Structured and Accountable

Classroom Language Use Across the Curricula:

A Key to Narrowing the K-12 Verbal Gap

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Sessions Objectives

In this session , we will consider:

- The pivotal role of oral language proficiency in school success

- The need for maximized verbal engagement across the grade levels

- Elements of academic language that support literacy and learning

- The potential limitations of group and cooperative tasks for ELs

- Elements of "New School" English Language Development (ELD): explicit, structured and accountable language development

In this session, we will observe:

- Lessons for evidence checks of explicit, form-focused instruction and engaged, structured and accountable language use and learning

The Majority of Long-Term Adolescent English Learners…

- Have received most or all of their education in American schools - many were born in the U.S.
- Have limited needs or opportunities to interact in English for diverse purposes outside of school
- Achieve relative fluency in everyday English
- Remain at the intermediate level of English proficiency for multiple years
- Exhibit "fossilized errors" in oral and written English
- Lag in achievement measures (class work; tests) requiring academic language proficiency

Long-Term English Learners Commonly Plateau at Intermediate Proficiency

English Proficiency Levels (Grades 4–8)

Early Advanced 34%
Advanced 9%
Beginning 6%
Early Intermediate 12%
Intermediate 39%
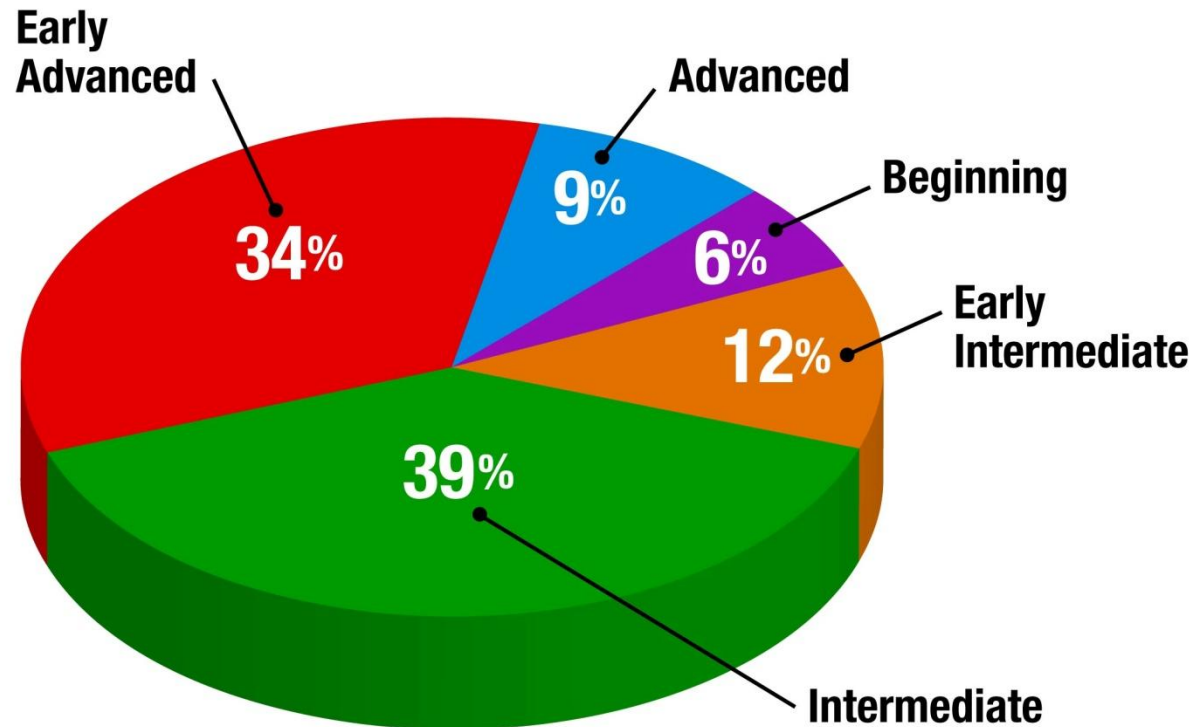
Source: CELDT 2007–2008

The Goal for Instructed English Language Development: Accurate Oral Fluency

Oral Fluency: ease of target language production and listening comprehension

➜ **Accurate Oral Fluency:** ease of producing accurate target language forms (vocabulary, syntax, grammar) and ability to follow along and comprehend while listening to more sophisticated language

Consider the Language and Literacy Demands of this Formal Writing Prompt for a Long-term Intermediate EL

- Write an expository essay in which you evaluate your current habitual study place and determine whether you should make any changes to create a more tranquil and productive work environment.

- Potentially challenging vocabulary in the prompt for an intermediate English Learner:

Evaluate	*Productive*	*Current*	*Habitual*
Determine	*Environment*	*Tranquil*	*Expository*

A Long-Term English Learner's Writing Displaying Profound Gaps in Oral Language Proficiency

Well actually I study in my livingroom almost sometime. Because I don't usually do my homeworks. Every time when I pick up my pen to work on my homeworks I got disturb from my little bros., and sister. They come into the livingroom and chase each other aroun. I was like sitting in hell with a demon. In my living room I had a desk which it is about 6 ft. by 3, a lamp, dictionary, papers, pens and some books. I had a 27 inch TV in front of me.

Mao, 9th grade, 7 years in the U.S., ESL Level 3

Mao needs far more than translation of the prompt to everyday English to complete this formal writing task.

Write a four-paragraph paper about your study place. Decide what is good and bad about the place where you usually do your homework and explain what you could do to make it better.

What do we notice about this student's English language use?

- Imprecise, everyday vocabulary use
- Inconsistent and inaccurate use of habitual present tense: *I study; I got disturb; I had a desk*
- Errors with:
  - Adverbs of frequency: *almost sometime*
  - Count/non-count nouns: *homeworks*
  - Sentence fragments: *Because I don't usually do my homeworks.*
  - Inappropriate register: *I was like sitting…*
    Well actually…

A Long-Term English Learner's Paragraph With a Writing Program Devoid of Oral Language Development

My livingroom is my study place and it isn't good. First of all, *every time when I pick up my pen to work on my homeworks I got disturb from my little bros., and sister.* **In addition,** *they come into the livingroom and chase each other aroun.* **Furthermore,** *I was like sitting in hell with a demon.* **Moreover,** *In my living room I had a desk which it is about 6 ft. by 3, a lamp, dictionary, papers, pens and some books.* **In conclusion,** *I had a 27 inch TV in front of me.*

Mao, 9th grade, 7 years in the U.S., ESL Level 3

What Does Mao Need to Successfully Complete this Writing Assignment?

- Explicit **English language development** (ELD) in vocabulary, syntax and grammar necessary to adeptly discuss and write about the assigned topic

- Structured **task-based interactions** providing meaningful and accountable practice with portable language for the specific lesson topic and writing task

- Form-focused, **explicit error correction** (vs. indirect) to build accurate oral fluency: prompts vs. recasts

Saunders & Goldenberg, 2009
Dutro & Kinsella, 2009

What Does Mao Need to Successfully Complete this Writing Assignment?

Targeted Oral Language Development

- **Vocabulary:** *study environment, productive, unproductive, to be distracted/ bothered by, interruption, supplies*

- **Syntax:** *I have trouble completing homework assignments because/due to _;*

  My __ is a productive/unproductive study environment. I am distracted by _;

  I have many distractions, including _

What Does Mao Need to Successfully Complete this Writing Assignment?

Timely, Explicit Corrective Feedback

- **Implicit Feedback (Recasts)**

  The teacher rearticulates what the student was trying to say with an utterance that includes a correction of the error(s) in the student's utterance.

- **Explicit Feedback (Prompts)**

  The teacher explicitly draws the student's attention to the error and encourages or requires the student to attempt to repair the utterance.

Lyster, R. 2007   Ammar et al., 2007

Why do Simple Recasts Regularly Fail to Develop Accurate Oral Fluency?

Merely rephrasing the student's utterance correctly predictably results in the learner…

- perceiving that s/he is actually being affirmed rather than corrected

- comprehending that the teacher is simply repeating to verify the student's response

- failing to grasp the implicit error correction (particularly when the student hasn't received relevant memorable instruction

To Narrow the Verbal Achievement Gap Lessons Must Include Scaffolded and Accountable Academic Talk

Academic talk is "comprehensible verbal output" addressing focal lesson content, framed in complete sentences with appropriate register, vocabulary, syntax, and grammar.

Dutro & Kinsella, 2009
Swain & Lampkin, 1998

Language Functions (Purposes) Within Academic Interaction

- Expressing an opinion
- Asking for clarification
- Paraphrasing
- Soliciting a response
- Agreeing/Disagreeing
- Affirming
- Holding the floor

- Acknowledging ideas
- Comparing ideas
- Justifying
- Predicting
- Summarizing
- Offering a suggestion
- Reporting/Citing

Evidence of the Dire Need for Explicit Language Instruction and Structured Verbal Engagement in Linguistically Diverse Classrooms

- Only 4% of English Learners' school day is spent engaging in student talk.

- Only 2% of English Learners' day is spent discussing focal lesson content, rarely speaking in complete sentences or applying relevant academic language.

Arreaga-Mayer & Perdomo-Rivera (1996)

Lesson Observation Task:
8th Grade Science - Full Inclusion

Text Pre-Reading Discussion Task:

Consider 2-3 reasons teens lose critical hours of sleep during the school week.

Natural Student Responses:

1. high-performing bilingual

2. high-performing native English speaker

3. Long-term intermediate English Learner (6 years U.S.)

4. intermediate English Learner (2 years U.S.)

Language for Classroom Learning: Pointing Out Similarities

- **Casual Conversational English**

  Mine's the the same.

  Oh yeah. Right.

  Me too.

- **Formal Spoken and Written English**

  My idea is similar to __'s.

  My idea builds upon __'s.

  I agree with __. I also think that __.

All students are AELL
(Academic English Language Learners)

Academic English is not a natural language that we acquire through extensive listening and social interaction.

Academic English, including vocabulary, syntax and grammar must be explicitly and systematically taught, not merely caught.

A Structured Accountable Task With Linguistic Support

Structured Response Frame:

Based on my experience, many _adolescents_ don't get _sufficient_ sleep because they ___ (present tense verb) _stay up late finishing assignments_

Word Bank: _study … worry about … play … procrastinate…_

Critical Aspects of Academic Oral Language Development

- **Vocabulary:** all the words that a person knows, recognizes, uses or learns

- **Syntax:** the way words are arranged in order to form sentences or phrases

- **Grammar:** the rules according to which the words of a language change form and are combined into sentences

- **Register:** the style of language use or degree of formality reflected in word choice and grammar

Simple Sentence Starters Can Be Turned Into Academic Response Frames

A scaffolded response frame begins as a sentence starter, but adds critical grammatical and lexical clarification and support, enabling students to produce a competent verbal or written response in an appropriate register.

Use of Cooperative Structures Does <u>Not</u> Ensure Maximized Verbal Engagement or Development of Accurate Oral Fluency

Video Viewing Task:

- How many students appeared to be verbally contributing at each table using the "Talking Chips" structure?

- How many students improved their academic writing skills
  by recording the response to the discussion prompt?

- How many students contributed during the subsequent unified-class discussion?

- How many students received timely, respectful, efficient error correction during or after the discussion task?

The Limitations of Student-Student Interactions Lacking Adequate Structure and Language Targets

Small group and partnering activities routinely fail to produce substantive L2 oral language growth. Merely increasing student interaction without explicit, coached language instruction and accountability for application leads to discussion with minimal cognitive or linguistic challenge and negligible academic content.

Sources: Jimenez & Gersten (1999)
Lee & Fradd (1996)
Saunders & O'Brien (2006)

Features of Student-Student Interactions that Bolster Content Knowledge and Language Proficiency

- A focused task that involves demonstration of content knowledge/skills and application of target language;

- A task that is preceded with "prepared participation": modeling, response frames, time for individual reflection and preparation, assigned partners/groups;

- Clearly assigned roles and linguistic responsibilities/frames;

- Requirement (vs. encouragement) to apply target language while completing task individually and with peers;

- Active monitoring by the teacher: walking around, providing guidance, taking note of strong/weak work, etc.

A Sentence Starter Does <u>Not</u> Reliably Structure Accurate Oral Fluency or Facilitate Timely, Effective Correction

Task: *Why does a thief steal?*

Sentence Starter: *A thief steals because* __

Student Responses w/o grammatical guidance:

A thief steals because they might want what the other people have.

A thief steals because they are hungry.

A thief steals because he might see somethings he wants and steal it.

A Response Frame Structures Accurate Oral Fluency and Facilitates Productive Error Correction

Task: *Why does a thief steal?*

A Response Frame:

A thief steal<u>s</u> because she / he _
(present tense verb + s: *believe<u>s</u>…)*

Verb Bank:

	Casual	Precise
	needs	*requires*
	wants	*desires*
	likes	*enjoys*

A Response Frame Functions as an Instructional Scaffold not a Crutch

Instructional Scaffold:

a temporary lesson structure (employed in a gradual release model) that conscientiously supports learners for a challenging academic task that could not otherwise be performed confidently and competently, much like training wheels for a bicycle or water wings in a swimming pool

A Response Frame in Academic Register with a Targeted Word Bank

What <u>challenges</u> do immigrants face coming to America?

One <u>challenge</u> that immigrants face is _ (verb + ing) *learni<u>ng</u> a new language.*

Verb Bank: *dealing with …*
finding …
understanding …

Language Function: *Prediction*
Response Frames in Academic Register

I predict that the character __

  will __ (base verb: *study*, *leave*) .

  will be __ (adjective: *upset*, *excited*)

I made this prediction because she/he

  __ (past tense verb: *tried*, *bought*)

Development of Word Knowledge and Accurate Oral Fluency with a Response Frame

Frame: My Read 180 teacher **require<u>s</u>** that we __

<u>use</u> our public voice.
<u>work</u> with a partner.

Verb Bank: *try, practice, read, listen*

Structured Accountable Responses

Nonverbal - Physical Responses:

- Focusing visually: on board, text, teacher, handout

- Marking: underlining, highlighting, circling, checking

- Pointing at something (text, handout)

- Tracking while reading (with finger, guide card)

- Hand signal: raised hand, hand rubric, thumbs up

- Wrapping up an interaction or independent work at the teacher's verbal signal: *1-2-3 Eyes on me.*

Structured Accountable Responses

Verbal (Spoken) Responses:

- Choral response (unified class)
- Individual (calling randomly: without hand-raising)
- Individual (calling on volunteers: raised hands)
- Pre-selected responses
- Responding with a provided response frame
- Partner interaction (with a language target)
- Small-group interaction (with a language target)

Structured Accountable Responses

Verbal (Written) Responses:

- Copying from the board/screen

- Filling in a blank with an answer

- Structured note-taking with a guide

- Completing a sentence starter

- Filling in a visual organizer/thinking map

- Brainstorming a list of ideas

- Focused quick-write (vs. journaling)

Questions/Tasks Prompting Non-Accountable Responses

- *Who knows what _ means?*
- *Can anyone tell me _?*
- *Who has an example of _?*
- *Would anyone like to share?*
- *What is the best solution to this problem?*
- *Are there any questions?*
- *Is that clear?*
- *Share your answer with your neighbor.*
- *Discuss these questions in your group.*

What do Non-Accountable Lesson Tasks Have in Common?

- Insufficient structure
- Lack of linguistic support: vocabulary instruction, response frames, etc.
- Inadequate modeling: verbal and written
- An unproductive check for comprehension
- Lack of partner practice
- Limited wait time to prepare a response
- No real consequences for merely observing
- Questionable conceptual and linguistic gains for most students

Calling Primarily on Volunteers Routinely Excludes:

- students who require more wait time to process the question and prepare a response
- students who are reticent to participate
- students unsure of the the answer
- students who feel disconnected from the curricula and the classroom culture
- the vast majority of students who are struggling readers and English Learners

How to Write a Sentence Starter That Can Serve As a Response Frame

- Turn the discussion question/prompt into a starter.

- Write a response using as much language as possible from the question/prompt.

- Analyze your response and decide what part will serve as the starter (vs. the completion task).

- Make sure the starter can be completed in various ways using either lesson content or prior knowledge.

- Make sure the starter doesn't require overly complex grammar and vocabulary use

How to Assign a Response Frame

- Display the starter using one color.

- Add your response using another color.

- Read your entire response with expression.

- Have students chorally read your response to develop fluency before sharing their sentence.

- Point out the grammatical expectations for writing a complete sentence using the starter.

- Provide a relevant word bank to stimulate thinking and more precise language use.

Differentiated Response Frames for a Structured Discussion Task

Discussion Task: Identify potential reasons many adolescents do not get sufficient sleep during the school week.

Basic Starter: Many adolescents do not get sufficient sleep during the school week because _ (independent clause: *they stay up late watching television*)

Challenge Starter: Many adolescents lose critical hours of sleep during the school week due to _ (noun phrase: *late night television watching and incessant texting*)

Evidence-Based Hallmarks of Effective English Language Development (ELD)

- Explicit, meaningful instruction in using the English language

- Backward mapped from a high-priority, portable cognitive function

- Timely, respectful, form-focused error correction

- Structured, accountable interaction with clear language targets

- Consistent instructional routines

- Driven by assessed student needs and state English/ELD Standards

Saunders & Goldenberg, 2009

Observation Priorities in ELD

- clear communication of learning objectives: content and language targets
- explicit language instruction
- structured, accountable responses
- maximized verbal engagement
- use of precision partnering
- eclectic strategies to elicit democratic responses
- productive comprehension checks (tasks, content)
- productive feedback on responses

Structured, Accountable Instruction Engages ALL Students
Nor Just the "Professional Participants"

Web Sources for
Dr. Kinsella's Resources

Scholastic Read 180 Community Web Site
www.scholastic.com/read180/community

Consortium on Reading Excellence: 2009 Summit
www.corelearn.com

Santa Clara County Office of Education
www.sccoe.org/depts/ell/kinsella.asp

California Department of Education

Office of Middle and High School Support
(4 webinars focusing on structured engagement)
http://pubs.cde.ca.gov/TCSII

Evidence-Base for Explicit ELD

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The End

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