SUPPORTING LEARNER SUCCESS USING THE ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

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Objectives

• Relate the guiding principles of the ELPs for Adult Education to your practice.

• 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

• K-W-L the ELPs
• What the ELPs mean for you
• Using the ELPs to increase rigor
• A task-analysis approach
• Sample Lessons and task analysis
• Applying the principles
### K-W-L the ELPs for Adult Education

<table>
<thead>
<tr>
<th>What I know about the ELPs already</th>
<th>What I want to learn more about</th>
<th>What I learned today</th>
</tr>
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<tbody>
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How things change…..

- How is the field of adult ESL different now than 10-15 years ago?
- Than just 5 years ago?

What accounts for these changes, do you think?
Recent Instructional Shifts in ABE

Integration of content areas (civics, workplace readiness, career training)
Recent Instructional Shifts in ABE

Integration of transitions skills at all levels (Parrish & Johnson, 2010)
Recent Instructional Shifts in ABE

Teaching of higher-order thinking and problem solving skills
Recent Instructional Shifts in ABE

Prioritizing content-rich informational texts

Emphasizing academic language of those texts

Including more writing genres (Fernandez et al, 2017)
Three key instructional shifts work to shape more rigorous instruction

It starts with the English Language Arts (ELA) shifts…

Engage with Complex Text
Extract and Employ Evidence
Build Knowledge

These Key Shifts Build Toward College and Career Readiness
CCRS = Skills for Success

- Academic Language
- Skills for Success
- Language Skills and Strategies
- Critical Thinking Skills
College students in Vietnam
“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)
So...what are the standards?
Standards 1–7 describe the language necessary for ELLs to engage in content-specific practices associated with state-adopted academic content standards.

They begin with a focus on extraction of meaning and then progress to engagement in these practices.
Standards 1-7

1. construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
2. participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
3. speak and write about level-appropriate complex literary and informational texts and topics.
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.
6. analyze and critique the arguments of others orally and in writing.
7. adapt language choices to purpose, task, and audience when speaking and writing.
Standards 8-10

ELP Standards 8–10 support ELP Standards 1–7. They focus on **micro-level linguistic features** such as determining the meaning of words and using appropriate speech and conventions of language.
Standards 8-10

8. determine the meaning of words and phrases in oral presentations and literary and informational text.

9. create clear and coherent level-appropriate speech and text.

10. demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.
The Guiding Principles

• Mingle for 10 minutes and talk to at least 4 people.

• Share examples and successes from your personal experiences that reflect these principles in practice.

• What do teachers need to do to enact these principles?
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 2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
  - LEVEL B: Determine the main ideas and supporting details of information presented in diverse media or formats.
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 **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?
Using Depth of Knowledge (DOK) to Identify Analytical Skills

(Webb, 2002)
Language Functions and Forms

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

**Language Forms**
- Language structures
- Academic vocabulary
Leisure time on an average day

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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
- reading and comprehending the text
- 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
- and 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

- 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.
# Proving the scaffolds to get there

| 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**

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

   - Every day
   - Once a week
   - Once a month
   - Never
   - Other ______
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
Step 4: Write a report about class results

Reporting Results using a Paragraph Frame

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
- Interpret
- 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
Sample 3: Using a text set on personality birth-order theory

• A reading from a textbook

• A web-based article

• Using Jigsaw
Ultimate Goals for Sample 3

CCR Reading Anchor 9

- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author takes.

CCR Writing Anchor 1

- Write arguments to support claims in an analysis of substantive tropics or texts, using valid reasoning and relevant and sufficient evidence.

CCR Writing Anchor 7

- Conduct short as well as sustained research projects based on focused questions, demonstrating understanding of the subject matter.
Sample 4: Applying the principles to published materials you encounter.

- What ELPs seem like a good fit for this task?

- How will you implement this task to provide rigor and work towards at least of 2 of the ELPs?

- What analytical skills would learners employ?

- What language forms and functions should you address?
Wrap Up and Questions:
Revisit your K-W-L

What was confirmed?

What was clarified?

What did you learn that you hadn’t considered before?

What still puzzles you?
Reflecting on your learning

As I call out the objective, stand next to the sign that best describes your current comfort level with that objective.

1. I am not feeling at all confident in this area yet and need more supports to apply it to my work.

2. I have an emerging level of confidence in this area and can begin applying it to my work.

3. I feel quite confident in this area and comfortable applying these ideas to my work.

4. I feel very confident in this area and comfortable applying these ideas to my work.
Thank you