
Language Acquisition & Development

Teachers

— October 10, 2017 —

8:30-3:00 PM

Agenda:

Welcome & Introductions

Basics of Language Acquisition

Break

Language Proficiency Levels

Lunch

Translanguaging & Primary Language

Break

Reflection



Introduction

In your table groups:

Introduce yourself (name, position, district) and share about a time when you had to communicate in or understand another language that you didn't know.

We will model for you:

Gayle:

Sarah:



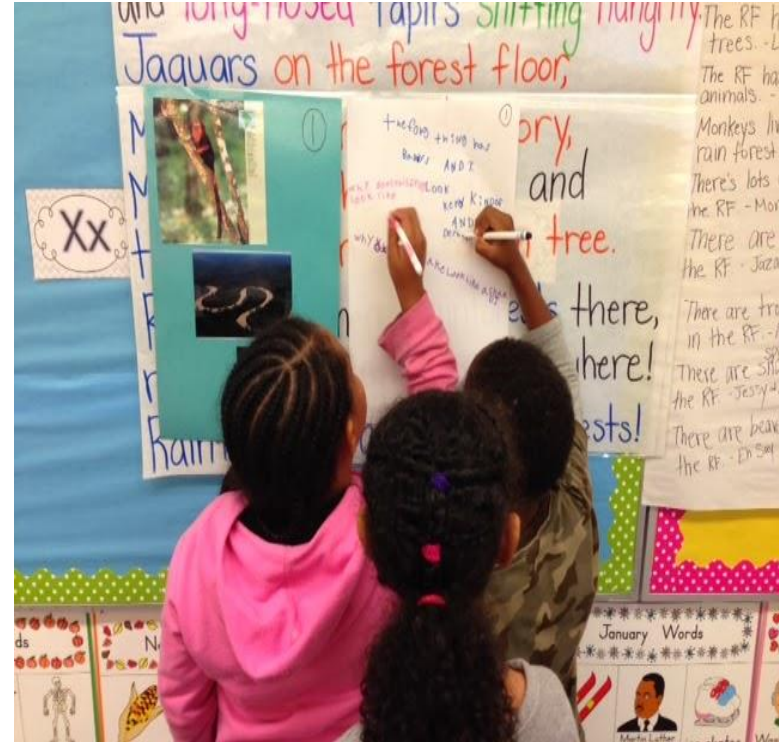
Observation Charts:

Create posters 4-8 posters, each containing 4-6 pictures (categorized)

Place on the walls around the room

Students choose a partner and observe each poster then the scribe draws or writes their observations on the chart

Can repeat in a few weeks to measure growth



Language Acquisition - Observation Charts

With a partner, look at each observation chart.

Share your reflection out loud in your language of choice and then choose one person to record your response. You may use words or images to record your response.

When you have finished, you can move to the next chart.

BICS and CALP

CALP

- Cognitive
- Academic
- Language
- Proficiency



Sort the Pictures into BICS or CALP



A Tale of Two Languages

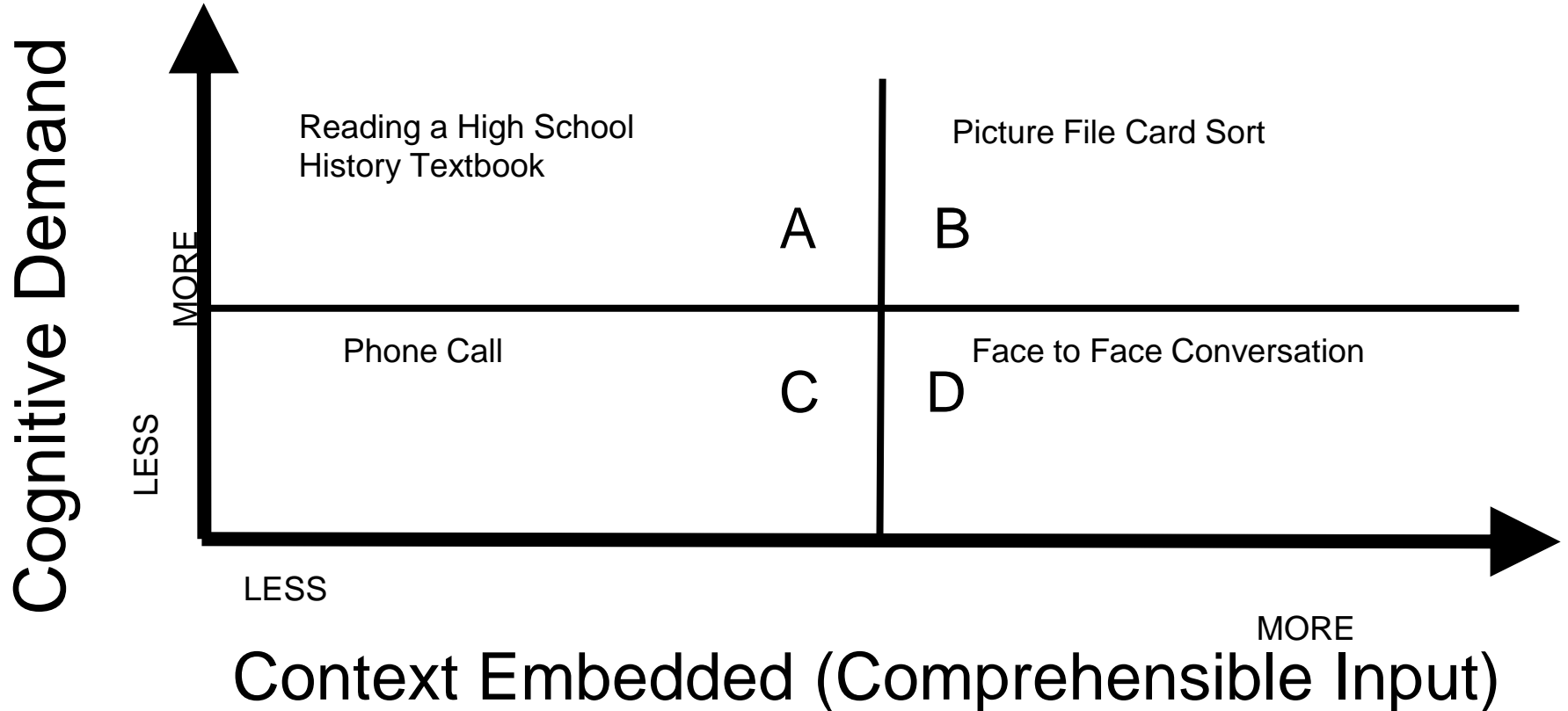
- Beachy Brazilian Portuguese



- Behemoth University Spanish



Picture File Sort by Quadrant



Give one and Get one

How might you adjust your instruction to make it more comprehensible, while keeping the cognitive demand high?

Strategy check

Take a few minutes to process the strategies you have learned and write them down.



Take a Break...



almost everything
will work again
if you unplug it
for a few minutes...
including you.

Anne Lamott

Ahora, en español

Me pongo la bufanda mágica y..
hablo en español.



Los estudiantes aprenden cuando se sienten seguros.

Por Sarah Southard



Los estudiantes aprenden cuando se sienten seguros.



El término “filtro afectivo” tiene que ver con los factores emocionales que pueden bloquear el aprendizaje.



Los estudiantes aprenden cuando se sienten seguros.



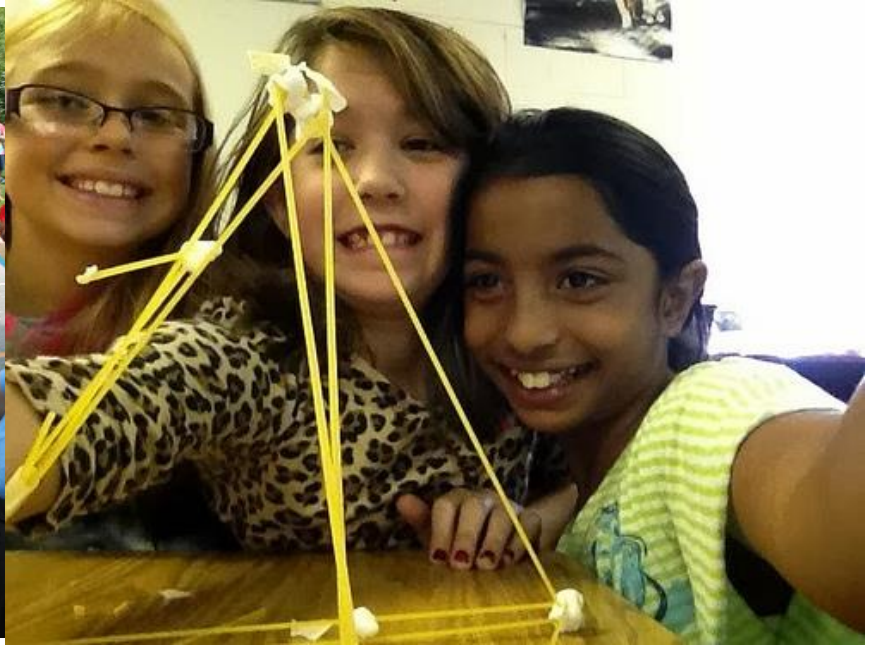
Para que los estudiantes puedan aprender, los maestros necesitan crear ambientes que son seguros y sin ansiedad.



Los estudiantes aprenden cuando se sienten seguros.



Para que los estudiantes puedan aprender, los maestros tienen que ser entusiastas y envolver a los estudiantes completamente en las clases.



Los estudiantes aprenden cuando se sienten seguros.



Para que los estudiantes puedan aprender, los maestros tienen que enseñar en una manera comprensible.



What do you want to CREATE today?

<p>Interactive Writing</p>	<p>Narrated Art</p>	<p>Radio Show</p>	<p>5 Photo Story</p>
<p>Visual Notetaking</p>	<p>Narrated Screenshot Screencast</p>	<p>Puppet Video</p>	<p>Quick Edit Video</p>
<p>E-BOOK</p>	<p>Geo Map</p>	<p>Simulation or Game</p>	<p>Digital Story</p>

Los estudiantes aprenden cuando se sienten seguros.



Para que los estudiantes puedan aprender, los maestros tienen que dejar que usen su primer idioma.



Los estudiantes aprenden cuando se sienten seguros.



Filtro Afectivo: Los estudiantes aprenden cuando se sienten seguros.

El término “filtro afectivo” tiene que ver con los factores emocionales que pueden bloquear el aprendizaje.

Para que los estudiantes puedan aprender, los maestros necesitan crear ambientes que son seguros y sin ansiedad. Los maestros tienen que ser entusiastas y envolver a los estudiantes completamente en las clases, También, los maestros tienen que enseñar en una manera comprensible y tienen que dejar que usen su primer idioma.

Escoge 3 palabras importantes con tu pareja

Palabras Importantes

- Estudiante
- filtro afectivo
- seguros
- maestros
- aprendizaje
- emocionales
- envolver
- completamente
- sienten
- comprensible
- primer idioma
- entusiastas

Me quito la bufanda y... I speak English

Now, let's take a look at those important words in English:



Choose 3 important words with your partner

Palabras Importantes

- Estudiante
- filtro afectivo
- seguros
- maestros
- aprendizaje
- factores emocionales
- envolver
- completamente
- se sienten
- comprensible
- primer idioma
- entusiastas

Important Words

- Students
- Affective filter
- safe
- teachers
- learning/understanding
- emotional factors
- involve
- completely
- feel
- understandable/comprehensible
- first language
- enthusiastic

What do you notice about our important words?

Cognates-

factores emocionales

Emotional factors

phoneme -based languages- hear and see
cognates

Primer to primary to first

Students Learn When They Feel Safe

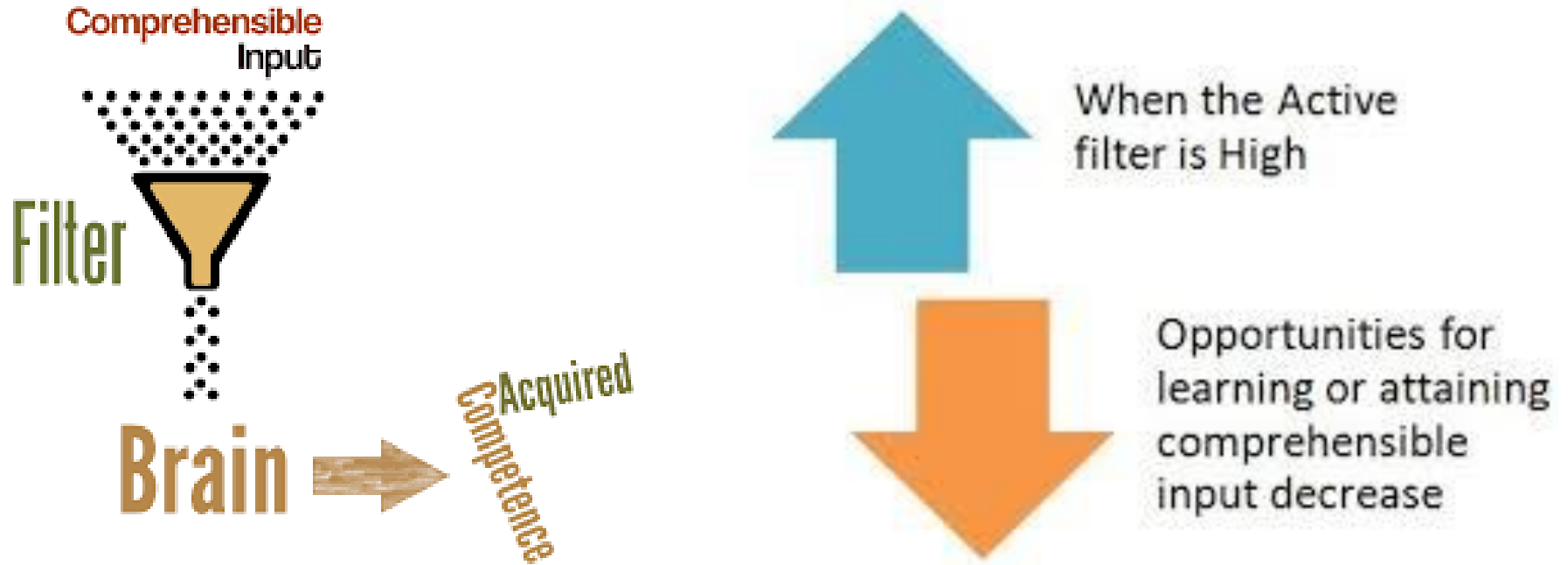
By Sarah Southard



Students learn when they feel safe.



The term “affective filter” has to do with students’ emotional factors that can block or impede learning



Students learn when they feel safe.



So that students can learn, teachers need to create secure environments with low anxiety.



Students learn when they feel safe.



So that students can learn, teachers need to be enthusiastic and engage students completely in class.



Students learn when they feel safe.



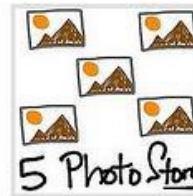
So that students can learn, teachers need to teach using comprehensible input.



Five
Senses



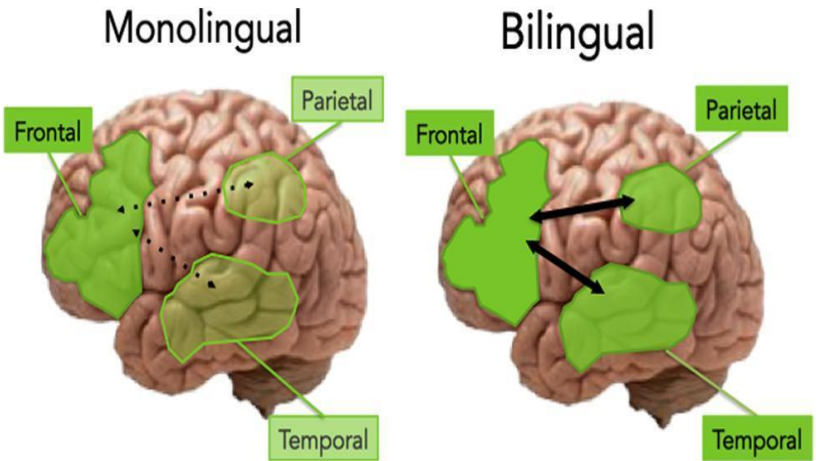
What do you want to CREATE today?



Students learn when they feel safe.



For students to be able to learn, teachers need to let them use their primary language.



Students learn when they feel safe.



Students learn when they feel safe. The term “affective filter” has to do with students’ emotional factors that can block or impede learning. So that students can learn, teachers need to create secure environments with low anxiety. So that students can learn, teachers need to be enthusiastic and engage students completely in class. So that students can learn, teachers need to teach using comprehensible input. For students to be able to learn, teachers need to let them use their primary language. Students learn when they feel safe.

Strategy check

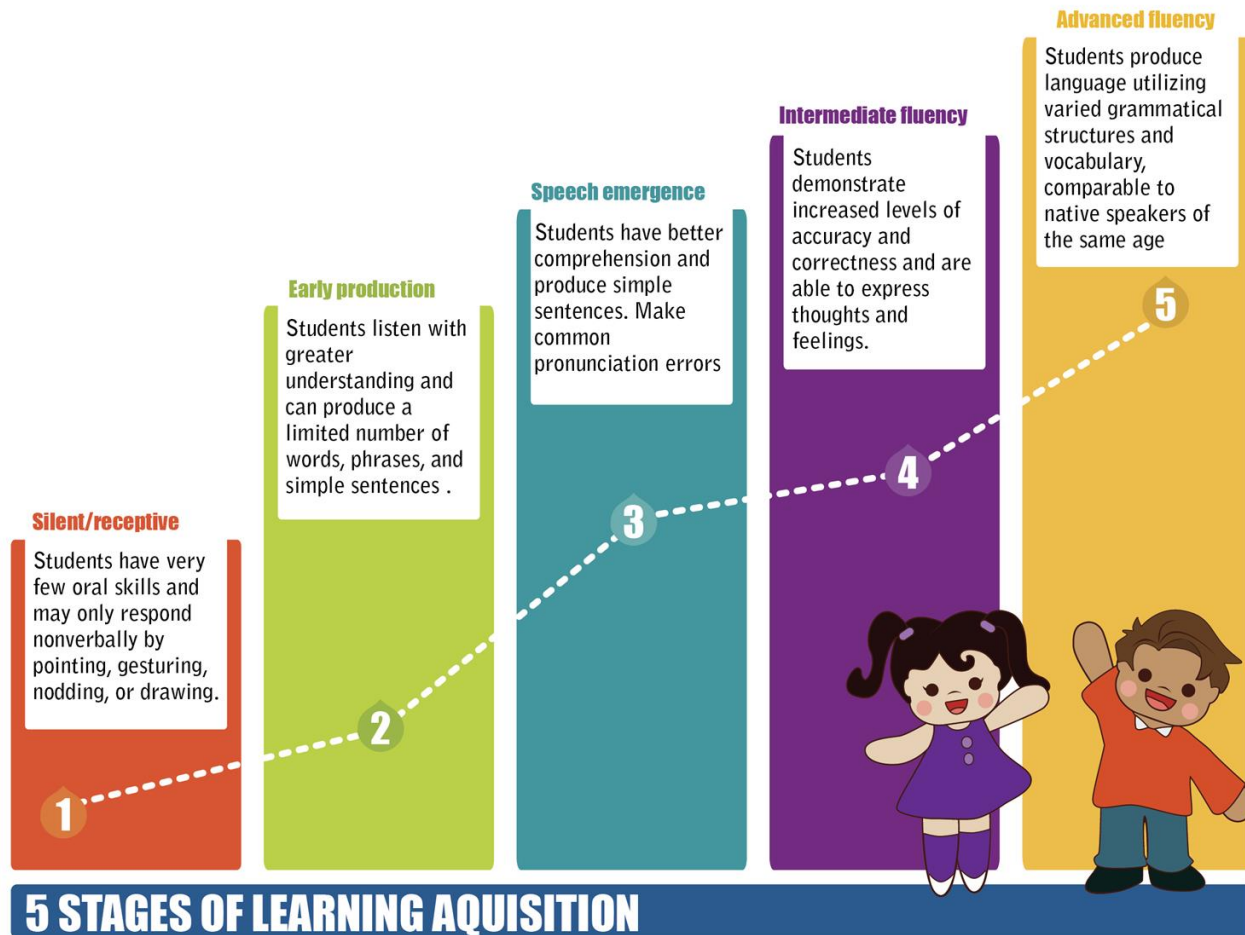
Take a few minutes to process the strategies you have learned and write them down.



Building Background - What does varying language proficiencies look like in our schools?



5 Stages of Second Language Acquisition



Numbered Heads Together

- **Number off in your teams 1-4.**
- **Write your number down to remember it.**
- **When it's your team's turn to share out, I will call a number and that person will share the team's contribution.**

Language Proficiency-

Accessing Prior Knowledge

Thinking about a particular EL student with whom you're working:

- What do you notice about his/her language proficiency?
- What do you want to know?
- Share at your table and find common ideas at your table.



Re-Grouping

- Number off by 5 to find your expert group



Language Proficiency Levels through Expert Text

- **Read an expert text**
- Fill out mind maps in expert groups
- Use your mind map to create a poster with a visual representation of your level
- Process Grid



Expert Text

LANGUAGE ACQUISITION STAGE 1 PRE-PRODUCTION

English language acquisition falls into five broad stages of development. It is important to remember, however, that it is a developmental continuum and no one stage is fixed in time, duration, or language skill level. Instead, the stages should be thought of as having fluid boundaries and overlapping skill levels, and should inform us about a student's general progression across the developmental continuum.



The first stage is commonly referred to as the "Pre-Production" stage, or silent period and lasts anywhere from 0 to 12 months. Think of a newborn baby in the first months of their life. They

Lunch

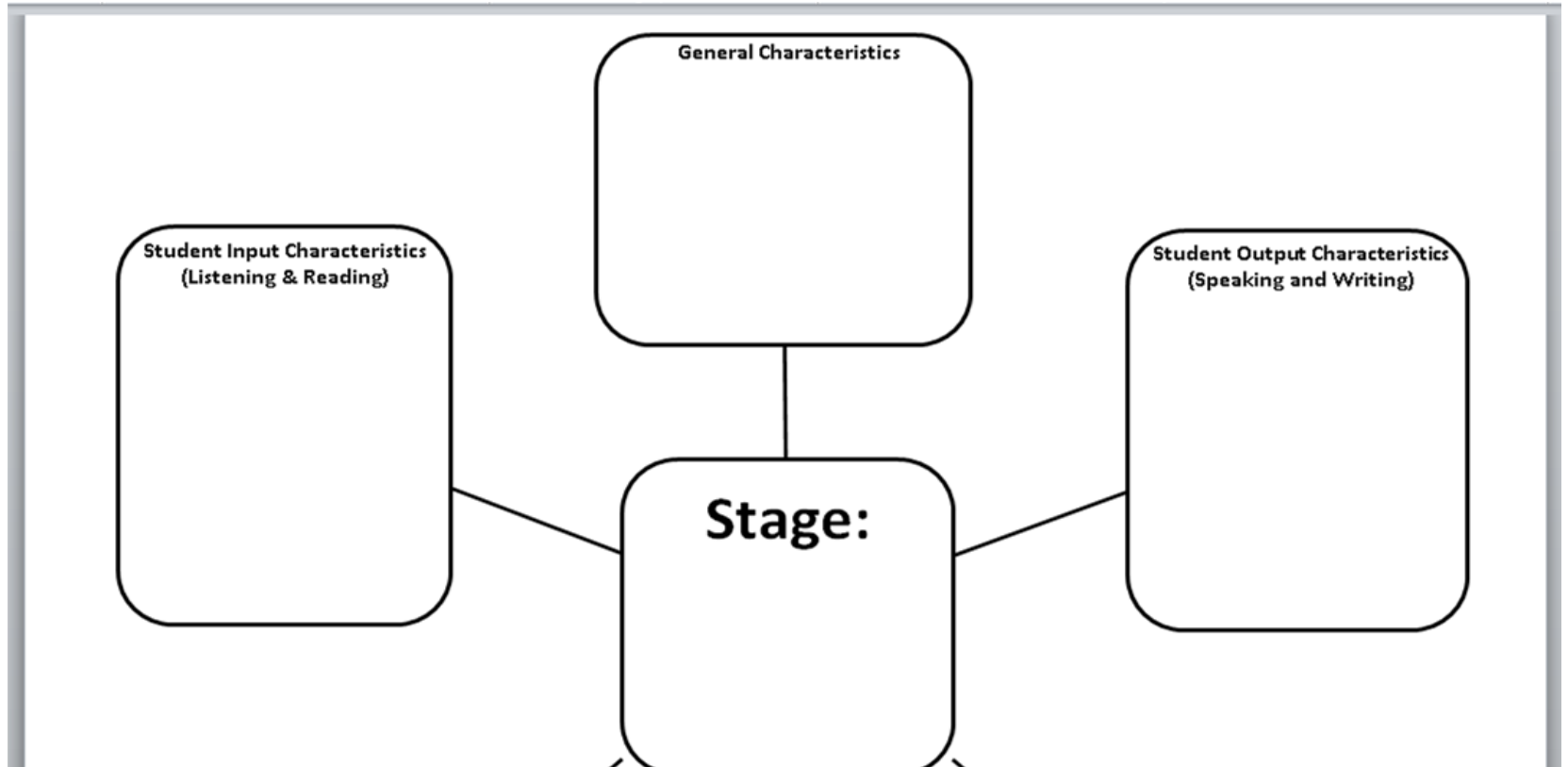


Language Proficiency Levels through Expert Text

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Mind Map

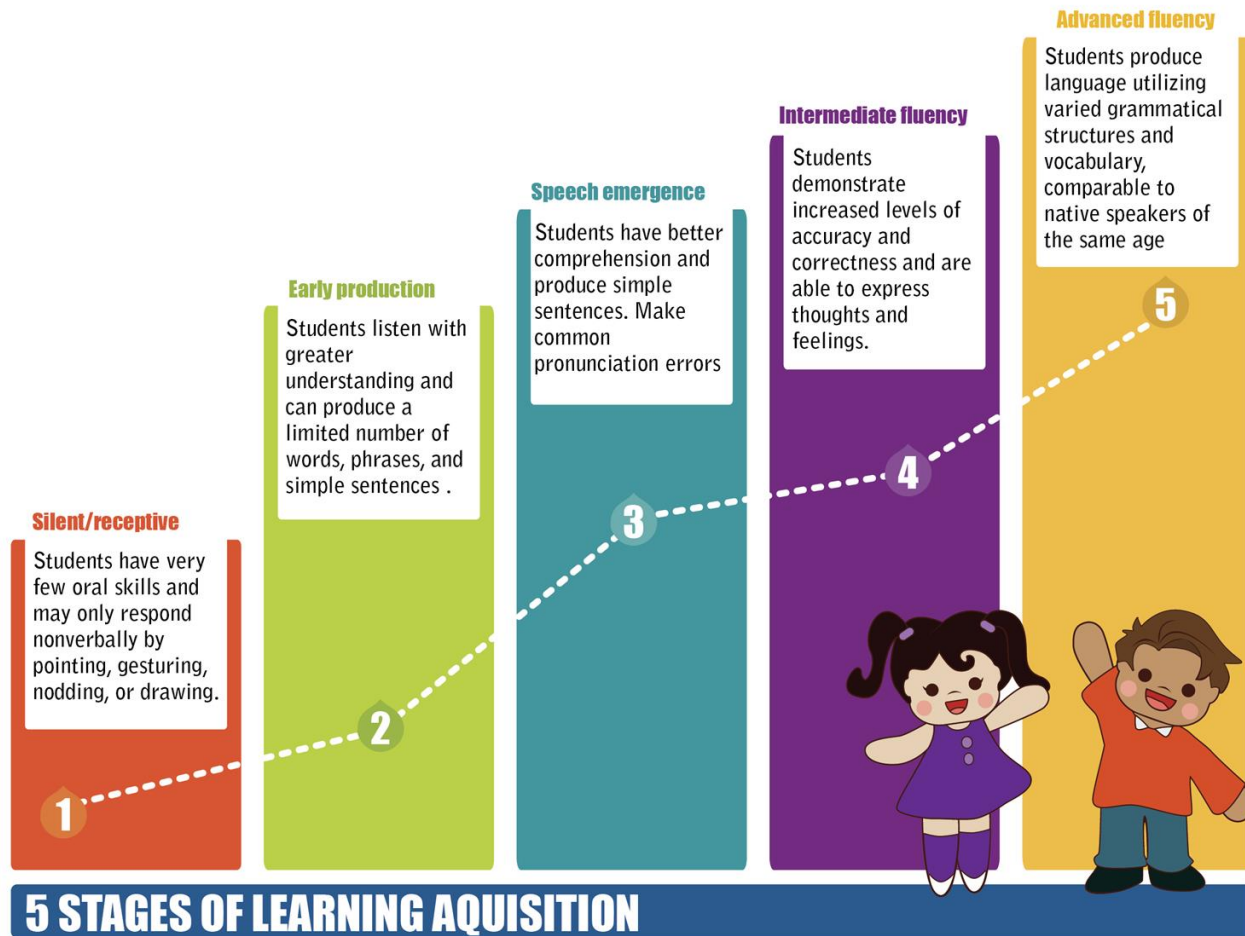


In your own words...

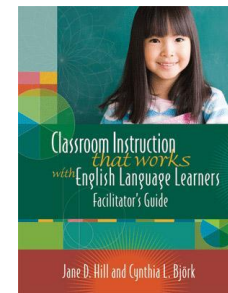
As a group, decide what you would call the stage of language acquisition that you studied? Write a hashtag for this stage in the middle of your mind map..



5 Stages of Second Language Acquisition



Puzzle pieces



Stage	Characteristics	Approximate Time Frame	Teacher Prompts
Preproduction			Show me ... Circle the ... Where is ...? Who has ...?
	The student Has limited comprehension Produces one- or two-word responses.		

Sentence Frame for Puzzle Pieces

"I think that _____ belongs in stage ___ because_____."

"I believe that _____ fits best in stage_____ because _____."

"Let's put _____ in _____ stage because_____."

Completed Process Grid

	General Description	Student Input Characteristics (Listening & Reading)	Student Output Characteristics (Speaking & Writing)	Teaching and Assessment Strategies
Stage 1 Pre-Production	<ul style="list-style-type: none"> • Silent period • Receptive period • Watches carefully • 0-12 months (approx.) • Fluid time frame • WELPA Level 1 • 0-12 months • WELPA level 1 (Beginning/Advanced Beginning) 	<ul style="list-style-type: none"> • Not yet reading • Developing print awareness • Listens actively • Watches carefully 	<ul style="list-style-type: none"> • Non-verbal • Echoes, mimics • Experiments with sounds • Uses gestures • Draws • Sorts • Copies • Points • Not yet writing, but can point, sort, sketch, copy, etc. 	<ul style="list-style-type: none"> • Use visuals • Model or demonstrate processes and tasks (I do, we do, you do) • Employ gestures/body language • Use concrete visuals (things one can touch/feel/examine) • Use repetition • Design intentional questions for the output capabilities of this stage • Student can show understanding by use visuals/realia/manipulatives by pointing, sorting, sketching, etc.
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;">Always thinking</div>				
Stage 2 Early Production	<ul style="list-style-type: none"> • Speaking 20%, Listening 80% • Uses basic functional words • Beginning of basic interpersonal • 1-3 word phrase • Asks for help • WELPA • 6 month to 2 years • Last 6 months to 2 years 	<ul style="list-style-type: none"> • Gaining phonemic awareness and beginning to decode • Reads word by word (word patterning helps) • Still listens intently (sometimes eye contact) • Can match written word to spoken word 	<ul style="list-style-type: none"> • Mimicking (continued) • Expressive output about 20% (200 words) • Pre-writes (name etc.) • Asks for help • 1-3 word phrases • "Help" (asks for help) • 1-3 word phrases 	<ul style="list-style-type: none"> • Yes/no, T/F, either/or questions • Lots of modeling • Select pictures • Answer questions in L1 • Use repetitive language in teaching • Acting out the answers • Use higher level questions/answers • Use patterning

Language Proficiency-

Accessing Prior Knowledge

Thinking about a particular EL student with whom you're working:

- What level do you think he/she is?
- Knowing what you know, how might you support him/her additionally?
- Share your learning at your table



Strategy Check

We just used several strategies to learn about language levels.

Take a few minutes to process the strategies.

Think and write about how you might adapt them for your students.



Translanguaging

- A scaffold to help emergent bilinguals learn English.
- A way to cultivate students' bilingualism – using **all of their languages** as a resource for learning, reading, writing, and thinking in the classroom.

https://www.youtube.com/watch?v=Z_AnGU8jy4o











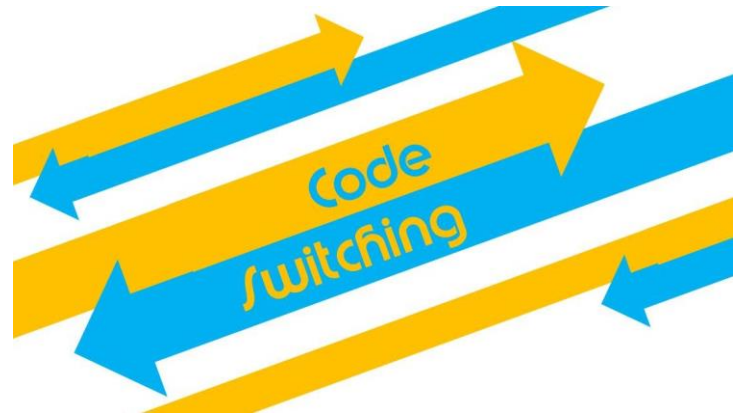


Translanguaging vs. Code Switching

- From the speakers internal perspective
- Agency in bilingual speaker

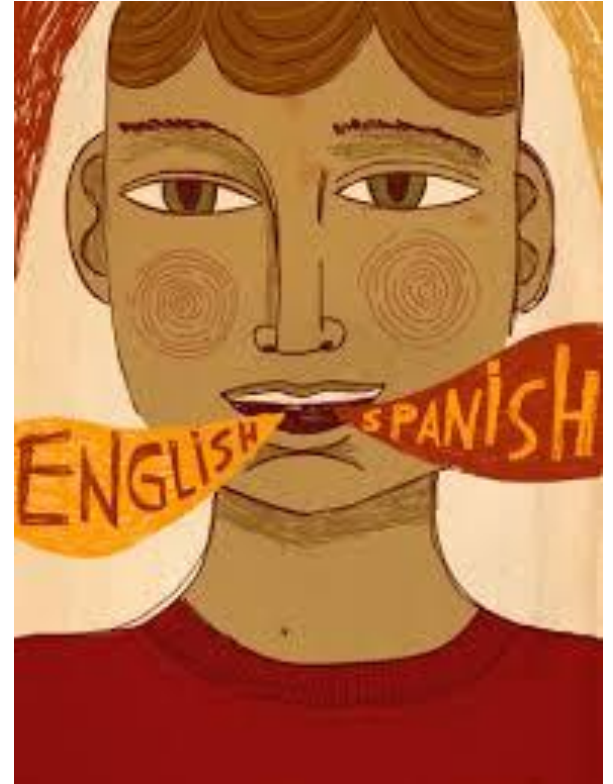


- From an external perspective
- Empowering the NAMED language



Update this: Classroom Support for Translanguaging

1. Multilingual resources
2. Multilingual word walls
3. Vocabulary Graphic Organizers



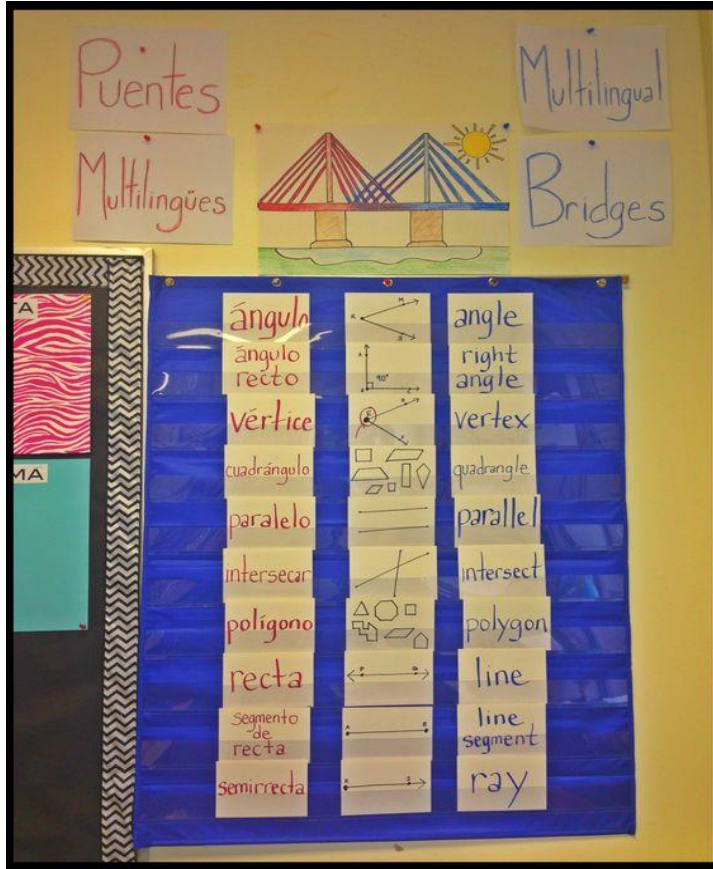
Classroom Support for Translanguaging

Multilingual resources:

Use of bilingual dictionaries, home language print materials, and online translation tools (google translate, translated websites, home language searches, etc.).



Classroom Supports for Translanguaging



Multilingual word walls and bridges: Students have the opportunity to add the word in their home language to the class word wall for academic vocabulary being studied. The definition of the word is provided in English for students' reference.

Classroom Supports for Translanguaging

natural resources
recursos naturales
自然資源



Things people can use from
nature.

The Iroquois used natural
resources like wood to make
longhouses.

Excerpt from Cambridge Prezi on Translanguaging

Form Triads- Find two people whose shoes are similar who are not at your table.

https://prezi.com/bj3v6fwxoe4/edit/#4_4884173

Translanguaging - Our Analogies

Translanguaging is like....

Alphabet soup- a mixture of letters and words

Balancing the scales and you can have your languages go up and down until you have both

Wearing two different shoes

Symbiotic relationship

Cooking in your friends kitchen- similar, but different placement, slightly different tools

Baskin robins, my handwriting (moves all over the place), lotus flower- something beautiful out of something messy

Toolbox- use what you need to get the job done

Car boat- transportation but need to make adaptations to make it work

Translanguaging Reflection...

Stand Up, Hand Up, Pair Up with someone who has the same color shirt as you...

Discuss:

What is one way that you could support translanguaging in your classroom?

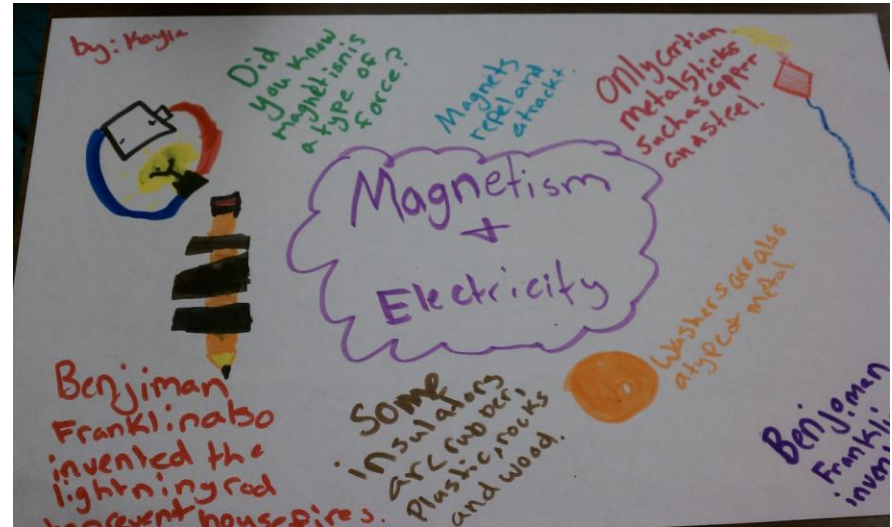
Repeat this process with two more people

Given what you've learned about language acquisition, what are some ways you could provide different supports?

Consensus Board

How can I apply this? - Consensus Board

- In your groups, draw a circle in the middle of your paper.
- Divide the paper into equal sections by drawing lines to separate each section.
- Each person will then choose a different color marker and record their thoughts.
- When everyone is finished, look for similarities and write these ideas in the circle.



Strategy check

Take a few minutes to process the strategies you have learned and write them down.



Reflection

Please take a few minutes to reflect on today's learning.

- Fill out the reflection form
- Get on CANVAS to access resources
- Contact us directly with any questions