1) How does the support and strength of one’s first language skills affect the success of not only second language acquisition but also academic and social acculturation?

<table>
<thead>
<tr>
<th>L 1</th>
<th>L 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>First language</td>
<td>Second language</td>
</tr>
<tr>
<td>mother tongue</td>
<td>Foreign language</td>
</tr>
<tr>
<td>Primary language</td>
<td>Secondary language</td>
</tr>
<tr>
<td>Stronger language</td>
<td>Weaker language</td>
</tr>
<tr>
<td>Native language</td>
<td>Non-native language</td>
</tr>
</tbody>
</table>

Stern (1983:9) makes a tabulation of the two sets of terms as shown above.

2) What are some examples of strategies, materials, and resources that can be used in your classroom to support your ELL students?
Although all of these qualities are included in the complexities of learning a second language academically. Research shows that previous academic experience in L1 contributes the most to learning a second language and academic material in the target language successfully. (August & Hakuta, 1997; Cuevas, 1997)

Cognitive and academic development in one’s first language has been found to contribute positively in second-language learning (Bialystock, 1991; Collier, 1989, 1992; Garcia, [E.] 1994; Genessee, 1987, 1994; Thomas & Collier, 1997). When the following skills are learned in the first language they transfer to the second. Academic skills
- Literacy development,
- Concept formation,
- Subject knowledge, and
- Strategy development

You learn to read once...Since literacy is socially situated, it is critical to have a supportive environment at school that allows academic and cognitive development in the first language.

So, how can a teacher use L1 resources in the classroom; even if they don’t speak the language? Some of you may already be using L1 materials, resources, and techniques in your classroom, which is great. (i.e. books in different languages). The intent of this presentation is to suggest ideas and clarify how you can provide understandable input for different levels of language learners.
Research shows that Language developed in L1 will transfer to L2 “One of the best predictors of second language proficiency is proficiency in the mother tongue” – Stanford Working Group 1993

**CUP (Common Underlying Proficiency) and Iceberg Model** – According to [Cummins’ (1980, 1984) and Baker’s (1993)] theories, although first and second language are visibly different on the surface, both languages operate through the same central processing system in the student’s brain. Regardless of the language the person is using, the thinking behind language production comes from the same cognitive functioning ability. Speaking, listening, reading and writing in the first language help students develop the same skills in the second language. Concepts learned in one language are therefore transferable to the second language. Researchers believe that educators can help students learn more efficiently if they tap into students’ prior academic knowledge, concepts, vocabulary, word cognates and grammatical structures from first language to help build second language.

Cummins has represented this theory through two visual representations. The **Iceberg Model** and the **CUP Model**. In the Iceberg Model, the two icebergs are separated at the top, representing the different surface features of both languages. Under the water, the icebergs are actually one large iceberg, symbolizing the central processing system that exists in bilingualism.
If educators can help students learn more efficiently by tapping into students' prior academic knowledge, concepts, vocabulary, word cognates and grammatical structures from first their language to help build their second language; imagine how an accurate cultural perception of the student would further their ability to learn?

A glance at culture:

What is Culture? For our purposes we will define culture as whatever it is one has to know or believe in order operate in a manner acceptable to its members. Culture is not a material phenomenon; it does not consist of things, behavior, or emotions. It is rather an organization of these things. It is the form of things that people have in mind, their models of perceiving, relating, and otherwise interpreting them.

(Goodenough (1957) How do our Ell students, or for that matter any of our students organize their behaviors, perceptions and emotions?

What nationality do you perceive these students to be? (three German and one with shades American)
Each school district and even each school building has its own culture. Who are our CLD’s at NVHS? This is one reason we should integrate culturally diverse materials into our classrooms. How do we serve them so that they will flourish in this environment?

<table>
<thead>
<tr>
<th>Category</th>
<th>1998</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>6.1%</td>
<td>6.4%</td>
<td>7.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.4%</td>
<td>1.7%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Black</td>
<td>8%</td>
<td>1.5%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12.0%</td>
<td>17.4%</td>
<td>23.6%</td>
</tr>
<tr>
<td>White</td>
<td>80.0%</td>
<td>67.8%</td>
<td>64.7%</td>
</tr>
</tbody>
</table>
Questions to Ask About Culture

- Family Structure
  - Who is considered to belong in the family?
  - What are the rights, roles and responsibilities of the members?
- Life Cycle
  - What are the important stages, periods and transitions in life?
  - What behaviors are inappropriate for children at various ages?
- Roles
  - What roles are available to whom?
  - How are roles acquired?
- Interpersonal Relationships
  - How do people greet each other?
  - Who may disagree with whom?
  - How are insults expressed?
- Communication
  - What languages and dialects are spoken?
  - What are the characteristics of speaking “well”?
  - What roles, attitudes and personality traits are associated with particular aspect of verbal and nonverbal behavior? ...

Find out about your students.
How can we serve our students well?
The following conceptual model is based on the work of many researchers in linguistics, education, and the social sciences. Over the past 10 years research has been done by Virginia Collier and Wayne Thomas exploring the time needed for students to reach deep enough levels of proficiency in L2 to compete on an equal footing with native speakers of that language. Virginia Collier (1995) (charts to come later in presentation)

According to Virginia Collier (1995) “Development from birth to age five is universal, given no physical disabilities and no isolation from humans. The most gifted five year old is not yet half way through he phonological distinctions, vocabulary, semantics, syntax, formal discourse patterns, and complex aspects of pragmatics in the oral system of their first language” In addition, children who attend formal schooling add reading, writing, listening and speaking skills across each domain of language through each increasing grade level. An adolescent entering college must acquire enormous amounts of vocabulary in every discipline of adult life as we add new context of language use to our life experience. “As adults we acquire new subtleties in pragmatics, as well as the constantly changing patterns in language use that affect our everyday oral and written communication with others”...(Berko Gleason, 1993; Collier, 1992a).

Classroom instruction requires not only content mastery, but also thinking and linguistic skills necessary for learning, that are not necessarily assessed through oral language tests of English proficiency . Crasquillo and Rodrigues (1996) This is why accurate assessment must take place in L1.
4 MAJOR COMPONENTS TO ASSESS

- Sociocultural processes
- Language Development
- Academic Development
- Cognitive Development

Interrelationships of processes in language acquisition need to be considered for assessment. Some of these procedures might include:

a) Information from teachers or teachers’ referrals,
b) Information from parents,
c) Evaluation of records,
d) Appraisal of student’s academic level, and
e) Appraisal of the student’s language skills (Freeman, Freeman, & Mercuri)

Interdependence of these four components are shown in the following diagram

Typo or spelling error
Colliers (1997) Prism model consists of a central area, social and cultural processes, surrounded by three sides: first and second language, academic, and cognitive development

The middle– sociocultural processes
This is made up of all of the social and cultural processes that occur in everyday life situations – at home, school, community and society, and how these contribute to the student’s second language, that is – English.

Language development - This includes the acquisition of the oral and written systems of the student’s first and second languages in all the language domains: grammar, vocabulary, phonology, semantics, etc. In order to assure that students will enjoy cognitive and academic success in their second language, English, a student’s first language system, oral and written, must be developed to a high cognitive level.

Academic development - This includes all school work in the various subjects. With each succeeding grade, academic work dramatically expands the vocabulary and language patterns to higher cognitive levels. This knowledge transfers from the first language to the second language, thus while it is most efficient to develop academic work through students’ first language, this can not always be done at the VIS. Therefore parents should do all they can to keep up their children’s interest in reading and writing in their mother tongue. ESL teachers will do all they can to increase students’ knowledge of English academic vocabulary.

Cognitive development
This is a natural, subconscious process that occurs from birth to the end of schooling and beyond. Young children build thought processes through interacting with loved ones in the language of the home. This is a knowledge base, and it is extremely important that cognitive development continue through a child’s first language at least through the primary school years. Much research has shown that children who reach full cognitive development in two languages enjoy cognitive advantages over monolinguals.

Summary
All four of these of these components – sociocultural, linguistic, academic and cognitive – are interdependent. If one is developed to the neglect of another this may be detrimental to a student’s overall growth and future success. In addition, all components are developmental, they all happened in sequential stages and depend critically on equal balance in both languages. This is why it is so crucial that the school provides a socioculturally supportive school environment that allows natural language, academic, and cognitive development to flourish in both English and the mother tongue. V. Collier (1995)
If Instructional Support in L1 can’t be Provided

- Second language taught as academic content
- Focus on teaching learning strategies needed to develop thinking skills and problem-solving abilities; and
- Ongoing support for staff development emphasizing activation of students’ prior knowledge,
- Respect for students home language and cognitive/academic development,
- Ongoing assessment using multiple measures

This is a group of German, American, Belarus students singing and dancing to learn English.

Krashen summarizes all his hypotheses with the following statement: “People acquire second language when they obtain comprehensible input and when their affective filters are low enough to allow the input in... All other factors thought to encourage or cause second language acquisition only work when they are related to comprehensible input.”

Language that is written or heard that is understood by the L2 learner is all that is necessary to activate the LAD and begin the acquisition of a second language. Krashen (1994)

Comprehensible input examples:
• Pictures or visuals to accompany new vocabulary words and concepts.
• Gestures, drama, & Music
• Hands-on activities
• Manipulatives
• Repetition – Vocab Games
• Translation
A learners zone of proximal development ZPD (Vgotsky) is just beyond her current independent level, but within her grasp with assistance from another. This is “scaffolding” of learner’s current competence with assisted performance has influenced teaching techniques in many different areas, not only second language instruction. Collier (2008)

Typos or spelling errors
Strategies for Making Language and Content Understandable

If at all possible, preview and review the content in the students' first language.

1. Use visuals and realia (real things). Try to move from concrete to abstract.
2. Use gestures and body language.
3. Speak Clearly and pause often.
4. Say the same thing in different ways.
5. Write key words and ideas down.
6. Use overheads and charts whenever appropriate.
7. Make frequent comprehension checks.
8. Have students explain main concepts to one another working in pairs or small groups. They can do this in their first language.
9. Above all, keep oral presentations or reading assignments short. Cooperative activities are more effective than lectures or assigned readings.

Freeman and Freeman (2002)
Figure 1: Cognitive Determinism
Vygotsky View of Cognitive and Language Development

According to Vygotsky, language is a means of influencing later cognitive development. In this context, by getting along with the people around them and practicing their own language, the children will learn to interpret new experiences which will further develop their thinking competence. For an illustration, as the children who have grown and mastered certain aspects of language will be more critical by asking some questions about the things they see and hear. They also start to enjoy listening to stories and describing the characters in the stories. The children’s interaction with the world around can be seen in the following figure.

Drs. Surhano (2009)
Affective issues can either promote or hinder language acquisition. A student with high self-esteem and low anxiety, and a positive attitude toward the target language will have low affective filter and an ability to utilize comprehensive input. Krashen (1983).

Typo or spelling error
# Constructs for Effective Instruction

1. Challenge  
2. Involvement  
3. Success  
4. Scaffolding/cognitive strategies  
5. Mediation/feedback  
6. Collaborative/cooperative learning  
7. Techniques for second-language acquisition/sheltered English  
8. Respect for cultural diversity
Cummins (1979)
To ensure the success of second language learners, it is important for content area teachers to directly instruct second language students using strategies in the academic vocabulary and language patterns necessary to comprehend the content area lesson.

BICS - first type of language acquired “playground” talk- survival vocabulary – social. Context embedded and cognitively undemanding with many nonlinguistic clues present to make the meaning clear. (gestures and intonation)

CALP - vocabulary - rarely discussed in social settings, therefore prone to low proficiency. Context reduced and cognitively demanding. Reading a text involves using academic language. The only clues for the reader come from the ext itself. Often the pictures, charts, and graphs do not help EL’s make sense of the text, so the language of the book is context reduced. Two features of academic language registers are vocabulary and syntax.

Research by Collier (1989,1992) has supported Cummins’ findings. Students need about two years to develop conversational language, but academic language takes at least twice as long to develop.
Freeman & Freeman (2002,p.34)
"The horizontal axis of the BICS/CALP matrix represents a continuum from 'context-embedded' to 'context-reduced', ranging from the situation in which the learner uses external clues and information, such as facial gestures, real objects and pictorial representation to enable understanding, to the other extreme where the learner must rely on linguistic cues, and knowledge about language and text to understand meanings. The vertical axis relates to the degree of cognitive involvement in a task, and moves from tasks that are not very demanding to increasing challenging activities. So, an activity in the lower left corner (cognitively undemanding and context-embedded) such as matching words to a picture might be appropriate for a beginner, but tasks in the upper right corner (more cognitively demanding and context-reduced) such as a poem by Keats, would be a task for advanced learners. Cummins' model has proved helpful in identifying and developing appropriate tasks for bilingual pupils. For example, in preparing tasks for a newly arrived second language learner, teachers might start with contextualized tasks and practical activities that are of low cognitive demand, such as naming items or a simple matching exercise. More proficient learners would require contextual support, but would need more cognitively demanding tasks." This approach to planning and assessing EAL learners was developed and reported in Cline and Frederickson (1996).

In conceptualizing bilingual proficiency in this way, Cummins and other researchers suggest that it takes learners, on average, approximately two years to achieve a functional, social use of a second language but that it may take five to seven years or longer, for some bilingual learners to achieve a level of academic linguistic proficiency comparable to monolingual English speaking peers.

www.naldic.org.uk/.../Cumminsquadrant_001.gif
Blooms taxonomy is a cultural construct – way of organizing (Quad D lessons) Our PLC work at NVHS BICS/CALP model could be overlaid for similar organization.
Freeman, Freeman & Mercuri (2002) This looks a bit like Ginsberg’s model of motivation and engagement for all students.
Not requiring language learners to do independent reading is demoralizing and prevents academic learning. Providing materials in L1 will increase knowledge, cognitive ability, as well as strengthen L2 development.

Fay and Whalley suggest (2004) that filling environments with print examples in both languages is important to successful language acquisition (Hudelson, 1987). Student’s literature in both languages should be in classrooms and school libraries for access at both school and home; newspapers and other community literacy should be available in both languages as well as classroom signs.

Learning to read and write in the first language supports success in with reading and writing in the second language (August & Hakuta, 1997; Cuevas, 1997; Roberts, 1994). These skills must be contextualized within meaningful instructional contexts for full transfer to occur.
(photo) Icelandic, Russian, German, American students.
Saville-Troike (1984)
What is the Objective of Your Lesson?

- **ELD – English Language Development**
  (Most often used in elementary or secondary schools)
- **SDAIE – Specially Designed Academic Instruction in English** (Most often used in high school)
  - Grade appropriate content taught using special techniques to make the language understandable
  - Evaluation focuses on academic content

The ideal in high school classrooms is to focus on content Freeman & Freeman (2002)
According to Fay & Whalley (2004) “ELL’s often live with ambiguity throughout their day in school. As second language learners, they have come to accept this fact. The flexibility they have learned as a result helps them cope with uncertainty as they work through their day. But there are times when we want our students to have a more solid, deep understanding. Thinking about the enduring concepts embedded in our content curriculum helps us know what to prioritize and what to emphasize when creating learning experiences for our students. When student do not understand a concept, we can reteach it in another way or provide more contextually rich experiences to make sure they come away with a solid understanding.”

Sometimes there is just too much information for emerging second language learners. Even when we focus on enduring concepts, students may not remember vocabulary and miss points on a test. What then? Use background knowledge of student for context rich topic understanding. Structure lessons so that students will hear and use the vocabulary as often and as meaningfully as possible, as well as isolating specific facts and vocabulary the students need to learn. Balancing these things is not easy to do, but we do the best we can. We have no guarantee that students will be able to correctly answer test questions about the topic, but be satisfied that the activities and discussions that have taken place in your classroom were meaningful and comprehensible.

Consider using some of the following strategies if not already.

According to Fay & Whalley (2004) “ELL’s often live with ambiguity throughout their day in school. As second language learners, they have come to accept this fact. The flexibility they have learned as a result helps them cope with uncertainty as they work through their day. But there are times when we want our students to have a more solid, deep understanding. Thinking about the enduring concepts embedded in our content curriculum helps us know what to prioritize and what to emphasize when creating learning experiences for our students. When student do not understand a concept, we can reteach it in another way or provide more contextually rich experiences to make sure they come away with a solid understanding.”

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Consider using some of the following strategies if not already.
Prepare visuals

- realia, and manipulatives (drawings, photographs, real life objects, counting devices, etc.)
How is vocabulary assessed? Talk to Vicky Walkinshaw
**Academic Vocabulary**

<table>
<thead>
<tr>
<th>Math</th>
<th>add, subtract, divide, multiple, integer, graph, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>democratic, vote, president, constitution, etc.</td>
</tr>
<tr>
<td>English</td>
<td>plot, protagonist, character, outline, scene, etc.; and</td>
</tr>
<tr>
<td>Science</td>
<td>beaker, Bunsen burner, electricity, atoms, etc.</td>
</tr>
</tbody>
</table>

Give an non-example and good example: (lesson in Spanish Confusing first time then using strategies so they can understand it) (Grading and usage of eggs)

Or, How might you explain electricity using L1 resources?

Role play, ask other students to demonstrate the word. Start with wall socket (realia) draw wires to power station- lines to hydro power or other source.
Incorporate Mainstream Concepts

- Plan content area lessons that incorporate the same concepts as the mainstream classes but modify the curriculum by adding devices to make it comprehensible to you students.
Teach New Vocabulary

- Decipher the academic vocabulary the students require to understand the lesson and plan a strategy to teach the students this vocabulary.

Potential Challenges:
New word and concept. The student may be able to read the word aloud, but the concept may be unfamiliar.
The concept is not new but the word is new
The word is familiar, but has new meaning in the context.

Examples from Becoming one community:
Word Wall
Simple organizers – sentence starters I think ____________ because ______________.
Share statement with a partner
Write key words and ideas down...
Developing Academic Content

- As long as the input contains academic language and concepts, students will acquire the kind of language they need for school success.

Freeman & Freeman (2002)
During this stage the L2 student actively listens to the language input. Like a one year old, the student is developing comprehension in L2. Characteristics – transfer of L1 pronunciation - given time will understand English language and story telling, great difficulty writing in L2. Spanish speaker will pronounce the letter “i” as “e” and “v” as “b”. Asians do not differentiate between phonemes [l] and [r] students will mix letters when reading.
## Stage 1

<table>
<thead>
<tr>
<th>Pre-Production</th>
<th>Students are able to:</th>
<th>Teachers Should:</th>
</tr>
</thead>
</table>
| o-6 months to achieve this stage | • Observe, locate, label, match, show, classify, and sort.  
• Nod answers to questions  
• Point to objects or print  
• Categorize objects or pictures  
• Role play  
• Draw | • Provide listening opportunities.  
• Create a classroom full of language.  
• Use mixed ability groups.  
• Create high context for shared reading.  
• Use physical movement.  
• Use art, mime, and music |
Stage 2 – Early Production

Students:
- Have limited comprehension
- Give one or two word responses
- Depend heavily on context
- Verbalize key words
- Respond with one/two word answer
- Have mispronunciations
- Have grammar errors
- 500-1000 receptive word vocabulary

## Stage 2

<table>
<thead>
<tr>
<th>Early Production</th>
<th>Students are able to:</th>
<th>Teachers should:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of time to achieve this stage. 6 months-1 year</td>
<td>• Name, recall, draw, record, point out, underline, categorize, and list. • Identify people, places, and things. • Repeat memorable language. • List &amp; categorize • Listen with greater understanding. • Use routine expressions independently.</td>
<td>• Ask yes no, Who? What? Where? Questions • Provide context rich listening opportunities. • Have students complete sentences with 1-2 words. • Have students label, manipulate pictures/objects • Build on prior knowledge. • Use predictable &amp; patterned books. • Introduce dialogue journal</td>
</tr>
</tbody>
</table>

Stage 3 – Speech Emergent

Students:
- Have good comprehension
- Can make simple sentences (with errors)
- Use short phrases
- Respond orally
- Function on a social level
- Receptive Vocabulary 1000-6000 words

<table>
<thead>
<tr>
<th>Speech Emergent</th>
<th>Students are able to:</th>
<th>Teachers should:</th>
</tr>
</thead>
</table>
| 1-2 years to achieve this level | • Describe events, places, and people  
• Recall facts  
• Explain academic concepts  
• Define new vocabulary  
• Summarize  
• Compare and Contrast  
• Share, retell, follow, associate, organize, compare, restate and roleplay | • Ask open-ended questions  
• Model, expand, restate, & enrich student language  
• Use patterned & predictable books  
• Support the use of content area texts with retelling roleplay etc.  
• Have students describe personal experiences  
• Create books through language arts activities |
Stage 4 - Intermediate Fluency

- Show good comprehension
- Make few grammar errors
- Use simple sentences
- Produce whole sentences
- Respond orally and in written form
- Initiate conversation and question
- Up to 7000 work receptive word vocabulary

<table>
<thead>
<tr>
<th>Intermediate Fluency</th>
<th>Students are able to:</th>
<th>Teachers should:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Give simple opinions</em> <em>Justify views or behaviors</em> <em>Negotiate with others</em> <em>Present one side of an argument</em> <em>Defend actions &amp; opinions</em> <em>Briefly &amp; simply express the results of analysis and evaluation</em> <em>Tell, describe, restate, contrast, question, map, dramatize, demonstrate and give instruction.</em></td>
<td><em>Structure group discussions</em> <em>Provide guided practice in use of reference materials.</em> <em>Provide literature</em> <em>Ask students to create narratives and rewrites.</em> <em>Provide for a variety of realistic writing opportunities</em> <em>Publish students’ writing</em></td>
</tr>
</tbody>
</table>

Stage 5 – Advanced Intermediate Fluency

- Can communicate thoughts
- Engage in and produce connected narrative
- Show good comprehension
- Use expanded vocabulary
- Function on an academic level
- Have up to 12,000 receptive & active word vocabulary

## STAGE 5

<table>
<thead>
<tr>
<th>Advanced Intermediate</th>
<th>Students are able to:</th>
<th>Teachers should:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved in 3.5 years</td>
<td>• Give complex opinions&lt;br&gt;• Justify views /behaviors&lt;br&gt;• Negotiate with others&lt;br&gt;• Debate&lt;br&gt;• Defend actions&lt;br&gt;• Persuade&lt;br&gt;• Express the results of synthesis, analysis, and evaluation.&lt;br&gt;• Imagine, create, appraise, contrast, predict, report, estimate, evaluate, explain, and model,</td>
<td>• Facilitate group discussions&lt;br&gt;• Guide use of reference material.&lt;br&gt;• Provide more advanced literature&lt;br&gt;• Provide for a variety of realistic writing opportunities&lt;br&gt;• Publish students writing.</td>
</tr>
</tbody>
</table>
Stage 6 – Advanced Fluency

- Have excellent comprehension
- Have near native speech
- Function on academic level with peers
- Maintain two-way conversation.
- Demonstrate decontextualized comprehension.
- Use enriched vocabulary
- Beyond 12,000 word vocabulary

## Stage 6

<table>
<thead>
<tr>
<th>Advanced Fluency</th>
<th>Students are able to:</th>
<th>Teachers Should:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-7 years to achieve</td>
<td>• Produce written and oral language that is comparable to that of native speakers of English of the same age. • Able to relate, infer, hypothesize, outline, revise, suppose, verify, rewrite, justify, critique, summarize, illustrate, judge</td>
<td>• Continue on-going language development through integrating language arts and content-area activities</td>
</tr>
</tbody>
</table>

**Professional Extensions**

- Using Language Acquisition Chart and Oral and Written Stages Handout:
- List some specific activities organized around a theme or a big question that would be suitable for students in each of the five stages.

  (1-2 tables for each stage)

Handout Stages of Language Acquisition and Oral and Written Stages Freeman & Freeman (2002)
Professional Extensions

- Using the list of strategies on handout for making language and content comprehensible:
- Describe a lesson that you have taught or observed.
- Which of the strategies were used?

Freeman & Freeman (2002)

Share out examples. Thank you for your participation. I hope you will take the opportunity to implement some of these important concepts in learning as you teach our English Language Learning Students.
These strategies complement our Cycle of Inquiry work.
## Spotlight Scoring Grid

<table>
<thead>
<tr>
<th>Comments</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensiveness, breadth of reading and research, citations &amp; sources, etc.</td>
<td>Excellent</td>
</tr>
<tr>
<td>Grammar, spelling, punctuation, etc.</td>
<td>Some typos or spelling errors</td>
</tr>
<tr>
<td>Quality of oral presentation: clarity, pacing, info, etc.</td>
<td>Excellent</td>
</tr>
<tr>
<td>Quality of oral presentation: professionalism, ability to answer questions, etc.</td>
<td>Very good</td>
</tr>
<tr>
<td>Quality of PowerPoint presentation: clarity of slides, graphics, text, etc.</td>
<td>Very good</td>
</tr>
<tr>
<td>Quality of script: clarity, comprehensiveness of notes &amp; bibliography, etc.</td>
<td>Very good</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>394</strong></td>
</tr>
</tbody>
</table>