Emergent Bilingual Learners in the Sheltered English Era

Historical perspectives and instructional approaches

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Boston College
PETALLs Conference
March 8, 2017
Chronology
How we got to this historical moment

Significance
For schools

Instruction
Program of practice-based research

School- and design-based literacy work

Principles & approaches that promote language development
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”
• Clink 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

- Online Review and Reflection
- Monthly face-to-face meetings
- Video Recording of Practice
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
Components for Making Meaning
Recent findings from Grade 2 – 5

- Decoding
- Reading Comprehension
- Vocabulary
- Morphology
- Semantics
- Syntax

Proctor, Silverman, et al. (2012)
Proctor, Silverman, & Harring (2015)
Silverman, Proctor, & Harring (in press)
...A natural environment for a gorilla has grass and trees, while an unnatural environment is a cramped cement area...

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

Coe recommends that scientists investigate types of zoo exhibits.

<table>
<thead>
<tr>
<th>VERBS</th>
<th>NOUNS</th>
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<tbody>
<tr>
<td>Investigate</td>
<td>Investigation</td>
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<td>Exhibit</td>
<td>Exhibition</td>
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<td>Opt</td>
<td>Option</td>
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PEER Approach
2-year design

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

*Wilderness*

wil·der·ness
A large area that has not been affected by human activity
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

-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

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

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<tr>
<th>Cycle 0</th>
<th>Day 1</th>
<th>Introduction to Unit</th>
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<tr>
<td><strong>Cycle 1: Text-based</strong></td>
<td><strong>Day 1</strong></td>
<td>Text &amp; Semantics</td>
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<td><strong>Day 2</strong></td>
<td>Text &amp; Semantics</td>
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<td><strong>Day 3</strong></td>
<td>Morphology &amp; Semantics</td>
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<td><strong>Day 4</strong></td>
<td>Syntax</td>
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<td><strong>Day 5</strong></td>
<td>Dialogic Reasoning</td>
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<table>
<thead>
<tr>
<th>Cycle 2: Text-based</th>
<th>Day 1</th>
<th>Text &amp; Semantics</th>
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<tr>
<td></td>
<td><strong>Day 2</strong></td>
<td>Text &amp; Semantics</td>
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<tr>
<td></td>
<td><strong>Day 3</strong></td>
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<td><strong>Day 5</strong></td>
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<tr>
<th>Cycle 3: Writing</th>
<th>Day 1</th>
<th>Planning</th>
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<tr>
<td></td>
<td><strong>Day 2</strong></td>
<td>Drafting &amp; Revising</td>
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Theory of Change
Dialogic Instruction
## Some Key Principles Dialogic Instruction

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