

# WELCOME!

## ELLs in Secondary Classrooms: Part One

### Introductions

Who we are

What we do



**BUTLER  
UNIVERSITY**  
.....  
COLLEGE OF EDUCATION



# LANGUAGE DOMAINS AND PROFICIENCY LEVELS

BASIC SECOND LANGUAGE ACQUISITION

## CAVEATS: WHAT DOES NOT HELP

Remember: accents and pronunciation are surface level features of language.

Also, repeating does not mean the other person understands you.

# LANGUAGE DOMAINS

- 4 domains of language:
  - Listening, Speaking, Reading, & Writing (L, S, R, W)
  - Receptive domains: Listening & Reading
  - Productive domains: Speaking & Writing

**Pair/Share:**

**In your opinion/experience, which domains are acquired most easily for ELLs? Why?**

# LANGUAGE DOMAINS ARE INTERRELATED

- Although the term “domains” implies that listening, speaking, reading, and writing are separate, the four domains overlap and are interrelated.
- Development in the four domains is not always unidirectional (Bomer, When Writing Leads).
- *What are the implications for instruction?*

# Stages of Second Language Acquisition

# A CONTINUUM OF LANGUAGE DEVELOPMENT

- Students' L2 development occurs along a continuum.
- There are predictable (in general) and sequential stages of language development ranging from no knowledge of the L2 to near native-like competency in the L2.
- Why is it important for teachers to be familiar with the stages of second language development?

# OVERVIEW OF STAGES OF L2 ACQUISITION

- Stage I: Silent/Receptive or Pre-production
- Stage II: Early Production
- Stage III: Speech Emergence
- Stage IV: Intermediate Language Proficiency
- Stage V: Advanced Language Proficiency

# STAGE I: THE SILENT/RECEPTIVE OR PREPRODUCTION STAGE

- Can last up to six months
- "Silent period" during which students may not speak, and L2 may be incomprehensible
- High levels of anxiety
- Can understand more than they can express
- Can understand new words that are made comprehensible to them
- May be inattentive

# STAGE II: THE EARLY PRODUCTION STAGE

- Can last an additional six months to 1 year after the preproduction stage
- Develop close to 1,000 receptive/active words
- Students can usually speak in one- or two-word phrases, and can demonstrate comprehension of new material by giving short answers to simple yes/no, either/or, or who/what/where questions.
- Recognizes connections with L1
- Reads phonetically according to L1

# STAGE III: THE SPEECH EMERGENCE STAGE

- Can last up to a year
- Students usually have developed approximately 3,000 words and can use short phrases and simple sentences to communicate.
- Students begin to use dialogue and take more risks with oral language.
- Students may produce longer sentences, but often with errors that may interfere with communicative competence.

# STAGE IV: THE INTERMEDIATE LANGUAGE PROFICIENCY STAGE

- May take up to another year or two
- Developed approximately 6,000 words
- Students at this stage are beginning to make complex statements, verbalize opinion, request clarification, participate in discussions and speak at greater length.
- Can extract more meaning from text
- Use L1 as resource—translators and brokers

# STAGE V: THE ADVANCED LANGUAGE PROFICIENCY STAGE

- 5-7 years to reach this stage (minimum)
- Developed content area vocabulary and can participate fully in on-grade-level activities with some occasional support.
- Students at this stage can utilize English grammar and vocabulary at a level comparable to native-English speaking peers.
- Students may make minor errors (idioms, pronunciation, etc.), but these errors do not detract from students' ability to communicate.

# INSTRUCTIONAL CONSIDERATIONS FOR **PREPRODUCTION**

- use visual aids and gestures
- slow speech and emphasize key words
- use language role models (peers and multimedia)
- utilize Total Physical Response (TPR) techniques

# INSTRUCTIONAL CONSIDERATIONS FOR ADVANCED PROFICIENCY

- Encourage metacognitive language regulation
- Develop students' ability to strategically connect to L1
- Allow opportunities for student to serve as tutor to less proficient ELLs (if student is interested)
- Help refine language (i.e., elaboration, sophisticated vocabulary, etc.)

While individual ELLs are moving through the stages (on a continuum) of second language acquisition, they are acquiring both **conversational** language and **academic** language.

# CUMMINS (1981): SOCIAL LANGUAGE VS. ACADEMIC LANGUAGE

<b>BICS: Basic Interpersonal Communication</b>	<b>CALP: Cognitive Academic Language Production</b>
Ex: Chatting with friends	Ex: Explaining an algebra equation
Familiar, concrete situations	Unknown, abstract situations
At least 2-4 years to fully develop	At least 5-7 years to fully develop

# DEVELOPMENT OF SOCIAL AND ACADEMIC LANGUAGE



Social Language



Academic Language

# CUMMINS' FOUR QUADRANTS

**COGNITIVELY UNDEMANDING**

Sketching

Face-to-face  
conversation

Written directions  
without diagrams or  
example

Telephone  
conversation

**CONTEXT-  
EMBEDDED**

**CONTEXT-  
REDUCED**

Science  
demonstration

Multiplication with  
appropriate  
manipulatives

Academic lecture

Reading a textbook chapter

**COGNITIVELY DEMANDING**

# PAIR/SHARE

- Think of a content area that is “typically” taught in the bottom right quadrant (cognitively demanding, context-reduced).
- Brainstorm how that same topic could be taught within the bottom left quadrant (cognitively demanding, context-embedded).

## QUICK WRITE

***WHAT FROM THIS  
PORTION WAS MOST  
SIGNIFICANT FOR  
YOU AND WHY?***

# THANK YOU!

We hope you found this session interesting, relevant, and engaging!

**Contact us!**

[sradams@butler.edu](mailto:sradams@butler.edu)

[kbrooks@butler.edu](mailto:kbrooks@butler.edu)