Empowering Diverse Learners
Research-Based Strategies for Success

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Wellesley, MA
ACTFL Teacher of the Year
Diverse learners may...

- have IEPs
- have 504s
- be ELL students
- have ADHD
- have anxiety
- take remedial courses such as Reading
- qualify for services that their families decline
- need support but not qualify for it

EVERY learner is unique
Why Help Diverse Learners?

- We’re teachers—it’s what we do!
- Ethical & professional obligation
- [ACTFL position statement](#)
- Good for all students
- Increase enrollment
- Retain students
- Normalize multilingualism
- Show that World Language teachers ROCK
Hold - Ups

Available at
https://leveluplanguage.weebly.com/tpt-hold-ups.html
## Input-Based Matching Tasks

**make understanding visible**
Non-Verbal Sorting Tasks

make understanding visible
Question Sequences

• Yes-no
• Forced-choice
• WH (who, what, where...)
• Open-ended

• Did Julien want to wear that outfit?
• Did he want to wear jeans or a suit?
• Why did he want to wear jeans?
• Tell me about what you like to wear & when
Marzano Strategies for Learning

• Highlights from his 9 strategies
• Examples from middle school WL classroom
• Adaptable to other settings
• Pair well with proficiency, authentic resources, and IPAs style assessments
1. Identifying Similarities & Differences

45% increase in achievement
“Presenting students with explicit guidance in identifying similarities and differences enhances students’ understanding of and ability to use knowledge.”
Compare & Contrast with Target Culture

Il s'appelle Diego.
Il est timide.
Il est mâle.
Sont anniversaire c'est le 20 Octobre 2015.
Il a 1 an.

Ils a les yeux noir.
Il sont les chiens.
Ils sont adorables.
 Ils sont blancs.
Ils sont petit.

Elle est très sociable et drôle.
Elle habite à la maison en Wellesley.
Elle est femelle.
Sont anniversaire c'est le 10 Janvier 2010.
Elle a 7 ans.

Elle s'appelle Doodles.
## Linguistic Comparisons

Comparing how adjectives change for masculine & feminine forms:

<table>
<thead>
<tr>
<th>Adjectif “normal” (+e)</th>
<th>Adjectif “bizarre” (+ !?!?)</th>
<th>Adjectif “invariable” (ne change pas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>grand</td>
<td>mignon (mignon<strong>ne</strong>)</td>
<td>timide</td>
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<tr>
<td>intelligent</td>
<td>sportif (<strong>sportive</strong>)</td>
<td>russe</td>
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</table>
2. **Summarizing & Notetaking**

34% increase in achievement
“Series of questions that teacher provides to students to highlight critical elements for specific types of information”
Summarizing & Notetaking
As you listen to your classmates share their attractions and events, take notes in FRENCH. You will use these notes during a class discussion about choosing an itinerary for the trip.

<table>
<thead>
<tr>
<th>Comment s’appelle l’attraction/ l’événement?</th>
<th>Qu’est-ce que c’est? (un musée? un parc? une église? etc.)</th>
<th>Où est-ce que c’est?</th>
<th>Quand est-ce que je peux visiter?</th>
<th>Pourquoi veux-tu visiter cet endroit?</th>
<th>Est-ce près ou loin de l’hôtel? Comment puis-je aller là-bas?</th>
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</table>
3.

Reinforce Effort & Provide Recognition

29% increase in achievement
No matter what your ability is, effort is what ignites that ability and turns it into an accomplishment.

Carol Dweck
A: Effort Rubric

4 I worked on the task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident. I viewed difficulties that arose as opportunities to strengthen my understanding.

3 I worked on the task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident.

2 I put some effort into the task, but I stopped working when difficulties arose.

1 I put very little effort into the task.
So, you did poorly on a test, quiz, project etc…

What happens next?

It is normal to struggle when learning a new language. Everyone will have bumps along their path of learning.

Tests, quizzes and projects are points in the year where you check in to see how well you understand the material. If you perform poorly, that tells you that you need to continue to REVIEW and PRACTICE that information. A failure is not the end of the line.

The question is, how will you FACE this challenge? Here are some suggestions:

- Review mistakes with teacher
- Spend more time preparing
- Change your study strategies
- Consider how you use class time
- Stay positive
- Review your test-taking strategies
- Attend extra help to brainstorm with your teacher

See grit documents here: https://goo.gl/R2xn47
4. Non-Linguistic Representations

27% increase in achievement
Non-Linguistic Representations

"Toc toc toc Monsieur pouce" : comptines et jeux de doigts - Bibliothèque municipale de Lyon
Listen & Draw

Teacher describes and students draw, then compare results

Students take turns describing and drawing in pairs
### Options for Working with Vocabulary

- L1L2 translation
- application
- visual representation
- physical movement

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#### Table

Create a table with 4 columns. In column 1, write the word in French. In column 2, write the word in English. In column 3, write any variations of the words (feminine or plural form if irregular, for example). In column 4, write a full sentence with the word following the guidelines in the “Sentences” box.

#### Puzzle Flashcards

For each vocabulary word, make a “puzzle.” This means cutting a flashcard in half in an interesting shape. On the left side of the card, write the word in English; on the right, write the word in French. Use real cardstock flashcards, **not** regular paper. Store cards in a sealed, hole-punched bag/envelope in your binder.

#### Frayer Model

For each vocabulary word, write the word in the middle of a flashcard. Then put the definition, characteristics, non-examples, and examples in the 4 corners like this:

#### Sentences

For each vocabulary word, write a sentence in which you demonstrate your understanding of the word’s meaning and proper use. **Underline** the vocabulary word in every sentence. **NO ENGLISH.**

#### Situation

Write a dialog between two people that includes every vocabulary word. The dialog should make sense (it can be creative, too!) and show that you understand the words’ meanings and proper uses. **Underline** the vocabulary word in the dialog. **NO ENGLISH.**

#### Quizlet

Create a French-English Quizlet on the website or app. Look at ENGLISH side of cards and write the words in French on a sheet of paper. Correct your list, using the vocabulary sheet as a reference. Bring in your handwritten list of words marked with + √ or – for self-evaluation. Alternatively, you can use the LEARN function until you get to 100% and screenshot it.

#### Gestures

For each vocabulary word, create a gesture or movement that represents or explains it. Keep a list of the words and a description of the gestures to remind you.

#### Picture Words

For each vocabulary word, draw a picture that includes the picture in letter(s) of the word. Do this on 8.5 x 11” unlined paper so that you can write big. Example: [Image of the word “ Tunnel” drawn with a tunnel].

#### Visual Flashcards

For each vocabulary word, write the word on one side of the card and draw/paste a picture on the back of the card. Use real cardstock flashcards, **not** regular paper. Store cards in a sealed, hole-punched bag/envelope in your binder.
Interviews with Rotating Partners

Plan one movement-based task per class
Flashmob Choreography

My favorite brain breaks can be found here: https://goo.gl/YectPb
Cooperative Learning

27% increase in achievement
Cooperative Learning

MUST INCLUDE: “positive interdependence, face-to-face interaction, individual accountability, social skills, group processing”
Group Conversations

Interpersonal group speaking assessment using TALK rubric & jewels for accountability

Learn more about this task here: https://goo.gl/celVfF
6. Set Objectives & Provide Feedback

23% increase in achievement
What’s The Course Performance Target?
How am I performing against our target?

GIVE ME FEEDBACK
Do I know & understand the relevant proficiency Levels?

Lesson plan here:
http://www.creativelanguageclass.com/explaining-proficiency-levels-to-students/
What’s MY Goal? Am I getting there?

Make your own EPIC signs here:
https://leveluplanguage.weebly.com/be-epic.html
### How does my teacher help me grow?

<table>
<thead>
<tr>
<th>Performance Target: Intermediate Low</th>
<th>Minimal to no evidence of target</th>
<th>Partially meets target, though inconsistent</th>
<th>Intermediate Low</th>
<th>Meets target with consistent evidence of next-higher level</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can ...</td>
<td></td>
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<tr>
<td>• be understood by someone used to a language learner</td>
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<tr>
<td>• use a variety of familiar and personalized words and expressions, give some details</td>
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<tr>
<td>• use simple strings of sentences, original sentences, pose basic questions</td>
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<tr>
<td>1. I can describe my look</td>
<td>X</td>
<td>-</td>
<td>√</td>
<td>+</td>
</tr>
<tr>
<td>2. I can compare my look to les Sapeurs or les VSCO girls</td>
<td>X</td>
<td>-</td>
<td>√</td>
<td>+</td>
</tr>
<tr>
<td>3. I can explain what I like to spend my money on, if I save or spend, and if I have a job</td>
<td>X</td>
<td>-</td>
<td>√</td>
<td>+</td>
</tr>
</tbody>
</table>

#### Teacher Feedback: GLOW
- Easy to understand
- Variety of vocabulary
- Added details
- Formed original sentences
- Used a variety of connectors
  - Asked questions

#### Teacher Feedback: GROW
- Hard to understand at times
- Practice spelling
- Use more varied words
- Add details
- Form original sentences
- Add more connectors
  - Ask more questions

Based on the feedback, my goals for my next performance assessment are:
Good Strategies for ALL Learners

Make these part of your repertoire

Help those students with:

- ADHD
- slow processing
- difficulty taking notes
- anxiety
- trouble seeing “the big picture”
- weak working memory
- weak executive function
- ...and everyone else!
### What will CLICK for your students?

<table>
<thead>
<tr>
<th>Learning Challenge</th>
<th>Identify Similarities &amp; Differences</th>
<th>Summarizing &amp; Notetaking</th>
<th>Reinforce effort &amp; Provide recognition</th>
<th>Non-linguistic representations</th>
<th>Cooperative Learning thoughtful grouping</th>
<th>Set objectives &amp; provide feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADHD</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Executive function</td>
<td>X</td>
<td>X</td>
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<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Working memory</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Anxiety</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Slow processing</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Written production</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

ADHD: Attention Deficit Hyperactivity Disorder
Executive function: Executive functions
Working memory: Working memory
Anxiety: Anxiety
Slow processing: Slow processing
Written production: Written production
Free Article in ACTFL’s The Language Educator

Gotta Catch ’Em All: Reach Every Learner with High-Yield Strategies

By Rebecca Blouwolff

Identity Similarities and Differences
Nonlinguistic Representations
Set Objectives and Provide Feedback
Summarizing and Note-Taking
Cooperative Learning

click HERE to read
thanks!

What are your questions?

What would you like to try?
Let’s keep in touch!

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