

# 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



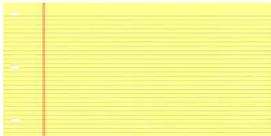
What is oracy?	Why does it matter?

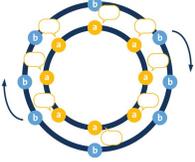


## Oracy in the Classroom: School 21

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

### Promoting Effective Talk

Strategies	Classroom Implications
<p><b>Establish Expectations</b></p> 	<p>What are the expectations you have for talk in your classroom? How can you share these with your students?</p>
<p><b>Sentence Frames</b></p> <p>Today the weather is _____.</p> 	<p>How can I use sentence frames to <b>support</b> and <b>stretch</b> my students' speaking?</p>
<p><b>Talk Tasks</b></p> <ul style="list-style-type: none"> <li> 24 cookies  4 children</li> <li> 24 cookies  6 children</li> <li> 24 cookies  8 children</li> <li> 24 cookies  12 children</li> </ul>	<p>How can I use talk tasks to promote rich classroom conversations?</p>

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

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

\*Adapted from Celic, 2009

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