

Scaffolding for SIFE in ESL/ SEI Classrooms

SIFE: Yes, They Can!

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Gallery Walk

Take a look at the posters displayed on the walls. Identify which of their authors are SIFE.

Gallery Walk-Debrief

- How did you decide which students were SIFE?
- What were the clues that you used in order to make that determination?

Who Are SIFE?

SIFE are students who...

- Lack basic academic skills and concepts, content knowledge, and critical-thinking skills and may not be literate in their native languages
- Confront the triple challenges of learning English and becoming proficient in a prescribed body of knowledge and skills, while simultaneously preparing for high-stakes testing
- Have limited time to accomplish all of this successfully in order to graduate from secondary school

(DeCapua, Smathers, & Tangs, 2009)

Identifying SIFE

- Home Language Survey
- W-APT
- Diagnostic test
- Teacher observation
- Counselor interview

SIFE Student Profiles

- S.L.
- age: 18
- last grade completed in native country: 2nd grade (in a rural area, with multiple interruptions)
- limited ability to read or write in L1

SIFE Student Profiles

- D.M.
 - age: 16
 - has never been in school before
 - cannot read or write in L1
 - has no knowledge of the alphabet
 - deaf

SIFE Student Profiles

- L.T.
- age: 15
- last grade completed in native country: 5th grade
- reads and writes in L 1 at grade level

SIFE at INT

- SIFE DVD
- Classes offered:
 - Introduction to ESL
 - Introduction to Consumer Math
 - Introduction to Science
 - Introduction to Social Studies
- Monitored transition
 - hybrid program (SIFE & regular ESL)
 - regular ESL

Teaching English to SIFE: What Works and What Doesn't

What Works

- Setting high standards for teaching and learning
- Authentic, real-life tasks and activities
- Appropriate scaffolding: moving from the oral transmission model to the written word
- Slower pace
- Repetition, repetition, repetition
- Discipline
- Remember: They are here to learn English!

Teaching English to SIFE: What Works and What Doesn't

What Doesn't Work

- Believing that SIFE have “limited” potential due to their prior schooling experience
- Lowering expectations
- Allowing the use of L 1 excessively
- Not having a discipline system in place

My Family Tree

Watch the video and answer the questions below.

1. What is the presenter doing?
2. What is the audience doing?
3. What are the adults in the room doing?
4. What is the language spoken?
5. How different is this class from a “regular” ESL 1 class?

Instruction

MALP Instructional Model

MALP	SLIFE	U.S. SCHOOLS
Accept conditions From SLIFE	Immediate Relevance Interconnectedness	Future Relevance Independence
Combine Processes From SLIFE and U.S. schools	Shared responsibility Oral transmission	with Individualism with Written word
Focus on U.S. learning activities with familiar language and content	Pragmatic tasks	Academic tasks

(DeCapua & Marshall 2011)

Student Work Analysis

As you look at the pictures, please make notes about the student's English language abilities. What do you think about the student's ability to communicate in English?

Sample 1: Past Tense Test

Past Tense Verbs
Test

Date: 3-17

88/100 (75)

A. Correct the mistakes in the sentences below.

1. I ~~go~~ to the movies yesterday.
I ~~went~~ to the movies yesterday. ✓
2. You talk to your friend yesterday.
you ~~talked~~ to your friend yesterday. ✓
3. You saw that girl?
Did you see that girl? ✓
4. I eat pizza last night.
I ate pizza last night. ✓

B. Choose the correct verb form.

5. I didn't ate/eat lunch yesterday.
I didn't eat lunch yesterday. ✓
6. My mother didn't come/came to school.
My mother didn't come to school. ✓
7. You didn't drink / drank soda yesterday.
you didn't drink soda yesterday. x

C. What did you do yesterday? Write 5 sentences about what you did /didn't do yesterday. Use past tense verbs.

3 affirmative I worked yesterday. (80)

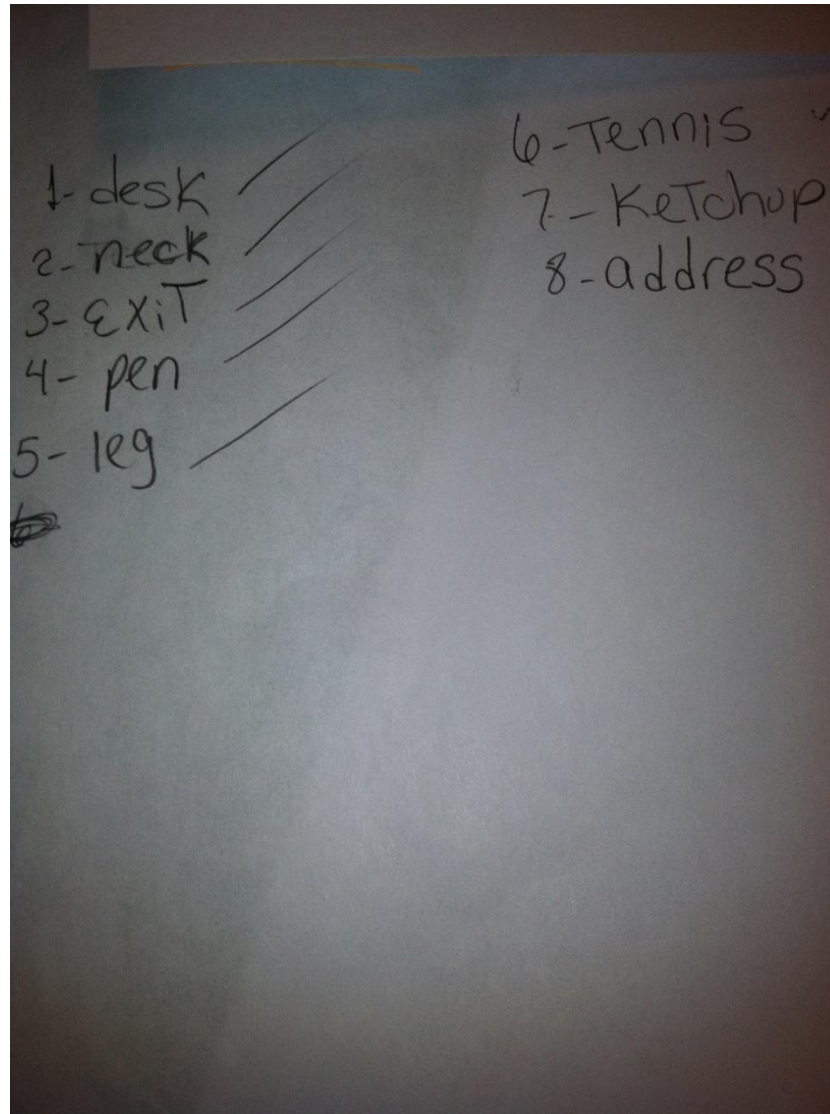
2 negative I did not work yesterday.

Continue I ate pizza last night.

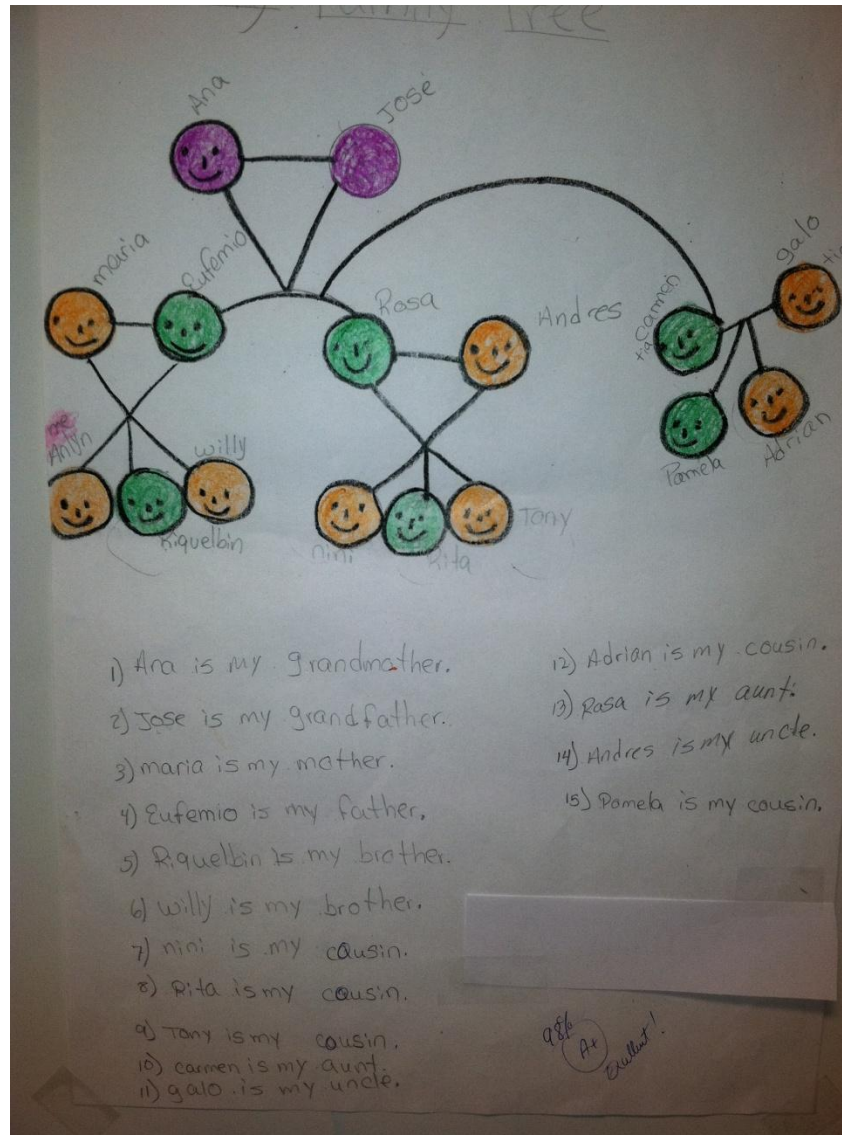
I slept yesterday. ✓

I ran yesterday. ✓

Sample 2: Spelling Test



Sample 3: Family Tree Project



Sample 4: Project Presentation

Watch the video showing the student's presentation of her project. Be ready to share your impressions.

Strategies

- White boards (describing physical appearance; prepositions)
- Role play (conversation prompts)
- TPR (directions; daily routine)
- Presentations (of anything!)
- Authentic projects (Shopping, Family Tree, My Immigration Experience, My Dream House, Directions)

Questions?

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References

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DeCapua, A., Smathers, W. & Tang, F. (2009). *Meeting the Needs of Students with Limited or Interrupted Schooling: A Guide for Educators*. Ann Arbor: University of Michigan Press.