Listening and Speaking: Oral Language and Vocabulary Development for English Language Learners

Hot Topics in ELL Education
Presenter: Linda New Levine PhD
Center for Applied Linguistics
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Oral language functions as a foundation for literacy and as the means of learning in school and out. However, despite its importance for learning, many teachers know much less about oral language than they need to know.

(Fillmore & Snow, 2002, p. 20).
Overview: Topics (p. 2)

1. Goal, Objectives, Research Foundations, and Principles of Instruction
2. Classroom Conditions for Oral Language Development
3. Language Proficiency Levels
4. Listening Comprehension
5. Strategies for Promoting Oral Language Development
6. Story Books, Songs, Chants, and Jokes
7. Academic Vocabulary Learning
8. Cooperative Learning Structures
9. From One Teacher’s Perspective
10. Summary and Reflection
11. Beyond the Workshop
Participants will learn teaching and learning processes that promote oral second language and vocabulary development and strategies to increase these skills.
Participants will be able to:

- Describe classroom conditions that promote second language learning.
- Explain how language input and output affect second language learning.
- Distinguish five levels of oral language proficiency and teacher and student behaviors appropriate for each level.
- Examine teaching strategies that scaffold learning while increasing classroom interaction, comprehensible input, language output, and academic language learning.
Participants will be able to:

- Develop a list of teaching strategies that enhance academic listening skills, speaking skills, and vocabulary development in classrooms, with particular attention to the needs of second language learners.
- Develop a list of student learning strategies that facilitate academic vocabulary learning.
- Identify cooperative learning structures and explain how they promote interaction and develop oral language and vocabulary.
English language learners benefit from a social and collaborative learning environment.

Scaffolding, or providing temporary language support, enables learners to increase skills and knowledge as they gain mastery of a new task.

English language learners need input that is comprehensible to acquire language skills.

Oral language abilities, which can be enhanced through Total Physical Response (TPR), are crucial to academic success.
Overview: Research Foundations (p. 4)

- Producing language helps English language learners process language more deeply.
- Cooperative learning, which encourages collaboration and language output from all students, promotes higher achievement among students at all grade levels and in all subjects.
- Vocabulary, which can be acquired through direct instruction or through learning strategies, is the single, strongest predictor of academic success.
1. Focus on academic language, literacy, and vocabulary.

2. Link background knowledge and culture to learning.

3. Increase comprehensible input and language output.

4. Promote classroom interaction.

5. Stimulate higher order thinking skills and the use of learning strategies.
Use the chart to take notes on the implementation of the five Principles of Instruction that you observe in the video.

<table>
<thead>
<tr>
<th>Principles of Instruction</th>
<th>Notes on Implementation/Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus on academic language, literacy, and vocabulary</strong></td>
<td>• Teacher has students use academic math terms rather than general terms</td>
</tr>
<tr>
<td></td>
<td>• Teacher helps students use vocabulary learning strategies, such as morphemes</td>
</tr>
<tr>
<td><strong>Link background knowledge and culture to learning</strong></td>
<td>• Teacher links recent school zoo trip to vowel lesson</td>
</tr>
<tr>
<td><strong>Increase comprehensible input and language output</strong></td>
<td>• Student reports difficulty learning when the teacher “talks fast”</td>
</tr>
<tr>
<td></td>
<td>• Student reports confusion when things are not explained</td>
</tr>
<tr>
<td></td>
<td>• Student reports that having access to more information helps learning</td>
</tr>
<tr>
<td><strong>Promote classroom interaction</strong></td>
<td>• Teacher provides a clear structure for group work that requires all students to participate and speak</td>
</tr>
<tr>
<td></td>
<td>• Teacher works with each student group to monitor and encourage participation</td>
</tr>
<tr>
<td><strong>Stimulate higher order thinking skills and use of learning strategies</strong></td>
<td>• Teacher helps students explore difficult literary symbolism in a story</td>
</tr>
<tr>
<td></td>
<td>• Teacher moves from basic skills (comprehension) to more complex skills using the same text</td>
</tr>
</tbody>
</table>
Useful for:

- Students who can understand the video but have limited comprehension of the language used.
- Students whose concentration is sharpened by using a graphic format.
- Students who need a graphic to help them recall and summarize the video.
That’s Me!
Directions: Read the cartoon on page 7 and discuss with a partner the rules regulating student speech that you have encountered in your classroom experiences.

“Just out of curiosity, who do you punish on weekends?”
Round the Clock Learning Partners
Launch Activity

Directions:

− Sign up for a time on another participant’s clock. He/She will sign up for the same time on your clock (p. 9).

− After you have identified your 12 clock buddies, the instructor will call out a time. Pair up with the person whose name is at that time.

− As you meet with each partner, talk about the cartoon on page 7 and answer the following question:

How can we encourage both proficient English speakers and English language learners to use language in our classrooms?
Round the Clock Learning Partners
Launch Activity

What are some other ways to use Round the Clock Learning Partners?

– Sign up for the atomic elements partners
– Sign up for state partners in each of the regions of the U.S. using a regional map
– Sign up for city partners in France, South America, etc.
– Sign up next to pictures of chemistry apparatuses
– Sign up for the four basic shapes
– Sign up for the basic colors

Others?
Round the Clock Learning Partners

Useful for:

- Including students who never raise their hands in the instructional conversation
- Providing opportunities for students to process concepts with a partner using oral language
- Providing opportunities for movement in the classroom
Single Jigsaw Activity (p. 10)

1. Count off from 1 to 4.
2. Read the introduction and one section:
   - Number ones read Section 1
   - Number twos read Section 2
   - Number threes read Section 3
   - Number fours read Section 4
3. Meet with the other people who have read your section to form an Expert group.
4. Review key points of the section you read.
5. Compile a list of teaching strategies related to your reading section.
6. Return to your Home group. Briefly summarize your section and share the teaching strategies your Expert group identified.
Jigsaw Reading

Useful for:

- Sheltering the reading of dense, lengthy text
- Enabling students to learn concepts from the text through oral interaction
- Providing opportunities for all students to participate in the language of the classroom
Promoting Oral Language Development

1. Language Learning is Social Learning
2. Language Learning is Most Effectives When the Environment is Supportive and Adapting
3. Language Learning Must be Meaningful, Purposeful, Authentic, and Cognitively Appropriate to the Learner
4. Language Learning Requires Comprehensible Input and Opportunities for Language Output
This video features a third grade math class that models the development of academic language. Rachna Fraccaro is the classroom teacher; also present is Cathy Godean, the ESL teacher. They are at Oakridge Elementary in Arlington Public Schools, VA.

As you watch, take notes on p. 16 of academic language demonstrated by the teachers and students.
Use the chart in your Workbook (p. 16) to write examples of conditions for language learning that you observed in the video.

<table>
<thead>
<tr>
<th>Academic Language in a Math Lesson</th>
<th>Classroom conditions that promote oral language</th>
<th>Examples/Strategies by teachers and students that reflect each condition or principle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Language learning is social learning.</td>
<td>Language interactions between students and between a student and a teacher: Turn and Talk.</td>
<td></td>
</tr>
<tr>
<td>2. Language learning is most effective when the environment is supportive and adapting.</td>
<td>Rachna’s interaction with individual students • Accountable talk</td>
<td></td>
</tr>
<tr>
<td>3. Language learning must be meaningful, purposeful, authentic, and cognitively appropriate to the learner.</td>
<td>Academic math vocabulary: product, extraneous • Debriefing strategy to highlight &amp; circle answers • Cognates: agua, aquatic</td>
<td></td>
</tr>
<tr>
<td>4. Language learning requires comprehensible input and opportunities for language output.</td>
<td>Academic math vocabulary: product, extraneous • Debriefing strategy to highlight &amp; circle answers • Cognates: agua, aquatic</td>
<td></td>
</tr>
</tbody>
</table>
The five levels of language proficiency

Starting
Emerging
Developing
Expanding
Bridging
Language Proficiency Levels

Teachers of English to Speakers of Other Languages (TESOL) 2006 English Proficiency Levels

**Level 1: Starting**

- Can use some language
- Difficulty beyond the most basic vocabulary and grammar
- Students should be given challenging content, but with significant modifications for language ability
Teachers of English to Speakers of Other Languages (TESOL) 2006 English Proficiency Levels

Level 2: Emerging

- Can use memorized chunks of language and familiar phrases
- Reached 1-2 months after arrival in English-speaking environment
- Students should be given challenging content, but with modifications for language ability
Language Proficiency Levels

- Teachers of English to Speakers of Other Languages (TESOL) 2006 English Proficiency Levels

**Level 3: Developing**

- Early intermediate level
- Students can participate more easily in content lessons
- Students require fewer modifications of language to understand content
- Frequently (but not always) achieved in the first year
Teachers of English to Speakers of Other Languages (TESOL) 2006 English Proficiency Levels

Level 4: Expanding

- Good oral language abilities
- Difficulties remain in reading and writing
- Students require explicit instruction in academic language to develop these skills before they can move to the next level
Language Proficiency Levels

- Teachers of English to Speakers of Other Languages (TESOL) 2006 English Proficiency Levels

**Level 5: Bridging**

- Advanced English learners
- Oral skills appear fluent, possibly without accent
- Require scaffolding in reading and writing, as well as direct academic vocabulary instruction
In your small group, place the 12 sorting cards with classroom behaviors and questioning techniques in the appropriate row and column for each language proficiency level on the charts in your Workbook (p. 17-21).

<table>
<thead>
<tr>
<th>Stage</th>
<th>Sample Student Behaviors</th>
<th>Sample Teacher Behaviors</th>
<th>Questioning Techniques</th>
</tr>
</thead>
</table>
| **Level 1: Starting** | Students can understand and use language to communicate basic concrete needs. *points and gestures* *gestures* • Point to… • Find the… • Put the …. next to the …. • Yes/No: Do you have the ….?
 • high frequency and memorized chunks of language. *actively listens and responds to commands* *repeats, expands, and recasts student utterances* • Either/Or: Is the …. on or off?  
 • understands more than one can produce *models all expected behavior*  
 • uses one or two word utterances *checks comprehension frequently* |
Follow-up Questions (p. 22)

1. Think about an ELL student you work with (or have worked with). Classify him or her by a language proficiency level.

2. How could you apply this information to improve your instructions of ELLs? In your discussion, consider which specific aspects would be most useful: proficiency levels, teacher behavior, student behavior, and/or questioning techniques.

3. How could you apply the sorting strategy used in this activity to your setting? Why would it be especially useful for the ELLs in your classes?
Sort Tasks

Useful for:

- Processing the learning of new vocabulary
- Clarifying content concepts
- Providing a kinesthetic activity to engage all learners
- Engaging all students in classroom learning experiences
Review Activity

Refer back to the language proficiency chart in your Workbook (p. 17-21). Identify the main language proficiency level at which the following teacher behavior occurs: 1) Starting; 2) Emerging; 3) Developing; 4) Expanding; and 5) Bridging.

- Primarily uses gestures to communicate (Level 1)
- Focuses content on key concepts (Level 2)
- Begins to require the use of academic language in oral and written communication (Level 4)
- Begins to foster expanded literacy through content (Level 3)
- Uses all forms of questions to foster abstract thinking (Level 5)
- Checks comprehension frequently (Levels 1-5)
# Listening Comprehension (p. 24)

<table>
<thead>
<tr>
<th>Hearing</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Physical process (perceiving sounds with our ears)</td>
<td>- Mental process (perceiving content with our minds)</td>
</tr>
<tr>
<td>- Being able to hear individual sounds in a language is dependent upon prior experience with the sounds of that language</td>
<td>- Enhanced by knowledge of the topic and the structure of the language</td>
</tr>
<tr>
<td>- Unintentional</td>
<td>- Dependent on the active construction of meaning</td>
</tr>
<tr>
<td>- Can be prevented by physical disability</td>
<td>- Intentional</td>
</tr>
<tr>
<td></td>
<td>- Cannot be prevented by physical disability</td>
</tr>
</tbody>
</table>
### One-Way Listening
- Listener is not required to respond orally to the input.
- Typical of school learning experiences
- More difficult than two-way listening opportunities
- More demanding because of the nature of the input

### Two-Way Listening
- Listener responds as a speaker to the input
- Children learn quickly how to negotiate face-to-face conversations
- Gestures and context provide help in comprehension
- Topics are typically not complex.

**Classroom Implications:** *Language learners may need instruction in how to learn in one-way listening environments. Teachers can also increase two-way interaction in the classroom.*
Common Core College and Career Readiness
Anchor Standards for English Language Arts: Listening and Speaking

1. Comprehension and Collaboration
2. Presentation of Knowledge and Ideas
Common Core College and Career Readiness Anchor Standards for English Language Arts

1. Comprehension and Collaboration

*Students are able to:*

- prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively;

- integrate and evaluate information presented in diverse media and formats, including visually, qualitatively, and orally; and

- evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
### Jigsaw

**Directions:** In the table below, read the activities assigned to your Expert group. As a group, explain:
- if and how this activity relates to the Comprehension and Collaboration Common Core Standards, and
- why this activity is important for ELLs. How you might need to adapt it for ELLs at different proficiency levels or for other groups of students?

Return to your Home group to share what you find. Discuss how these listening activities can be adapted to different content areas and grades.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1    –Directional Language</td>
<td>2    –Total Physical Response</td>
</tr>
<tr>
<td>5    –Mixed Up Chart</td>
<td>6    –Word Bank</td>
</tr>
<tr>
<td>9    –Collaborative Cloze Exercise</td>
<td>10   –Guided Note Taking</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 3</td>
<td>Group 4</td>
</tr>
<tr>
<td>3    –Picture Bingo</td>
<td>4    –Chalkboard Questions</td>
</tr>
<tr>
<td>7    –”If I were...”</td>
<td>8    –Picture Sequence</td>
</tr>
<tr>
<td>11   –Aural Note Taking</td>
<td>12   –Jigsaw Listening</td>
</tr>
</tbody>
</table>

Listening Comprehension (p. 27-30)
Strategies for Promoting Oral Language Development

- ELLs can participate in classroom instructional language if it is scaffolded

**Scaffold:** *a temporary support and a special kind of assistance that enables learners to move forward developing new skills and concepts as they gradually gain more mastery of the learning task*
Initiation-Response-Feedback (IRF) pattern

- a teacher poses a question to the class, students raise their hands to respond, the teacher calls on one student to respond, and the teacher gives feedback on the response
- inefficient as a method of checking for comprehension
- unsuccessful in engaging language learners in academic communication
- inhibits ideal conditions for oral language development

Teacher: Are there gorillas in Colorado?
Student: Yes
Teacher: Good. Maybe there are gorillas in the zoo, too
Alternatives to the IRF pattern: Repetition, Recast, Reformulation, Prompt

− Repetition:
  The teacher repeats the student’s words exactly.

  Teacher: *Are these insects or arachnids?*
  Student: *Arachnids.*
  Teacher: *Arachnids.*

− Recast:
  The teacher provides needed technical or academic vocabulary.

  Student: *This part feeler.*
  Teacher: *Yes, that’s the insect’s antennae.*
Alternatives to the IRF pattern: Repetition, Recast, Reformulation, Prompt

- Reformulation:
  The teacher repeats the student’s utterance but expands and restates it to put it into a fuller and more academic sentence form.

  Teacher: What else do you know about arachnids?
  Student: Two body part.
  Teacher: Arachnids have two main body parts.
Alternatives to the IRF pattern: Repetition, Recast, Reformulation, Prompt

- Prompt:
  The teacher signals a need for a student reformulation.

Teacher: *Tell me about the body parts of the arachnid.*
Student: *This part head, thorax. This part abdomen.*
Teacher: *Yes, the head and thorax are one part of an arachnid. The abdomen is the other part. What about an insect’s body parts?*
Alternatives to the IRF pattern: Open-Ended and Pinpoint Questions

Teacher: *Tell me about metamorphosis.* (open-ended question)
Student: *Caterpillar come out and be butterfly.*
Teacher: *Come out? Yes, the caterpillar emerges. From what?* (pin point question)
Student: *Chrysalis.*
Teacher: *Does the butterfly or the caterpillar emerge from the chrysalis?* (pin point question)
Student: Butterfly. *Butterfly emerge from chrysalis.*
Open-Ended Questions

- Encourage students to tell what they know about a topic
- Require the learner to construct a phrasal or full sentence response
- Allow the learner to talk about what they know rather than what they don’t know
- Permit teachers to evaluate the level of language proficiency of the student
- Permit teachers to evaluate the student’s comprehension of the content
- Examples:
  - What can you say about ______________________?
  - What do you know about _____________________?
  - Tell me about ________________________.
Pinpoint Questions

- Very specific
- Target an area of misunderstanding, incomprehension, or missing information
- Usually occur after open-ended questions
- Allow the teacher to “pinpoint” a precise area of confusion
- Can also be used to model a necessary vocabulary word
Alternatives to the IRF pattern: Wait Time

- Allows learners enough time to attempt to translate the question and then begin to reformulate a response
- For monolingual students, provides opportunities for students to process the question more deeply
- More students will respond to questions
- Results in higher quality answers
Video: *Teacher Scaffolding for Oral Language Output*

- This video features language scaffolding in an ESL class at Randolph Elementary School in Arlington, Virginia. The teacher is Mrs. Linda Smith. She and her students are discussing a story that they have been reading together.

- As you watch, find the oral scaffolding strategies that Mrs. Smith uses to help her students expand what they are able to say about the story. Fill in the chart on p. 35 with your observations and additional strategies Mrs. Smith could have used.
**Video Transcript:**

Mrs. Smith: Good afternoon boys and girls. I’m so glad that we’re here for reading class today. Remember yesterday we were working on our story, *My Diary from Here to There* by Amada Pérez. And yesterday when we were reading, we discovered something about Amada, something that she needed to take with her. What did she take with her, Alissa?

Alissa: Well, Amada took with her a special rock.

Mrs. Smith: A special rock. Can you tell me a little bit more about that special rock?

Alissa: Well, one day Amada was with her friend, Michi. And they were in Mexicali. And, like, Michi knew that she [Amada] was going to leave Mexicali. So, Michi gave Amada a rock.

Mrs. Smith: Uh huh. What else do you remember from that part of the story? Camilla?

Camilla: I guess she took the rock because she wanted to remember the land she was in, and never, and not forget Mexico. And I think she brought her diary with her too.

Mrs Smith: Yes, she did bring her diary with her too. And we’re going to talk a bit more about her diary.
**Strategies for Promoting Oral Language Development (p. 35)**

<table>
<thead>
<tr>
<th>Language Scaffolding Technique</th>
<th>Example(s) from the Dialogue</th>
<th>Examples of ways Mrs. Smith could or should have used the technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repetition</td>
<td>• a special rock</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• her diary with her too</td>
<td></td>
</tr>
<tr>
<td>Recast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reformulation</td>
<td></td>
<td>• took with her a special rock → Yes, she took a special rock with her.</td>
</tr>
<tr>
<td>Prompt</td>
<td>• Can you tell me a little bit more about that special rock?</td>
<td></td>
</tr>
<tr>
<td>Open-Ended Question</td>
<td>• What else do you remember from that part of the story?</td>
<td></td>
</tr>
<tr>
<td>Pinpoint Question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wait Time</td>
<td></td>
<td>• Additional wait time after each question to allow all students time to raise their hands</td>
</tr>
</tbody>
</table>

**Individual Reflection:**

- Think of a language scaffolding technique you’d like to use more often in your classroom. Why did you select this one, and how would you use it?
- Identify one or two ways you can monitor your use of this strategy.
Common Core College and Career Readiness
Anchor Standards for English Language Arts: Listening and Speaking

1. Comprehension and Collaboration
2. Presentation of Knowledge and Ideas
Common Core College and Career Readiness Anchor Standards for English Language Arts

2. Presentation of Knowledge and Ideas

_Students are able to:_

- present information, findings, and supporting evidence that listeners can follow the line of reasoning and make sure the organization, development, and style are appropriate to task, purpose, and audience;
- make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations; and
- adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
## Scaffolding Tools

<table>
<thead>
<tr>
<th>Social Scaffolds</th>
<th>Visual and Graphic Scaffolds</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Small group learning</td>
<td>• Gestures, chalkboard, pictures, props</td>
</tr>
<tr>
<td>• Interactive structures that encourage discussion and active participation</td>
<td>• Graphic organizers</td>
</tr>
<tr>
<td>• Cooperative learning structures</td>
<td>• Tables, charts, graphs, diagrams</td>
</tr>
<tr>
<td>• Study buddies/Learning Partners</td>
<td>• Demonstrations and role-plays</td>
</tr>
<tr>
<td>• Study groups</td>
<td>• Advance organizers, outlines, structured notes, T-lists, sentence frames</td>
</tr>
<tr>
<td></td>
<td>• Picture dictionaries, learner dictionaries, translation dictionaries, word source software</td>
</tr>
<tr>
<td></td>
<td>• Alternative and modified texts</td>
</tr>
</tbody>
</table>
How could these scaffolding techniques help English language learners achieve the Common Core State standards for oral language Presentation of Knowledge and Ideas?

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<tr>
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<tr>
<td></td>
<td>• Alternative and modified texts</td>
</tr>
</tbody>
</table>
Video: Read Aloud Experience

- This video features a read aloud with a group of Kindergarten children. They are listening to *The Loudest Roar* by Thomas Taylor.
Although the jungle is usually a peaceful place, Clovis, a small tiger, creates a lot of noise. He believes he is the fiercest, most roaringest tiger in the jungle. He loves to sneak up on all the jungle animals and frighten them with the roaringest roar he can muster. The animals decide to turn the tables on Clovis with a loud clamor of their own that frightens him into silence – at least most of the time.
**Video: Read Aloud Experience**

*Directions:* Take notes on examples of how vocabulary is developed through repetition, richness of content, and student engagement during the reading. Also note how the lesson objectives (and activities) change over the three days.

<table>
<thead>
<tr>
<th>Day 1: The teacher introduces the book and models reading aloud.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repetition</td>
</tr>
<tr>
<td>------------</td>
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<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 2: The teacher models interactive reading.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repetition</td>
</tr>
<tr>
<td>------------</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 3: Teacher engages students in a book discussion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repetition</td>
</tr>
<tr>
<td>------------</td>
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<td></td>
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</tbody>
</table>
### Video: Read Aloud Experience

**Day 1:** The teacher introduces the book and models reading aloud.

<table>
<thead>
<tr>
<th>Repetition</th>
<th>Rich Content Examples</th>
<th>Examples of Student Motivation/Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• teacher repeats “nearly everyone”</td>
<td>• defines “nearly everyone”</td>
<td>• asks open ended questions “What do we know about Clovis the tiger?”, “What do we know about the jungle?”</td>
</tr>
<tr>
<td>• repeats “fiercest”</td>
<td>• defines “roaringest”</td>
<td>• acts out “roar” &amp; “suddenly”</td>
</tr>
<tr>
<td>• repeats sentence twice</td>
<td>• defines “fiercest”</td>
<td>• acts out “fiercest tiger”</td>
</tr>
<tr>
<td>• repeats student answers</td>
<td>• points to picture of parrots</td>
<td>• asks for chorus response “Suddenly there was Clovis”</td>
</tr>
<tr>
<td>• repeats first sentence</td>
<td>• defines “chatting”</td>
<td>• “Tell your partner what Clovis thought about the noise.”</td>
</tr>
<tr>
<td>• repeats “peaceful place” &amp; “quiet”</td>
<td>• asks “Why did Clovis scare the parrots?” (an inferential question)</td>
<td></td>
</tr>
<tr>
<td>• repeats description of Clovis from the text</td>
<td>• defines “suddenly”</td>
<td></td>
</tr>
<tr>
<td>• repeats “If you promise not to roar at me…”</td>
<td>• asks “What did Clovis think about the animal’s loud noise?” (inferential)</td>
<td></td>
</tr>
</tbody>
</table>

[Story Books, Songs, Chants, Raps & Jokes (p. 38)](#)
## Video: Read Aloud Experience

### Day 2: The teacher models interactive reading.

<table>
<thead>
<tr>
<th>Repetition</th>
<th>Rich Content Examples</th>
<th>Examples of Student Motivation/Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• repeats first sentence in chorus with students</td>
<td>• defines “nearly everyone”</td>
<td>• asks open-ended ques.: What do we know so far?</td>
</tr>
<tr>
<td>• repeats student answers, expanded and reformulated</td>
<td></td>
<td>• Tell your partner what “nearly everyone” means</td>
</tr>
<tr>
<td>• repeats “most of the time”</td>
<td></td>
<td>• “Tell your partner what happens at the end”</td>
</tr>
</tbody>
</table>

### Day 3: Teacher engages students in a book discussion.

<table>
<thead>
<tr>
<th>Repetition</th>
<th>Rich Content Examples</th>
<th>Examples of Student Motivation/Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• repeats students answers expanded and fully reformulated</td>
<td>• asks “Think of a time when you promised to do something.”</td>
<td>• elicits responses from students to connect with their own lives</td>
</tr>
<tr>
<td>• repeats “always”</td>
<td>• asks “Did you keep that promise?”</td>
<td></td>
</tr>
<tr>
<td>• repeats “most of the time”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Structured Note-taking

Useful for:

- Providing organization for oral language or written input
- Limiting the writing requirements to words or phrases
- Providing an organizational tool that can be used for oral or written summarizing
Songs, Chants, and Rap

*Directions:* Work with a learning partner. Name three of your favorite songs, chants, or raps. Together, decide on five reasons why these forms of input promote language learning in the content classroom. Think particularly about their value for ELLs. Write down your five reasons in your Workbook (p. 39) and share these with table groups.
How do these forms of input promote language learning in the content classroom, especially for ELLs?

**Songs**
- The rhythm and intonation patterns of music are highly appealing to most young learners.
- Students can often join with other children who are singing and feel a part of the larger group
- Rhymes in songs make them easy to remember
- The global meanings songs can be enhanced through hand motions.
- Concepts such as *up/down, in/out, over/under, left/right* can be incorporated into music.
- Mathematical formulas and historical facts can be put into song as an aid to memorization.
How do these forms of input promote language learning in the content classroom, especially for ELLs?

**Chants and rap**

- These forms are appealing to learners in the same way that music is; rap is particularly appealing to adolescent learners.
- They are characterized by rhythm, stress, intonation, and rhyme.
- They can be used with hand or body gestures.
- They are best used within a meaningful context. Rebus drawings and pictures can be used to illustrate unknown words or concepts.
- Learners are invited into the instructional conversation in a non-threatening way when these forms are recited in a group format.
- Hesitant speakers can be encouraged to participate in the language experience.
Humor is dependent upon knowledge of language, comprehension, and vocabulary. Many jokes are based upon an understanding of the multiple meanings of words in English.

This short video introduces the value of jokes for language learning, especially when they depend on polysemous (or multiple) word meanings for their humor.
Video: Jokes – Vocabulary Development, Comprehension, and Fun!

Directions: Watch the video segment describing the use of jokes in the classroom. Listen to the joke in this video talk about the level of language proficiency and features of language needed to understand it. Discuss with a partner why this joke is funny:

What do you call a cross between a turtle and a porcupine?
A slow poke.

The joke uses the idiom (a cross between) and the double meaning of the phrase a slow poke.

Share a joke with your partner that you or your students find funny. Why is it funny?
Working in groups, brainstorm the key points of the session.

Now turn to page 68 of the Workbook and read over the first four Key Points.

Prioritize the four Key Points as to which ones are most important for you and your students. Be ready to share your priorities with others.
Stir the Class

- Stand and walk around the room with your workbook priorities on p. 68.
- When you hear “Freeze” stand in place.
- Listen for a question with a numerical answer.
- Form a group with the same number of members as the numbered answer.
- Share your priorities with the group.
Stir the Class

Useful for:

- Students who need movement
- Students who can learn summarizing concepts by listening to others
- Students who need opportunities for academic language interaction
- Students who can respond orally when scaffolded with notes
- Students who never raise their hand in class
Thank-you!