



# SEI Newsletter

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*According to Echevarria and Vogt (2010), in order for ELLs to make academic progress, they need to be “highly engaged 90-100% of the time during each lesson” (p. 9).*

*Language acquisition is fostered by output that is functional and communicative, frequent, redundant, and consistent with the identity of the speaker (Kagan, 1995).*



Remember! An average student's attention span is their age +/- 2 minutes. Example: A 12 year old attention span is 10-14 minutes. An ELL's attention span for listening may be even shorter. Interactive strategies reset the clock!



In order to be successful, ELL students need to be actively engaged in the classroom, constantly responding to and producing language. Furthermore, this type of engagement with academic language and content is beneficial for all learners. ELLs can be easily fatigued by extended periods of listening without engagement. In this type of classroom environment, they may retain very little. Teachers need to provide varied stimuli (visual, auditory, tactile, etc.) and ensure engagement by asking for a response. For ELLs, a verbal response is best because they are actively practicing the target academic language.

Two classic strategies- turn and talk and think/pair/share- can be effective when used carefully, but teachers need to hold students accountable beyond the turn and talk. It is easy for an ELL to just listen and never actually use the language himself or herself. Teachers can ask students to share their partner's ideas, have students record answers, or use other methods to increase accountability and encourage oral language response.



Two useful strategies to increase student interaction are “Numbered Heads Together” and “Inside- Outside Circles”. These strategies are low pressure, cooperative learning strategies that engage and hold all students accountable for academic and linguistic engagement.



# Strategies to Increase Student Interaction



Two useful strategies to increase student interaction are “Numbered Heads Together” and “Inside- Outside Circles”. These strategies are low pressure, cooperative learning strategies that engage and hold all students accountable for academic and linguistic engagement.

## Numbered Heads Together Protocol

1. Divide the students into groups of four and give each one a number from one to four.
2. Pose a question or a problem to the class.
3. Have students gather to think about the question and to make sure everyone in their group understands and can give an answer.
4. Ask the question and call out a number randomly (1-4).
5. The students with that number raise their hands, and when called on, the student answers for his or her team.



**Optional:** To extend students' language and thinking, encourage students to agree, disagree and build on the ideas stated before them. (For example, the second #4 says, “Our group agrees because... but we also think that...”)

For more information visit: <https://www.teachervision.com/group-work/cooperative-learning/48538.html>

Video Explanation of Strategy:  
<https://www.youtube.com/watch?v=BLHDHIVhcug>

## Inside Outside Circles Protocol

In Brief: Participants have quick, one-on-one exchanges with many people in a short time. Handy for trading tips, short examples, or other information that doesn't require lengthy discussion.

1. Make sure the room is large enough to allow participants to form two concentric circles with a comfortable talking space between them.
2. Briefly introduce the structure.

For example: *“We're going to form an inner and an outer circle to exchange ideas about how we might best use the new strategies that our instructional consultant shared with us.”*

3. Participants count off by twos. The ones form an inner circle, facing out, and the twos form an outer circle, facing in. Each two should be facing a one, forming a pair.
4. State a question for discussion. (Use questions that can be addressed fairly quickly.) Partners briefly exchange ideas. Allow about 1 minute for this.
5. On your signal, the outside circle shifts one spot to the right to form new pairs. The new partners discuss the same questions, or a new question that you pose. Repeat as time allows.
6. Bring the whole group back together for a quick debrief.



For more information visit: [https://www.responsiveclassroom.org/sites/default/files/pdf\\_files/eym\\_in\\_out\\_circles.pdf](https://www.responsiveclassroom.org/sites/default/files/pdf_files/eym_in_out_circles.pdf)

**Video of Classroom Application:** <https://www.youtube.com/watch?v=91G11egVsQ0>