SUPPORTING ADULT ESL LEARNER SUCCESS WITH THE ELP STANDARDS

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Objectives

• Identify the language demands of instructional tasks.

• Identify the ELPs that can support learner success with the language demands of instructional tasks.

• Develop appropriate scaffolds for building language and thinking skills needed for success with rigorous instructional tasks.
Today’s Agenda

• Using the ELPs to increase rigor
• A task-analysis approach
• Modeling sample lessons and task analysis
• Practice the task analysis process yourselves
• Q & A
Our materials for today

• Your white handout – sample instructional tasks

• Your yellow handout- our task analysis grid.

• Your pink handout- our tools for analysis:
  • The Depth of Knowledge chart
  • The Language Functions and Forms chart
Where are we as a field today?

• Integration of content areas (civics, workplace readiness, career training)
• Integration of transitions skills at all levels (Parrish & Johnson, 2010)
• Teaching of higher-order thinking and problem solving skills
• Prioritizing *content-rich* informational texts (Parrish, 2015)
• Including more writing genres (Fernandez et al, 2017)
• CCR ELA Shifts
Three key CCR instructional shifts work to shape more rigorous instruction.

Engage with Complex Text

Extract and Employ Evidence

Build Knowledge

For success in college, careers and full community engagement.

Egan (2017)
ELP Standards = Language “lift” to CCRS

“The ELP Standards for AE are essential to ensuring that adult ELLs receive the focused and effective instruction they need to access states’ academic content standards. To that end, the ELP Standards strongly emphasize the academic language needed by ELLs to engage with and meet state-adopted content standards.” (from ELP Report, Oct. 2016)
Where are you now?

3 = I know the ELPs very well and I am ready to roll!!

2 = I’m getting there....

1 = Huh? What’s this all about?
Using the ELPs as a road map to reaching rigorous standards
Leisure time on an average day

- Relaxing and thinking (17 minutes)
- Playing games; using computer for leisure (25 minutes)
- Participating in sports, exercise, recreation (18 minutes)
- Reading (19 minutes)
- Socializing and communicating (41 minutes)
- Other leisure activities (12 minutes)
- Watching TV (2 hours and 47 minutes)

Total leisure and sports time = 4 hours and 59 minutes

NOTE: Data include all persons age 15 and over. Data include all days of the week and are annual averages for 2015.

Leisure Time Activities
Level: Low-Intermediate ESL

Task: Read this chart and answer these questions with your partner:

1. How many leisure activities are included on the chart?
2. What is the total time not spent watching television?
3. How much time could people spend interacting with others?
4. How much of the time can be spent outdoors?
5. How healthy are these practices? Why?
Ultimate Goals for Sample 1

**Reading CCR Anchor Standard 7**: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
   - LEVEL B: Use information gained from illustrations and the words in the text.

**Speaking and Listening CCR Anchor Standard 1**: Prepare for and participate effectively in a range of conversations and collaborations.
   - LEVEL B: Explain their own ideas and understanding in light of discussion.

**Language CCR Anchor Standard 1**: Demonstrate command of the conventions of standard English grammar and usage when speaking and writing.
   - (Several level B language features addressed)
Which ELPs will be most relevant?

- **ELP 1**: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
- **ELP 3**: Speak and write about level-appropriate complex literary and informational texts and topics.
- **ELP 10**: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.
**HOW** do we....

- Help an ELL **construct meaning** through level-appropriate listening, reading, and viewing.

- Provide the **language** needed to **speak and write** about level-appropriate complex literary and informational texts and topics.

- Develop ELLs’ **command** of the **conventions of standard English**.
Let’s deconstruct the ELPs through a look at the task demands.
Use our tools to analyze task demands

DOK Chart
• What analytical skills do learners need to employ to complete this task successfully?

Functions and Forms Chart
• What language functions and forms do learners need to use to complete this task successfully?

Process inspired by ELA21Task Analysis (Rutherford-Quach et al, 2015)
Depth of Knowledge (DOK)

The level of analytical skills required of a task

(Webb, 2002)
Language Functions and Forms (see your chart)

Language Functions
- What learners DO with language
- Linguistic actions
- Purposes of language use

Language Forms
- Language structures
- Academic vocabulary
Depth of Knowledge

Level 1
- Identify
- Report

Level 2
- Infer
- Classify
- Interpret
- Compare

Level 3
- Interpret
- Draw conclusions
- Formulate opinions
- Cite evidence
Language Functions and Forms

**Language Functions**
- Expressing and supporting opinions
- Comparing and contrasting
- Hypothesizing and speculating
- Drawing conclusions

**Language Forms**
- Comparatives and superlatives
- Simple present tense to describe routines
- Modals of possibility
- Gerunds used as nouns
- “Wh-question” forms (e.g., How much time…?)
It’s time to provide the right scaffolds
Relaxing and thinking
Watching TV
Reading
Socializing and communicating
Exercising
Playing sports
Recreation
Using a computer for leisure
Playing games
Playing video games
What about these? Are they leisure activities?
Word stress on these words

Which pattern do you hear?

Pattern 1: o O o

Pattern 2: O o o

Pattern 3: O o o o

Pattern 4: o o O o

Pattern 5: o O o o o
Word stress on these words

Which pattern do you hear?

Pattern 1:   o O o   computer, relaxing
Pattern 2:   O o o   exercise, video
Pattern 3:   O o o o   socializing
Pattern 4:   o o O o   recreation
Pattern 5:   o O o o o   communicating, participating
Prompt and present speculative language

Sorting task:

- Can we do these activities alone, with others, or either?

- Can we do these activities indoors, outdoors, or either?
Co-construct grammar they need

• What is the total time not spent watching television?

• What is the total time not spent socializing and communicating?

• Elicit the language: Let’s compare those two. What can we say?

People spend (much, considerably) more time watching television than socializing and communicating.
Language for making a claim

I believe ______ because…

The chart shows…..

People spend far more time on _____ than ________, which could cause…..
## Connecting scaffolds back to the ELPs

<table>
<thead>
<tr>
<th>ELPs</th>
<th>Scaffolds</th>
</tr>
</thead>
</table>
| **ELP 1 Construct meaning from informational text** | Present visuals with photos  
Picture sort/categorizing  
Checking with non-verbal guessing task (partners) |
| **ELP 3 Speak about level-appropriate complex informational texts and topics.** | Speculating using language frames:  
I think people could…  
People can do ______ alone or with others.  
Pronunciation: Word stress matching |
| **ELP 10 Demonstrate command of the conventions of standard English** | Co-construct language for comparing and contrasting  
• People spend (a little, much, considerably) more time ______ than __________.  
Language for making claims with evidence  
• I think ____ is unhealthy because |
Ultimate Goals for Sample 2

• Speaking and Listening CCR Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
  • LEVEL A/B: Ask and answer questions about key details; determine main ideas from information presented in diverse media/formats.

• Writing CCR Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
  • LEVEL A/B: Name a topic, supply some facts about the topic, provide closure; using linking words and phrases to connect ideas.
Sample 2: Writing a Report about Class Learning Strategies

**Step 1: One-question Interview**

<table>
<thead>
<tr>
<th>Answer</th>
<th>Every day</th>
<th>Once a week</th>
<th>Once a month</th>
<th>Never</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. How often do you talk to your neighbors in English?

...attend community events?
...ask a co-worker to help you when you don’t know a word?
...write down new words you learn inside and outside of class?
Step 2: Provide language to talk about the data

- Many people in class…
- Some people…
- Half the class…
- Two-thirds of the class…
- More people ______ than _________
- Almost everyone….
Step 3: Create a graph and report to others

With more useful language frames again:

• We found that…
• Our data show that

Attend Community Events

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every Day</td>
<td>2</td>
</tr>
<tr>
<td>Every Week</td>
<td>2</td>
</tr>
<tr>
<td>Every Month</td>
<td>10</td>
</tr>
<tr>
<td>Never</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>
Our class uses many techniques for practicing English. We ___________ that ________________ read(s) the news online in English ________________.
_________ people __________________________. The data show that more _____________________________ than ___________________________. This shows that _______________________________.
Depth of Knowledge

Level 1
- Identify
- Report
- Tabulate

Level 2
- Classify
- Interpret
- Make observations
- Summarize
- Show

Level 3
- Investigate
- Draw conclusions
- Cite evidence
Language Functions and Forms

Language Functions

• Analyzing (the data)
• Asking informational questions (surveying)
• Describing (trends)
• Making claims

Language Forms

• Simple present tense to describe routines or to report information
• Adverbs of frequency
• Simple past for reporting results
• “Wh-question” forms (e.g., how much time…?)
• Quantity words
If you had to pick 2 ELPs…

what would they be?
Which ELPs?

4. Construct level-appropriate oral and written claims and support them with reasoning and evidence.

5. Conduct research and evaluate and communicate findings to answer questions or solve problems.

Any others?
## Connecting scaffolds back to the ELPs

<table>
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</table>
| ELP 4 Construct written claims | Language frames  
Visuals (graph)  
Paragraph frames  
Collaboration with peers |
| ELP 5 Conduct research | One-question interview task  
Team work for analysis with language frames  
Teach tally marks  
Model graph development with one sample question |
Sample 3: Exploring Career Options

**Your white handout p. 3**

Have learners work in pairs or small groups to:

- Determine meaning of each value (Power, Challenge)
- Explore the cultural significance of those values
- Give opinions about what types of jobs might fit certain career paths better than others
Career Survey Task Analysis

*Turn to your yellow sheet p. 4.*

What are some level 2 and 3 analytical skills learners would employ?

What language functions and forms would you add?

Which ELPs seem like a good fit for this task?

What scaffolds would you need to provide?
Objectives

• Identify the language demands of instructional tasks.

• Identify the ELPs that can support learner success with the language demands of instructional tasks.

• Develop appropriate scaffolds for building language and thinking skills needed for success with rigorous instructional tasks.
Wrap Up and Questions
Thank you
Obrigado
Merci
Danke
감사합니다
شكرا
Grazie