

Dear ESL Educator:

Enhancing English Language Learning in Elementary Classrooms: A Professional Development Program prepares teachers to use strategies that develop limited English proficient students' social and academic English and support their transition to US culture and schools. This sampler packet will give you an overview of the materials and copies of pages that are representative of the whole.

A complete set of materials consists of the Trainer's Manual (trainer's script and transparency masters), a participants' Study Guide (handouts and readings for participants), and a videotape which provides observations of the strategies in use in classrooms. In this sampler, I have selected pages from Section 3, Language Acquisition, so that you can see that the materials are complete and easy to use. I have also attached "sticky notes" to orient you to the materials.

The **Enhancing** professional development program is appropriate for teachers in a variety of programs: mainstream classrooms, self-contained ESL classrooms, bilingual programs, and preservice education. The program was designed and written by four experienced teacher educators in Florida: Allene Grognet, Judith Jameson, Lynda Franco, and Maria Derrick-Mescua.

The complete program requires 45 hours (40 in-class hours and 5 hours of structured, outside assignments), but the program is easily adapted to local needs and time frames. The contents include chapters on reading, first and second language acquisition, culture, writing, math, integrated instruction, assessment, parent involvement, and putting it all together. The highly interactive program uses a variety of learning methods: trainer presentation, video observation, participant readings, reflection journals, and pair and small group work. Throughout the program, participants apply what they are learning to their own curriculums and materials.

Each participant's completed study guide, journal, and outside assignments, constitute a portfolio demonstrating achievement of the program's goals.

I hope you will consider **Enhancing English Language Learning in Elementary Classrooms** for your teachers' professional development.

Sincerely,
Allene G. Grognet
Center for Applied Linguistics

Enhancing English Language Learning in Elementary Classrooms

Training Materials

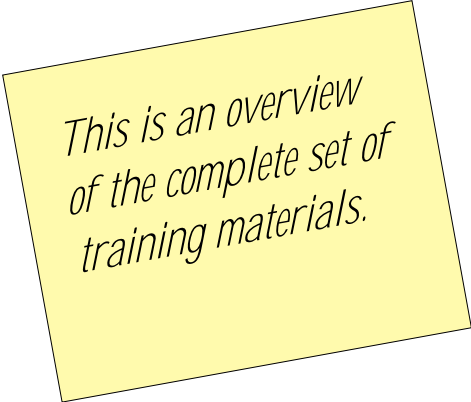
Trainer's Manual

Presenter's Overview
Section 1—Introduction
Section 2—Learning to Read
Section 3—Language Acquisition
Section 4—Culture
Section 5—Writing
Section 6—Math
Section 7—Integrated Instruction
Section 8—Reading to Learn
Section 9—Assessment
Section 10—Family/Parent Involvement
Section 11—Putting It All Together
Presenter's Appendix

Video Tape

Study Guide (bound separately)

Section 1—Introduction
Section 2—Learning to Read
Section 3—Language Acquisition
Section 4—Culture
Section 5—Writing
Section 6—Math
Section 7—Integrated Instruction
Section 8—Reading to Learn
Section 9—Assessment
Section 10—Family/Parent Involvement
Section 11—Putting It All Together
Study Guide Appendix



*This is an overview
of the complete set of
training materials.*

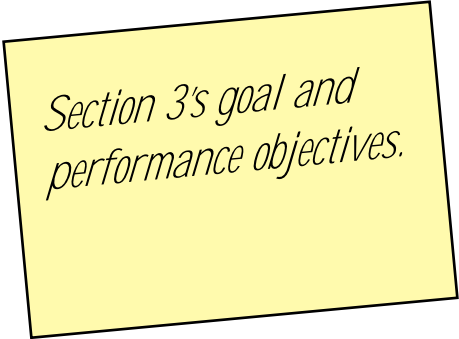
Approximate Time in Each Section

Section	Estimated Time
Section 1: Introduction	1 hour
Section 2: Learning to Read	5 hours (and 15 minutes)
Section 3: Language Acquisition	5 hours
Section 4: Culture	4 hours
Section 5: Writing	4 hours
Section 6: Math	4 hours
Section 7: Integrated Instruction	5 hours
Section 8: Reading to Learn	4 hours
Section 9: Assessment	4 hours
Section 10: Family Involvement	2 hours
Section 11: Putting It All Together	2 hours
Outside Assignments 1-5	1 hour each (5 hours total)
Total Time	Total 45 hours (40 in-class hours, 5 outside assignment hours)

Section 3 Language Acquisition

Contents

Workshop-at-a-Glance
Presentation
Transparencies



*Section 3's goal and
performance objectives.*

Goal

To understand the principles of language learning in order to facilitate the learning of English by ELL students in content classrooms.

Performance Objectives

- Understand the principles, similarities, and differences of first and second language acquisition.
- Describe how the principles of second language acquisition can be used in the mainstream classroom to facilitate language development of ELL students.
- Differentiate social and academic language and describe the implications for school programs.
- Develop activities appropriate to different stages of an ELL student's language development.
- Describe program models for second language students and tell when each is appropriate.
- List ways that teachers, schools, and communities can support students' first language development in ESOL program models.

Section 3
Language Acquisition
Workshop-at-a-Glance

Steps	Time	Materials and Equipment
1. Anticipation Guide: Language Acquisition	50 min.	Study Guide, page 38, <i>Anticipation Guide: Language Acquisition</i> Study Guide, pages 39-42, <i>Reading on Language Acquisition</i> Transparency 1
2. Second Language Acquisition	30 min	Study Guide, page 43, <i>Language Development Stages</i> Transparencies 2-4
3. Foreign Language Lesson	40 min.	Study Guide, page 44, <i>Adapting a Lesson Using the Three Principles</i> Study Guide, page 45, <i>Adapting a Lesson for Stages of Language Development</i>
4. Video Observation for the Three Principles	40 min.	Study Guide, page 46, <i>Video Observation Form</i> Transparency 4 (repeated) and 5
5. Summary of Strategies	30 min.	Study Guide, page 47, <i>Summary of Strategies</i> <i>Implementing the Three Principles</i> Study Guide, page 48, <i>Helping ELLs Adjust</i> Transparencies 7 and 8
6. Social and Academic Language	30 min.	Study Guide, page 49, <i>Social and Academic Language</i> Transparencies 9 and 10
7. Program Models	30 min.	Study Guide, page 50, <i>Models for Instruction</i> <i>Factors for Successful Instruction</i> Transparencies 9 and 10
8. Numbered Heads Together Review	30 min.	Transparency 11 Slips of paper or index cards numbered 1,2,3,4, etc. or a spinner
9. Outside Assignment	20 min.	Study Guide, pages 52-53, <i>Outside Assignment #1</i>
Total Time	5 hours	

Each section has a workshop-at-a-glance chart. It shows the progression of topics (steps) and the time and materials needed.

PRESENTER'S NOTES

1

Anticipation Guide: Language Acquisition

Time: 50 min.

The next six pages are the trainer's transcript for the beginning of Section 3. Selected transparencies and pages from the participants' Study Guide follow.

PRESENTATION

Purpose

To confront misconceptions about language acquisition and learn its principles.

Materials

- Study Guide, page 38, *Anticipation Guide: Language Acquisition*
- Study Guide, pages 39-42, *Reading on Language Acquisition*
- Transparency 1

Instructions

1. Tell participants that in this section, Language Acquisition, they will learn how children learn or acquire their first language (the language they speak at home) and their second language (English). Point out that the term “acquisition” is used to emphasize the natural processes and ways that a child acquires a language, the term “learning” can be used generally or to emphasize “formal learning” or “conscious learning” of a language such as in a grammar class.
2. Refer participants to the Study Guide, page 38, *Anticipation Guide: Language Acquisition*, and ask them to follow the directions. Allow 10 minutes for the Guide and the initial discussion at the tables. Ask participants if there were any items that they are unsure of, but DO NOT give the answers at this time.
3. Refer participants to the Study Guide, pages 39-42, *Reading on Language Acquisition*, and tell them that Chomsky and Krashen were two of the foremost language theorists in the last 50 years and that this reading summarizes their positions. Ask participants to read the selection, focusing on checking their responses to the first four items in the Anticipation Guide. Tell them that they may change their responses if they like, but should be prepared to give reasons for their choices. Allow 10 minutes.
4. Tell participants that most of the items on the Anticipation Guide are common misconceptions about language acquisition. Tell them that only two items are true, numbers 2 and 7; all the others are false.
5. Tell participants that we will discuss each of the items

and that they should take brief notes on the language acquisition principles that we discover on their Anticipation Guides. (Use the following information to guide the discussion.)

Note that trainers are given information to guide the discussions.

Item 1: Disagree. Children seldom use imitation or repetition and generally only to acquire isolated words. In fact, children are unconsciously acting as “little scientists”—taking in a large quantity of language and organizing it into patterns and categories, possibly following the “innate blueprint” hypothesized by Chomsky. Two types of evidence illustrate this process: *overgeneralization* of rules, such as when a child says “go-ed” for “went,” shows that the child is unconsciously constructing rules for the past tense, but hasn’t yet learned the exceptions; and children’s *unique utterances*, in which children generate sentences and phrases that they have never heard, show that they are constructing meaning based on patterns and rules, not imitation or repetition.

Item 2: Agree. The processes are similar which suggests that, especially for young children, a language-rich classroom where ELLs are exposed to natural language use and good language models will facilitate acquisition. Older children and adults also acquire language, but in addition, can supplement this process with conscious learning.

Item 3: Disagree. Naturally-occurring language acquisition takes place in an uncontrolled environment; placing a child in an artificially-controlled language environment may actually impede natural acquisition. For example, ELLs taught to read using highly adapted texts, have difficulty transitioning to mainstream texts because the clues that they have learned to attend to are not the same.

Item 4: Disagree. Oral language proficiency, especially for non-academic communication, is not a good predictor of academic success. Saville-Troike (1984) found that knowledge of academic, content-area vocabulary was the best predictor; other predictors included opportunities to discuss academic

concepts in their native language with other children or adults, opportunities to use language in academic tasks including writing, facility with study skills, and literacy skills in the native language.

Item 5: Disagree. Research such as that of Cummins, and Collier and Thomas, shows that it often takes as long as five to seven years to achieve sufficient fluency in academic English to compete on a par with native-speaking students. It is more difficult for students with poor prior schooling, high mobility, less exposure to rich language and literacy experiences in their native language or in English, and in schools which are less supportive of bilingualism and biculturalism.

Item 6: Disagree. Unless the mainstream teacher deliberately designs instruction for language development, the ELL is in danger of losing his/her first language and never achieving a high degree of fluency in English. The quality of a child's involvement in English is much more important than the quantity of time. Luckily, most language development activities can be designed for use by both English speakers and ELLs.

Item 7: Agree. Students who know no English need a few weeks to a few months in which they are involved in classroom activities, but are not pressured to speak. They need time to begin to sort out the new language—its patterns, sounds, and uses. Students can participate by listening, drawing, sorting, pointing, singing, making things, playing, etc., especially when these activities are accompanied by natural language. It is *essential* that ELLs be involved in classroom activities and interact with other children.

Item 8: Disagree. Many people think that more time in English will make learning English faster, but there are several factors that argue against this. First, strong first language skills (listening, speaking, reading, writing) carry over and facilitate the development of these skills in English; second, parents and grandparents need to interact with and raise the

*New learning
is always related
to the classroom.*

2 Second Language Acquisition

Time: 30 min.

*Suggested responses
are provided to
guide trainers.*

children in the language in which they are fluent and comfortable (the “language of their hearts”), not in a language in which they are limited; and third, the parents may not be good models for English. Teachers would be better advised to encourage parents to ask children to explain what they learned in school in their native language and to provide materials that support such conversations. This helps the child bridge the language and culture gap between home and school.

6. Display Transparency 1 and review with participants. Point out that all these characteristics are true for both first and second language acquisition. Ask participants to identify some implications for classrooms that include ELLs. (Possible responses: ELLs can participate, especially when activities are demonstrated, before they can explain in English; few errors should be overtly corrected because they are a part of a developmental process of language acquisition.)
7. Tell participants that we have focused on the similarities of first and second language acquisition, and it is true that these processes are more similar than they are different, but now we will look at a few of the differences.

Purpose

To examine second language acquisition and its stages of development more closely.

Materials

- Study Guide, page 43, *Language Development Stages*
- Transparencies 2 -4

Instructions

1. Display Transparency 2 and tell participants that while the *processes* of learning a first and second language are very similar, often the *circumstances* or the *reasons* for learning are different. Have the participants develop the contrasts on the transparency. (See suggested responses below.)
 - Learned at home/Learned at school
 - Learned by infants and toddlers/Learned by older children and adolescents

- Learned in order to communicate with loved ones/Learned for school purposes
 - Largely and unconscious process/ Partly “acquired” and partly “learned”
 - No time pressure to learn/Pressure to learn both language and content
 - Must learn developmental concepts as well as language/Older children already have a lot of knowledge to build on and to transfer to their new language
2. Restate that second languages are often learned in a different setting and for a different purpose than first languages, and that this has advantages and disadvantages. Ask participants to identify some advantages and disadvantages from the transparency and identify some implications for the classroom of these. (For example, learning a language for school purposes may not be as compelling a reason for many children so the learning in school must be intrinsically interesting and designed to maximize language development.)
 3. Display Transparency 3 (a repeat from the Introduction) and ask participants to reflect on how these principles for classroom instruction are drawn from our knowledge on the process of language acquisition. (For example, ELLs need to be in interactive classrooms which use a lot of oral and written language as an integral part of instruction.)
 - Tell participants that this course will expand on these expectations: we will call the first three items the Three Principles for designing or adapting instruction for ELLs, in the next section we will consider the students’ cultures, and later sections will emphasize language and literacy across the curriculum and planning instruction to meet high standards.
 - Ask participants for one or two examples of how items 1 through 3 can be implemented in the classroom. (For example, comprehensibility—use props and demonstrations, interactive—use pair and group tasks, cognitively challenging—ask higher order thinking questions.)
 4. Display Transparency 4 and tell participants that we will refer to those first three items as the Three Principles for designing or adapting instruction to help ELLs succeed

in school and we will state them as Increase Comprehensibility, etc. to remind us that all three of these items need to be maximized and explicitly linked to language development activities for ELLs.

5. Refer participants to the Study Guide, page 43, *Language Development Stages*, and tell them that this chart is a guide for teachers working with ELLs in the early stages of second language learning. Point out that the last category covers several years from when the student is a “high beginner” in English to the time when they achieve native-level fluency. Review the chart briefly and tell participants that they will do an activity with this chart in a few minutes after they watch a short

3 Foreign Language Lesson Time: 40 min.

Purpose

To experience a lesson in an unknown language and then to modify it for language learners.

Materials

- Study Guide, page 44, *Adapting a Lesson Using the Three Principles*
- Study Guide, page 45, *Adapting a Lesson for Stages of Language Development*
- Enhancing videotape

Instructions

1. Tell participants that they will see a one-minute lesson in another language and that their goal is to figure out what the teacher is trying to teach them.
2. Show the *first segment only* of the foreign language lesson on the videotape. Ask participants the topic and the content of the lesson; ask if they can recognize any words. Ask participants if the lesson is comprehensible, interactive, and cognitively challenging, i.e., does it use the Three Principles?
3. Show the second segment of the same lesson. Ask participants the topic and the content of the lesson (nutrition; comparing junk food and healthy food). Ask

Participants try to learn in a foreign language.

Summary of Language Acquisition

The child learns language by unconsciously generating rules, perhaps to fill in an innate blueprint.

His errors often indicate that learning is taking place.

He learns language in meaningful, supportive, and communicative settings.

He understands more than he can say.

He will require a lot of time to become fluent.

*These are the first three
transparencies used in
Section 3.*

Key Differences Between First and Second Language Acquisition

First Language	Second Language
<ul style="list-style-type: none">• Learned at home• Learned by young children• Learned in order to communicate with loved ones• Largely an unconscious process• No time pressure to learn• Must learn developmental concepts as well as language	

Expectations of Classroom Instruction

1. Instruction should be comprehensible to all learners
2. Learning should be interactive
3. Instruction should be cognitively challenging
4. Instruction should connect school to students' lives and promote cross-cultural understanding
5. Instruction should develop language and literacy across the curriculum
6. The goal of instruction should be achievement of academic standards by all students

Anticipation Guide: Language Acquisition

Directions: Read each statement and place an A (Agree) or D (Disagree) next to it. Draw from your own knowledge and experience. Then, discuss the items you are least certain about at your table.

- _____ 1. A child acquires its first language primarily by imitating adults.
- _____ 2. The process of acquiring a second language is more similar to the process of acquiring the first language than it is different.
- _____ 3. The best way for a child to learn English in school is to control the vocabulary, syntax, and sequence of grammatical structures that the child is exposed to.
- _____ 4. Oral fluency in English is a strong indicator that an English language learner (ELL) will succeed in the classroom.
- _____ 5. Once a student has learned the language of instruction, English, his problems in the classroom are largely over and he should be able to handle academic assignments with little difficulty.
- _____ 6. Placing a child learning English in a mainstream classroom will ensure that he/she will spend enough time in English to learn the language quickly.
- _____ 7. An initial “silent period” can benefit the ELL because it allows him/her an opportunity to process and decode the new language.
- _____ 8. Good teachers should suggest to the parents of a child learning English that the parents speak English at home.

This is a worksheet from the participants' Study Guide. It activates their prior knowledge and beliefs about language acquisition.

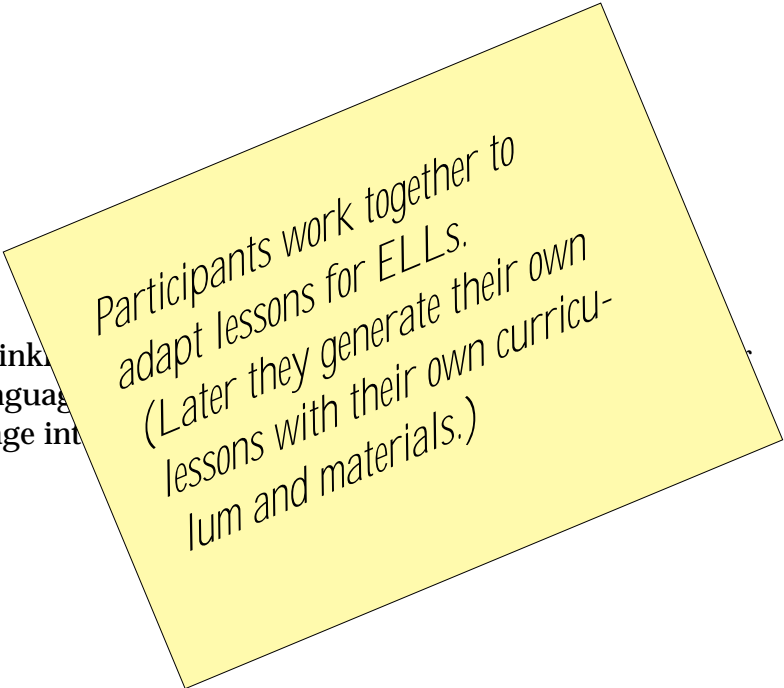
Adapting A Lesson Using the Three Principles

Directions: Work with a partner to choose ways to adapt the nutrition lesson you saw on the videotape. Think about the lesson as a whole before you record your ideas in each of the categories below.

1. The first principle is “Increase Comprehensibility,” that is, how can you help ELLs understand the content of the lesson even though their understanding of the language is limited. For example, Ms. Amin used stuffed animals and props to demonstrate what she was talking about. Describe one or two other ways you would increase comprehensibility for ELLs.

2. The second principle is “Increase Interaction,” that is, ELLs need to use the language they are learning either with the teacher or with other students. Describe one or two ways you would build interaction into this nutrition lesson.

3. The third principle is “Increase Thinking,” that is, how can you help ELLs use their thinking skills even while their language is limited. Describe one or two ways you would build thinking skills with limited language into this nutrition lesson.



Participants work together to adapt lessons for ELLs. (Later they generate their own lessons with their own curriculum and materials.)

Adapting a Lesson for Stages of Language Development

Directions: Continue working with your partner to adapt the nutrition lesson for ELLs at different stages of language development. Use the chart a few pages back to guide your work. Remember: you are teaching the *content* of the nutrition lesson and using it as a *vehicle* to develop the student's language. The first stage has been done as an example.

1. Pre-production Stage:

- Student can sort items into junk food and healthy food piles.
- Student can point to or hold up an object (e.g., candy)
- Student can draw a picture illustrating the effects of junk food and another one illustrating the effects of healthy food.
- Student can indicate yes or no in response to questions such as “Is this the candy?”
- Student can follow commands such as “Put the candy next to the soda.”

2. Early Production Stage:

3. Speech Emergence Stage:

4. Intermediate Fluency Stage:

Outside Assignment #1

There are 5 structured, outside assignments.

Introductory Information: This course includes five, one-hour outside assignments. All assignments must be completed and placed in your portfolio to receive credit for the course. The first and fifth assignments require you to informally interview an English language learning student and a parent of an ELL student, respectively. Ideally, the parent who will be interviewed is the parent of the student who is interviewed. You may use a translator if necessary.

Directions: Review the types of information that you will need to gather in your interview, then choose an English language learning student to be interviewed and obtain any necessary permissions. Arrange for one-on-one time with the student without other distractions or responsibilities. The purpose of this assignment is for you to be able to concentrate on this one student—his/her background, language proficiency, and school experiences and needs. Be sure to put the student at ease and explain why you are talking to him/her before beginning the interview. Elicit information so that you can describe the student in terms of the characteristics below. Reflect on your interview and your learning in this section and then record your responses to these questions:

1. Describe your student's age, grade, country of origin, home language, family situation, and length of time in the US.
2. Describe the student's prior schooling (grades completed, in what country, subjects studied, prior exposure to English, if any, did the student like school? why or why not?).
3. Describe the student's response to school in the US (is it very different from school in the home country? how? does the student like school? is it difficult? what does he/she like in school? what is disliked or difficult?)
4. Describe the student's listening and speaking skills in English. What language development stage best describes the student? Justify your response.
5. Describe the student's literacy development (ability to read and write) in the home language and in English.
6. Identify the program model that the student is being served in. Based on your knowledge of the student from this interview, make two or three observations on how the student's teacher could meet this student's specific needs linguistically, personally, and culturally.

Participation and Portfolio Checklist, Part B

	Yes	No
Section 1: Introduction		
Summary Reading		
Think-Pair-Share Worksheet		
Section 2: Learning to Read		
Developing Reading Skills for ELLs		
Phonemic Awareness		
Concepts of Print		
When is the ELL Ready to Begin Reading?		
Section 3: Language Acquisition		
Adapting a Lesson Using the Three Principles		
Adapting a Lesson for Stages of Language Development		
Pros and Cons of Program Models		
Section 4: Culture		
Culture Study Group		
Adapting Lessons to Include Multicultural Strategies		
Section 5: Writing		
Creating and Using a Writing Rubric		
What does Julio Know About Writing?		
Talking to Julio		
Section 6: Math		
Learning to Speak Math		
Making Math More Comprehensible		
Making Math More Interactive		
Including Higher Order Thinking Skills		
Section 7: Integrated Instruction		
Lesson Plan Checklist: Sample Lesson 1		
Integrated Instruction: Personal Priorities		
Developing An Integrated Lesson		
Section 8: Reading to Learn		
Comparing Lessons		
Content Reading Instruction in the Primary Grades: Perceptions and Strategies		

This checklist summarizes the major components in each participant's portfolio.

(continued, next page)

	Yes	No
Section 9: Assessment		
Corn Lesson Assessment		
Corn Lesson Rubric		
Section 10: Family Involvement		
Family Involvement “Y” Charts		
Section 11: Putting It All Together		
Praise-Question-Polish		
Creating a Learning Community at Your School		
Other:		
Journal		
OA #1: ELL Student Interview		
OA #2: Outside Reading by K.D. Samway		
OA #3: Poster Session Preparation		
OA #4: Assessment for Poster session		
OA #5: Parent Interview		