

Language Development Lesson Design Workshop



Jeff Zwiers
March 13, 2017
Tamalpais

Jeffzwiers.org/March13

How do we teach language?

What are the most common types of lesson activities that you use to teach language?



Communicating to Learn



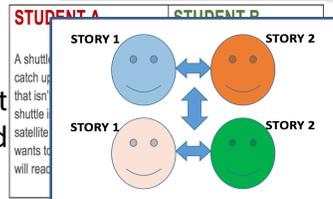
Real and engaging communication is the most effective way to learn and remember language.

Communicativeness "Test" (Essential Features for Language Development)

___ **Is there a useful & engaging purpose?** In what ways do students use (and need to use) language to communicate in a meaningful and engaging way beyond just to answer questions or get points? Are there consequences for lack of communication?

Discuss how authors...
Decide how Columbus...
Design an experiment that measures the speed of sound.

___ **Is there an information gap?** In the activity, do students get or give information that they want, need, or know?



___ **Is there attention to language in service of communication?** In the activity, is there extra teacher assessment focused on improving how language is used?

- Sentence Frames
- Language modeling & scaffolding
- Practice
- Formative feedback

Developing Oral Output with “INFORMATION GAP” Activities

Info Gap Activities for Listening and Speaking

Information Gap: DRAW IT FOR ME

A:
You need to paint the walls and ceiling in a classroom. Your partner went to the school and did some measurements. Ask your partner for the information that you think you need in order to know how many square meters you will paint in

B:
- 4 walls in each classroom
- Each wall is 8 meters long and 3 meters high

A:

10 m	10m	10m
10m	10m	10m



Jigsaw Activity

What are situations in each discipline in which two people have to share information?

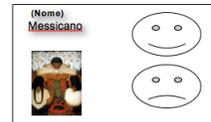
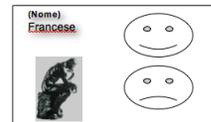
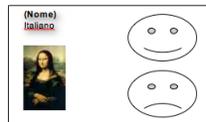
Information Gap: DRAW IT FOR ME

1. Model for students how you would describe the thing to be designed, and draw it after each sentence
(Ideas: house, school, park, spaceship, city, playground, submarine,...)
Students can draw it along with you. Describe it and put up vocabulary on it during or after modeling.
2. Describe a different (park) and have students draw it (without you drawing a model).
3. Then have students draw their own plans.
4. Partner them up with partners across the room and have them take turns describing their ideas to a partner, who draws and shows the evolving design to the talker, who can help but not show own drawing.



Information Gap Cards: Who I am

1. Model for students the goal of sharing biographical info (name, nationally, age when you died, likes & dislikes, etc.)
2. Act out needed vocab (like & dislike verbs) on the wall
3. Give a card to each student and let them practice what they will say to themselves
4. Have them find all three other artists and share their information



Information Gap Cards: Who I am

Mi chiamo...

Io sono...

Mi piace... Non mi piace...

Scrivere

Scolpire

Dipingere

Inventare

89 = ottanta nove

67 = sesanta sette

82 = ottanta due

71 = settant'uno

Avevo ___ anni quando morì

Michelangelo Buonarroti
Italiano
1475-1564

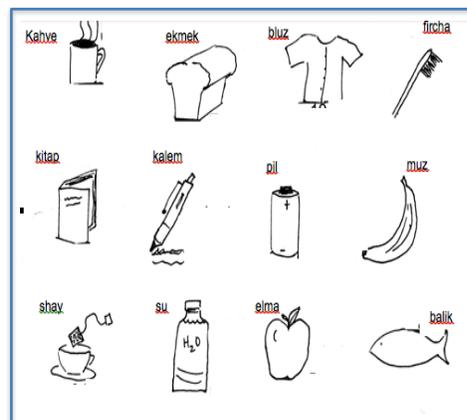


😊
scolpire

☹️
scrivere

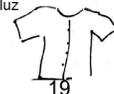
Information Gap: A & B (At the Store)

1. Half of students get A & half get form B
2. Model & preview expressions & vocab
3. Students pair up and each play a role (e.g., A starts as customer; B is store owner)
4. A and B switch roles
5. Optionally, students create their own forms



Info Gap Activities: A and B Forms

	1 beer	2 eekee	3 yooch	4 dirt	5 besh	6 altuh	7 yehdee	A
	8 sekeez	9 dohkooz	10 ohn	11 ohn-beer	20 yeer-mee	21 yeermee beer	30 oh-tooZ	

B: Bluz ne kadar?	Kahve 6 lira 	ekmek 	bluz 19 	fircha 
A: Yehdee lira				
B: Kitap ne kadar?	kitap 15 	kalem 	pil 	muz 
A: Ohn-besh lira				
...				
A: Fircha ne kadar?	shay 31 	su 	elma 5 	balik 
B: Sekeez lira.				
A: Balik ne kadar?				
B: Yeermee yooch lira				

Communicativeness "Test" (Essential Features for Language Development)

___ **Is there a useful & engaging purpose?** In the activity, do students use (and need to use) language to do something meaningful and engaging beyond just to answer questions or get points? Are there consequences for lack of clarity?



___ **Is there an information gap?** In the activity, do students get or give information that they want, need, or don't have?



___ **Is there attention to language in service of communication?** In the activity, is there extra teaching and assessment focused on improving how language is used?



Developing Oral Output
with
TRANSITION IMPROV
Activities



Transition Improv Activity: Pro-Con

Topics: Camping, Shopping, Traveling, TV, Uniforms,
Computers, Superheroes, Cars, Conferences,
Testing, Internet, Cell phones, Video games

Transitions: **However,**
On the other hand,
Then again,

~~but~~

PC Frames: One advantage is ... For example, ...
Another positive of ... is... because...
A negative aspect of ___ is ...
In spite of the positives of _____,

A & B, Lean?

Transition Improv Activity: Positivo-Negativo

Tema: Viaggiare a altri paesi

Positivi



Posso...

- mangiare cibo nuovo. Per esempio, in Peru ho mangiato...
- Imparare la storia del paese
- riposare, leggere, nuotare

Negativi



Devo...

- spendere molti soldi. Per esempio, ...
- passare molto tempo in aereo.
- Cercare bagni puliti

**D'altra parte,
Tuttavia,
Nonostante,**

~~Però~~

Nei viaggi, ...

Un vantaggio

Un'altro aspetto positivo e che ... per che...

Un svantaggio e che...

A & B, Lean?



Jeff Zwiers

Understanding Language

Transition Improv: For-Against

Topics: Fracking, adding lime to soil to lower pH, genetic engineering, nuclear energy, stem cell research, human-caused climate change, wolf reintroduction, de-extinction, zoos, preserving wetlands, corn as fuel, extraterrestrial life, desalination, ...

Transitions: **However,**
On the other hand,
Then again,

~~but~~

Frames:

One reason for ... is ... For example, ...

Evidence that supports ... is... because...

A reason against ... is ... For example, ...

Evidence that does not support ... is ... because...

*A & B,
Lean?*

OUTPUT: Transition Improv (Similar-Different)

Animal cells

Lysosomes
(digest food and break down waste)

Centrioles
(pull chromosomes from nucleus during mitosis)

No cell wall

Plant Cells

Cell wall
(gives plant its shape)

Large vacuole (store nutrients and waste)

Chloroplasts
(produce carbohydrates using photosynthesis)
One turn with, next turn without

Ribosomes
(make protein)

Mitochondria
(turns nutrients into energy)

Cytoplasm

However, unlike animal cells, plant cells have ____, which ...

On the other hand, & animal cells both have ____, which serve to...

Then again, similar to ____ in that they both ____

Animal cells differ from plant cells in that ____

Jeff Zwiers
Understanding Language/SCALE

Transition Improv: Two Views

Views: Patriots
Loyalists

Transitions: **However,**
On the other hand,
Then again,



~~but~~

Frames: The ____ thought that ...

Many ____ believed that...

A different perspective held by ____ was that...

In the eyes of ____...

Jeff Zwiers
Understanding Language

Communicativeness “Test” (Essential Features for Language Development)

___ **Is there a useful & engaging purpose?** In the activity, do students use (and need to use) language to do something meaningful and engaging beyond just to answer questions or get points? Are there consequences for lack of clarity?



___ **Is there an information gap?** In the activity, do students get or give information that they want, need, or don't have?



___ **Is there attention to language in service of communication?** In the activity, is there extra teaching and assessment focused on improving how language is used?



Developing Oral Output
with
**“STRONGER Y CLEARER
EACH TIME”
Activities**

Designing “Stronger & Clearer Each Time” Activities



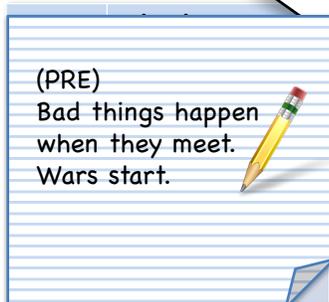
1. Prompt for an **original response**
2. Successive partners: **borrow and use the language, ideas, and evidence** each time-->
 - **Stronger** (often longer) with better supporting evidence and examples, and
 - **Clearer** with more precise terms and linked, organized, complete sentences.
3. Scaffolds **are reduced during** the activity.

“Stronger & Clearer Each Time” Grid

I think bad things happen when cultures meet, like wars.

Switch partners!
Don't forget to use examples.

I think it's both good and bad. Like you learn from each other, but also you can fight.



What happens when cultures meet and why?

"Stronger & Clearer Each Time" Grid

I think bad things happen when cultures meet, like wars.

Cultures meet and bad things happen like war. But good things, too, like you can learn other language.

1.	Mario	both, learn
2.	Juan	religion, Aztecs, Spain
3.		
	Me	

Switch partners!
Don't forget to use examples.

I think it's both good and bad. Like you learn from each other, but also you can fight.

When cultures meet each other, it helps us to learn how others live, like their religion. But wars can happen, like the Aztecs and Spain.




What happens when cultures meet and why?

"Stronger & Clearer Each Time" Grid

I think bad things happen when cultures meet, like wars.

Cultures meet and bad things happen like war. But good things, too, like you can learn other language.

When cultures meet, is bad and good. Bad cuz they fight wars, like they're different. Spain thought they were better than the Aztecs. And good cuz you can learn languages, like Spanish, and new religion.

Switch partners!
Don't forget to use examples.

(PRE)
Bad things happen when they meet.
Wars start.

(POST)
When cultures meet, is both bad and good. Bad cuz they fight, like the Aztecs and Spain. Spain thought they were better so they took over. Good cuz of new food and languages and religion.



What happens when cultures meet and why?

“Stronger & Clearer Each Time” Grid

Name	How can we make it so more language teaching activities have more authentic communication in them?
Me	(just two or three key words, if any)
1.	
2.	
3.	
Me	

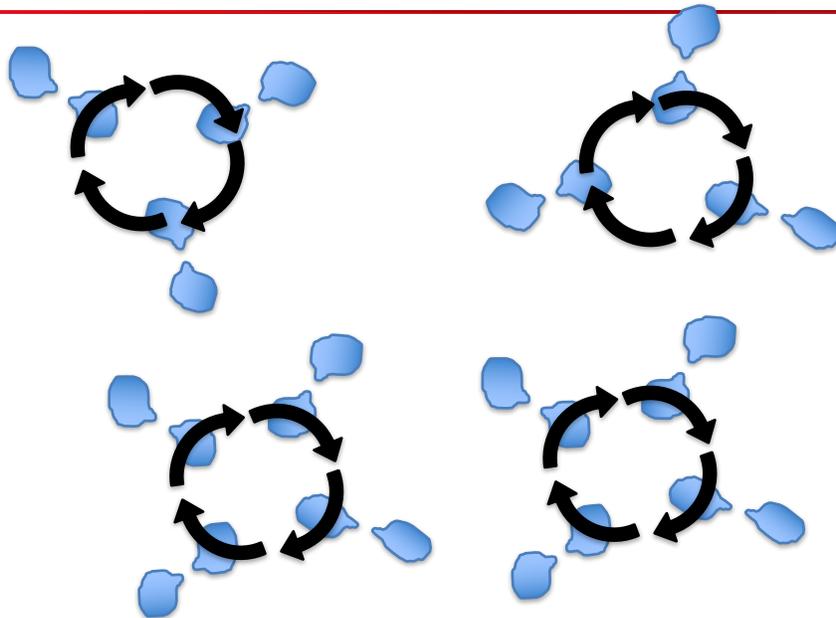
One powerful way to adapt...

For example,

We can

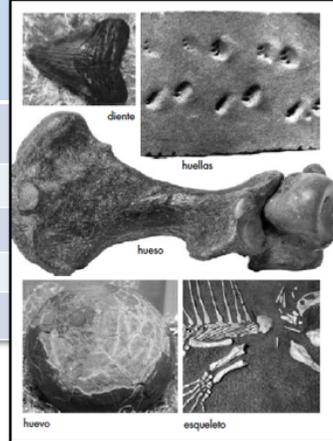
(Teacher can have listeners ask clarifying and supporting questions)

Practically Speaking: Interaction Mini-Circles



“Stronger & Clearer Each Turn” Grid

¿Cómo aprenden los científicos sobre los dinosaurios?	
Name	
Me	(just two or three key words, if any)
1.	
2.	
3.	
Me	



Los científicos estudian los/las...
 Para aprender ...
 Los científicos piensan que algunos dinosaurios... porque...

Pre- & Post-Grid Writing: Looking at Student Work

PRE (after reading)

Aprendan dinosaurios.
 Dientes for comer.
 Los dinaurios sat on uevos. Footprints too.

POST (after Grid)

Cientificos aprendan sobre dinosaurios.
 Miran los dientes para ver comer. Miran uellas para ver es rapido.
 Miran uevos para ver bebis y aprender.

Communicativeness "Test" (Essential Features for Language Development)

___ **Is there a useful & engaging purpose?** In the activity, do students use (and need to use) language to do something meaningful and engaging beyond just to answer questions or get points? Are there consequences for lack of clarity?



___ **Is there an information gap?** In the activity, do students get or give information that they want, need, or don't have?



___ **Is there attention to language in service of communication?** In the activity, is there extra teaching and assessment focused on improving how language is used?



Application & Adaptation Time

1.

What to Look For in Conversations: Conversation Observation & Analysis Tool (COAT)

Prompt
Quantity
Quality
<input type="checkbox"/> Effective listening
<input type="checkbox"/> Clear speaking (+ use of language asked for in prompt)
<input type="checkbox"/> Academic thinking (+ use of thinking asked for in prompt)
<input type="checkbox"/> Academic content (+ talk about content asked for in prompt)
<input type="checkbox"/> Nonverbal communication

Building Ideas in Conversations

Prompt
Quantity
Quality
Supports & Structures

Laura: I think air has weight. Remember the balloon?

Eli: I disagree.

Laura: Why?

Eli: Cuz I can't feel it. Can you?



Lisa: I think the dog was his best friend in the story.

Edgar: I would like to add to your idea. My dog ran away last year and we found him in the park.

Lisa: Which park?

Edgar: The one by the train station.

Lisa: I took a train to San Jose last week.

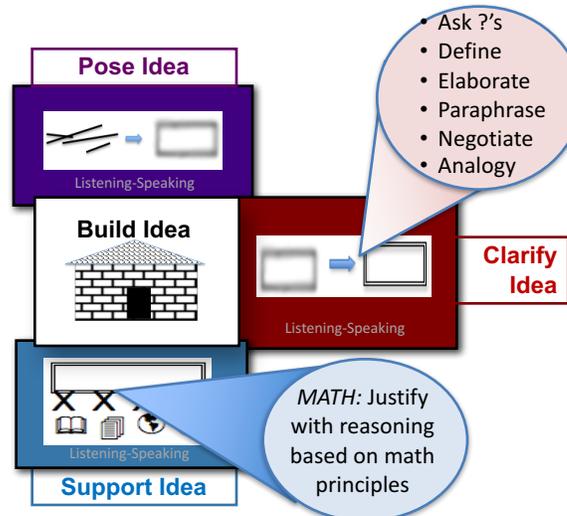


Jeff Zwiers

Understanding Language/SCALE

Constructive Conversation Skills for “Build Up 1 Idea” Mode

Goal: Students collaboratively (but w/o teacher) build an idea (e.g., claim, answer, solution, interpretation), **using the following skills:**



Jeff Zwiers

Understanding Language/SCALE

Conversations at Beginning Levels of Proficiency

Learning objective: Use reasons to argue the importance of a historical figure.

Prompt: Talk about what makes Abraham Lincoln a hero.

A: How Lincoln a hero?

B: He stop slavery, the slaves.

A: How?

B: The war.

A: Yeah, Civil. He fighted it stop slavery.

B: Muchos die in the war.

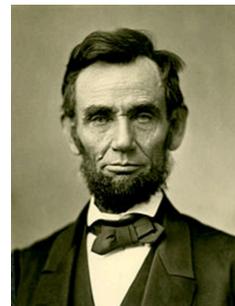
A: Very bad.

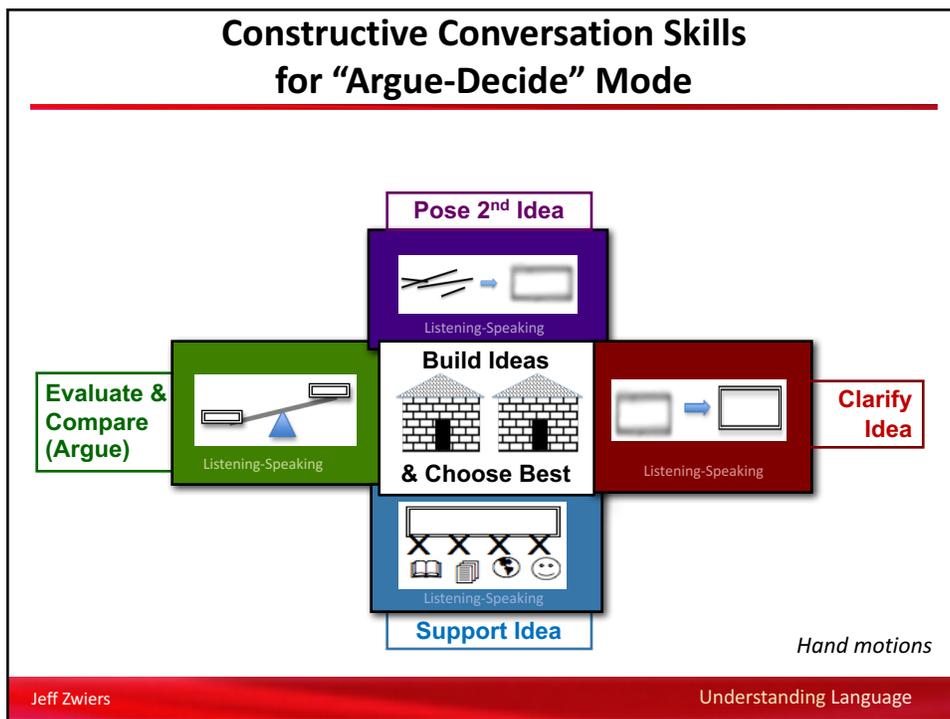
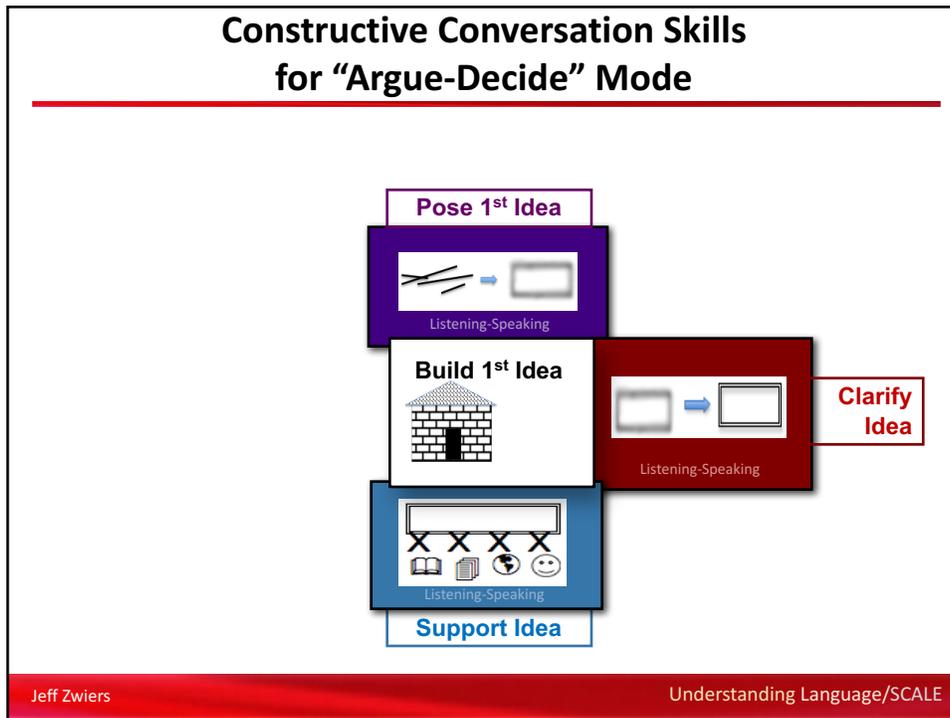
B: But cuál es more bad? Slavery or die?

A: Slavery.

B: Why?

A: Cuz you not free, like, como en la cárcel, y te golpean. And Lincoln stop it. He's a hero.





Conversation Analysis

A: What do firefighters need most? (*prompt*)

B: Air.

A: Can you give a example?

B: Like air, like the picture. Breath.

A: Why do they need it most?

B: So not to die.

A: Why?

B: When they go in burned buildings. Smoke kills so they need air. Air is most important.

A: I think most they need water.

B: Why?

A: Para apagar el fuego, fire. It's their job.

B: But they can't use water if they die of smoke.

A: OK, yeah. Air is most.



5th Gr. Language Arts/ELD



Context

- 5th grade Language Arts/ELD class in San Francisco
- Advanced and early intermediate partners.

This Clip

- After reading an allegory for the Holocaust, students discuss what could have happened if the animals had stood together.
- They practice stating opinions, paraphrasing, and clarifying

Improving Conversation Prompts

- There is an engaging purpose** for conversing that (a) **connects to lesson objectives**, and (b) **requires thinking & doing something with ideas** (e.g., create, clarify, argue (=>consensus), decide, rank, solve, evaluate, combine, compare, choose, fortify, build, & transform) (+ Agency)
- There is a need to talk** (info gaps; bring unique ideas)
- There are clear directions** for how to converse (language use, thinking, content concepts...)

ELA Literature: Collaboratively

ELA Expository: Engage in a

Math: Work with your partner to

Science: In your conversation,

History: With your partner, decide if Lincoln was more interested in abolishing slavery or more interested in preserving the Union. Use evidence to support the claims on each side and evaluate the value of the evidence, along with any bias that might exist in the sources. Use historian language such as "This is strong evidence because..."

Write a model conversation

Think of an upcoming lesson, create a good prompt, and write a model conversation between two students that shows their learning.

Prompt:

A:

B:

A:

B:

Communicativeness "Test" (Essential Features for Language Development)

___ **Is there a useful & engaging purpose?** In the activity, do students use (and need to use) language to do something meaningful and engaging beyond just to answer questions or get points? Are there consequences for lack of clarity?



___ **Is there an information gap?** In the activity, do students get or give information that they want, need, or don't have?



___ **Is there attention to language in service of communication?** In the activity, is there extra teaching and assessment focused on improving how language is used?

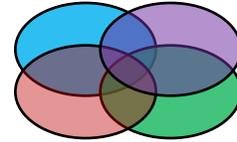


Application & Adaptation Time:

- 1

CONTACT INFORMATION

Email: jzwiers@stanford.edu
Web sites: jeffzwiers.org/March13
ell.stanford.edu



References

- Mercer, N. (2000). *The Guided Construction of Knowledge: Talk amongst teachers and learners*. Clevedon, UK: Multilingual Matters.
- Zwiers, J. & Soto, I. (2016) *Academic Language Mastery: Conversational Discourse in Context*. Corwin Press.
- Zwiers, O'Hara, & Pritchard (2014) *Common Core Standards in diverse classrooms: Essential practices for developing academic language & disciplinary literacy*. Stenhouse.