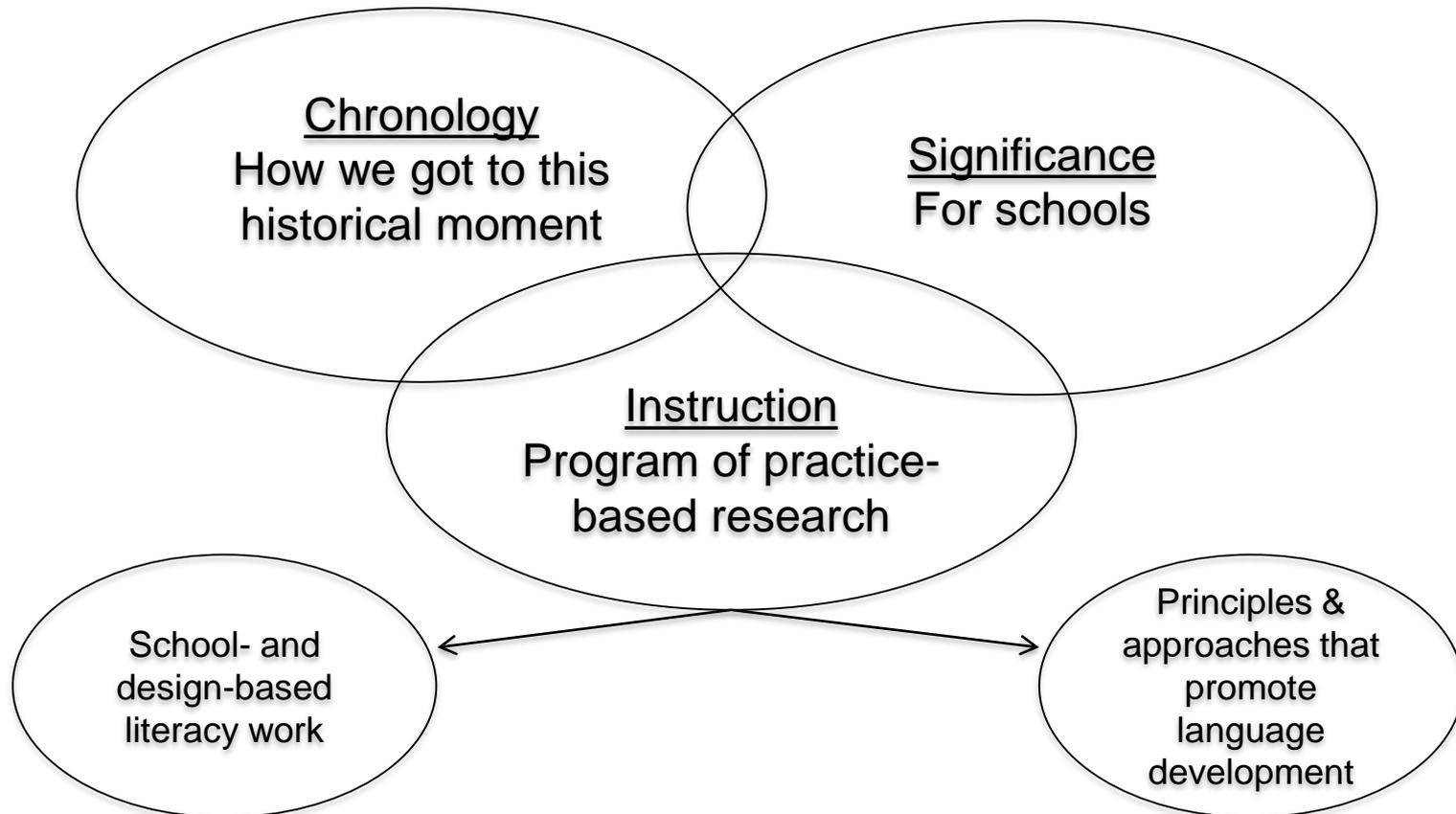
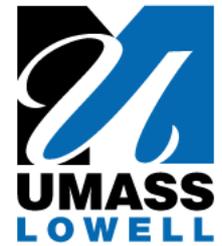


Emergent Bilingual Learners in the Sheltered English Era

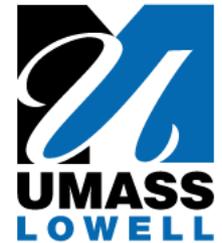
Historical perspectives and instructional
approaches

Patrick Proctor
Boston College
PETALLS Conference
March 8, 2017





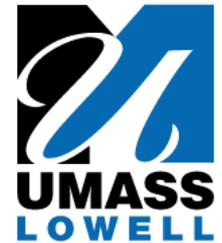
Stance Survey



- Short survey & paired interaction
 - 3 minutes!
- Go to my website: www.cpatrickproctor.com
 - Phone or computer
- Go to most recent blog post on home page: “Hello PETALLs Audience”
- Click on link for the survey. Fill out the survey
- Discuss your responses briefly with the person next to you



Chronology of an Initiative

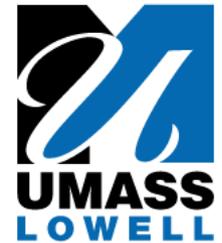


English for the Children ballot initiative

- 1998 California passes Prop 227
- 2000 Arizona passes Prop 203
- 2002 Massachusetts passes Question 2
- 2002 Colorado denies Initiative 31
- 2016 California passes Prop 58, overturns 1998 law



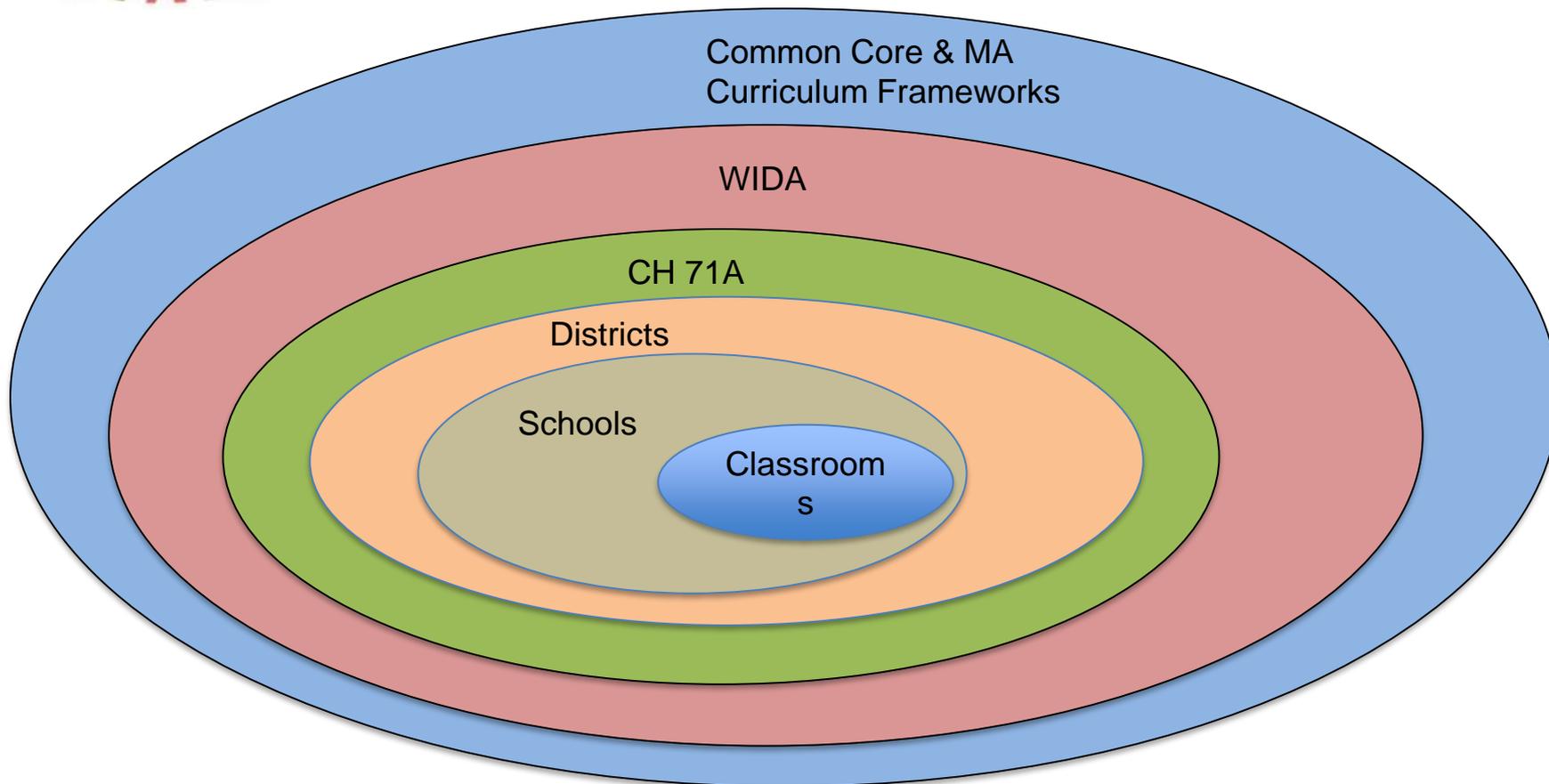
Significance



- Sheltered English Immersion
 - Primarily English-only
 - Content-based
 - Some acknowledgement of social contexts of immigration and bilingualism
 - Highly variable implementation across districts and schools
 - Department of Justice (2011) findings of inequity
 - RETELL for in-service teachers
 - Required coursework for pre-service teachers

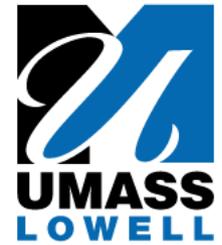


Nested Instruction

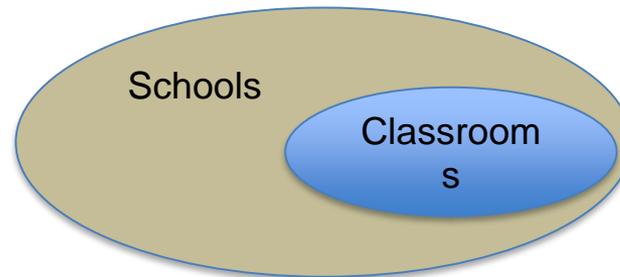




PEER Approach



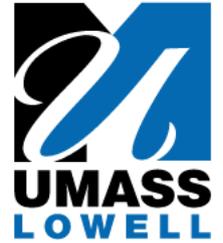
Practice-Embedded Educational Research (Snow, 2015)



- Researchers and teachers as partners
- Cognizance of the messiness of schools and classrooms
- Dedication to rigor via communication and negotiation



Example 1



The ELICIT Project

(Enhancing Literacy Instruction through Collaboration and Interactive Technologies)

School Level

- **6-years** (2011-2017)
- Focus on: 1) intensity; 2) cognitive challenge; 3) coherence in literacy instruction
- Design-based approach



PEER Design Model

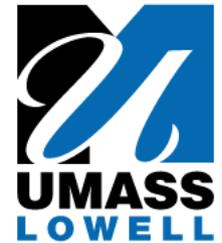


Activities





Outcomes

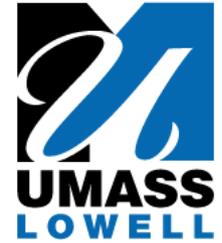


Dialogic Reasoning (DR)

- Students take a stance on a “big question” about a narrative or informational text
- Emphasis on a aesthetic AND critical-analytic stance-taking
- Student-centered
- Simple rules for conversational engagement
 - e.g. accountable talk



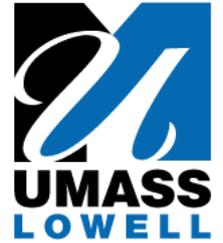
Why DR?



- Adaptable to grades Pre-K – 5th grade
- Good evidence of effectiveness from intervention studies
- Applicable across content areas
- Supports second language acquisition
 - Drivers of language acquisition
 - Comprehensible Input (Krashen, 1985)
 - Comprehensible Output (Swain & Lapkin, 1995)



Key components

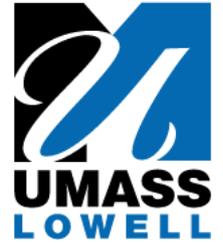


1. Text selection
2. Question selection
3. Good literacy instruction
 - a. Key vocabulary
 - b. Focus on language
 - c. Comprehension strategies
 - d. **Varies by teacher!!!**
4. Thoughtful grouping strategies



Was Old Cricket clever or foolish?

Old Cricket (Wheeler & Goembel, 2003)





Example 2



Dialogic Reasoning → Dialogic Instruction



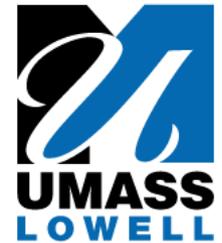
Example 2



- CLAVES = Comprehension, Linguistic Awareness, Vocabulary in English & Spanish (and Portuguese)
- IES-funded, multi-year research effort with Rebecca Silverman, University of Maryland
- Dialogic Reasoning → Dialogic Instruction
- Considers the nature of literacy instruction in building up to DR conversations
- For more: <https://clavescurriculum.org>

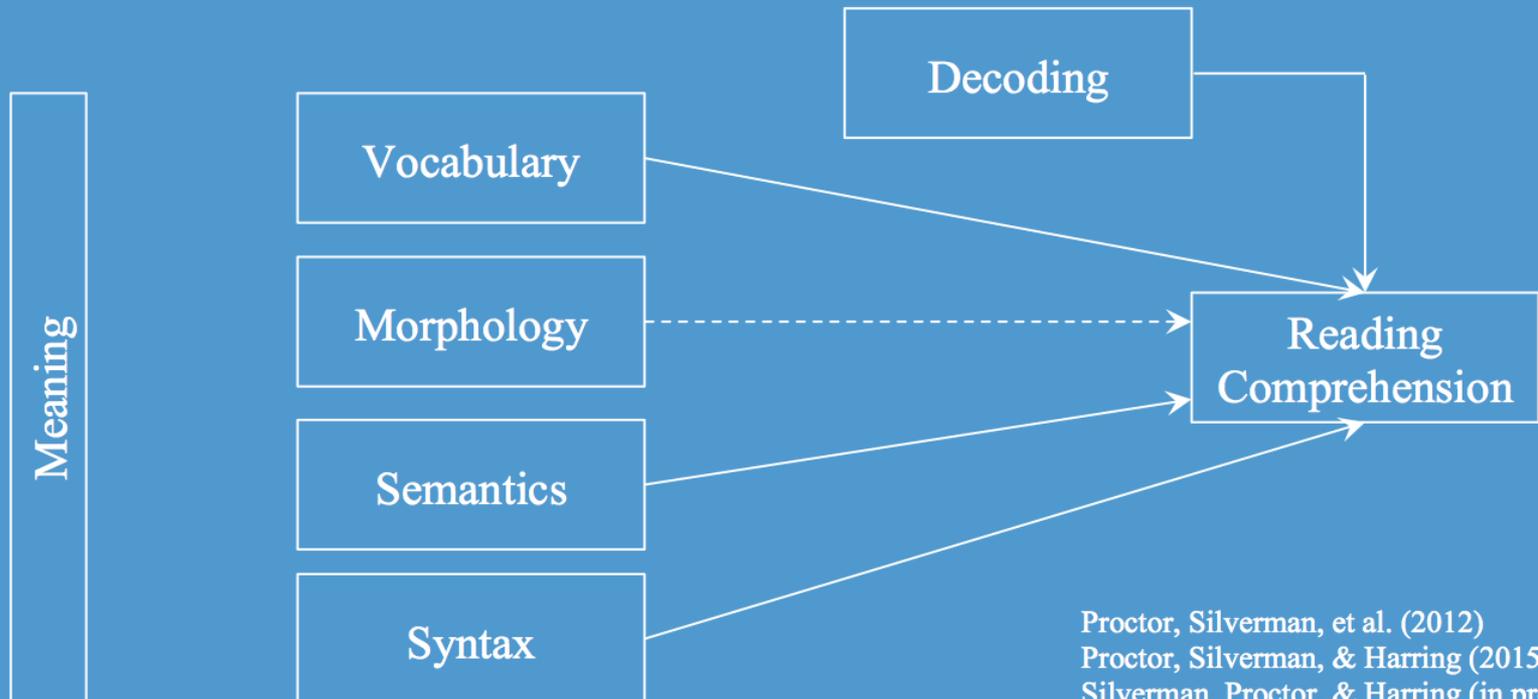


Basic Research



Components for Making Meaning

Recent findings from Grade 2 – 5



Proctor, Silverman, et al. (2012)
Proctor, Silverman, & Harring (2015)
Silverman, Proctor, & Harring (in press)

Linguistic Awareness

...A natural environment for a gorilla has grass and trees, while an unnatural environment is a cramped cement area...

Semantics
(word relations)

Morphology
(word parts)

Syntax
(grammar)

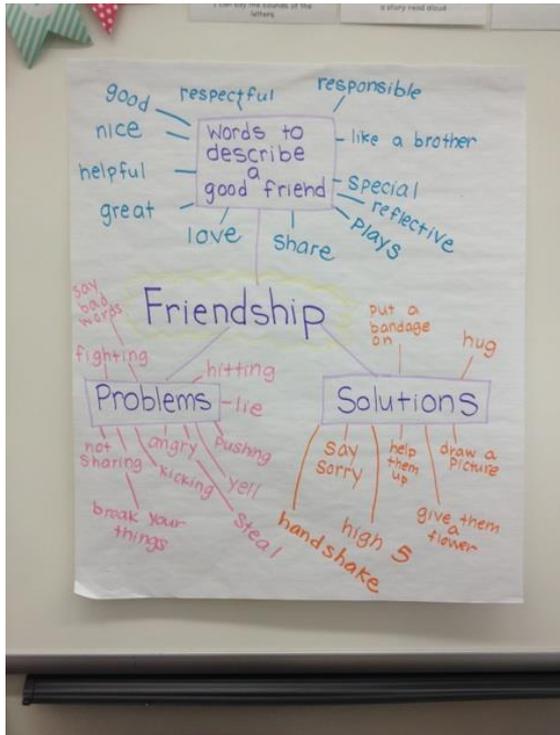
Sentence from the original text

Coe recommends more investigation into these types of zoo exhibits and their impact on animal health.



Rewritten sentence

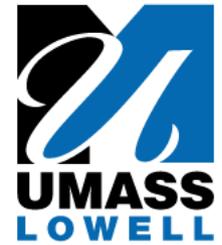
Coe recommends that scientists investigate types of zoo exhibits.



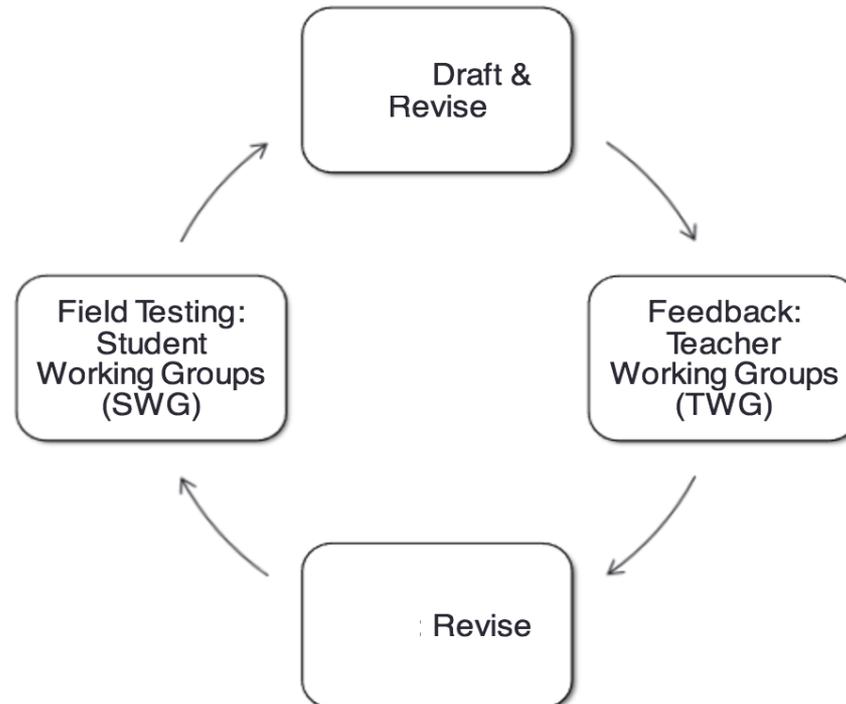
VERBS (Action)	NOUNS (Person, Place, Thing or Idea)
Investigate	<u>Investigation</u>
Exhibit	<u>Exhibition</u>
Opt	<u>Option</u>



PEER Approach 2-year design

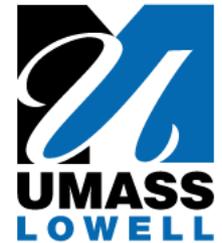


4 schools, 4 Teacher Working Groups (TWGs),
multiple Student Working Groups (SWGs)

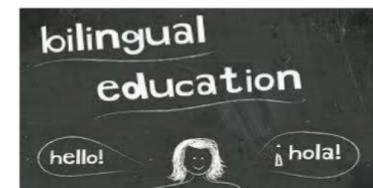
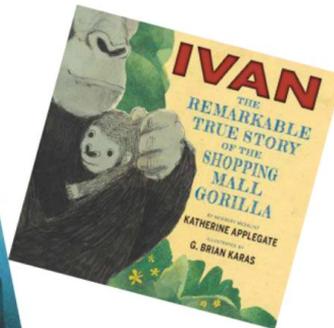
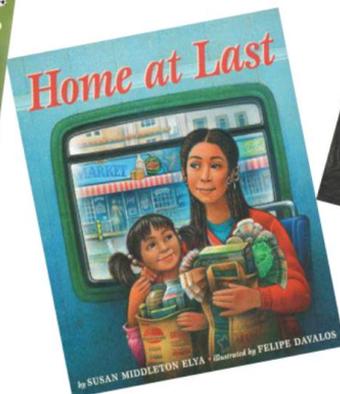
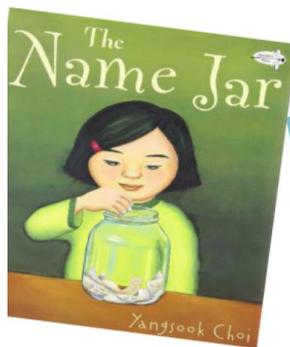




Anchor Text

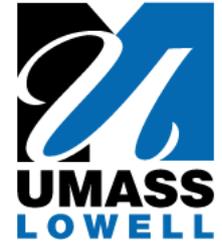


- Related to social studies, science or another field;
- Informational or narrative
- Print And video or other mediums
- Include ideas that students can use to reason about a contentious issue, although the issue need not be presented directly in the text
- One or multiple related texts that show different perspectives
- Engaging and relevant to students
- Read/viewed together; read aloud, independently, or used as guided reading





Semantics

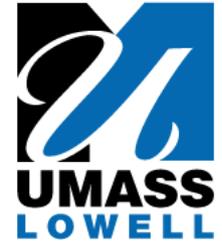


- **Semantics:** 4-6 vocabulary words from the text.
- Words should be central to the meaning of the text and related to the DR question.
- Other academically rich words-- e.g. multiple meanings, tier 2 words





Morphology



Morphology: Building words and inferring word meanings using root words and affixes (aka, morphemes).

- Affixes (e.g., re-, de-, -less, -ness) must be present in the anchor text, with meanings being central to text comprehension.
- Consider frequencies of affixes academic language



Deforestation

Reforestation

China stopped all deforestation ten years ago. Today, it is a leader in reforestation, or replanting trees.



-er is similar to (cognate) Spanish **-or**

researcher
investigador

someone who ... researches

How is the turtle walking?

Slow plus {-ly}

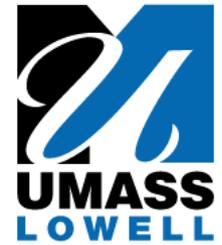
Slowly

"In (this) way"

In a slow way



Syntax



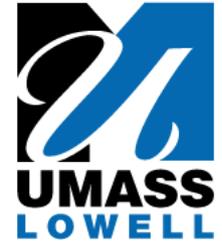
- Syntax: 1 grammatical construction
- Construction **MUST** be present in the text
- Consider standards and students' levels



complex sentences (although, when, if/then)
compound sentences (and, but)
anaphoric reference (pronouns/referents)



Dialogic Reasoning



Students engage in small group discussions about contentious issues raised in the anchor text. The issue is presented as a "big" question, typically with a yes/no answer

Example 1:

Texts: "Woolly Mammoth Sparks Debate over Cloning" and "Species Revival: Should We Bring Back Extinct Animals?"

DR question: Should scientists revive extinct animals?

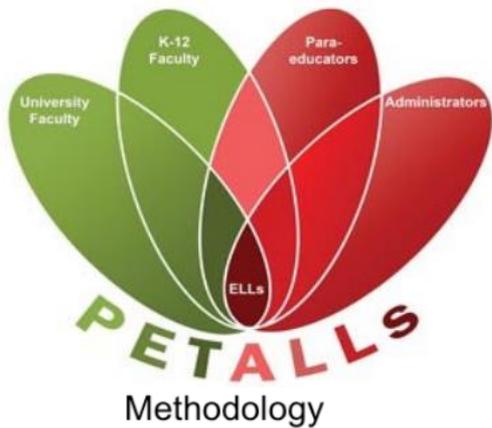


Example 2:

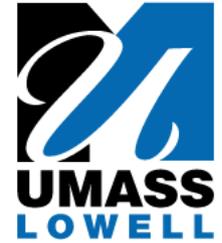
Text: "The Bilingual Education Debate"

DR question: Should schools teach in English only or offer bilingual education?





CLAVES Structure



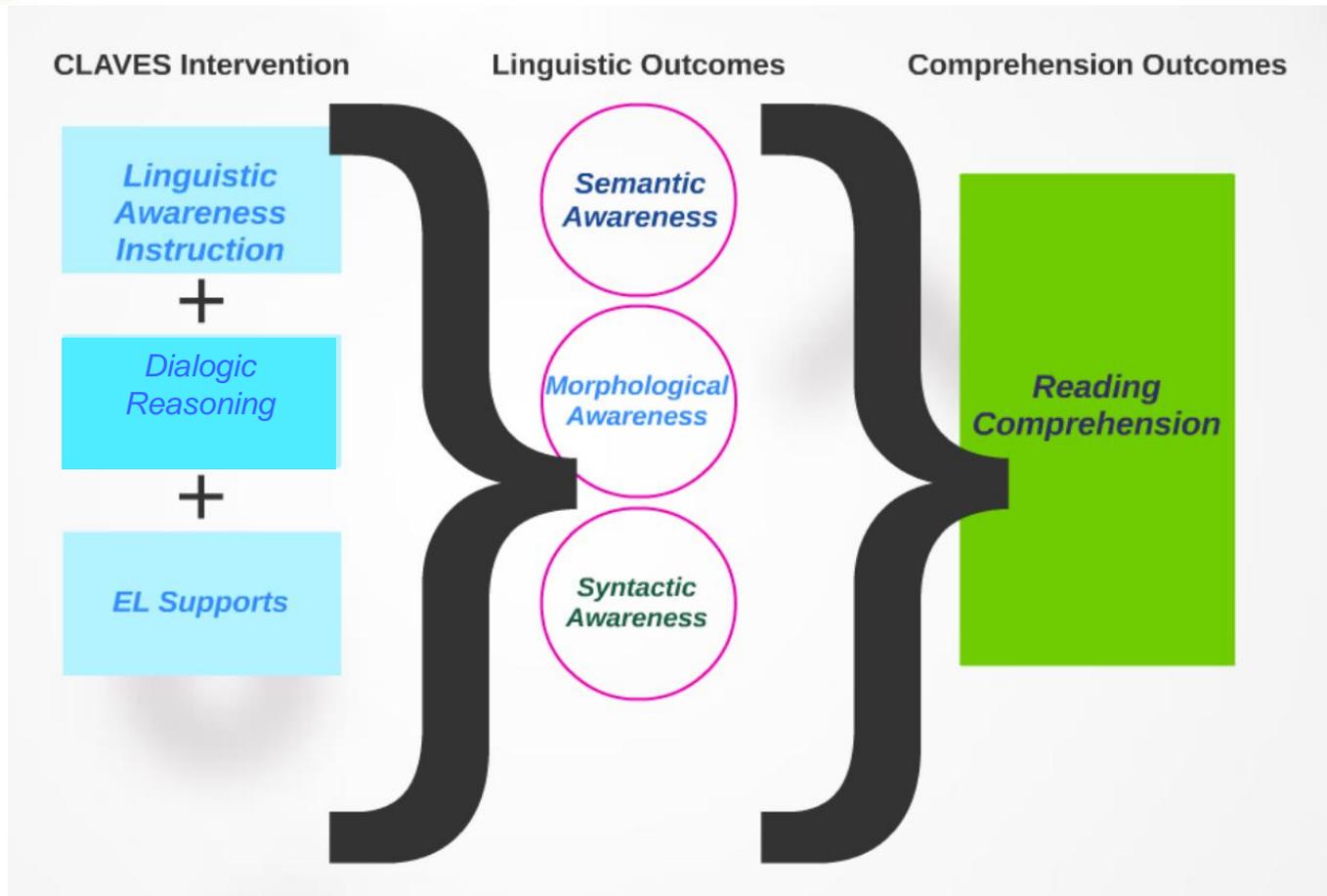
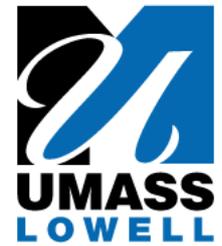
Unit Structure

Units are composed of lesson cycles:

Cycle 0	Day 1	Introduction to Unit
Cycle 1: Text-based	Day 1	Text & Semantics
	Day 2	Text & Semantics
	Day 3	Morphology & Semantics
	Day 4	Syntax
	Day 5	Dialogic Reasoning
Cycle 2: Text-based	Day 1	Text & Semantics
	Day 2	Text & Semantics
	Day 3	Morphology & Semantics
	Day 4	Syntax
	Day 5	Dialogic Reasoning
Cycle 3: Writing	Day 1	Planning
	Day 2	Drafting & Revising

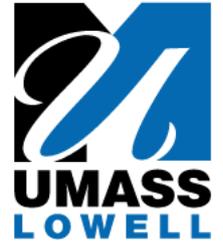


Theory of Change



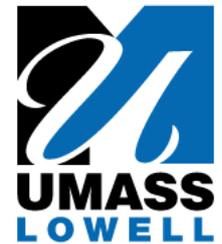


Dialogic Instruction





Some Key Principles Dialogic Instruction



Principle	Practicing Dialogic Instruction
1. Language-based instruction should be grounded in authentic texts	Select texts that are engaging for YOUR students. Texts should contain big ideas and be related to the curriculum you are teaching
2. Focus on how language works in the text	Semantics, syntax, and morphology should be targeted so that the text can serve as the point of departure
3. Keep, but reduce direct instruction	Giving information is important (definitions), but seek to shift away from 75% of all talk being teacher talk
4. Consider small group and whole group alternations	It is managerially difficult, but break up instruction to whole and small group. Small groups should be constituted according to linguistic and social characteristics
5. Play language games!	Not crossword puzzles and hangman. Games that allow students to manipulate language, especially the aspects of language you are teaching

ANY
QUESTIONS
?