Strategies for increasing Oral Language Production in Language Acquisition Settings – Assess, Differentiate, Engage

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Nothing stimulates us to speak and interact better than talking about something we know better than anyone else in the world - ourselves.

Let’s begin the interaction with the story of how you were given your name.
First day of school – Four Corners

- Move to one of the four corners.

- Partner with a person you do not yet know.

- Tell that person the story of how you got your first name.
- Listen as your partner tells the story of how they got their name. You each have two minutes.

- Prepare to share with the whole class the story of your partner’s name. Use the sentence frame, *This is my partner ______. (S)he got her/his name from ______ because
  ___________________________________________*.
How could you use this activity with your own students?

1. Discuss with your team.
2. List several ways in which you could use it.
3. Prepare to share.
4. Use the frame, *We discussed that we could use this activity in order to _________________.*
Assessing Prior Knowledge:

Fist of Five

- On a scale of 1-5, assess your current level of expertise on engaging ALL students in target language interaction:
  1 = I have no idea what you’re talking about.
  2 = I’ve heard of it before but I’m hazy on the details.
  3 = I think I can explain engagement and give a few examples.
  4 = I am very skilled at this and implement it every day.
  5 = I so skilled in this that I could teach this session.
Eradicating Learned Passivity

- Eliminate the creation of Long Term English Learners
- Eliminate Toxic Questions
- Promote meaningful interaction
- Utilize Language Development throughout the day
A, B, C’s of Effective Dual Language Instruction

by Elizabeth Jiménez

A – Assess, Anticipate, Activate Prior Knowledge

B – Build Background

C – Check for Understanding

D – Differentiate, Deliver Comprehensible Input,

E – Engage and Empower
Application

- How could you use this activity with your own students?
- 1. Discuss with your team.
- 2. List several ways in which you could use it.
- 3. Prepare to share.
- 4. Use the frame, *We discussed how we could use this activity when _____________ in order to ______________.*
Benchmarks

Oral Proficiency Levels

- Teachers need tools for benchmarking that don’t take lots of time away from instruction. The Student Oral Language Observation Matrix (SOLOM) is a tool to be used in any language in authentic interactions.

ACTIVITY: Think of a student you have worked with. Look at the SOLOM and mark an X on the cell that best describes this student’s proficiency in each of five categories. 5 minutes
Fold the card stock lengthwise, leaving a one inch overlap on the bottom fold.

Cut three flaps in the top. Cut only to the fold.

Label the flap book Levels of Proficiency

Label each flap as Emerging/Expanding/or Bridging
Continuum of Language Proficiency Level Descriptors – PLD

Emerging
• Substantial Support

Expanding
• Moderate Support

Bridging
• Light Support

Lifelong Learning
• Occasional Support

Native Language
**Application**

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POST-IT ACTIVITY

1. Form **triads**. Select a writer and 2 **contributors**
2. The contributors **alternate**, calling out as many words, and ideas related to the topic as they can.
3. Using the post-its, the writer **captures** each word or idea on a separate post-it note.
4. Writer doesn’t talk or add any of their own ideas.
5. Try for as many as you can in two minutes.
What comes to your mind when you think of fossils?
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How to Differentiate Instruction

1. Same Content
   - Leveled readings
   - Leveled questions

2. Different Process
   - Deductive
   - Constructive

3. Different Product
   - Different Tasks
   - Complexity level of tasks
Tiered/Scaffolded Assignments

1. Pick the key skill, concept or generalization that needs to be learned.
2. Think of an activity that teaches that skill.
3. Assess the students.
4. Based on student proficiency levels, where would the activity fit?
5. Modify the activity to meet the needs of the groups of learners in the class.

From the article, *Tiered Assignments Overview* by Wendy Conklin.
Differentiation – Write Around

- Group students in teams of four or three if there are not even numbers. More than four participants slow down the activity and students are not as engaged.

- Form the teams by proficiency level. Consider both content proficiency as well as Language Proficiency levels.

- Each group uses one piece of chart paper (or response board) and one marker.

- Every group is given a different aspect of the topic.

- This activity is timed – only 2 minutes allowed. Each person takes turns writing down one word or idea, then passes the paper and marker to the next person.

- Everyone MUST write something each round (no passing).

- If you need help spelling, you may ask a team member, if you need help with a word, you may ask your team or draw a quick symbol.

Now, each member takes a marker.

Listen to the introduction read aloud.

As you hear words that fit your category, add them to your list or when you hear words you already have on your list, place a check mark (√) next to the word.
Application

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Assess and anticipate in order to develop comprehension of complex text.
“Better a safety net at the top of the hill than an ambulance at the bottom.”

**TASK:**

1. Work in triads, teams of three. (reader, writer, presenter)
2. Read and discuss this next paragraph with your team.
3. Identify potential miscues, and discuss why you anticipate that students may misunderstand.
4. What would you choose to frontload, paraphrase, or explicitly teach? For all students? For Language Learners?

**TIME** – You have 3 minutes.
Not all animals have four-chambered hearts. Amphibian hearts have only three chambers. Fish have only two chambers. Many invertebrates do not have true hearts at all.

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Differentiation – Color Cubes

- Group students by language proficiency or other homogeneous characteristics.
- Prepare ahead of time, cubes with 6 questions or activities that are differentiated by appropriate level of difficulty.
- Have all groups share out when complete.
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Loop Games – Questions/Answers

- Who has…? I have…
- Great for practice and review.
- Whole group or small groups.
- Timed activity for memorizing facts and structures without the boring elements of memorization.
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Signature Activity

- Great for cultivating interaction.
- Great for practice and review of homework.
- Promotes engagement and authentic interactive language practice.
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3. Prepare to share.
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