Special Topics in English Learner Programming Monthly Webinar

Improving Skills in the Four Language Domains: Speaking

Feb. 14, 2019

Anika Harris

Welcome to OSSE's

Special Topics in English Learner Programming

Webinar for

February 2019!

Improving Skills in the Four Language Domains: Speaking

Anika Harris, Professional Development Specialist

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.

Following last month's webinar on listening, this four part series on the four language domains within the WIDA English Language Development Standards framework will address:

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

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

- Considerations for assessing ELs' speaking skills.

Introduction to Speaking: A Case Study

Alpha is a 15 year old 9th grader at ABC Public Charter School. He arrived in the United States from the Ivory Coast this summer. He speaks French and Yora and completed all his schooling in Burkina Faso. His screener score was 2.1 with a 1.9 in speaking.

It is mid-October and Alpha's teachers do not have a high opinion of him. You are asked to observe him in class and notice he sits in the back and does not interact with any classmates, who are all from Latin America. He is not disruptive, but will only speak when spoken to by the teacher and seems to finish his assignment quickly. He speaks with a heavy accent, but almost always uses complete sentences.

Alpha is a **15 year old 9th grader** at ABC Public Charter School. He **arrived** in the United States from the Ivory Coast **this summer**. He speaks French and Yora and **completed all his schooling** in Burkina Faso.

His family sent him north from his village to neighboring Burkina Faso to attend Catholic school in order to receive a well-rounded education. Alpha joins his mom and her extended family, with many cousins around his age, in DC.

His screener score was 2.1 with a **1.9 in speaking**.

What are some educated guesses we can make about Alpha's education and language background?

It is mid-October and Alpha's teachers do not have a high opinion of him. You are asked to observe him in class and notice:

- He sits in the back and does not interact with any classmates, who are all from Latin America.

- He is not disruptive, but will only speak when spoken to by the teacher and seems to finish his assignment quickly.

- He speaks English with a heavy accent, but almost always uses complete sentences.

What can we infer about Alpha from his classroom behavior?

What can we infer about his speaking skills?

The Four Language Domains

The four domains of language are:

Reading

Listening

Writing

Speaking

Language Domains Defined

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

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

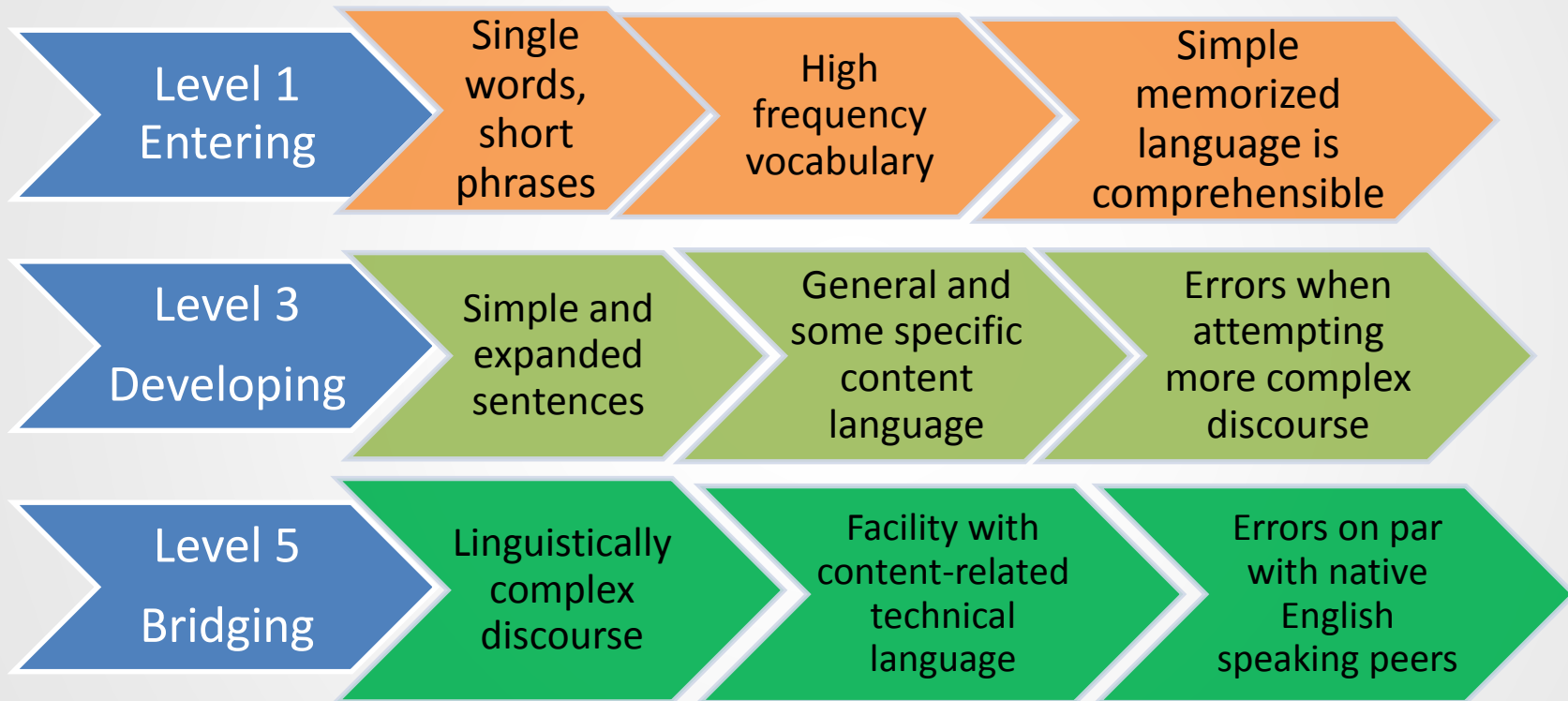| Standard		Abbreviation
English Language Proficiency **Standard 1**	English language learners **communicate for Social** and **Instructional purposes within the school setting**	Social and Instructional **language**
English Language Proficiency **Standard 2**	English language learners **communicate** 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

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

Level	Descriptors
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

WIDA Speaking Rubric

Level 1 Entering	Single words, short phrases	High frequency vocabulary	Simple memorized language is comprehensible
Level 3 Developing	Simple and expanded sentences	General and some specific content language	Errors when attempting more complex discourse
Level 5 Bridging	Linguistically complex discourse	Facility with content-related technical language	Errors on par with native English speaking peers

The Importance of Speaking

Speaking 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

Speaking:

- Represents what the EL is thinking <u>and</u> can say in English
- Is one means by which we transmit ideas (writing is the other)
- Expresses our needs and wants
- Must be done frequently in order to improve
- Leads to increased skill in reading and writing
- Can be leveraged to develop content knowledge

"Reading and writing float on a sea of talk." – James Britton

The Importance of Speaking

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* (speaking and writing).

Speaking Challenges

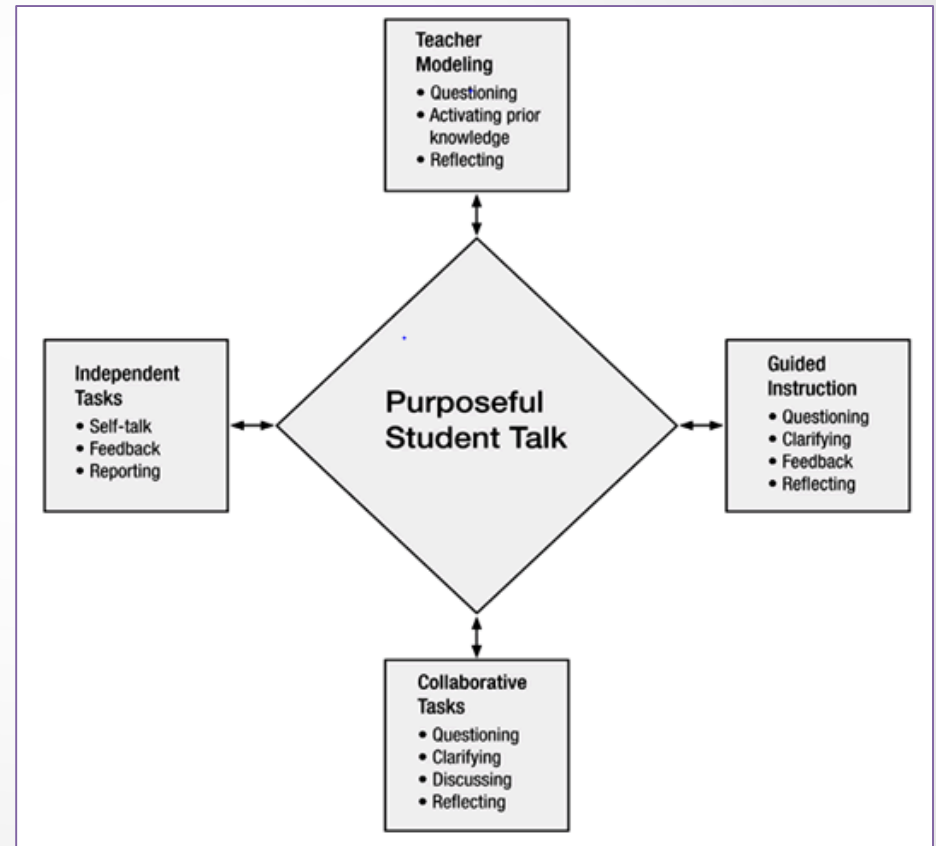| Speaker	Environment	Listener
• Prior language knowledge • L1 proficiency • Generation • Mono vs. multilingual • Motivation • Personality	• Subject matter • Emotional state • Physiological needs (hunger, illness)	• Overcoming speaker's accent • Lack of patience listening to less proficient speech

ELs develop better skills in speaking when teachers:

- Create multiple opportunities for purposeful student talk

- Provide models of what they would like students to say

- Move students along the proficiency continuum from recounting to explaining to arguing

Teacher Modeling
- Questioning
- Activating prior knowledge
- Reflecting

Independent Tasks
- Self-talk
- Feedback
- Reporting

Purposeful Student Talk

Guided Instruction
- Questioning
- Clarifying
- Feedback
- Reflecting

Collaborative Tasks
- Questioning
- Clarifying
- Discussing
- Reflecting

Source: Fisher, Douglas, **Content-Area Conversations**, ASCD (2008).

Speaking Activities

ELP Level 1
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

Homework or Quiz Review

The following is an Independent Task with Teacher Modeling.

1. Teacher shows an answer key on a large screen.

2. Students check their own work and circle incorrect answers.

3.

| Did you write…?	Did you write…?
↓	↓
No.	Yes. Let me explain.

4. Students stand up and look for classmates who have the correct answer to the first item using the question frame and teacher's model. Repeat for each additional item.

Level 1 (Entering) Activities

*Other activities include: Pictionary/Charades

1. Pre-teach content vocabulary.

2. Play Pictionary or charades based on the vocabulary words.
   Allow level 1 students use one to three words for their answer.
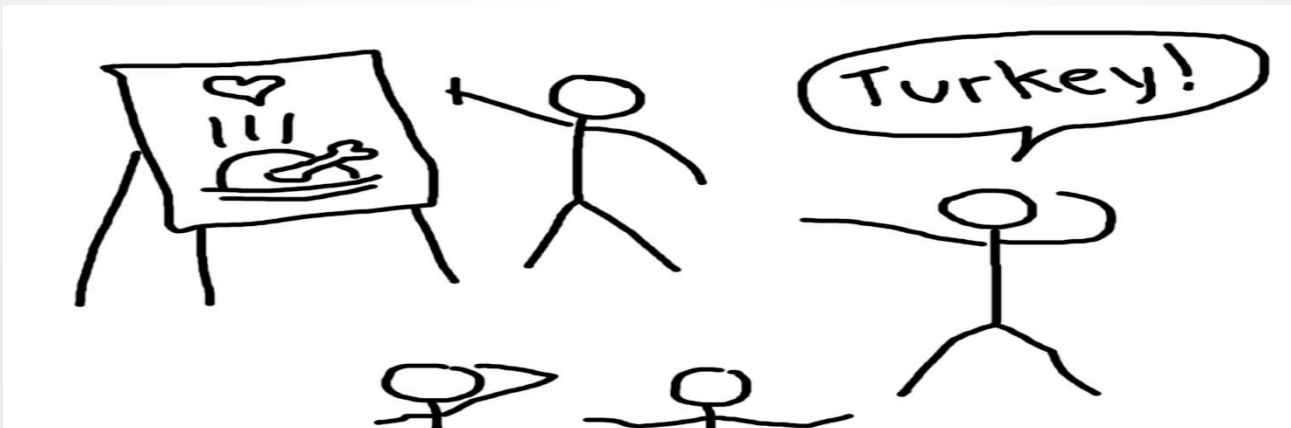
WIDA Can-Do Descriptors and Levels

ELP Level 3 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

The following is a collaborative task with clarifying and discussing

1. Pre-teach vocabulary and build background knowledge.
2. Group students according to their answers to a prompt, such as, "Which habitat would you prefer to live in? Use at least two of the listed habitat features to explain why."
3. In groups students explain why they prefer to live in that habitat. Inter-group students question each other and clarify their positions.
4. Each group choses the most interesting explanation.
5. The chosen students form a panel and present their explanations to the class.

*To increase the challenge:

1) Instead of forming groups, place students in pairs.

2)   Have students present a classmate's explanation about why they would chose to live in their chosen habitat including at least two reasons and at least two habitat features.

ELP Level 5
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

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

Level 5 (Bridging) Activities

Meet the Expert

This activity uses Guided Instruction.

1. Before completing a unit or a project, have each student think of a question he or she knows the correct answer to based on what they have studied.
2. Students stand in two rows facing each other.
3. Students in one row ask their question (all at the same time). Student in the other row answers. Teachers use questions, prompts, and cues to help the expert elaborate and clarify information.
4. Answerers move left and repeat the activity.

Assessing Speaking

WIDA Can-Do Descriptors and Levels

ELP Level 1 (Listening)
Entering

Process arguments by
- Matching oral information to pictures, diagrams, or photographs that show points of view
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Source: https://wida.wisc.edu/teach/can-do/descriptors

Telephone

1. Teacher has pictures representing the Greek gods taught in the Greek mythology lesson. Teacher shows one picture to one student.

2. Student describes the picture using as many *words* as he/she can to a classmate.

3. Classmate states the name of the Greek god based on the student's description.

WIDA Can-Do Descriptors and Levels

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

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ELs will process
- General and more specific language of the content areas
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Zip Report

1. Teacher assigns each student a figure from Greek mythology and provides the student a visual for their respective figure.

2. Teacher allows five minutes for students to jot down notes about their figure.

3. Each student has two minutes to say, *in sentences*, as much as they can about their figure in front of the class.

ELP Level 5 (Listening)
Bridging

ELs can process the language needed to
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• Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy)
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Source: https://wida.wisc.edu/teach/can-do/descriptors

Role Play

1. Teacher designates a current event as a theme, for example, Anak Krakatau volcano causing a tsunami in Indonesia Dec. 2018.

2. Teacher assigns each student a figure from Greek mythology.

3. Teacher allows time for each student to brainstorm how their assigned figure would explain the cause of the event.

4. Teacher calls on two students to **discuss and/or debate** the issue in character being sure to **defend their positions**. Repeat until all students have had a turn.

It is January and the teachers of our ninth grader, Alpha, believe he has made rapid growth in speaking English due to his ability to use expanded complete sentences and engage in lengthy conversations, though he still does not speak until spoken to. His writing has also improved greatly.

What are some possible reasons to explain Alpha's progress in speaking?

What do you suggest teachers do to foster his continued growth in speaking?

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, Mar. 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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