MAXIMIZING PRODUCTION OF L2 FOR EFL STUDENTS

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Foreign Language Acquisition

- English as a foreign language (EFL) students may not receive significant exposure to English outside the classroom
  - Listening to music and watching movies in English are primarily receptive – these activities may not provide opportunities for production of language
- Teachers must use (model) English as much as possible
- Teachers must maximize fluency practice by selecting activities that ensure students use English (listening, speaking, reading, writing)
- For teachers to make good decisions about instructional practices for English language learners (ELLs), teachers must understand how students acquire another language
Language Acquisition Theories

- Students need a supportive classroom environment to learn effectively
  - Affective filter and emotions of learning (Krashen)
    - Classroom should be a place of low anxiety, not worried about being embarrassed or feeling foolish
    - Students must be motivated
    - Self esteem must be nurtured
Language Acquisition Theories

- Students must understand messages in the target language (English)
  - Comprehensible input (Krashen)
    - Activities should be structured so that EFLs can participate at a level of comfort (and then challenge slightly above)
    - Teacher is responsible for presenting information in a manner that leads to understanding
      - visuals
      - realia
      - manipulatives
      - scaffolding
      - direct teaching of vocabulary
      - leveled questions
There is a difference in social language and academic language (Cummins)

- **BICS**: (Basic Interpersonal Communication Skills)
  - Everyday social/conversational language
  - “Surface” skills of listening and speaking
  - Supported by cues in the environment (context-embedded) gestures, facial expressions, pictures
  - Generally takes **two years** to acquire after initial exposure to the new language
  - Students build social language proficiency during their social interactions, both within and outside the classroom
Language Acquisition Theories

**CALP**: (Cognitive Academic Language Proficiency)
- Language of school tasks – Academic Language
- Language used to develop higher order thinking skills
- Abstract and decontextualized
- Not supported by cues in the environment (context-reduced)
- **Five to seven years** to acquire
- Students strengthen their academic language proficiency during more structured classroom activities, such as critical thinking activities, learning new content, and academic communication
Language Acquisition Theories

- Students with high degree of fluency in conversational English may not have the corresponding academic language proficiency.
Interdependence of L1 and L2

- Knowledge base that students acquire in L1 is available to them in L2
- L1 supports L2
  - When a student already understands a concept in L1, they only need to add the vocabulary in L2
  - VS. challenge of learning a new concept in a new language
- L1 literacy forms a base for L2 literacy
SLA Theory

- Comprehensible input
- Low-anxiety environment
- Opportunities for interaction
- Opportunities to produce language in L2
- L1 development supports L2
- L1 knowledge & skills transfer to L2
Stages of L2 Acquisition

- Work with your **Reading Partner** to complete the graphic organizer.
- Cut out and sort the descriptions.

<table>
<thead>
<tr>
<th>Stages of Second Language (L2) Acquisition</th>
<th>Student Characteristics</th>
<th>Teacher Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silent Stage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Production</td>
<td></td>
<td></td>
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<tr>
<td>Speech Emergence</td>
<td></td>
<td></td>
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<tr>
<td>Intermediate Fluency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Fluency</td>
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</tbody>
</table>
Language Rich Interactive Classroom

- Students need many opportunities for language interaction
- Students acquire language as they use language in the classroom through listening, speaking, reading, and writing
Language Rich Interactive Classroom

- **Listening**
  - Students listen to the teacher deliver a lesson
  - Students listen to other students in class or group discussions
  - Students listen to television, radio, video clips or other speakers
Language Rich Interactive Classroom

- **Speaking**
  - More student discussion, less teacher talk
    - Students participate in group activities where discussion and conversation is encouraged in order to share information to complete a task
    - Students present orally to the class, a small group, or individual
    - Encourage / require students to respond in complete sentences
    - We write the way we talk
      - If students can’t say it, they can’t write it
  - Teacher contributes to student talk, responding to what the students say
    - Can you tell me more?
    - What else do you know about that?
    - How did you figure that out?
  - Teacher reinforces academic language
    - “Yes the flower is living. Living things are called organisms. Flowers are organisms.”
Examples of Language Modeling

<table>
<thead>
<tr>
<th>The student says:</th>
<th>The teacher models:</th>
</tr>
</thead>
<tbody>
<tr>
<td>He runned. (grammar error)</td>
<td>Oh, he ran.</td>
</tr>
<tr>
<td>I like eschool. (pronunciation error)</td>
<td>I’m glad you like school.</td>
</tr>
<tr>
<td>They bought a carro. (vocabulary error/code-switching)</td>
<td>That’s nice, they bought a car.</td>
</tr>
</tbody>
</table>

Work with your **Speaking Partner:**

- Partner A: Pretend you are an ELL student. Come up with a verbal statement that either has a grammar, pronunciation, or vocabulary error.
- Partner B: You are the EFL teacher. Respond to the verbal statement as you model language.
Examples of Language Expansion

<table>
<thead>
<tr>
<th>The student says:</th>
<th>The teacher models:</th>
</tr>
</thead>
<tbody>
<tr>
<td>That’s the sun.</td>
<td>Yes, that’s the <strong>hot</strong> sun. (adjective)</td>
</tr>
<tr>
<td>I’m going outside.</td>
<td>Oh yes, you’re going outside <strong>to play</strong>. (phrase)</td>
</tr>
<tr>
<td></td>
<td>What are you going to do outside?</td>
</tr>
<tr>
<td></td>
<td>Why are you going outside?</td>
</tr>
</tbody>
</table>

Practice – Reverse Roles (if you were the student before, this time you will be the teacher)

- Partner A: You are the EFL teacher. Respond to the verbal statement as you expand the language.
- Partner B: Pretend you are an ELL student. Come up with a simple correct statement.
Language Rich Interactive Classroom

- **Reading**
  - Students read text to interpret meaning
  - Students interpret and use graphic sources of information such as maps, graphs, timelines or tables
  - Partner reading
Language Rich Interactive Classroom

- **Writing**
  - After students have the opportunity to listen, speak, and read about a concept they are better prepared to write about it.
  - Students summarize, record and organize information from multiple sources.
  - Students organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer.
  - Students write to demonstrate what they have learned.
Three conditions are necessary for language acquisition

- Comprehensible input (a bit beyond the current level)
  - Speech appropriate for students’ proficiency level
    - Beginners: use short, clear sentences
  - Focus on content and activities that are interesting and relevant
  - Present information in a way that students can understand
    - visuals, manipulatives, direct teaching of vocabulary, leveled questions

- Low or weak affective filter to allow the input “in”
  - Minimize classroom stress
  - Students should not be put on the defense
  - Provide opportunities for student success
    - ample practice
    - carefully consider error correction

- Opportunities to use language through listening, speaking, reading, and writing
Acquiring Language

- The more comprehensible input a student receives in low-stress situations, the more language competence the student will have.
Project English Language and Literacy Acquisition (ELLA)

- Integrated research-based ESL strategies of academic oral and written language
- Base Oral Language (1.5 yr) → Direct Instruction in Reading (1.5 yr) → Content Area Reading in English/Science (1 yr)
- Increased student achievement
- Teacher training and monitoring Paraprofessionals with struggling learners
- Increased time in structured English instruction
Strategies

- Total Physical Response
- Communication Games
- Vocabulary Instruction
- Sentence Stems
- Leveled Questioning
- Interactive Read Aloud
Total Physical Response

- Repetition and active involvement are vital if new vocabulary is to be retained (Nation, 2005)

- Students develop understanding through moving their bodies
  - Teacher introduces commands and acts them out
  - Students respond by performing actions as teacher demonstrates them
  - Gradually the teacher’s demonstrations are removed and student respond to the verbal commands only
TPR Step by Step

- **Choose vocabulary and think of simple commands**
  - Verbal directions, colors, parts of body
  - “Stand up.” “Touch your shoulder.” “Show me the red block.”

- **Introduce vocabulary gradually**
  - Introduce a command and demonstrate physically
  - Motion for students to perform movements with you
  - Repeat process with 2-3 commands
  - Randomly alternate the commands

- **Drop physical modeling**
  - After students have practiced commands, encourage students to respond to verbal commands
TPR Step by Step

- Add additional commands
  - Always start with demonstrations as you introduce new commands
  - Introduce no more than 3 commands at a time
  - Practice with students and then drop demonstrations

- Add additional responses
  - Add practice and variety by finding new ways for students to demonstrate their understanding of the vocabulary (pointing to pictures, drawing pictures)

- Play games for additional practice
  - Students practice production as they give commands

- Assess student progress and understanding
  - Make a checklist of the commands you have taught and keep track of the commands students have mastered
TPR Practice

Topic: Parts of the Body

“Touch your head.”
“Touch your chin.”
“Touch your nose.”

1. **Teacher:** Says and demonstrates commands, randomly alternates commands
   **Students:** Respond to commands by performing

2. **Teacher:** Uses only verbal commands
   **Students:** Respond to commands by performing
TPR Practice

3. **Teacher:** Says and demonstrates *new* commands, randomly alternates commands, gradually stops demonstrations and uses only verbal commands
   - “Touch your shoulder.” (knee, elbow)

   **Students:** Respond to commands by performing

4. **Teacher:** Adds new responses (more practice and variety) so students can demonstrate their understanding of vocabulary
   - “Point to your head.”
   - “Point to the knees in this picture.”
   - “Draw a nose.”
   - “Put these pictures in order...head, elbow, nose”

   **Students:** Respond to commands by performing
5. Play games for additional practice
   - Student gives commands
   - Sing and perform “Head, Shoulders, Knees, and Toes”

6. Assess student progress and understanding

<table>
<thead>
<tr>
<th>Command</th>
<th>In Progress</th>
<th>Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Touch your head”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Touch your shoulder”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Select a topic and follow the steps to create a Total Physical Response lesson

- Movement directions (stand up, sit down…)
- Color words
- Number words
- Shapes
- Position words (above, below, inside, outside, beside)
- Directions (up, down, left, right,…)
- Classroom procedures
Communication Games

- Provides students with authentic reasons to communicate in English
- Creates opportunities to practice oral communication in a low-stress environment
- Work with your **Listening Partner** to play the Barrier game:
  - Partners sit back-to-back
  - One partner holds an object and describes it
  - The other partner listens and tries to identify the object
1. Identify a language need
   - Following directions, asking questions, describing

2. Model the game
   - Review the rules, post rules if possible

3. Organize the pairs or groups

4. Guide the practice
   - Move around the room providing support and encouragement

5. Talk about the experience
   - Ask students to share their experiences (problems, solutions)
   - Make a list of vocabulary they found helpful and discuss how it was used
Vocabulary Instruction

- Vocabulary is the foundation of knowledge
  - We must know words so we can express ideas, communicate effectively, and learn about new concepts
  - Word knowledge is strongly linked to reading comprehension and academic success
  - Students indirectly learn words while reading and through conversation; however, we cannot assume that students learn all necessary academic vocabulary indirectly

- Identify and directly teach vocabulary
Explicit Vocabulary Instruction
Step by Step

- **Identify vocabulary words**
  - Select words based on topic or book you will read aloud
  - Select 3-8 words per week

- **Create vocabulary cards**
  - Select a picture or graphic help students visualize the word and better understand the definition
  - Find a student-friendly definition
  - Write a sentence frame/stem
Student Friendly Definitions

- **Word: perfect**
  - conforming absolutely to the description or definition of an ideal type
  - excellent or complete
  - beyond practical or theoretical

- **Word: journey**
  - distance, course, or area
  - traveled or suitable for travel

Having everything, excellent in every way

Travel from one place to another
Select visuals, artifacts, and gestures to help make meaning clear

Real color picture

Realia: stuffed animal, miniature representation of object

Picture in context
Definition:
A journey is when you travel from one place to another.

Sentence Stem:
I would like to go on a journey to ___.

Title: Little Rabbit's Journey
Authors: Lara-Alecio, Irby
Sentence Frames/Stems

- Sentence that has blanks for students to fill in the information
- Provides support for students to practice speaking, reading, and writing
- Conversational English
  - I like ___.
  - My favorite _____ is ________.
  - Yesterday I ate ________ for dinner.
- Academic English
  - The setting of the story is _____.
  - One example of a liquid is _____.
  - The ___ and the ____ are alike because they both _____.
  - The ___ and the ____ are different because _____.


Explicit Vocabulary Instruction
Step by Step

- Introduce vocabulary
  - Plan which words you will introduce each day
  - Use vocabulary cards to introduce words
  - Be a good model of English
    - Pronunciation – properly sound out words
    - Enunciation – say words clearly, without mumbling and running words together
  - Provide students with opportunities to practice using vocabulary in context (sentence stem)
Explicit Vocabulary Instruction
Step by Step

- Continually reinforce vocabulary through listening, speaking, reading, and writing activities
  - Model use of vocabulary
    - Ask questions that include vocabulary
    - Use vocabulary when you are explaining a concept
  - Provide opportunities for students to use vocabulary
Vocabulary – Word Wall

- Display vocabulary words grouped in a way that makes sense to students
  - Word walls should be organized by concept, not alphabetically (typically used for sight words)
  - Allows students to see key words daily (repeated exposure)
  - Provides visual support that helps deepen understanding of new words
  - Resource to help students use academic language when speaking and writing
journey
Vocabulary – Multiple Meanings

- English is full of words that have multiple meanings
- Select words from the lesson (textbook, video, song) that could have multiple meanings
- Discuss the variety of definitions, parts of speech, and usage
- Consider using graphic organizers or foldables
<table>
<thead>
<tr>
<th>Word</th>
<th>Meanings</th>
<th>Who would use it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>scale</td>
<td>1. musical notes in a sequence</td>
<td>1. a piano teacher</td>
</tr>
<tr>
<td></td>
<td>2. an instrument to measure weight</td>
<td>2. someone on a diet</td>
</tr>
<tr>
<td></td>
<td>3. to climb</td>
<td>3. a person who climbs rocks</td>
</tr>
<tr>
<td></td>
<td>4. a line mark on a map that indicates distance</td>
<td>4. travelers who want to know how long it will take to get places</td>
</tr>
<tr>
<td></td>
<td>5. protective covering of a fish</td>
<td>5. a fisherman</td>
</tr>
</tbody>
</table>
Work with your **Writing Partner** to select a multiple meaning word.

Create a three-tab foldable that includes two different meanings and illustrations.
Three-Tab Foldables

Uses for three-tab foldables

- Three related vocabulary terms
- Antonyms (opposites)
- Synonyms (words that mean the same)
- Three main ideas, topics, categories, or parts
- Names of three people, places, things
- KWL
- Past, present, future
- Beginning, middle, end
Cognates - words in different languages that are derived from the same original word or root

40% of all English words have similar cognates in Spanish

For every false cognate, there are 7 true cognates

Examples
- director vs. director
- family vs. familia
- conversation vs. conversación
What are False Cognates?

- Words that derived from the same root but during history changed meanings in a particular language or words that did not derive from the same root but appear the same.

- Examples
  - carpet vs. carpeta (folder)
  - embarrassed vs. embarazada (pregnant)
Why are cognates important?

- Bridge between languages & background knowledge
- Increases vocabulary knowledge
- Increases interest in vocabulary
- Independent word learning strategy
- Research has shown it can contribute to second language acquisition and reading proficiency
L1 Clarifications

- Clarification in L1 (Spanish) *after* attempting to communicate in English
  - L1 has a supportive role to help link L1 and L2
  - Helps clarify new or difficult concepts, especially if students still seem confused
  - L1 is NOT primary mode of communication

- Example
  - L2: A stream is a body of running water that is smaller than a river.
  - L1 Clarification: ‘Stream’ es como un arroyo, una correinte de agua. Una corriente de agua que no es tan grande como un rio.
Leveled Questions

- Teachers tend to ask lower-level (simple recall) questions.
- We must ask questions at all levels to challenge students’ thinking and speaking abilities.
Creating
compose, design, create, plan, invent

Evaluating
decide, recommend, justify, rate, choose

Analyzing
explain, categorize, contrast, investigate

Applying
classify, illustrate, solve, complete, show

Understanding
discuss, compare, predict, restate, outline, translate

Remembering
describe, name, list, write, find, tell
Leveled Questions Step by Step

- Select a topic and gather materials (books, visuals)
- Plan questions representing different levels
  - Use cognitive verbs in questions
    - Instead of saying “Can you tell me…?” say “Identify…”
    - You may need to directly teach cognitive verbs and their meanings

<table>
<thead>
<tr>
<th>Cognitive Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>identify</td>
<td>name</td>
</tr>
<tr>
<td>describe</td>
<td>provide details</td>
</tr>
<tr>
<td>illustrate</td>
<td>draw picture</td>
</tr>
<tr>
<td>classify (sort)</td>
<td>put into groups</td>
</tr>
<tr>
<td>compare</td>
<td>tell how things are the same</td>
</tr>
<tr>
<td>contrast</td>
<td>tell how things are different</td>
</tr>
</tbody>
</table>
Every evening at dinnertime, the little brown rabbit visited Mr. Armadillo’s garden to munch on the fresh green lettuce that grew there.

Not far from the garden was a very tall mountain. Every evening at dinnertime, the little brown rabbit looked at the mountain and thought, “I wonder what is on the other side? It might be the perfect place for me.”
<table>
<thead>
<tr>
<th>Level</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Remembering:</strong></td>
<td>Identify the main character. Describe the rabbit.</td>
</tr>
<tr>
<td><strong>Understanding</strong></td>
<td>Discuss what the rabbit is doing. Predict what is on the other side of the mountain.</td>
</tr>
<tr>
<td><strong>Applying:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Analyzing:</strong></td>
<td>How does the rabbit feel? (Analyze how the rabbit feels.)</td>
</tr>
<tr>
<td><strong>Evaluating:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Creating:</strong></td>
<td>Pretend you are the rabbit. Plan how you would get to the other side of the mountain.</td>
</tr>
</tbody>
</table>
Questioning Strategies

- **Involve all students**
  - **Timed Thinking:** Give X seconds for students to think about an answer before asking for a response
  - **Pair Share:** Discuss the answer with your partner
  - **Choral Response:** Everyone answers aloud at the same time
  - **Quick Write:** Each student writes the answer or draws an illustration on a piece of paper or dry erase board and wait for cue to show answer
  - **Randomness:** Use name strips, popsicle sticks, or something similar to call on students equitably
    - Use randomness instead of hand raising
    - Call student’s name after the question has been asked
Questioning Strategies

- Hold students accountable for the answers
  - Use wait time and coaching
    - Reword question
    - Offer clues
    - Break the question into a subset of questions
  - Use an encouraging / supportive tone
  - Refer students to the “If I Don’t Know” poster
Sí yo no sé...
Sí no sé la respuesta, mas tiempo me podría ayudar.
¿Me podría dar una pista, o buscar un amigo a quien preguntar?

If I Don't Know...
I need to find an answer, more time could help me out. May I have a clue from you, or give a friend a shout?
Interactive Read Aloud

- Interactive read aloud encourages children to verbally interact with the text, peers, and the teacher before, during, and after reading
  - Teacher reads with expression, different voices, and gestures, checks for understanding
  - Provides meaningful and engaging opportunities for students to respond to literature
  - Students actively participate by listening, predicting, and discussing

- Story-Telling and higher order thinking for English Language and Literacy Acquisition (STELLA)
  - Strategies incorporated
    - Interactive Read Aloud
    - Explicit Vocabulary Instruction
    - Total Physical Response
    - Leveled Questioning
Storybook Selection

- Consider the following when selecting a book:
  - Grade level
  - Cognitive levels
    - High, medium, and low difficulty level
    - Consider the range of abilities in your class
  - Enriching Vocabulary
  - Illustrations that complement the text and scaffold, or help clarify the meaning of the text
  - Student interests
  - Focus on only one book per week
STELLA – Day 1

- Introduce Story
  - Discuss title, author, and cover
  - Activate and discuss background knowledge relating to the story
  - Make connections to previous books

- Introduce and discuss 3 new vocabulary words through direct instruction
  - Use vocabulary cards that include visual, definition, and sentence stem

- Make Predictions
  - Make predictions based on book cover
  - Make predictions about possible characters
STELLA – Day 2

- Review vocabulary using vocabulary cards
  - Student’s practice using word in a sentence

- Introduce Story
  - Review title, authors, illustrator.
  - Introduce main characters and setting

- Read story interactively
  - Read story, pausing to ask leveled questions
  - Indirectly teach words that can be taught in context
STELLA – Day 3

- **Review vocabulary using vocabulary cards**
  - Encourage students to recall vocabulary words, definitions, and complete sentence stem

- **Review Story**
  - Encourage students to recall the title, author, characters, setting, main idea or problem, and resolution or ending of the story
  - Reread the story

- **Critique Story**
  - Think about and share personal reactions to the story
STELLA – Day 4

- **Review Story**
  - Encourage students to recall the title, author, characters, setting, main idea or problem, and resolution or ending of the story

- **Review Vocabulary**
  - Review vocabulary as it relates to the story
  - Incorporate cloze sentence to reinforce vocabulary

- **Reread Story**
  - Review leveled questions
STELLA – Day 5

- **Review Vocabulary**
  - Review vocabulary and add words to word wall

- **Options:**
  - Interactive Group Retelling
    - Students retell story OR
    - Students create own story
  - 3T connections
    - Text to self
    - Text to text
    - Text to world
  - Enrichment or extension activities
    - Story dramatization with props
    - Interactive writing about a character or theme in the story
    - Vocabulary mapping
  - Integrate social studies or science content