



Scaffolding the Academic Success of English Language Learners: A Pedagogy of Promise

Aída Walqui, Ph. D.
Director, Teacher Professional Development Program, WestEd

STELLAR Conference
Texas State university-San Marcos

awalqui@wested.org
www.wested.org/qtel



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Education takes place against the backdrop of an ever-changing context

- Success in life requires increasingly demanding levels of literacy.
- As the value of education increases, the individual and societal cost of high school graduates not having sophisticated literacies gets higher.
- The United States -as well as other industrialized nations- are undergoing significant demographic changes not devoid of tensions. How we resolve these tensions will determine the future of our nation.

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From Literacy to Multiple Literacies

Literacy is defined as the ability to interpret a wide variety of texts, understanding their messages, the messengers' points of view, the relationship of the interpreter to the message, as well as deciding how to respond to them appropriately.

Literacy includes all the elements of reading, writing, speaking, listening, critical thinking, engaging in new learning, and the habits of mind that foster effective civic participation.

Oral literacy (oracy), financial literacy, school literacy, bilingual literacy and disciplinary literacy constitute some examples of literacies that American schools need to develop.

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The mastering of multiple literacies:

Is a long-term developmental process.

End goal: read and produce a variety of materials with ease and interest, for varying purposes, with comprehension even when materials may be difficult and not intrinsically interesting.

Thus possessing multiple literacies consists of extracting and constructing meaning through interaction and involvement of varied types with a wide variety of texts.

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Why principled practice?

Quality learning and teaching occurs when deep understandings about **subject matter**, **pedagogy**, **students**, the **language** which is the medium of instruction, and the **context** combine with a **vision** for excellence and are actualized in response to particular situations.

Good teaching then, is always situated in the particular.

Principles enable us to account for the quality of teaching across different settings and show that instances of excellent teaching can occur in a variety of ways.

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Principles of Quality Teaching for English Learners

They share many of the same characteristics as general pedagogical principles but they have a special focus on the processes needed by second language learners to arrive at academic excellence.

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Principles of Quality Teaching for English Learners

Sustain **Academic Rigor** in teaching English Learners

Hold **High Expectations** in teaching English Learners

Engage in **Quality Interactions** with English Learners

Sustain a **Language Focus** in teaching English Learners

Develop **Quality Curricula** for teaching English Learners

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Sustain Academic Rigor in Teaching ELs

Promote deep disciplinary knowledge

- Develop central ideas of a discipline
- Establish complex relations between central ideas
- Sustain focus on central ideas and balance in depth of knowledge

Use higher order thinking skills

- Students combine facts and ideas to synthesize, evaluate, generalize
- Students solve problems and construct new meaning and understandings

Develop substantive, generative concepts and skills, and support thinking with evidence

- Develop complex understandings of central concepts
- Construct explanations and arguments in the discipline

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Hold High Expectations in Teaching ELs

Engage students in tasks that are high challenge and high support

- Use tasks that are academically challenging and engaging
- Provide scaffolds that facilitate student engagement in intellectual tasks
- Provide varied entry points for instructional tasks
- Promote apprenticeship and increased participation over time

Engage students in the development of their own expertise

- Act on the belief that all members of a class community can achieve
- Foster a climate of mutual respect that contributes to the achievement of all

Have clear criteria for high expectations

- Be explicit about the criteria for what constitutes quality performance
- Be clear with students that it is necessary to take risks and work hard to master challenging academic work

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Engage in Quality Interactions with ELs

Engage in sustained, deep interactions to build knowledge

- Dialogue between teacher and student and between peers is sustained and builds on the participants' ideas to promote improved understanding of concepts
- Dialogue involves the exchange of ideas and is not scripted or dominated by one party

Jointly construct knowledge mediated through language

- Talk is about the subject matter of the discipline and encourages reasoning, application of ideas, argumentation, forming generalizations, and asking questions

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Sustain a **Language Focus** in Teaching ELs

- Explicitly develop disciplinary language
- Explicitly discuss how language works and characteristics of language, texts, and disciplinary discourse
- Provide deliberately crafted opportunities for students to practice new concepts and language purposefully
- Focus student performance and corrective feedback on: fluency, complexity, OR accuracy
- Amplify, don't simplify (linguistically, paralinguistically, extralinguistically)

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Develop a **Quality Curriculum** for teaching ELs

- Curriculum has long term goals that include benchmark moments
- Curriculum is problem-based and requires knowledge construction and sustained attention beyond a single lesson
- Curriculum spirals, enabling students to increasingly deepen their understanding of new concepts, new language and new skills, and enabling students to move from ambiguity to increasing clarity
- Curriculum weaves knowledge in ways that interconnect the world around him/her
- Curriculum builds from the students' linguistic and cultural knowledge and group identities

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Viewing With a Focus

Lens: You will be assigned one of the following QTEL Principles :

Quality Interactions
High Expectations

Find concrete evidence of this dimension in the video. Jot it down for discussion.



Where do you want to go next?

School: International High School, La Guardia Community College

Students: 9th and 10th graders Humanities class.
In the U.S. between three weeks and two and a half years

Teacher: Anthony DeFazio

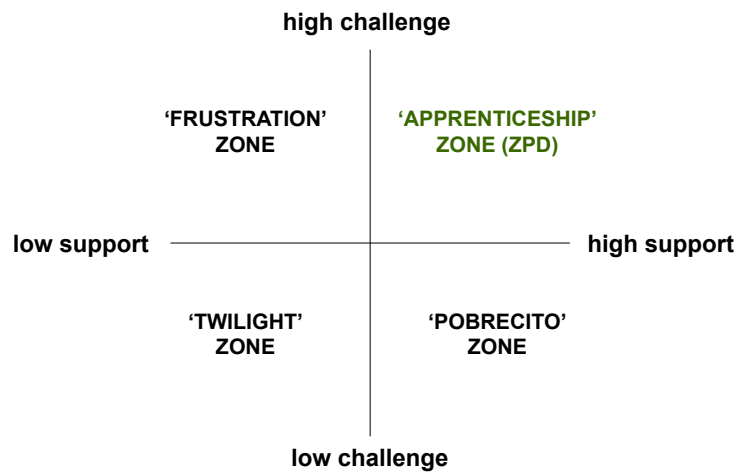
Pedagogies of Promise: Realizing Students' Potential

- Development follows learning (therefore, instruction precedes development)
- Participation in activity is central in the development of knowledge
- Participation in activity progresses from apprenticeship to appropriation, from the social to the individual plane
- Learning can be observed as changes in participation over time

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Understanding Learning/Teaching Zones: QTEL Pedagogy

(Walqui, 2007, adapted from Mariani, 1997 and Hammond & Gibbons, 2007)



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Students learn by participating in well-constructed interactions

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Similarly, through well-constructed subject-specific interactions teachers develop their Subject Matter Knowledge, Pedagogical Knowledge, and Pedagogical SMK



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Let Us Analyze Another Class and a Very Different Context

To observe:

- Language Focus
- Quality Interactions
- Quality Curricula



The Oral Development Jigsaw Teacher has scaffolded understanding of the genre: Description

- **Discussion of purpose:** why do people describe scenes to others?
- **Structure:**
 - Where does the scene take place?
 - Who is the central character(s) in the picture?
 - What does this person look like (approximate age, gender, height, face, hair, clothes)?
 - What is this person doing?
 - Any other relevant information?

Teacher has also offered students models of the language they may use:

This scene takes place in ...

My picture shows ...

The picture I have shows a ...

The central character in my picture is

In my picture you can see a ...

Jigsaw Project

BASE GROUP

Students work in heterogeneous groups and review the genre of description

EXPERT GROUP

Picture A

Picture B

Picture C

Picture D

A B C D A B C D A B C D

Students describe their pictures following guidelines and models

Jigsaw Project

BASE GROUP

Students work in heterogeneous groups and review the genre of description: purpose, structure, linguistic characteristics

EXPERT GROUP

Picture A

Picture B

Picture C

Picture D

BASE GROUP

A B C D A B C D A B C D A B C D

Students share their descriptions. Then discuss the genre of narrative to create one

QUALITY TEACHING
for English Learners.

Now students apprentice a second Genre: Narratives... Short Stories

Purpose: Why do people tell stories?

Structure:
 Setting, title
 There is a central character, the protagonist (and other character/s)
 Something happens to the character
 Resolution
 The event transforms the character

Language:
 Connectors related to time: Once upon a time, then, after that, suddenly, etc...; verbs in the past tense...

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Video Exemplar 2

Teacher: Roza Ng

School: MS 131, Chinatown, NYC

Class: Intermediate ESL

Students: Between 6 months and 3 years in the U.S.

The Oral Development Jigsaw in Roza Ng's Class: An example of Quality Curriculum

Discussion
of the
purpose and
generic
structure of
descriptions

Students
jointly
create a
description

Individually
students
share oral
descriptions
with new
groups

Discussion of
the purpose
and generic
structure of
narratives

Collaboratively
students
construct an
oral narrative

Students
jointly write
their
narrative

Narratives
are
performed

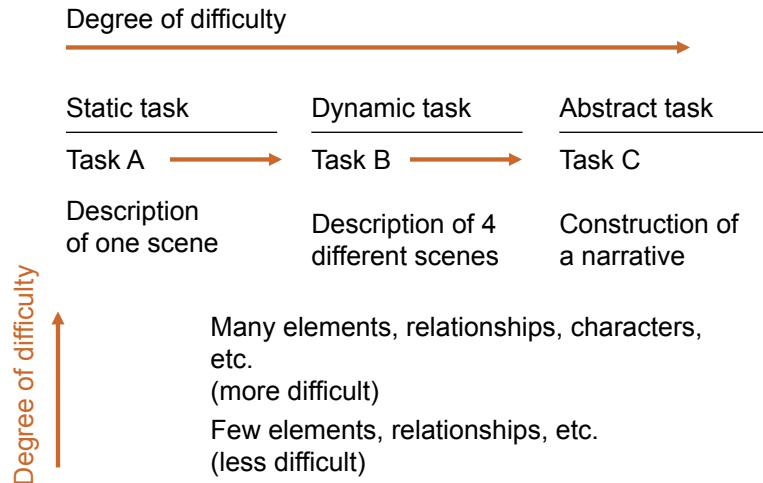
Independent
written
narrative





Assessing the difficulty of a task

adapted from: Brown, Anderson, Shillcock, and Yule. 1984. Teaching Talk. Strategies for Production and Assessment. Cambridge, UK: Cambridge University Press.



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Academic Uses of English Development Continuum

This development should be tracked over a unit of work that takes place over several classes.



Gibbons, (2009); Walqui & van Lier, (2010)

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