

Culture and Language

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Icebreaker



In pairs, think of a time when you had to negotiate a new language or culture. Share your experience. What did you do? How did you feel?

Think of one word that describes your experience.



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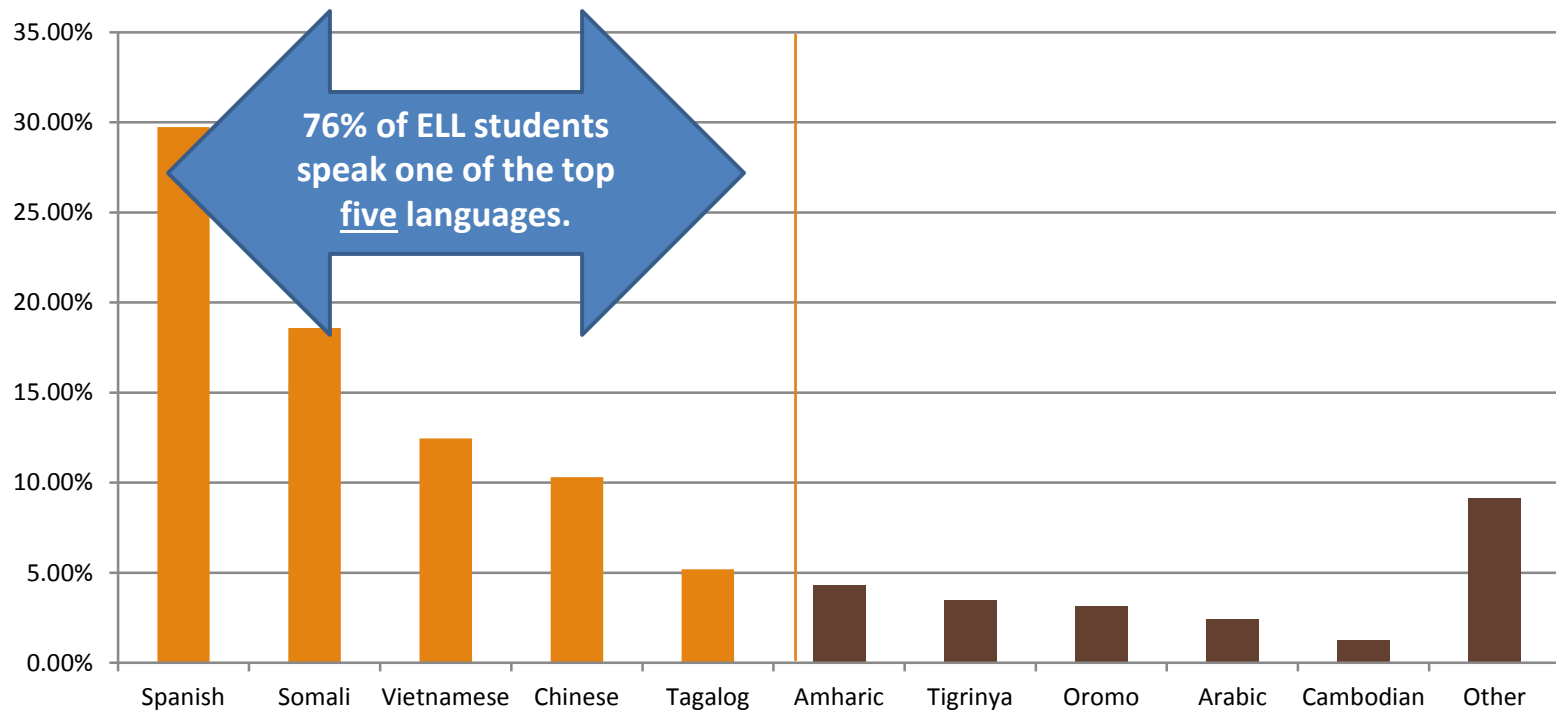
ELL Students in SPS



- **6,265** ELL students
- **15,360** students with home language other than English
- **1027** students exited the ELL program in 2015
- **129** different languages spoken in the district
- Top **8** Refugee populations in SPS – Somali, Eritrea, Kenya, Ethiopia, Iraq/Iran, Congo, Kuwait, Uganda

Top Languages Spoken in SPS

2014-2015 (6,203 ELL Students)



122 Total Languages Spoken by ELL Students

Today's Objectives

- Reflect on common factors affecting second language acquisition.
- Use 4 Instructional Strategies: Round Robin/ In-turn Response, Cognitive Content Dictionary , Signal Word, and Stronger and Clearer Each Time.

Instructional Strategies we will Practice

Round robin/In-turn Response: Allows for to listen and learn from other native English speakers. Lowers affective filter for students. Targets student's Zone of Proximal Development.

Cognitive Content Dictionary: Involves students in metacognition while helping build vocabulary. It aids in comprehension because of use of signal word, pictures, and gestures.

Signal Word: Reinforces vocabulary word by saying the definition each time the word is said and paired with an action to help with recall.

Stronger and Clearer: Students have multiple times to work through a response and become stronger and clearer in response by using language, ideas and evidence of others each time they talk.

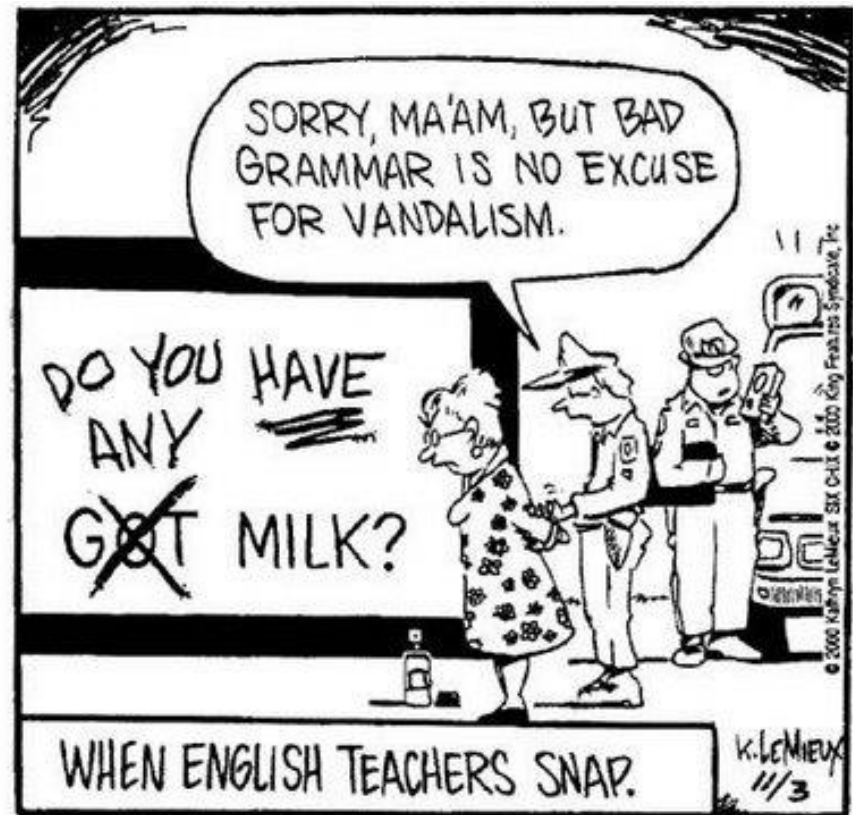


<https://www.youtube.com/watch?v=I6Y0HAjLKYI>

Common Factors Affecting SLA

In your table groups,
brainstorm some factors
that affect second language
acquisition.

Generate a list as a group



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Round Robin/In-turn Response

- 1) Team members take turns in sequence, stating ideas
- 2) Individuals may pass on any round
- 3) They may reenter the round robin when they have additional answers or ideas.
- 4) Designate a recorder

What are common Factors Affecting
Second Language Acquisition?

How did you do?

age

Access to English

anxiety

cultural background / Acculturation

First language (L1) development

First language literacy

immigrant / refugee experience

learning style

parent involvement

peers / role models

personal motivation

personality (introverted / extroverted)

prior education

quality of instruction

respect / value of their culture

socio-economic status

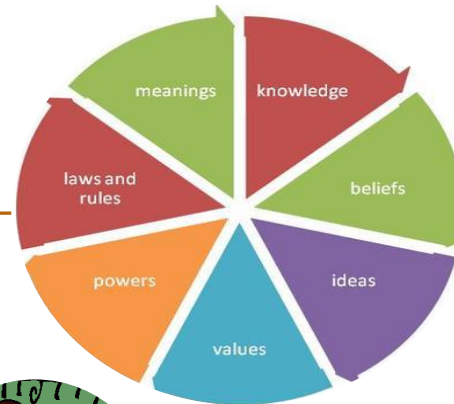
special education needs

Racial stereotypes

Of these factors, which is the one factor we can control to ensure success for ELLs?

age	Access to English
anxiety	cultural background / Acculturation
First language (L1) development	First language literacy
immigrant / refugee experience	learning style
parent involvement	peers / role models
personal motivation	personality (introverted / extroverted)
prior education	quality of instruction
respect / value of their culture	socio-economic status
special education needs	Racial stereotypes

Culture/Schema



What is culture?



How do I value cultural and linguistic diversity?



How does it affect my students and my teaching?

Cognitive Content Dictionary (CCD) and Signal Word

CCD:

1. Teacher selects word or words from unit vocabulary (One word becomes the signal word for the day).
2. Later students select the signal word by voting.
3. Students predict meaning of selected word/words.
4. Students write and sketch something that will help them remember the meaning.
5. Students use the word in a sentence.
6. This activity can be done whole class, in teams and individually.

Signal Word:

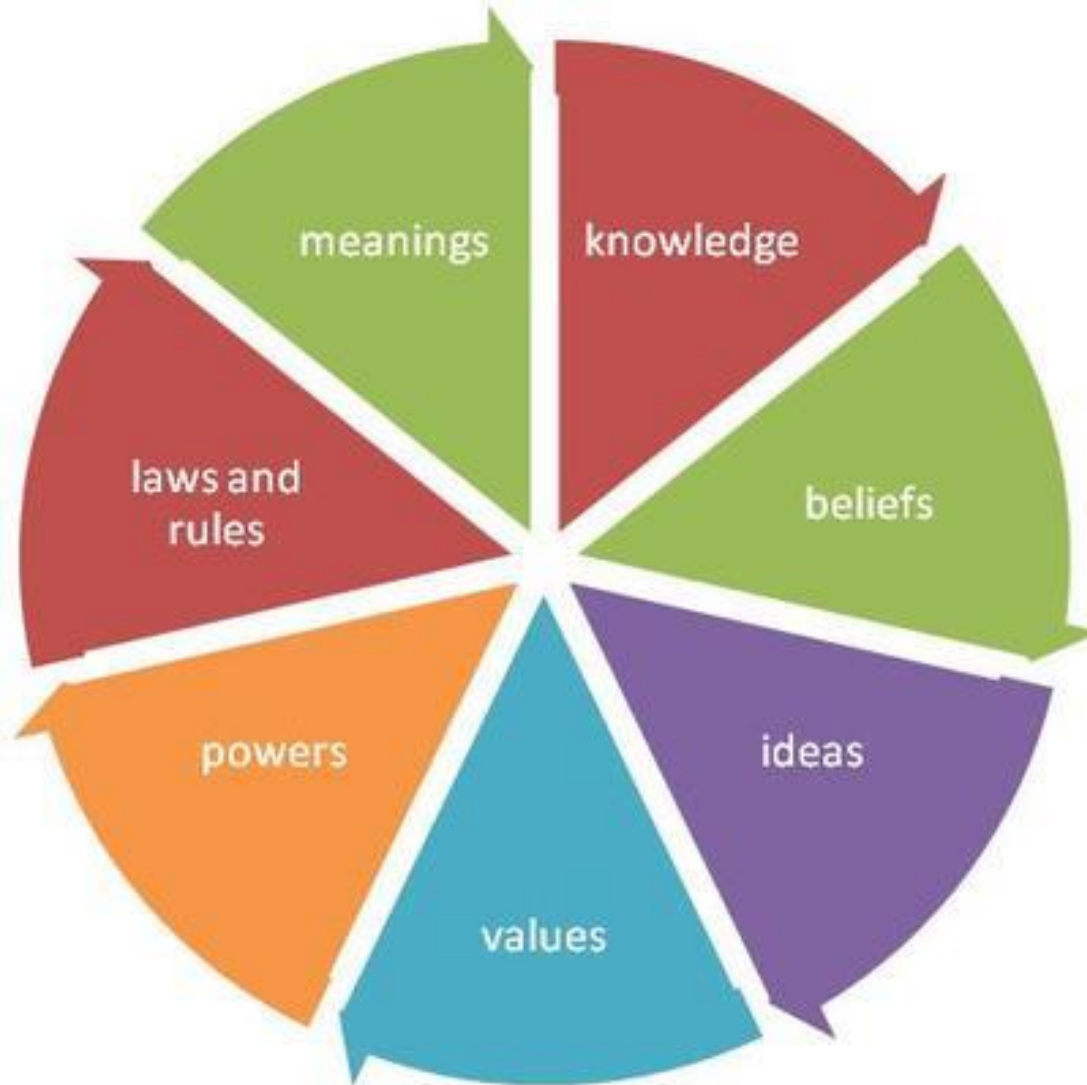
1. One essential vocabulary word is selected each day as the signal word.
2. A synonym or short definition phrase is used each time the word is said.
3. A signal (large muscle movement) is given that will help the students remember the meaning of the word.
4. Each time the class changes activities the signal word, synonym and gesture are used to signal the end of one activity and the beginning of another.

Definition of Culture

A shared, learned, symbolic system of values, beliefs and attitudes that shapes and influences perception and behavior



Some specific aspects of culture



Cultural Factors of ELLs

In what ways do diverse backgrounds of students inform instruction?

What are the values and experiences my students bring to school that I can build on?



Stronger And Clearer Each Time

- 1) Take a moment to answer: In what ways do diverse backgrounds of students inform instruction?
- 2) Each student says their own idea to successive partners.
- 3) Students **borrow** and use the language, ideas, and evidence of others each time they talk and jot down a “stronger and clearer” response.
- 4) Continue to the next partner stating new idea.
- 5) Add on to your own response.

Why does culture matter?

Cultural differences can affect students' **understanding** of content:

- New knowledge is built on the basis of existing schema
- Often, school texts assume a common experience not shared by all students

Cultural differences can affect **interactions** with **others**:

- Culturally different ways of showing interest, respect, and appreciation can be misinterpreted.
- Students from other cultures can have different views of how “to be” a student or how “to do” schooling.

Exit Ticket

Did we meet our objectives?

Please fill out the exit ticket.

Thanks!

