



# CAL SIOP for Dual Language Programs: A Focus on Scaffolding for Students Learning in Two Languages

CAL Webinar  
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[www.cal.org/siop](http://www.cal.org/siop)

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## Welcome and Introductions



Igone Arteagoitia



Lisa Tabaku



Maria Cieslak



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## CAL's Mission

The mission of the Center for Applied Linguistics (CAL) is to **promote language learning and cultural understanding** by serving as a trusted source for research, policy analysis, services, and information.

Through its work, CAL seeks solutions to issues involving language and culture as they relate to **access and equity** in education and society around the globe.



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## About CAL

The Center for Applied Linguistics (CAL) is a private, non-profit organization founded in 1959 and headquartered in Washington, D.C.

CAL has earned an international reputation for its contributions to the fields of

- dual language and bilingual education,
- English as a second language,
- world languages education,
- language policy, assessment,
- immigrant and refugee integration,
- literacy
- dialect studies, and
- the education of linguistically and culturally diverse adults



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## Content Objectives

Participants will be able to

- Identify features of distance learning that can help language learners access and produce language
- Describe the four overarching themes of CAL SIOP for Dual Language (DL)
- Name different types of scaffolding
- Use activities to help language learners learn language, content, and become socioculturally competent
- Replicate scaffolding techniques for virtual instruction



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## Language Objectives

Participants will be able to

- Provide written responses regarding technological tools for learning
- Read and react to questions using polls
- Compare and contrast bilingual anchor charts using a question and response format in writing
- Use spinners to generate language for learning word parts
- Complete a survey at the close of the webinar



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## Cultural Objective

Participants will be able to

- Interpret all strategies through the lens of teaching students who are learning in two languages

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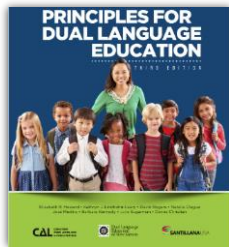
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## Dual Language Education



<http://www.cal.org/resource-center/publications-products/gp3-pdf>



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## Definition of SIOP Instruction

A means for making grade-level **academic content** (e.g., science, social studies, math, ELA, SLA) more **accessible** for language learners while at the same time promoting their **language development** (listening, speaking, reading, and writing).

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## The CAL SIOPI Model for DL

- Eight components
- Modified for Dual Language classroom settings
- A marriage between SIOPI and the *Guiding Principles for Dual Language Education* (3<sup>rd</sup> edition)
- Enhanced to include an increased focus on promoting **cultural competence** and **language equity** in the classroom
- Focused on **four overarching themes**



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## SIOPI Eight Components

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment



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## SIOPI Components with DL and Distance Learning in Mind

Lesson Preparation	• <i>Development of content, language and cultural objectives</i>
Building Background	• <i>Links made to students' background experiences</i>
Comprehensible Input	• <i>Variety of techniques to make concepts clear (modeling, visuals, demonstrations, simulations, video, etc.)</i>
Strategies	• <i>Scaffolding techniques used consistently; tasks that promote higher-order thinking skills</i>



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### SIOP Components with DL and Distance Learning in Mind

- Interaction**
  - Frequent opportunities for interaction
  - Clarify key concepts in L1
- Practice/Application**
  - Hands-on material/manipulative used
  - Integration of all language skills (L,S,R,W)
- Lesson Delivery**
  - Ensuring student engagement
  - Appropriate pacing
- Review & Assessment**
  - Regular feedback
  - Scaffolded assessment



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### SIOP for DL with Distance Learning in Mind

- Social-emotional support and information conduits for kids and families
- Availability of technology, Internet access, and tech know-how
- Learning at home in the L1 without being online
- Paper packets
- Moving to online capabilities that serve language learners well
- Resource: *Distance Learning for ELLs, Colorin Colorado.*  
<https://www.colorincolorado.org/distance-learning-ells#resources>



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### SIOP for DL with Distance Learning in Mind

- Digital Academic Content Tools**
  - offer academic content resources or engage students in activities to learn academic content or skills including language and literacy content and skills;
  - examples: tutorial on a new math skill, a simulation of a physics concept, visual resources such as a short video that describes a geographic formation.

U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, National Study of English Learners and Digital Learning Resources, Educator Toolkit: Using Educational Technology—21st Century Supports for English Learners, Washington, D.C., 2018. <https://tech.ed.gov/edtech-english-learner-toolkits/educators/>



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## SIOP with Distance Learning in Mind

### Digital Productivity Tools

- resources to help students plan, document, organize, and analyze content; these tools don't contain academic content
- examples: a slide presentation tool, a timeline tool, or a concept-mapping tool.

U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, National Study of English Learners and Digital Learning Resources, Educator Toolkit: Using Educational Technology—21st Century Supports for English Learners, Washington, D.C., 2018.  
<https://tech.ed.gov/edtech-english-learner-toolkits/educators/>



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## SIOP with Distance Learning in Mind

### Digital Communication Tools

- offer resources students can use to communicate, collaborate, network, or share information; these tools don't contain academic content.
- examples: document-sharing tools to support joint work, or a journal or blog tool.

U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, National Study of English Learners and Digital Learning Resources, Educator Toolkit: Using Educational Technology—21st Century Supports for English Learners, Washington, D.C., 2018.  
<https://tech.ed.gov/edtech-english-learner-toolkits/educators/>



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## Digital Support Features with Language Learners in Mind

**Visual Support Features** Provide visual images or other visual support to assist a student in understanding and/or communicating a concept or idea.

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Visual content replaces or lessens the language proficiency that would otherwise be required.

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Examples: images, graphics, or short videos to explain a concept to students.

<https://tech.ed.gov/edtech-english-learner-toolkits/educators/>



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Digital Support Features with Language Learners in Mind

Auditory Support Features

provide speech and/or other use of sound to assist a student in understanding or communicating a concept or idea.

Examples: text-to-speech or "read-aloud" function and a record and playback function.

These features allow students to hear text or hear their own speech played back to them for review before sharing the recording.



https://tech.ed.gov/edtech-english-learner-toolkits/educators/

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Horizontal lines for notes

Digital Support Features with Language Learners in Mind

Translation Support Features

provide embedded functions to translate from one language to provide a word, phrase, or longer text in another language, either spoken or in print.

For example, an embedded translation function could let a student hear the Spanish version of a sentence in English.



https://tech.ed.gov/edtech-english-learner-toolkits/educators/

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Horizontal lines for notes

Digital Support Features with Language Learners in Mind

Collaboration Support Features

provide functions to help students communicate, collaborate, work, or share information about academic content.

For example, collaboration support features might offer students functions that assist them in sharing and jointly working on a document

Allows students to collaborate with peers according to their proficiency levels (e.g., peers at the same Lexile reading comprehension level).



https://tech.ed.gov/edtech-english-learner-toolkits/educators/

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Horizontal lines for notes





## Search for Resources

Thank you to one of our participants who suggested using the following site to search for additional teacher resources.

You can use this site to find descriptions of many of the virtual tools recommended by your fellow teachers.

<https://www.amazingeducationalresources.com/>

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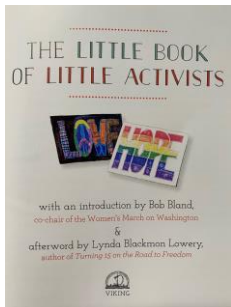
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## Advocating for What Our Students Need



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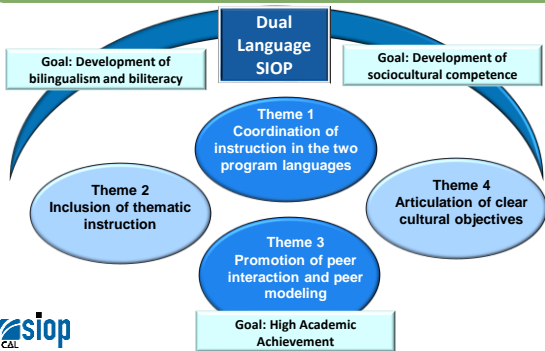
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## CAL SIOP for DL Overarching Themes



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## Theme 1 – Coordinated Instruction

- DL SIOP Model emphasizes coordinating instruction in the two program languages to facilitate transfer of skills and promote language and literacy development in both languages
- Examples:
  - using similar instructional strategies and assessment formats in the two program languages
  - coordinating objectives so that they are complementary across languages
  - developing metalinguistic awareness by providing opportunities for comparing and contrasting languages



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## Theme 2 – Thematic Instruction

- Using themes facilitates comprehension and production in the program languages.
- Cross-language spiraling maximizes student comprehension of content concepts by building on learning in each language.
- Content lessons not simply delivered in one language and then repeated in the other language
- Carefully considered building of knowledge and skills upon knowledge and skills in the two languages



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## Theme 3– Peer Interaction and Collaboration

- Meaningful interaction teacher-to-student, student-to-teacher, and student-to-student
- Affords opportunities for students to model language use
- Emphasis on extended discourse



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## Theme 4 – Cultural Objectives



- Articulating clear cultural objectives aligned with content and language objectives
- Complementary across languages in order to promote greater transfer of learning.
- Targeting instruction on the development of cultural proficiency supports the sociocultural development of the students



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## Equity: The Heart of DL Programs

Teachers and staff are committed to equity so they understand:



- the diverse needs of students
- cultural proficiency
- the importance of using multiethnic curricular materials
- how to integrate students' cultural values into the classroom
- ways to celebrate and encourage the use of all home language varieties
- having students to think critically and engage in learning activities that promote social justice
- **And** believe that all children can learn

(Alanís & Rodríguez, 2008; Banks & Banks, 2010; de Jong, 2011; García, Johnson, & Seltzer, 2016; Gay, 2010; Ladson-Billings, 2004; Lindholm-Leary & Borsato, 2006).

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## Critical Consciousness in DL Education

"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."  
 – Paulo Freire, *Pedagogy of the Oppressed*



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## CAL SIOP for DL

### Scaffolding Strategies



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## Scaffolding for Understanding

- Verbal Scaffolding
- Instructional Scaffolding
- Procedural Scaffolding
- \*L1 Scaffolding

Nation, I.S.P. (2009). *Teaching ESL/EFL reading and writing*. New York: Routledge.



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## Scaffolding for Understanding

- Verbal Scaffolding**
- Modeling language use
  - Eliciting language with teacher feedback
  - Providing supports for production

Nation, I.S.P. (2009). *Teaching ESL/EFL reading and writing*. New York: Routledge.



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## Verbal Scaffolding: Teacher Feedback

### Repetition, Recast, Reformulation, Extension

#### – Repetition:

The teacher repeats the student's words, modeling correct pronunciation as needed.

Teacher: *Is this an insect or an arachnid?*

Student: *Arachnid [Ak-nid]*

Teacher: *Yes, it's an Arachnid [A-rack-nid]*

#### – Recast:

The teacher provides needed academic vocabulary

Teacher: *What are those?*

Student: *Spider legs feelers*

Teacher: *Yes, those are the spider's pedipalps.*



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## Verbal Scaffolding: Teacher Feedback

### Repetition, Recast, Reformulation, Extension

#### Reformulation

The teacher repeats the student's utterance but restates and expands to represent accurate language usage.

Teacher: *What else do you know about arachnids?*

Student: *Two body part.*

Teacher: *Yes, Arachnids have two main body parts.*



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## Verbal Scaffolding: Teacher Feedback

### Repetition, Recast, Reformulation, Extension

#### – Extend language use

The teacher prompts extended discourse and provides a scaffold for production.

Teacher: *We have learned about insects and arachnids.*

*Turn and talk to a partner about the similarities and differences between insects and arachnids.*

Teacher: *Use the Venn Diagram we created about how insects and arachnids are the same and different.*



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### Cultural Objective

Tiger Wandering Spider  
Guatemala, Belize and  
Honduras



Sierra Cacachilas Spider from  
Baja California, Mexico



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### Verbal Scaffolding: Teacher Feedback in DL

Repetition, Recast, Reformulation, Extension

- If the student doesn't respond in the target language...
- The teacher repeats, recasts, reformulates and extends in the target language of the classroom.



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### Verbal Scaffolding: Wait Time

- Allows new learners the time to translate the question and then formulate a response
- More students will respond to questions
- Results in higher quality answers
- How long is best? 3-7 seconds (Rowe, 1986)



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## Scaffolds for Production

### Academic Scripts

- Encourage students to use academic language structures in both languages
- Provide language learners with scaffolds so they have the tools they need to interact with others using academic language.



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## Developing Scripts

1. Identify type of verbal interaction and academic language needed.
2. Devise sentence frames and place them on an anchor chart (modeled first and later co-constructed with the students).
3. Model use of the language for interaction.
4. Have students practice in pairs using an authentic topic.
5. Compliment students who use the scripts without prompting.



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## Script for Disagreeing

- I don't agree with you because \_\_\_\_\_.
- I see it another way.
- My idea is different from yours.
- I understand what you're saying, but \_\_\_\_\_.



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## Script for Disagreeing

- No estoy de acuerdo contigo porque \_\_\_\_\_.
- Lo veo de otra manera.
- Mi idea es algo diferente a la tuya.
- Entiendo lo que dices, pero \_\_\_\_\_.



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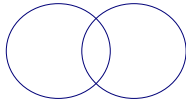
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## Script for Comparing and Contrasting



- \_\_\_\_\_ **differ from** \_\_\_\_\_ **because....**  
*and provide a model sentence.*
- \_\_\_\_\_ **and** \_\_\_\_\_ **are similar because ....**  
*and provide a model sentence.*



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## Instructional Scaffolding

### Instructional Scaffolding

- Using graphic organizers
  - For pre-reading
  - During reading
  - For pre-writing
  - To provide visual support for class discussions



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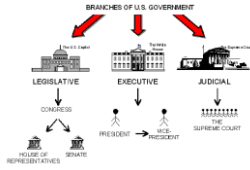
# Graphic Organizers

Describing



web

Describing and Categorizing



tree diagram



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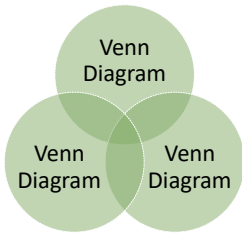
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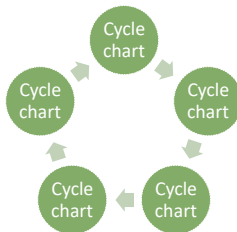
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# Graphic Organizers

Compare-Contrast



Cyclical Process



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# Graphic Organizers

Chronological/Sequential



Problem-Solution/Cause and Effect



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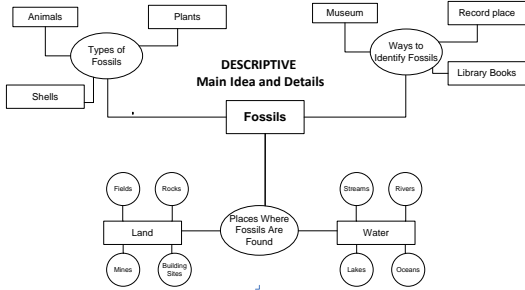
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# Graphic Organizers



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# Scaffolding for Understanding

## Procedural Scaffolding

- One-on-one teaching
- Small group
- Strategic pairing
- Modeling



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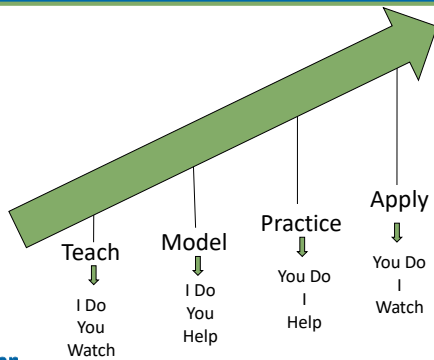
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# Procedural Scaffolding: Gradual Release



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# CAL SIOP for DL

## Bilingual Scaffolding



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### Preview-View-Review (PVR)

- A technique in which a brief introductory lesson is provided in the non-target language at the start of the lesson, together with a brief summarizing discussion at the close of the lesson
- English – **Spanish** – English
- Spanish – **English** – Spanish

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### Preview-View-Review (PVR) Example 1.

- Math Block (in Spanish)
  - Preview: Introduction on math topic in English
  - View: Bulk of lesson in Spanish
  - Review: Post-discussion in English
- Cautions**
  - Minimize duration of preview and review to protect time devoted to development of target language
  - Consistently use systems to distinguish the two program languages
  - Use only for students who need this

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## Preview-View-Review (PVR) Example 2.

### Language Arts in Spanish and English

- Target text is in Spanish
  - Preview text in English
  - View: read text in Spanish
  - Review: discuss in English
  
- Target text is in English
  - Preview text in Spanish class
  - View: read text in English
  - Review: discuss in Spanish



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## Bilingual Anchor Charts

- Display bilingual charts (reflecting vocabulary and language features used during study of content themes)
  - Cognates and non-cognates
  - Phonological and orthographic features (sounds and symbols, accent marks, and punctuation)
  - Word order
  - Word parts (roots, base words and affixes)
  - Unique constructions *hay* vs. *there are*



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## Bilingual Anchor Charts

- Include students in the process** of identifying key vocabulary/language features embedded in content/thematic instruction
- Charts includes **visual support**
- Color-code posted print in the two partner languages (for example: **español, English**)
- Facilitate the **use and re-use** of target vocabulary/features by **posting** charts, **referring to them explicitly** during instruction, and **teaching students to use them independently** to support learning
- Praise** students when they use the charts unprompted.



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## Metalinguistic Awareness

### Morphology

The internal structure of words; how word parts are joined to make new meaning (prefixes, roots, base words, suffixes)



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## Morphological Awareness

- Does Spanish create new words as is done in English?
  - Root or Base (Bound or Unbound morphemes)
  - English Affixes:
    - Derivational Prefixes (re-, in-/im-/il)
    - Derivational Suffixes (-tion/-sion, -al, -able)
    - Inflectional Suffixes (possessive)
  - Spanish Affixes
    - Derivational Prefixes (re-, in-/im-/il)
    - Derivational Suffixes (-ción, -al, -able)
    - Inflectional Suffixes (fem or masc. nouns, noun-adjective agreement, verb tenses and conjugation)



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## Spinner – Prefix



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## Word Generator Game

### Small Group Activity:

Count off by 4. This is your small group.

#### Instructions:

- # 1 spins the spinner
- # 2 says the word
- # 3 creates a sentence using the word generated
- # 4 provides a simple definition



Change roles 4 times.



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## Prefix Spinner

- #1 I just spun the spinner.
- #2 What is the word I created?
- #3 The word is "unfit."
- #4 The word is unfit for duty.
- #5 The word is not fit for duty; she is not in a condition to perform required tasks.



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## Suffix Spinner – You Try It

- #1 I just spun the spinner.
- #2 What is the word I created?  
*The word is "player."*
- #3 Use the word in a sentence.  
*The soccer player scored a goal.*
- #4 Write the definition of the word.  
*The person who played soccer made a goal.*



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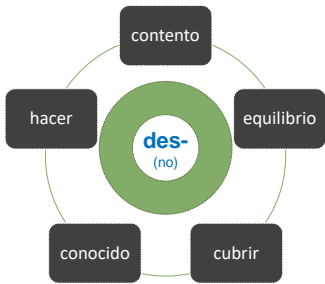
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# Rueda de prefijos



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# Rueda de raíces



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Until We Meet Again...

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**thank you!**  
**¡gracias!**



Lisa Tabaku  
[ltabaku@cal.org](mailto:ltabaku@cal.org)



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