TSL 4320: Class 5 AGENDA

- Announcements—FTCE Pilot 9/27; online class next week!; get refreshments now☺
- Three Theories of Language Acquisition
- Second Language Acquisition (Krashen, Cummins, & Stages)
- Three Principles
- Review for Quiz
- Principle 3—Increasing Interaction: Cooperative Learning Workshop-Lori Rodriguez, SBAC ESOL

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)

- <u>Chomsky</u>: Humans are genetically "hard-wired" to learn language *(language acquisition device (LAD)—*language **<u>biologically</u>** 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!"

Which theory does each scenario exemplify?

- Mrs. Abercrombie has ELLs memorize passages, gives explicit corrective feedback, and tells ELLs to write both content and grammatical corrections 3 times each.

- Dr. Seraphine uses discovery learning activities in which ELLs talk with peers about their ideas and concepts while using concrete materials in activities.

- Mr. Chui uses realia, gestures, carefully selected speech, visuals, graphic organizers so that students will better understand his lessons.

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

Similar to first language acquisition	Formal knowledge of a language
"Picking up" a language	Knowing about a language
May not be consciously aware	Deliberate and conscious effort
Implicit knowledge	Explicit knowledge
Errors accepted	Errors corrected
Formal teaching does not really help	Formal teaching helps

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
- <u>Low</u> 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

**Learned
Rules**

**Acquired
Competence**

Output
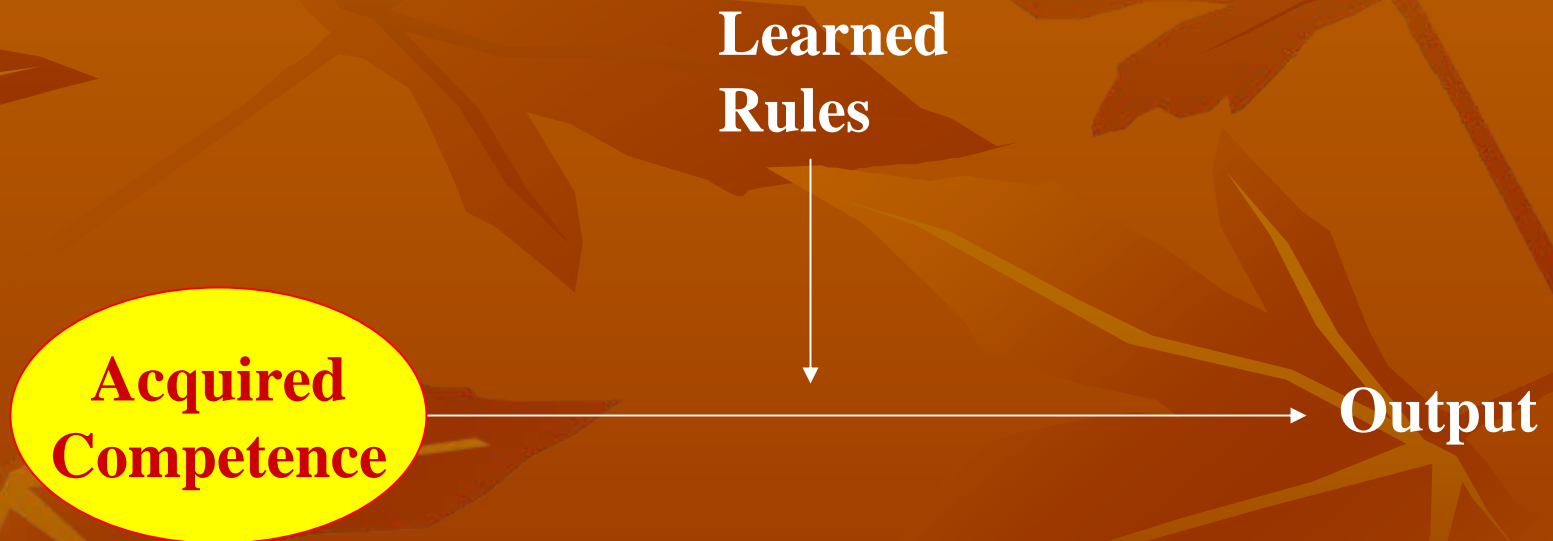
• The learned knowledge can be used to monitor your communication

• 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**

What Makes Content Easy/Difficult for ELLs

- Move into your content area group and consider characteristics of your content which make them easier or more difficult for ELLs.

EASY	HARD

BICS and CALP

BICS=Basic Interpersonal Communication Skills

CALP=Cognitive Academic Language Proficiency

Jim 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 did your readings say about it? (be prepared to give examples)

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 5-9 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 apply these 3 Principles:

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

- Increase Interaction – e.g., cooperative learning (individual accountability/positive interdependence) and pair work that focus on content AND LANGUAGE DEVELOPMENT

- 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*.

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.

Principle 1.
Increase Comprehensibility

Traditional Sequence

- Read text
- Answer questions
- Discuss material
- Do applications/ expansions

Teach the Text Backwards

- Do applications/ expansions
- Discuss material
- Answer/preview questions
- Read text

Increase Comprehensibility

- Move from prior knowledge to new vocabulary.

- Move from concrete to abstract.

- Move from contextual support to less contextual support.

Contextual Support

- Context Embedded

Pictures

Manipulatives

Support

Text and More

example:

DOG

- Context Reduced

No Pictures

No Manipulatives

No Support

Only Text or Ta

คำอวยพร

ยินดีต้อนรับ

Yakında Görüşürüz

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 <u>prior knowledge</u> 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.

Cummins' Quadrants

Cognitively Undemanding

Quadrant 1

Context embedded

Quadrant 2

Context Reduced

Quadrant 3

Quadrant 4

Congnitively 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 <u>and</u>

- High Cognitive Demand

QUADRANT III

(Be prepared to tell how to add context to an activity that is found in Quadrant 4!)

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

Partial Quiz Review

Refer to all assigned readings, online modules, and PPTs. Consider class discussions and tasks.

Topics are not limited to topics that follow. This is a sampling!!

True-False

1. The Consent Decree established several new educational rights for ESOL students.
False

2. There are similarities between first language acquisition and second language acquisition, but the differences outweigh the similarities.

False

3. Lowering the affective filter (Krashen) means screening out complex sentence structures used in explanations.

False

4. The only goal of the content teacher with ELLs should be teaching important content concepts in comprehensible English.

False

5. Social language is learned in about 2 years; academic language takes longer, about 3-4 years.

False

6. Modeling correct English is a good way to respond to grammatical errors.

True

7. ESOL students in the early production stage of second language development should be given language tasks that require one or two word answers.

True

8. Many ESOL students benefit from support in their home languages even when all of their classes are in English.

True
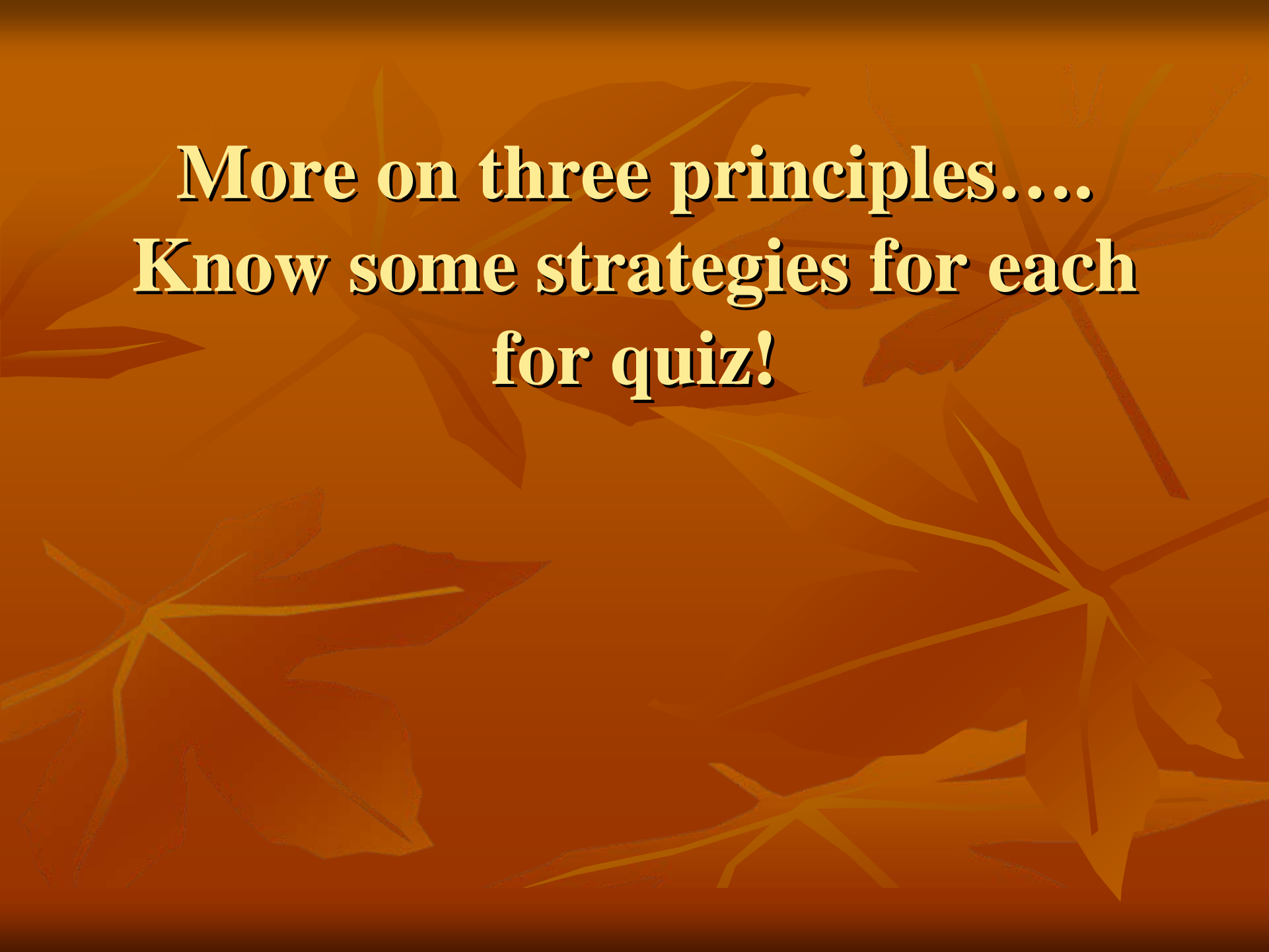
10. Krashen's input hypothesis states that input should be provided at the i-1 level.

True

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

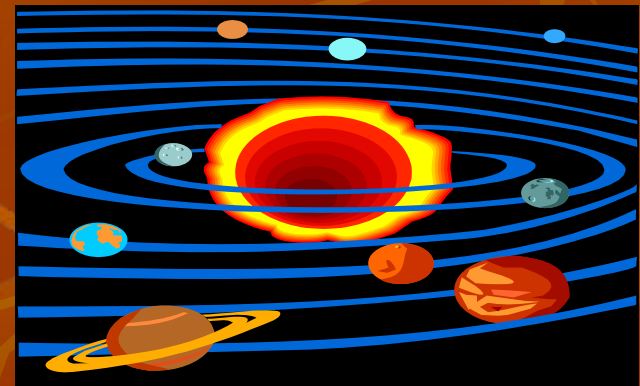# More on three principles…. Know some strategies for each for quiz!

Comprehensibility through NONLINGUISTIC REPRESENTATIONS

Non-linguistic representations – Involve student in the creation of the nonlinguistic representation.

Graphic organizers
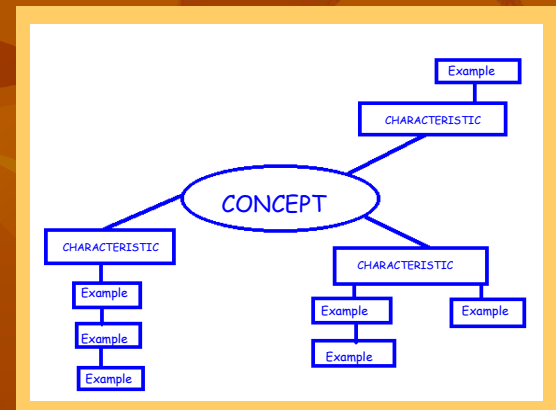
Pictographic representations

Physical representations or models -

Kinesthetic representations

Mental images -

"Actions speak louder than words"

Ways to Adjust Teacher Talk

- Face students
- Pause frequently
- Paraphrase often
- Clearly indicate the most important ideas and vocabulary through intonation or writing
- Avoid "asides"
- Avoid or clarify pronouns
- Use shorter sentences
- Use subject-verb-object word order
- Increase wait time
- Focus on the student's meaning, not grammar
- Avoid interpreting on a regular basis

2. Increase Interaction

Through pair/group work:

- Think-Write-Pair-Share
- Numbered Heads Together
- Jigsaw
- Peer Tutoring
- Pair Assignments
- Cooperative Projects
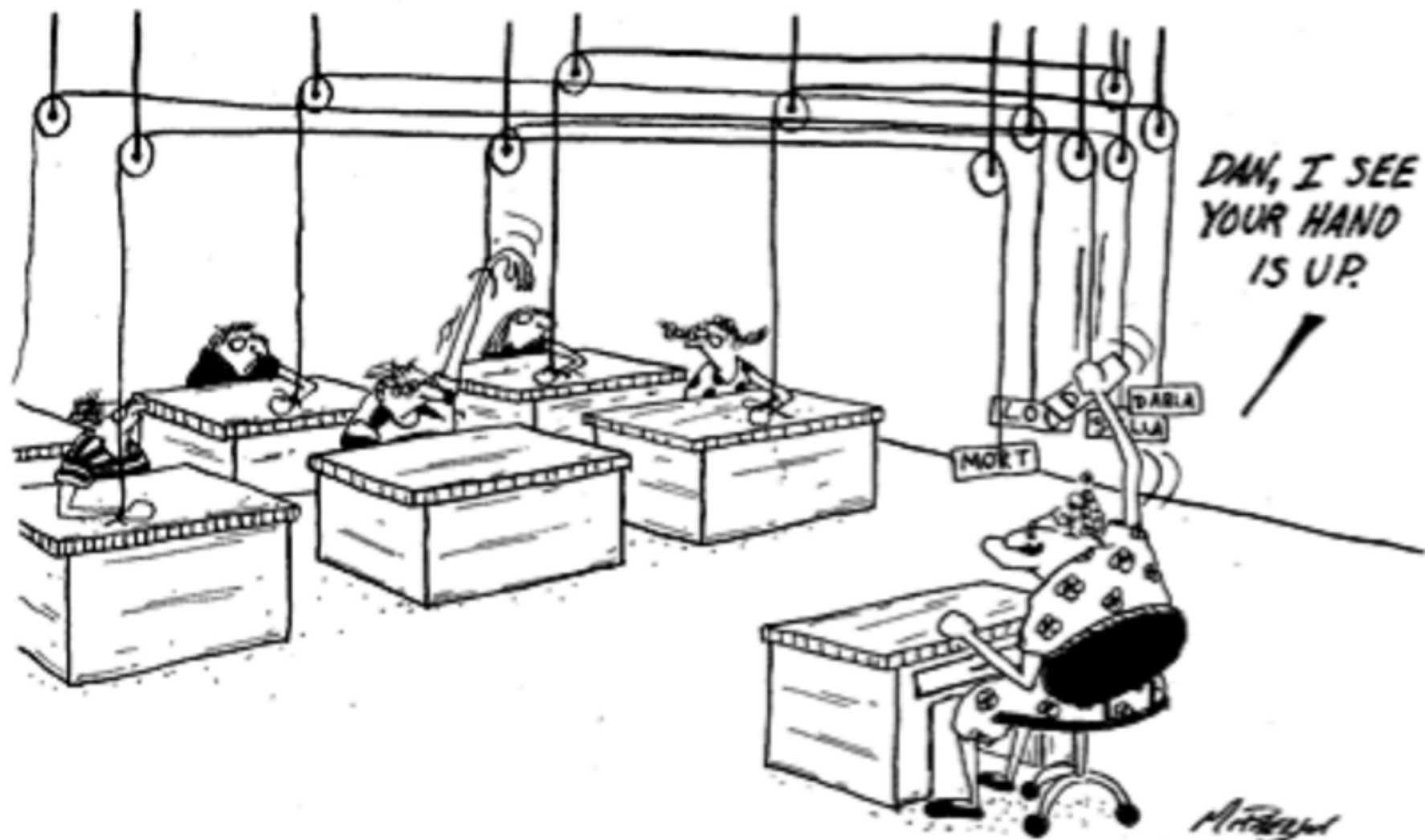
MRS. MORTLEMAN MADE SURE THAT EVERYONE PARTICIPATED IN CLASS.

Increase Interaction

Many second language acquisition theorists believe that interaction is necessary for second language acquisition to occur. Why?

- Interaction gives ELLs the opportunity to get modified input from their peers.

- Interaction gives ELLs the chance to *use* the new language.

When using pair/group work:

- Vary grouping strategies
- Plan for positive interdependence and individual accountability
- Teach and model activities before asking students to do them
- Recognize and reward effective group work

Increase Interaction

- Use a variety of grouping configurations:
  - Maintains students' interest

  - Increases student involvement in the learning process

  - Increases chance that each student's preferred mode of instruction will be matched

J. Echevarria, M. Vogt, & D. Short (2004). *Making Content Comprehensible for English Learners: The SIOP Model.*

Increase Interaction (cont.)

- "It is recommended that at least two different grouping structures be used during a lesson, depending on the activity and objectives of the lesson." (p. 106)

J. Echevarria, M. Vogt, D. Short (2004). *Making Content Comprehensible for English Learners: The SIOP Model.*

Cooperative Learning Activities

David Hirschy Video

You will watch this video during quiz and tell how he applies 3 principles—Module 1 Echolocation lesson gives practice. We will go over this during class 7 before quiz—quiz will be last thing in Class 7.

Applying the Three Principles to a Lesson

Partial lesson plan requirements--

1. **In order to increase comprehensibility (principle #1), design a hands-on activity that introduces key concepts in the lesson and/or builds prior knowledge. (In keeping with the Teach the Text Backwards sequence, this activity is intended to be done with students prior to their reading of the chapter. In other words, this activity is used to introduce the topic.)**

LESSON PLAN REQUIREMENT #4 and possibly 8 and 9

2. **In order to increase interaction (principle #2), design 1 cooperative learning activity that corresponds with your lesson. Make sure the activity fosters both positive interdependence and individual accountability.**

LESSON PLAN REQUIREMENT #18

3. **In order to foster higher order thinking skills (principle #3), create an assignment or a set of questions that cultivate critical thinking (at least 2 higher order tasks/questions for beginning and intermediate levels).**

Higher order thinking workshop tentatively scheduled for Class 7!!

LESSON PLAN REQUIREMENT # 16 and possibly 30

Increasing HOTS, Part :
Teach Study Skills/Learning Strategies

- Increase student awareness

- Practice the technique in class

- Evaluate its use

- Transfer strategies to new tasks

Learning Strategies
1. Metacognitive

Involve planning for one's learning, **monitoring** comprehension and production, and **evaluating** one's work.

A. Planning: *How am I going to learn this material?*
   STEPS

B. Monitoring: *Do I understand what I'm reading or hearing? Am I making **myself** clear when I'm writing or speaking?*

C. Evaluating: *How well did I accomplish that task or activity?   THINK ALOUD METHOD*

2. *Cognitive Strategies*

Mentally or physically manipulating the material in some way in order to learn it.

- A. Rehearsal
- B. Organization
- C. Elaboration

3. Socioaffective Strategies

Interacting with others or using affective control in order to assist learning.

- A. Asking questions for clarification.
- B. Cooperative learning.

CLASS 6—CHANGED FROM SYLLABUS!!!

- CP-Jameson, 3 Principles (Good quiz review)
- CP-Jameson, Teach the Text Backwards (good for quiz)
- * D-R, Ch 7 Planning and Implementing SDAIE-Based Content Instruction
- * D-R, Ch 3—Read all except Grading ELLs; Identification, Referral, and Early Intervention of English Learners with Special Needs; & Teaching Strategies for the CLD Special Learner
- * Develop 3 higher order questions and 3 comments. These will be randomly collected in class 7.
- ONLINE--Select/read Module 1 at http://proeducational.com/inc/m_index.html --putting up on class website as well if problems with proed site as before. Read all but complete Assignment 3 only. (good for quiz!!)
- Select/read Module 6: Assessment Complete Module 6 assignments using Echolocation Lesson provided to critique. Do objectives and assessments align? (assessment topics from online session will be on quiz!!)

TASKS FOR CLASS 7 PLUS MORE ON QUIZ WILL BE EMAILED BY LATE NEXT WEEK!! PLEASE READ YOUR EMAIL BEFORE CONTACTING INSTRUCTOR.