

John Stanford International School
Language Immersion Boot Camp with Regla Armengol
 August 1, 2000

TUESDAY - DELIVERY OF INSTRUCTION

Emphasis on Negotiation of Meaning -- a close look at the strategies that immersion teachers use to communicate objectives and negotiate their message with the learner in order to ensure understanding.

Topics include: the use of experiential activities; the importance of a diversified repertoire of instructional strategies; wait-time; how to model language; the difference between social and academic language; the many functions of language in the classroom; and classroom management.

Time	Topic	Implications
8:55 AM	Present today: <ul style="list-style-type: none"> ▪ Regla Armengol ▪ Maria Buceta Miller ▪ Nicole Silver ▪ Dolly Morales ▪ Mercedes Sandoval ▪ Tori Moroney ▪ Michele Anciaux ▪ Sandra Hernandes 	Plan to end around 2 PM to leaved time to review Math Curriculum (TERC).
9:00 AM	Negotiation of Meaning Start by defining it.	(handout #1) Previewing Activity #1: Explain to partner how to perform a task that you know how to do that they don't. What do I have to do to get my message across? One person student/one teacher
	1. What did you do to get your message across? <ul style="list-style-type: none"> ▪ Modeled step by step ▪ Built (prior) background knowledge ▪ Incremental steps ▪ Gestures/Lots of non-verbal ▪ Affective ▪ Checked comprehension ▪ Repetition ▪ Expectation that person can learn 	
	2. How did you help your colleague get messages across? <ul style="list-style-type: none"> ▪ Questioning, asked for help (clarification) ▪ Practiced/Feedback ▪ Related to prior knowledge 	
	3. How did you help your colleague extend and refine language to include new or specialized language used in your explanation? <ul style="list-style-type: none"> ▪ Gestures ▪ Written language ▪ More cues to meaning 	

John Stanford International School
Language Immersion Boot Camp with Regla Armengol
August 1, 2000

Time	Topic	Implications
	<p>Definition – Negotiation of Meaning “A <u>process</u> by which <u>participants</u> in an interaction arrive at <u>understanding</u> through a <u>variety</u> of <u>communication strategies</u>.” (Snow p. 1)</p> <p>These are the keys to the immersion classroom.</p>	<p>(handout #2) Three teacher roles: 1. getting the meaning of what you say across to students 2. understanding communications from students 3. helping students extend and refine their communication skills</p>
9:35	<p>Read article by Marguerite Ann Snow</p>	<p>(handout #3) “Negotiation of Meaning in the Immersion Classroom”</p>
10:05	<p>Findings from Immersion Classrooms: Wong-Fillmore (1985) <i>When does teacher talk work as input?</i></p> <ol style="list-style-type: none"> 1. Separation of languages (Translation or concurrent instruction not helpful.) <ul style="list-style-type: none"> ▪ Children will utilize all cues to meaning. 2. Emphasis on communication <ul style="list-style-type: none"> ▪ Always start with subject-matter content. ▪ Language is driven by content. ▪ Extend language beyond content 3. Simple, but correct use of language <ul style="list-style-type: none"> ▪ Precise, instructional language 4. Patterns and Routines <ul style="list-style-type: none"> ▪ Linguistics and Classroom management ▪ Use same sentence frames (until kids are ready to understand more complex structures) 5. Repetition promotes ownership <ul style="list-style-type: none"> ▪ Simpler ▪ Multiple cues to meaning ▪ Models of alternate ways to state information 6. Tailor complexity to student proficiency and content <ul style="list-style-type: none"> ▪ Extend and refine for more able students; provide reasonable tasks and sense of success for less developed. ▪ Each child participates at the level they can. 	<p>Krashen’s point: In the classroom you can control the variables, so it’s the ideal sheltered environment for language learning.</p> <p>“Subject matter teaching is language teaching.” (Krashen)</p> <p>You can tailor the input according to the students’ needs.</p> <p>Regla: English side has to get very “crafty” to make sure that kids are learning math vocabulary in English too. Also work with parents to reinforce concepts in English.</p> <p>Classroom management: get to level of simplicity and precision so that children can move and do what they’re supposed to do without necessarily understanding the language.</p> <p>This is really about cognitive functioning, not language.</p>
10:50	<p>Video: Regla – Verbal & Non-verbal cues</p> <ul style="list-style-type: none"> ▪ Addition of new information (e.g., I got 3 Ninjas. Is that a movie?) ▪ Animated, but slower, precise speech ▪ Student negotiates meaning with the teacher (e.g., I put one more... Oh, I added? ... Nods head) ▪ Facial expressions ▪ Lots of graphic organizers (e.g., calendar) 	<p>(handout #4) “Negotiation of Meaning Checklist”</p> <p>Regla: don’t repeat with kids (except at beginning). Don’t just be the cheerleader.</p> <p>Give the kids the way to say the answer (e.g., “I added.”).</p>

John Stanford International School
Language Immersion Boot Camp with Regla Armengol
August 1, 2000

Time	Topic	Implications
		<p>“Another way” – teach them to look for different ways to solve a problem. Use morning message to scaffold what new vocabulary they’ll need for math centers. If you ask an open-ended question, students will answer at their level.</p>
<p>11:30 – 12:50</p>	<p>LUNCH Discussed technology and classroom management.</p> <p>Technology: Regla feels that it’s very important to have both a computer lab and computer workstations in the classroom (about 5). Children go to the lab to learn how to use the computer and software – taught by the technology instructor in English. The classroom teacher learns it at the same time.</p> <p>When they return to the classroom, they can use the computers without so much assistance. If they do run into problems (“my screen froze”), Regla has classroom experts (kids who really understand technology) who can go over and help them.</p> <p>Regla uses the classroom computers as one of her “centers.” Students rotate into them every day. She also uses them for rewards.</p> <p>Example (draw – write – type – read – speak) :</p> <ol style="list-style-type: none"> 1. Students create a design on the computer and print it out. 2. Then they write a story about the design (e.g., “My design is a city. The tallest building as a roof that is a triangle.”, etc.) 3. Then they type the story into the computer (for a final draft) and print it out. 4. Finally, they share what they wrote with the rest of the class (as a book or read out loud). <p>Classroom Management: Regla deals with classroom management issues very swiftly and directly (without involving the principal). If a child does something very inappropriate (e.g., swear or ruin someone’s work), she calls the office for someone to take over her class for a few minutes. She then takes the child to make a call home. She would have office help make the call (in English), since she needs to continue</p>	<p>Regla has technology contacts at George Mason University and her school. They may be able to help with Internet 2 ideas.</p> <p>She considers that it’s crucial to have a full-time technology instructor available with the lab. Otherwise, teachers will not get the immediate help they need to make full use of technology.</p>

John Stanford International School
Language Immersion Boot Camp with Regla Armengol
August 1, 2000

Time	Topic	Implications
	<p>speaking Spanish to the child. She tells the child to tell the parent what happened. Most children are very embarrassed to have to do this, and they improve their behavior right away.</p> <p>Regla also maintains a volunteer table in the hallway outside her classroom. If a parent comes in with a question, she directs the parent to wait for her there (so she doesn't have to speak English in the classroom). If it's a quick question, she can handle it then. Otherwise, they can make an appointment.</p> <p>The volunteer table is also a place where parent volunteers can meet to work one-on-one with a child who needs extra help with Math concepts in English. Regla identifies specific activities for the volunteer to use to help the child. Often just a few minutes of help in English on a concept will help the child "get" it.</p> <p>Example, Regla provides a script with a simple number chart. The parents can ask questions like: "Point to 25. Which number is 3 more than 25." Basically, these are the same tasks they've been doing in Spanish.</p> <p>No English speaking help in the classroom (except for kids helping each other).</p>	
12:50 PM	<p>Planning for Negotiation of Meaning</p> <p>Identify a lesson (Math & Science) and plan for negotiation of meaning.</p>	
	<p>Review of TERC Curriculum for Math</p> <p>Regla thinks the materials are much too reliant on sophisticated language. It took over half an hour just to think about how to modify one activity (Counting Jar) to make it appropriate for the Immersion classroom.</p> <p>Tomorrow, we'll take a look at Addison-Wesley to see if it is less language-intensive.</p> <p><i>Box It or Bag It</i> has some pretty good activities that would allow simple language (such as sorting vegetables by color).</p> <p>Regla suggests that the teachers will need to create their own curriculum, drawing from ideas from a variety of sources.</p>	

John Stanford International School
Language Immersion Boot Camp with Regla Armengol
August 1, 2000

Time	Topic	Implications
	At the beginning, K and 1 st could essentially use the same unit plans until the kids get a large enough base of language. (From there 1 st graders would move ahead in terms of Math concepts.)	
2:40	<p>Planning the First Month</p> <p>Need to get down to planning how to start. Divide the 2 ½ hours into components.</p> <ul style="list-style-type: none"> ▪ Begin with a song. ▪ Count with bodies (how many girls/boys). ▪ Center time. (30 minutes plus clean-up) ▪ Bring them back to do whole group time. <p>Map out activities. This activity is good because... How long will an activity be good for. Especially first week of school, let them just play with materials at the Centers. Focus on establishing the routine of going to the Centers. Perhaps use UW Spanish student volunteers to “man” each Center so that the students can learn some structure.</p>	<p>Work on this tomorrow.</p> <p>Great Resource: <i>Math Works</i>. (Regla will try to get a copy for them.)</p> <p>Suggestion from Mercedes: ask BOC teachers about how they work with kindergarteners. Pair up with teacher from BOC.</p>
3:15 3:35	<p>Planning for Parent Evening</p> <p>Worked out outline for tonight’s meeting.</p>	<p>Booklet for parents “Spanish for Parents” developed by Regla (may make a available).</p> <p>What kids are creating in class (e.g., Book about Myself) will show them what vocabulary they’re learning.</p>

IDEAS to Consider

1. Spanish and English teacher collaborate so that English classroom can reinforce Math vocabulary in English (e.g., name the tables “rhombus” table, “circle” table or write a book about shapes).