TSL 4320
Class 11

AGENDA
Noreen Baker, ELI Exchange Overview
Book Buddy Presentation Planning
Lesson Planning Essentials
Culture
ELI Partner Exchange

- **Time requirement:** Three one-hour weekly or bi-weekly meetings (note that two 2-hour meetings do not meet the requirement)

- **Product:** Three journal entries and a final summary of learnings and knowledge.

- This is an E.A.S. task—be sure to connect theories and theorists to language portion of paper with references to people and/or readings.
Criteria:

- 3 journal entries describing your experiences with your ELI partner.

- Focus Paper

- Cultural Connections
  Explicit connections to cultural content (e.g., surface/deep culture, assimilation/accommodation/acculturation, stages of cultural adjustment)

- Second Language Acquisition Connections
  Explicit connections to language content (e.g., language structures (syntax, phonology, morphology, etc.), learning theories (behaviorism, innatism, interactionism), Krashen’s hypotheses, Cummins’, etc.

- Form
  Followed length, format guidelines and few (if any) spelling/grammar errors
Lesson Planning Essentials
Three Questions to Guide Planning:

**Question 1**: What demands are you placing on ELLs? [analysis]

**Question 2**: Where are your ELLs? [Assessment—
for your lesson you are teaching a regular classroom and have at least one beginner and one intermediate level student]

**Question 3**: If ELLs cannot meet demands yet, teachers need to mediate [planning]

1. Scaffold expression through academic language teaching (“teaching the language”)
2. Access through comprehensible input (“getting around the language”)

Content Objectives--LESSON PLAN REQUIREMENT #2

- Must be behavioral (not “demonstrate”, “understand”, etc.; rather, “identify”, “name”, “describe”, etc.)
- Must involve skills and knowledge that are concrete and measurable
- Must align with Sunshine State Standards—see benchmarks
- Must align with ASSESSMENT (that is, objectives must be assessed)
- Should not be “watered down” for ELLs (higher order thinking skills)
- Consider words that Bloom uses—create, analyze, etc.

Examples:

- Students will:
  - describe the cinematic elements that define film genres.
  - explain the reasons why some indigenous peoples flee Central America and seek refuge in the United States.
  - identify the primary geographic regions of Spain.

Question 1: What are the demands your content objectives place on students (language, literacy, and cultural)?
Finding the Language—Text Analysis, CP 123-127

- Determining what children need to know in order to participate in learning:
  - Look at text features, signal words, structure, needed cultural and conceptual background knowledge
  - Using p. 125, analyze the language demands of the text you’re using with your lesson plan
Finding the Language (cont’d)

**Language Functions**: The purposes for which we use language

- **Communicative**: Those functions that express meaning in routine social contexts and are cognitively undemanding. Ex: greetings/leavings, requesting/giving information, describing, expressing feelings.

- **Academic**: Those functions used across content areas or content-specific. Ex: describing, explaining, informing, comparing, debating. (Refer to CP pp. 130-131 for examples)
Function & Form

**Function**
- Asking for clarification
- Comparing and contrasting
- Describing

**Form**
- What do you mean by that?
- Can you explain that again?
- I don’t understand.
- I’m unclear what you meant.
- X is similar to Y in terms of ..........
- X has the characteristics of a, b, c
- .................................
Language Objectives

- Name two tasks that ELLs will need to perform when you are teaching your own field in the classroom.

- What type of language functions do activities require?

Think in terms of both communicative and academic language demands while considering language form (grammar points, transitional words, etc.)
Connecting Proficiency Stages and Demands—Consider Where Your ELLs Are (Question 2)

- Language objectives should be formulated for students that are appropriate for their proficiency level.

  - Beginner (Pre-/Early Production)
  - Intermediate (Speech Emergence, Early Int)
  - Advanced (Late Intermediate)

Refer to CP p. 117! You will address Beginner and Intermediate in your lesson plan!
Lesson Plan Requirement 1: Write one paragraph or bullets to describe your class (subject area, grade level, number of students, and background knowledge of subject in lesson -where it falls in relation to unit sequence). Briefly describe your two ELLs in terms of reading, writing, and oral abilities. One (or more) ELL must be at the BEGINNER level and one (or more) ELL must be at the INTERMEDIATE level. (See CP, p. 117)

Your language objectives and assessments should target these levels!
LESSON PLAN REQUIREMENT #3

Write language objectives (targeted forms and functions) clearly for students beginning and intermediate level ELLs (reading, listening, speaking, and writing) specifying vocabulary separately and including form and academic language function(s). Link these to the TESOL K-12 standards they fall under—CP, pp. 83-114.

Select standard(s) from appropriate grade levels!
Writing Language Objectives—CP 128-129

The XYZ formula:
Students will use X [language structure] to do Y [language function] with Z [words/word groups].

*Example of a language objective.*

Students will use *adjectives* to orally *describe* [an object] using words that tell size and texture such as big, small, rough, smooth.

*(Adapted from Tedick and Fortune, 2003)*
Red=function,  
Green=structure,  Blue=words

- Students will use questions to **ask for information** using what and where.
- Students will use present tense sentences to **describe weather and climate** using the frame, “The _______ is __________.”
- Students use cause/effect statement to **make predictions** about what will happen in an experiment using “If…..,then…..”
Rewrite these LANGUAGE OBJECTIVES using XYZ:

- Students will explain how they got the answer to math word problems using multiplication.
- Students will orally compare and contrast mammals and reptiles.
- Students will explain why earthquakes happen in a written paragraph.
- Students will orally persuade their peers of their point of view after reading the passage.
Language Objectives: Identifying Language Demands

- “Unpacking” the language of the task/activity/lesson – language inventory (Gibbons)
- Individual students’ language needs based on stages of second language development
- Take a look at the handout and come up with appropriate tasks and language functions and forms that ELLs at each level can accomplish based on your own field.

**Example:**
- Preproduction: Drawing bone structures of mammals that live in water.
- Early production: Grouping mammals based on where they live.
- Speech emergence: Comparing and contrasting mammals that live on land and in water.
- Intermediate fluency: Predicting how mammals would adapt to drastic climate changes.
Using Sentence Frames & Stems

- VERY effective in modeling the language associated with the different text structures of our language. Teaching these assists students with speaking, writing, and comprehension.

- Provide these as a visual model during directed teaching with teacher talk, during activities students practice their use, and then as a means of assessments.
Compare/Contrast Examples

1. How are ___________ & ___________ ALIKE and DIFFERENT? Use details and information from the story to support your answer.

2. _______ is __________ however _______ is _______. They are alike because they both _______.

3. _______ and _______ are similar in that they both ________, but ________ ____________ while _________.
CAUSE/ EFFECT

_________  because______________________.

_________ so __________________. ___________ as a result of ___________.

Since_______ then______________________.

PERSUASION/ JUSTIFICATION

In my opinion ____________ because________ I feel that __________ because____________

There should__________ because_____________ ________. For this reason, I think__________
Question 3: How can you mediate demands of curriculum based on needs of ELLs?
Increase Comprehensible Input

MEANING, MEANING, MEANING

- **Build on cultural experiences**
  - Funds of Knowledge (L1 and L2)
  - Accessing and developing background knowledge/schemata (L1 and L2)
  - Learner-centered (bilingual and bicultural individuals)

Teach the Text Backwards—For lesson plan, you must provide an ENGAGING introduction that builds linguistic/cultural background and is motivating and interesting.
Modify Teacher Talk

- Simplify language input
- Increase student output
Teacher Talk

Simplify language input

- Pronunciation:
  - Fewer contractions
  - Slower rate (but not unnatural)
  - Longer pauses

- Vocabulary
  - High frequency vocabulary, less slang, fewer idioms
  - Fewer pronoun forms
Teacher Talk

**Simplify language input:**

- **Grammar:**
  - Shorter sentences, active instead of passive voice, positive instead of negative sentences
  - Put topic first in the sentence
  - Repetitions, restatements, paraphrases

- **Discourse:**
  - Predictable teacher language
  - Break presentation down in smaller chunks
  - Requests for clarification
  - Cue parts of the discourse, e.g., beginnings, getting attention
Contextualization

- The purpose of contextualization

- When and how much do you contextualize?

Techniques:
- Build on student background knowledge, interests
- Use of visuals, pictures, photos, real objects
- Focus on the “here-and-now”, concrete then the more abstract
- Use familiar language and language structures to introduce new content
- Graphic organizers
- Drama, role plays, gestures
- Highlight key vocabulary
- Text adaptations
LP Critique

- You and your partner(s) will rate the lesson plan in CP, p. 183, on its content and language/culture objectives and comprehensible input when considering ELLs at varying proficiency levels in the classroom and the language demands made on them.

- You should be able to provide concrete recommendations for specific parts of the lesson plan for ELLs at varying proficiency levels.
Lesson Plan Task

1. **Lesson Plan Requirement 1:** Write one paragraph or bullets to describe your class (subject area, grade level, number of students, and background knowledge of subject in lesson -where it falls in relation to unit sequence). Briefly describe your two ELLs in terms of reading, writing, and oral abilities.

2. Complete Steps 2-5 on Lesson Plan Rubric: Content Objectives
   - Language objective(s) using XYZ formula
   - Language Objectives--
   - Look at the TESOL ESL Standards for your grade level(s) as well as your content objectives and create your language objectives
   - Language Objectives
   - Specify--
     - Benchmarks/Progress Indicators by proficiency level (beginning, intermediate only)
     - Vocabulary
     - Reading, writing, listening, AND speaking
     - Some may relate to BICS (such as in a cooperative group setting)

3. **Assessment**—Refer to Steps 27-30. Match objectives with assessments!

4. Include an **introduction** that is engaging, creates interest in rest of lesson, builds on background and is comprehensible (as in step 1 of “Teach the Text Backwards”)
CULTURE
Activity: Speaking without Words

- You will be divided into two groups—Group A and B.

- Task strips will be distributed to each group. Do not reveal your directions!

- Find a partner from the other group and interact based on the directions on your card.
Speaking without Words
Discussion

- How did this activity make you feel?
- What does it reveal about culture?
- What were the rules of Group A?
- What is “normal”?
What is culture?

Write a definition.
One definition:

- Culture is the sum of attitudes, customs, and beliefs that distinguish one group of people from another. It is transmitted through language, material objects, rituals, institutions, and art from one generation to the next.
Characteristics

Culture is:
- Learned
- Shared
- An adaptation
- Dynamic
Functions

Culture:
- Binds people together
- Makes the behavior of others fairly predictable
Culture is Like an Iceberg—Surface and Deep Culture—SG pp. 86-87

- Language
- Holidays
- Arts
- History
- Food
- Folklore
- Communication
- Beliefs
- Attitudes
- Values
- Perceptions

Image by: Ralph Clevenger
Reading:  
*Body Ritual among the Nacirema*

- Scan the article and highlight surface/deep cultural characteristics.
- What types of similarities and differences do you see between your culture and the Nacireman culture?
- Would you like to be a member of this culture? Why or why not?
Further Application of Surface/Deep Culture Concepts

- Controversy arises at a public high school when a teenage girl wants to join the wrestling team. A school board meeting is called to resolve the matter.
- What deep culture (beliefs, attitudes, values, and/or perceptions) might underlie this controversy?
- Look at other vignettes on the handout (CP, 210) and identify possible deep culture explanations.
Part 3—Self-Portrait Paper, Date Due: Class 12—11/8

Based on our class discussions, activities, and readings, write a 2-3 page “self-portrait” of yourself as a member of a culture (or of multiple cultures) and as a second language learner. Make EXPLICIT connections to specific concepts covered in classes/readings as indicated in the rubric.

Note that you will NOT turn in Part 1 and Part 2 with your paper; however, you WILL include this in your portfolio (refer to Assignment 6).
Words of CAUTION!

- When talking about different cultural groups, we often make such **generalizations**; that is, we make statements describing common patterns.
- We must keep in the back of our minds that there is **variation** within cultures—the descriptions are not true for everyone!
- When we **overgeneralize** by attributing actions and behavior of some people to everyone in the group, then we are **stereotyping**.
- Both **negative and positive stereotypes** can be **harmful**!
- In order to make more accurate generalizations about social groups, we can use **sociotypes**, which are statements that include conditionals or qualifiers.
Asian is Not Oriental Reading

CP, p. 224
### Examples

<table>
<thead>
<tr>
<th>STEREOTYPE</th>
<th>SOCIOTYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicanos are Catholic.</td>
<td>A majority of Chicanos are Catholic.</td>
</tr>
<tr>
<td>Americans like to party.</td>
<td>Some Americans like to party.</td>
</tr>
</tbody>
</table>

**Your turn:**

Gang members like rap music.

Redheads have a fiery temper.
A Letter to Teachers from an American Indian Parent Reading

CP, p. 225
What type of socio-cultural issues are teachers likely to come across?
Building Cultural Bridges Article

Article begins on CP, p. 212
At your table, divide and read ARTICLE pages 1-2. Summarize your section to your group.
Individualism and Collectivism Frameworks

**Individualism**
- Fosters independence and individual achievement
- Emphasizes the physical world, private property, and objects out of context
- Promotes individual needs, self-expression, and personal choice

**Collectivism**
- Fosters interdependence, family, and group success
- Emphasizes the social world, shared property, and objects in social contexts
- Promotes norms, respect for authority and elders, and group consensus
Hofstede’s Individualism Rating (2001)

- USA 91
- Australia 90
- Canada 80
- Italy 76
- France, Sweden 71
- Germany 67
- Israel 54
- Spain 51
- India 48
- Argentina, Japan 46
- Iran 41

- “Arab Countries”, Brazil 38
- Philippines 32
- Mexico 30
- “East African Countries” 27
- Hong Kong 25
- Singapore, Thailand, “West African Countries” 20
- South Korea 17
- Costa Rica 15
- Indonesia, Pakistan 14
- Guatemala 6
BRIDGING CULTURES ARTICLE: 7 Areas of Potential Home-School Conflict

**Individualism**
- Independence
- Personal Property
- Cognitive skills and objects out of context
- Child as individual
- Parents’ role to teach
- Praise → positive self-esteem
- Oral Expression

**Collectivism**
- Helpfulness
- Sharing
- Social skills and objects in social context
- Child as part of family
- Teachers’ role to educate
- Criticize → normative behavior
- Listening to authority
Building Cultural Bridges

Skim Excerpt 1 on the article provided
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BRIDGING CULTURES ARTICLE: 7 Areas of Potential Home-School Conflict

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Activity: Applying the Framework

- Your group will be given an example of 1 of the 7 potential areas of conflict.
- Discuss the issue from both the individualistic and collectivistic orientations.
- Think of a strategy that might resolve the problem.
School and Culture Vignettes

Look at the vignettes on SG p. 88. What might be going on? How would you respond?
Next week:

- CP-Jameson, Issues in Grading LEP
- CP-Diversity Kit-Culture 41-45 (Funds of Knowledge)
- D-R, Ch 3—Read Grading ELLs
- D-R, Ch 9 Culturally Inclusive Instruction (stop at section before Family and Community Involvement)
- ONLINE-Complete Module 7, Complete assignment 1 related to a school you are familiar. 2nd assignment in class.
- Assignment 1: Self-Portrait paper due