

Thursday, May 8, 2015

9:30-10:15am

Skyway/Pier

Oral Literacy for ELLs

Valerie Wright and Jane Govoni

Speaking to learn is a means for
increasing and deepening knowledge
across all content areas.



This presentation will ...

- introduce the role of oral language in the classroom;
- show its importance in literacy development for ELLs;
- highlight that all teachers play a major role in literacy development; and
- model strategies to encourage ELLs to talk and communicate more effectively.



Oral Language ...

All students need to talk . . .

and need interesting things to talk about.

Source: National Institute for Literacy

<https://lincs.ed.gov/publications/pdf/LearningtoTalkandListen.pdf>

<http://esolinhighered.org>



Make an Appointment

Make an appointment with someone you do not know who is sitting across the room.

Write his/her name down in the chosen time slot on your Appointment Agenda.



Jerome Bruner (1983) stated: *‘proficiency in oral language provides children with a vital tool for thought. Without fluent and structured oral language, children will find it very difficult to think.’*

Source: <http://www2.ed.gov/programs/readingfirst/2008conferences/language.pdf>

Did you know . . . ?

- Children typically have a vocabulary of approximately 5,000 words by the time they are five years old.
- By 1st grade most children understand approximately 10,000 words.
- ELLs use about 1000 words by the time they start school at age five.

Sources:

Anglin, 1993, cited in Siegler, & Alibali, 2005 <http://languagedevelopment.tripod.com/id17.html> ; Evans, (2014) Applying Literacy Strategies for ELs in the Classroom; LEAP -Language Enhancing (2012).

- ✓ If words aren't within students' oral working vocabulary, they won't be comprehended if they are encountered in print.
- ✓ Reading vocabulary grows out of oral vocabulary.
- ✓ School signals the beginning of formal academic literacy.



Practice: Oral Language Prompt Bag

1. Take turns drawing prompts from the bag.
2. Read your prompt to the group.
3. Respond to your prompt.



- **Oral language development does NOT mean teaching children to speak as much as improving their ability to talk or communicate more effectively.**
- **ELLs require daily opportunities to learn and practice oral English to support their literacy skills.**
- **Classrooms play a prominent role in the socialization and development of conversational fluency.**

Sources: Evans, L. (2014); Zang, H., & Alex, N.K., 1995; The Education Alliance: Teaching Diverse Learners (2012).

- *When students have experiences that more closely mirror the cultural expectations of the school, the path to literacy is already paved.*
- *ELLs must have oral language abilities as a foundation for understanding print.*

Source: Evans, L. (2014) Preparing the Way.



The Importance of Oral Language Development in the ESL/ELL Classroom:

YouTube (4:27-Ballard and Tighe):

<http://www.youtube.com/watch?v=9cL7Cbk5Lss>



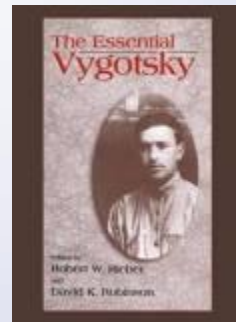
Appointment

Time for our 9:50am appointment!



Social Interaction Theory – Vygotsky

- ❑ Learners are participants actively negotiating meaning.
- ❑ Language development is both biological and social.
- ❑ Relationships between individuals and their worlds happen through participation and collaboration with others.



Cummins (2003) identified three dimensions of language proficiency:

- Conversational fluency
- Discrete language skills
- Academic language proficiency

Together these form the linguistic framework necessary for school achievement.

National Early Literacy Panel

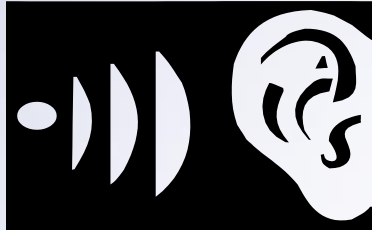
Strong Predictors of Success in Reading, Writing, & Spelling

- **Oral Language** (Listening, Vocabulary)
- Phonological (Phonemic) Awareness
- Alphabet Knowledge
- Concepts About Print
- Invented Spelling
- Writing Name
- RAN (Rapid Automatic Naming)



What we do know is that oral language is the most important predictor of success in reading.





The Duality of Learning Language



Receptive Language

Expressive Language

The ability to understand spoken language

The ability to use words to convey meaning

Oral Language is an Integral Part of all Learning Experiences

Oral language is NOT taught as a separate component of a literacy program.

It is an imbedded component in all content areas.

Speaking to learn is the vehicle for increasing and deepening knowledge.

- **Behaviors**

- Understands appropriate volume & tone of voice
- Knows how to take turns when speaking
- Stays on topic
- Asks questions
- Pays attention when another person is talking

- **Vocabulary**

- Uses vocabulary appropriately for purpose/audience
- Retells story read aloud
- Understands directions

- **Language Structures**
 - Often speaks in complete sentences
 - Generally speaks with grammatical correctness
- **Speech Sounds**
 - Articulates speech sounds correctly
 - Speaks clearly and fluently





TEA PARTY



- Share your part of the story with others.
- Return to your table and share what you learned.
- Create a “We think . . . ” statement about the story.
- Have each group share its “We think...” statements.
- Read the selection.
- Compare/contrast each group’s prediction to the actual story.

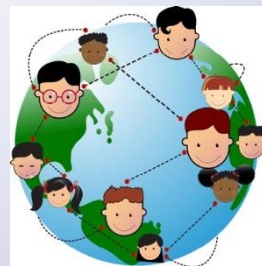
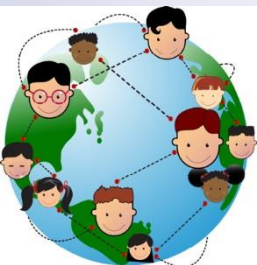


- Most of the time, oral language in the classroom is used more by teachers than by students.
- Teachers spend hours and hours teaching by talking while students sit listening passively.
- **The goal is to not only get students to speak, but to have them learn and develop through speech.**



Did you know . . . ?

- Student talk time should be around 80%.
- Teacher talk time should be around 20%.
- Yet, research shows that ELLs speak on average only 90 seconds per day.



Why do some teachers talk so much?

- Having a fear of silence;
- Talking “at the students” and not communicating with them;
- Forgetting to give think time;
- Giving too long or complicated instructions and/or explanations; or
- Not having enough experience teaching or lacking confidence.



How can we increase Student Talk Time?

- Provide safe speaking situations.
- Pair/group speaking tasks.
- Establish pyramid discussions.
- Get students to move around in the classroom.
- Show interest in what you are teaching.
- Let students speak from a personal point of view.
- Avoid boredom and confusion over tasks.



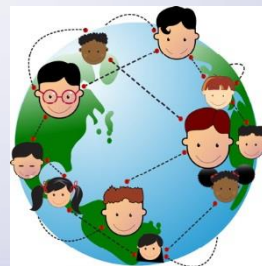
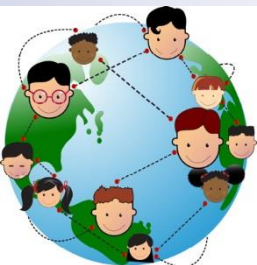
Did you know . . . ?

- Research shows that children who have strong oral language skills often have strong reading and writing skills.
- In contrast, children with oral language problems are at higher risk of reading and writing difficulties.

(Scarborough, 2011)



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Instructional Routines that Support Oral Language Development

- Systematic, Explicit High Quality Classroom Language
- Read alouds
- Dialogic reading (shared reading)
- Storytelling/puppetry
- Music & Rhythm activities
- Activity Centers
- Flannel Stories



APPS:

Common Core
Ifound Poetry
Shake N'Make
Oral Book Report
Dictation Dragon
Simplex Life LITE
Sock Puppets
Teacher Kit

My BlackBoard
Voice Thread
Ed Modo
Penultimate
Educreations
Puppet Pals
ScreenChomp
Attendance/Grades



Thank you for participating in our session!

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