Special Topics in English Learner Programming Monthly Webinar

Improving Skills in the Four Language Domains: Listening

Jan. 10, 2019

Anika Harris

Happy New Year and Welcome to OSSE's Special Topics in English Learner Programming Webinar for January 2019!

Improving Skills in the Four Language Domains: Listening

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Objectives

This monthly webinar series will cover a wide array of topics pertaining to English learners (ELs), English language acquisition, and EL program administrative and instructional activities.

This month's webinar focuses on listening and is the first in a four part series on improving skills in the four language domains within the WIDA English Language Development Standards framework. Specifically, this presentation will cover:

- An understanding of the listening domain within the broader context of communication.

- Considerations for designing listening activities for both language and content development.

- Considerations for assessing ELs' listening skills.

Leticia is a 2ⁿᵈ grader at ABC Public Charter School. She arrived in the United States as a Kindergartener from Brazil speaking limited Portuguese, with greater fluency in Guaraní. Over the past two years she has advanced to a WIDA level 3 (composite) and received a 2 in Listening on the annual ACCESS for ELLs assessment.

It is mid-October and Leticia is in trouble with her teachers for copying the work of her classmates during independent work time. Now she pushes her pencil around the paper aimlessly or tries to get the attention of her classmates by playing footsies or flicking bits of crumpled paper across the table.

Case Study

Leticia is a 2nd grader at ABC Public Charter School.

She arrived in the United States as a Kindergartener from Brazil speaking limited Portuguese, with greater fluency in Guaraní.

Leticia is ethnic Guaraní and can speak and comprehend pleasantries and routine Portuguese. Guaraní has few cognates with English. Guaraní culture possesses a strong culture of listening to and remembering information as well as tuning in to non-verbal communication.

Over the past two years she has advanced to a WIDA level 2 (composite) and received a 3 in Listening on the last annual ACCESS for ELLs assessment.

It is mid-October and Leticia is in trouble with her teachers for copying the work of her classmates during independent work time. Now she pushes her pencil around the paper aimlessly or tries to get the attention of her classmates by playing footsies or flicking bits of crumpled paper across the table.

What are some possible reason's for Leticia's inattentiveness?

The Four Language Domains

The four domains of language are:

Reading

Listening

Writing

Speaking

Language Domains

WiDA CONSORTIUM

Listening — Process, understand, interpret and evaluate spoken language in a variety of situations

Speaking — Engage in oral communication in a variety of situations for a variety of purposes and audiences

Reading — Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency

Writing — Engage in written communication in a variety of situations for a variety of purposes and audiences

Language Domains

Oral language (listening and speaking) is the foundation of literacy (reading and writing).

School is usually the setting where oral English skills develop for ELs.

Within oral language:

- Listening is receptive
- Speaking is active

The WIDA/ELP Standards

Standard		Abbreviation
English Language Proficiency **Standard 1**	English language learners **communicate for Social** and **Instructional purposes within the school setting**	Social and Instructional **language**
English Language Proficiency **Standard 2**	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**	The **language** of Language Arts
English Language Proficiency **Standard 3**	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**	The **language** of Mathematics
English Language Proficiency **Standard 4**	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**	The **language** of Science
English Language Proficiency **Standard 5**	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**	The **language** of Social Studies

WIDA English Language Proficiency Levels

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

Level	
6 Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5 Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 Beginning	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 Entering	• pictorial or graphic representation of the language of the content areas • words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

Listening Development in Phases

Phase One: Student hears sounds/actions

Phase Two: Student associates sounds with context (comprehension)

Phase Three: Student discriminates words and phrases from sounds

Phase Four: Student produces language (speaking and/or reading) based on what he or she has heard

The Importance of Listening

Listening:

- Provides ELs with the sound patterns of the English language

- Sets the stage for accurate pronunciation and phonemic awareness

- Improves vocabulary

- Provides models of conventions such as "First, next, then, last" and "Once upon a time"

- Inform differences in register by subject matter and context

The Importance of Listening

Understanding how children learn a language helps us to:

- Know when a child is developing language well or needs an evaluation for a disability

- Create activities to help them progress in language acquisition

- Assess them and plan for further language acquisition progress

Remember: receptive *input* (listening and reading) alone will not make a language learner fluent – they need opportunities to practice *output*.

Listening Challenges

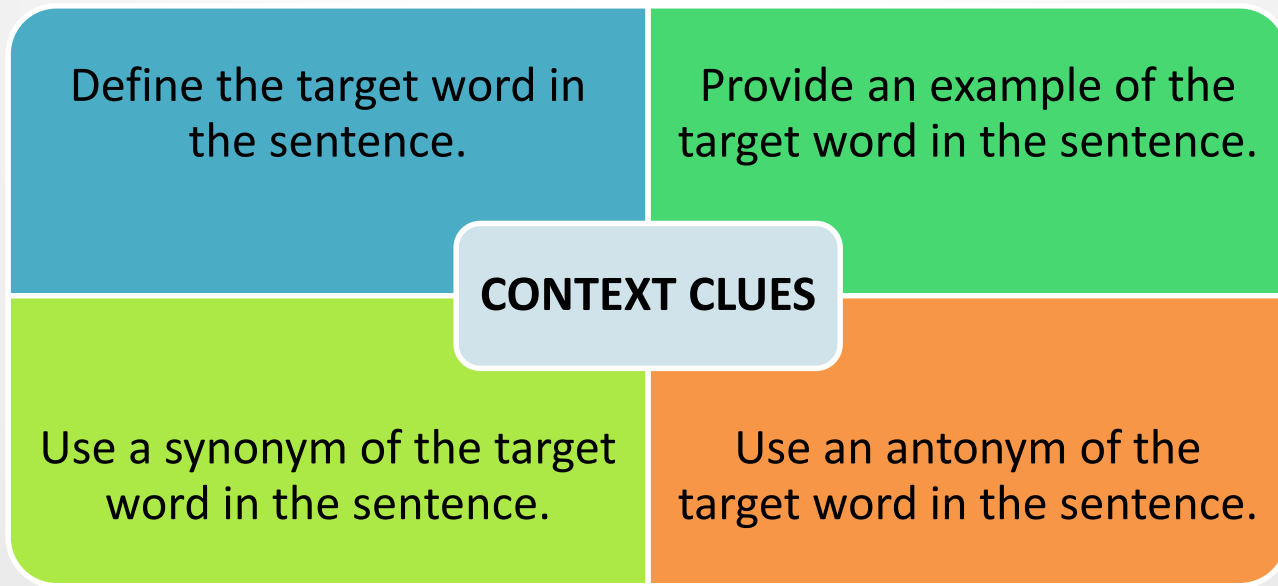| Speaker	Environment	Listener
• Rate of speech • Accent • Volume • Engagement (proxemics, interest)	• Visual distractions • Audible distractions • Emotional state • Physiological needs (hunger, illness)	• Limited vocabulary • Lack of background knowledge • Inability to distinguish individual sounds

ELs can better understand what they hear when teachers:

- Speak with gestures

- Incorporate visuals

- Provide context clues

Define the target word in the sentence.	Provide an example of the target word in the sentence.
Use a synonym of the target word in the sentence.	Use an antonym of the target word in the sentence.

CONTEXT CLUES

ELs can better understand what they hear when teachers:

- Use predictable routines

- Provide props and settings

- Pre-teach vocabulary/content

- Simplify/Modify speech as needed

"The deer sprinted across the grassy field and into the thicket."

vs.

"The deer ran across the grass and into the trees."

Parent and Family Considerations

Educators have multiple opportunities to speak with limited English proficient (LEP) families.

➢ Drop off/pick up
➢ Back To School Night
➢ Parent Teacher Conferences
➢ IEP meetings

Apply your knowledge of listening challenges and listening supports as you converse with them.

Listening Activities

**ELP Level 1 (Listening)
Entering**

Process arguments by
- Matching oral information to pictures, diagrams, or photographs that show points of view
- Distinguishing words and phrases related to opinions or facts from oral statements

Performance Definition

ELs will process
- Pictoral or graphic representation of the language of the content areas
- Words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support
- Oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

Source: https://wida.wisc.edu/teach/can-do/descriptors

Newcomer Activities

Newcomer activities can center around the language most commonly encountered in school – routines.

Newcomers will have repeated exposure to the routines in school, such as raising one's hand, lining up, and clearing their desks.

Be aware of how many steps you expect the class to follow – a newcomer can follow one, then, in time, two steps.

The activity here is to give and model a routine instruction for the student to follow.

*To increase the challenge, give and model a two step routine instruction.

Level 1 (Entering) Activities

1. Pre-teach vocabulary.

2. Allow students to follow a short amount of audible content with their vocabulary resources handy.

3. Ask a short set of simple questions based on the content. The questions refer back to the vocabulary.

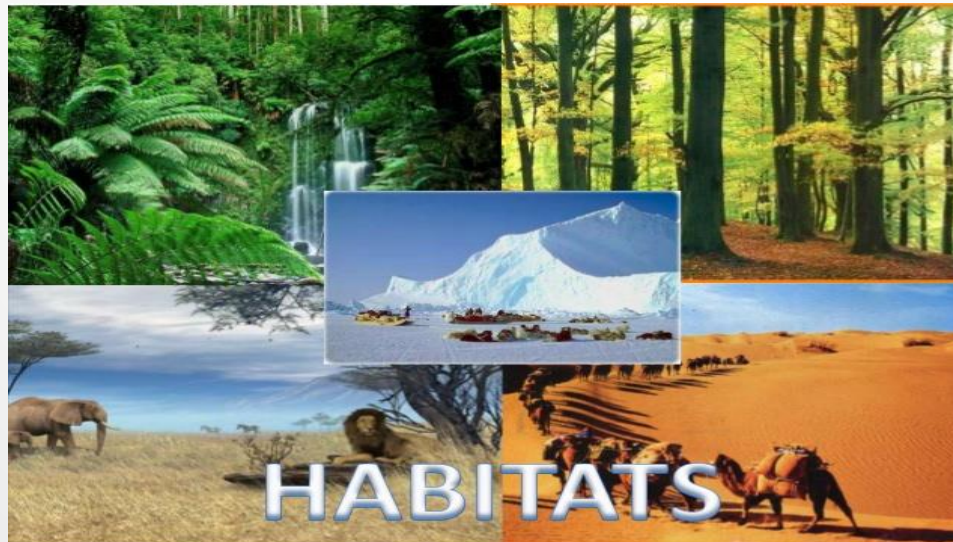*To increase the challenge, allow students to follow a short amount of audible content without vocabulary resources.

Objective: Students will be able to point to habitats in response to questions using a picture card. WIDA Standard: (4) The Language of Science.

Teacher: "It is very hot. There are no plants. There is sand. Show me the picture."

Student: Points to the 'desert' picture card.

ELP Level 3 (Listening)
Developing

Process arguments by
- Organizing information related to different perspectives presented orally
- Identify language choices that represent specific points of view from a series of oral statements

Performance Definition

ELs will process
- General and more specific language of the content areas
- Expanded sentences in oral interaction or written paragraphs
- Oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning when presented with oral or written, narrative or expository descriptions with sensory, graphic, or interactive support

Source: https://wida.wisc.edu/teach/can-do/descriptors
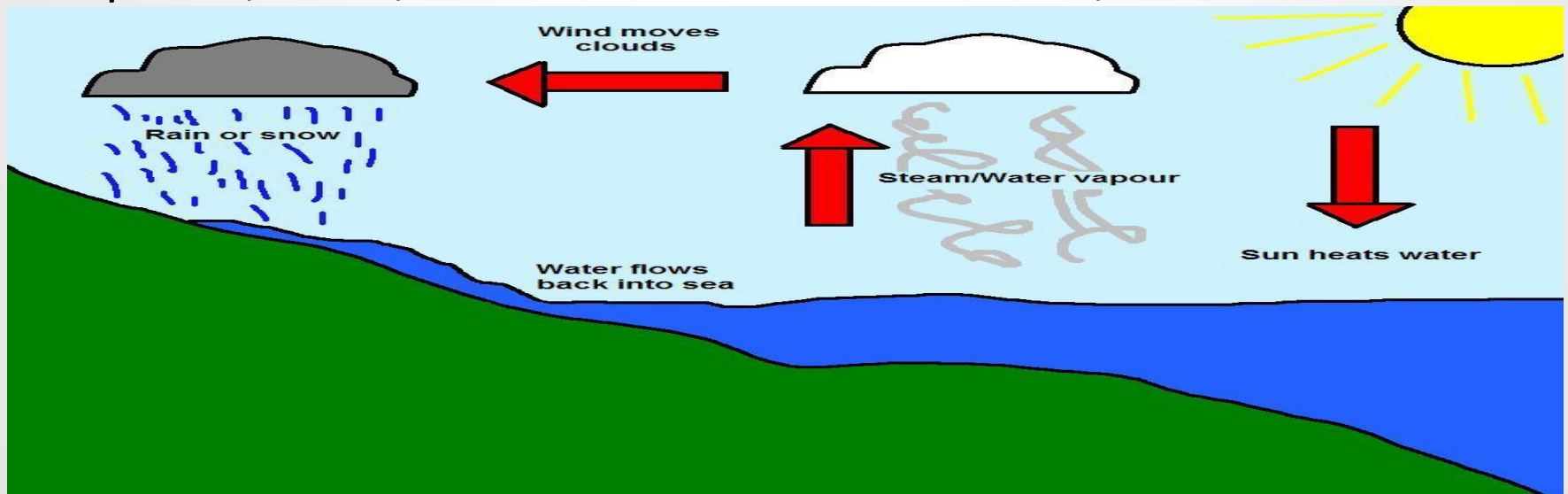
Level 3 (Developing) Activities

1. Pre-teach vocabulary and build background knowledge.

2. Allow students to follow a moderate amount of audible content with their vocabulary resources handy.

3. Ask students to sequence based on the content.

*To increase the challenge, allow students to follow a short amount of audible content without vocabulary resources.

Objective: Students will be able to sequence the water cycle using picture cards. WIDA Standard: (4) Language of Science.

Teacher: Shows brief video clip of the water cycle. Asks, "What happens first (second, third, etc.) in the water cycle.

Student: Uses picture cards to show the water cycle in sequence. Responds, "First, the sun heats the water. Next, …"

ELP Level 5 (Listening)
Bridging

ELs can process the language needed to
• Interpret cause and effect scenarios from oral discourse
• Make inferences from oral discourse containing satire, sarcasm, or humor
• Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy)
• Evaluate intent of speech and act accordingly

Performance Definition

ELs will process
• specialized or technical language of the content areas
• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports
• oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material

Level 5 (Bridging) Activities

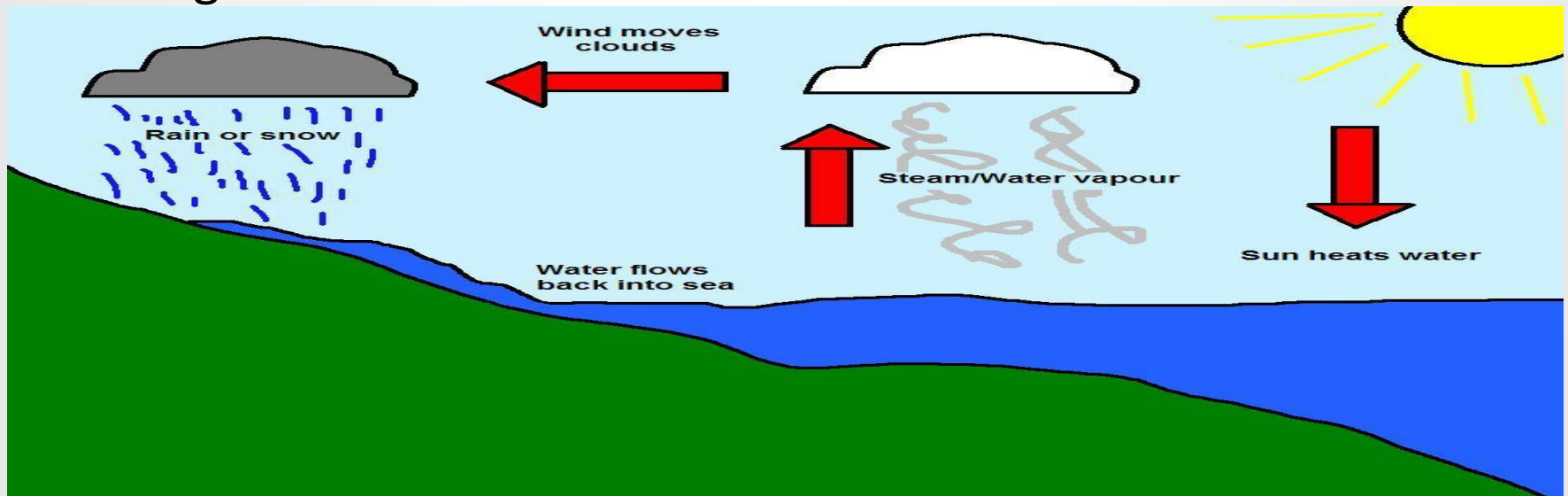1. Identify if pre-teaching vocabulary is needed and act accordingly. Also, build background knowledge.

2. Allow students to follow a moderate amount of audible content with their vocabulary resources handy.

3. Ask students to sequence based on the content.

*To increase the challenge, allow students to follow a short amount of audible content without vocabulary resources.

Objective: Students will be able to evaluate the effects of global warming on the water cycle. WIDA Standard: (4) Language of Science.

Teacher: Shows a brief video on recent worsening hurricanes as related to the water cycle. Asks students to explain why hurricanes are growing in intensity using the water cycle as the foundation of their argument.

Wind moves clouds

Rain or snow

Steam/Water vapour

Water flows back into sea

Sun heats water

Assessing Listening

ELP Level 1 (Listening)
Entering

Process arguments by
- Matching oral information to pictures, diagrams, or photographs that show points of view
- Distinguishing words and phrases related to opinions or facts from oral statements

Performance Definition

ELs will process
- Pictoral or graphic representation of the language of the content areas
- Words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support
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Assessment ideas include:

- Posing one- to two-step directions with no visual support or modeling. ("Take out a pencil. Write your name on the paper.")

- Responding to simple questions with one word answers. ("How many squares are there?"; "Where is the door?"; "Do you like music?")

- Non-verbal demonstrations of knowledge. ("Draw a picture of your family."; "Point to the computer.")

Assessment ideas include:

- Have student raise a hand/object every time they hear a certain word or set of words.

- Assign students roles in a simple story, read the story and allow students to act it out as you read.

- Dictate a list of 5 – 10 words and allow students to write what they hear (allowing for spelling errors). Make this more challenging by having students only write words related to the subject (only shapes and not animals).

WIDA Can-Do Descriptors and Levels

ELP Level 3 (Listening)
Developing

Process arguments by
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Source: https://wida.wisc.edu/teach/can-do/descriptors

Assessment ideas include:

- Have students restate or rewrite a short amount of oral discourse.

- Play a short recording or video. Ask students to summarize what they heard.

- Read a passage of text. Distribute sentence strips containing selected sentences from the text. Allow students to sequence the strips in order.

- Play a short recording or video or read a short passage of text. Have students respond, orally or in writing, to questions about what they heard.

ELP Level 5 (Listening)
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Source: https://wida.wisc.edu/teach/can-do/descriptors

Assessment ideas include:

- Have students participate, individually or in teams, in a debate on the pros and cons of a topic they have recently studied.

- Have a student expand, orally or in writing, on a fiction work they have just heard.

- Orally state an argument for students, individually, to refute or support.

It is January and the teachers of our second grader, Leticia, are focused on developing her skills in the listening domain. Her current ACCESS score in Listening is 3.

What are some possible instructional and assessment activities to gauge Leticia's progress in listening?

Additional Resources

The updated publication *Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia* is now available for download.

The School Readiness Reflection Tool is found in Appendix E of OSSE's publication *Delivering Education Services to English Learners*.

OSSE's new EL website is www.osse.dc.org/page/english-learners-els.

On-site technical assistance and EL program support is available! Contact Anika.Harris@dc.gov or Jennifer.Norton@dc.gov.

Upcoming Events

During the 2018-19 school year, OSSE hosts a monthly Special Topics in English Learner Programming webinar broadcast on the second Thursday of every month from 1-2 p.m. The next webinar will take place **Thursday, Feb. 14, 2019**. Register here: https://attendee.gotowebinar.com/rt/1800935569566896397.

New cohort forming: What Teachers Need to Know About Teaching English Learners, designed specifically for teachers of grades K-12 who are new to teaching English Learners (ELs) will attend four one-day professional development sessions (held monthly), while using the time between sessions to apply the instructional strategies and practical skills they have learned.

The first session will take place on **Thursday, Feb. 28, 2019, 9 a.m.-4 p.m.**, at OSSE, Eleanor Holmes Norton, Room 108. [Register] Subsequently monthly sessions will take place on Friday, March 29, Thursday, April 25, and Thursday, May 23, 2019.

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