

## English Learners: Understanding Sheltered Instruction

Est. Time: 30 Minutes

### Objective

Understand that English learners (ELs) may have difficulty comprehending new information and how sheltered instruction can be used to support their learning.

### Overview

**Sheltered instruction** is an educational strategy used to help ELs learn English as well as to better comprehend academic content. It involves instructional techniques such as speaking more slowly, speaking more clearly, monitoring vocabulary, using multimodal techniques (e.g., hands-on demonstrations, graphics, and real objects or realia), and keeping clauses and sentences short. When employing this strategy, educators teach content objectives that correspond to grade-level standards, and also plan and teach language objectives that enrich ELs' receptive and expressive language skills. When teachers use additional supports, such as multimodal techniques, they make the instruction less abstract and easier for students to comprehend. Such supports can also help ELs make connections with their prior knowledge, something that may help them understand new information that they are required to learn.

#### For Your Information

Language development is a process that requires the following skills:

- **Receptive language** is the ability to receive information, usually through reading or listening.
- **Expressive language** involves conveying one's thoughts, feelings, and ideas through speaking or writing.

### Activity: Part 1

View [Video #1](#). Write down five things the teacher talked about during the lesson.

### Questions

1. Were you able to identify five things the teacher talked about during the lesson? If so, what were they? If not, why not?
2. How did you feel as you were trying to understand the teacher during the lesson? Explain.
3. For how long was the teacher able to hold your full attention?
4. What could the teacher have done to help you to better understand the lesson?

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### Activity: Part 2

View [Video #2](#). Write down five things the teacher talked about during the lesson.

### Questions

1. This lesson presented the same content as in Video #1. What were you able to write down this time? Were you able to identify more information from Video #2 than from Video #1? Why or why not?
2. List or discuss things the teacher did differently in this lesson that made it easier for you to understand. Explain why they made a difference.
3. Was the teacher able to hold your attention for a longer period than in Video #1? Explain.

### Activity: Part 3

View [Video #3](#). Write down five things the teacher talked about during the lesson.

### Questions

1. Compare the number of things you were able to write down from Video #3 to those you recorded for Videos #1 and #2. From which lesson were you able to glean the most information? Why do you think this was the case?
2. Did you have any prior knowledge of this lesson's content? If so, did it help you to understand the lesson? Why or why not?
3. Could the teacher have done anything else during the lesson to help you understand the information? Explain.
4. Discuss how you will improve your teaching (current or future) with ELs as a result of completing this activity.