

INSTRUCTION + INTERACTION= STUDENTS SPEAKING ENGLISH!

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Objectives

- To increase awareness of the research behind effective vocabulary instruction
- To learn, through participation, some instructional techniques that develop speaking skills and increase vocabulary use in the classroom

Why Is It Difficult to Get Students to Speak English in the Classroom?

- List your responses on your paper.

Example: --are shy

--

- Stand when you are finished writing.

Why Is It Difficult to Get Students to Speak English in the Classroom?

WHIP AROUND

1. Read one response from your paper that has not been read and mark it off.

“My students don’t often speak English in the classroom because _____.”

2. Listen to your colleagues’ responses and mark them off your paper if you have the same ones.
3. Sit down when all your responses have been read by someone in the class.

Some Research

How much do teachers talk?

Teachers talk 80% of the time, students talk 20%
60 min. class: T= 48 min.

S=12 min. --with 30 Ss, each has
24 sec. to practice academic language

Traditional Classroom Discourse

IRE

- The teacher initiates a statement or asks a question.
- The students responds.
- The teacher evaluates with “very good” and asks a question of the next student.

Principles of Vocabulary Instruction

- Teacher plans appropriate instruction
 - direct instruction
 - word-learning strategies
- New vocabulary is connected to prior knowledge
- Teacher must be an excellent model for new words & vocabulary use
 - use rich language
 - teach word consciousness

(Stahl, Graves)

Principles of Vocabulary Instruction

- Students will have the opportunity to use the vocabulary in multiple, meaningful contexts
 - Average student needs 15-20 meaningful interactions
- Vocabulary learning is incremental

(Stahl, Graves)

Let's Get Students Speaking English!

1. Effectively teach vocabulary and language to our students. (Instruction)
2. Provide meaningful opportunities for students to practice and use English in the classroom. (Interaction)

Let's Get Students Speaking English!

1. Explicitly teach vocabulary and language to our students.
(Instruction)

Provide the linguistic model & support. (What language do I need to teach for my students to be able to understand the task and to be able to perform it?)

2. Provide meaningful opportunities for students to practice and use English in the classroom. (Interaction)

Organize activity.

Provide clear instructions. (Partners, time, etc.)

Model the activity.

Class Groupings

1. Look at your class list.
2. Arrange the students in rank order-top to bottom.
3. Divide the class in half: the first student in the second half of the list is paired with the top student.
4. Create groups based on reading ability, language proficiency, skills, or content knowledge.

Class Groupings

1. Joe

2. Barbara

3. Erin

4. Amy

5. Jerome

6. Maggie

7. Tim

8. Andy

9. Katie

10. Jennifer

11. Tony

12. Shawn

13. Michael

14. Lisa

Which Words to Teach?

- Functional vocabulary in the classroom
Open your books to page 15.
Listen to me. Open the door
- Functional vocabulary of instruction.
Circle the answer. Share with your partner.
- Bricks & Mortar Words
 - Polysemous words
 - Cognates

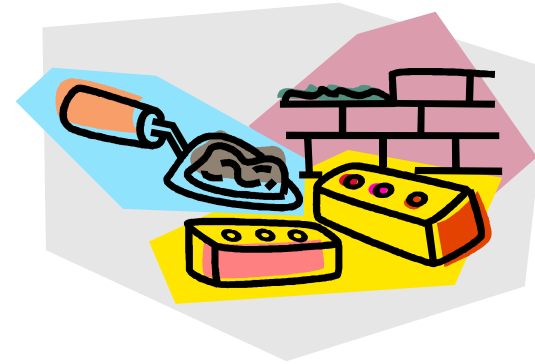
Total Physical Response (TPR)

- Functional vocabulary in the classroom
Open your books to page 15.
Listen to me. Open the door
- Functional vocabulary of instruction.
Circle the answer. Share with your partner.

Total Physical Response (TPR)

1. Teacher gives oral command in target language and performs command.
2. Students watch and imitate command with teacher.
3. Students perform command without teacher.
4. Teacher repeats Steps 1-3 with new command.
5. Teacher continues adding new commands & repeating previously taught ones.
6. Students acquire language and repeat & perform commands.

Bricks & Mortar



Bricks

- lexical
- open field
- content words
- ex: equation, magnet, paragraph, tundra, library, greater than >

Mortar

- syntactical
- closed field
- across domains
- ex: added to, if...then, after, because, in order to, when

Polysemous Words & Cognates

- ✓ Polysemous—multiple-meaning words
product, channel, period, foot
- ✓ Cognates—words from another language with similar pronunciation and/or spelling

geography

geografía

géographie

frequent

frecuente

fréquent

mathematics

matemáticas

mathématiques

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Communicative & Interactive Classroom Discourse

Think, (Write), Pair, Share

- Teacher poses a question/makes a statement.
- Each student thinks of a response.
- Each student writes his/her response.
- Each student pairs with a classmate to discuss responses.
- Students share responses with class.

Communicative & Interactive Classroom Discourse: Activity

Think, (Write), Pair, Share

- List ways that “Think, (Write), Pair, Share” could address some of the reasons students often do not speak English in the classroom.
- Think.
- Write.
- Pair with your shoulder-partner.
- Share.

Communicative Classroom Discourse: Activity

1. Think, (Write), Pair, Share will help students to

_____.

or

2. Students will be able to _____
with Think, (Write), Pair, Share because _____.

What to Say Instead of “I Don’t Know”

- May I please have some more information?
- May I please have some time to think?
- May I ask a friend for some help?
- Where could I find information about that?

Language Activities

Fly Swatter Game

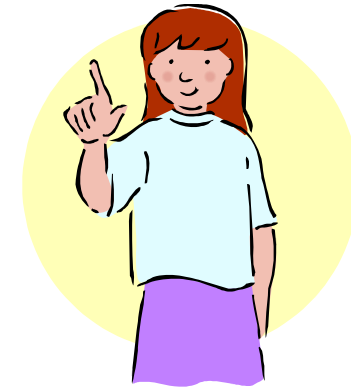
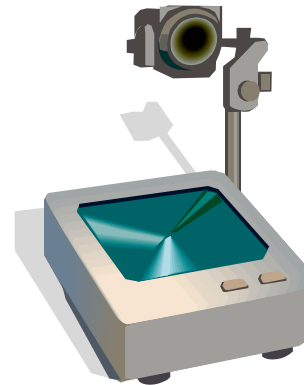
1. Divide the class into two teams.
2. Project visuals or words on the wall or hard surface.
3. A student from each team, armed with a fly swatter, stands on each side of the projection.
4. When the teacher says a word, the first student to cover it with the fly swatter earns the point.

...cont'd. Fly Swatter Game

Variations:

- Teacher can call out description instead of word.
- After student identifies word/concept, someone from the team must explain it.

...cont'd. Fly Swatter



Add Melissa's pink
cards here

Open-Sort Activity

1. Work with a partner.
2. Arrange the pictures in categories.
3. Be prepared to explain your categories with the following stem:

We categorized our pictures by _____,
_____, and _____.

Open Sort Activity...(cont'd)

- What were your thinking processes?
- What did you have to say to your partner?
- Why do you think this would be an effective learning activity for an ELL?
- How does this activity develop language?
- What else might students need for this activity?

Word Wall

containers

plastic

reuse

collect

recycle

glass

styrofoam

reduce

paper

renewable

shredder

recover

soluble

convert

energy

Scaling

- Rank order nouns, verbs, and adjectives
- With your shoulder partner, arrange the following adjectives from the **coolest** to the **hottest**: hot, warm, boiling, tepid, steamy

Scaling

tepid

warm

hot

steamy

boiling

Scaling...cont'd.

- Which verb describes the fastest movement?
 - The old man hobbled down the street.
 - Paul ran to the water fountain.
 - Susie skipped around the park.
 - Tina walked to school with her friend.
 - Buster buzzed through the department store.

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Stems for Ticket Out of Here

- The most important thing I'll remember from today is...
- Something that I learned that I didn't expect to learn ...
- Now, I finally understand...
- Hmm, I still have questions about...
- This connects with...
- One thing I really need help on ...