Supporting Online Learning for Struggling ELs and SLIFE

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English Learners

- New language
- Cultural differences
- Culture shock
- Grade-level subject knowledge
Students with Limited / Interrupted Formal Education (SLIFE)

cultural differences
school tasks and school-ways of thinking
new language
literacy skills
foundational subject knowledge
grade-level subject knowledge
culture shock
how to be a learner
trauma
Ways of Learning Continuum

No schooling
New to print

Rosalina  Kasongo  Nelson  Juan  Veronica  Arielle

Age-appropriate formal education
Our world of school
COVID-19
School has moved online. Learn at home
What is most important now?
Intercultural Communication Framework (ICF)

**Principle 1** Maintain and Build a Relationship

**Principle 2** Identify Priorities

**Principle 3** Make the Unfamiliar Familiar

Adapted from DeCapua et al., 2020; Marshall & DeCapua, 2013
ICF Principle 1
Build and Maintain a Relationship

- Show caring
- Rethink lessons
- Listen
- Send personal e-mails
- Send personal texts
- Check-in regularly
- Send a letter or card
- Record personal voice messages
- Do video chats

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ICF Principle 2
Identify Priorities

- consider relevance to students’ lives
- be realistic
- make learning manageable
- be flexible
- listen
- be adaptable
- consider what is truly essential
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ICF Principle 3
Make the Unfamiliar Familiar

- build in redundancy
- deliver via multiple formats
- listen
- provide structure
- keep to routines
- be consistent
- encourage multigenerational support
- focus on school-ways of thinking
Intercultural Communication Framework (ICF)

**Principle 1** Build and Maintain a Relationship

**Principle 2** Identify Priorities

**Principle 3** Make the Unfamiliar Familiar

Adapted from DeCapua et al., 2020; Marshall & DeCapua, 2013
Putting the Intercultural Communication Framework (ICF) into practice
Projects

- incorporate multimodalities
- multilevel
- multiage / multigenerational
- multisubject
- adaptable
- creative
- concrete, tangible
- immediately relevant
- foster relationships
KISS
(Keep it Simple Sweetie)

• manageable
• structured
• recurring
• use available resources
• think ICF
Surveys

Adapted from DeCapua & Marshall, 2011; Marshall & DeCapua, 2013
What I like to do in my free time

https://www.nps.gov/museum/exhibits/gettex/games.html

(Thanks to Carol Antolini)

DeCapua & Marshall, 2011; Marshall & DeCapua, 2013
Sample Project- Poster

Sample Activities

- Sort words by first letter/initial/final sound
- Oral & written
  
  My ___ hurts. I have a headache.  
  My stomach hurts. I have a stomachache.

- Word bank sentence completion:

  elbows, joints, knees

  The ___ and ___ are both ___ that help us move.  
  The knees and elbows are both joints that help us move.

(Thanks to Sara Cole)
Sample Project - Poster

Sample Activities

Survey, graphs

Sentence completion:

_____ students were born in ____.

Compare & Contrast

_____ is older than ____.  _____ is younger than ____.
_____ is the same age as ____.

Analysis

Two facts you learned about age and frequency:

The age of _____ was the most frequent for _____.
The age of _____ was the least frequent for _____.

(Thanks to Gloria)
Sample Project - Timelines

Survey

When is your birthday?
When is your _____’s birthday?
(sister, brother, mother, uncle . . .)

Timeline Creation

Marta
January 27

Daniel
April 12

Juan Carlos
June 4

Jairo
February 2

Luz
April 26

Sample sentence frames

My birthday is on ____.
My birthday is on the ____ of ____.

Mrs. Aquino’s birthday is on June 21st.
Her birthday is on ____ ____.
It is after Juan’s birthday.

Juan’s birthday is on ____ ____.
_____ birthday is on ___
It is before Mrs. Aquino’s birthday.

(Thanks to Ann Marie K)
**Bal’s Neighborhood**

I live in Bellevue.
In my neighborhood, there is a children’s school.
There are many students.
There are many teachers.
There is a playground.
My neighborhood is beautiful.
I don’t like dogs.
I like my neighborhood.

(Thanks to Sara Cole)

**Water fountain**

fuente de agua
喝水处

¿Puedo tomar agua?
我可以喝点水吗

Can I get some water?

DeCapua & Marshall, 2011; Marshall & DeCapua, 2013

(Thanks to Luyan Z.)
Sample Project- Theme Booklets

First, my pencil is broken.

Next, I sharpen my pencil.

Then, my pencil is sharp.

Last, I am writing.

(Thanks to Renee F)

DeCapua & Marshall, 2011; Marshall & DeCapua, 2013
Sample Project: Recipes

Math – measurement, conversion, fractions, proportions, multiplication, division
Science – chemical interactions
School-ways (academic ways) of thinking – process, order, cause and effect, analysis

(Thanks to Joanne)
The Human “House”

Joy in learning

Mind

Body

Emotions

Spirit

Adapted from DeCapua et al, 2020
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• DeCapua, A. (2018). Students with limited or interrupted formal education (SLIFE) Chapter 3 in J. Govoni (Ed.). Preparing the way: Teaching ELs in the pre-K-12 classroom (pp. 63-87). Kendall Hunt  Amazon

