LOUISIANA DEPARTMENT OF EDUCATION **Sheltered English**

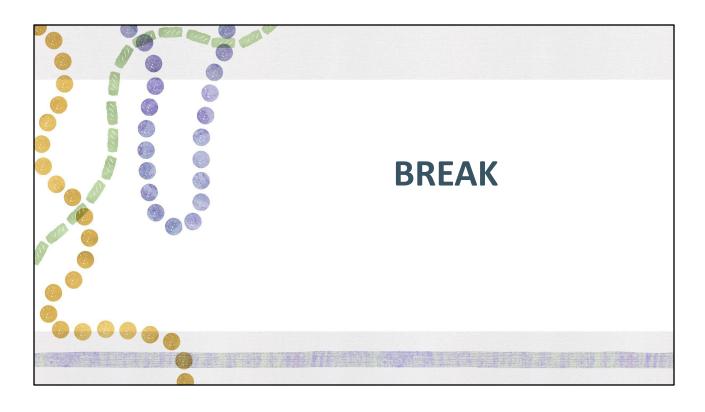


Instruction Teacher Endorsement Course

2. Second Language Acquisition and Language Objectives

MATERIALS:

- -Bring colored cardstock for Name tents (best to collect after each session)
- -Take Attendance
- -Move "Break" slide to desired location; consider including a timer.

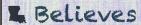


5:00 (Move this slide to desired location; consider including a timer)

:30

Agenda

- Reconnect and Review
- Second Language Acquisition Theories and Implications for Instruction for ELs
- Defining Academic Language
- Language Objectives related to Language Functions
- Wrapping Up



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Purpose: To describe the activities and pace of the session.

Time: :30 min

Procedure: Summarize the main sections of the first course session.

Review and Readiness

3:00

Last Time we...

- Got to know each other!
- Reviewed Course Expectations
- Looked at LA Approaches & Tools
- Defined ELs
- Examined EL data
- Read about State & Federal laws and Court cases related to ELs

We embedded these Strategies...

- Learning Objectives
- Clock Buddies
- Sentence Frames
- Turn and Talk
- Jigsaw Reading
- Quick-write (What is an EL?)
- Assigning roles to group work

Hopefully, today we have...

- Brought class list with ELs' initials & levels
- Printed/bookmarked the LA connectors for ELs
- Brought 2 le refer to) fo session
- Tried out some strategies



Purpose: To review concepts and strategies from last session and get a sense of participant preparedness and how they might have applied strategies.

Time: 3:00

Directions:

- Review sections as they come up in the animation, Go quickly through columns 1 and 2
- 2) Have participants either:
 - a) Face to face: turn and talk
 - b) Online: Have a couple of volunteers, and/or have participants type in chat

Content Objectives

1:00

Participants will be able to

- Identify key theories of language objectives and practices to support language development in the classroom.
- Demonstrate new understandings related to writing effective language objectives.

& Believes

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Purpose: To present the content objectives of the session

Time: 1 min

Procedure: Review slide (instructor or volunteer)

Language Objective

1:00

Participants will be able to

- Explain their understandings related to Theories of Second Language Acquisition and Language Objectives for ELs using:
 - 1. the present perfect "have/has been ______" and
 - 2. their choice of the terms: *enhanced, expanded, broadened, clarified, augmented.*

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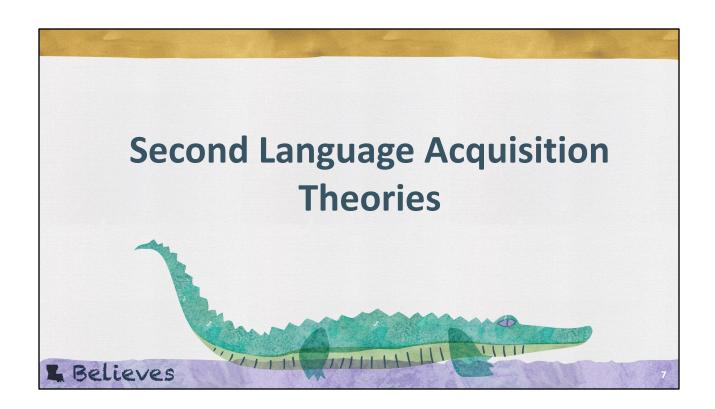
Purpose: To present the language objectives of the session

Time: 1 min

Procedure: Review slide (instructor or volunteer)

Talking Points: This is a review. Are there any objectives that are not familiar?

- Objectives for EACH lesson must be generalizable & transferable. What does that mean? Think about Bloom's Taxonomy and what we want students to be able to do with the content.
- Some ways to start objectives "Students will be able to..." or for the lower grades "I can..." based on the WIDA Can Dos.
- All objectives must be observable & assessable. Avoid "Learn, understand, comprehend." These are not observable or measurable.
- Focus on action verbs. We'll discuss more later.
- Must be age & level appropriate written in a language students will understand depending upon their level.
- Have them posted and discuss them with the students before, during, and after a lesson. Check with students to see if they got them and you covered them. If not, make sure you get to them the next class.
- All objectives must be supported by the activities of the lesson.



Anticipation Guide: Second Language Acquisition

4-5 mins

- -Take about 4-5 minutes to follow directions in handout to respond to the Anticipation Guide.
- -Please guess if you don't know.



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Purpose: To measure what participants may already know about some topics and set a purpose for learning more

Time: 4-5 mins Procedure:

- 1) Review slide and directions on handouts
- 2) Discuss the value of an Anticipation guide (can reaffirm knowledge, can connect to prior learning, sets a purpose for learning, models good pre-thinking about a topic)

Second Language Acquisition Theories

2:00

- -Provide the foundation for teaching language
- -Reflect researchers focused application of language development within teaching contexts
- -Relate to instructional program models

ESL/ELD Instruction

Bilingual Classrooms

Sheltered Content Instruction

- -Focus on maximizing conditions and instruction to learn language
- -Now there is also a focus on addressing assessing and describing language

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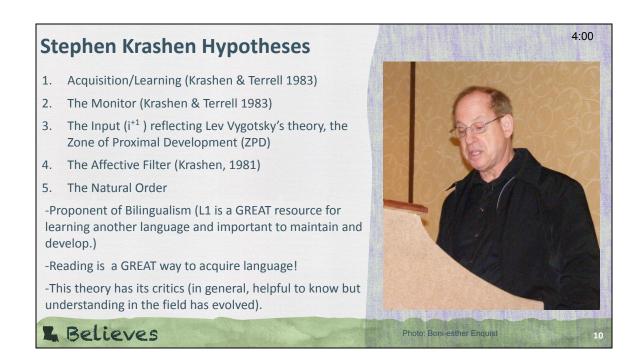
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Purpose: To provide a general overview of topic

Time: 2 mins

Procedure: Review Slide



Purpose: To summarize earlier SLA Hypotheses presented by a researcher

Time: 4:00 mins

Procedure: Review Slide and discuss each item, but not too deeply. We are just orienting the audience to basic concepts.

Facilitator Tools:

A video recording has been provided by Course designer, Boni-esther Enquist and is in the following slide in hidden view. Feel free to use it if you'd like to become more adept at doing the task yourself in front of your students.

If you'd like to read more, there is a summary of Krashen's theory by Ricardo E. Schutz: Stephen Krashen's Theory of Second Language Acquisition (Available since: April 1998, Last revision: October 2019), includes a very short video. You will not have time to show any video.

- -Review a longer video with Stephen Krashen https://youtu.be/NiTsduRreug by Mark Rounds
- -Consider watching a video by Mary Acevedo. Link. https://www.youtube.com/watch?v=jobpF4c-1NI. She has a lot of very helpful videos related to Second Language Learning



Purpose: To present some of the understandings by Canadian researcher Jim

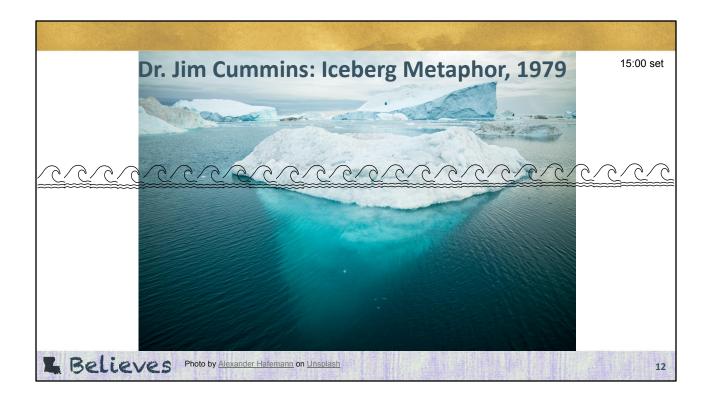
Cummins (but next slides will show these)

Time: 15:00 for this set of slides

Directions:

1) Quickly review slide and explain that the next slides will systematically cover these topics.

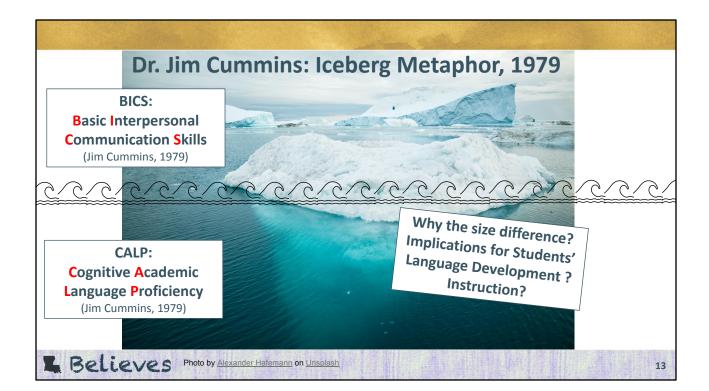
Note: There is now less of a fine distinction between social and academic language.



Talking Points:

- 1) Jim Cummins uses this metaphor. Although the picture may not show it well, it is said that 90% of an iceberg's size in under water. The visible part is only 10%.
- 2) It represents something having to do with language.

Time: Set of slides 15:00

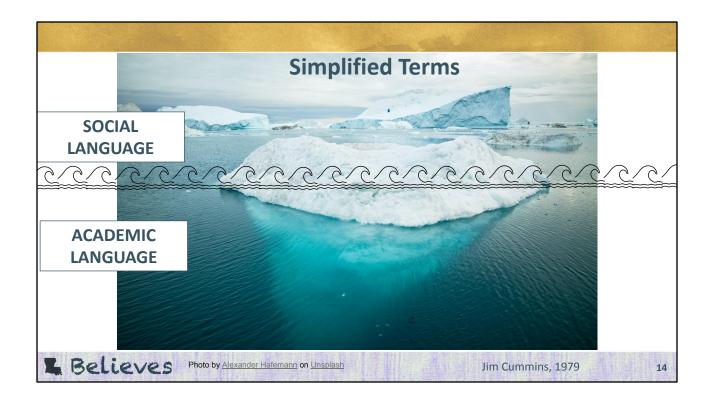


(continued from last slide)

Talking Points:

- 1) Point Out: In **1979** Cummins coined the acronyms BICS and CALP to refer to processes that help a teacher to qualify a student's language ability.
- 2) Ask for a volunteers to answer the questions.
- 3) Source: ERIC ED184334 Cognitive/Academic Language Proficiency, Linguistic Interdependence, the Optimum Age Question and Some Other Matters.

 Working Papers on Bilingualism, No. 19., 1979-Oct



(continued from last slide)

Talking Points:

- Jim Cummins now just used the terms "Social Language" and "Academic Language"



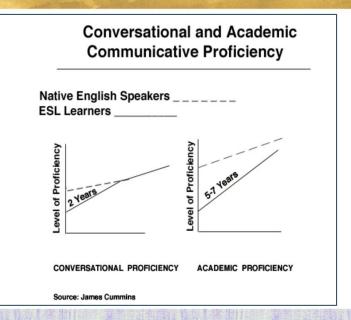
(Animated slide)(continued from last slide)

Procedure:

- 1) (as title appear, have folks guess this number by jotting it down and covering with their hand, or typing in chat)
- 2) on "click" the answers are revealed
- 3) Congratulate the winners!

Guess how many years (approximately) to reach parity with native speakers?

(Note: There is great variability)



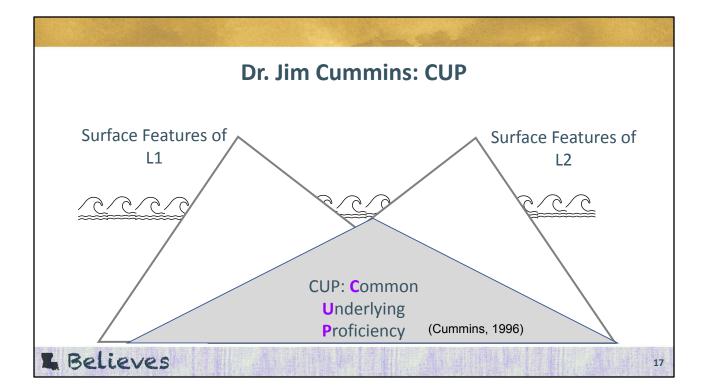
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(Animated slide)(continued from last slide)

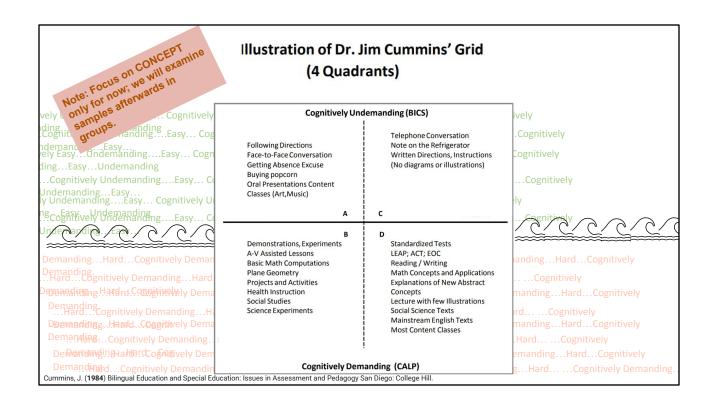
Procedure:

- 1) As title appear, have folks guess this number by jotting it down and covering with their hand, or typing in chat.
- 2) on "click" the answers are revealed
- 3) Note: Current research suggests that a strong program and instruction for ELs can lessen the amount of time that academic proficiency in English can develop.
- 3) Congratulate the winners!



Talking points: Describe on each click

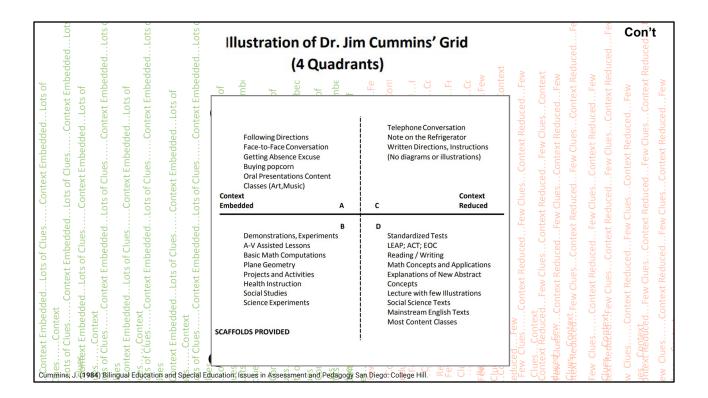
- 1) This is the same understanding related to surface features and something less visible lying below the surface.
- 2) The Surface Features are aspects of the distinct L1 and L2 the sounds, the words, the written representations, etc. It is what we see
- 3) What lies below the surface, however, is a depth of understanding about language in general. What it is used for, the concept or reading, how the language has common aspects and components. One does not necessarily have to relearn what's under the surface.
- 4) Learners of a second language just have to future out those distinctions be that in a formal learning situation or though what Krashen might call "acquiring".
- 5) One example. If a person knows now to bake pastry, but they only know how to make French pastry, when the learn about making Italian pastries, one just has to teach those differences.



Review the title and then read the pink note.

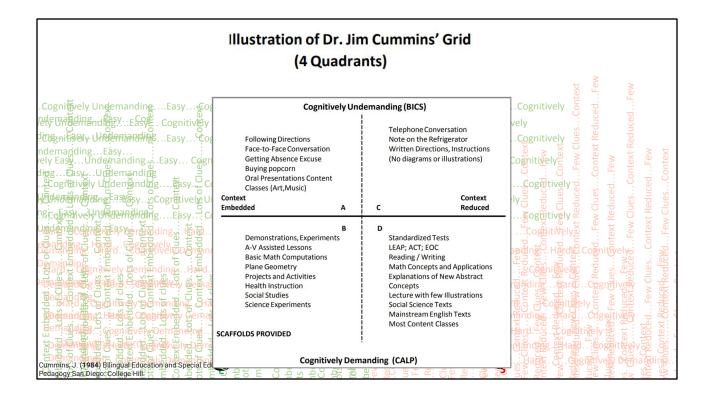
Talking Points:

- 1) This is Dr. Jim Cummin's way of looking at varied tasks in relation to two aspects affecting accessibility.
- 2) I will read just a couple of these tasks and you can look along in your handouts and we will be doing an up-close activity after that to read them in more detail. Please just follow along with the demonstration.
- On the click, this ONE aspect the degree of cognitive demand is shown horizontally, with those sample tasks which are cognitively LESS demanding (like BICS) are ON the top, (click) while those which are MORE cognitively demanding (CALP) are below.
- Now let's look at the OTHER aspect that we take into consideration.



Talking Points:

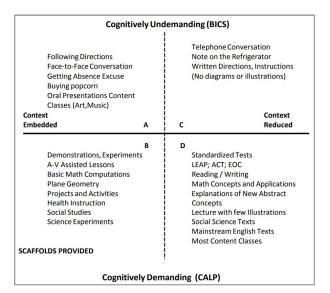
1) This is the OTHER aspect, the amount (and helpfulness) of scaffolds that are provided to help support access to the task. This is represented Now let's look at the OTHER aspect.



Talking Points:

- Here is the overlap of the two aspects: Context Embedded or Reduced, and Lots of Scaffolds (clues) provided, or few.
- 2) Ask: Which is the SWEET spot, that can be ideal for learning?
- 3) We will now get into small groups to read these entries more closely and brainstorm some additional entries showing how we might scaffold, "Shelter" our instruction to make it more accessible, especially for ELs.

Your Turn: Review & Add Tasks to Cummins' Quadrants



LA Connectors for ELs, p. 223 based on Cummins, J. 1984 Bilingual Education and Special Education: Issues in Assessment and Pedagogy San Diego: College Hill. Jamboard Link (Facilitator make copy)

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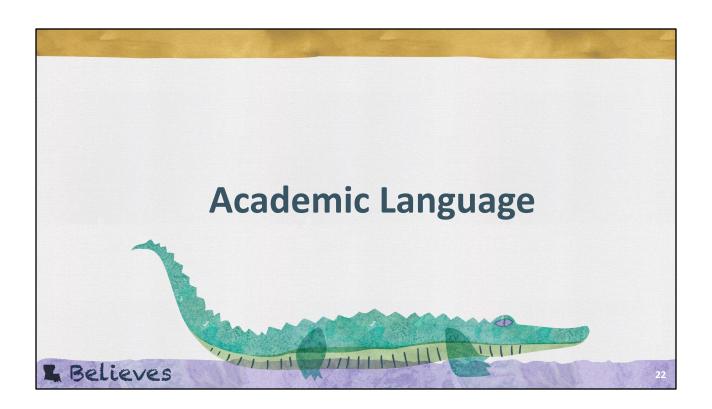
Purpose: To provide time for participants, in small groups, to more closely review the examples and add their own for the IDEAL Quadrant - B

Time: 8 mins (keep this moving!)

Directions:

- 1) Provide link (online version of course delivery) or refer participants to handouts for a paper and pencil version
- 2) Have participants more closely review and discuss the examples in each quadrant.
- 3) Each team member then will add at least one example (online stickee added to the Jamboard, or hand writing an example on the paper version) to Quadrant B following a model. Note: Some of these examples are not completely clear and could use more clarity and depth; feel free to let participants add that clarity.
- 4) Keep this moving.
- 5) Review some of the answers by either calling on a table to share one, or, if done online, provide a couple of minutes for participants to read their classmates' responses.

If not already stated, the GOAL, by reason of gradual release of responsibility (supports) is to have ELs develop enough English to independently be able to navigate Quadrant D.



Revisiting Anticipation Guide (manual)

5 min

Directions:

- -Turn to the Anticipation Guide to check your answers with those that the Facilitator will share.
- Would one volunteer start us off by telling your answer?

What can be helpful about an Anticipation Guide? Especially for ELs?

& Believes

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Purpose: To provide answers to the Anticipation Guide

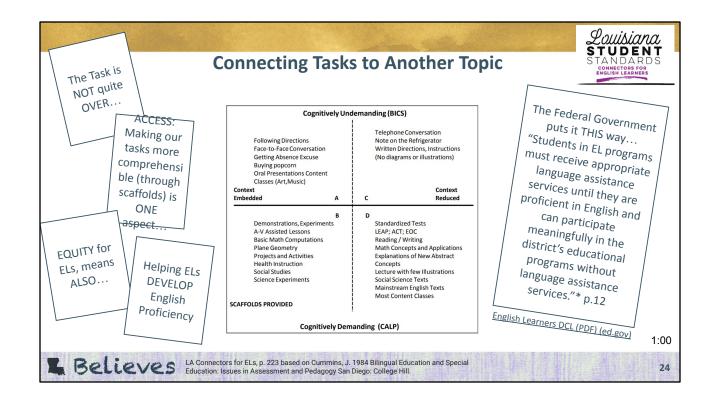
Time: 5-6 mins (do not belabor the answers)

Procedure: Follow directions on Slide

Answers:

- 1. False, EXPOSE ELs to grade-level forms of English. One might be wise, however to not necessarily ASSESS students on forms that they have not had a great deal of exposure to yet.
- 2. No, the researcher who posited "The affective filter" was Stephen Krashen.
- 3. In a general sense, yes, but Cummins now uses the terms "Social" and "Academic" Language. And if an EL is exposed to academic language, they could, in fact "pick it up" if the context was clear, or if sufficient exposure.
- 4. False. Teachers should not equate early levels of English proficiency as associated with less cognitively demanding tasks. Newcomer ELs CAN engage in cognitively demanding tasks, but there would need to be appropriate language supports/scaffolds provided and/or the understanding that an EL could use their first language skills/resources.
- 5. It may be better to simply "recast" the correct English form when an EL uses an incorrect form/term. At times, even this is not preferred (if the student is indeed getting their point across). Students might shut down if overt correction is applied and research shows that the approach of pointing out errors at the moment doesn't necessarily lead to using correct forms thereafter.

- 1. False, ALL teachers should be helping ELs (and all students) develop both the content specific as well as general academic language used in schools and school-based and literacy tasks.
- 2. Yes!!



Purpose: To show, through animation, a progression from accessing tasks,

to explicitly developing Academic English for ELs. Time: 1:30 mins

Time: 1:00

Procedure: Review Slide

Academic Language

1:30

No Common Definition

EdGlossary: Academic language refers to **the oral, written, auditory, and visual language proficiency required to learn effectively in schools and academic programs**—i.e., it's the language used in classroom lessons, books, tests, and assignments, and it's the language that students are expected to learn and achieve fluency in.

Alternative to DEFINING: (to inform instructional practices)

- Describe
- Measure to see growth

& Believes

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Purpose: To show one definition of Academic Language but reject the notion that

there is common agreement

Time: 1:30 mins Procedure: 1. Review slide **Academic Language: Discussion**

4:00

- The definition is not agreed-upon
- It is not generally the first language of ANY CHILD!
- It is often learned as a child enters school.

Is Academic Language acquired or learned? What do you think?

& Believes

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Purpose: To provide an example to compare an account described in social and academic language

Time: 4 mins (animated slide)

Procedure:

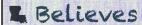
- 1. Review slide
- 2. Ask for a volunteer to answer the discussion question.
- 3. If no one correctly answers the question, provide the illustration that if a child is exposed to a person (perhaps a parent) who really sounds like a book, the student will likely acquire some of that academic language those more sophisticated and nuanced vocabulary terms and advanced grammatical structures. Stephen Krashen believes that it can be acquired and some other researchers tend to agree. A teacher using Academic Language frequently in meaningful contexts and expecting ELs to repeat can likely help this acquisition occur.

An Example: What are some Differences?

3:00

A. Some guy went screaming down the road at about 100 miles per hour until his car crashed into a Jersey barrier. Another guy came over to help.

B. A lone driver was reported to have been traveling at a velocity of about 80 miles per hour heading eastbound on Interstate Route 40 at 4:30 pm this afternoon. At the 35 mile mark, his car, a Jeep Cherokee, for as yet undetermined reasons, hit an abutment. A Good Samaritan approached the vehicle to see if he might render assistance.



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Purpose: To provide an example to compare an account described in social and academic language

Time: 3 mins (animated slide)

Directions:

- 1. Show title
- 2. (on click) Facilitator reads slide
- 3. (on click) Facilitator reads slide
- 4. Ask: What are some differences that you see in the language choices between the two?

Ask: What are the reasons?

Talking points:

- 1. Selection B has more precise language choices.
- 2. Selection B would be the "TEXT", in the form or a written report, that would be used in court documents. It used the precise but idiomatic expression "Good Samaritan". It needs to be clear, sufficiently detailed and unambiguous and live on beyond the spoken expression of it.

Describing language: EL Connectors

- There are many points of entry
- Suitable for use by both ELD and Sheltered **Content Instructors**
- Useful in describing language
- Useful in understanding language growth and access to tasks develops over time (informing summative language assessment)
- Descriptive rather than Prescriptive
- We will visit these tools throughout course

This session: Useful to help create language objectives



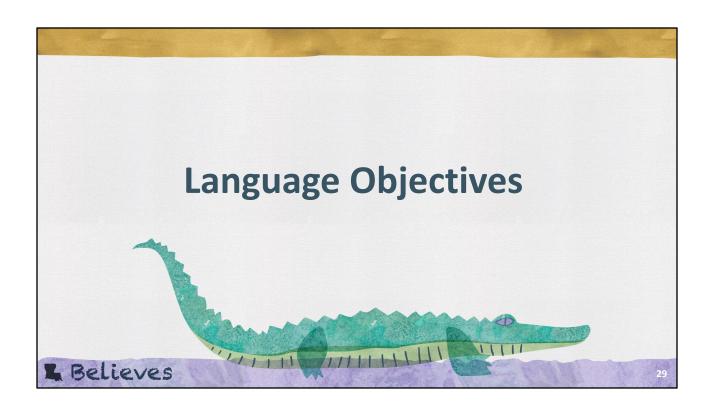
Believes elp-expectations.pdf (louisianabelieves.com), p. 4

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Purpose: To introduce the Louisiana EL Connectors

Time: 1:30

Review Slide and let folks know they will be working with this too in the future, having their own grade span copy is super helpful.



Objectives in General (Content)

- Reflect the PURPOSE for which Language is being utilized
- Generalizable & transferable
 - Students will be able to... SWBAT
 - I can... (lower grades)
- Observable & assessable
 - · Avoid "learn," "understand," "comprehend". Use "SWBAT demonstrate understanding"
- Focus on action verbs
- Age & level appropriate
- Posted & discussed
 - · Before, after, and during
- Supported by activities
- CONTENT objectives relate to concepts/terms exclusive to a particular subject's lesson

Relieves MA Department of Elementary and Secondary Education, SEI Endorsement Course

Purpose: To review basics of objectives, in this case CONTENT objectives

Time: 2:30

Procedure: Review slide

Language Objectives: Defined

1:30

- Address English language skills, characteristics and components
- Necessary to access concepts & demonstrate learning (content & language)
- Related to listening, speaking, reading, writing. May reflect non-verbal.
 - i.e., read, discuss, debate, draft, converse, interpret symbol into term
- Language Objectives must:
 - Align to content objectives, assessments & reflect purpose of language
 - Be differentiated for ELs at varying levels of English we will discuss this more in other sessions

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Purpose: To define language objectives.

Time: 1:30

Procedure: Have a volunteer read the slide aloud. Discuss definitions as necessary.

Talking Points:

Content Objectives

Content Objectives provide students with a list of things they will learn or be able to do by the end of a lesson. These reflect the CCSS or other content area standards for a subject area.

Language Objectives

Language objectives involve the processing of information by using differentiated levels of producing and communicating that information either verbally or in writing. Language objective specifically define how learning is expected to be communicated in English. Language objectives link academic language components to content instruction. Language objectives should answer "HOW will the language be used to prove that a student knows the content?" This may also mean that there are mini-lessons or supporting lessons that need to be taught before a specific level of language objective can be successful. For example, a social studies content objective may focus on when something happened, i.e., the Boston tea party. A corresponding language objective helps students focus on various aspects of academic language and discourse to be able to communicate the content. What ENGLISH would be needed to

effectively do that?

 Creation of Language Objectives separate from Content Objectives provides intentional focus on the required English language skills needed by ELs.

2:00

Content Teacher's Responsibility

Language Objectives

- Yes, you are a language teacher for YOUR content!
- How is the language of Math different than that of ELA? Or Science, Social Studies, Computers, Art, ...?
 - How much language is on a Math test?
 - Common Core expects the use of language rich lessons
- All teachers are now responsible for teaching the language of their content!



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Purpose: To unpack language objectives.

Time: 2 min Talking Points:

- ELs need support and differentiation based upon their proficiency levels. These support and differentiation components can be found by consulting the WIDA tools: Can Do Descriptors (which were updated to the Key Use versions), Performance Definitions, Reading/Listening rubric, Speaking/Writing rubric, performance definitions, and ACCESS scores. Some of these tools are in participant manual.
- In classrooms that have many ELs at different levels, splitting the differentiation into Entering/Emerging and Developing/Expanding/Bridging is okay.
- You only need to work on one at a time.
- You will have a review in the next online session. [Feel free to explain a little if time permits.]

1:00

Note

Referring to features of effective instruction of ELs...

"Although many of these features involve the use of language, explicit attention to teaching academic language within content lessons is required for students to develop English proficiency."

(CAL Brief: Effective Practices for Increasing the Achievement of English Learners, Jana *Echevarria*, *October 2012*) <u>Link</u>

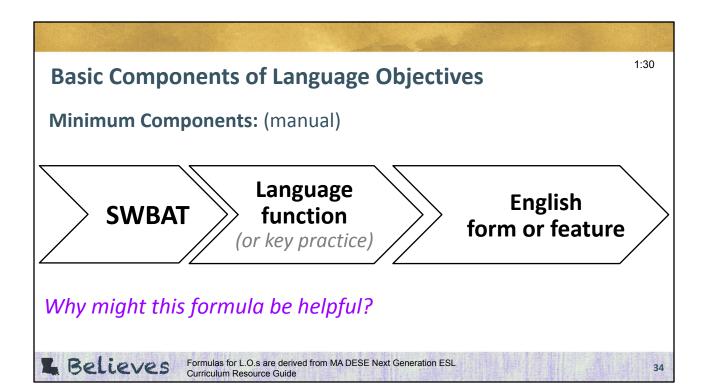
& Believes

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Purpose: To unpack language objectives .

Time: 1 min

Directions: Review Slide

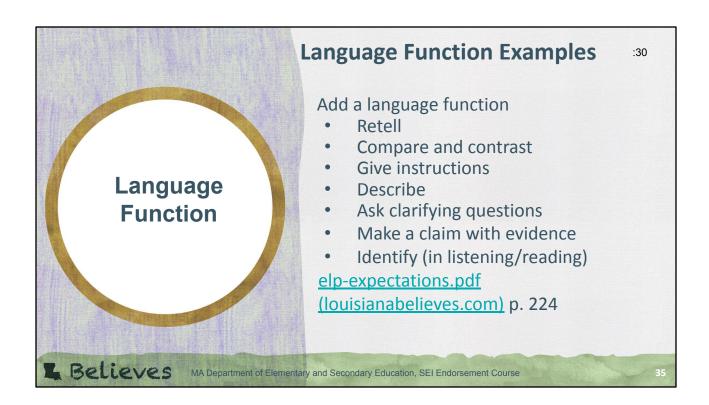


Purpose: To define how participants can create language objectives.

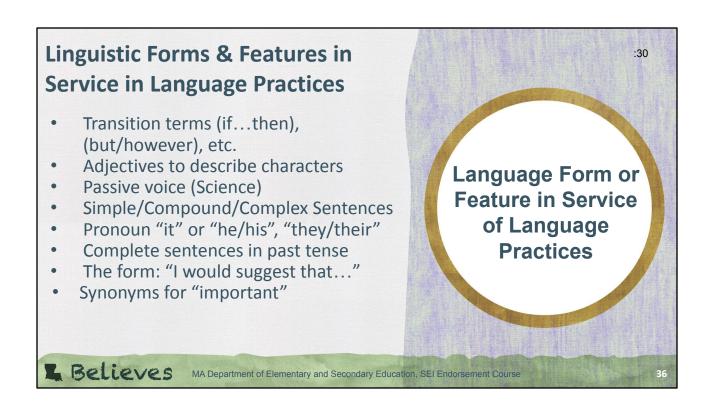
Time: 1:30 min

Procedure:

- 1. Present Minimum components.
- 2. Have Participants offer ideas for the "Additional Options"



Purpose: To show concrete examples: Note: Participants will have access to a PDF of the PPT slides, so going over some parts fast should not be troublesome.



Purpose: To show concrete examples: Note: Participants will have access to a PDF, so going over some parts fast should not be troublesome.

But, WHICH form/features for WHICH Levels?

1:00

"... students may demonstrate a range of abilities within and across each ELP level; second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels. Differences in abilities within ELP levels are based upon ELs' native language proficiency, their academic background in their first language, and their individual differences."

(LA Connectors, p. 221)

Discuss: What can affect this? What can teachers realistically do?

& Believes

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Purpose: To provide examples of language objectives

Time: 1 min

Procedure: Review slide

2:00

Useful EL Connector Tool #2

#2 Acquisition of Language functions and Grammatical Forms All Grades (Connectors and manual)

ACQUISITION OF LANGUAGE FUNCTIONS AND GRAMMATICAL FORMS ALL GRADES

Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS:
One or two-word answers (nouns or yes/no) to questions about preferences, (e.g., two, apples, or tree)	Simple sentences with subject/verb/object. "I like/don't like—(object)—." I need a /some— (object)—."	Elaborated sentences with subject/verb/object	Sentences with subject/verb/object and dependent clause	Complex sentences, perhaps with tags or embedded questions	Sentence Structure: The basic sentence structures that we use to express need and likes are foundations to the more complex sentence structure we use for academic purposes.

& Believes

elp-expectations.pdf (louisianabelieves.com), p. 22

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Purpose: To provide examples of language objectives

Time: 2:00 min

Procedure:

1. Review slide

Talking Points:

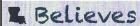
- This is not an EXACT science

Language Objectives: Rationale

1:00

Two-fold purpose:

- Students
 - Lets them know how they will prove what they know
 - Helps maintain focus on language development
- Teachers
 - Helps to maintain focus on language necessary to access concepts presented through content
 - Expects teachers to ask themselves "Do I need to teach something before this?" (e.g., a mini-lesson on vocabulary? skills? procedures?)
 - Helps to maintain focus on necessary differentiation (next session)
 - Must be explicitly introduced, practiced, assessed and revisited



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Purpose: To define content and language objectives.

Time: 1:00

Procedure: Have a volunteer read the slide aloud. Discuss definitions as necessary.

Talking Points:

- Students need to be able to know what the teacher wants of them and how they will provide it to the teacher.
- Teachers use this to check to make sure that students are ready to succeed with the content they are presenting. Also serves as a reminder of what teachers need to do to differentiate for their students. "Do I need to teach something before this?" For example—compare and contrast: What language or skills are needed for this process? Maybe this needs to be a mini-lesson or quick review before moving forward.

Examples of Language Objectives - SIMPLE (manual)

2:00

- 1. SWBAT express needs using: yes and no.
- SWBAT Language function form or feature for key practice)
- SWBAT describe using common adjectives: happy, sad and friendly.
- 3. SWBAT describe location using: beneath and within.
- 4. SWBAT describe action using: present progressive (He is running/They are eating).
- SWBAT make predictions using: conditional (could/might) in complex sentences.
- 6. SWBAT express opinions using: "In my opinion ____ should ____ because/so.

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Department of Elementary and Secondary Education, Next Generation ESL Resource Guide

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Purpose: To provide examples of language objectives

Time: 2 min

Procedure: Participants read the slide and consider taking a photo.

Note: There is at least one example from the content areas plus a Voc-tech example and one from Art.

Time permitting; consider asking what levels of English language proficiency these particular examples might be appropriate for.

You might encourage participants to take a photo of these two slides.

Note: Vocabulary terms that are for the WHOLE class (such as Boston Tea Party) would not be appropriate to use as LANGUAGE Objectives as they are already expected to be covered in the whole class by the teacher and for ALL students. Those terms would be more CONTENT objectives. An English language learning objective is especially designed to address those English forms and features of English to explicitly help ELs develop English. Usually they are addressed in a mini-lesson with practice and assessment and they would vary depending upon the EL's proficiency level.

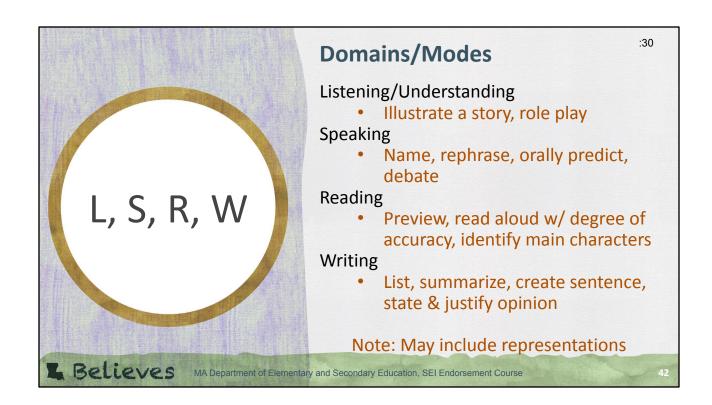
Additional Components Options SWBAT Language Domain Content Form/feature Why might these two extra elements be helpful? Why might they NOT be helpful? Believes MADESE Next Generation ESL Curriculum Resource Guide

Purpose: To define how participants can create language objectives.

Time: 2 min
Procedure:

1. Present Minimum components.

2. Have Participants offer ideas for the "Additional Options"



Purpose: To show concrete examples: Note: Participants will have access to a PDF, so going over some parts fast should not be troublesome.



Purpose: To show concrete examples: Note: Participants will have access to a PDF, so going over some parts fast should not be troublesome.

Inclusion of additional elements in a L.O.

2:00



- 1. SWBAT express needs related to classroom items using: yes and no.
- 2. SWBAT describe, in writing, using characters in a story using common adjectives: *happy, sad* and *friendly*.
- 3. SWBAT describe, in writing, the location of geometric shapes using: beneath and within.



MA DESE Next Generation ESL Curriculum Resource Guid

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Slide 1 of 2 Purpose: To provide examples of language objectives and show what's in the handout

Time: 2min Procedure:

1. Explain that this version includes one domain and/or content context. The CONTENT context is SUPER common to see in SEI classrooms.

Inclusion of Additional Elements in a L.O. (bottom p. 5)



- 4. SWBAT orally describe the action of an object moving down a plane using: present progressive (It is sliding/gliding).
- 5. SWBAT <u>make predictions about incorrectly applying auto body painting techniques</u> using: conditional (could/might) in complex sentences.
- 6. SWBAT express an opinion about <u>alternate ways to solve a mathematical problem, in writing, using:</u> "In my opinion ____ should ____ because/so.

& Believes

Formulas for L.O.s are derived from MA DESE Next Generation ESL Curriculum Resource Guide

45

Slide 2/2

Other Tools and Examples

3:00

- Why MIGHT we NOT want to include the language domain and/or a support within the language objective itself?

Believes

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Purpose: To provide more insight into why a LONG detailed L.O. might not be helpful

Time: 3 min
Directions:

1. Show slide and have a discussion

Talking points:

- Including lots of parts of a L.O. can mean that it gets long and clunky.
- For some L.O.s the teacher would want that the students know the English forms and features in ALL domains.

5-6:00

Optional Task: You Try! Create a Language Objective

Activity #2:

Write your own Language Objective for a lesson you brought.

Choice of tasks (depending upon course delivery mode and time)

- Turn and Talk
- Get together with 12:00 buddy
- Type in chat

Time permitting, we can share out to the whole group.

& Believes

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Note: If there is a time crunch, skip this task because participants will do this as an assignment (ungraded)

Purpose: To provide practice to write Language Objectives with a partner

Time: 5-6 min

Procedure: Review slide.

Time permitting share out a couple.

Facilitator may choose to type them up, offer suggestions for improvement, and then send them out electronically or hand out at next session.

Content Objectives Revisited

:30

Did we meet our content objectives?

Participants will be able to

- Identify key theories of language objectives and practices to support language development in the classroom.
- Evaluate understandings related to writing effective language objectives.

& Believes

48

Purpose: To present the objectives of the session

Time: 1 min

Procedure: Go over the objectives on the slides.

Talking Points: This is a review. Are there any objectives that are not familiar?

- Objectives for EACH lesson must be generalizable & transferable. What does that mean? Think about Bloom's Taxonomy and what we want students to be able to do with the content.
- Some ways to start objectives "Students will be able to..." or for the lower grades "I can..." based on the WIDA Can Dos.
- All objectives must be observable & assessable. Avoid "Learn, understand, comprehend." These are not observable or measurable.
- Focus on action verbs. We'll discuss more later.
- Must be age & level appropriate written in a language students will understand depending upon their level.
- Have them posted and discuss them with the students before, during, and after a lesson. Check with students to see if they got them and you covered them. If not, make sure you get to them the next class.
- All objectives must be supported by the activities of the lesson.

Exit Slip: LOs - Did we meet them? Add your stickee to a group poster (or type in chat)

Participants will be able to

- Explain their understandings related to Theories of Second Language
 Acquisition and Language Objectives using:
- 1. the present perfect "have/has been ______" and
- 2. their choice of the terms: enhanced, expanded, broadened, clarified, augmented.

& Believes

49

Purpose: To review the objectives of the session

Time: 2 min

Procedure: Go over the objectives on the slides.

Talking Points: This is a review. Are there any objectives that are not familiar?

- Objectives for EACH lesson must be generalizable & transferable. What does that mean? Think about Bloom's Taxonomy and what we want students to be able to do with the content.
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Next Steps (manual)

:30

- 1. Be ready to discuss two language objectives you tried out with your students.
- 2. Try out one of the interactive strategies to provide feedback at next session.
- -Anticipation Guide (pre-quiz; yes/no)
- -Adding your own Post-it thinking to a concept poster (adding your tasks to Cummin's Chart)
- 4. Bring 2 lessons (in whatever format you like) to each session, include mentor texts.

& Believes

50

Purpose: To present Next Steps

Time: :30

Procedure: Go over the objectives on the slides.

Talking Points: This is a review. Are there any objectives that are not familiar?

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Want more tools and tools?

:30

- LA Connectors for ELs
- EL Classroom Differentiation Plan
- TESOL link to Kate Kinsella tool
- Colorin Colorado, <u>Language Objectives: The Key to Effective Content</u>
 <u>Area Instruction for English Learners, Jennifer Himmel (2012)</u>
- Other sources?

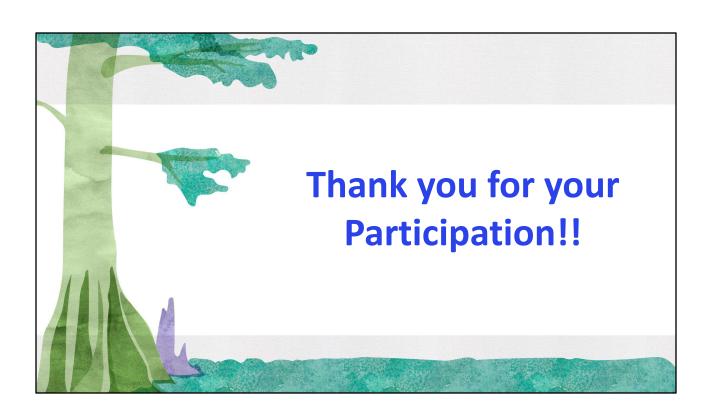
& Believes

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Purpose: To provide some resources to support this lesson

Time: :30

Procedure: Read title only





Purpose: To summarize earlier SLA Hypotheses presented by a researcher

Time: This video is about 9 minutes long

Procedure: Review Slide and discuss each item in more detail.

Facilitator Tools:

This is a slide that the presenter should practice explaining. An audio recording has been provided by Course designer, Boni-esther Enquist. If this link is not working, the talking points will be created for you to have.

-If you'd like to read more, there is a summary of Krashen's theory by Ricardo E. Schutz: Stephen Krashen's Theory of Second Language Acquisition (Available since: April 1998, Last revision: October 2019), includes a very short video

-Review a longer video with Stephen Krashen https://youtu.be/NiTsduRreug by Mark Rounds

- -Facilitator might like to prepare for this longer Teacher-summarized slide by:
- 1) Listening to the recording attached to this slide
- 2) Reading other materials on this topic. A short summary is provided here: Stephen Krashen's 5 Hypotheses of Second Language Acquisition: <u>Summary: Ricardo E. Schutz, April 1998</u>

3) Watching a video by Mary Acevedo. Link. https://www.youtube.com/watch?v=jobpF4c-1NI. She has a lot of very helpful videos related to Second Language Learning

Video Summary:

Purpose:

Directions/talking points:

- 1. Acquisition versus learning distinction. Crash and posits that when one learns language it's a conscious focus on rules and application of those rules. He claims that that this is an inferior way to learning but that if one learns language in another way they were "acquire it and. That's why
- 2. The natural order hypothesis he says that although there do seem to be grammatical forms that develop in a certain pattern. These will just more natural
- 3. The monitor hypothesis.
- 4. Input hypothesis
- 5. Affective filter