School. Parent Permission Forms have been completed before the submission of these pictures.