

ADAPTING LANGUAGE FOR THE SHELTERED CLASSROOM

- Use a slightly slower speech rate.
- Enunciate clearly.
- Control the vocabulary used.
- Provide synonyms, antonyms or other descriptive clues.
- Allow pause time for processing new terms.
- Limit the use of idiomatic expressions.
- Use cognates that rename key concepts.

COMPREHENSIBLE INPUT

1. Real objects (such as boxes, pieces of strings, paper plates, buttons);
2. Manipulatives (such as Cuisenaire rods, geo boards, attribute blocks);
3. Pictures;
4. Graphic organizers (such as Venn diagrams, tables, charts, matrices);
5. Cooperative activities for interaction among all individuals in the classroom.

Guidelines for Teaching a Sheltered Content Class

- Develop a student-centered environment
- Arrange tables or desks to allow for varied group configurations
- Use wall space as a teaching surface (bulletin boards, student work display, butcher paper writing assignments, student-made charts or graphs)
- Remain in continuous contact with students by walking around the room and observing student work and behavior
- Provide varied opportunities for students to interact, ask questions, and practice (in front of the class, student to teacher alone, student to student, in groups)
- Use visual and audio/visual equipment as permanent fixtures in the classroom
- Use contextual clues like models and pictures to help with comprehension
- Include hands-on, vocabulary, cooperative and group activities
- Modify your language to increase comprehensibility and check frequently for understanding
- Plan topically focused lessons that actively involve the student by including listening and speaking activities that reinforce reading and writing activities

SEQUENCE OF LANGUAGE LEARNING

1. LISTENING

2. SPEAKING

3. READING

4. WRITING

Characteristics of a Pedagogy Which Facilitates Language in Interaction

1. genuine dialogue between student and teacher in both oral & written modalities
2. guidance and facilitation rather than control of student learning by the teacher
3. encouragement of student-student talk in a collaborative learning context
4. encouragement of meaningful use of language by students rather than correctness of surface forms
5. conscious integration of language use and development with all curricular content rather than teaching language and other content as isolated subjects
6. focus on developing higher level cognitive skills rather than on factual recall
7. task presentation that generates intrinsic rather than extrinsic motivation

Illustration of Cummins' Grid

Cognitively Undemanding

getting an absence excuse
buying popcorn
oral instructions
initial levels of ESL
some content classes
(art, music, P.E.)

BICS

A

Context Embedded

talking on the telephone
written instructions
without illustration

C

Context Reduced

B

lab demonstrations/experiments
A-V assisted lessons
basic math computations
plane geometry
projects & activities
health instruction

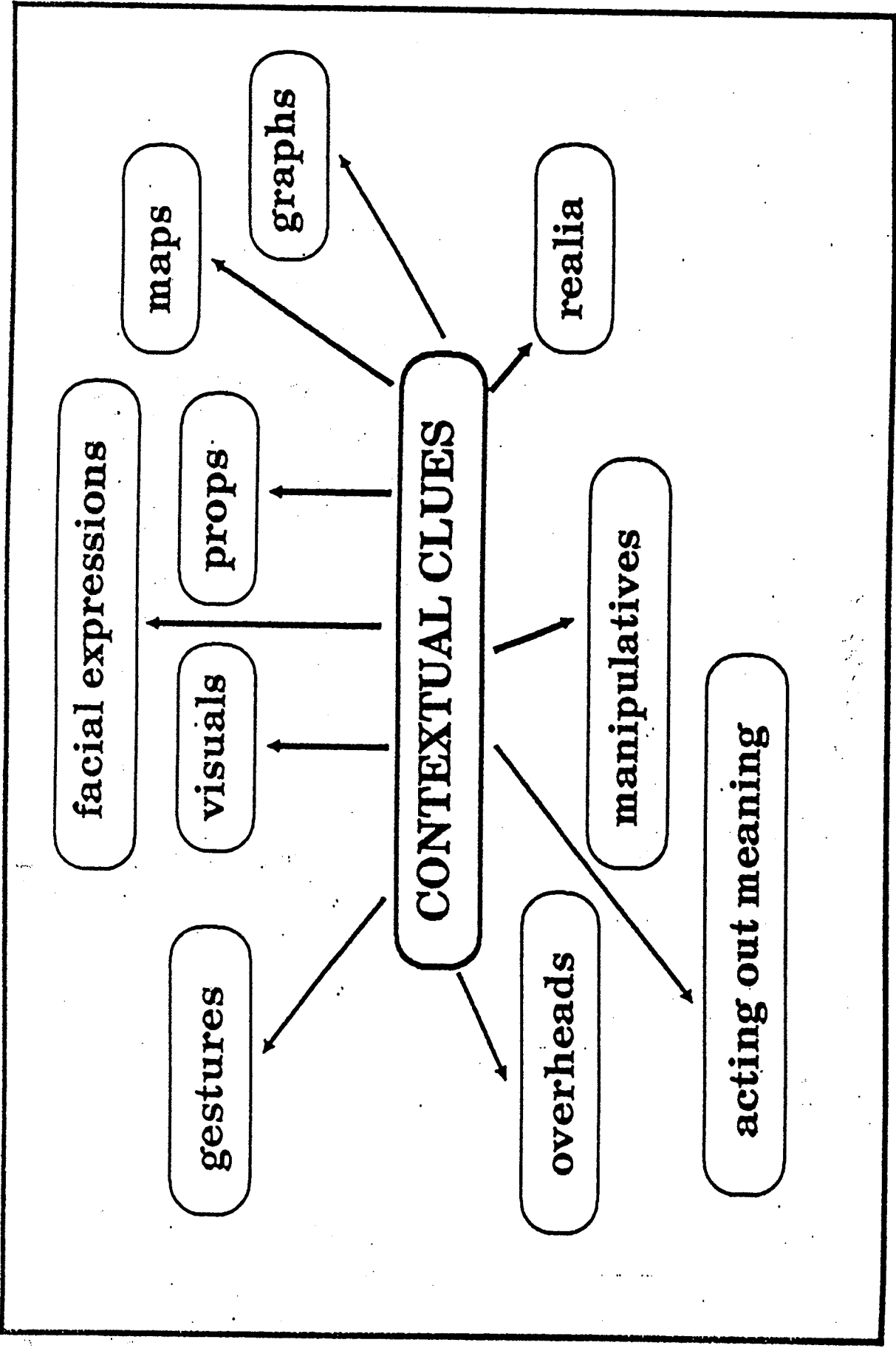
D

CALP

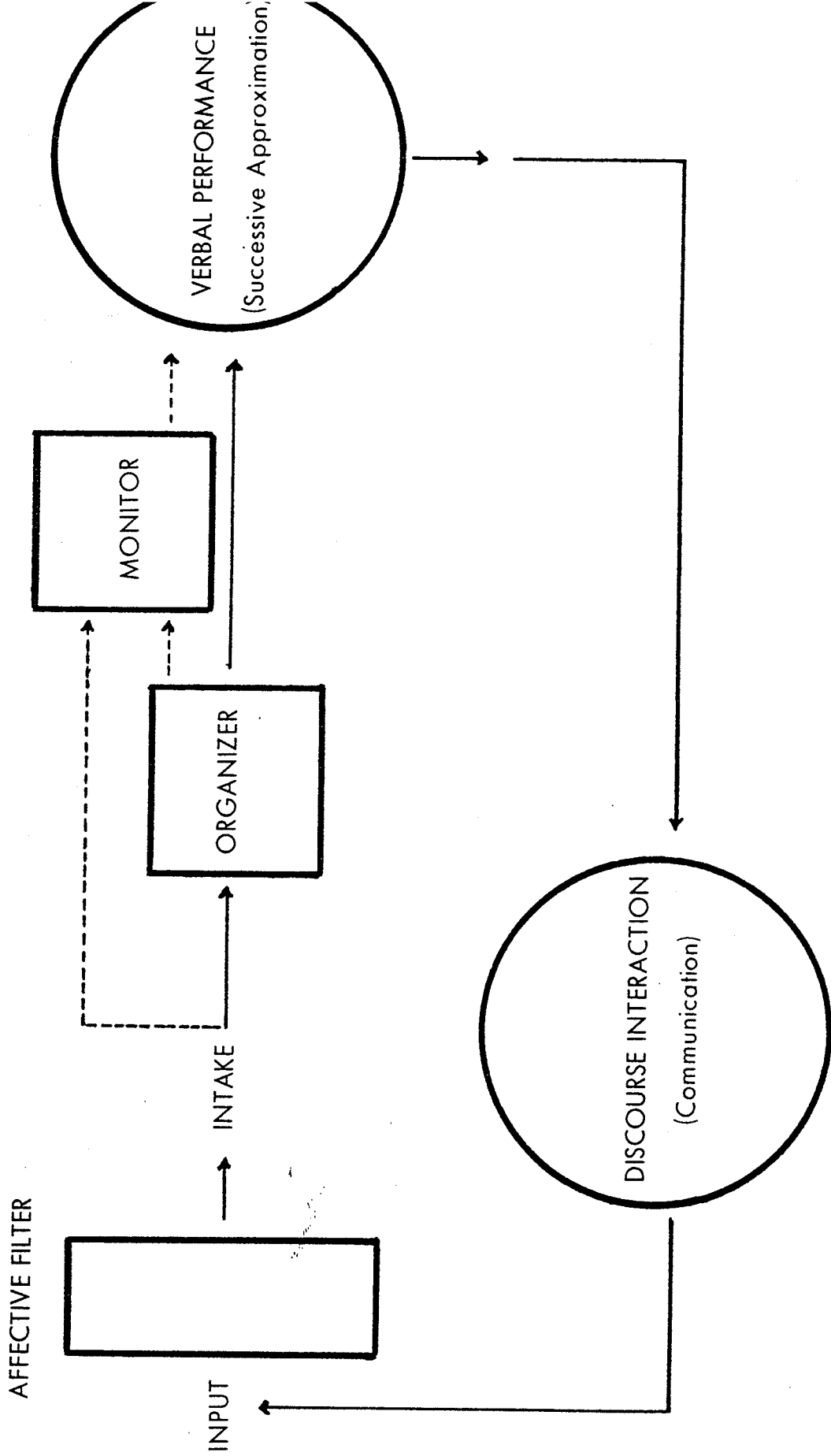
standardized tests
math concepts & applica-
tions in algebra
teacher lectures
social science texts
mainstream English texts
most content classes

Cognitively Demanding

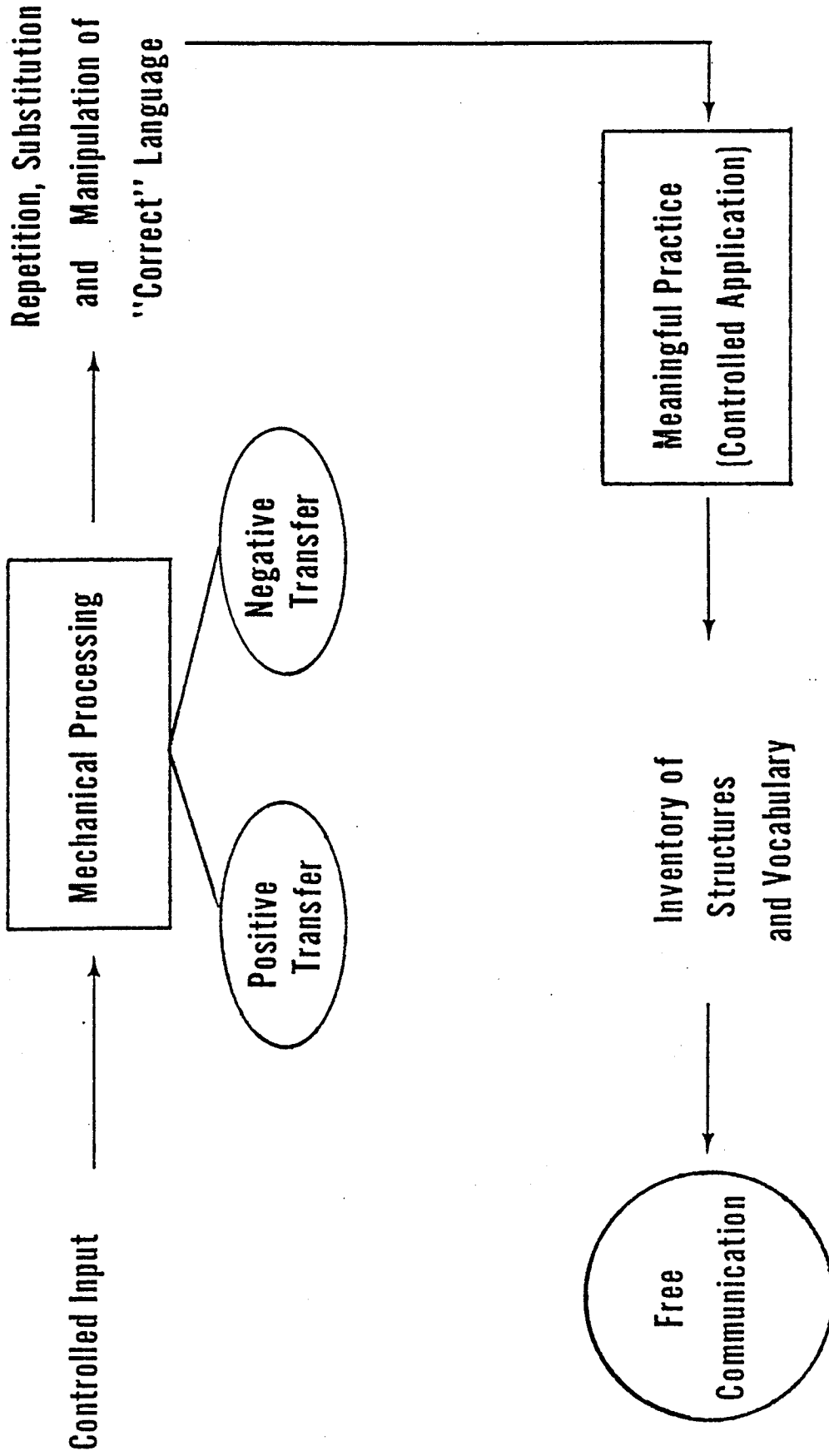
(Adapted from Schifini, 1985, p. 4)



LANGUAGE PROCESSORS



Second Language Learning Through the Audio-Lingual Approach



MAJOR CHARACTERISTICS OF SECOND LANGUAGE LEARNING

1. There appears to be innate learning processors which guide second language acquisition.
2. Exposure to natural communication in the target language is necessary for the subconscious processors to work well.
3. The learner needs to comprehend the content of natural communication in the new language.
4. A silent phase at the beginning of language learning has proven useful in cutting down interlingual errors and enhancing pronunciation.
5. The learner's motives, emotions and attitudes screen what is presented in the language classroom, or outside it.
6. The influence of the learner's first language is negligible in grammar.
7. Second language learners subconsciously organize the new words and phrases they hear in systematic ways.
8. Conscious learning and application of grammatical rules have a place in second language learning, but their purpose is different from subconscious learning which produces native-like fluency.
9. Relaxed and self-confident learners learn faster.
10. Learners who start learning a second language before puberty tend to achieve greater proficiency in the language than those who start after puberty.
11. Differences between children and adults may affect language acquisition.
12. Learners learn most from their peers and from people with whom they identify.
13. Correction of grammatical errors does not help students avoid them.
14. Certain structures are acquired only when learners are mentally ready for them.

Language Two

Oxford University Press

TEACHING GUIDELINES

1. Maximize the student's exposure to natural communication.
2. Incorporate a silent phase at the beginning of your instructional program.
3. Use concrete referents to make new language understandable to beginning students.
4. Devise specific techniques to relax students and protect their egos.
5. Include some time for formal grammar lessons for adults.
6. Learn the motivations of your students and incorporate this knowledge into your lessons.
7. Create an atmosphere where students are not embarrassed by their errors.
8. If you teach dialogues, include current and socially useful phrases.
9. Certain structures tend to be learned before others. Do not expect students to learn "late structures" early.
10. Do not refer to a student's first language when teaching the second language.
11. Have fun! It will be more pleasant for you and your students will learn more.

Language Two

Oxford University Press