

Engaging English Learners in Classroom Conversation: Five Strategies for Bolstering Oracy Skills

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Second Language Acquisition: 3 BIG Ideas



Big Idea	Classroom Implication
#1: Second Language Acquisition is a Process	
#2: There are four domains of language	
#3: Speaking is a precursor to writing.	

Defining Oracy



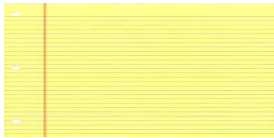









What is oracy?	Why does it matter?

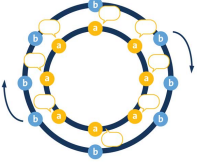


Oracy in the Classroom: School 21

How do the teachers in the video promote oracy? Write down what you observe.

Promoting Effective Talk

Strategies	Classroom Implications
<p>Establish Expectations</p> 	<p>What are the expectations you have for talk in your classroom? How can you share these with your students?</p>
<p>Sentence Frames</p> <p>Today the weather is _____.</p> 	<p>How can I use sentence frames to support and stretch my students' speaking?</p>
<p>Talk Tasks</p> <p> 24 cookies  4 children</p> <p> 24 cookies  6 children</p> <p> 24 cookies  8 children</p> <p> 24 cookies  12 children</p>	<p>How can I use talk tasks to promote rich classroom conversations?</p>

Strategies	Classroom Implications
<p style="text-align: center;">Chants</p> <p>_____ here, _____ there, (Plural Noun) (Plural Noun)</p> <p>_____ everywhere. (Plural Noun) (Plural Noun)</p>	<p>How can I use chants in my classroom next week?</p>
<p style="text-align: center;">Groupings</p> 	<p>How can I be more intentional about groupings in my classroom?</p>

Key Takeaways



1. _____
2. _____
3. _____

Characteristics of Speaking, Writing, & Vocabulary in Each Stage of Language Acquisition

Student Name: _____ Date: _____ Overall Proficiency Level: _____				
	Characteristic Features of Speaking	Conversational Vocabulary	Academic Vocabulary	Language Used When Speaking & Writing
Level 1 Starting	<ul style="list-style-type: none"> Often silent; responds nonverbally through gestures, pointing, nodding, yes-or-no answers, and drawing. May speak in single words, simple two-word phrases, or memorized chunks of text. May answer yes-or-no and either-or questions Writing in the L2 may involve labeling letters or sounds, labeling basic vocabulary, or filling in simple form sentences. 	<ul style="list-style-type: none"> Learning common high-frequency words and everyday vocabulary in the school setting to express basic concrete needs. 	<ul style="list-style-type: none"> Learning basic content-specific vocabulary, but may not be speaking or writing this vocabulary just yet. 	<ul style="list-style-type: none"> Uses common nouns: <i>dog, boy, book</i> Uses regular plurals: <i>dogs, boys, books</i> Uses basic prepositions: <i>in, on, at</i> Uses verb to be: <i>I am happy.</i> Uses basic sentence structure (SVO): <i>I am a student. I play soccer.</i> Uses basic commands: <i>Look! Help!</i>
Level 2 Emerging	<ul style="list-style-type: none"> Speaks & writes in phrases or short sentences. Makes basic errors that often interfere with communication. 	<ul style="list-style-type: none"> Developing conversational language to communicate simple and routine experiences. 	<ul style="list-style-type: none"> Beginning to use some content-specific and general academic vocabulary and expressions, but lacking a range of vocabulary beyond the basic. 	<ul style="list-style-type: none"> Uses subject pronouns: <i>I, you, he, she, it, we, they</i> Uses statements: <i>there is/are, here is/are</i> Uses present tense Makes negative statements: <i>That is not my paper.</i> Uses present progressive tense: <i>We are going to the party.</i> Uses prepositional phrases: <i>in the book, on the bed</i> Uses basic adjectives: <i>big instead of huge, enormous</i> Uses coordinating conjunctions: <i>and, or, but</i>

<p style="text-align: center;">Level 3 Developing</p>	<ul style="list-style-type: none"> Speaks & writes in expanded sentences. Makes grammatical errors that may interfere with communication, but maintains much of the meaning. 	<ul style="list-style-type: none"> Has a foundation for conversational language to communicate familiar matters that are regularly encountered. 	<ul style="list-style-type: none"> Increasingly using content-specific and general academic vocabulary and expressions. 	<ul style="list-style-type: none"> Uses possessive pronouns: <i>mine yours, his, hers, ours, theirs</i> Uses habitual present tense: <i>He goes to Mexico every summer.</i> Uses past tense: <i>I played with my friend.</i> Uses subject-verb agreement: <i>She likes science.</i> Uses adjectives correctly: <i>the beautiful red flowers</i> Uses more coordinating conjunctions: <i>so, yet</i> Uses subordinating conjunctions: <i>because, when, before, after</i> Uses basic contractions: <i>I'm, it's, can't, didn't</i> Uses comparatives: <i>This magnet is stronger than the other one.</i> Asks questions in the future tense: <i>Will you go to the museum? Or Are you going to the museum?</i>
<p style="text-align: center;">Level 4 Expanding</p>	<ul style="list-style-type: none"> Speaks & writes using a variety of sentence lengths of varying complexity. Makes minimal grammatical errors that do not interfere with the overall meaning. 	<ul style="list-style-type: none"> Has a strong command of conversational language to communicate both concrete and abstract situations. 	<ul style="list-style-type: none"> Using a wider range of content-specific and general academic vocabulary and expressions. 	<ul style="list-style-type: none"> Uses reflexive pronouns: <i>myself, yourself, himself, herself, itself, ourselves, themselves</i> Uses abstract nouns: <i>democracy, freedom, trust</i> Uses irregular past tense: <i>I found the book, & I bought it.</i> Uses gerunds: <i>Voting is a responsibility citizens have.</i> Uses superlatives: <i>Which planet is the largest in our galaxy?</i> Uses adverbs: <i>quickly, carefully, well (instead of good)</i> Uses synonyms & antonyms Uses more coordinating and correlative conjunctions: <i>however, there, either...or</i> Asks questions in the past tense: <i>Where did the colonists settle?</i>
<p style="text-align: center;">Level 5 Bridging</p>	<ul style="list-style-type: none"> Speaks & writes extensively using a variety of sentence lengths of varying complexity. Speaking & writing approach comparability in English-proficient peers. 	<p>Nearing English-proficient command of conversational language, communicating in a wide range of situations and understanding implicit meaning.</p>	<ul style="list-style-type: none"> Nearing English-proficient command of content-specific and general academic vocabulary and expressions. 	<ul style="list-style-type: none"> Uses perfect tenses: <i>has been, have been, will have been</i> Uses conditional perfect tense: <i>If I had checked my answer, I would have gotten it correct.</i> Uses auxiliary verbs & contractions: <i>could/couldn't, would/wouldn't, should/shouldn't</i> Uses a wider range of adverbs: <i>already, still, often</i> Uses relative pronouns: <i>who, whom, whose, which, that</i> Uses more subordinating conjunctions: <i>although, whenever, until, whereas, even though</i> Uses the passive voice: <i>The seed was planted in the garden.</i> Uses metaphors and similes

*Adapted from Celic, 2009

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