

Intervention: Instructional Bilingual/ESL Strategies for ELL Students

Journaling (Secondary Grades 5-12)

A. *Double-Entry Journals*: Students can use a double-entry journal to help them think about new concepts or vocabulary, express their opinions, justify an opinion using citations, and understand or respond to the text they are reading. Writing thoughts before speaking can also help students organize their thinking and get prepared to participate in group discussion.

The double-entry journal is a two-column journal. In the left column, students write a piece of information from the text, such as a quotation, an idea, or a question that s/he wants to say more about, to understand better or to question. In the right column, students relate to or analyze the information that is written in the left column. For example, the student could title the left column "Quotes" and the right column "Reflections." In this case, the student would copy quotes from the text in the left column, including page #, and reflect upon why they chose the quote.

Be sure to set up the directions for the two columns before students begin reading. Show them exactly what you want in the first column and what you want in the second column by walking through an example.

Double Entry Journal: A House on Mango Street by Sandra Cisneros

Quotes	Reflections
"Everybody in our family has different hair. My Papa's hair is like a broom, all up in the air. And me, my hair is lazy. It never obeys barrettes or bands" (p.6)	I chose this quote because it made me form pictures in my mind. I see an image of Esperanza's father with his hair sticking up in the air like that guy in boxing. When she says that her hair is lazy I think of her hair doing whatever it want to do. Sometimes my hair is lazy too.

B. *Reflective Journals*: Students may use the double-entry journal to do reflection. Students write a question, prompt, or subject to reflect on in the left column and write their thoughts/reflection s in the right column. The most important thing is to push students to begin to think about their own thinking. Students should consider what they personally think and feel, drawing their own conclusions instead of just parroting what the teacher thinks. You should model questions or writing prompts for students and then begin asking them to think of questions for the group to reflect on.

Sample Reflection Prompts and Questions:

- I enjoyed learning about _____ because...
- What did you learn today?
- How can you use what you learned in the real world?
- I still need help on _____ because...
- I enjoyed discussing...
- Today's class was...
- What is another way to solve this problem?
- I was feeling frustrated this week when...
- I was feeling happy this week when...
- I would like to learn _____ in this class because...
- List the advantages to this solution.
- List the disadvantages to this solution.
- After reading about people who experienced _____, describe a typical day in their shoes.
- If I was given the opportunity to do this again, I would...
- I can change _____ about my community...I want to change this about my community, because...
- I want to learn more about...
- The best part about my project was...
- One of the difficult things about my project was...
- For my next project, I need to remember to...

Some Application Suggestions

Reading

- Before reading a text, show students the title or cover of a book. Then ask them to write 3 predictions about what will happen in the story. After reading, have them write what actually happened in the right column.
- Have students write the names of several characters from a book/story they're reading in the left column, and then have them describe what they think about the characters in the right column.
- Ask students to select and write three meaningful quotes from a book they are reading in the left column. In the right column, ask them to explain why they chose the quote and what it means to them.

Writing

- Have students use the double-entry journal as an outline for their writing assignment, writing the ideas they want to include in their essay in the left column and expanding on their ideas in the right column. For example, ask students to write a story including the use of three senses. Have them write the name of each sense in the left column and how they are going to describe that sense in their essay in the right column.

Math

- Have students copy different shapes in the left column and identify the shapes in the right column.
- Have students write a math term in the left column. Have them draw a picture and brief explanation of the concept in the right column.
- Have students write questions in the left column. Have them write the answers once they learn them
- Give students math problems to write in the left column. Have them solve the problems in the right column.
- Have students write a geometric theorem in the left column and write the proof in the right column.

Science

- Have students guess what is going to happen in a lab experiment, and have them write their guesses in the left column. In the right column, have them record what the actual results were.
- Give students scientific terms that relate to a unit you are studying, and have them define and illustrate the terms in the right column.

Social Studies

- Have students write three questions they have about a project they are about to start in the left column. In the right column, have them write the answers once they learn them.
- Have students write the names of places about which they are learning in the left column, and have them explain what they know about each place in the right column.

Source:

Exchange Co-Nect. < <http://exchange.co-nect.net>>

From: *Working with English Language Learners: A Resource Document for After-School Providers*,
Massachusetts Department of Education (2005)
<http://www.doe.mass.edu/21cclc/ta/ell.doc>