Sheltered English Instruction Teacher Endorsement Course

2. Second Language Acquisition and Language Objectives

BREAK

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

3:00

Review and Readiness

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

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.

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.*

Second Language Acquisition Theories

4-5 mins

Anticipation Guide: Second Language Acquisition

-Take about 4-5 minutes to follow directions in handout to respond to the Anticipation Guide.

-Please guess if you don’t know.

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

Stephen Krashen Hypotheses

1. Acquisition/Learning (Krashen & Terrell 1983)
2. The Monitor (Krashen & Terrell 1983)
3. The Input (i^{+1}) reflecting Lev Vygotsky's theory, the Zone of Proximal Development (ZPD)
4. The Affective Filter (Krashen, 1981)
5. The Natural Order

-Proponent of Bilingualism (L1 is a GREAT resource for learning another language and important to maintain and develop.)

-Reading is a GREAT way to acquire language!

-This theory has its critics (in general, helpful to know but understanding in the field has evolved).

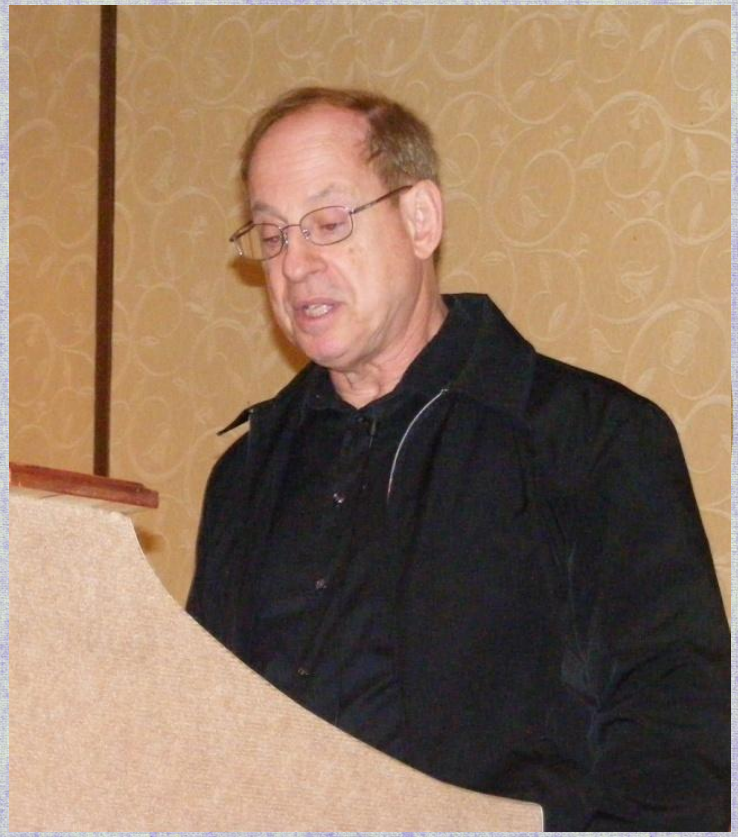


Photo: Boni-esther Enquist

Jim Cummins

1. BICS/CALP
2. Social vs. Academic Language
3. Common Underlying Language Proficiency
4. Task-Difficulty (Cummin's Quadrants)
5. Proponent of Bilingualism

Photo: Boni-esther Enquist

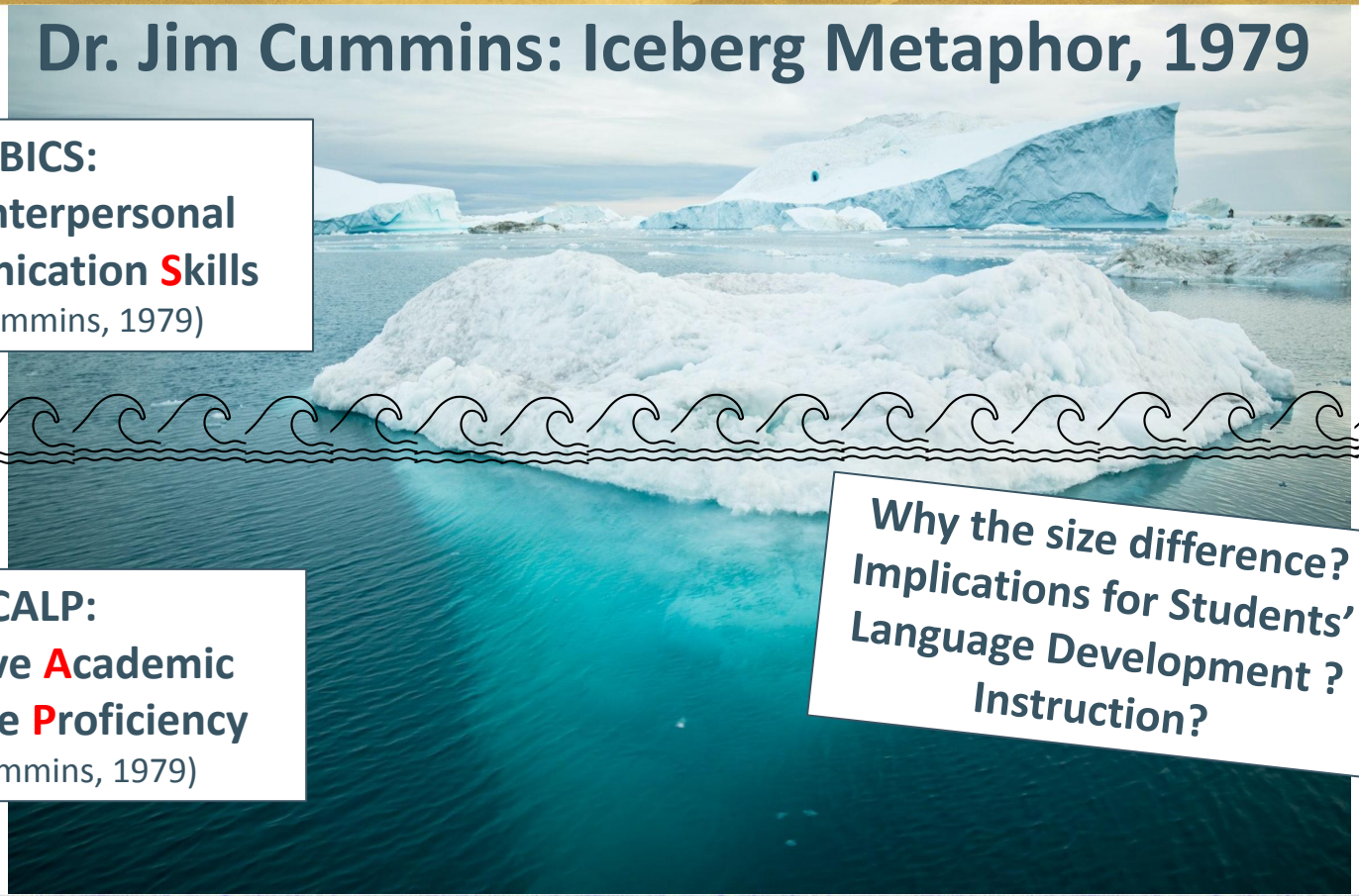
Dr. Jim Cummins: Iceberg Metaphor, 1979

15:00 set

Photo by Alexander Hafemann on Unsplash

Dr. Jim Cummins: Iceberg Metaphor, 1979

BICS:
Basic **I**nterpersonal
Communication **S**kills
(Jim Cummins, 1979)

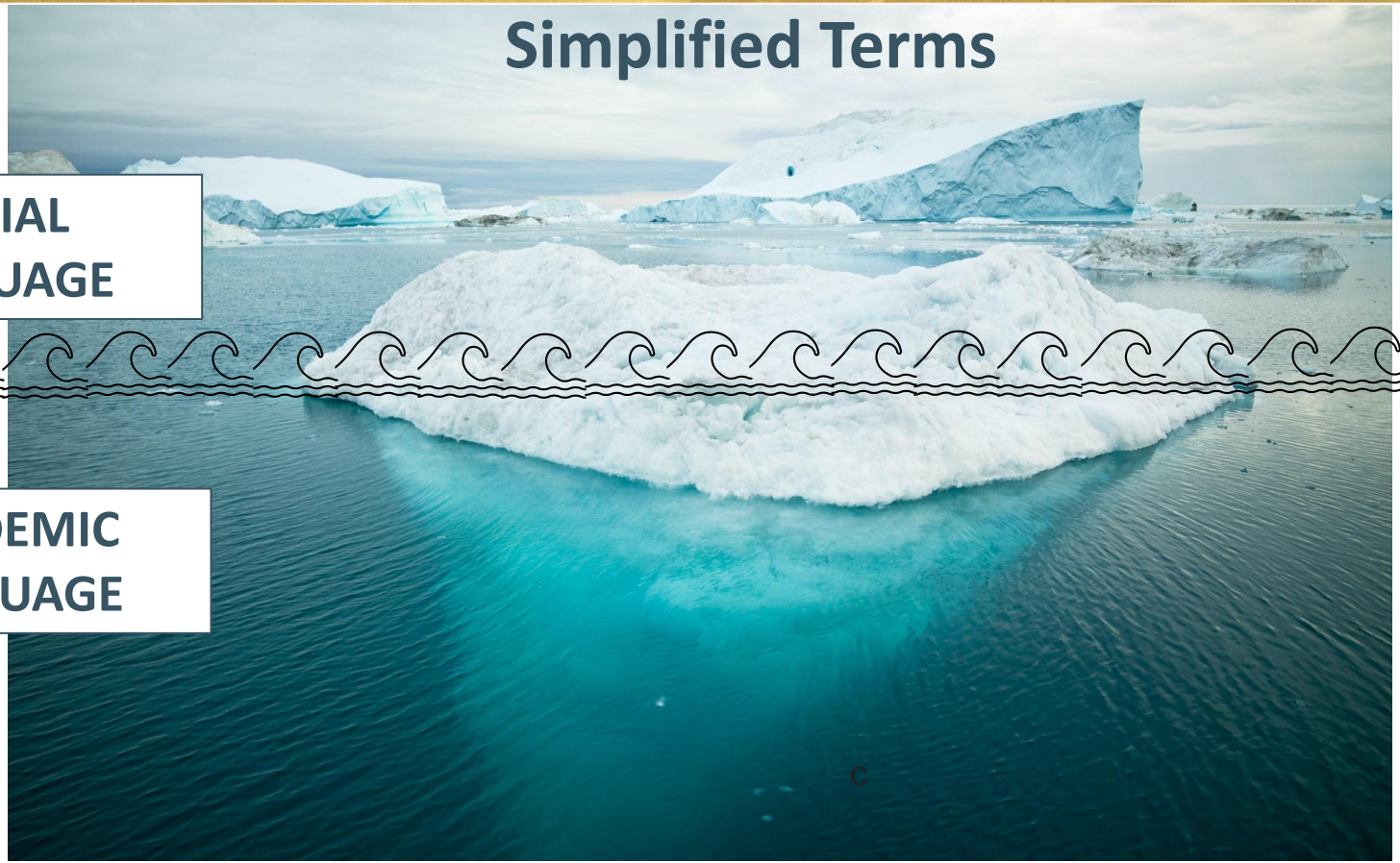


CALP:
Cognitive **A**cademic
Language **P**roficiency
(Jim Cummins, 1979)

Why the size difference?
Implications for Students' Language Development ? Instruction?

Photo by Alexander Hafemann on Unsplash

Simplified Terms



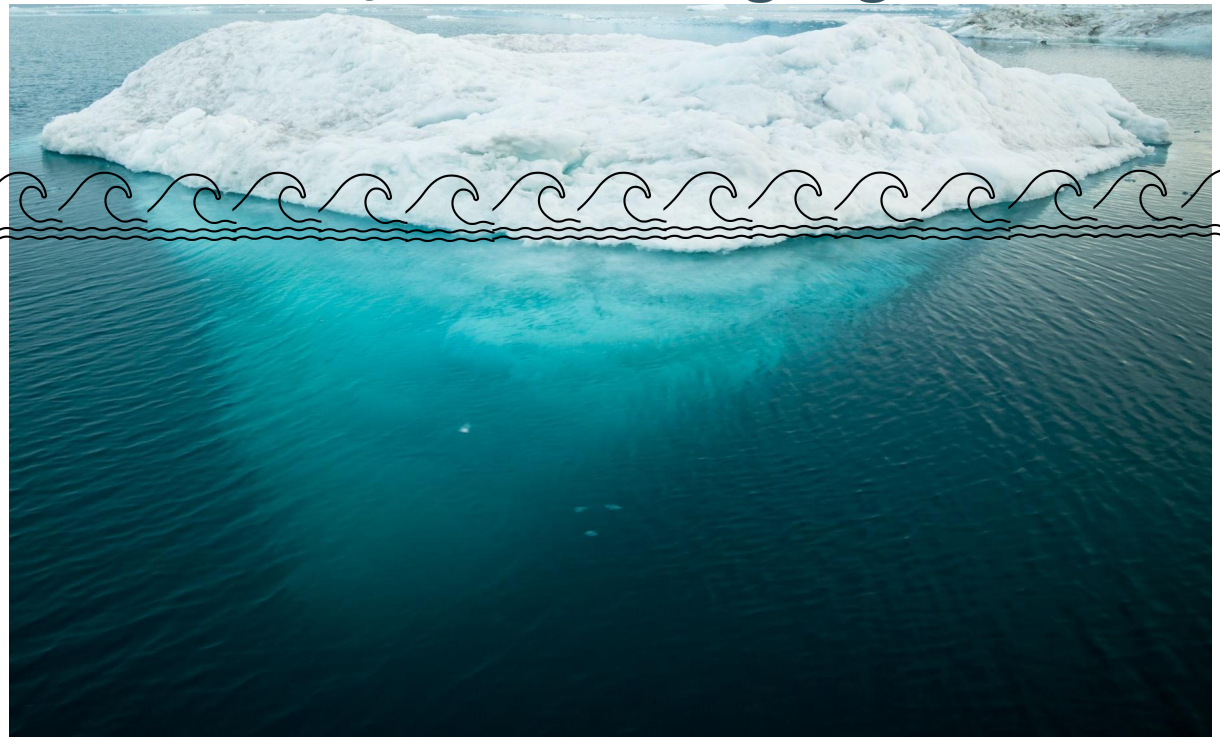
SOCIAL LANGUAGE

ACADEMIC LANGUAGE

Photo by Alexander Hafemann on Unsplash

Jim Cummins, 1979

What's your Guess? How many words to achieve BICS/SOCIAL Language?



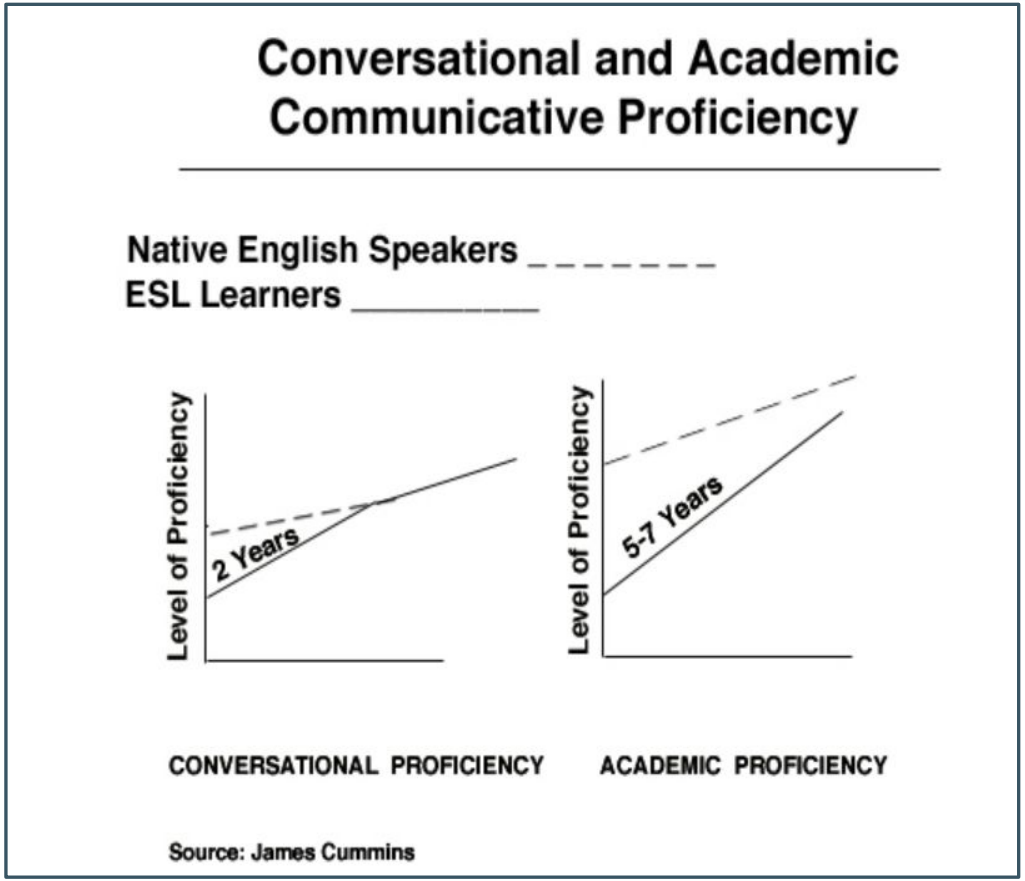
BICS
1,500 - 3,000 words

CALP
Keeps on Developing!

Photo by Alexander Hafemann on Unsplash

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

(Note: There is great variability)



Dr. Jim Cummins: CUP

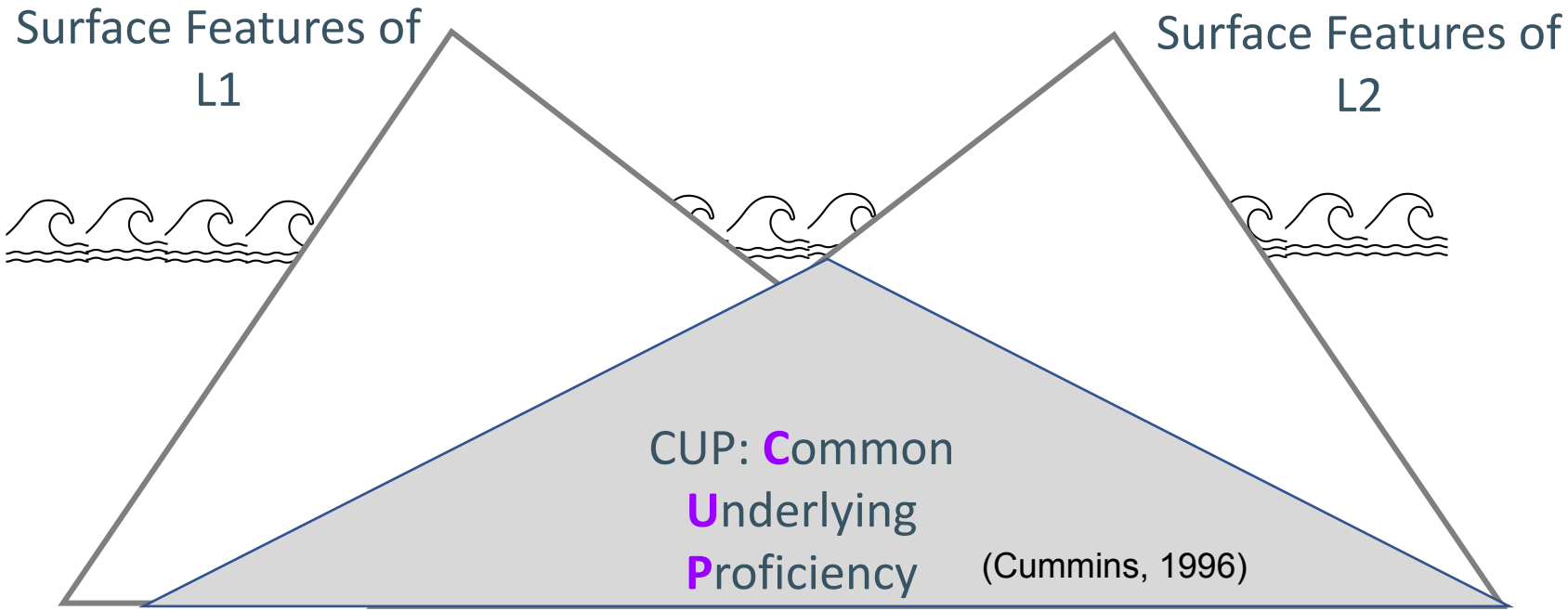
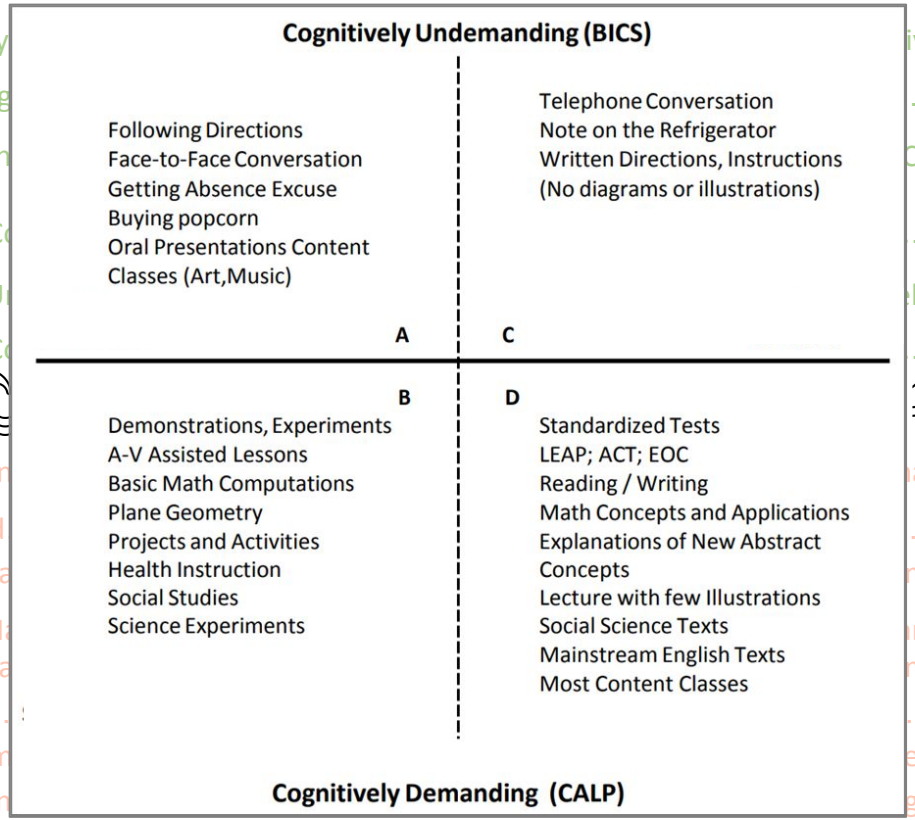


Illustration of Dr. Jim Cummins' Grid (4 Quadrants)

Note: Focus on CONCEPT only for now; we will examine samples afterwards in groups.



Cummins, J. (**1984**) Bilingual Education and Special Education: Issues in Assessment and Pedagogy San Diego: College Hill.

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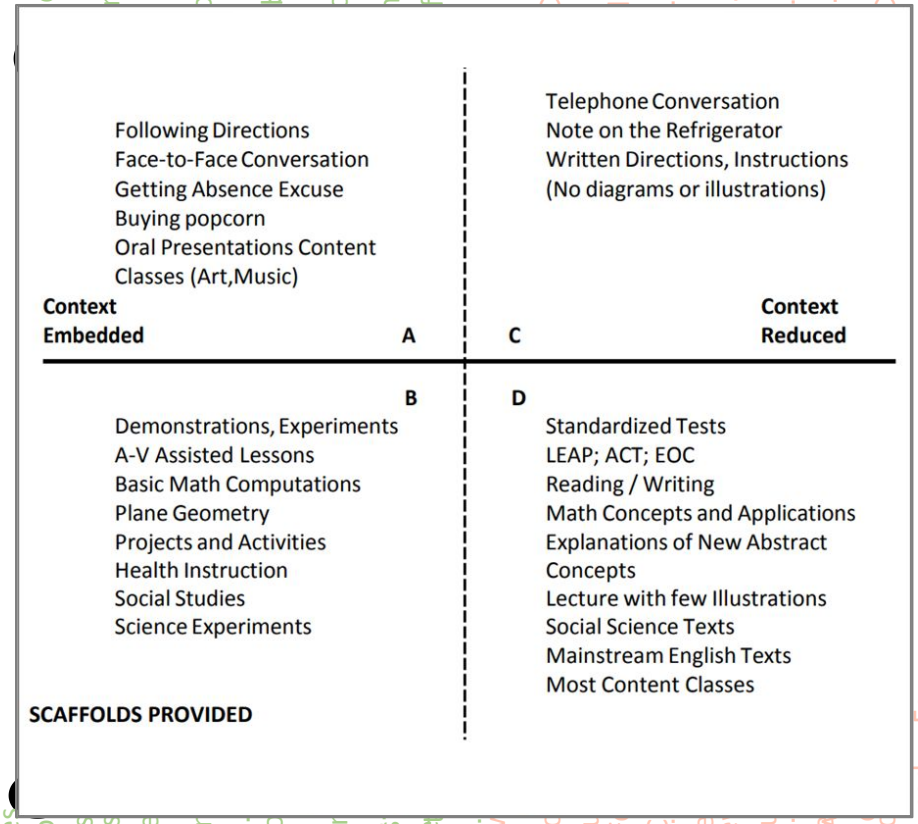
Illustration of Dr. Jim Cummins' Grid (4 Quadrants)



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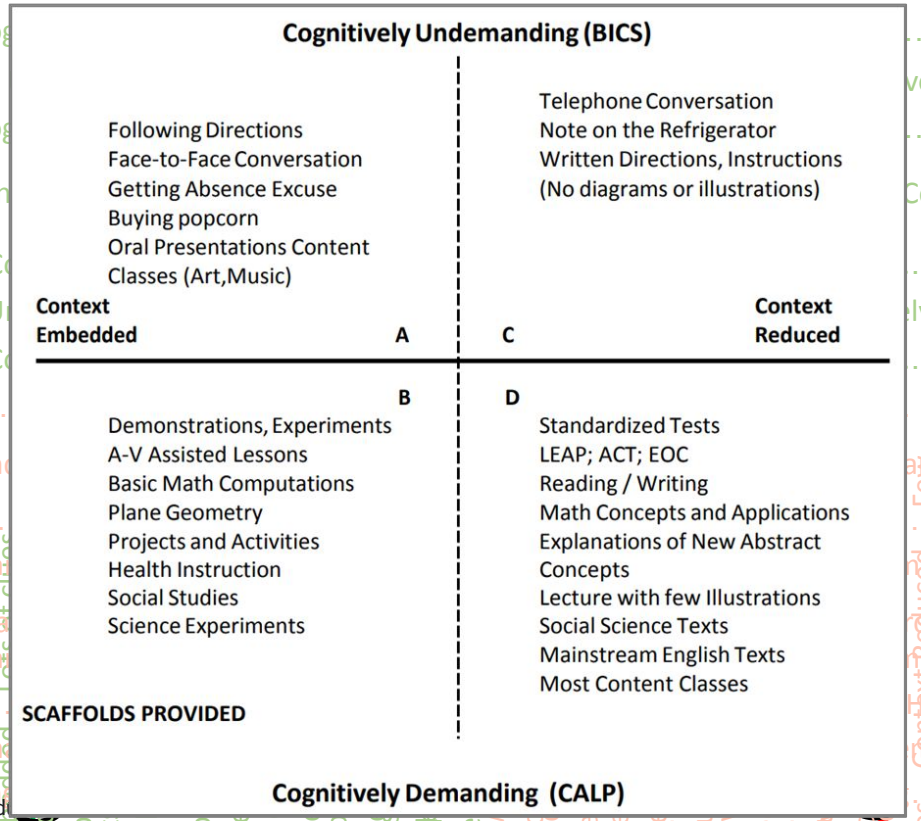

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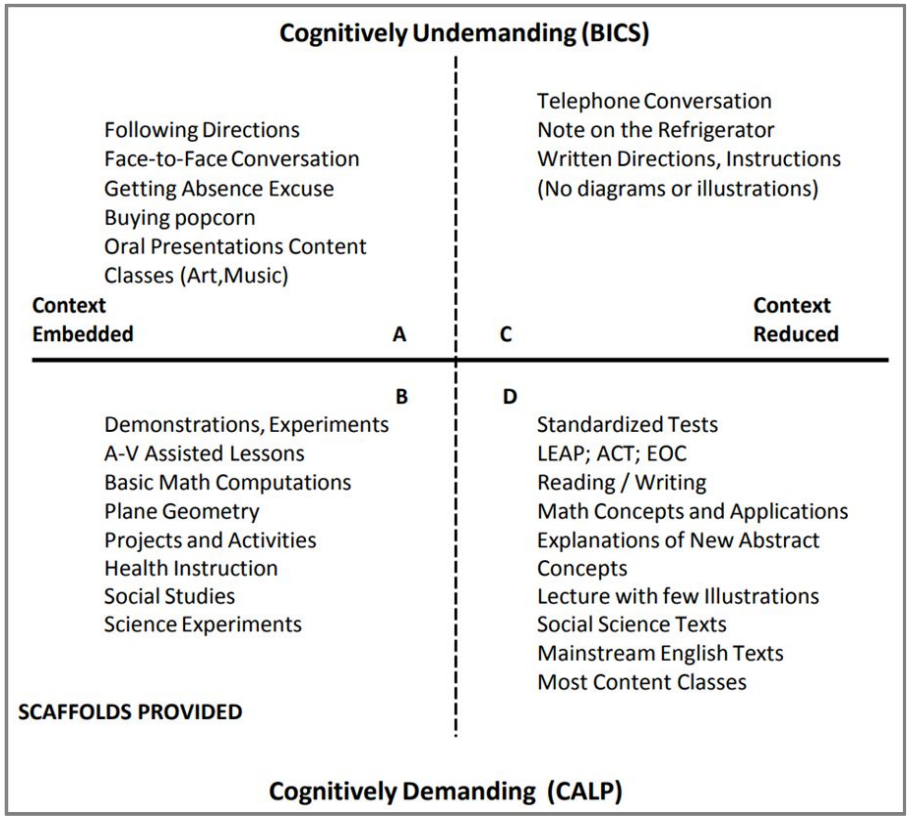
Pedagogy San Diego: College Hill.

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)

Academic Language

5 min

Revisiting Anticipation Guide (manual)

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?

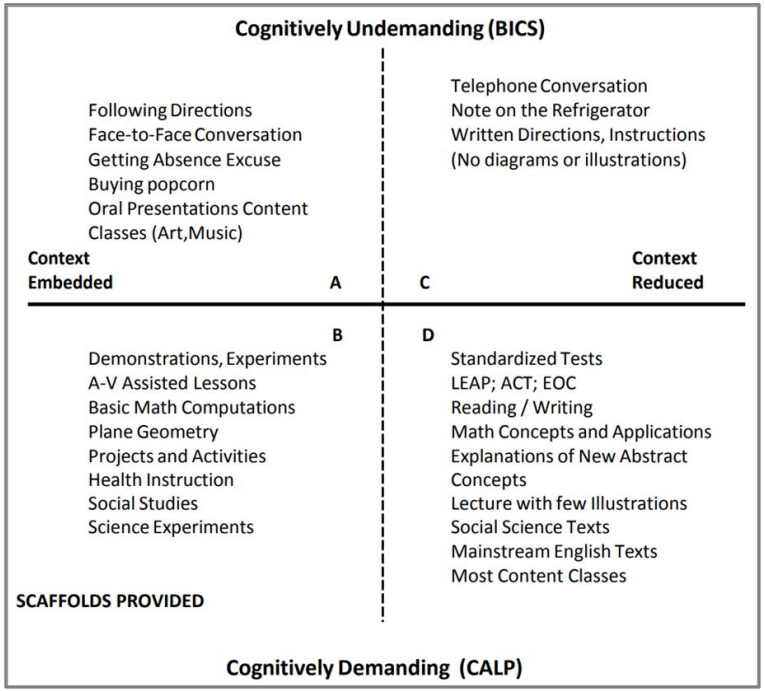
Connecting Tasks to Another Topic

The Task is NOT quite OVER…

ACCESS: Making our tasks more comprehensible (through scaffolds) is ONE ~~aspect~~…

EQUITY for ELs, means ALSO…

Helping ELs DEVELOP English Proficiency



The Federal Government puts it THIS way… "Students in EL programs must receive appropriate language assistance services until they are proficient in English and can participate meaningfully in the district's educational programs without language assistance services."* p.12

English Learners DCL (PDF) (ed.gov)

1:00

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.

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

Academic Language: Discussion

- 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?

An Example: What are some Differences?

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.

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

Language Objectives

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

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

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!

Note

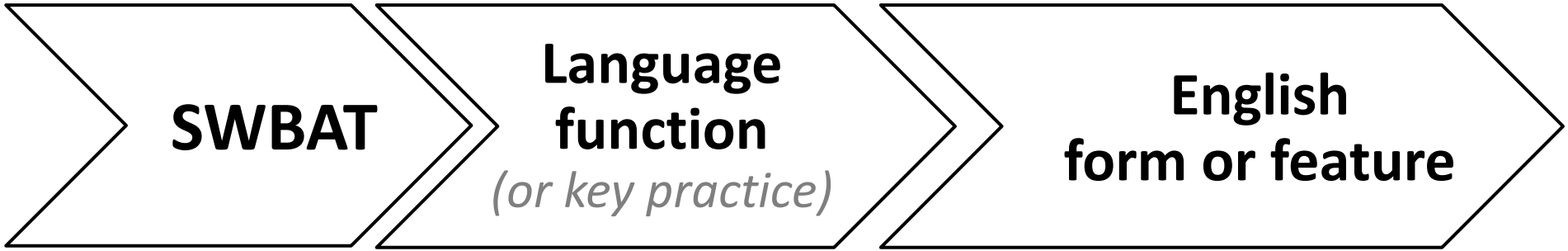
Referring to features of effective instruction of ELs…

"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)* Link

Basic Components of Language Objectives

Minimum Components: (manual)



Why might this formula be helpful?

Language Function Examples

:30

Add a language function

- Retell
- Compare and contrast
- Give instructions
- Describe
- Ask clarifying questions
- Make a claim with evidence
- Identify (in listening/reading)

elp-expectations.pdf (louisianabelieves.com) p. 224

Linguistic Forms & Features in Service in Language Practices

:30

- Transition terms (if…then), (but/however), etc.
- Adjectives to describe characters
- Passive voice (Science)
- Simple/Compound/Complex Sentences
- Pronoun “it” or “he/his”, “they/their”
- Complete sentences in past tense
- The form: “I would suggest that…”
- Synonyms for “important”

1:00

But, WHICH form/features for WHICH Levels?

"... 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?

Useful EL Connector Tool #2

2:00

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

ACQUISITION OF LANGUAGE FUNCTIONS AND GRAMMATICAL FORMS ALL GRADES

1. Language Function: **Expressing Needs and Likes**					
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 needs and likes are foundations to the more complex sentence structure we use for academic purposes.

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

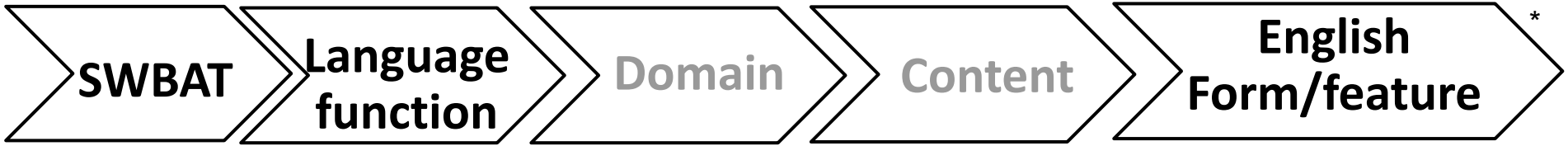
Examples of Language Objectives - SIMPLE (manual)

2:00

1. SWBAT express needs using: *yes* and *no*.
2. 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).
5. SWBAT make predictions using: conditional (could/might) in complex sentences.
6. SWBAT express opinions using: "In my opinion ___ should ___ because/so.

Additional Components Options

2:00



Why might these two extra elements be helpful?

Why might they NOT be helpful?

*MA DESE Next Generation ESL Curriculum Resource Guide

Domains/Modes

Listening/Understanding
- Illustrate a story, role play

Speaking
- Name, rephrase, orally predict, debate

Reading
- Preview, read aloud w/ degree of accuracy, identify main characters

Writing
- List, summarize, create sentence, state & justify opinion

Note: May include representations

Content Connections

- Elementary Literacy Skills Lesson
- Math Formulas
- Oceanography
- Shakespeare
- Culinary Arts
- Current Events
- Math Word Problems
- Instruments in an Orchestra
- The Solar System
- Narrative Essay
- Revolutionary War

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 Guide

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 make predictions about incorrectly applying auto body painting techniques using: conditional (could/might) in complex sentences.

6. SWBAT express an opinion about alternate ways to solve a mathematical problem, in writing, using: "In my opinion ___ should ___ because/so.

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?

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.

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.

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

2:00

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.*

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.

Want more tools and tools?

:30

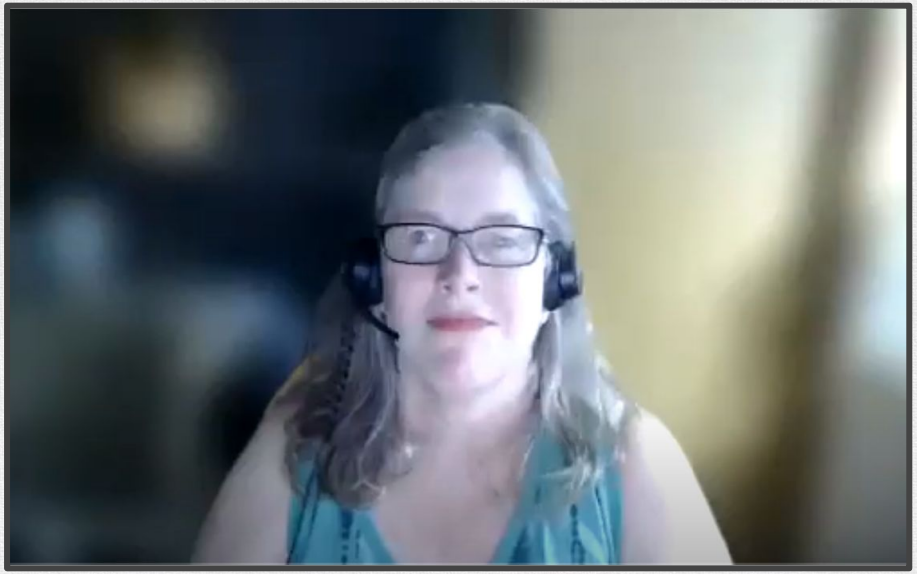
- LA Connectors for ELs
- EL Classroom Differentiation Plan
- TESOL link to Kate Kinsella tool
- Colorin Colorado, Language Objectives: The Key to Effective Content Area Instruction for English Learners, Jennifer Himmel (2012)
- Other sources?

Thank you for your Participation!!

Hidden Slide: Facilitator Use Only

Boni-esther Enquist has created and included this link to cover the talking points related to Stephen Krashen's Hypotheses.

Course Facilitators could watch this as a review and then be prepared to share a similar message with the students in their course.



Boni-esther Enquist

https://youtu.be/1lmJp6ovz2s