

1: Understand the basics of second language acquisition

Key Differences between everyday language and academic language

Everyday language proficiency includes:

The ability to maintain face-to-face conversation with peers and with a variety of school personnel in various settings, inside and outside the classroom

The ability to talk, read, or write about familiar content or about what is happening here and now

Knowledge about basic vocabulary/high frequency words such as old, food, tired, cars, or trucks

The ability to use simple sentences and the active voice such as: We heated the water until it boiled. We used a thermometer to measure the temperature.

Academic language proficiency includes:

The ability to understand when there is less opportunity for interaction (e.g., when listening to a presentation or reading a textbook)

The ability to talk, read, and write about content that has fewer connections to prior learning or personal experience, is more abstract, and is more distant in space or time (e.g.; learning about the water cycle, studying the Earth's crust, or learning about the American Revolution)

Knowledge is more sophisticated, low frequency vocabulary such as ancient, nutrition, fatigued, or vehicles.

The ability to use more complex sentences and grammatical structures such as: When the water was heated to the boiling point, a thermometer was used to measure the temperature.

Research in second language acquisition indicates that most English language learners can function well in social situations and in visually contextualized classroom activities within a year or two. Most take much longer- five years or more- to catch up to their age peers in using language to communicate complex academic concepts.



2: Talk

- *Simplify your vocabulary and sentence structure:* Choose simple straightforward words that are in everyday use. Avoid complex sentences and passive verbs.
- *Speak naturally, but pause between phrases:* This gives students time to process the smaller chunks of language.
- *Be conscious of words that may need further explanation.*
- *Recycle new words in different contexts:* Reintroduce new words in different context or use recently learned words to reinforce or expand on a concept.
- *Give clear, explicit directions:* Number and label the steps in an activity. Reinforce oral directions for assignments with a written outline.
- *Model correct language, don't correct every error.*
- *Encourage students to speak in complete sentences and provide language support.*
- *Play games!*

4. Act it out

- *Use many non-verbal cues:* Gestures, facial expressions and mime help learners grasp the meaning of what you are saying.



5. Check often for comprehension

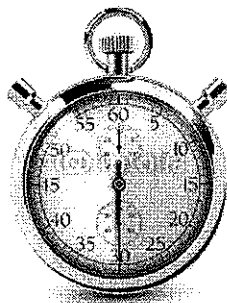
- At frequent intervals ask:

What are you going to do next?

What are the directions in your own words?

Tell me what you are going to do first?

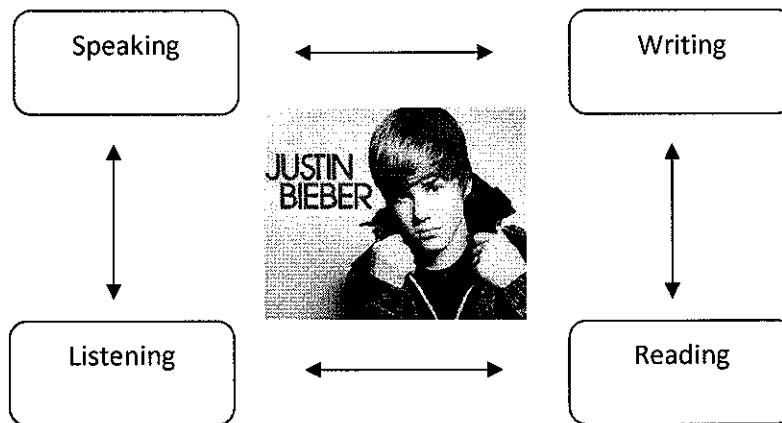
6. Provide wait time



7. Use visuals and hands-on materials

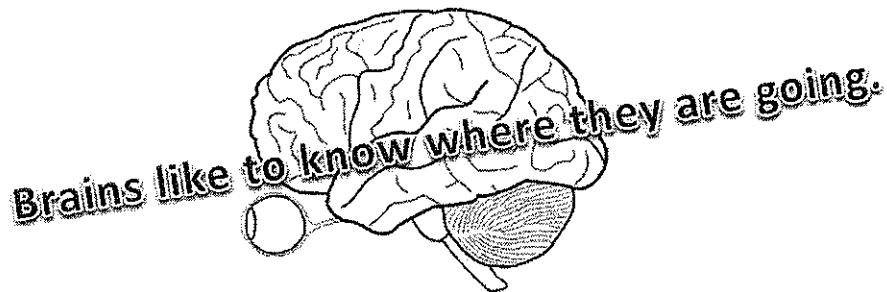
- *Make frequent use of a variety of concrete and visual support:* This might include models, toys, math manipulatives, pictures, charts, flashcards, and vocabulary lists. Demonstrate the procedures and provide related hands-on activities.
- *Use graphic organizers:* T-charts, Venn Diagrams, flow charts, story maps, timelines, decision trees are all examples of graphic organizers that are not dependent on language and promote the development of thinking skills like clarifying, cause and effect, comparing and contrasting, and sequence.

8: Balance your content (whatever it is)



9: Give the brain what it wants

- Preview: "This is what we are going to do today."
- Connect to the real world and prior knowledge: "Have you ever...."
- Provide question previews and guide thinking: "While you read I want you to look for..."



10: Be the second language learner!

- Learn words in your tutee's native language.
- Ask questions and be interested!

Stages* of Second Language Acquisition

*Note: A second language learner does not stay set in a particular stage. Given the setting, vocabulary, and prior knowledge of the subject matter, a student's English linguistic proficiency will naturally flow from one stage to another.

Preproduction	Early Production	Speech Emergence	Intermediate Fluency	Continued Language Development
<p>10 hours to 6 months 500 receptive word</p> <p>Teacher can expect student to:</p> <ul style="list-style-type: none"> * Point to item/picture/person * Perform an act * Gesture and nod * Say yes or no * Internalize new language 	<p>An additional 6 months 1000 receptive/active words</p> <p>Teacher can expect student to:</p> <ul style="list-style-type: none"> * Answer with yes or no * Answer questions with one word * Use two+ words * Use repetitive language patterns * Begin to verbalize while still internalizing English 	<p>An additional 1 year 3000 active words</p> <p>Teacher can expect student to:</p> <ul style="list-style-type: none"> * Use 3+ words and short phrases * Use beginning dialog * Use full simple sentences 	<p>An additional 1 year 6000 active words</p> <p>Teacher can expect student to:</p> <ul style="list-style-type: none"> * Use complex statements * State opinions * Speak at length * Ask for clarification * Share original thoughts 	<p>5 to 7 (10) years Content Area Vocabulary</p> <p>Teacher can expect student to:</p> <ul style="list-style-type: none"> * Participate fully in the grade level classroom activities with support for comprehension and use of academic language * Need support in filling gaps in cultural and/or background knowledge
<p>Suggested Activities</p> <ul style="list-style-type: none"> * Visual aids and gestures * Oral and written key word emphasis * Oral production is not forced * Journal writing using pictures, native language, or basic English 	<p>Suggested Activities</p> <ul style="list-style-type: none"> * Language experience * Role playing/Charades * Journal writing * Picture reports * Reading and writing conferences with support from teachers and peers 	<p>Suggested Activities</p> <ul style="list-style-type: none"> * Writing process and conferences * Journals (content and personal) * Creating charts, graphs, tables * Book talks with peers * Writing basic paragraphs * Stating predictions 	<p>Suggested Activities</p> <ul style="list-style-type: none"> * Paraphrasing * Outlining/webbing/mapping * Oral discussions/debates * Compare/contrast * Journals * Reading a variety of genres * Group panels * Analyzing/interpreting data 	<p>Suggested Activities</p> <ul style="list-style-type: none"> * All previously mentioned activities, and grade level expectations, with adaptations and support as needed

Sentence Starters

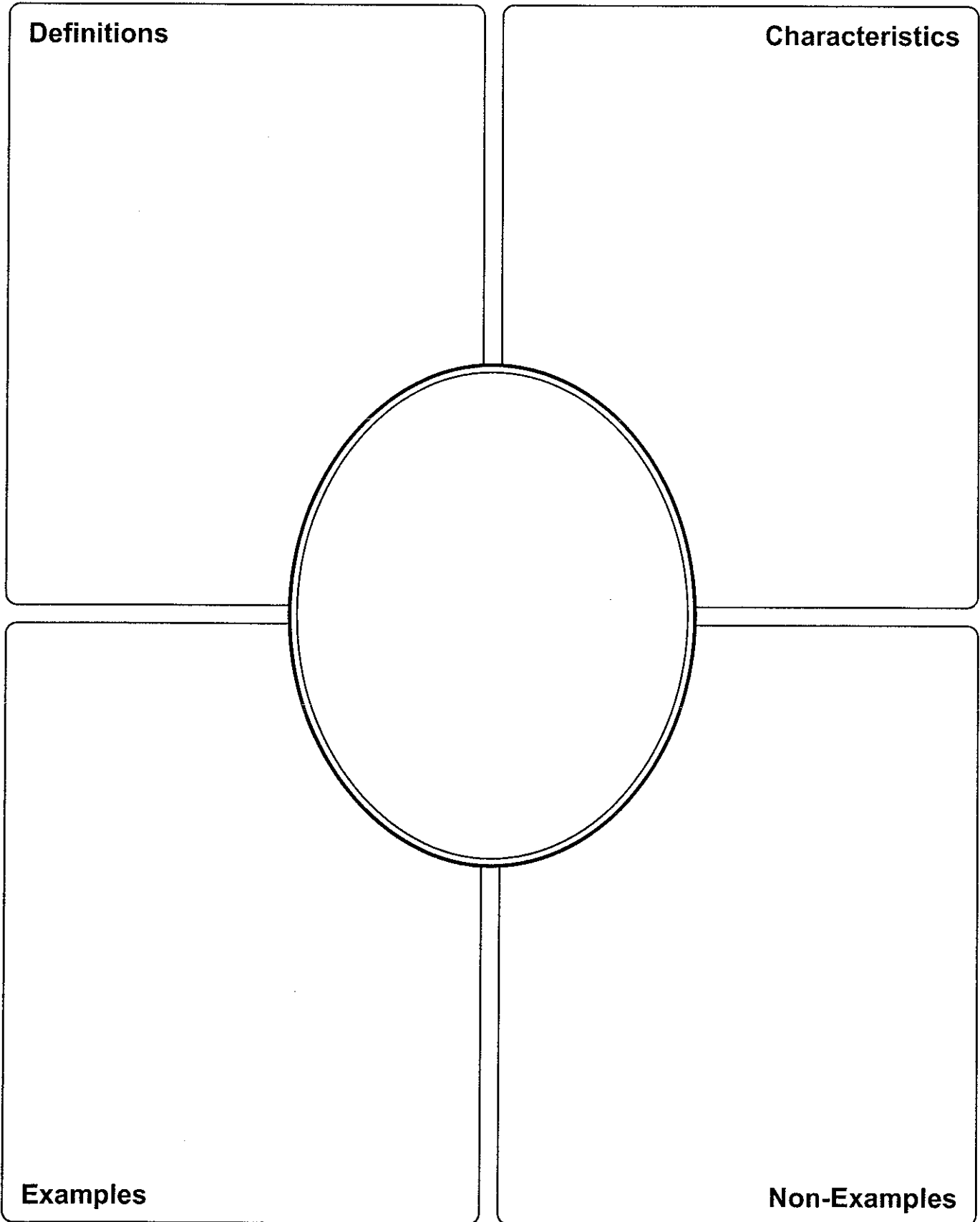
<p>Predicting</p> <ul style="list-style-type: none"> • I guess/predict/imagine that... • Based on..., I infer that... • I hypothesize that... 	<p>Expressing an Opinion</p> <ul style="list-style-type: none"> • I think/believe that... • In my opinion... • It seems to me that... • Based on my experience, I think...
<p>Asking for Clarification</p> <ul style="list-style-type: none"> • What do you mean? • Will you explain that again? • How did you find your answer? 	<p>Paraphrasing</p> <ul style="list-style-type: none"> • So you are saying that... • In other words, you think... • What I hear you saying is...
<p>Soliciting a Response</p> <ul style="list-style-type: none"> • What do you think? • We haven't heard from you yet. • Do you agree? • What is your answer? 	<p>Acknowledging Ideas</p> <ul style="list-style-type: none"> • My idea is similar to/related to _____'s idea. • I agree with _____ that... • My idea builds upon _____'s idea.
<p>Affirming</p> <ul style="list-style-type: none"> • That's an interesting idea. • I hadn't thought of that. • I see what you mean. 	<p>Holding the Floor</p> <ul style="list-style-type: none"> • As I was saying... • If I could finish my thought... • What I was trying to say was...
<p>Reporting a Partner's Ideas</p> <ul style="list-style-type: none"> • _____ shared with me that... • _____ pointed out to me that... • _____ emphasized that... • _____ concluded that... 	<p>Reporting a Group Ideas</p> <ul style="list-style-type: none"> • We decided/agreed that... • We concluded that... • Our group sees it differently. • We had a different approach
<p>Disagreeing</p> <ul style="list-style-type: none"> • I don't agree with you because... • I got a different answer than you... • I see it another way... 	<p>Offer a Suggestion</p> <ul style="list-style-type: none"> • Maybe we could... • What if we... • Here's something we might try...

<u>Nose</u> face smell ear	<u>Table</u> chair desk school	<u>Chair</u> sit table	<u>Summer</u> hot winter	<u>Door</u> open close classroom
<u>Computer</u> game internet	<u>Dog</u> pet cat animal	<u>House</u> live apartment room	<u>Socks</u> feet foot shoe	<u>Happy</u> smile sad
<u>Phone</u> call talk moto	<u>Money</u> dollar buy give	<u>Cloud</u> sky white	<u>Fast</u> slow run	<u>Lunch</u> breakfast dinner 12:00
<u>Drink</u> water soda thirsty juice	<u>Fire</u> hot burn	<u>You</u> me I	<u>Game</u> play computer video	<u>Run</u> walk fast
<u>Catch</u> throw ball	<u>Angry</u> happy mad bad	<u>Stairs</u> up down walk	<u>Sun</u> hot yellow sky	<u>Teeth</u> mouth tooth smile
<u>Cry</u> sad happy waaaaa	<u>Thank You</u> please welcome	<u>Fight</u> angry people hit	<u>Love</u> like boy girl	<u>Airplane</u> fly go
<u>Right</u> left wrong	<u>Sleep</u> bed night tired	<u>Loud</u> quiet noisy	<u>What</u> who where when	<u>No</u> yes are is do

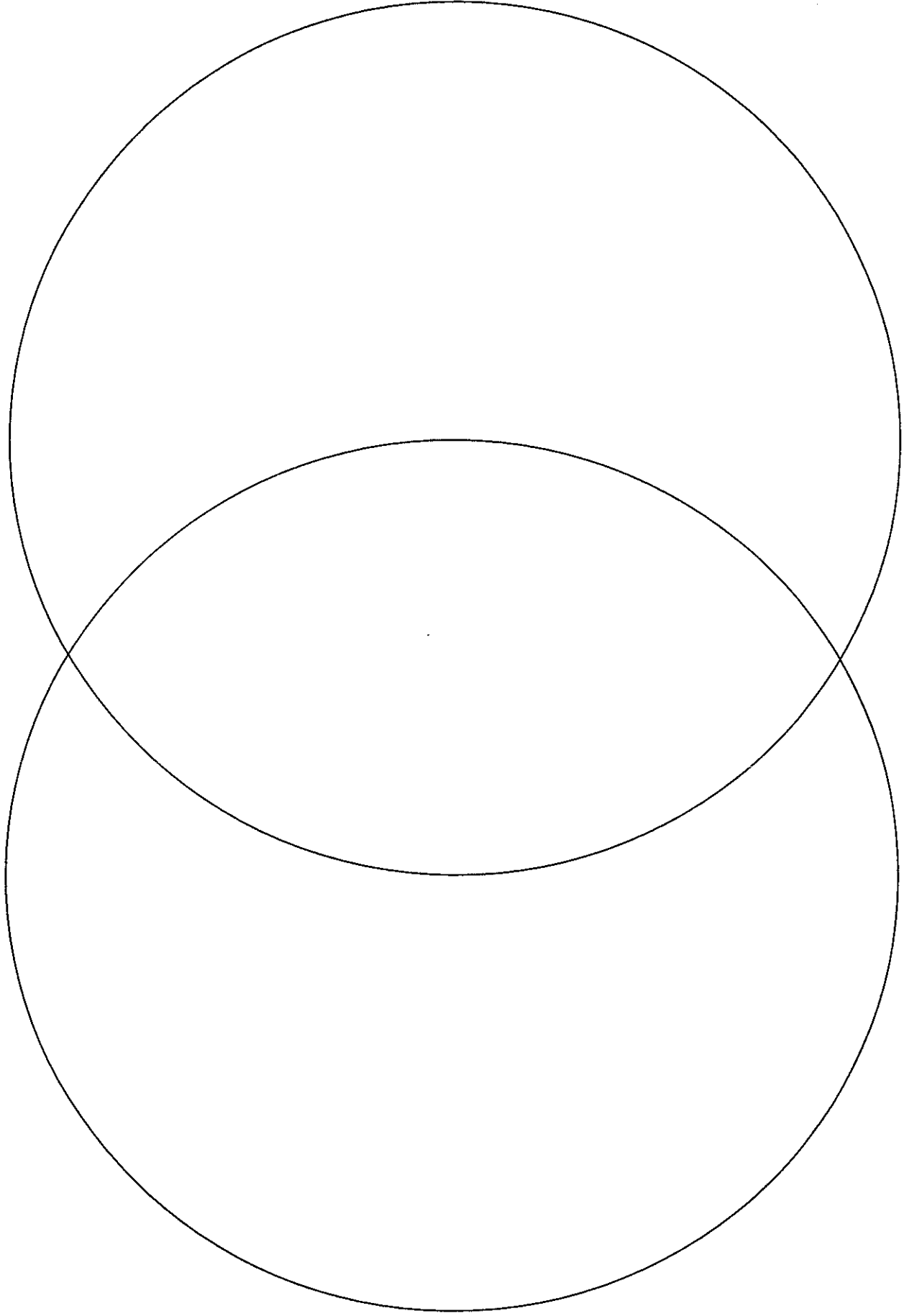
TABOOD

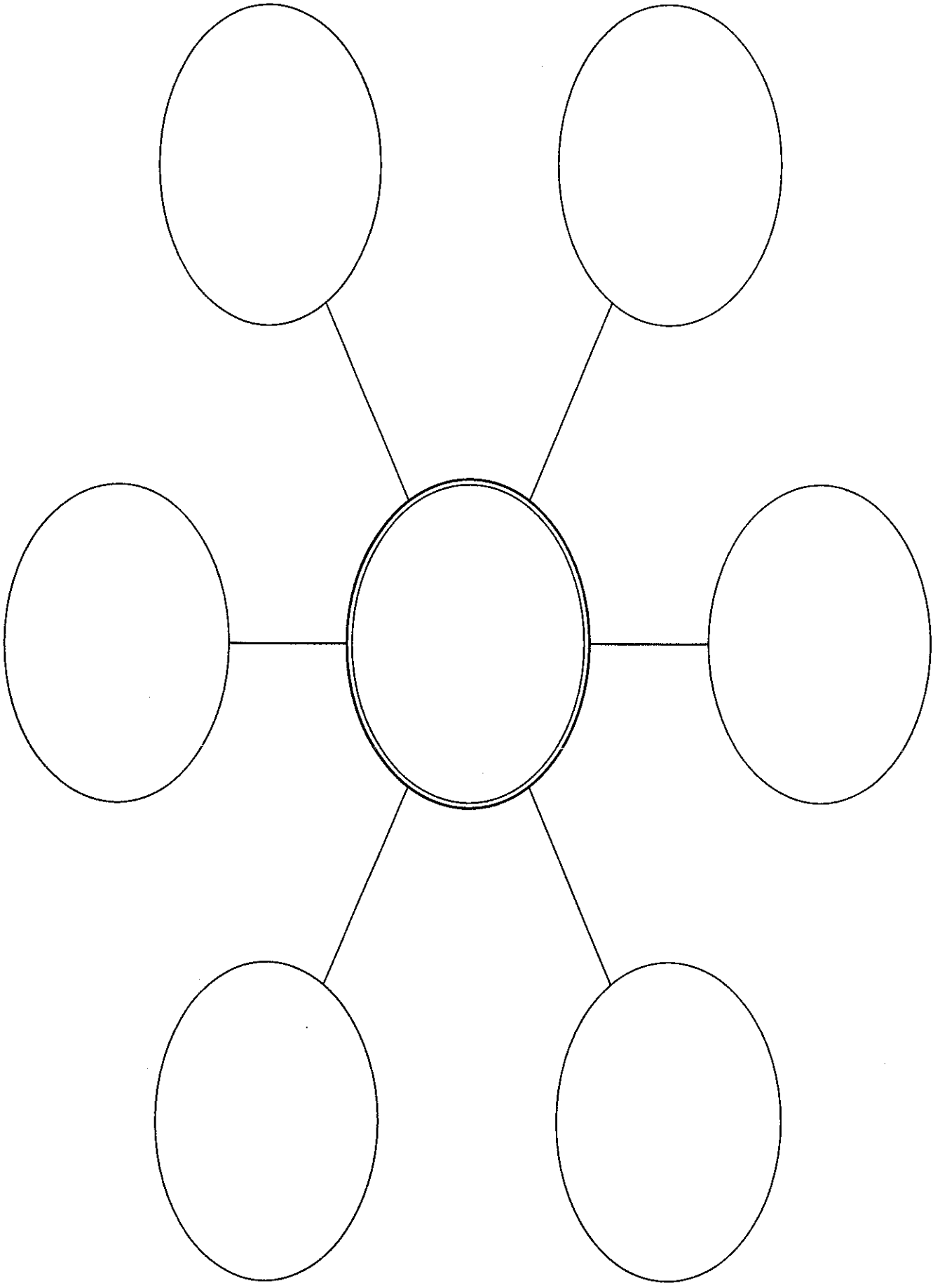
EXAMPLE

Frayer Model Diagram



Venn Diagram Graphic Organizer





KWHL Chart

What I know	What I want to learn	How I can learn more	What I have learned

PMI Chart

Plusses	Minuses	Interesting Facts
Total:	Total:	Total:

Compare & Contrast
