

EXECUTIVE OVERVIEW

A Focused Approach to Instruction for English Learners

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Questions Driving the Development of A Focused Approach

- Why are English learners continuing to perform consistently below their native-English speaking peers?
- What kind of model can we propose that addresses both the:
 1. Continuum of English language skills, and
 2. Infusion of language support into the grade level content instruction?



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Theoretical Framework A Focused Approach

- Canale & Swain's *Communicative Approaches*
- *Academic Language:* Cummins, Scarcella
- Dutro & Moran's *Rethinking English Language Instruction*
- Delpit's *Teaching Other People's Children*
- *Focus on Forms:* Doughty & Williams, Long
- *Functional Linguistics:* Halliday, Backman, Bloor
- *Second Language Learning:* Brown, Hakuta, Krashen, Lightbown & Spada, McLaughlin
- Marzano's *Classroom Instruction That Works*
- *Vocabulary Instruction:* Beck & McKeown, Biemiller, Nagy, Stahl
- Reyes on challenging venerable assumptions about L2 learning
- Wong Fillmore & Snow's *Educational Linguistics*

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Many English Learners

- Achieve oral fluency in everyday language, yet...
- Lag in measures of academic success and tasks requiring academic language proficiency

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Why is this the Case?

- Many English learners at the intermediate and higher levels appear fluent
 - Teachers may not realize there is a gap between the language a student knows and what is required to succeed academically
- Over-emphasis on spontaneous language learning in content rich settings results in significant gaps in English language knowledge
- Explicit English language instruction rarely continues through and beyond the intermediate level
- The language needed to express conceptual understanding is not explicitly taught



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The Challenge

English learners must learn language that their native English speaking peers have internalized during their early childhoods and school years.



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Academic Success

Depends on learning to read well.

Learning to read well depends on
rich language knowledge.



Explicit English language instruction helps ensure English learners gain the knowledge they need to be academically successful.



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A Focused Approach: Instruction for English Learners



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Dutro's Instructional Blueprint for English Learners

Systematic ELD	Reading/ Lang. Arts	Math	History/ Social Studies	Science/ Health	PE	Art
<p>Purpose Develop a solid language foundation</p> <p>Content Follows scope and sequence of language skills in functional contexts</p> <p>Organized by level of English proficiency</p>	<p>Frontloading Language for Constructing and Expressing Meaning</p> <p>Purpose Provide language instruction and rehearsal to equip English Learners with language structures and vocabulary needed to express understanding of upcoming lesson</p> <p>Content Determined by comprehension task.</p>					
	<p>Comprehensible Content Instruction (SDAIE/Sheltered, SIOP)</p> <p>Purpose is to teach grade level subject matter content.</p> <p>Content is grade level curriculum taught with instructional strategies that scaffold the content learning.</p>					



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Ensuring Comprehensible Content Instruction



Comprehension Task:

Discuss changes in travel over the past century



Instructional Strategies:

- Link to prior knowledge - our car travel experiences
- Use graphic organizers - 1900 to 2000 timeline
- Summarize key ideas - word card for each of three aspects of development
- Add visual support - pictures of old and new



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Frontloading Language

- **Comprehension Task:**
Discuss changes in travel over the past century
- **Frontloading Objective:**
Rehearse language for sequence using a familiar topic



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In Order to Frontload Language

- Analyze the language and cognitive demands of the lesson -
What language is essential for students to be able to express their understanding?
- Use familiar topic vocabulary to teach and practice new language.
- It is a recursive process - like the action of a seesaw. Focus students' attention first on new language, then new content - not both at once.



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Systematic ELD

 **Purpose:**

Language learning based on student's level of proficiency

 **Systematic ELD Objective:**




Teach students **vocabulary** and **sentence structures** to be able to express thinking for a range of purposes.



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Systematic ELD . . .

is our opportunity to teach English learners the language they ...

-  did not learn before entering school,
-  will not be taught in any other content area, and
-  need to be able to use every day.



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District Programs for English Learners

Must include clear plans for how to provide:

1. **Grade Level Content** - Frontloading language & comprehensible instruction
2. **Systematic ELD** - Instruction at each level of English Language Proficiency



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Effective ELD Programs

District Plan → **Systematic ELD Institute** → Implementation

- ▣ ELD Program Givens
- ▣ Placement Criteria
- ▣ Grouping Options
- ▣ Materials
- ▣ Assessments

- ▣ Attend as teams: teachers and administrators
- ▣ Deepen knowledge
- ▣ Learn tools
- ▣ Try it out
- ▣ Share how it's going

- ▣ Institutional support: time, materials, coaching
- ▣ Structured collaborative planning
- ▣ Student data used to plan and manage instruction



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Sample District Systematic ELD Givens

- Follow a **scope and sequence** of grammatical forms in functional contexts
- Students are taught at their **ELD proficiency level** during this specific instructional time
- Include listening, speaking, reading, and writing with an emphasis on **listening & speaking**
- Require a **minimum of 30 minutes** daily in K English instructional programs; **45 minutes** daily in 1st - 6th.
- Require a **minimum of 60 minutes** daily in bilingual instructional programs



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ELD Materials

- Districts use a variety of materials for ELD instruction.
- Must determine how to make best use of materials to meet ELD program goals.



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Systematic ELD Institutes

What do they include?



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Focused Approach: Systematic ELD Instruction

The ***Focused Approach to Systematic ELD Institutes*** provide a detailed framework for districts - teachers and administrators - to use in designing an effective English Language Development program.



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Institute Outcomes

- Understand the instructional implications of the distinction between teaching *in* English and effectively *teaching* English as a second language
- Learn a framework for how to plan, teach, and monitor ELD instruction at each level of English proficiency
- Build a repertoire of instructional routines for teaching and providing structured opportunities for oral and written language practice



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Institute Structure

- **Day One**
A Focused Approach to Systematic ELD
- **Day Two**
How to Plan & Teach
- **Day Three**
Practice Planning and Teaching
- **Follow Up**
Refining our Practice



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Where are we now? What do we need next?

- **Planning** a coherent program for effective Grade-level content and Systematic ELD program for teaching English learners at their level of English proficiency
- **Equipping teachers** to provide effective language instruction
- **Equipping administrators** to support effective language instruction



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Closing Thought

If a seed of lettuce will not grow,
we do not blame the lettuce.
Instead, the fault lies with us for
not having nourished the seed
properly.

Buddhist proverb



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