This workshop provides participants with information and hands on experience in creating and using games, role-play and simulations in teaching ELL students in inclusive dual language settings. Participants will receive a free card game and a handout set that includes game rules and structure. Participants will be immersed in several activities illustrating the game process in instructional settings.
ABSTRACT: This workshop provides participants with information and hands on experience in creating and using games, role-play and simulations in teaching ELL students in inclusive dual language settings. Participants will receive a free card game and a handout set that includes game rules and structure. Participants will be immersed in several activities illustrating the game process in instructional settings.

Description
A fundamental concern in the instruction of culturally and linguistically diverse students is how to develop and reinforce language acquisition in the content areas, especially in dual language programs. Language is the primary medium through which culture and experiences are shared and transmitted from generation to generation and is a primary element in the instruction of any student in the public school classroom. The activities and strategies introduced here can be used as learning activities, as reinforcement for new knowledge or as a means of expanding emerging knowledge and skills. These are experiential activities used with effectiveness in classrooms at all levels of education and training and in a variety of subject areas. This workshop demonstrates the use of strategies, techniques, games, role-play and simulations in teaching emerging English learners through active participation. We immerse participants in specific applications. Participants receive guidelines about making their own activities.

Objectives

1. Participants will review Krashen’s three basic elements for second language acquisition and discuss how strategies, games, role-play and simulations facilitate the implementation of these elements.

2. Participants will experience activities in two languages they do not speak fluently.

3. Participants will design at least one activity that meets Krashen’s criteria and teach it to others depending upon time.

4. Participants will explore several alternative activity structures that reinforce language and content learning with comprehensible input in either language.
Workshop Outline:

I. Understanding & Rationale
   A. Communicative and Cognitive Demands and Competencies
   B. Cognitive Considerations for Second Language Learners
   C. The Three Elements (ala S. Krashen)

II. Introduction to ELL Best Practice & Strategies
   A. Definitions
   B. Culture and Language Considerations
   C. Implications for Instruction

III. Activities & Structure
   A. Simulations versus Role-Play
   B. Game structures
   C. Applications

IV. Summary

Methodology:
Interactive demonstrations with brief introductory lecture.

Recommended Readings:

- Collier, C. (1999) *Creating Language and Content Reinforcement Games for English Language Learners*. CrossCultural Developmental Education Services, Ferndale, WA.