



INCLUSIVE CLASSROOM DESIGN – SUPPORTING ENGLISH LANGUAGE LEARNERS

DECEMBER 2019 – UBC TEACHER CANDIDATE CONFERENCE

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Why are we here today?



To open **dialogue** with your future **school colleagues** on ways to support our English Language Learners



To learn background information about **language acquisition**



To learn some **strategies** to support ELL students in **all** classroom settings



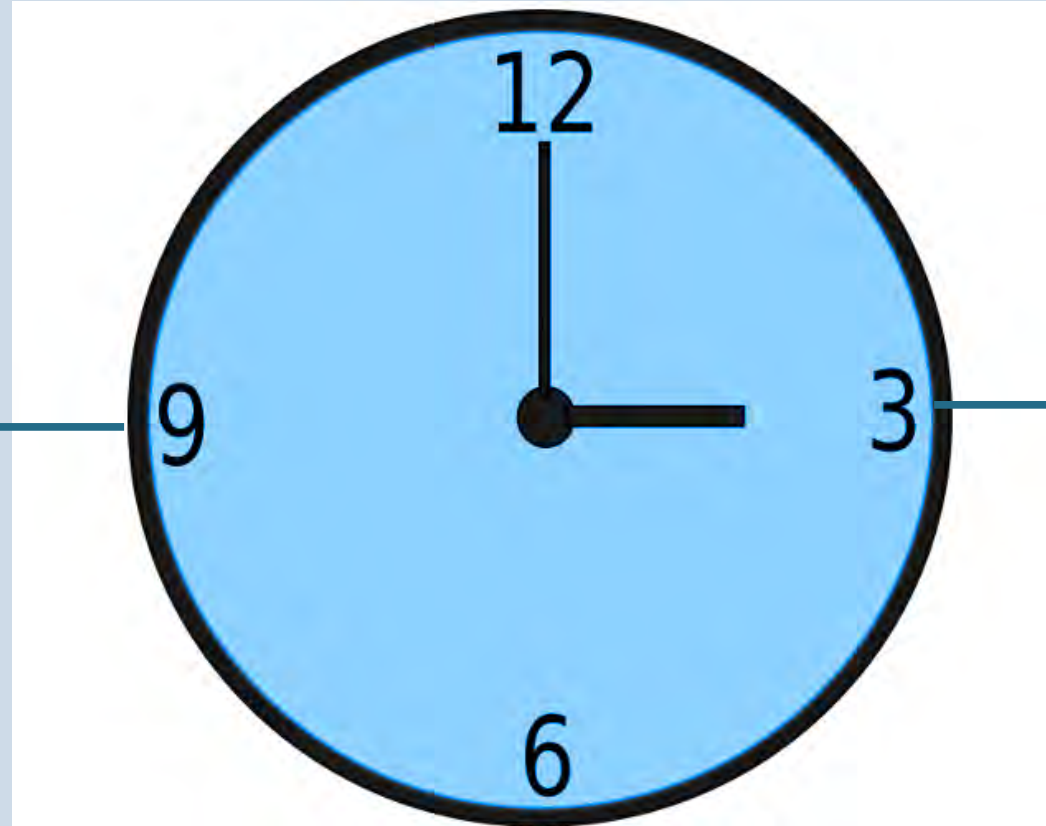
To practice some of these strategies here today

Clock Buddies

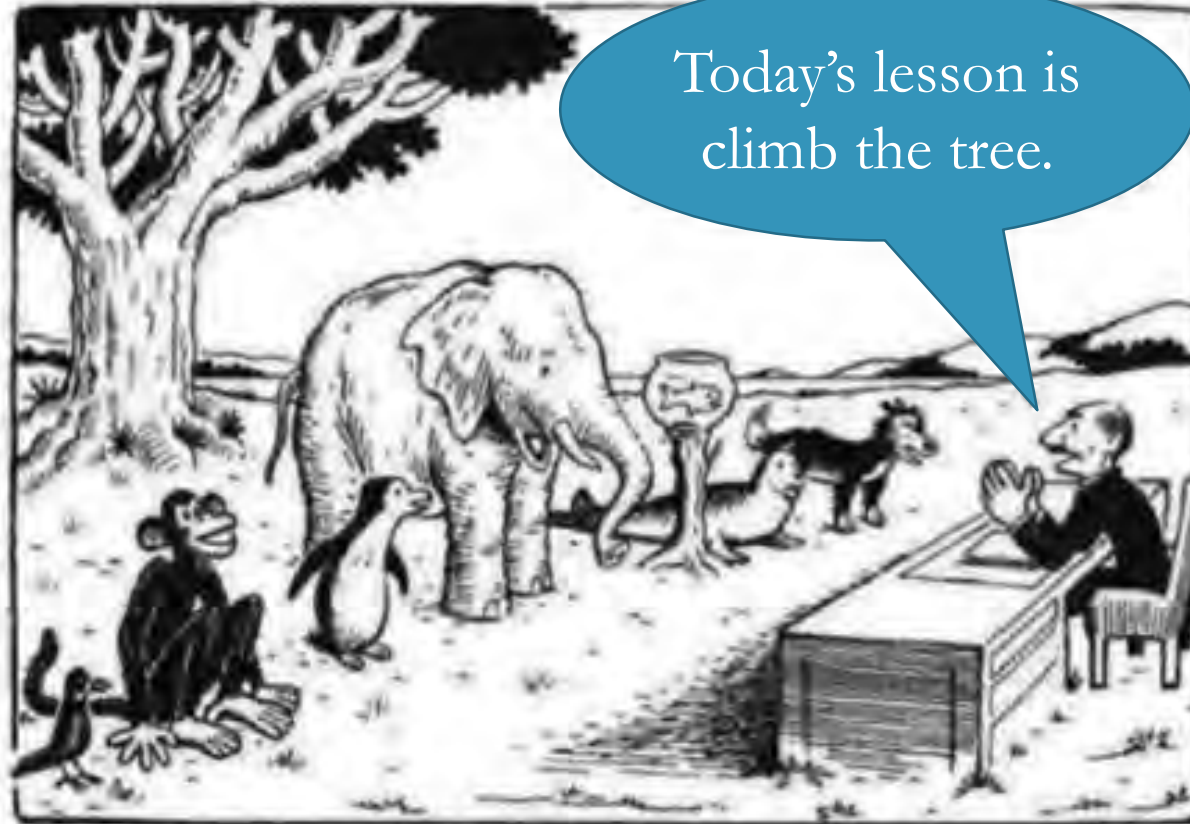
Using the handout, find TWO people to fill in:

3 o'clock

9 o'clock slots.



What language structures did you find that you used?



Our Education System

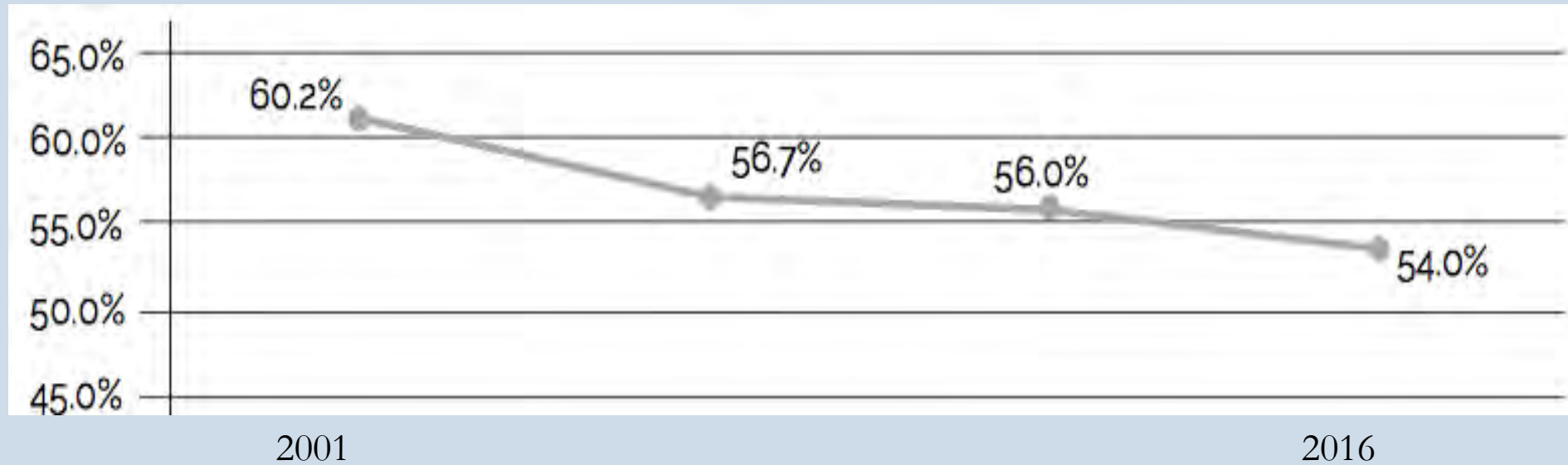
How does this cartoon speak to you?

Metro Vancouver

	#	%
Recent Immigrants	142,535	100.0%
Non-Official Languages	88,570	62.1%
Mandarin	26,905	18.9%
Punjabi (Panjabi)	12,940	9.1%
Tagalog (Pilipino, Filipino)	7,790	5.5%
Persian (Farsi)	7,055	4.9%
Cantonese	6,095	4.3%
Other Non-Official Languages	27,785	19.4%

TOP 5 NON-OFFICIAL LANGUAGES

2001-2016 - Populations with English Only – Metro Vancouver



<https://newtobc.ca>



Russian Revelation

Русское Откровение

1. How many **people** are in this story?
2. How many **men**?
3. How many **women**?

The background is a repeating pattern of teal and white. It features stylized leaves and circular motifs with intricate designs. A white rectangular box with a thin black border is centered on the page, containing the text. A small teal horizontal bar is positioned at the top center of the white box.

NOW...WHAT DO WE
NEED TO KNOW
TO DO THIS WORK?

How is an ELL
student's *language
development* like this
picture?

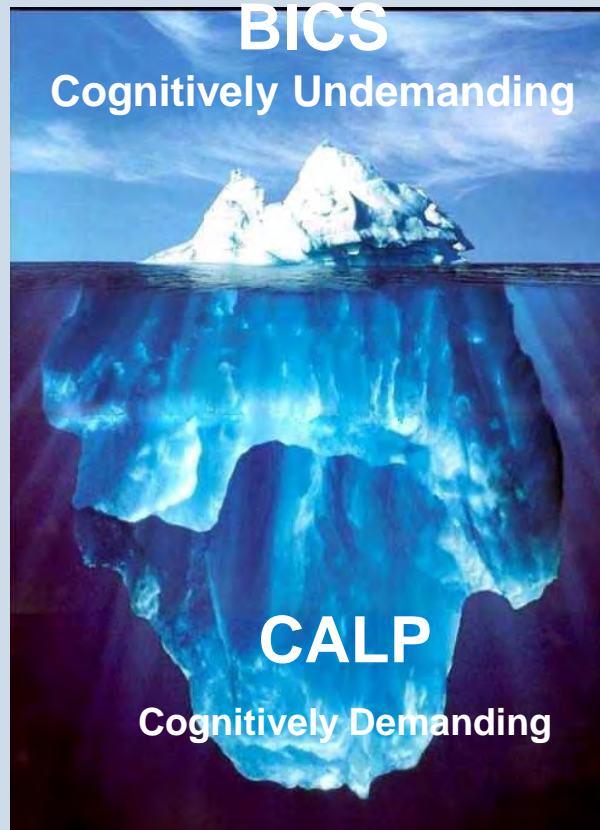


They can have both social and academic language

- Face to face conversation
- Following simple directions

Context-Embedded
(hands-on, visual cues)

- Demonstration
- Lab experiment
- Video Lesson



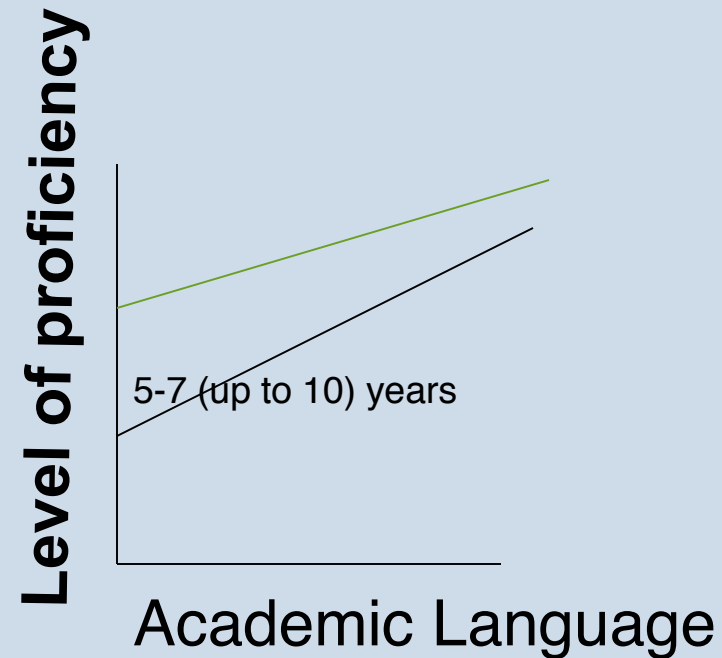
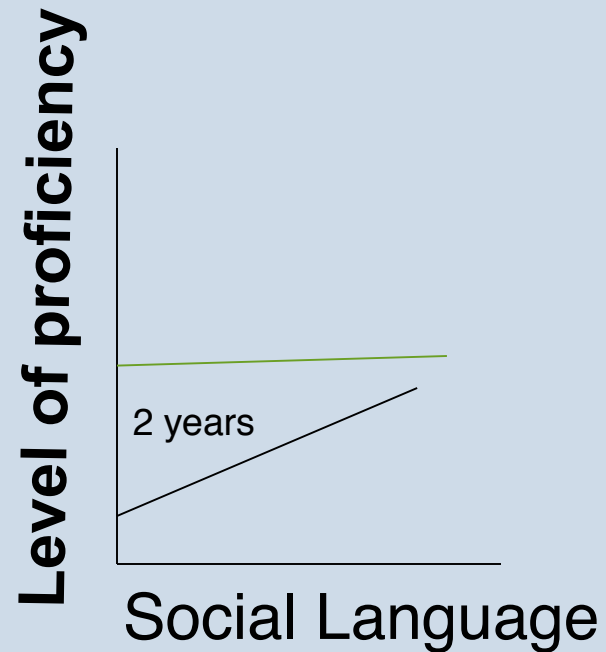
- Phone conversations
- Copying notes
- Written Directions

Context-Reduced
(very few contextual cues)

- Writing essay
- New and abstract concepts
- Lecture without visuals

Time Required to Achieve Age-Appropriate Proficiency

Native English Speakers: _____
English Language Learners: _____



Cummins, J. (1991)

Collier, V.P. (1995)



*Something to think about...
“I’m better than just colouring!”*

Kanta’s Perspective:

“When I came here in grade 4 the teachers didn’t know what I was capable of.”

“I was given a pack of crayons and a colouring book and told to get on colouring with it. And after I felt so bad about that-- I’m capable of doing much more than just that. I have my own inner skills to show the world than just coloring and I felt that those skills of mine are important also...”

Effective Instruction for Multilingual Learners:
What Can We Learn from Inspirational Practice?

Jim Cummins--- The University of Toronto

1. **Find** your 9:00 o'clock buddy.
2. **Think** back to any **past experience** where you had to learn **another language**.
3. **Share** your story.

- I remember when I

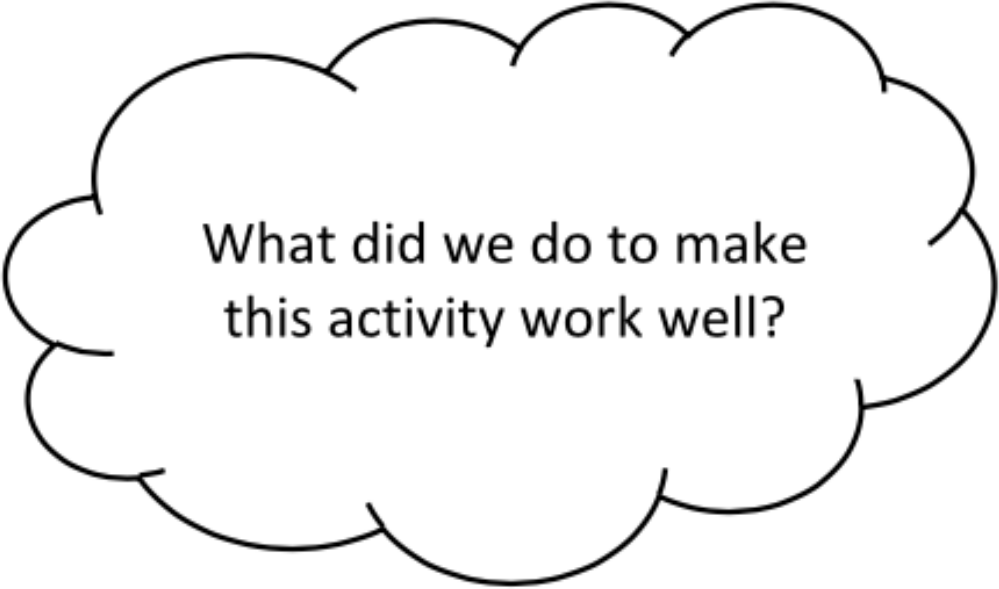
_____.

- When I was

_____.



What did we do to make this activity work well?



What did we do to make
this activity work well?

Important lessons for Multilingual learners – by Jim Cummins

What's Happening Instructionally in classrooms of Multilingual Pedagogy?

Teachers are:

- Connecting curriculum to students' lives;
- Scaffolding access to the curriculum and comprehension of academic language;
- Expanding students' knowledge of academic language;
- Promoting L2/English oral language use;
- Affirming student identities;
- Acknowledging students' multilingual talents;
- Promoting parental involvement and pride in students' accomplishments.

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Keep the learning rigour high!

Maintaining high expectations means...

- Expecting ELs to engage in the same kind of **critical thinking** as others
- Teaching **grade-level standards**
- Teaching **discipline-specific topics**
- Teaching **content-specific words, sentences, & writing genres**

3 Steps to Supporting Rigorous Work

1. **Identify** the thinking required
2. **Identify** what ELs can do
3. **Create** can-do opportunities



Try to avoid

- Having ELs do **copy work**
- Having ELs learn **different content standards** than others
- Assigning work **without scaffolding**
- Providing instruction **without differentiating** the process, product, or content

@TanELLclassroom

Scaffolding --

Enables you to reach places that would otherwise be inaccessible

ELLs can carry out tasks and perform academically at a higher level than they would be capable of without these supports.

- Graphic organizers
- Visuals in texts
- Demonstrations
- Hands-on experiences
- Collaborative group work
- Encouraging L1 use (e.g., writing) as a means of transferring knowledge and skills from L1 to L2
- Learning strategies (planning tasks, visualization, note taking/summarizing, questioning for clarification)
- Language clarification (explanation, dictionary use, etc.)



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Uri's Story

Newcomer Student
Tells Us What is Most Helpful.

Uri began learning English this
school year. (8 months ago)

bit.ly/SalvaBlog



Reading



- show a video or visuals on topic
- preview vocabulary & text features
- read aloud
- allow peer reading
- provide opportunities to stop & discuss

Writing



- provide a word bank
- provide sentence starters
- provide cloze sentences
- allow peer or group writing
- allow some first language use

Listening



- use concise, simple language
- repeat key information
- allow peer discussion
- allow breaks for students to summarize what's been said

Speaking



- provide sentence stems
- allow for rehearsal with a peer before whole group share
- use a strategy to get all students talking
- allow students to repeat or build on previous contributions

Quiet Write – 1,2,3 Strategy

One BIG Idea

Two questions or wonderings

Three things you want to implement
in your teaching practice



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QUESTIONS...