
Language Acquisition & Development

Training of Trainers

— November 1, 2016 —

8:30-3:00PM

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:

Anne:

Sarah:



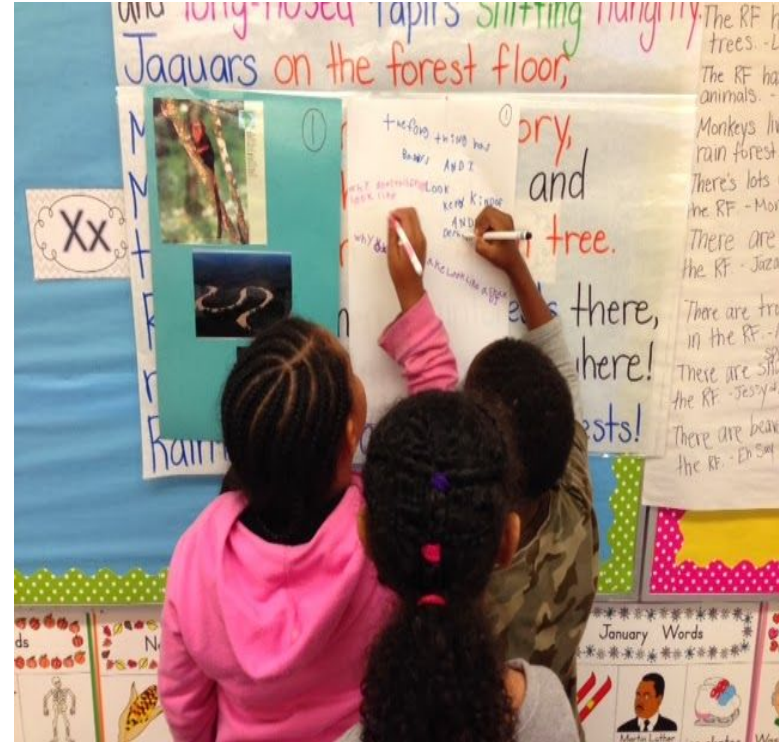
Observation Charts:

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

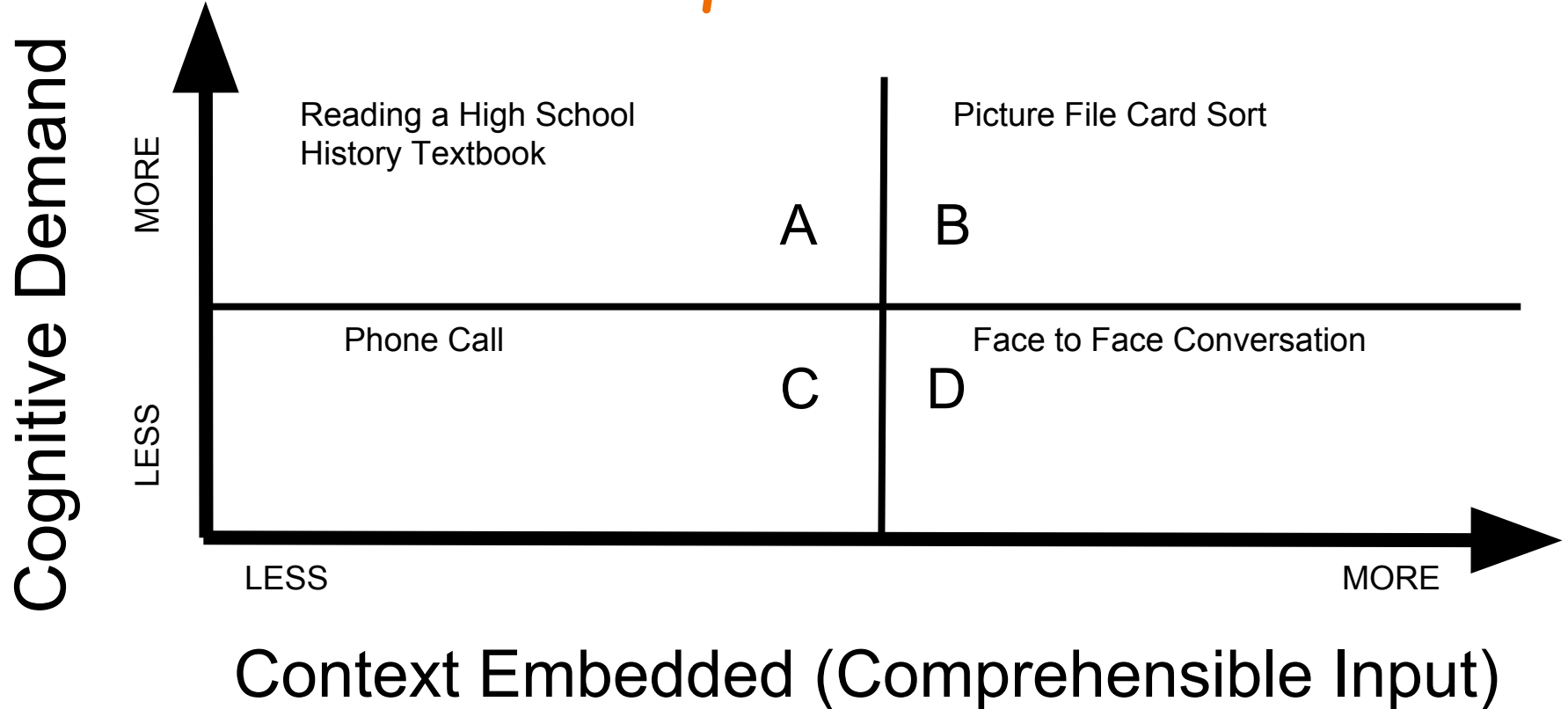
- Beachy Brazilian Portuguese



- Behemoth University Spanish



Picture File Sort by Quadrant



Take a Break..



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

Anne Lamott

Strategy check

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



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.



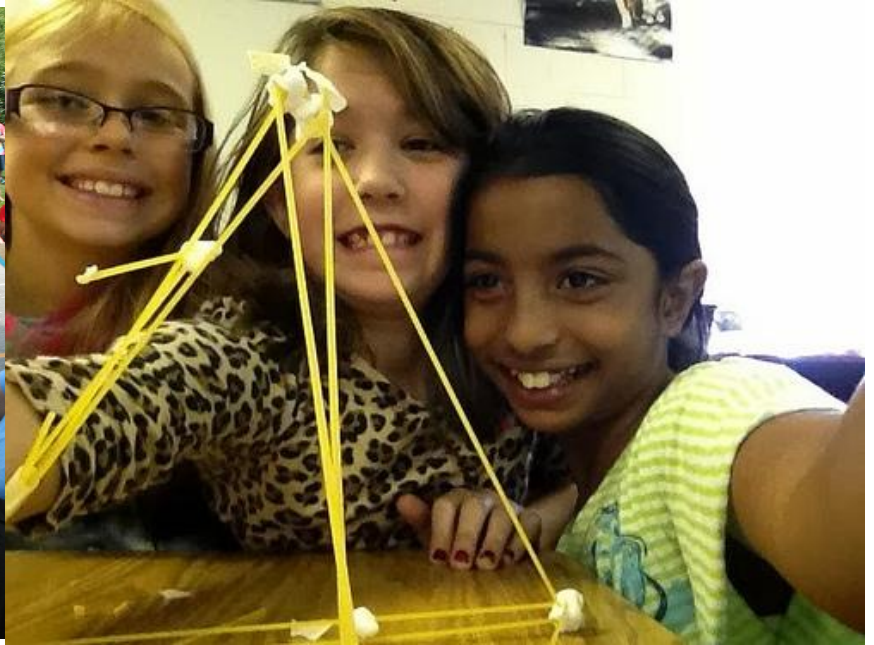
Para que los estudiantes puedan aprender, los maestros necesitan crear ambientes que son seguros y sin ansiedad.



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.



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

- Filtro Afectivo
- Manera comprensible
- Primer idioma
- Seguros
- Entusiastas
- Estudiantes
- Maestros
- Envolver
- Ansiedad
- Aprender
- Emocionales

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

- Filtro* Afectivo*
- Manera comprensible*
- Primer* idioma
- Seguros*
- Entusiastas*
- Estudiantes
- Maestros
- Envolver*
- Ansiedad
- Aprender
- Emocionales

Important Words

- Affective* Filter*
- Comprehensible* way
- First Language/Primary* Language
- Safe/secure*
- Enthusiastic*
- Students
- Teachers
- Involve*
- Anxiety
- Learn
- Emotional

What do you notice about our important words?

Students Learn When They Feel Safe

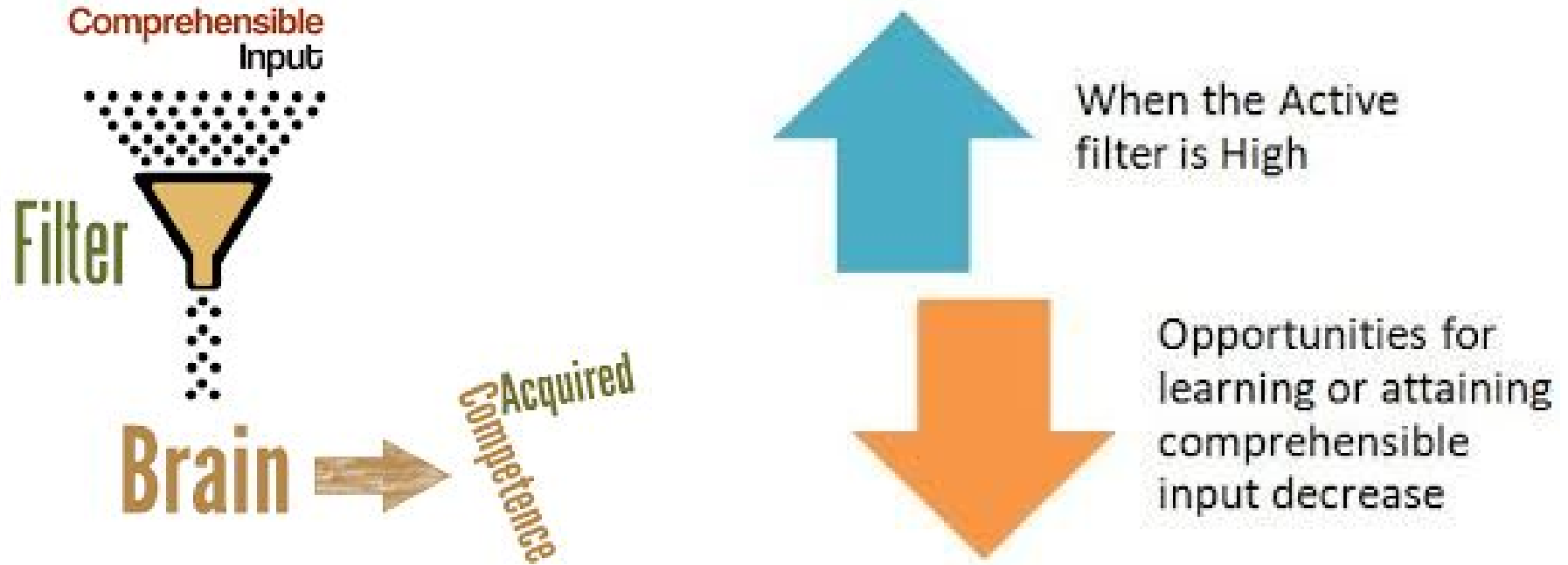
By Sarah Southard



Students learn when they feel safe.



The term "affective filter" has to do with students' emotional factors that can block or impede



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.



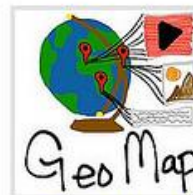
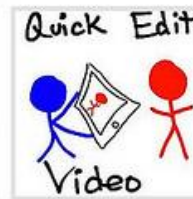
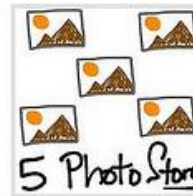
So that students can learn, teachers need to teach using comprehensible input.



Five
Senses



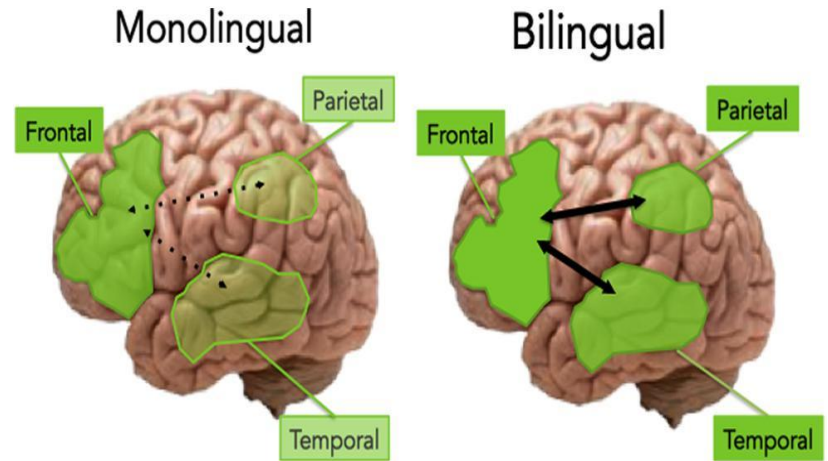
What do you want to CREATE today?



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?



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

- Look at your name tag.
- Find others who have the same number as you.



Language Proficiency Levels through Expert Text

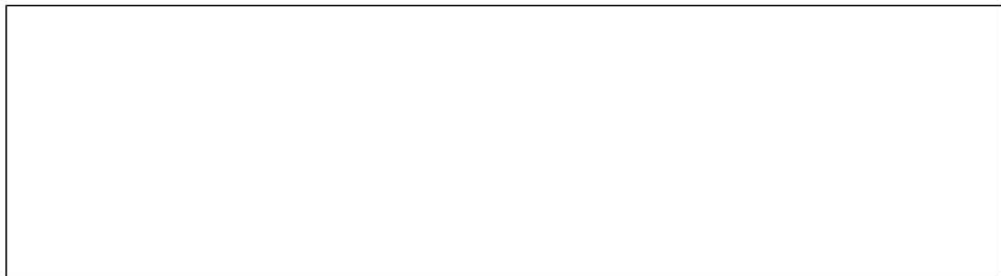
- Read an expert text
- Fill out mind maps in expert groups
- Use your mind map to create a poster with a visual representation of your level
- Process Grid



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.



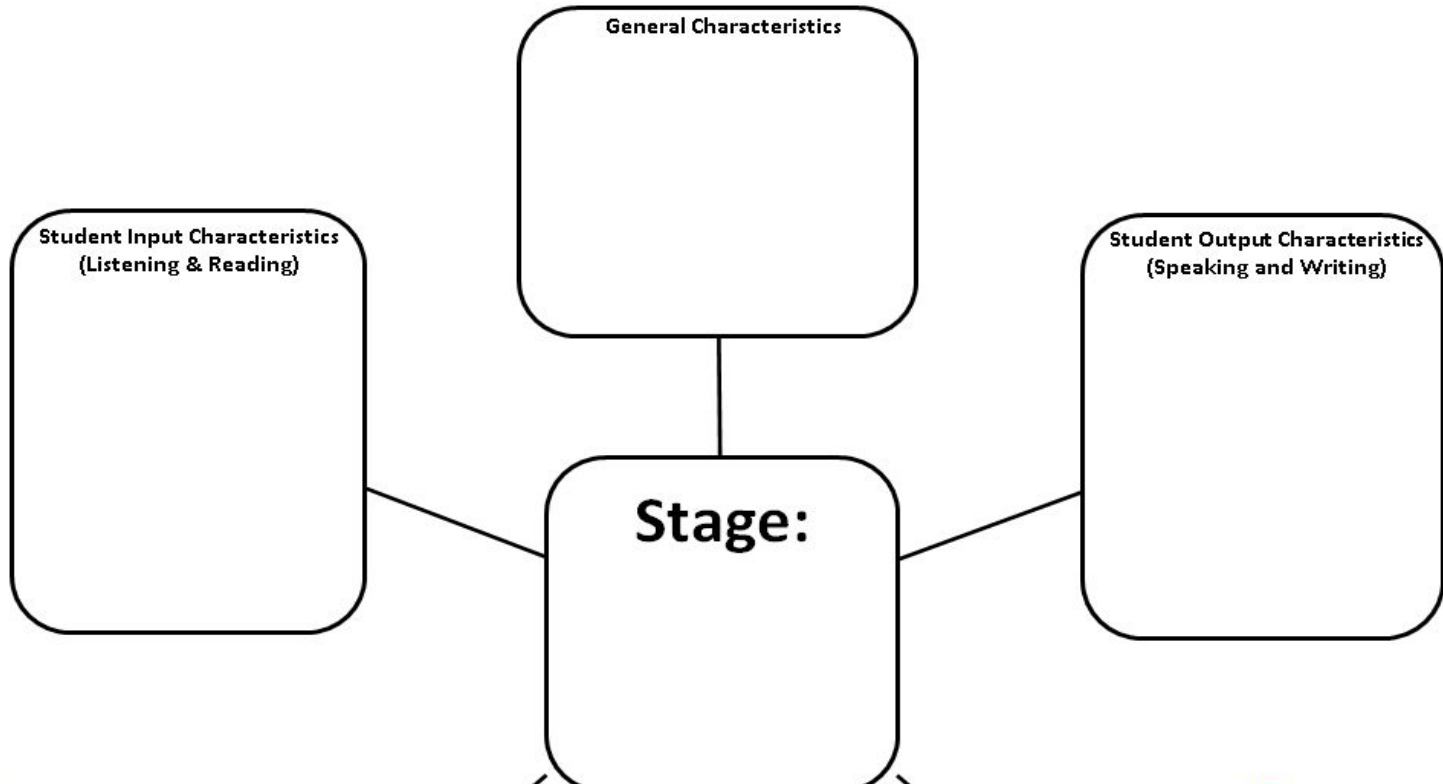
The first stage is commonly referred to as the “Pre-Production” stage, or silent period and lasts anywhere from 0 to 12 months. Think of a newborn baby in the first months of their life. They

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



Mind Map



Lunch



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.



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



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**



Process Grid

	General Description	Student Input Characteristics (Listening & Reading)	Student Output Characteristics (Speaking & Writing)	Teaching Strategies	Assessment Strategies
Stage 1					
Stage 2					
Stage 3					

Page: 1 of 1 | Words: 28 | English (U.S.) | 100%

Stages of Language Acquisition-

Your reflections

Stage 1-

Stage 2-

Stage 3-

Stage 4-

Stage 5-

Completed Process Grid

	General Description	Student <u>Input</u> Characteristics (Listening & Reading)	Student <u>Output</u> 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: 5px; 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

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

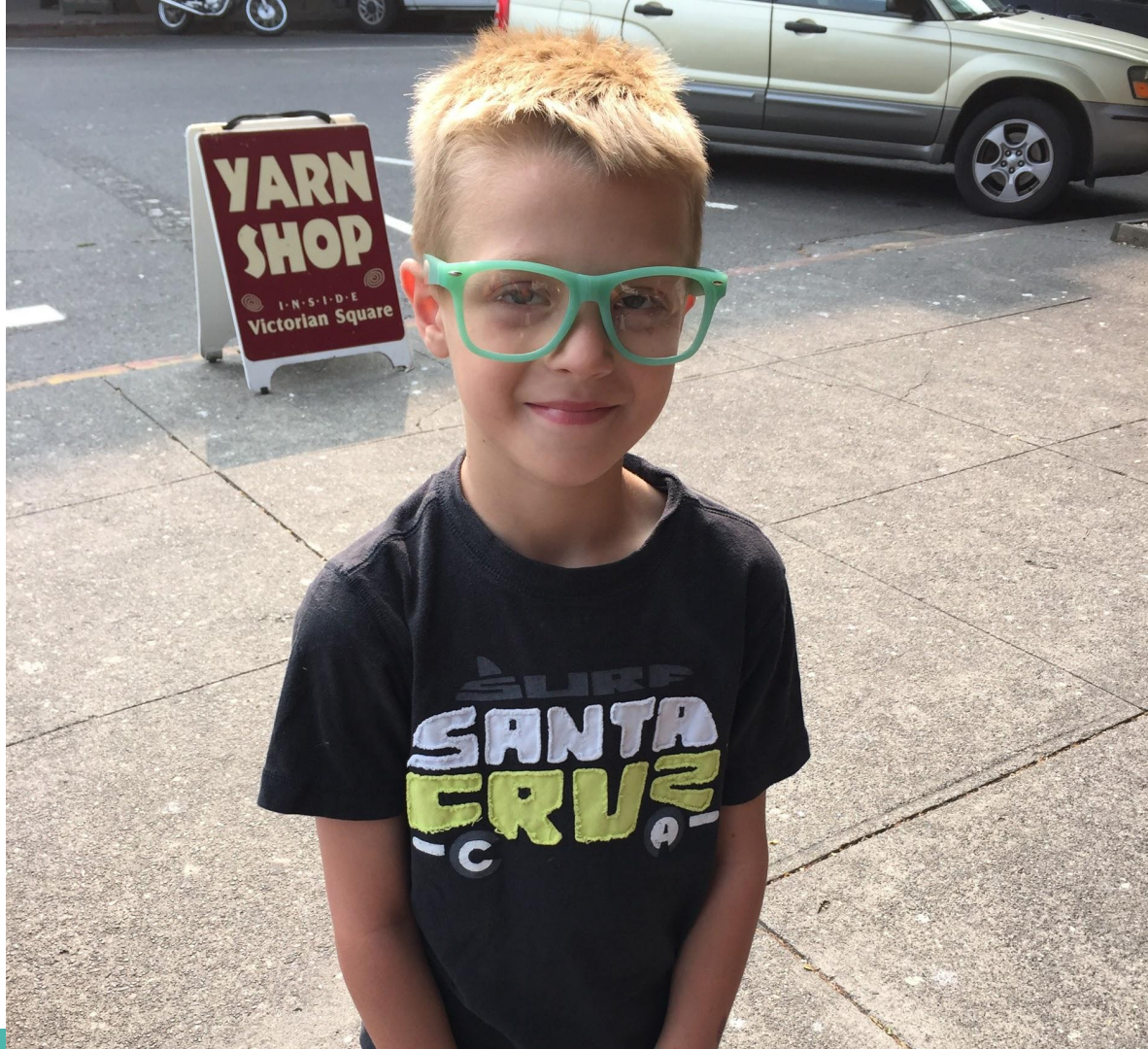
Translanguaging- Narrative Input

- Draw or copy pictures for narrative and attach the text to the back
- Create a background for the narrative that may be as simple as a laminated piece of butcher paper
- Gather the students close to you and tell the story as you place the pictures on the background
- Revisit the narrative to add word cards and/or speech bubbles













La Llanera CARNICERIA



TACOS

¡Somos Amigables!

¡Somos Amigables!

TACOS

CARNES

- CHULETAS
- CHULETAS
- CHULETAS
- CHULETAS
- CHULETAS
- CHULETAS
- CHULETAS
- CHULETAS
- CHULETAS
- CHULETAS



Shopping List

A blank, lined shopping list template. The title "Shopping List" is written in a red, serif font at the top. Below the title are ten horizontal lines for writing, with a vertical red margin line on the left side. The paper is white with a slight shadow, and the background is a light blue gradient.





MUSLO
SCO
DACHOCO

TALO

PO

CHUGA

CHUGA

RECORTES DE RES

RECORTES DE RES

RECORTES DE RES

RECORTES DE RES
\$5

CHOLETA AHUMADA
\$46



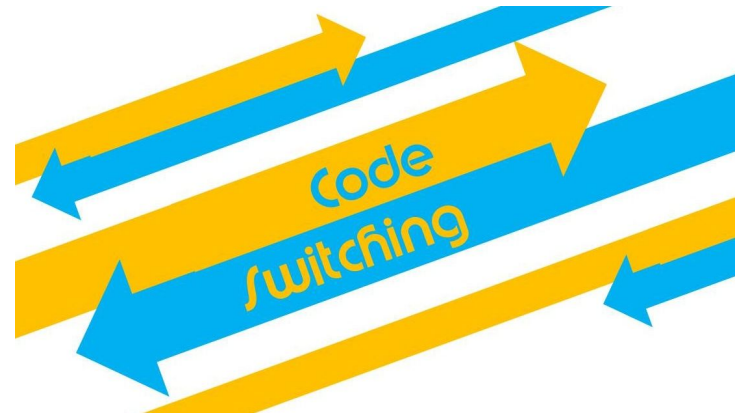


Translanguaging vs. Code Switching

- 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



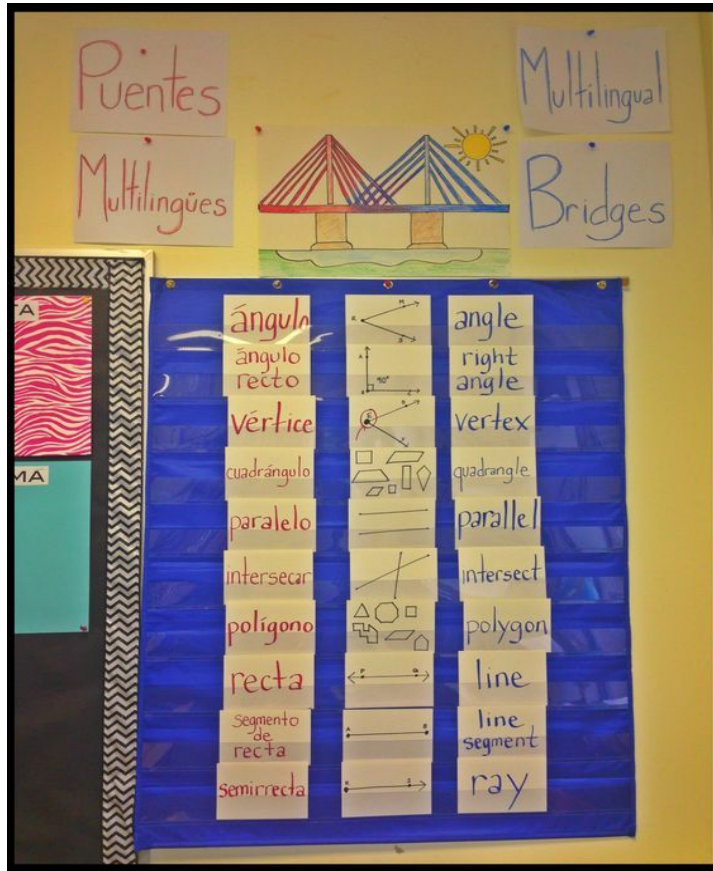
Classroom Support for Translanguaging

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

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

Translanguaging - Our Analogies

Recipe-she likes how you can substitute items and still have the same results

Color orange-you only have red or yellow, can be combined to make it

Tool box-you can access all the tools in your box for what you need

Strength in numbers-draw on strengths from multiple languages

Language is powerful and political!

McGyver - used whatever he had!

Cursive-word is correct but they go back and forth between printing

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

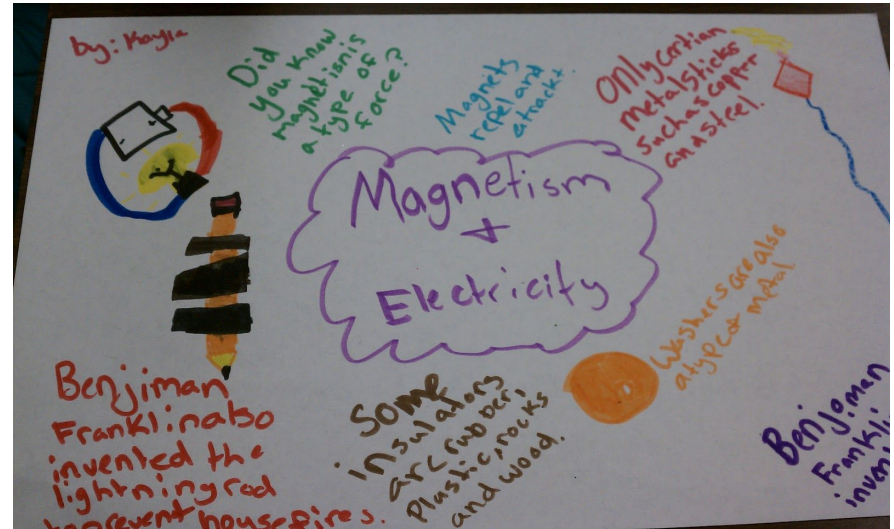
Strategy check

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



How can I apply this? - Graffiti Wall

- 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 on the outside edge of the circle.



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

Next Steps - Home School Connection

1. Read the Home-School Connection and discuss:

What impact might this type of homework have on students, families and classrooms.

2. Be prepared to share out using numbered heads together.



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