Carousel of IDEAS
is a comprehensive and systematic
English language development program.

LISTENING SPEAKING READING WRITING

Fourth Edition

Carousel of IDEAS

A Research-Based Approach to English Language Development: The Theoretical Foundations of the Fourth Edition *Carousel of IDEAS* Program

Ballard & Tighe

A Research-Based Approach to English Language Development: The Theoretical Foundations of the Fourth Edition *Carousel of IDEAS* Program

Most teachers want to use materials that are effective in helping their English learners develop language skills and master educational standards. Increasingly, the use of effective classroom practices and materials has become a public policy issue. In fact, a cornerstone of the *No Child Left Behind Act* (NCLB) is that educators should engage in classroom practices that work. The law emphasizes the importance of selecting instructional approaches and materials that are based on scientific research and have a proven record of success. The Fourth Edition *Carousel of IDEAS* program has been designed with this model specifically in mind.

What is scientifically based research?

According to the U.S. Department of Education, an instructional practice or program is research-based when there is carefully obtained, reliable evidence that the program or practice works. The Department of Education uses an example of an evaluation that measures a group of children who are learning how to read using different methods, and then compares the results to see which method is most successful.

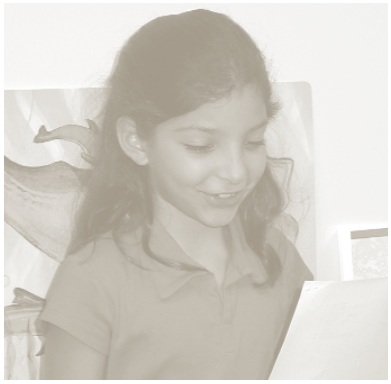
Why is scientifically based research sometimes difficult to obtain?

The challenge researchers face is that classrooms are not experimental laboratories where they can compare the effectiveness of one set of instructional practices or materials with another while holding all other variables constant. In addition, it is difficult to find reliable, valid, and cost-effective assessment tools that measure a full range of student abilities, including creativity, higher-order thinking skills, problem solving, the ability to work collaboratively, and the capacity to locate, evaluate, and use information.

Language in NCLB suggests that educators look to the medical arena for a model. The Department of Education states, "Whenever the results of scientifically controlled studies (like clinical trials) are available, educators are expected to consider their results before making instructional decisions." However, the law also recognizes that some practices (e.g., reading instruction) have been validated through years of peer-reviewed and replicated scientific research.

What scientific research supports the *Carousel of IDEAS*, Fourth Edition program?

The Fourth Edition of *Carousel of IDEAS* is based on solid educational research and effective practices, including such pedagogical underpinnings as the following:



Active learning and prior knowledge

Learning is most effective when students actively apply new knowledge in meaningful activities that link to their existing knowledge and when they are working within their zone of proximal development (Piaget, 1969; Gardner, 1991; Vygotsky, 1978). The *Carousel of IDEAS* program focuses on student-centered, active learning and links new content to students' prior knowledge.

Authentic and meaningful communication

Students develop fluency through authentic uses of language, both oral and written, and opportunities to practice newly learned structures in different contexts (Dutro, 2002). Further, repeated exposure to vocabulary in multiple contexts aids word learning. *Carousel* provides ample opportunities for students to use the words and apply the concepts they have learned in meaningful contexts, thereby developing their fluency and strengthening their vocabulary.

Cooperative learning groups

Learning is extremely effective in cooperative group settings when the task is structured and clearly defined. Students learn when they share information with other students, thereby creating opportunities for students to learn from one another. The collaborative environment works most effectively when students are engaged in activities that have many possible right answers (Hill & Hill, 1990). Throughout the *Carousel of IDEAS* program, strategies are suggested to engage learners collaboratively in a variety of student groupings (e.g., pairs, small groups).

Family involvement

Families play a key role in student achievement and school success. Research on this topic is summarized in *Strong Families, Strong Schools* (1994). The *Carousel of IDEAS* program acknowledges the critical role family plays in student achievement. Each lesson includes suggestions and activities to involve families in the learning process.

Learning modalities

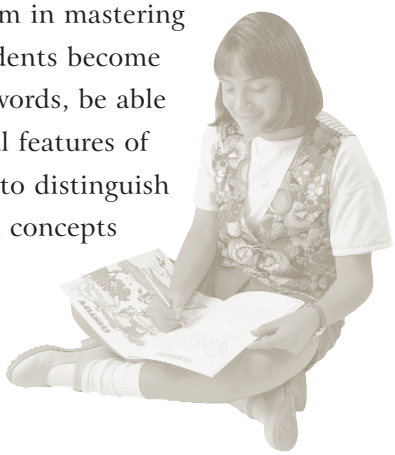
Tapping into multiple learning modalities is essential because learners "store" information in various places within the brain. By activating multiple learning modalities (e.g., seeing, hearing, movement, and touch), learning is stored in various parts of the brain. This enables learners to recall the information more readily because they can "find" it stored in many places (*Educational Leadership: How the Brain Works*, 1998; Jensen, 1998). The *Carousel of IDEAS* program emphasizes activities that activate multiple learning modalities — listening, reading, conducting hands-on experiments, researching information (in traditional sources as well as technology-based ones), presenting role plays, and engaging in kinesthetic activities.

Positive learning environment

The learning environment must be positive and stress-free. Pressure and tension negatively affect learning, especially with students who have the additional burden of learning a complex skill (such as reading) in the context of a new language (Herrell, 2000; Joyce & Weil, 1972; Tiedt & Tiedt, 1979; Spangenberg-Urbschat & Pritchard, 1974). The *Carousel of IDEAS* program emphasizes the importance of creating a positive learning environment and suggests teaching strategies throughout the lessons to achieve this goal in the context of developing and refining English language skills.

Text comprehension

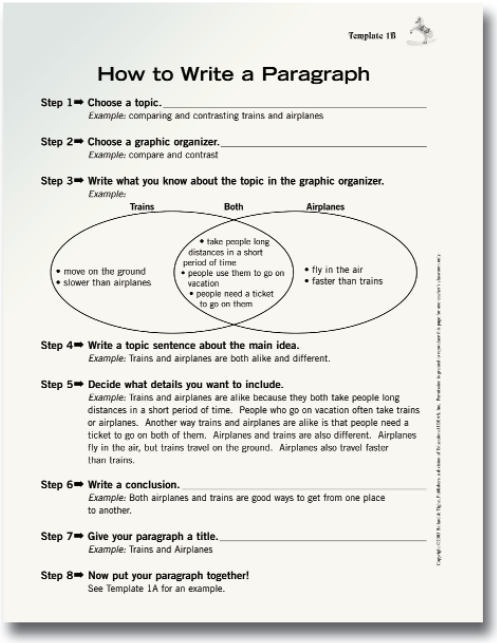
It is important that students formulate a general mental outline of the new content they are learning. This helps them become familiar with the scope and sequence of ideas and assists them in mastering the new material. Teachers should help students become "learning-wise" and "text-wise"— in other words, be able to understand the layout and organizational features of learning materials (including text) in order to distinguish main ideas from subordinate ones, build on concepts and information they have already learned, and acquire maximum content knowledge. (See, for example, Kinsella, 2000.) The *Carousel* program is organized with these ideas in mind.



What is "academic language" and why is it important in English language development programs?

Academic language is the type of English used in schools in the service of learning. The academic success of English language learners (ELLs) is largely dependent upon their mastery of academic language.

Students need to develop a working knowledge of academic language in order to understand textbooks and other learning resources, as well as teachers and other students in content area classrooms. Students also need academic language to facilitate their participation in classroom discussions and learning activities. For example, being unfamiliar with words such as *personification*, *compass*, and *extinct* will not hamper a student's ability to engage in casual social conversation, but it will impede the student's ability to succeed in the content areas and to demonstrate an understanding of language arts, social studies, and science on a standardized test.


Template 1B

How to Write a Paragraph

Step 1➡ Choose a topic. _____
Example: comparing and contrasting trains and airplanes

Step 2➡ Choose a graphic organizer. _____
Example: compare and contrast

Step 3➡ Write what you know about the topic in the graphic organizer.
Example:

Trains / Both / Airplanes
- move on the ground
- slower than airplanes
- take people long distances in a short period of time
- people use them to go on vacation
- people need a ticket to go on them
- fly in the air
- faster than trains

Step 4➡ Write a topic sentence about the main idea.
Example: Trains and airplanes are both alike and different.

Step 5➡ Decide what details you want to include.
Example: Trains and airplanes are alike because they both take people long distances in a short period of time. People who go on vacation often take trains or airplanes. Another way trains and airplanes are alike is that people need a ticket to go on both of them. Airplanes and trains are also different. Airplanes fly in the air, but trains travel on the ground. Airplanes also travel faster than trains.

Step 6➡ Write a conclusion. _____
Example: Both airplanes and trains are good ways to get from one place to another.

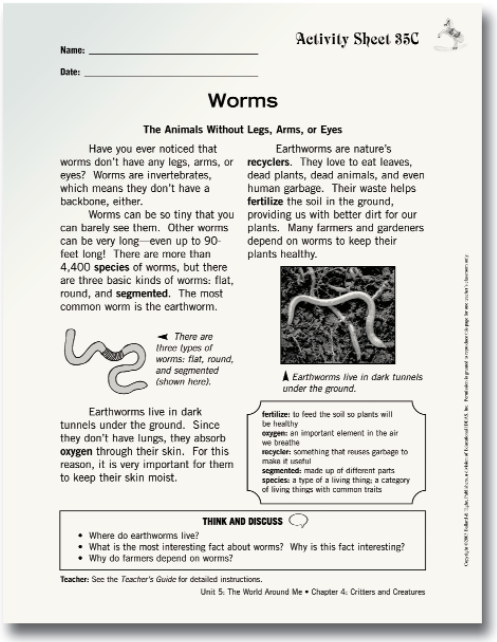
Step 7➡ Give your paragraph a title. _____
Example: Trains and Airplanes

Step 8➡ Now put your paragraph together!
See Template 1A for an example.

Similarly, knowing what it means to write a research report and knowing how to use words such as *compare* and *contrast* in an essay are essential parts of showing learning at school. Thus, in order to succeed in the classroom, to earn good grades, and to be successful on any standardized test, ELLs must master proficiency in basic social language as well as academic language. They must know general academic words such as *compare* and *contrast*, specialized academic words like *personification,* and special ways of structuring their answers into reports, essays, and research projects.

How does the Fourth Edition of *Carousel of IDEAS* incorporate academic language?

The approach to academic language in the Fourth Edition *Carousel of IDEAS* program was shaped by the work of Dr. Alison L. Bailey and Dr. Frances A. Butler of the National Center for Research on Evaluation, Standards and Student Testing (CRESST) at the University of California, Los Angeles (UCLA). They conducted evidence-based research to develop a framework for characterizing academic language for K-12 test development purposes. This research provided important lessons for us in terms of defining and operationalizing the concept of academic language. We are indebted to their work in this area in our development of the learning and assessment materials contained in the Fourth Edition *Carousel of IDEAS* program. We are also indebted to the work of Drs. Sari Luoma and Yeonsuk Cho (2003) who identified the scope of academic language ELLs need to function in mainstream classrooms. While their research was aimed specifically at developing the basis for assessing academic language proficiency in English language proficiency tests, it also provided a rich data source for the Fourth Edition *Carousel of IDEAS* program development team. Academic language is introduced, practiced, and spiraled throughout the *Carousel* program.


Activity Sheet 35C

Name: _____

Date: _____

Worms

The Animals Without Legs, Arms, or Eyes

Have you ever noticed that worms don't have any legs, arms, or eyes? Worms are invertebrates, which means they don't have a backbone, either.

Worms can be so tiny that you can barely see them. Other worms can be very long—even up to 90 feet long! There are more than 4,400 **species** of worms, but there are three basic kinds of worms: flat, round, and **segmented**. The most common worm is the earthworm.

Earthworms are nature's **recyclers**. They love to eat leaves, dead plants, dead animals, and even human garbage. Their waste helps **fertilize** the soil in the ground, providing us with better dirt for our plants. Many farmers and gardeners depend on worms to keep their plants healthy.

There are three types of worms: flat, round, and segmented (shown here).

Earthworms live in dark tunnels under the ground.

Earthworms live in dark tunnels under the ground. Since they don't have lungs, they absorb **oxygen** through their skin. For this reason, it is very important for them to keep their skin moist.

fertilize: to feed the soil so plants will be healthy
oxygen: an important element in the air we breathe
recycler: something that reuses garbage to make it useful
segmented: made up of different parts
species: a type of a living thing; a category of living things with common traits

THINK AND DISCUSS

- Where do earthworms live?
- What is the most interesting fact about worms? Why is this fact interesting?
- Why do farmers depend on worms?

Teacher: See the *Teacher's Guide* for detailed instructions.

Unit 5: The World Around Me • Chapter 4: Critters and Creatures

There is no master list, per se, of academic language; what is considered academic language in grade one is not necessarily so in grade five. Since *Carousel of IDEAS* is a program based on language level rather than grade level, in developing the academic language content and the sequence of presentation, the authors relied on many sources, including K-5 vocabulary lists, textbooks, and data from the aforementioned research projects. See below for select academic language (listed in alphabetical order) introduced in each unit of the program.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
human	alike	degrees	continent	cause	acronym	alliteration	chemist
none	character	difficult	desert	cave	antonym	atlas	dinosaur
zero	conclusion	fuel	fact	colony	biography	billion	engineer
	crop	healthy	few	community	cheat	city	extinct
	different	nutrition	grassland	compare	dishonest	decimal point	however
	estimate	opposites	habitat	compass	fable	geography	judge
	fiction	paragraph	high	contrast	guilty	globe	librarian
	nonfiction	plant	least	effect	honest	map	therefore
	octagon	pyramid	mammal	explore	legend	marine	whom
	produce	scales	most	horizon	rocket	million	yet
	round	season	opinion	metaphor	space shuttle	nature	
	setting	sprout	path	navigation	submarine	neighborhood	
	smooth	temperature	president	personification	synonym	pollution	
		thermometer	queen	plain	tall tale	population	
			responsibility	simile	truth	subtracting	
			several	symbol		time zone	
				transportation		trillion	
				weather			

Related to the issue of academic language is the topic of grammatical structures, which assumes more significance in academic discourse. The developers of the Fourth Edition *Carousel of IDEAS* program relied heavily on the work of Susana Dutro (2002) in organizing the sequence and pacing of language forms and functions. As a result, *Carousel of IDEAS* focuses on helping students develop fluency through authentic uses of language, both oral and written. Giving students opportunities to practice newly learned structures in different contexts gives them repeated exposure to vocabulary, including academic language.

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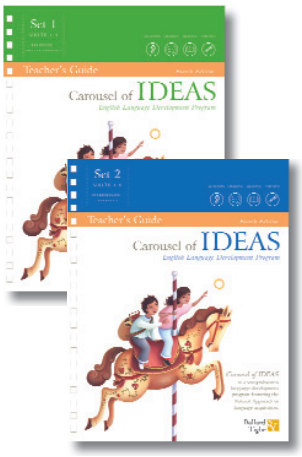
Carousel of IDEAS

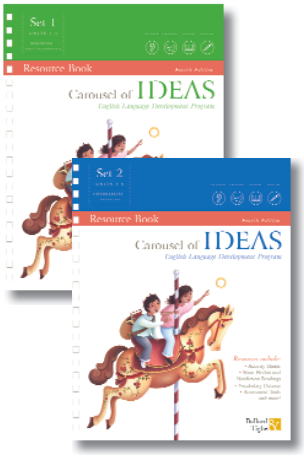
English Language Development Program

Carousel of IDEAS covers the five stages of English language acquisition: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

Carousel of IDEAS Components:

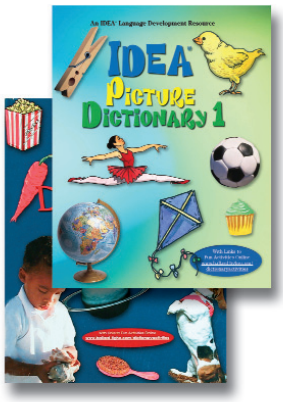


Teacher's Guide



Resource Book

Picture and Word Cards



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