MOVING FROM SPOKEN TO WRITTEN LANGUAGE WITH ELLS

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“FROM SPEAKING TO WRITING”

Mode Continuum

Students need speaking experience to move through this continuum successfully to writing.

ELL DEMOGRAPHIC TRENDS

- ELLs represent the fastest growing segment of the school-age population (National Clearinghouse for English Language Acquisition, 2002).
- While the overall number of school-aged children grew by 19% between 1979 to 2003, the number of ELLs grew by 124% (National Center for Education Statistics, 2005a).
- By 2030, ELLs will comprise 40% of elementary and secondary students (Thomas & Collier, 2001).
DISTRICTS HAVE A DUAL OBLIGATION TO ENGLISH LANGUAGE LEARNERS

1. Develop students’ English language proficiency (ELD)

2. Provide meaningful access to grade-level academic content via appropriate instruction (ALD)

(Lau v. Nichols; Castañeda v. Pickard; NCLB)

OLD PARADIGMS

NEW CCSS PARADIGM: LANGUAGE IS CENTRAL TO ALL ACADEMIC AREAS

(LA v. Nichols; Castañeda v. Pickard; NCLB)

(CA Together, 2012)
WHAT IS ACADEMIC ENGLISH?

ALL students are AESL
(Academic English as a Second Language)

- • Academic English is not natural language. It must be explicitly taught.
- • Essential Components of Academic English Language:
  □ Vocabulary (Tier 2: high frequency; Tier 3: abstract/nuanced)
  □ Syntax (sophisticated)
  □ Grammar (complex)
  □ Register (social vs. academic language)

(Kinsella, 2007)

FOUR SHIFTS FOR ELLS WITH THE CCSS

<table>
<thead>
<tr>
<th>Shift #1: Language Development Across the Curriculum</th>
<th>Shift #2: More Informational, Rigorous, and Complex Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shift #3: Increased Focus on Oral Language and Multiple Opportunities for Speaking and Listening</td>
<td>Shift #4: Emphasis on Collaboration, Inquiry, and Teamwork</td>
</tr>
</tbody>
</table>

VIDEO: ANALYZING ACADEMIC LANGUAGE

As you watch the video, write down evidence of the following:

<table>
<thead>
<tr>
<th>Assets</th>
<th>Needs</th>
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"From Speaking to Writing"

Mode Continuum in Inquiry

Building Background Knowledge (hands-on or group work)

More Spoken-Like

Key Vocabulary (Frayer model)

Academic Discussion: Think-Pair-Share

Student Writing

More Written-Like

Scaffolding Think-Pair-Share

<table>
<thead>
<tr>
<th>Question or Prompt</th>
<th>What I thought (speaking)</th>
<th>What my partner thought (listening)</th>
<th>What we will share (consensus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What has been your AHA moment from the presentation so far?</td>
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(Adapted by Soto-Hinman, 2009)

Language Strategies for Active Classroom Participation

Expressing an Opinion
I think/believe that...
It seems to me that...
In my opinion...

Asking for Clarification
What do you mean?
Will you explain that again?
I have a question about that.

Soliciting a Response
What do you think?
We haven’t heard from you yet.
Do you agree?
What answer did you get?

Predicting
I guess/predict/imagined that...
Based on..., I infer that...

Paraphrasing
So you are saying that...
In other words, you think...
What I hear you saying is...

Acknowledging Ideas
My idea is similar to/related...
My idea builds upon ___’s idea.
I agree with (a person) that...

(Kinsella & Feldman, 2006)
Consensus

1) What you said
2) What your partner said
3) A combination
4) A whole new idea

COMMON CORE CONNECTION

Speaking and Listening
- An important focus of the speaking and listening standards is academic discussion in one-on-one, small group, and whole-class settings.
- Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

FRAYER MODEL
Moving from Spoken to Written Language
WHICH WORDS TO TEACH?
FROM BECK, KUCAN, MCKEOWN

Students will know the meaning of these words.

Tier 1 Words
Very basic words

Tier 2 Words
Target words

Tier 3 Words
Not used frequently

English language learners may have the concept, but not the word. Be sure they learn the word!

Tier 2 Words:
High frequency words for the mature language user.
Instruction in these words can add productivity to all students’ language abilities.

Tier 3 Words:
The word/concept may be too sophisticated for students to understand at their age.

FRAYER MODEL

Think pair share is _____ and because _____.

-Speaking and listening
-collaboration
-thinking
-paraphrase
-reasoning
-register
-new vocabulary
-predicting

Think pair share is _____ and because _____.

-vocabulary
-choral repetition
-Regurgitating
-teaching-led
-independent work
-one correct answer

Lesson Planning
Mode Continuum in Inquiry

Building Background Knowledge (hands-on or group work)

Key Vocabulary (Frayer model)

Academic Discussion: Think-Pair-Share

Student Writing
COMMON CORE CONNECTION

**Language:**
- The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate nuances of words, and steadily expand their repertoire of words and phrases.

SPOKEN TO WRITTEN
LANGUAGE CONTINUUM
Moving from Spoken to Written Language

DOMAIN CONNECTIONS
**FROM SPEAKING TO WRITING**

Chapter Summary

1. There is a mode continuum between speaking and writing.
2. Concrete experiences help make language comprehensible.
3. ELL students make meaning by speaking.
4. Prior knowledge helps ELLs make meaning of material that might seem too hard.

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**EFFECTIVE AND LESS EFFECTIVE WRITERS**

<table>
<thead>
<tr>
<th>Effective</th>
<th>Less Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan before they begin to write</td>
<td>Tend not to plan before writing</td>
</tr>
<tr>
<td>Continually revise and edit</td>
<td>Have difficulty in revising and editing.</td>
</tr>
<tr>
<td>Anticipate reader problems</td>
<td>Less able to anticipate reader problems.</td>
</tr>
<tr>
<td>Are aware of linguistic differences between speaking and writing</td>
<td>Write as though they were speaking.</td>
</tr>
<tr>
<td>Know how to organize their ideas and writing as a whole</td>
<td>Focus on mechanics and grammar</td>
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**WRITING IN A SECOND LANGUAGE**

“[ELL] learners are less likely to be familiar with the **particular organizational structure of different kinds of writing**, and with the grammatical structures of English.”

- A specific purpose
- A particular overall structure
- Connectives
- Specific linguistic features
**GIBBONS CURRICULUM CYCLE**

<table>
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<th>Stage 1</th>
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<tr>
<td>Building the Field</td>
<td>Modeling the Text Type</td>
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<tr>
<td>(background knowledge)</td>
<td>(language/genre)</td>
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<th>Stage 3</th>
<th>Stage 4</th>
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<td>Independent Writing</td>
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**RECIPROCAL TEACHING**

Moving from Spoken to Written Language

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**RECIPROCAL TEACHING**

A. **Summarizer**: What are the three most important events/details from the reading and explain why they are important and how they are connected?

B. **Questioner**: Pose at least three questions about the text—these questions could address confusing parts of the text or thoughts you wonder about.

C. **Predictor**: Identify at least three text-related predictions—these predictions should help the group anticipate what will happen next.

D. **Connector**: Make at least three connections between the reading and your own experience, the world, or another piece of text.
CHAPTER 2, “SPEAKING”
Benefits of Productive Group Work for ELL Students

1. They hear more language.
2. They speak more language.
3. They understand more language.
4. They ask more questions.
5. They are more comfortable about speaking.

GIBBONS CHAPTER 2, “SPEAKING”
Characteristics of Effective Group Work for ELL Students (pages 20-28)

1. Clear and explicit instructions are provided.
2. Talk is necessary for the task.
3. There is a clear outcome.
4. The task is cognitively appropriate.
5. The task is integrated with a broader topic.
6. All children are involved.
7. Students have enough time.
8. Students know how to work in groups.

LESSON PLANNING

Stage 1
Building the Field
(background knowledge)

Stage 2
Modeling the Text Type
(language/writing)

Stage 3
Joint Construction

Stage 4
Independent Writing