

Dear ESL Educator:

Thank you for requesting information on the inservice training materials titled **Enriching Secondary Content Classes for ESOL Students**. We have enclosed a brochure which provides a good overview and a sampler packet of selected pages from both the Trainer's Manual and the participants' Study Guide. The complete set of training materials also contains a 34-minute video.

I selected the pages in the sampler packet to demonstrate two characteristics of the materials. First, that the materials are complete and ready-to-use; they contain a script to guide the presenter, transparency masters, and the participants' readings, materials for activities and assignments, and assessment measures. Second, the sampler shows that **Enriching** guides secondary content teachers in applying simple techniques to their own textbooks and curriculums early in the session, then uses peer feedback and a spiraled approach to develop more advanced modifications later. Though the materials were designed for intensive inservice training, selected sections can easily be pulled out for shorter inservices.

Enriching was developed over a period of several years during which I was heavily involved in teacher inservice training and in writing inservice materials for the Florida Department of Education. **Enriching** is the result of working with secondary teachers, listening to their critiques, and refining my materials until I developed an approach that they responded to. Several of my colleagues are now using **Enriching**, often with participant groups that are initially very resistant to working with ESOL students, but they have had excellent success because **Enriching** starts with and continues to recognize the importance of high levels of academic competence to the secondary teacher. When secondary teachers are approached as experts in their fields and as peers in developing lesson modifications in the inservice, they are generally very responsive.

The sampler pages are taken from Section 1: Academic Competence, Part A; Section 3: Culture, Part A, Section 8: Putting It All Together; and the Session Appendix which provides additional materials for the presenter. I have attached "sticky notes" to help provide context. I hope these materials demonstrate the value of **Enriching** for your district's secondary content teachers.

Sincerely,

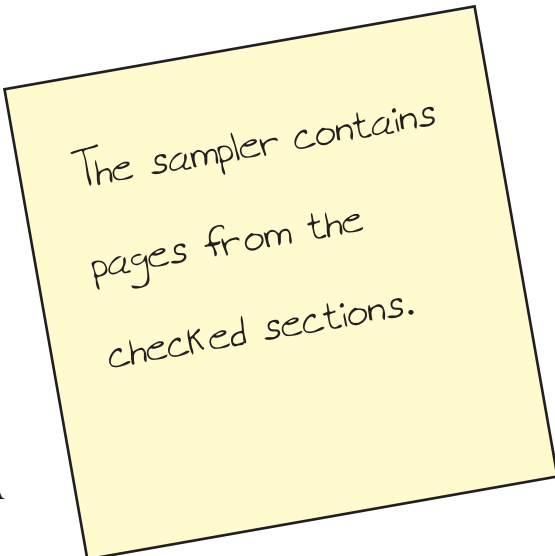
Judy Jameson
Center for Applied Linguistics

Enriching Content Classes for Secondary ESOL Students

Training Materials

Trainer's Manual

- Session Overview
- Introduction
- ✓ Section 1–Academic Competence, Part A
- Section 2–Language Learning in School
- ✓ Section 3–Culture, Part A
- Section 4–Academic Competence, Part B
- Section 5–Literacy Development and Study Skills
- Section 6–Assessment
- Section 7–Culture, Part B
- Section 8–Putting It All Together
- Conclusion
- ✓ Session Appendix



The sampler contains pages from the checked sections.

Study Guide (bound separately)

- Introduction
- ✓ Section 1–Academic Competence, Part A
- Section 2–Language Learning in School
- ✓ Section 3–Culture, Part A
- Section 4–Academic Competence, Part B
- Section 5–Literacy Development and Study Skills
- Section 6–Assessment
- Section 7–Culture, Part B
- ✓ Section 8–Putting It All Together
- Conclusion
- Resource Lists and References
- Study Guide Appendix

Video: Communicative Math and Science Teaching

Academic Competence, Part A

Contents

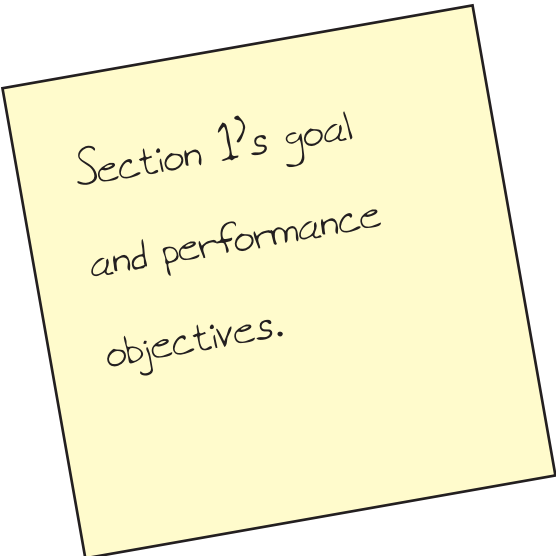
Workshop-at-a-Glance
Presentation
Transparencies

Goal

To understand and apply basic principles of modifying lessons to help ESOL students learn academic language and content in the basic subject areas.

Performance Objectives

- Identify characteristics of the content areas and how to use them to enhance ESOL student learning.
- Understand and apply three principles of lesson modification for ESOL students.
- Develop two lessons with appropriate modifications for ESOL students.
- Create links with other secondary content areas to make connections across the curriculum.
- Reflect on one's own priorities for implementation to help ESOL students achieve academic success.



Section 1's goal
and performance
objectives.

Section 1
Academic Competence, Part A
Workshop-at-a-Glance

Steps	Time	Materials and Equipment
1. What's Easy and Hard for ESOL Students in the Content Areas	50 min.	Transparency 1 scratch paper, pens/pencils chart paper, markers, tape
2. Three Principles that Help ESOL Students	20 min.	Transparencies 2 and 3
3. Video Observation for the Three Principles	1 hour, 10 min.	Study Guide, p. 12, <i>Video Observation Form</i> Transparency 4 Session video, VCR, TV monitor
4. Teach the Text Backwards	15 min.	Transparency 5 content area texts
5. Increasing Interaction and Thinking Skills	15 min.	chart paper, marker
6. Applying the Three Principles	45 min.	Study Guide, p. 13, <i>Easy as Pie Lesson Plan Modification</i> Study Guide, p. 14, <i>Easy as Pie Lesson Plan Modification Partner Checklist</i> Study Guide, p. 15, <i>SCANS Skills: Skills Employers Want</i> Transparencies 6 and 7

This is the first part of Section 1's "at-a-glance" chart. It shows the progression of topics (steps) and the time and materials needed.

2 Three Principles Which Help ESOL Students

Time: 20 min.

could use more hands on, visual, and multicultural activities, and activities that specifically address specialized uses of language such as word problems, lab reports, and essays.

Purpose

To inform participants of three basic principles for lesson modification which help ESOL students learn in content classrooms.

Materials

- Transparencies 2 and 3

Instructions

1. Display Transparency 2 and tell participants that these are the three most important principles they will learn in this inservice. If content teachers build these three principles into their lesson plans, they will help ESOL students learn both academic language and content.
2. Discuss each of the principles in terms of ESOL students and ask participants for examples of strategies or techniques that they already use to implement these principles in their classrooms. Make sure the following points are clearly emphasized.
 - Increase comprehensibility: Many ESOL students have a hard time understanding new material through words (lecture or text) alone. To increase comprehensibility, teachers must provide other (often non-verbal) clues to meaning. The student can then match the words with their meaning obtained through the non-verbal clues. Non-verbal clues can be demonstrations, pictures, gestures, graphic organizers, etc. Other ways to increase comprehensibility are to prepare students for tasks or learning new material and breaking tasks or new material down into smaller chunks with frequent comprehension checks.
 - Increase interaction: ESOL students often understand better in one-on-one interactions or small groups where they can follow the conversation better and indicate when they don't understand. Peer interaction (buddies, small groups, cooperative learning) is especially

These are the notes for the presenter for Step 2, Section 1. Please note the "purpose."

helpful because peer language is generally less complex than the teacher's. These interactions also give ESOL students a chance to actively participate and to try out their ideas and language in a small setting.

- Increase thinking skills: Proficiency in higher order thinking skills (analysis, synthesis, evaluation) and the language used to understand and express complex ideas are required for academic success. Strategies such as “thinking out loud” and follow-up questions such as “how do you know that?” model the thinking process and language for ESOL students. Graphic organizers can be used to provide visual support for some concepts.
 - Ask participants to review their T-lists from the previous activity and add suggestions from the lists under the appropriate principle, e.g.; pictures and diagrams in texts increase comprehensibility.
3. Tell participants that this type of lesson modification is often called “Integrating Language and Content.” Ask participants to paraphrase this term. (Possible responses: learning language and content at the same time, learning content with attention to language, learning language through learning content, learning content in a new language.)

Point out that all students are learning new language while they are learning content. In fact, teachers have found that techniques to integrate language and content have helped a wide range of students learn better.

4. Tell participants that you are going to ask them to play “the devil’s advocate.” Tell them that one often hears statements such as “ESOL kids should be kept in ESOL until they know English, then they can join mainstream classes.” Ask them to brainstorm reasons why this doesn’t work in their small groups. Share some responses with the whole group.
5. Display Transparency 3 and ask participants to see if they have suggested all these reasons. Discuss each reason briefly.
- Access to the mainstream curriculum: ESOL students must have access to the mainstream curriculum while

they are improving their English proficiency or they will increasingly fall behind. Many ESOL students are well-prepared for academic subjects because of previous study in their home countries.

- Academic language must be learned in academic courses: General purpose or survival English does not prepare students for the language needed in math or social studies courses.
 - Promotes students' cognitive development: ESOL students cannot be treading water in terms of cognitive development and thinking skills while they are learning English. They need to learn thinking skills and the language related to these skills concurrently.
 - Motivating: Learning new content and participating with peers in school is strong motivation to learn a new language. Without day to day motivation, learning a new language *for possible use in the future* is very difficult.
 - It's a great way to learn a language: Current language learning theory emphasizes learning a language through doing things with it. Integrating language and content is in agreement with language learning theory.
6. Tell participants that they will now see some teachers (on video) integrate language and content through using the three principles we discussed earlier.

After discussing the three principles and why ESOL students must be in mainstream classrooms before they are fully proficient in English, participants identify how exemplary secondary teachers apply these principles in several classrooms on video.

3

Video Observation for the Three Principles
Time: 1 hour, 40 min.

Purpose

To analyze teaching strategies in terms of the three principles that help ESOL students learn in content classrooms.

Materials

- Study Guide, p. 12, *Video Observation Form*
- Transparency 4
- Session video, VCR and TV monitor

Instructions

1. Display Transparency 4 and refer participants to Study

4

Teach the Text Backwards
Time: 15 min.

Skipping to Step 4, participants learn a really easy technique to modify their lessons based on their textbooks. They try this technique quickly, learn more, then try it again and get peer feedback (see Easy as Pie pages).

Purpose

To introduce an easy way to sequence lessons that is helpful to ESOL students.

Materials

- Transparency 5
- content area texts

Instructions

1. Display Transparency 5 and tell participants that this is the traditional sequence that many teachers use when teaching with a textbook.

Traditional sequence:

Read the text

Answer the questions at the end of the chapter

Discuss the material in class

Do the applications or expansions

2. Tell participants that by teaching the traditional sequence backwards, they can approximate the sequence that facilitates language learning. Presenter numbers the list on Transparency 5 from 1st to 4th as follows:

Traditional sequence:

4th. Read the text

3rd. Answer the questions at the end of the chapter

2nd. Discuss the material in class

1st. Do the applications or expansions

3. Tell participants why this sequence is good for ESOL students; write underlined words on Transparency 5 next to the appropriate item.
 - Doing an application or expansion activity first can be used to motivate students, draw on prior knowledge, and establish a purpose and relevance for learning.
 - Conducting and discussing the application activity introduces new language and concepts in context. It uses oral language (which is easier for *most*, but not all, ESOL students) and visuals and hands on activities.
 - Examining the study questions and summary at the end of the chapter previews the reading and identifies key concepts.

- All these activities prepare ESOL students for their most difficult task—reading the text. Reading can be made more manageable for ESOL students by reducing the quantity they have to read through group assignments or other techniques.
4. Ask each participant to select a familiar chapter or topic in their textbook. Ask them to work individually to apply the Teach the Text Backwards sequence to this chapter and to think through how they would do each of the four steps. Tell them that they will apply this techniques in more detail in a few minutes; this step is just to think it through and raise any initial questions. Allow 5 minutes.
 5. Ask a few participants to share some good examples. Ask if participants have any questions.

5 **Increasing Interaction and Thinking Skills**
Time: 15 min.

Purpose

To provide some easy techniques to increase interaction and thinking skills in content lessons.

Materials

- chart paper, marker

Instructions

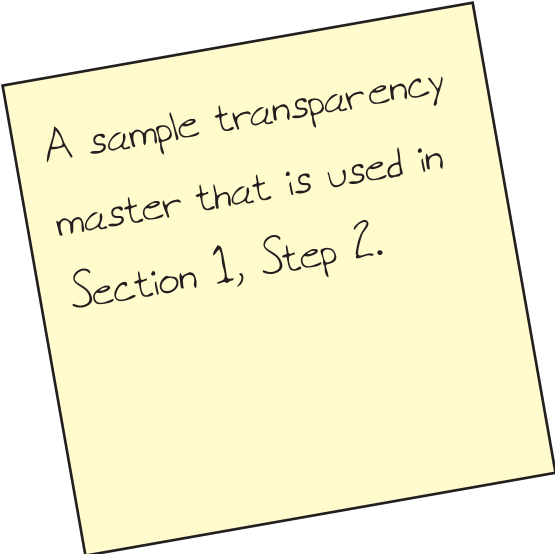
1. Tell participants that they have done several interactive activities in this training and that they have viewed others in the video clips. Elicit these interactive activities from them and write them on chart paper; post. Include the following:

Brainstorming prior knowledge
 Small group did the anticipation guide
 Think-Write-Pair-Share
 Ask Three Before Me
 Students Questioning Students

2. Elicit verbs which describe higher order thinking skills and write them on chart paper; post. Higher order thinking skills require students to combine facts and ideas to arrive at new meanings, conclusions, interpre-

Why Integrate Language and Content Instruction?

1. Allows access to the mainstream curriculum
2. Academic language must be learned in academic courses
3. Promotes students' cognitive development
4. Motivating
5. It's a great way to learn a language
6. Other reasons?



A sample transparency master that is used in Section 1, Step 2.

VIDEO OBSERVATION FORM

Directions: View the videotape, *Communicative Math and Science Teaching*, and identify strategies that illustrate each of the Three Principles. Take notes on this chart.

	Clip 1	Clip 2	Clip 3	Clip 4
Increase Comprehensibility				
Increase Interaction				
Increase Thinking/Study Skills				

The next four pages in the Sampler are from the participants' Study Guide. This page is the chart they complete while watching the video of secondary classrooms in Step 3.

Easy as Pie Lesson Modification

Name: _____

Grade/Subject: _____

Topic: _____

Directions: Choose a chapter or topic in your text and plan to modify its presentation using the strategies/principles below. Describe briefly how you will modify your instruction for each item listed. Be prepared to explain your modifications to a partner.

1. Increase Comprehensibility using Teach the Text Backwards

a. Do Application(s): relevance, prior knowledge

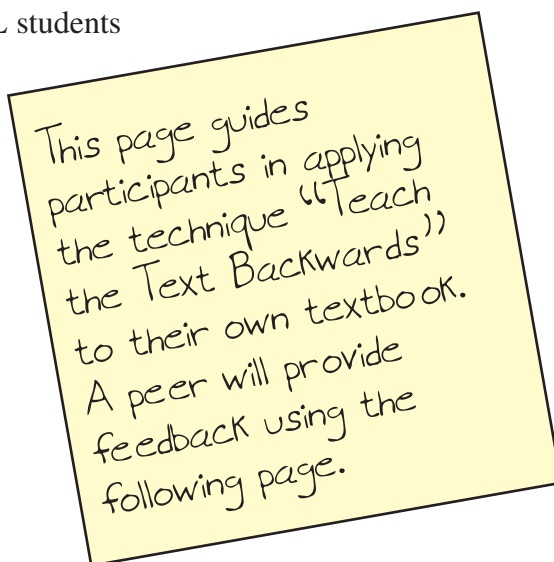
c. Discuss Main Points: use oral language, visuals, hands on

b. Examine Study Questions: overview, identify key concepts

d. Read Text: make manageable for ESOL students

2. Increase Interaction

3. Increase Thinking Skills



This page guides participants in applying the technique "Teach the Text Backwards" to their own textbook. A peer will provide feedback using the following page.

Easy as Pie Lesson Modification Partner Checklist

Your Name: _____

Partner's Name: _____

Partner's Grade/Subject: _____

Partner's Topic: _____

Directions: Ask your partner to explain his/her lesson modifications. Circle the appropriate number indicating your understanding of how your partner's modifications fulfill the three principles and help ESOL students learn academic content and language. Then answer the open-ended question.

Key:

1= I understand well.

2= I think I understand.

3= I'm not sure I understand.

4= I don't understand.

1. Increase Comprehensibility using Teach the Text Backwards

a. Do Application(s): relevance, prior knowledge 1 2 3 4

b. Discuss Main Points: use oral language, visuals, hands on 1 2 3 4

c. Examine Study Questions: overview, identify key concepts 1 2 3 4

d. Read Text: make manageable for ESOL students 1 2 3 4

2. Increase Interaction 1 2 3 4

3. Increase Thinking Skills 1 2 3 4

Something I liked about my partner's modified lesson is:

Culture, Part A

Contents

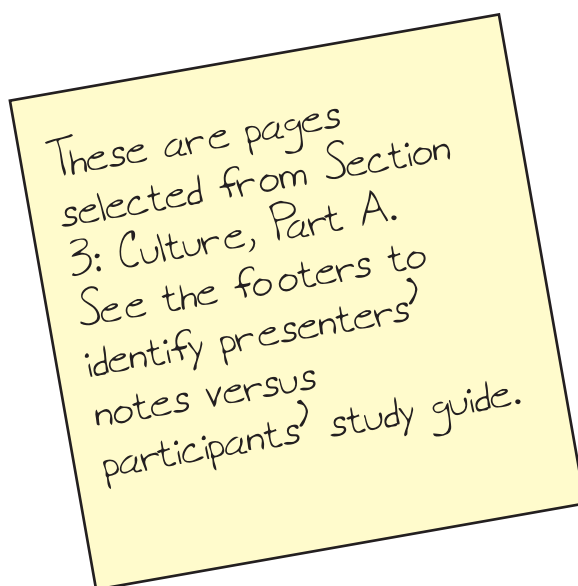
Workshop-at-a-Glance
Presentation
Transparencies

Goal

To provide participants with a multicultural perspective, knowledge about cultural groups, and the opportunity to reflect on the role of students' home cultures.

Performance Objectives

- Discover US cultural values as a first step toward increasing cultural awareness.
- Interpret ESOL student behavior from a cultural perspective.
- Demonstrate in-depth knowledge of one culture represented in the ESOL student population.
- Practice interacting with an ESOL student concerning a personal cross-cultural conflict.
- Reflect on the role of students' home cultures in their adaptation to the U.S.



These are pages
selected from Section
3: Culture, Part A.
See the footers to
identify presenters'
notes versus
participants' study guide.

Culture, Part A

Section 3
Culture, Part A
Workshop-at-a-Glance

Steps	Time	Materials and Equipment
1. Speaking Without Words	20 min.	note cards, Session Appendix
2. US Culture	30 min.	Study Guide, p. 54, <i>Cultural Diversity Profile</i> Transparencies 1-4
3. Valuing Cultural Diversity	1 hour, 30 min.	Study Guide, pp. 55-57 , <i>Valuing Cultural Diversity</i> Study Guide, p. 58, <i>Private Writing: Awareness of Cultural Difference</i> Transparencies 5-7
4. Culture Study Groups: Tasks and Activities	2 hours	Study Guide, p. 59, <i>Culture Study Group Tasks</i> Transparency 8 Culture Study Group Resources, if provided <i>Notes on Culture Study Group Activities</i> , Session Appendix Class visuals assorted markers extra chart paper, markers, tape
5. Culture Study Groups: Presentations and Summation	1 hour, 30 min.	Transparency 9 extra chart paper, markers, tape

Private Writing: Awareness of Cultural Difference

1. How do you react when you hear someone speaking a foreign language?
2. How do you feel when a new student from a different cultural background is assigned to your classroom?
3. Are you aware of the presence of persons with a racial background different from yours? What do you think about when you recognize this awareness?
4. How do you feel when you are visiting someone with customs or traditions different from yours?

SOURCE: Strasheim, L. 1976 "We're all ethnics," in The Culture Revolution, edited by Robert C. Lafayette, Skokie: National Textbook Company.

Culture Study Group Tasks

Purpose: To study one culture, using multiple sources, and to identify information relevant to working with ESOL students.

Task 1: Study the culture using multiple sources, including first person interviews.

- a. Identify 3-5 key factors in the culture's history/immigration and mark the class Timeline.
- b. Identify features of the language on the class Language Matrix.
- c. Identify/infer positions on the value orientation continuums and mark these points on the class visual.
- d. Discuss cross-cultural teacher-student interactions and expectations. Add 2-3 items to the class chart.
- e. Discuss how parents of ESOL students might see American schools and teachers. Add 2-3 items to the class chart.

Task 2: Prepare a five-minute presentation for the class and a supporting poster or display.

- a. Choose a part of what you learned that really interested your small group.
- b. Design the presentation to present a limited aspect of the culture in depth.
- c. Prepare the short presentation and a poster or display. (Presentation may not be longer than 5 minutes.)

See the next two pages for samples of these products that were created by other participants. The samples are provided in the Session Appendix to help the presenter visualize the products.

Notes on Culture Study Group Activities (cont.)

III. Sample Notes for Language Matrix

Language	Indo-European?	Written?	Roman Alphabet?	Related Languages
Cambodian	<i>no</i>	<i>yes</i>	<i>no (Brahmi script)</i>	<i>Vietnamese</i>
Haitian-Creole	<i>yes(French-based)</i>	<i>yes, relatively recently</i>	<i>yes, modified</i>	<i>French</i>
Mayan	<i>no</i>	<i>yes, recently</i>	<i>yes, modified</i>	<i>other Mayan languages</i>
Serbo-Croatian	<i>yes (Slavic Branch)</i>	<i>yes</i>	<i>Cyrillic and Roman</i>	<i>Bulgarian, Macedonian, Slovenian</i>
Somali	<i>no</i>	<i>not until 1970</i>	<i>based on Roman alphabet</i>	<i>East African languages of Galla and Galeba</i>
Spanish	<i>yes</i>	<i>yes</i>	<i>yes</i>	<i>Italian, French, Latin</i>
Vietnamese	<i>no</i>	<i>yes</i>	<i>yes, modified</i>	<i>Cambodian (Khmer)</i>
English	<i>yes</i>	<i>yes</i>	<i>yes</i>	<i>German, Dutch</i>

Notes on Culture Study Group Activities (cont.)

IV. Examples for Some Students May...

be illiterate in their first language

isolate themselves from their countrymen for fear of being seen as refugees or boatpeople

be academically oriented

have had interrupted education due to civil war in their country

drop out because they choose a traditional life or because they don't feel welcomed by the schools

be afraid of the police or soldiers

feel uncomfortable in competitive situations

never have been in their parent's home country and know very little about it

feel very different from their parents but not part of the United States either

V. Examples for Some Parents May:

be reluctant to be involved in school activities/decision making

be illiterate

speak, read, and write English

not be able to help children with homework

be upset by the erosion of a child's deference to elders

delegate authority over children in school to teachers

not express appreciation verbally

Issues that Secondary Schools Face in Educating Language Minority Students

Scenario #1 - Low Literacy

Mrs. Brown teaches a tenth grade, mainstream Social Studies class. Each day when she writes the instructional objective on the board or asks students to copy notes from the blackboard, Ahmed, an ESOL student, is always the last to finish. When Ahmed is called on to read instructions out loud or when any reading is done within cooperative groups, he almost always loses his place within the text and has great difficulty with the pronunciation of words. Since there is only one blackboard in her classroom and often a lot of information for students to copy, Mrs. Brown frequently has to erase what she has previously written. Ahmed always protests by saying "wait, I'm not finished yet!" and the class has to wait for several minutes before proceeding. At other times when Mrs. Brown does not write on the board but presents her lesson in a lecture format, she asks students to take notes. She has noticed that Ahmed always sits and never writes anything. When homework is assigned or students are asked to complete a major paper, Ahmed almost never completes any homework or submits any written paper. In addition, when students are given any type of test, Ahmed sits for long periods of time before attempting to begin. If anything is written on the paper, the letters are usually very large and the words are written in one continuous line.

Possible approaches/suggestions:

These two pages are from Section 8: Putting It All Together. Participants apply their new knowledge to secondary issues and (confidentially) evaluate their schools (next page).

Scenario #2 - Standardized Tests

Within the last ten years, School District "Y" has opened Open Door High School, located in School District "Y," to a large percentage of immigrant students. Out of the total school population, 15% of the students are recently arrived immigrants. The school has an English as a Second Language (ESL) program where students receive intensive language development for the first year. Many of these students, however, are between the ages of 15-20 years old when they arrive and have had minimal schooling experiences. While many of them make progress during their first year, their linguistic and cognitive abilities still fall far below grade level compared to their mainstream peers. Because of their chronological ages, after the first year these students often receive instruction from mainstream teachers who have had little experience teaching second language learners and employing instructional strategies to accommodate their needs. In addition, the native English speakers are often unaware of or insensitive to these students' needs in these classes. At the beginning of this school year, the superintendent of

Exemplary Schooling for Language Minority Students

Directions: . Read the following attributes carefully and rate your school on each attribute using a five point scale, then total your ratings at the bottom of the page. These ratings will be confidential.

Scale: 5=school does exceptionally well
4=school does very well
3=school does pretty well
2=school could improve
1=school needs substantial improvement

In 1996, Beverly McLeod published the findings of her intensive study of selected schools in four states (Texas, Illinois, California, and Massachusetts). The schools were chosen for study because they served highly diverse and poor student populations, and demonstrated high levels of academic success. McLeod investigated each school, looking for attributes that related to the functioning of the school, then looking for common attributes across sites. Seven attributes were identified. The schools made decisions and organized services in order to:

_____ 1. **Foster English acquisition and the development of mature literacy.** Schools utilized native language abilities to develop literacy that promoted English literacy development. Programs in these schools were more interested in this mature development than transitioning students quickly into English language instruction. This approach paid off in English language development at levels that allowed students to be successful in English instruction.

_____ 2. **Deliver grade-level content.** Challenging work in the academic disciplines was perceived and acted on simultaneously with the goals of English language learning. Teachers organized lessons to deliver grade-level instruction through a variety of native language, sheltered English, and ESL activities.

_____ 3. **Organize instruction in innovative ways.** examples of innovations included: (a) “schools-within-schools” to more responsively deal with diverse language needs of the students; (b) “families” of students who stayed together for major parts of the school day; (c) “continuum classes” in which teachers remained with their students for two to three years, helping teachers become more familiar with and respond to the diversity in the students; and (d) grouping of students more flexibly on a continuous basis to respond to the developmental differences between their native language and second language.

_____ 4. **Protect and extend instructional time.** Schools utilized after-school programs, supportive computer based instruction, and voluntary Saturday schools and summer academies. These school activities multiplied the opportunities for students to engage in

	Yes	No
Introduction		
Demographics Anticipation Guide		
Evaluating Techniques for ESOL Students		
Section 1: Academic Competence, Part A		
Easy as Pie Lesson Modification		
Easy as Pie Lesson Modification Partner Checklist		
Sequenced Topics or Shared Topics		
Webbed Topics		
Section 2: Language Learning in School		
Inferences About Language Acquisition		
Implications for the Classroom		
Civics Classroom Activity		
Case Studies		
Program Models for Second Language Learners: Pros and Cons		
Section 3: Culture, Part A		
Cultural Diversity Profile		
Cultural Vignettes Activity		
Section 4: Academic Competence, Part B		
Content Area Tasks and Lesson Outline		
Selecting and Adapting a Content Area Text		
Practice Activity Using "From Text to Graphics and Back Again"		
Draft Criteria to Evaluate Outside Assignment #2		
Strategies and Techniques: Content Area Priorities		
Section 5: Literacy Development and Study Skills		
Passages Worksheet		
DRTA Worksheet		
Student Study Guide		
Section 6: Assessment		
Teacher-made Test Checklist		
Top Ten Test-taking Strategies		
Specific Test-taking Strategy		
Alternative Assessment Worksheet		
Section 7: Culture, Part B		
Home Group Tasks for Menkart Reading		
Section 8: Putting It All Together		
Unit Plan		
Conclusion		
Post-test		
Other:		
Outside Assignment #1		
OA #1 Feedback Form (Criteria)		
Outside Assignment #2		
Journal		

This is the portfolio checklist (items that must be complete by participants for full inservice credit). There is also an objective and short-answer text provided if desired.