

# [Esol classroom observation- language w7](https://assignbuster.com/esol-classroom-observation-language-w7/)

[Education](https://assignbuster.com/essay-subjects/education/)

Topic: ESOL room Observation Cummins Quadrant Worksheet Cummins’ Model Context Embedded Context Reduced Cognitively Undemanding
Participation in art classes
Recess time playing with friends
Following or copying directions that have been modeled
Playing games during physical education (PE) lessons
Compiling a list
Chatting with friends during PE
Copying notes from the board
Filling in a form
Cognitively Demanding
Reading a textbook that has visual graphics
Listening to a lecture with graphic manipulations
Essay writing using information from a discussion or graphic organizer
Participating in a standardized test
Lab report writing
Persuasive essay writing
Reading textbooks
Listening to lectures
Solving mathematics problems
Class Activities for development of BICS and CALP
Playing in groups (Development of BICS)-These groups should have both native and non-native speakers so that the ELL students can learn how to communicate effectively in the social context. These playing groups should also include different activities that are geared towards developing different skills required in students. In this regards, the group activities should take into account the proficiency levels of ELL students so that appropriate activities may be undertaken. For those students that are quite poor in BICS, simple face to face conversation may be undertaken while those fairly developed BICS skills may participate in more involving tasks like academic discussions and writing.
Discussion groups (Development of CALP) –These discussion groups are purely meant for academic purposes where members participate in discourse analysis of different academic materials. After their discussions, they then embark on synthesizing and analyzing what they have learned on individual basis. In this way, the ELL students can learn to integrate their understanding of different materials with those of their discussion group members.
Reference
Cummins, J. (2000). Language, Power and Pedagogy: Bilingual Children in the Crossfire. Clevedon: Multilingual Matters