ROUTINES THAT RECYCLE LANGUAGE IN ESL TEACHING

2018
ELL & EL/Civics Spring Summit
Susan Finn Miller
A WARM WELCOME TO ALL!
WHO IS WITH US TODAY?

- ESL Teachers
- Coordinators
- Instructional Leaders
- Others?

Who do you teach?

- Beginning Literacy
- Beginning
- Intermediate
- Advanced
- Multilevel
- Other?
Today’s Agenda

- Welcome & Introductions
- Workshop Goals
- Reflection & Discussion: Balancing Listening, Speaking, Reading & Writing
- Practical Teaching Strategies
  - Working with Text
  - Vocabulary
  - Speaking Activities
- YOU: Setting a personal goal
- Wrap up & Questions
WORKSHOP GOALS: YOU WILL BE ABLE TO . . .

• **Reflect** on your current practice

• **Explain** how strategies that balance listening, speaking, reading and writing support language development

• **Develop** teaching routines that recycle language in meaningful ways

• **Set a personal goal** to try a new instructional strategy
PERSONAL REFLECTION:

Take a moment to reflect:

1. What are some examples of instructional strategies that balance listening, speaking, reading & writing?
2. What are the benefits of striving for this balance?
3. What do we mean by “routines”?

Jot a few notes on the handout
3-MINUTE TURN & TALK

Chat with one or more people sitting near you
DEBRIEF:

1. What are some examples of instructional strategies that balance listening, speaking, reading & writing?
2. What are the benefits of striving for this balance?
3. What do we mean by “routines”?
RECENT SHIFTS IN PRACTICE

For ABE/HSE Teachers
- Attention to the LANGUAGE required for critical thinking and for in depth understanding of content

For ESL Teachers
- Equal emphasis on meaningful CONTENT as well as communication skills, reading & writing, and language

For All Teachers
- Understanding the essential role of TALK
- Using more complex materials and going deeper into content
- Structuring many opportunities for students to DEMONSTRATE THEIR LEARNING e.g., discussions, presentations, role plays, posters, writing, projects, etc.
Learning **content** and the **language** used are “mutually enriching processes”

## Practical Teaching Strategies

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Writing</td>
</tr>
</tbody>
</table>
“READING AND WRITING FLOAT ON A SEA OF TALK.”

- JAMES BRITTON
WORKING WITH A BEGINNING-LEVEL TEXT

• Choose a text
  o Show a Picture
  o Pre Teach Vocabulary
  o Anticipation guide
    ✓ Read & Predict
    ✓ Talk
    ✓ Listen
    ✓ Read & Highlight
    ✓ Talk

• Listen & Repeat
  ✓ Pronunciation
  o Buddy Reading
  o Dictation
  o Sequencing
  o Matching Q & A
  o Writing
  o Spelling Practice
INTERMEDIATE/ADVANCED-LEVEL TEXT

- Assess Prior Knowledge
- Pre Teach Vocabulary
- Anticipation guide
  ✓ Read & Predict
  ✓ Talk
  ✓ Listen
  ✓ Read & Highlight
  ✓ Talk

- Text Structures
- Re-reading for a Purpose
- “Talking to the Text”
- Text-dependent Questions
- Writing
LEARNERS DISCUSS THE TEXT

Be prepared to tell your partner something you understood.
- “I think the author is saying …”
- “I think this word/sentence/paragraph means …”

Be prepared to tell your partner something you did not understand.
- “I’m not sure what this word means. Are you?”
- “This part is confusing. What do you think the author means?

TELL YOUR PARTNER A KEY DETAIL IN THIS PART
- “A key detail in this part is …”

TELL YOUR PARTNER WHAT THIS PART IS MAINLY ABOUT
- “This paragraph is mainly about …”

Adapted from Tonya Singer’s comments on http://blog.colorincolorado.org/2014/01/24/text-dependent-questions-for-ells/
A Step-by-Step Approach to Close Reading

1. Number the paragraphs (or sentences)

2. During **first** independent reading—read for what you understand and don’t understand --Circle unknown words

3. Teacher circulates to see which words are identified & provide support; students can help each other, too

4. **Second** reading -- Write question marks in the margin or on sticky notes next to confusing parts

5. Be prepared to tell your partner something you understood. (Teacher can provide sentence starters.)

(Adapted from – Schoenbach, Greenleaf, & Murphy, 2012, Reading for Understanding, p. 106)
A Step-by-Step Approach to Close Reading

*6. Be prepared to tell your partner something you did not understand.

7. **Third** reading -- Write your thoughts in the margins: question, predict, make connections, disagree, summarize

8. Be prepared to tell your partner what this sentence or paragraph is mainly about; ask your questions, too.

9. **Read again** to answer [text dependent] questions

10. Talk together about your answers and where you found evidence for the answers in the text

(Adapted from – Schoenbach, Greenleaf, & Murphy, 2012, Reading for Understanding, p. 106)
Student-Driven Discussions: Talking to the Text

All Things Considered, April 21, 2010. Twenty years ago this month, a routine maintenance test at the Chernobyl nuclear plant in northern Ukraine veered wildly out of control.

At 1:23 in the morning on April 26, 1986 there was a disastrous chain reaction in the core of reactor No.4. A power surge ruptured the uranium fuel rods, while a steam explosion created a huge fireball that blew the roof off the reactor. The resulting radioactive plume blanketed the nearby city of Pripyat.

The cloud moved on to the north and west, contaminating land in neighboring Belarus, then moved across Eastern Europe and over Scandinavia.

From the Soviets: utter silence. There was no word from the Kremlin that the worst nuclear accident in history was under way.

The memories of survivors were collected for the 10th anniversary of the accident in the book "Voices from Chernobyl: The Oral History of the Nuclear Disaster" by Svetlana Alexievich. We hear some of their stories: those living in fear, and those sent in to clean up the mess and monitor the damage.
Excerpt of transcript with Dr. John Buse:

“As the population ages, we would expect some increase in the proportion of people with diabetes.”

Text-Dependent Questions:

1. Is it normal for the number of people with diabetes to increase as people get older?

2. What word in this sentence tells us that it is normal for the number of people with diabetes to increase as people get older?

3. What is the main point of this video?
3-MINUTE TURN & TALK

What do you see as the benefits of working with text in the ways described?
2-MINUTE TURN AND TALK

With one or two partners, generate a list of some of the most common idioms in English.
15 MOST COMMON IDIOMS IN SPOKEN ENGLISH

✓ kind of
✓ sort of
✓ of course
✓ in terms of
✓ in fact
✓ deal with*
✓ at all

✓ as well
✓ make sure
✓ go through*
✓ come up*
✓ look for*
✓ find out*
✓ go on*
✓ as well as

* (Source: Liu. 2003)
HOW CAN WE PRIORITIZE THE WORDS WE TEACH?

Educated adults know about 50,000 word families.
CHOOSING VOCABULARY TO TEACH

► Corpus Studies
  ▪ New General Service List (GSL)
    ► 2,368 most common words
  ▪ Phrasal verbs (Liu, 2003, 2011)
    ► go on, pick up, come back, go back, find out
  ▪ Academic Word List (AWL)
    ► 570 most common academic words
► Word Tiers (Beck et al., 2002)
WORD TIERS (Source: Beck et al., 2002)

<table>
<thead>
<tr>
<th>Tier</th>
<th>Features</th>
<th>Words</th>
</tr>
</thead>
</table>
| Tier 1| • basic  
      • concrete  
      • in oral language                                                   | baby drive friendly    |
| Tier 2| • abstract  
      • **general academic**  
      • in written language                                                 | approach benefit required |
| Tier 3| • context specific  
      • low frequency                                                      | cell judicial exponent |
<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
</table>
| • basic  
• concrete  
• in oral language | • abstract  
• **general academic**  
• in written language | • **context specific**  
• low frequency |
| | | | baby  
drive  
friendly  
| | | | **approach**  
**benefit**  
**required** |
| | | | cell  
judicial  
exponent |
CATEGORIZE THESE WORDS

- Tier 1: everyday oral language *(concrete)*
- Tier 2: general academic words *(abstract)*
- Tier 3: content/context specific *(low frequency)*

A: process   love   photosynthesis
B: playful   slope   analysis
C: celestial evidence find out
D: interesting bicameral function
E: interpretation vacation alliteration
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Examples</th>
<th>Oral Task</th>
</tr>
</thead>
</table>
| convenient | Useful to you because it makes something _____ or saves _____ | *microwave       | The most convenient way for me to get to school is _____ (verb+ing) because _____ |}

**Writing Tasks:** Sending email is more ______________ than ______ (verb+ing) friends because ____________.

**My Sentence:**
WHEN IT COMES TO ACADEMIC LANGUAGE . . .

“... we are like fish trying to describe water.”

-Jeff Zwiers, 2008
FLASHCARDS

• Create flashcards ✓ (12-20 cards)
• Solo study
• Partner study
• Match Mine game
• Line drill

• Mingle & Trade
• Sorting
• Writing on whiteboards
• Quizlet
• Bingo
What do you see as the benefits of using flashcards?
VOCABULARY WORKOUTS
CONVERSATION GRID

- Create a grid with authentic questions (5-6 questions)
- How do you spell it? Practice pronouncing the alphabet
- Explain each question and practice pronouncing the questions
- Students write their own answers first; encourage complete sentences
- Students interview each other and write their partners’ answers

**Options:** Revisit the questions toward the end of the class and have students write the answers; collect papers and provide feedback on the writing; use student mistakes for a “fix the sentences” activity in the next class
What do you see as the benefits of the Conversation Grid activity?
MY ROUTINES WITH BEGINNERS

- Calendar
- Weather
- Conversation Practice (using grids)
- Vocabulary Activities
- Working with Text
- Spelling & Phonics

Exit Ticket:
- Write one thing you learned today.
- Write one question you have.
REVISITING WORKSHOP GOALS:

Did you …

• **Reflect** on your current practice?

Do you feel prepared to…

• **Explain** how strategies that balance listening, speaking, reading and writing support language development?

• **Develop** teaching routines that recycle language in meaningful ways?

• **Set a personal goal** to try a new instructional strategy?
QUESTIONS?