SECOND LANGUAGE DEVELOPMENT: IMPLICATIONS FOR PRACTICE

Del Valle ISD

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STAND UP - HAND UP – PAIR UP

When I say go:

- Stand up

- Put your hand up in the air

- Find a close partner from a different grade level or content area

- Give a high five

- Sit together

- **Talk about the ELs you have worked with, and strategies you have used to facilitate their learning in class.**

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SESSION OBJECTIVES

- Gain awareness of the linguistic diversity of DVISD and the differences within EL groups

- Recognize and identify the different stages of second language acquisition and associated student behaviors

- Recognize the role of students' L1 knowledge in acquiring English

- Develop an understanding of instructional practices that support English language development

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WHO ARE ENGLISH LEARNERS?

" A person who is in the process of acquiring English and has another language as their first language."

(Texas Education Code 89.1203)

"Students who come from language backgrounds other than English and whose proficiency is not yet developed to the point where they can profit fully from English-only instruction."

(NRC Report, 1997)

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GETTING TO KNOW OUR ELS

District	Percent
Manor	36%
Del Valle	35%
Austin	28%
Bastrop	24%
Elgin	23%
McDade	23%
Pflugerville	22%
Florence	21%
Lockhart	17%
Hays	16%
Jarrell	14%
Taylor	14%
Georgetown	14%
Luling	13%
Hutto	10%
Granger	10%
San Marcos	9%
Round Rock	9%
Wimberley	7%
Blanco	7%
Lago Vista	6%
Lake Travis	6%
Smithville	6%
Johnson City	6%
Leander	5%
Dripping Springs	5%
Liberty Hill	3%
Prairie Lea	3%
Coupland	3%
Thrall	2%
Eanes	2%

Central Texas School Districts

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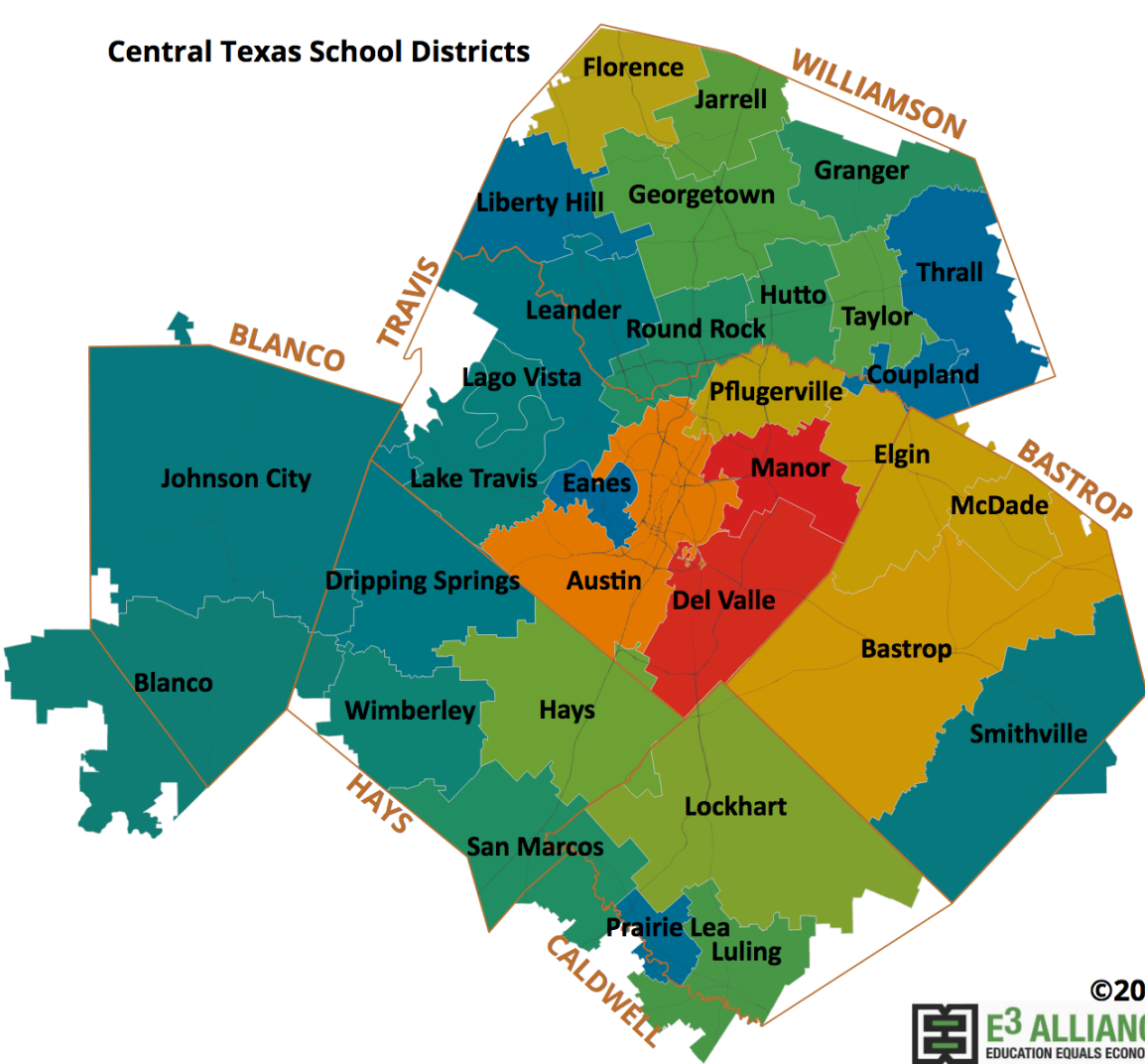
ELS: A DIVERSE GROUP WITH DIFFERENT NEEDS

English Language Proficiency	ELs differ in their current development in all four language domains: Listening, Speaking, Reading, and Writing.
Educational Background	ELS differ in their development of literacy skills and prior formal schooling in their native language. ELs differ in the instruction or formal schooling in English they have received.
Cultural and Linguistic Identities	ELs differ in their first languages and language varieties. There are differences in culture and lived experiences, even within L1 groups.

<u>Partner Activity:</u> How can teachers gather information about each of these student characteristics? Use Handout 1.

What educational opportunities have my students had prior to my class (e.g., prior schooling, literacy instruction)?

What types of programs have served my ELs until now?

Partner Activity: What are we currently doing now to answer these questions, or find out the answers to these questions? What can we strengthen?

What are my students' linguistic and academic strengths?

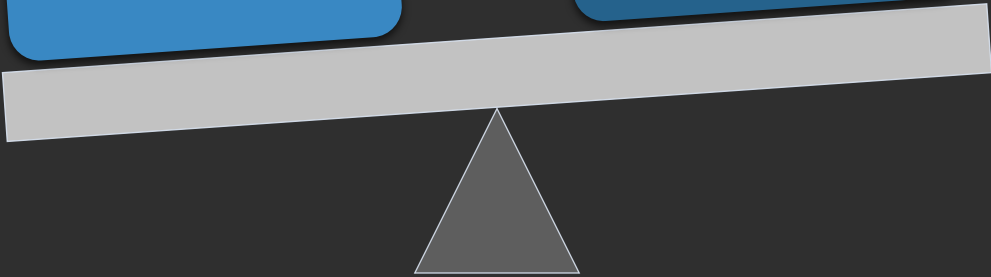What functions do my students' languages serve in and out of school?

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THE DOUBLE LOAD

ELs process **Form**

ELs process **Meaning**

Structure of Language

New Sound System

New Vocabulary

New Academic Concepts
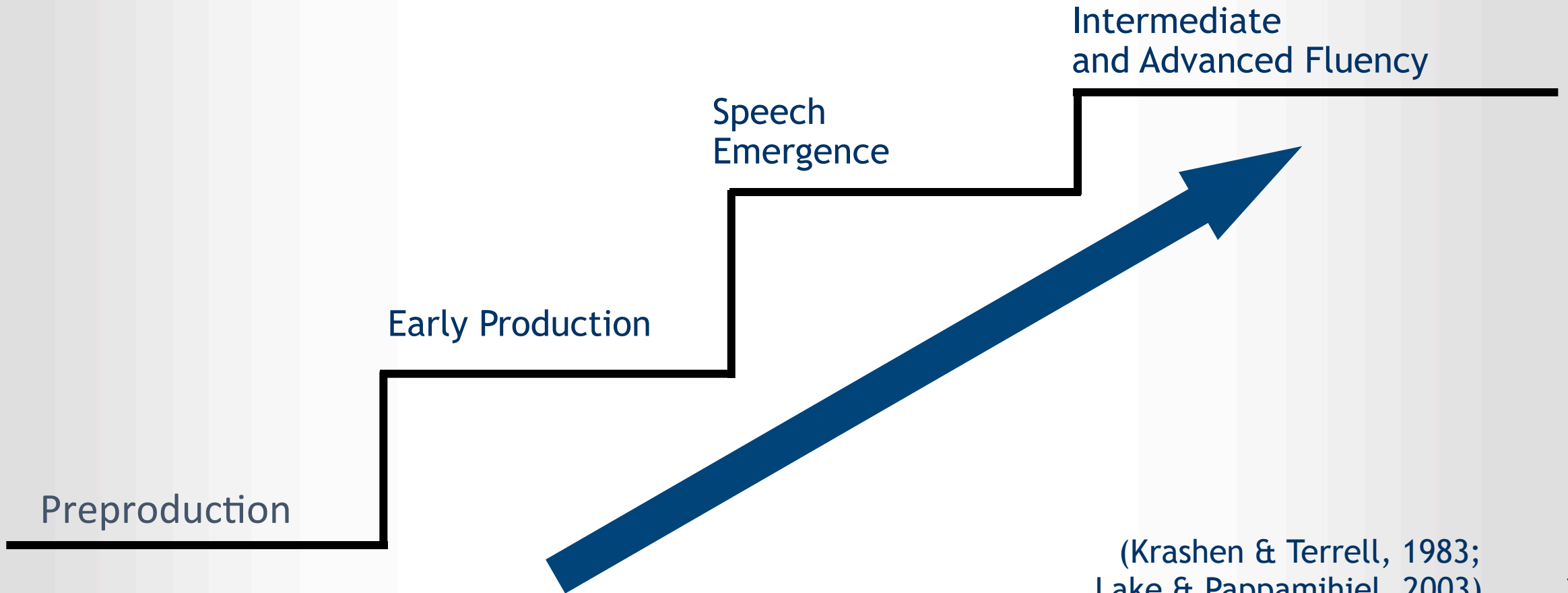
Comprehension

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SECOND-LANGUAGE DEVELOPMENT

- ■ Learning a second language is a complex and challenging cognitive and social task for ELs.

- ■ Becoming familiar with second-language development is crucial for teachers of ELs.

- ■ ELs can learn literacy skills even at the early stages of English development.

(Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006; VGC, 2006, 2008, 2013)

SECOND-LANGUAGE DEVELOPMENT

Intermediate
and Advanced Fluency

Speech
Emergence

Early Production

Preproduction

(Krashen & Terrell, 1983;
Lake & Pappamihiel, 2003)

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- Common characteristics:
  - Having little or no English competency
  - Entering a silent period or using only L1
  - Using nonverbal responses
  - Gathering information about the new language
- Instructional focus: Making language comprehensible

(Krashen & Terrell, 1983; Lake & Pappamihiel, 2003; VGC, 2006, 2008, 2013)

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EARLY PRODUCTION

- Common characteristics:
  - Having little English competency
  - Using simple words and phrases
  - Using telegraphic speech
  - Using formulaic chunks of language
- Instructional focus:
  - Making language comprehensible
  - Planning for ELs to work in small groups

(Krashen & Terrell, 1983; Lake & Pappamihiel, 2003; VGC, 2006, 2008, 2013)

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SPEECH EMERGENCE

- Common characteristics:
  - Building sentences
  - Trying new vocabulary
  - Understanding more language than they can produce
- Instructional focus:
  - Planning meaningful opportunities to speak
  - Providing sufficient contextual support

**(Krashen & Terrell, 1983; Lake & Pappamihiel, 2003; VGC, 2006, 2008, 2013)**

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INTERMEDIATE AND ADVANCED FLUENCY

- Common characteristics:
    - Beginning to engage in extended discourse
    - Answering complex questions
    - Building their academic English
- Instructional focus:
    - Providing contextual support
    - Emphasizing academic English development

(Krashen & Terrell, 1983; Lake & Pappamihiel, 2003; VGC, 2006, 2008, 2013)

ACTIVITY: STAGES OF SLA

- Review each card that describes a student behavior. With your partner, decide in which stage of SLA would a student be likely to demonstrate that behavior.

Intermediate and Advanced Fluency

Speech Emergence

Early Production

Preproduction

(Krashen & Terrell, 1983;
Lake & Pappamihiel, 2003)
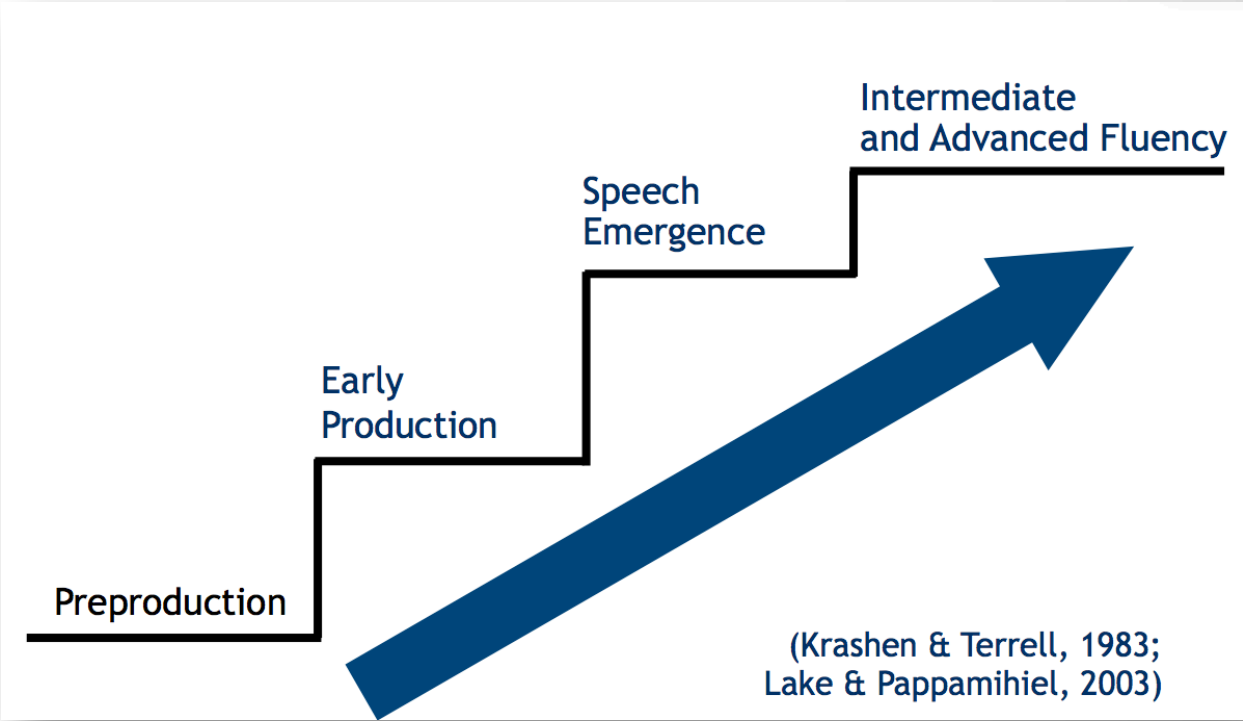
■ Read one of the student profiles. With your table, use poster paper to record your answers to the following questions:

- At which stage of language development is this student? What evidence helped you come to that conclusion?

- What are this student's areas of strength and linguistic resources?
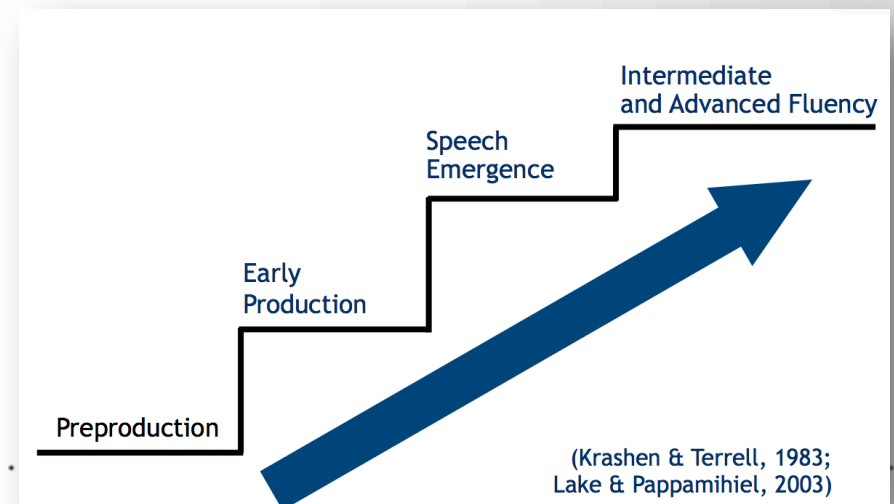
- What are this student's possible needs?

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GALLERY WALK

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■ An interlanguage is an emerging linguistic system developed by an L2 learner in the process of acquiring L2.

■ Positive Transfer and Negative Transfer

■ It is not fully proficient yet; It preserves some features of L1 in speaking or writing and creates innovations.

■ "Errors" vs. Transfer of linguistic knowledge

Selinker, 1972

Intermediate and Advanced Fluency

Speech Emergence

Early Production

Preproduction

(Krashen & Terrell, 1983; Lake & Pappamihiel, 2003)

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Negation:

- "I no understand."

Word Choice:

- "How old are you?" "I have 9 years."

Syntax:

- "He happy." "She living in Austin."

- "His dream is to become teacher, not lawyer."

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Overgeneralization:

- ◾ "She **goed** to school."
- ◾ "We went to the market to buy foods."
- ◾ "Do I must do that?"

Simplification:

◾ "Going there! Late. Brother coming!"

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RECEPTIVE VS. EXPRESSIVE LANGUAGE

	Receptive	**Expressive**
Oral	Listening	Speaking
Text-based	Reading	Writing

For ELS, receptive language typically develops first.

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WHAT SUPPORTS SECOND LANGUAGE DEVELOPMENT?

ACQUIRING NEW LANGUAGE

- Learning is situated
- Context is high
- Learners receive comprehensible input

COMPREHENSIBLE INPUT

Definition: Language one level above what can be understood by a second language learner

$$i + 1$$

Different for different learners

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- Make language comprehensible when content demands are high
  - "Message abundance" (Gibbons, 2015)

courage

irritated

budge

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FEATURES OF EFFECIVE INSTRUCTION FOR ELS

- Build and activate students' background knowledge.

- Use modeling and think alouds.

- Strategically make connections between students L1 and English.

- Use nonlinguistic representations (visuals; nonverbal cues).

- Use manipulatives.

- Create concrete examples and non-examples that connect to students' experience or knowledge.

- Make connections between social and academic language.

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THINK – WRITE – TURN - TALK

- Identify or think about a lesson you have planned.

- Consider some of the ways you will incorporate the features of effective instruction for ELs.

- Record your ideas on Handout 4.

- Discuss your ideas with your tablemates.

DEBRIEF: WHAT WE CAN OBSERVE

- Stated instructional focus
- Teacher modeling
- Consistent language
- Active participation
- Student talk

- Multiple examples
- Multiple grouping formats
- Manipulatives
- Visual aids/cues

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SUPPORTING SECOND LANGUAGE DEVELOPMENT: WHAT ABOUT OUTPUT?

Turn to your Partner:

Why do English learners need to speak and write?

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RECEPTIVE VS. EXPRESSIVE LANGUAGE

	Receptive ➡	Expressive
Oral	Listening	Speaking
Text-based	Reading	Writing
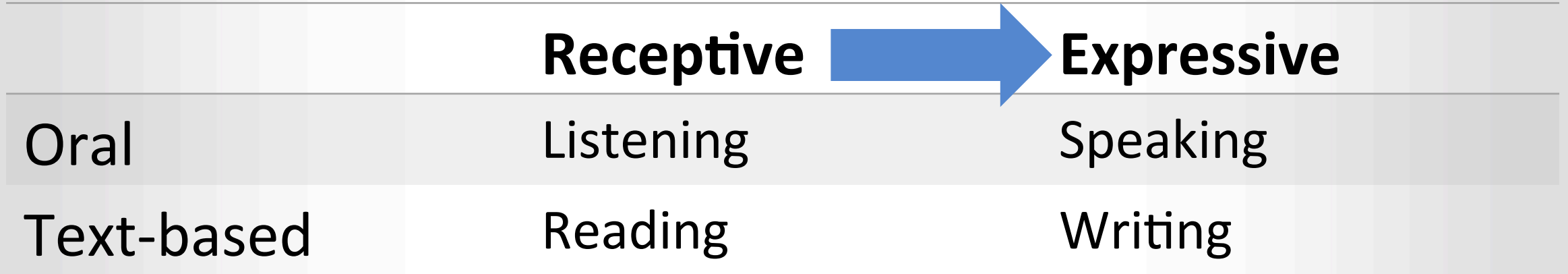
High quality, meaningful opportunities for students to use and practice language are necessary to progress to higher levels of language proficiency.

WHY DO ELS NEED TO SPEAK AND WRITE?

- Teaches ELs to initiate talk for real communicative purposes

- Allows ELs to test hypotheses about the language

- Pushes ELs beyond "getting the idea" from what is heard or read to using English syntax to communicate ideas

- Provides opportunities for ELs to become more fluent and automatic in English

Partner activity: How do you provide "output" opportunities for your students? What are specific practices you use in your classroom to support students in developing expressive language?

(Swain, 1984; Swain et al., 2002)

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I **Teacher:** Ok, we just read about the water cycle. Who can tell me what it's called when water leaves the river or ocean and goes into the air?

R **Student:** Evaporation.

E **Teacher:** Yes, that's right! Evaporation. Evaporation is when the sun heats up water in rivers or lakes and turns it into vapor or steam.

Partner Activity: If you were the teacher, how would you enhance this example of classroom discourse to provide more meaningful, extended student talk?

ENCOURAGE EXTENDED DISCOURSE

Methods to enhance classroom interactions for ELs include the following:

- Empower students to initiate talk, not just respond to teacher questions.

- Use open-ended prompts that encourage extended discourse.

- Provide and allow peers to provide L1 support to beginning-level ELs.

- Use strategically-selected small groups and pairs for interactive activities (for example, think-turn-talk; "overhead accountability").

- Promote students' diverse ideas, asking for evidence to support their ideas.

(Baker et al., 2014; Gersten et al., 2007; Giroir et al., 2015)

NEGOTIATE

- What is your opinion?
- I disagree with ___ because ___
- I see it a different way.
- Our ideas similar be___ and differ___ because ___
- How can we decide who the stronger___

FORTIFY

- Can you give an example ___
- For exam___

CREATE

- What is your idea?
- How can we combine these ideas?
- What are other points of view?
- What did/do you think about _y_?
- Do you have a question?

- One idea could be ___.
- This reminds me of ___.
- I noticed that ___.
- I think that ___.
- My question is ___.

CLARIFY

- What do you mean by ___?
- Can you elaborate on ___?
- Why do you think this is important?
- Can you be more specific?
- Can you explain it a different way?
- I'm not sure I understand ___.

- What I was trying to say was ___.
- In other words, ___.
- It is important because ___.
- More specifically, it is ___ because ___.
- What part should I clarify?

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POINTS TO REMEMBER

- Social language is a building block for academic language development.

- Students come to our classroom linguistic resources that they use in developing a second language.

- As students learn English, they need a lot of contextual support to make the content comprehensible.

- Structured, meaningful opportunities to use and practice language is necessary for second language acquisition.

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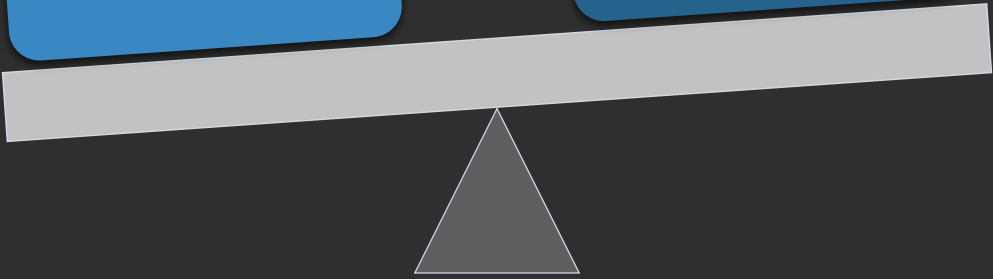
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THANK YOU!