Engage them… They will learn: Techo language resources and activities for ELL Millennials and Gen-Yers

presented to

the

TNTESOL Conference
Nashville, TN
March 17, 2012

by

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In today's classroom, ELL teachers (of both Baby Boomer and Gen X vintages) have a particular challenge: how to engage 21st century millennial students who are brain-wired differently than they. Teacher Education programs can teach lesson and unit planning, using TEAM, TIGER and TPA protocols, but may not always offer relevant media classes for pre-service teachers to create and deliver instruction in a brain-palatable way for today's students. Given the deficit of funding for instructional budgets, it is becoming increasingly challenging for today’s teachers to procure current resources that can be integrated into the L2 classroom. Enter Web 2.0 and other Web tools that can be used for teaching and practicing all four linguistic skills in the ELL classroom...AND which are, most importantly, both teacher and student user-friendly.

This session will:

- explore the theoretical framework underpinning the reality of delivering English language instruction to the present K-12 second language learner to achieve desired levels of English proficiency;
- present creative, multi-sensory, alternative classroom instructional activities to replace one-dimensional paper-pencil worksheets, workbooks and traditional reading materials; and,
engage the session participants in an interactive journey through hands-on, expressive language web-based resources.

**A Look at the Generations**

The Silent Generation (previously known as GI Generation/Veterans):

- Children of the Great Depression and World War II
- Born before 1946

Baby Boomers:

- 40% of those in the workforce
- Born between 1946 and 1964
- Have high values on status and career paths
- Believe in anything can be accomplished
- Strong work ethic...long hours
- Believe in stock options and deferred compensation

Gen X:

- 16% of those in the workforce
- Born between 1965 and 1980
- Many have Baby Boomers as their work supervisors
- Believe in *work-life balance*
- Like flexible work schedules
- Usually want their compensation now and prefer not to wait until retirement

Gen Y/Millennials:

- Children of the Baby Boomers
- 25% of the workforce
- Born after 1980 (current ages 13-29)
- Is said to be the most techno-savvy of all generations
- Can relate to others easily without face-to-face encounters
- Most ethnically-diverse of all generations
  
  1. White: 59%
  2. Latino: 18.5%
  3. Black: 14.2%
  4. Asian: 3.2%
  5. Mixed race/other: 3.2%

![Pie chart showing the New Face of America](chart.png)

*Source: December 2009 Current Population Survey (CPS)*

Use of Technology by Teachers in the Classroom

“In spite of a widespread public perception that technology use is common in our nation's schools, surveys indicate that only about half of U.S. teachers use technology in classroom instruction.”

Where are YOU in this group of teachers?

Types of Technology That Teachers Use

<table>
<thead>
<tr>
<th></th>
<th>Sometimes/Often</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Emails</td>
<td>30%</td>
<td>13%</td>
<td>57%</td>
</tr>
<tr>
<td>Group Emails</td>
<td>24%</td>
<td>13%</td>
<td>63%</td>
</tr>
<tr>
<td>Course/Teacher Webpage</td>
<td>28%</td>
<td>11%</td>
<td>61%</td>
</tr>
<tr>
<td>Online Bulletin Board</td>
<td>11%</td>
<td>7%</td>
<td>82%</td>
</tr>
<tr>
<td>Course or Teacher Blog</td>
<td>5%</td>
<td>6%</td>
<td>89%</td>
</tr>
</tbody>
</table>


A Rationale for Using Technology in Student Learning

This is how the Millennials/GenYers are wired: A vision of K-12 students today.

http://www.youtube.com/watch?v=_A-ZVCjWF8&feature=fvwrel

Guiding Principles for Learning Guided by Ancient Proverb by Confucius:

Tell me, I forget.
Show me, I remember.
Involve me, I understand.
Therefore, learning should be…
- presented in context,
- active,
- social, and
- reflective.


...and using technology in the classroom can do all of the above by providing “the means through which individuals engage and manipulate both resources and their own ideas” (Hannafin, Land, & Oliver, 1999, p. 128).

Cummins’ Communication Matrix

Cognitively Undemanding

TPR
Demonstrations/illustrations
Following oral directions
Art, Music, PE
Face-to-face conversations
Simple Games

Context-Etchewed
(less language dependent)

Math computations
Science experiments
Social science projects
(e.g., map activities)

Context-Reduced
((more language-dependent)

Content area explanations
(with no visuals/examples)
Math word problems
(with no visuals)

Cognitively Demanding

Telephone conversations
Notes on refrigerator
Written directions
(with no visuals/examples)

Source:
## The 9 Intelligences of MI Theory

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Skills and Career Preferences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbal-Linguistic Intelligence</strong></td>
<td>Skills: Listening, speaking, writing, teaching.</td>
</tr>
<tr>
<td>Well-developed verbal skills and sensitivity to the sounds, meanings and rhythm of words</td>
<td>Careers: Poet, journalist, writer, teacher, lawyer, politician, translator.</td>
</tr>
<tr>
<td><strong>Mathematical-Logical Intelligence</strong></td>
<td>Skills: Problem solving (logical &amp; math), performing experiments.</td>
</tr>
<tr>
<td>Ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns</td>
<td>Careers: Scientists, engineers, accountants, mathematicians.</td>
</tr>
<tr>
<td><strong>Musical Intelligence</strong></td>
<td>Skills: Singing, playing instruments, composing music.</td>
</tr>
<tr>
<td>Ability to produce and appreciate rhythm, pitch and timbre</td>
<td>Careers: Musician, disc jockey, singer, composer.</td>
</tr>
<tr>
<td><strong>Visual-Spatial Intelligence</strong></td>
<td>Skills: Puzzle building, painting, constructing, fixing, designing objects.</td>
</tr>
<tr>
<td>Capacity to think in images and pictures, to visualize accurately and abstractly</td>
<td>Careers: Sculptor, artist, inventor, architect, mechanic, engineer.</td>
</tr>
<tr>
<td><strong>Bodily-Kinesthetic Intelligence</strong></td>
<td>Skills: Dancing, sports, hands on experiments, acting.</td>
</tr>
<tr>
<td>Ability to control one's body movements and to handle objects skillfully</td>
<td>Careers: Athlete, PE teacher, dancer, actor, firefighter.</td>
</tr>
<tr>
<td><strong>Interpersonal Intelligence</strong></td>
<td>Skills: Seeing from other perspectives, empathy, counseling, cooperating.</td>
</tr>
<tr>
<td>Capacity to detect and respond appropriately to the moods, motivations and desires of others</td>
<td>Careers: Counselor, salesperson, politician, business person, minister.</td>
</tr>
<tr>
<td><strong>Intrapersonal Intelligence</strong></td>
<td>Skills: Recognize one's SW, reflective, aware of inner feelings.</td>
</tr>
<tr>
<td>Capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes</td>
<td>Careers: Researchers, theorists, philosophers.</td>
</tr>
<tr>
<td><strong>Naturalist Intelligence</strong></td>
<td>Skills: Recognize one's connection to nature, apply science theory to life.</td>
</tr>
<tr>
<td>Ability to recognize and categorize plants, animals and other objects in nature</td>
<td>Careers: Scientist, naturalist, landscape architect.</td>
</tr>
<tr>
<td><strong>Existential Intelligence</strong></td>
<td>Skills: Reflective and deep thinking, design abstract theories.</td>
</tr>
<tr>
<td>Sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here</td>
<td>Careers: Scientist, philosopher, theologian.</td>
</tr>
</tbody>
</table>
ACTFL Description of titles assigned to progressive proficiency levels

SUPERIOR
Can support opinion, hypothesize, discuss abstract topics, and handle a linguistically unfamiliar situation.

ADVANCED
Can narrate and describe in past, present and future time/aspect, and handle a complicated situation or transaction.

INTERMEDIATE
Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction.

NOVICE
No functional ability: speech limited to memorized material.

Intermediate Low
Benchmark Stage 4

Novice High
Benchmark Stage 3

Novice Middle
Benchmark Stage 2

Novice Low
Benchmark Stage 1

This pyramid, designed by ACTFL, shows the increase in time necessary to obtain a higher level of performance. As the pyramid denotes, it takes more hours of instruction to get from "advanced" to "superior" than it does to move from a "novice" level of proficiency to an "intermediate" level. Hence the reason for an inverted pyramid. The titles on the left are specific to Oregon.

Inverted Pyramid Showing Major Levels of ACTFL Rating Scale
Correspondence of proficiency scales

Introduction

The following chart gives the relationship between levels of the ACTFL and ILR proficiency scales.

Comparison Chart

<table>
<thead>
<tr>
<th>ILR Scale</th>
<th>ACTFL Scale</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Native</td>
<td>Able to speak like an educated native speaker</td>
</tr>
<tr>
<td>4+</td>
<td>Distinguished</td>
<td>Able to speak with a great deal of fluency, grammatical accuracy,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>precision of vocabulary and idiomaticity</td>
</tr>
<tr>
<td>4</td>
<td>Superior</td>
<td>Able to speak the language with sufficient structural accuracy and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>vocabulary to participate effectively in most formal and informal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>conversations</td>
</tr>
<tr>
<td>3+</td>
<td>Advanced Plus</td>
<td>Able to satisfy most work requirements and show some ability to</td>
</tr>
<tr>
<td>3</td>
<td>Advanced</td>
<td>communicate on concrete topics</td>
</tr>
<tr>
<td>1+</td>
<td>Intermediate - High</td>
<td>Able to satisfy routine social demands and limited work requirements</td>
</tr>
<tr>
<td>1</td>
<td>Intermediate - Mid</td>
<td>Able to satisfy most survival needs and limited social demands</td>
</tr>
<tr>
<td></td>
<td>Intermediate - Low</td>
<td>Able to satisfy basic survival needs and minimum courtesy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>requirements</td>
</tr>
<tr>
<td>0+</td>
<td>Novice - High</td>
<td>Able to satisfy immediate needs with learned utterances</td>
</tr>
<tr>
<td>0</td>
<td>Novice - Mid</td>
<td>Able to operate in only a very limited capacity</td>
</tr>
<tr>
<td></td>
<td>Novice - Low</td>
<td>Unable to function in the spoken language</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>No ability whatsoever in the language</td>
</tr>
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Inverted Pyramid Showing Major Levels of ACTFL Rating Scale
# Expected Levels of Absolute Speaking Proficiency in Languages Taught at the Foreign Service Institute

**Group I:** Afrikaans, Danish, Dutch, French, Swedish, Haitian Creole, Italian, Norwegian, Portuguese, Romanian, Spanish, Swahili

<table>
<thead>
<tr>
<th>Length of Training*</th>
<th>Minimum</th>
<th>Average</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 weeks (240 hours)</td>
<td>1</td>
<td>1/1+</td>
<td>1+</td>
</tr>
<tr>
<td>16 weeks (480 hours)</td>
<td>1+</td>
<td>2</td>
<td>2+</td>
</tr>
<tr>
<td>24 weeks (720 hours)</td>
<td>2</td>
<td>2+</td>
<td>3</td>
</tr>
</tbody>
</table>

**Group II:** Bulgarian, Dari, Farsi, Greek, Hindi, Indonesian, Malay, Urdu, German

<table>
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<tr>
<th>Length of Training*</th>
<th>Minimum</th>
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</tr>
</thead>
<tbody>
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<td>16 weeks (480 hours)</td>
<td>1</td>
<td>1/1+</td>
<td>1+</td>
</tr>
<tr>
<td>24 weeks (720 hours)</td>
<td>1+</td>
<td>2</td>
<td>2+</td>
</tr>
<tr>
<td>44 weeks (1320 hours)</td>
<td>2/2+</td>
<td>2+3</td>
<td>3+</td>
</tr>
</tbody>
</table>

**Group III:** Amharic, Bengali, Burmese, Czech, Finnish, Hebrew, Hungarian, Cambodian, Lao, Nepali, Filipino, Polish, Russian, Serbo-Croatian, Sinhala, Thai, Tamil, Turkish, Vietnamese

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<thead>
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<td>1+</td>
<td>2</td>
<td>2+</td>
</tr>
<tr>
<td>44 weeks (1320 hours)</td>
<td>2</td>
<td>2+</td>
<td>3</td>
</tr>
</tbody>
</table>

**Group IV:** Arabic, Chinese, Japanese, Korean

<table>
<thead>
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<th>Minimum</th>
<th>Average</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 weeks (480 hours)</td>
<td>0+</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>24 weeks (720 hours)</td>
<td>1</td>
<td>1+</td>
<td>1+</td>
</tr>
<tr>
<td>44 weeks (1320 hours)</td>
<td>1+</td>
<td>2</td>
<td>2+</td>
</tr>
<tr>
<td>80-92 weeks (2400-2760)</td>
<td>2+</td>
<td>3</td>
<td>3+</td>
</tr>
</tbody>
</table>

*The number of hours is the theoretical maximum at 30 hours a week.
Tips for Using Technology With ELLs

**Language:** ELLs need to possess the necessary language skills and understand specialized vocabulary to use the technology.

**Limited access:** ELLs may not have a home computer or access to the Internet or know how to identify and use public internet services (available the local library or in their school libraries).

**Different levels of experience:** ELL teachers must be able to identify and accommodate students’ different knowledge levels of technology usage.

**School infrastructure:** Not all schools have technology available to their students (including ELLs).

**Keeping up:** It is a challenge for ELL teachers to keep abreast of latest technology tools and how to use them in the classroom.

**Suggestions for Teaching Computer Skills to ELLs:**

- Hands-on labs
- Simple, step-by-step instructions
- Lots of large graphics
- Information presented in small chunks
- Real-world exercises


**Student and Teacher-Friendly Internet Resources**

**Dropbox.com [2 free GB cloud storage]**

[https://www.dropbox.com/referrals/NjE2NzAzNDg1NTc?src=referrals_email9&eh=b3ca7dd](https://www.dropbox.com/referrals/NjE2NzAzNDg1NTc?src=referrals_email9&eh=b3ca7dd)

**Twiducate [create a free class network for your students!]**


**Meta Primary Source of Web 2.0 Tools…and More to Encourage Language Skills for ELLs**

[http://cooltoolsforschools.wikispaces.com/Creativity+Tools](http://cooltoolsforschools.wikispaces.com/Creativity+Tools)
Selected Expressive Language Individual/Small Group Books

Storybirds
http://storybird.com/

See overview of this site:
http://www.youtube.com/watch?v=T00YjRBlclw&feature=related
http://www.youtube.com/watch?v=79f1DLtMt-w&feature=related

Zooburst
http://www.zooburst.com/

See overviews of this site:
http://www.youtube.com/watch?v=jwE25dx2CaU&feature=related
http://www.youtube.com/watch?v=HKeMv61hljw&feature=related

Story Jumper [this does it all!]
http://www.storyjumper.com/

Tomorrow is Here!!!

A Vision of K-12 students today
http://www.youtube.com/watch?v=A-ZVCjfWf8&feature=fvwrel

Sugata Mitra’s Hole in the Wall Project: A Must See!!!!
http://www.ted.com/talks/sugata_mitra-shows-how-kids-teach-themselves.html