TSL 4320: Class 4

AGENDA

- Sharing
- Assignment 2, Part B—Articles
- Homework—Venn
- Review of Last Week
- Book Buddies
- Three Theories of Language Acquisition
- SLA—Krashen, Cummins, Stages

NOTE CALENDAR HAS CHANGED—SEE LAST PPT
Assignment 2: Part B

- Grouping—Content groups of 3-5 (some groups will have members from different subject areas)
- Roles—Leader, Scribe, Presenter, Contributors, Typist
- Materials—Chart paper, markers, paper
- Task—The leader (facilitator) will explain the cooperative directions as delineated below (model as needed) and ask if anyone needs clarification.

Step 1: The leader will ask the peer to her/his left, “NAME, please share your key points, comments, and criticisms about your article.” The other members should check off (or draw a line through) key points the contributor makes.

- Step 3: The contributor will then ask the peer to her/his left a paraphrase of, “NAME, please share your key points, comments, and criticism that are new.”
- Step 4: Continue Step 3 until ALL have added any new information.
- Step 5: The Leader will ask a contributor (beginning with the first contributor) to read remaining key points from her/his list, saying, “NAME, what key points do you have left, comments and criticisms do you have that no one has mentioned?” and paraphrase this to each contributor in the group. The Scribe will write these on chart paper.
- Step 6: The Leader will ask if there are any additional comments about teaching ELLs, such as concerns, questions, and criticisms. The Leader will ask the group to create 2 comprehension questions to ask to the whole class following presentation of key points.
- Step 7: The Presenter will share the chart with the group, paraphrasing (rather than simply reading) the key points and ask the 2 comprehension questions.
- Step 8: The Typist type up the group summary from the chart paper and email it to Sandra by the 18th. (Note that only each person’s article and comments, criticisms, etc. will go into the portfolio. The reflective SHORT essay that is required will be about Assignment 2 overall)
Sharing—Modified vs. Non-Modified Lesson

Group Venn diagram
Review—Program Models

• An agricultural education classroom has both ELLs and native English speakers and instruction is only in English.

• The music teacher at Beethoven Elementary is bilingual (Sp/Engl) and teaches songs in both languages, which supports the school’s emphasis of developing both English and Spanish daily to both Spanish and English speakers who participate in the magnet program.
Language Universals—What do they mean?

- Language is **systematic**
- Language is **dynamic**
- Language is **arbitrary**
- Language is **infinite** and **creative** and **infinitely creative**
- Language is **innate**
- Language is **variable**

State your answer in the form: “Language______.”
Structure of Language--Review

- Phonology
- Syntax
  - Grammar
  - Morphology
- Semantics
- Pragmatics

Application: What type of “errors” is an ELL making when she says,

1. “I goed to the store to buy my mother some lice (for rice).”
2. “Teacher, teacher, I know answer! He live in the house of his sister.”
Book Buddies

10 minutes
Meet with your group and do some “book talk”—PLEASE stay on task. When done, discuss ideas for the book presentation at the end of the term.
Theories of Language Acquisition--

- Behaviorist
- Innatist
- Interactionist
Behaviorist Theory (B.F. Skinner)

- Involves habit formation (stimulus → response)
- Learners are passive
- Learner is a blank slate
- Environment is crucial—shapes

“You say what I say!”

ELL Teaching: Drill and Practice
Concerns about Behaviorism

• Uniformity in language acquisition by all though language exposure varies

• Don’t typically learn/repeat sentences verbatim but acquire underlying organizing principles

• Regression occurs (ran→runned→ran)

• Error correction may not be noted
Innatist Theory (N. Chomsky)

- **Chomsky**: Humans are genetically “hard-wired” to learn language *(language acquisition device (LAD)*—language biologically determined
- Universal Grammar (UG)—language principles are hard-wired in the brain
- Learners play an active role—hypothesis testing
- Environment is only one factor (triggers LAD)

“It’s in the BRAIN!”

*L2 Teaching: Necessary or Not?*
Concerns about Innatism

• Adults give feedback/correction (modeling correct usage), so child may not just be figuring out alone

• Output not viewed as assisting in language development
Social Interactionism - Vygotsky

- Language develops entirely in social interaction
- Language is used to express propositions within certain social contexts and serve particular communicative functions
- Caretaker speech (child-directed speech) used by some cultures to make language more salient
- Input and output important

“Let’s talk!”
Activity—6 groups

- Groups 1-3 Create a graphic organizer or draw a picture of the theory assigned to help you and your classmates remember each theory.

- Groups 4-6 Develop a scenario of a classroom that reflects the theory assigned. We will guess if the teacher is following a behaviorist, innatist, or social interactionist philosophy!
Second Language Acquisition
Characteristics of First Language Acquisition—Do these apply to SLA??

• The child learns language by unconsciously generating rules, perhaps to fill an innate blueprint

• Learns language through observation & interaction

• Learns language in meaningful, supportive, and communicative settings

• Errors indicate learning is occurring

• Certain aspects of language learned in a relatively predictable order (developmental sequence

• A lot of time required to become fluent
Krashen's SLA Theories

1. Acquisition vs. Learning
2. The Input Hypothesis
3. The Affective Filter
4. The Natural Order Hypothesis
5. The Monitor
## Acquisition vs. Learning

<table>
<thead>
<tr>
<th>Similar to first language acquisition</th>
<th>Formal knowledge of a language</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Picking up” a language</td>
<td>Knowing about a language</td>
</tr>
<tr>
<td>May not be consciously aware</td>
<td>Deliberate and conscious effort</td>
</tr>
<tr>
<td>Implicit knowledge</td>
<td>Explicit knowledge</td>
</tr>
<tr>
<td>Errors accepted</td>
<td>Errors corrected</td>
</tr>
<tr>
<td>Formal teaching does not really help</td>
<td>Formal teaching helps</td>
</tr>
</tbody>
</table>
The Input Hypothesis

Comprehensible Input

\(i+1\) (input that is 1 level beyond current level)

According to Krashen, meaningful input that is comprehensible = acquisition in the classroom. Also, he believes that comprehensible input is THE way of SLA (not output/production).
The Affective Filter Hypothesis

Comprehensible Input → Affective Filter → Intake
The Affective Filter

- When the filter is high, input will not pass through
- **Low** affective filter =
  - High self-esteem
  - Low anxiety level
  - High motivation
- Implications for teaching?
The Natural Order Hypothesis

- All learning is acquired in a natural, predictable order.
- “Built-in syllabus“ (Corder, 1967)
- Morpheme acquisition (Dulay and Burt, 1975)
- Implications for classroom?
The Monitor

- The learned knowledge can be used to monitor your communication
- There is a time factor, works better for written than spoken language
Major Criticisms of Krashen

• Dichotomy between learning/ acquisition: what is learned can become acquired

• Input is important: what about output/expressive skills (speaking, writing)? Students need to produce in order to acquire (Swain)

• Importance of interaction: Meaningful interaction is a key to communicative competence

TASK—T/F Test SG, p 30
SLA Affecting Factors

- Sociocultural
- Psychological
SOCIOCULTURAL FACTORS

- Acculturation
- Differential Status of Languages
- Value Systems
- Dialects and Standard Languages
- Organization of Schools
Psychological

Affective Factors
- Self-esteem
- Motivation
- Anxiety
- Attitude

Cognitive Factors
- BICS
- CALP
- CUP
- SUP
- Age
- Transfer/generalization
- Learning styles
- Learning Strategies
BICS and CALP

BICS=Basic Interpersonal Communication Skills
CALP=Cognitive Academic Language Proficiency

J. Cummins
BICS & CALP

• To what kind of language are we referring?

• Why do we need to know about them?

• What’s the difference between them?
Basic Interpersonal Communication Skills

• “everyday conversational language”

• Typically used in informal contexts

• Generally developed naturally by all L2 speakers
Cognitive Academic Language Proficiency

• “classroom/school/academic language”

• Developed through education and schooling
What are the differences between BICS and CALP?

**BICS**
- Easier to master
- Picked up through interaction with peers and adults, both in and out of school
- Takes about 2 years to develop

**CALP**
- More difficult to master
- Learned through schooling and education in the L2
- Takes 5 or more years to develop
BICS & CALP

• Why is it important for teachers to understand these concepts of social and academic language and the time it may take to acquire them?

• What are some factors that may affect an individual student's pattern of social and academic language acquisition?

TASK—Answer questions on SG, p. 38
In order to be an effective teacher for ELLs, we must:

• Increase Comprehensibility – e.g., utilize realia, graphic organizers, pictures, puppets, and other hands-on materials.

• Increase Interaction – e.g., cooperative learning and pair work.

• Increase Higher order thinking skills – e.g., ask follow-up questions that require more complex language as well as more complex thinking.
To do this, we must:

• require a relatively challenging degree of *cognitive demand*, i.e., make our students think, and…

• Provide a relatively high level of *contextual support*. 
Degree of Cognitive Demand

Refers to how easy or how hard the topic or content of a discussion is for the 2nd language learner.

- The degree of cognitive demand for any given will differ for each individual, depending on the individual’s prior knowledge of the topic.

- e.g., discussing how to calculate the square root of a number might be very difficult for someone who does not have the pre-requisite math background.
Level of Contextual Support

Refers to the number and nature of clues available to a speaker or listener that assist in conveying meaning of the language.

- pointing to objects, giving opportunities to ask questions/clarify meaning also facilitate comprehension.

- Use of facial expressions, gestures, and other forms of nonverbal communication.

- teaching science with manipulatives.

- teaching math with items that can be sorted, touched, and/or grouped.
Contextual Support

- Context Embedded
  - Pictures
  - Manipulatives
  - Support
  - Text and More
  - example: DOG

- Context Reduced
  - No Pictures
  - No Manipulatives
  - No Support
  - Only Text or Talk
### Cummins’ Quadrants

<table>
<thead>
<tr>
<th>Quadrant 1</th>
<th>Quadrant 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context embedded</td>
<td>Context Reduced</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quadrant 3</th>
<th>Quadrant 4</th>
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<tbody>
<tr>
<td></td>
<td>Cognitively Demanding</td>
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<table>
<thead>
<tr>
<th>Cognitively Undemanding</th>
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</thead>
</table>

- **Quadrant 1**: Cognitively Undemanding, Context embedded
- **Quadrant 2**: Context Reduced
- **Quadrant 3**: Cognitively Demanding
- **Quadrant 4**: Cognitively Demanding
Refer to SG, p 36 and indicate where these tasks fall for limited ELL--

- Telephone conversation
- Math word problems on FCAT
- Class guest speaker talking about careers in your field
- School supply list
- Guided video presentation of concepts in your subject
- Class lecture using PPT with visuals, classroom posters, and realia
Ideally, we want to provide ELLs with:

• High Context and

• High Cognitive Demand

QUADRANT III
Social vs. Academic Language: Factors to Consider

- Students with prior academic language experience or background knowledge in any language can use these skills to facilitate learning academic English.
- Individual variations such as preference for social situations or preference for academic study.
- The student's current learning experiences are a major factor. Content teachers who include attention to language in their courses and who teach learning strategies (such as how to use textbooks) help students acquire academic skills and language.
Stages of L2 acquisition

- Pre-Production (silent period)
- Early Production (one-word responses, chunks)
- Speech Emergence (creating novel sentences)
- Intermediate Fluency (fluency in social settings)
- “Learned” knowledge is limited

TASK: SG, p. 31, 32: Review and then classify the language samples on the handout
NEXT CLASS—Note that the calendar below has been modified from that in your syllabus!!

- CP-TESOL Standards—Read Glossary and grade level standards related to your lesson plan
- * CP-Clancy & Hruska—Developing Language Objectives (note-article is about PE but applicable to all subjects!)
- D-R, Ch 6 English-Language Development (to “English-Language Literacy Development”)
- Read Book Buddy chapters
  * Develop 5 higher order questions and 5 comments about each. These will be randomly collected in class. NOTE YOU WILL NOT WRITE QUESTIONS FOR D-R AS INDICATED IN SYLLABUS
- Online—Select/read Module 1
  Read all but complete Assignment 3 only.

Homework due this class:
- Assignment 2 Group Summary Due by 9/18--email to your instructor
- Bring SSS to class
- Bring Module 1, Assignment 3 assignment to class!
- Bring content area TEXT and other lesson plan resources to class!

In-Class
- Assignment 4: Book Buddy discussion group
- Assignment 5: Lesson Planning—Lesson Planning Groups—Determine topic, grade(s), and potential resources (lesson must address listening, speaking, reading, and writing plus content). Identify SSS and write content objectives.
- Analyzing curriculum for language demands/functions, writing objectives