


Hello. Welcome to the *English Learning in Action: Beyond the Basics* training. This module will take approximately 30 minutes to complete.

This training was developed by the California After School Resource Center (C.A.S.R.C.) with funding from the California Department of Education, After School Programs Office.

Part one of this series, *English Learning in Action: Introduction*, is highly recommended but not essential to completing this follow-up module. Part one provides very useful background information to enhance this session and to identify the levels of English learner language development.

Let's get started!



Training Objectives

Participants will:

1. Understand the benefits of after school programs for English learners (E.L.s)
2. Apply two English-language development (E.L.D.) strategies:
 - Visual Aids
 - Total Physical Response (T.P.R.)
3. Access E.L.D. resources from C.A.S.R.C.

By the end of this training, you will:

1. Understand the positive benefits of after school programs for English learners or E.L.s.
2. Identify and use two English-language development or E.L.D. strategies that benefit all learners, but in particular, beginning English learners, also known as newcomers. These strategies are visual aids and total physical response (T.P.R.).
3. You will also be able to access high-quality E.L.D. resources from C.A.S.R.C.

Who are the English Learners (E.L.s)?

E.L.s may be

- recent immigrants who may or may not be proficient in their native language;
- children of immigrants who grew up in non-English speaking households;
- immigrants or children of immigrants with varying degrees of English proficiency; and
- immigrants from various socioeconomic backgrounds and conditions, including war refugees.



Before we delve into the training, let's quickly go over who are the E.L.s.

E.L.s. may be recent immigrants, children of immigrants with varying degrees of proficiency in their native language and in English, and immigrants from various backgrounds and conditions, including war refugees.

E.L.s in California Public Schools

- An English learner (E.L.) is a student who, based on objective assessment, has not developed listening, speaking, reading, and writing proficiencies in English sufficient for successful participation in the instructional day school program.
- Nearly one out of four students in California classrooms are E.L.s, and this represents one-third of the E.L.s in the nation.



California Department of Education. Specialized programs, English learners, Resources. <http://www.cde.ca.gov/sp/el/er/> (accessed August 5, 2011).

E.L.s. have not fully developed the language arts skills needed to successfully participate in instructional day school programs. California has the highest number of English learners or E.L.s. in the nation. That is, approximately one out of every four students in the state is an E.L.

This diversity represents a challenge as well as an opportunity. If we succeed in educating these students well, it will position California to be a world leader nationally and globally!



Impact of After School Programs on E.L.s

- Provide additional instructional time to help E.L.s master the academic material needed to perform on grade level.
- Publicly-funded after school programs serve a high number of E.L.s.
- Benefit E.L.s by extending the time they spend building English skills.
- Demonstrate that E.L.s in after school programs can improve academic performance.

Alliance for a Better Community Report, *Maximizing After School Opportunities for English Learners*. (Los Angeles, 2009).

A body of research suggests that full acquisition of another language may take years. Thus, many E.L.s. need additional instruction to perform on grade level.

Because many after school programs serve schools with a high number of E.L.s., they offer a window of opportunity by extending the time E.L.s spend learning English. As a result, after school programs have a positive impact on the academic performance of E.L.s. A recent study showed that E.L.s. who participate in after school programs acquire and retain English at a higher rate than their counterparts who do not partake in after school programs. This training focuses on two concrete strategies that can be used to engage all learners in after school programs and other educational settings: visual aids and total physical response (T.P.R.).



Language Development Levels

Level	Approximate Timeframe *
Beginning (1)	0-6 months
Early Intermediate (2)	6 months – 1 year
Intermediate (3)	1 – 3 years
Early Advanced (4)	3 – 5 years
Advanced (5)	5 – 7 years

* The timeframe varies according to how quickly students learn and how much exposure to language they receive.

This chart may look familiar from part one of this series. It reflects the language development levels and the approximate timeframe for students to move through each stage. At the end of this training, you will be able to access the Language Development Levels handout containing additional information about each level, as well as tips for supporting the academic and social needs of E.L.s. at each stage. Ready to learn more about visual aids and T.P.R.?


Visual Aids

Visual aids include

- Graphics, tables, diagrams, and charts
- Pictures or illustrations
- Maps or globes
- Posters
- Scale models
- Videos or DVDs
- Graphic organizers



Let's begin with the first strategy, visual aids. These include plain and multidimensional representations of objects or concepts, such as graphs, tables, diagrams, and charts, as well as photographs or illustrations, posters, scale models, and videos.




Selecting Visual Aids

Key questions to ask in selecting visual aids:

- What is available?
- Is there another option?
- What is the user's comfort level with the visual aid?
- What purpose will it serve?

In selecting visual aids, it's important to consider what is available, other options, and the user's comfort level with the visual aid. Many visual aids may be at your fingertips, but they should be chosen wisely to make a point. If the user is not comfortable with the selected visual aid for a lesson, it may be best to choose another one.

How do you go about making those choices? Where can you obtain effective visual aids? We're so glad you asked! At the end of this training, you will be able to access C.A.S.R.C. resources with visual aids and ideas for effective uses. Now let's take a look at some examples to help guide your selection and use of visual aids more effectively.



How to Select and Use Visual Aids

1. Select a visual aid based on its purpose:
 - Is it an attention-getter for students?
 - Can it be used to introduce an idea/concept?
 - Does it build background knowledge?
2. Use the show-and-tell approach:
 - Give background information.
 - Invite students to ask questions.
 - Allow students to interact with the visual aids.

Here are some tips for selecting and using visual aids effectively.

First, always think about the purpose for a specific visual aid. Consider the questions on this slide:

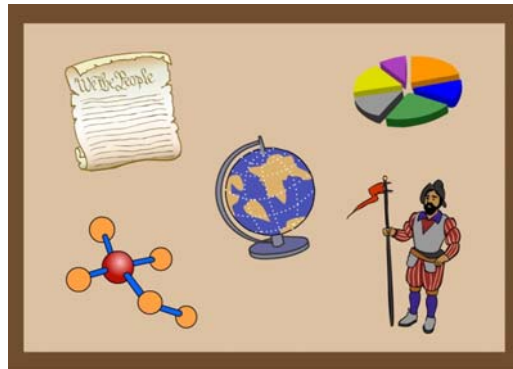
- Is it an attention-getter for students?
- Is it meant to convey an idea?
- Does it build background knowledge?

Next, use visual aids by incorporating a show-and-tell approach:

- Give a bit of background information on the visual aid,
- Invite students to ask questions, and
- Allow students to interact with or handle what you are showing them.

Choose Visual Aids with a Purpose

Which of the following would you choose?



Here are just a handful of readily accessible visible aids that you may have to choose from. So many choices! Would you rather use historical document replicas or videos if you were teaching a history lesson? Would you prefer a three-dimensional model, such as a globe or a molecular structure instead of posters to present a science concept? Or would you be more comfortable with using costumes versus pictures to introduce an idea, such as kicking off a theme or discussing a famous character?

Remember the questions to guide your selection: what is available? is there an alternative? what are you most comfortable with? and what is the purpose of the visual aid?

Many curricula and school sites offer a variety of visual aids. Users need to consider the effectiveness of the visual aid and their level of comfort in using it. There are cases when you may need to plan ahead and find an alternative to make the most of visual aids.

Making the Most of Visual Aids— Case Scenario

During homework time, you notice that Alberto, an E.L. who is in grade five, is having trouble understanding a science lesson about the planets in the solar system.




Alberto speaks some English, but seems to know very little about the topic. How can you use visual aids to help Alberto?

Let's work through this scenario together: Alberto, an E.L. in grade five, has trouble reading and understanding a science lesson about the planets in the solar system. Alberto speaks some English, but seems to know very little about the topic.

Note that although he speaks some English, he most likely needs to build up his academic language to do well with science. He is also likely to need help with vocabulary and background-building in other subjects, such as mathematics and history-social science.

How can you use visual aids to help Alberto? Take a moment to think about some options before moving on to the next slide.




Making the Most of Visual Aids – Sample Response

1. Select a visual aid based on its purpose (to build basic background knowledge for Alberto). Appropriate visual aids for this task include solar system photos, models, or posters.
2. Use show-and-tell (allow Alberto to examine the visual aid(s), ask questions, and discuss his observations).

Your answers may vary, but here's a possible response: Using the tips on how to use visual aids, establish the purpose, which would be to build Alberto's background knowledge about the solar system. You may use photographs to present images of the solar system and build vocabulary and background knowledge about related concepts, such as planets and constellations. Then use the show-and-tell approach to provide additional information. You may want to discuss the names and characteristics of the planets, such as their position in relation to the sun, or whether they have moons or rings. Then allow Alberto to examine the pictures, ask questions, and discuss his observations.

As a way to make this an interactive learning experience, consider engaging all students in researching the solar system and drawing or illustrating the planets, satellites, and other celestial bodies to do a presentation. Students can make models or dress up as a particular planet to create a variety of visual aids for Alberto, who can also be a part of this process. In essence, the students would bring an abstract concept to life through visual aids, and take part in a cooperative group project that would benefit everyone.



Total Physical Response (T.P.R.)

T.P.R. is a strategy developed by Dr. James J. Asher in which learning involves a physical response to a command.

Asher, James J. *Learning Another Language Through Actions* (Seventh edition). Los Gatos, CA: Sky Oakes Productions, 2002.

It's time to learn about the next strategy: total physical response or T.P.R. This is all about building language through action. Developed by Dr. James J. Asher, T.P.R. involves a physical response to a verbal command. For example, an instructor may ask students to turn the page, turn off the lights, take out a book, or open a notebook simply by saying the action, demonstrating how it's done, and then prompting students to do it. T.P.R. is especially useful for students whose English proficiency level is low, especially newcomers. So how does T.P.R. work?



T.P.R. in a Nutshell

1. List the new vocabulary where students can see it.
2. Demonstrate the action to be performed.
3. Ask students to emulate.
4. Discontinue the modeling once students can follow the commands alone.

Here are four simple steps for using T.P.R. First, list the vocabulary where students can see it. This reinforces the oral and visual cues. Then model the action or command to be performed. Follow by asking students to do the same. Continue until the students can follow the commands alone.

Basic T.P.R. Uses

- Directions (e.g., up, down, left, right)
- Prepositions (e.g., in front, beside)
- Movements (e.g., sit, hop, walk)



So what are some possible uses for T.P.R.? This method can be used to teach simple directions, such as up, down, left, or right. Likewise, it can be applied for teaching prepositions, such as in front, beside, and next to. It is also good for teaching normal movements, such as sitting, hopping, or walking. These are all ordinary things that come naturally for native English speakers, but may be new and unfamiliar to E.L.s. T.P.R. provides an effective way to teach them.

More Advanced T.P.R. Uses

- Classroom procedures (open the book, get in line, etc.)
- Safety routines (for exercising, science experiments, emergency drills, etc.)



But don't be fooled by thinking that T.P.R. may only be used for simple concepts. This method is also instrumental for teaching other essential things, such as classroom procedures and safety routines.

Everyday classroom directions, such as asking students to open a book or get in line can be taught through T.P.R. How else would some students know what it means to raise their hand or prepare to go home?

Similarly, safety routines for engaging in physical activity, participating in science experiments, or following an emergency drill can also be demonstrated, practiced, and understood by E.L.s. through T.P.R. Just think about how important it is for them to understand how to:

- warm-up or stretch during exercise;
- light the Bunsen burner properly, or handle a mixture carefully; and
- duck and cover during an earthquake or prepare to exit at the sound of the fire alarm.

It may take some practice to demonstrate directions and routines, but the benefits are obvious.

Academic Language Through T.P.R.

- Educator says, “Add 25 plus 30” and models how to calculate the sum of 25 plus 30 on the board.
- Educator says, “I love sunshine, and hate rain,” and draws a picture of the expression on the board to illustrate opposites.



Here are two concrete examples of how to use T.P.R. to build academic language:

- An educator may say, “Add 25 plus 30,” and then model the calculation for the students, who would then understand the meaning of add and plus, in addition to hearing the numbers in English.
- An educator may also say, “I love sunshine and hate rain,” and draw a picture of this expression on the board to illustrate opposites.



T.P.R. in Action with Primary-Age Students

How would you incorporate T.P.R. with primary-age students (grades kindergarten through three)?

- Hint: As they learn to read, this age group is typically exposed to nursery rhymes, short poems, and songs. They also like to play simple games that involve movement.

Are you ready to apply your knowledge of T.P.R.? How would you incorporate T.P.R. with primary-age students, or those in grades kindergarten through three?

Notice the hint on this slide: as they learn to read, primary-age students usually chant or sing nursery rhymes or poems, and they also like to play simple games that involve movement.

Take a moment to try to answer this question on your own before going on to the next slide.

T.P.R. in Action – Sample Response for Primary-Age Students

Possible answers

- Have primary-age students point to the appropriate body parts as they sing *Head, Shoulders, Knees, and Toes*.
- Play a game of Simon Says asking students to perform actions based on new vocabulary.



Here are some possible answers:

- Have students point to the appropriate body parts as they sing, *Head, Shoulders, Knees, and Toes* or do the *Hokey Pokey*. With some practice, you and the students can vary the lyrics to include additional body parts or concepts, such as left and right.
- Play a game of Simon Says asking students to perform actions based on new vocabulary you are teaching them. For example, you may say, “Simon says, point up,” or “Simon says, point down,” and so on. Simon Says can also be used to teach students cardinal directions, such as in “Simon says, go North” or “Simon says, go East”. With some practice the commands can get more intricate, and include prepositions, such as “Simon says, stand in front of your desk”

Notice how in both of these examples, students engage all of their senses and are exposed to lots of repetition, which helps to build their language skills tremendously. Also, although this type of activity is intended primarily for young students, it is enjoyable and can be led by older students or peers, with some guidance and adult supervision.



T.P.R. in Action with Older Students

How would you incorporate T.P.R. with older students (grades four through twelve)?

- Hint: Students in this age group are reading to learn, as opposed to learning to read, so they are typically exposed to more advanced words and concepts from a variety of sources.

Now that you have a sense of how to use T.P.R. with young students, let's move on to older students. How would you incorporate T.P.R. with students in grades four through twelve?

Notice the hint on this slide: students in this age group are said to be reading to learn, as opposed to learning to read, so they are generally exposed to many new words and concepts from a variety of sources.

Before moving to the next slide, think about some of the challenges these students may experience, such as understanding word meanings or following directions to come up with some T.P.R. ideas. You may be surprised to learn that you are already implementing T.P.R., and now you can articulate this practice with an official label of T.P.R.

T.P.R. in Action – Sample Response for Older Students

Possible answers

- Have students act out the steps for a process or routine, such as making a snack or getting ready for bed.
- Have students play a guessing game with their vocabulary/spelling words.




Your answers may vary, but here are some possible responses:

- Have older students act out a set of directions for a simple process or routine, such as making a snack or getting ready for bed.
- Have students play a game by acting out their vocabulary/spelling words, and having their peers guess the words, as seen on the graphic on this slide.
- Have students illustrate their understanding of words or expressions, such as opposites.

Notice how these examples also require students to employ movement or visualization in order to communicate—that's the whole idea behind T.P.R. Now you know how to use T.P.R. for different age groups and purposes.

You may have discovered that you are already using variations of T.P.R. with students, and now you can be more deliberate about your practice.



Review and Wrap-Up

- After school programs have a positive impact on English learners.
- Visual aids vary and must be carefully chosen for maximum benefit.
- T.P.R. builds social and academic language, and works by modeling the actions students are expected to perform.

We have covered a great deal of information in this training. Let's review the highlights:

- After school programs have a positive impact on English learners by providing additional learning time to focus on language skills through interactive activities and enhanced learning opportunities.
- When properly selected and used with students, visual aids can serve a variety of educational purposes, including building background knowledge and capturing students' attention.
- T.P.R. builds social and academic language, and works by modeling the actions students are expected to perform.



Congratulations! You have reached the end of the *English Learning in Action: Beyond the Basics* training.

You will now have the opportunity to take a quiz to test the knowledge you have acquired in this training. If you receive a passing score, a completion certificate will be e-mailed to you at the e-mail address you provided. If you don't receive a passing score, you will have the opportunity to take the test again at any time.

Following the quiz, you will be asked to complete a brief feedback survey. After you complete the survey, you will be able to access sample C.A.S.R.C. library resources and additional information about working with E.L.s. You may start the quiz by selecting the quiz link. Thank you for your participation!