Research Brief

Inclusion for ELL students

Question: What are some successful inclusion models for ELL students?

Summary of Findings:
"Language acquisition is enhanced through meaningful use and interaction" (SIOP). Some studies have concluded that competence in oral skills takes three to five years to fully develop and academic skills can take four to seven years. The research consistently stated that students who have strong skills in their home language seem to develop a greater proficiency in acquiring English and academic skills. Although there are numerous models such as Early-Exit Transitional, Late-Exit Transitional, Developmental/Maintenance, Bilingual Immersion, Dual Language Immersion, English Language Development, Pull-out; Structured Immersion, and Submersion with Primary Language Support, according to the literature, there is no one successful model for meeting the needs of every English Language Learner.

Major Findings and Conclusions:

General Characteristics that should be in place:

1. Supportive school climate that includes long-term and on-going training for staff, faculty, and parents. One recommended model was Sheltered Instruction Observation Protocol, or SIOP.
2. Strong leadership from administration, faculty, and community.
3. A learning environment developed to appropriately meet the needs of every student.
4. Coordinated programs among and between the schools in a district.
5. A curriculum that encompasses basic instruction and higher level skills, which builds on students' prior knowledge, and provides several experiences in a variety of ways to meet the needs of every student.
6. Numerous opportunities to practice skills and language usage.
7. Assessments that ascertain students' developmental needs then modify instruction accordingly.
8. Active involvement from parents and community in the school and its programs.
9. Ample planning time for the teachers, especially if there is a bilingual and non-bilingual teacher or paraprofessional working together.
10. Appropriate supplemental supplies and materials should be available and replenished.
11. Suitable native language support should be available.

Suggested ideas for the classroom (these will benefit the English only students as well):

1. Enunciate and use gestures and pictures where appropriate.
2. Print clearly, cursive writing is often not understood.
3. Use clear and consistent routines.

4.   Have students rephrase directions, instructions, and the conceptual ideas.
5.   Stay clear of using idioms.
6.   Use students' prior knowledge then build new knowledge.
7.   Reaffirm appropriate and quality work.
8.   Use a variety of instructional methodologies for the concepts presented.
9.   Teacher demonstrates concept, then students do it.
10.   Model and practice the concept before the students actually do it for assessment.
11.   Provide ample exposure to and practice with vocabulary development, where pictures, illustrations, computer generated graphics, and/or the overhead are used for reinforcement.
12.   Provide peer tutoring opportunities.
13.   Share "thinking language" by verbally articulating thoughts.
14.   Use structured cooperative learning groups, where students can experience their peers modeling the language, thought processes, and tasks.
15.   Chunk information into meaningful units.
16.   Employ the language experience approach where students dictate their thoughts, ideas, and/or responses and those are written down verbatim, then it is read back by the teacher and/or the student.
17.   Use a semantic web, where students can share their prior knowledge of a subject, then questions can be developed from their webs.
18.   Utilize dialogue journals, where students write about their response, ideas and/or thoughts to a concept, and the teacher responds using appropriate language, vocabulary, and syntax.
19.   Provide concrete examples of vocabulary and concepts through artifacts, pictures, illustrations, film clips, etc. This is referred to as realia.
20.   Conduct culture studies where students research and present information on an aspect of their culture. (This should be more than on holidays and food).
21.   Modify worksheets to include more prompts, fill-in, and matching.
22.   Adjust tasks to be "incrementally" challenging.
23.   Have students make predictions about the concept or topic.
24.   Allow students to use books and notes for exams.
25.   Have students keep portfolios of their work and ideas then present it, even in their native language if their English skills are not developed.

Online Resources:

• A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement
  This is a summary of a long term study on the academic achievement of English Language Learners from districts in Maine, Texas, and Oregon.
  http://www.crede.ucsc.edu/research/llaa/1.1_es.html

- English Language Learners with Special Needs: Effective Instructional Strategies
  This article cites components that need to be in place in a school's culture so that the needs of every student can be successfully met.
  http://www.cal.org/ericcll/digest/0108ortiz.html

- Fostering Academic Success for English Language Learners: What Do We Know? Misconceptions that Cloud the Discussion
  This succient article cites some common misconceptions about teaching a child English.
  http://www.wested.org/cs/we/view/rs/514

- Fostering Academic Success for English Language Learners: What Do We Know?
  A review of the components that make for a successful school climate for English Language Learning is described here.
  http://www.wested.org/policy/pubs/fostering/inventory.htm

- Fostering Academic Success for English Language Learners: Types of Instructional Program Models
  A definition of different types of programs for ELL students is described here.
  http://www.wested.org/policy/pubs/fostering/models.htm

- General Principles for Teaching ELL Students
  Numerous strategies and ideas about meeting the needs of ESL students are in this article.
  http://www.nwrel.org/request/2003may/general.html

- Language Learning and Academic Achievement
  A list of research sites and many different aspects of learning English as a another language.
  http://www.crede.ucsc.edu/research/llaa/llaa.html

- Sheltered Instruction Observation Protocol
  This protocol has eight components and are described in this article: building background, comprehensive input, strategies, interaction, practice/application, lesson delivery, and review and assessment.
  http://www.siopinstitute.net/

Schools:

- Fairbanks Northstar School District
  This is a brief description of the program used in this district in Alaska, using the Sheltered Instruction Observation Protocol, SIOP.
  http://www.nwrel.org/request/2003may/fairbanks.html

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- Burley Senior High School
  This article highlights some inclusive strategies that are used by a few teachers in this school's setting.
  http://www.nwrel.org/request/2003may/burley.html

- Ontario High School
  A description of EDL, Core Content in Spanish, Sheltered English, and Content with Sheltered English are included here.
  http://www.nwrel.org/request/2003may/ontario.html

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http://www.principalspartnership.com/