



ACS Athens
American Community Schools

Empowering individuals to become architects of their own learning and thrive as conscious global citizens to improve life and living on the planet.

How to further scaffold writing in a Linguistically and Culturally Responsive Classroom

“Feeding two birds with one scone....”

Venie Gaki



My Teaching Philosophy

A key concept to inclusive education :

Students can learn anything; what matters is the way we, the educators, present it!



Multilingual, multicultural world...

ACS, a micro-cosmos

- Shifting of population around the world...
- Need for :

“...accommodated curriculum and material more accessible to students with low proficiency of English in an effort to assist them in

*a) **improving their competency** in the English language*

*b) **broadening their background academic knowledge** within the content areas*

*c) **feeling connected and included in an international school with a western***

***philosophy.**” (Gaki V., “Creating a sense of home; the role of a social studies instructor in an international school in Greece”, 2020)*

So, what does EFL at ACS look like?

An intervention per se....

EFL : a foundation program for students whose linguistic competency in English is at a beginning level



5 blocks of English (2 Language Development blocks and 3 **Content Based Instruction** blocks :

Science, Language Arts, Social Studies)

“Feeding two birds with one scone...”

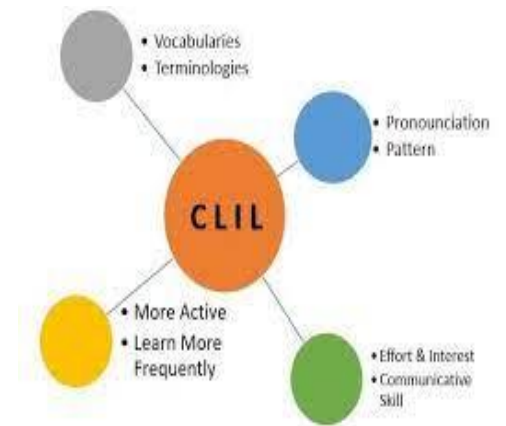
Emphasis is placed on language skills : vocabulary and grammar that pertains to the unit presented

(CLIL : Content Language Integrated Learning)

Level: A1 & A2 (CEFR) / Entering & Emerging (WIDA)

Goal :

- to develop language skills in all 4 domains
- to present historical events in a linear manner
- to familiarize students with concepts and skills that pertain to Social Studies (eg cause and effect)



Linguistically Responsive Classroom (Lucas & Villegas, 2013)

Principles that define the framework:

- sociolinguistic consciousness
- value for linguistic diversity
- inclination to advocate for ELLs
- learning about ELLs background
- identify the language demands of the classroom task
- know principles of SLA
- scaffold instruction to promote ELLs learning



Linguistically Responsive Classroom (Lucas & Villegas, 2013)

Strategies & Techniques

- **Total Physical Response** (James Asher, 1969)

"By focusing on meaning interpreted through movement, rather than on language forms studied in the abstract, the learner is said to be liberated from self-conscious and stressful situations and is able to devote full energy to learning". (Richards & Rodgers, 2014)

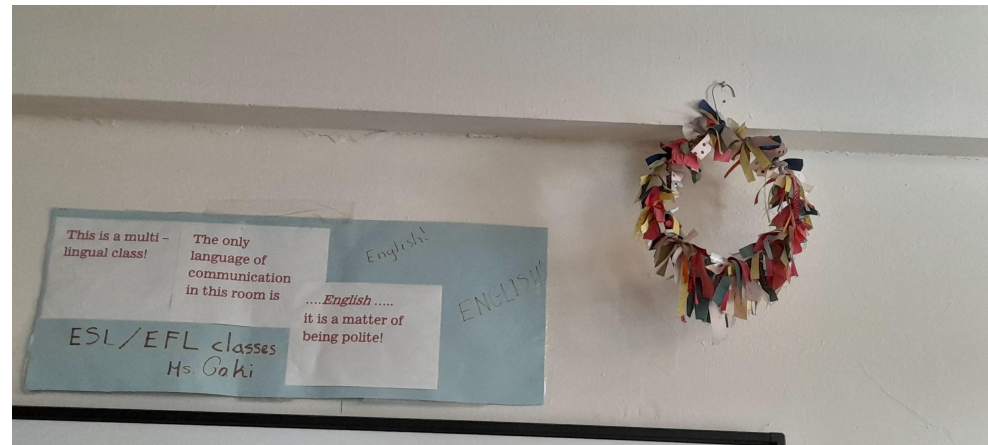
- **Pre- While- Post- LEARNING activities** (Hedgcock & Ferris, 2009)

- **Translanguaging** (Criesfield, 2018; Cummins, 2015)

Culturally responsive Environment

All languages and cultures are valued!

**Yes, you can use your language to construct meaning but
speak in English to include EVERYONE!**



Culturally Responsive Content

Can you see the similarities?

common currency, common language, common measures and weights.....So, what about euro? What about English as a Lingua Franca?

Alexander, 4th c.BCE



Qin Shi Huang, 3rd c. BCE



Julius Caesar, 1st c. BCE





- 1 Project – oral presentation per quarter; students will be able to demonstrate presentation skills and knowledge on content area

Intervention 1 - to assist writing

- 1 formal written task per quarter ; students will be able to demonstrate their knowledge on SS content and skills through a variety of genres [scaffolded writing example](#)



And then I thought of visuals.....

Intervention 2 : to improve writing

How to help the child ...

- a) activate background knowledge**
- b) consolidate the skills of “comparing and contrasting”**

Topic : Athens VS Sparta; the tale of two cities.

Write a comparative essay explaining the **similarities and the differences** between Athens and Sparta during the 5th century BCE and discover the deeper reasons for their conflict

an interactive ppt with ONLY visuals!

The results!!!



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Adaptive Teaching

We cannot control the challenges our students bring into the classroom, but we can control how we respond.