LEARNING IN A LANGUAGE OTHER THAN THE MOTHER TONGUE IN IB PROGRAMMES

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Do you agree or disagree?

The earlier a second language is introduced in school programmes the greater the likelihood of success in learning.
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- **Agree**
  - Those who begin learning an additional language at a young age are more likely to have a native like proficiency of the language Lightbown and Spada (2006)

- **Disagree**
  - An early start may mean less time for a learner to develop their conceptual knowledge and understanding in their first language and literacy skills Lightbown and Spada (2006)
  - It can take up to seven years for some learners learning through an additional language to attain the same levels of academic proficiency as those expected for learners learning in a mother tongue IBO (2008)
### What challenges are we facing?

<table>
<thead>
<tr>
<th>Educators</th>
<th>Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Learners with varying experiences, language levels and conceptual understanding</td>
<td>- Developing <em>basic interpersonal communicative skills (BICS)</em> in conjunction with <em>cognitive academic language proficiency (CALP)</em> Cummins (1979)</td>
</tr>
<tr>
<td>- Implementing a sophisticated programme with learners who may not be able to fully access content and terminology</td>
<td>- Not having a grounding in literacy in their mother tongue or additional language e.g. A student who can speak multiple languages but cannot read or write in any of these effectively.</td>
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<tr>
<td>- Almost all education is language education Postman (1996)</td>
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<tr>
<td>- Finding resources at varying levels to cater for the diverse language and knowledge needs of learners</td>
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</table>
You have three minutes to think and note ideas about these questions:

- What does it look like?
- How does it feel?
- What can it do?
The Role of Prior Knowledge

Teacher instruction, input and questions

- **Personal experience**
  What connections can you make with the subject?

- **Language level**
  How much of what is being said do you understand?

- **Conceptual understanding**
  What conceptual understanding do you have of the subject?

unique individual understanding
Language Teaching Strategies and Techniques used to Support Students Learning in a Language other than their Mother Tongue.
Research Objectives

- To observe, record and analyse the strategies and techniques PYP teachers use to implement their unit of inquiry to children learning English as an additional language.
- To create a resource bank of language teaching strategies, ideas and techniques for teachers to use when implementing units of inquiry.
- To help raise teacher awareness of language learning through the programme of inquiry.
# The Participants

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Gender</th>
<th>Age Range</th>
<th>Number of years teaching</th>
<th>Language Teacher Training</th>
<th>Number of Students in Class</th>
<th>Number of Nationalities in Class</th>
<th>Number of Languages Spoken by Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 1</td>
<td>Male</td>
<td>20-30</td>
<td>2</td>
<td>No</td>
<td>13</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>Female</td>
<td>20-30</td>
<td>6</td>
<td>No</td>
<td>18</td>
<td>11</td>
<td>10</td>
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<tr>
<td>Teacher 3</td>
<td>Female</td>
<td>51-60</td>
<td>26</td>
<td>Yes</td>
<td>14</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Teacher 4</td>
<td>Female</td>
<td>31-40</td>
<td>14</td>
<td>Yes</td>
<td>12</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Teacher 5</td>
<td>Female</td>
<td>31-40</td>
<td>8</td>
<td>No</td>
<td>15</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Teacher 6</td>
<td>Male</td>
<td>61+</td>
<td>38</td>
<td>Yes</td>
<td>14</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Teacher 7</td>
<td>Female</td>
<td>31-40</td>
<td>6</td>
<td>No</td>
<td>16</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Teacher 8</td>
<td>Female</td>
<td>20-30</td>
<td>8</td>
<td>Yes</td>
<td>16</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Teacher 9</td>
<td>Female</td>
<td>31-40</td>
<td>9</td>
<td>No</td>
<td>15</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Teacher 10</td>
<td>Female</td>
<td>51-60</td>
<td>30</td>
<td>Yes</td>
<td>19</td>
<td>12</td>
<td>11</td>
</tr>
</tbody>
</table>
Data Collection Methods

- One thirty minute lesson observation
  - What types of language are teachers using to help students negotiate meaning and understand their environment?
  - How are teachers modeling language and helping young learners to acquire the language of instruction?
  - How are teachers making learning experiences meaningful and comprehensible for children in the classroom?

- Teacher interview
- PYP Coordinator interview
- Field notes
Categories of Language Used in Observation

Tally Chart

- Instructions
- Open Questions
- Closed Question
- Unclassifiable
- Activity Related Language
- Eliciting
- Error Correction
- Praise
- Discipline and Control
- Asking a Student a Specific Question
- Response to or Repetition of Student Answers
- Pause
- Prompt and Probe
- Think Alouds
The Findings

What types of language, strategies and techniques were seen during lesson observations?
Types of Language Used During Lesson Observations

- Error correction: 0%
- Think alouds: 2%
- Eliciting: 3%
- Pause: 3%
- Prompt and probe: 4%
- Discipline and control: 4%
- Praise: 5%
- Asking specific student: 7%
- Open questions: 8%
- Activity related language: 11%
- Closed questions: 15%
- Instructions: 18%
- Response to and repetition of student answers: 20%
- Unclassifiable: 0%

What do you see?
What do you think is going on?
What does it make you wonder?
Language Teaching Strategies and Techniques Used During Lesson Observation

- Vocabulary checks: 21%
- Eliciting: 20%
- Modelling of target language: 19%
- Think alouds: 13%
- Modelling of activities: 8%
- Lead in statements: 7%
- Student thinking time: 6%
- Re-casts: 5%
- Error correction: 1%
Levels of Student Language in the Language of Instruction in Participant’s Classes

- Native Speaker
- Advanced
- Upper Intermediate
- Intermediate
- Lower Intermediate
- Beginners
Strategies and Techniques for Aiding Comprehension

**Finding out what students know**
Enables teachers to see what prior knowledge students have and their conceptual understanding. Teachers used these strategies:
- Graphic organisers
- Questions
- Discussion

**Content, vocabulary and instruction checks**
Helps a teacher to see how much learners have recalled from discussion, instructions or previous lessons. Teachers used:
- questions
- Checklists
- discussion
- bilingual dictionaries
- Pictures, diagrams, and realia
Vocabulary Check Example

8.52 Teacher Six: Impressive. What does that actually mean?
8.55 Student 1: Like incredible.
8.57 Teacher Six: Impressive
9.04 Student 1: Like it’s incredible. It’s very, very impressive. If it was very cool, if it was…
9.10 Student 2: (interrupting)…and ah, and ah, and ah, and impressive also means um incredible.
9.16 Teacher Six: Okay, I think the real, the real meaning of that word, it means, it makes a very big impact on you. It really makes you think about it.

*(Impressive: if something is impressive you admire it, for example because it is very good, or large or shows great skill)*
Strategies and Techniques for Aiding Comprehension

**Modelling Activities**
The use of live demonstrations and the presentation of examples of other student’s work.

**Thinking Time**
Providing opportunities for students to think about questions after they have been asked before attempting to answer them.

**Negotiating Meaning**
This is a strategy between speakers who adjust their speech and use other techniques to repair a breakdown in communication (Lightbown and Spada 2006).

23.46 Student Three That he used <8 more understanding words.

23.58 Teacher Two Okay. I think I understand what you mean. The bit that Student Three is pointing out is this bit... So the words that the words he has used, he has obviously thought about and it makes it um, I think, do you mean it is better for the reader? (Looks at Student Three who nods)
What did participants identify as language teacher training?

<table>
<thead>
<tr>
<th>Teaching of English Courses</th>
<th>Language Training Courses</th>
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</thead>
<tbody>
<tr>
<td>- English in the Mainstream</td>
<td>- First Steps</td>
</tr>
<tr>
<td>- Certificate in Teaching English to Speakers of Other Languages (CELTA)</td>
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<tr>
<td>- English as a Second Language paper at University</td>
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</tr>
<tr>
<td>- Reading and Writing through Inquiry Workshop</td>
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</tbody>
</table>
Comparison of Averages of Teacher Language Use Between Teacher’s with Language Training and Teacher’s Without
Comparison of Average Language Teaching Strategy and Technique Use Between Teachers with/without Language Teacher Training
Techniques and Strategies for Modelling Language

**Elaborated Input**
Elaborated input contains redundant information, the redundancy being achieved through:
- Repetition
- Paraphrasing
- Slower speech

**Think Alouds**
The offering of a teacher’s inner dialogue or opinions out loud for students to hear their thoughts, ideas and to model the world as we understand it in words. Questions and statements to use might be:
- What am I going to do now?
- What is my problem?
- I wonder what would happen if...
Think Aloud Example

16.12 Teacher Four: I just wrote all the things that I could see. Boom, boom, boom, boom and then I thought about what I could hear. I could see that the man has got this big saw, do you know those saws that cut down the trees, it’s an electric saw. And have you ever heard an electric saw?

16.30 Class: Yeah

16.31 Teacher Four: They’re really noisy, so I thought I should write down that I could hear the electric saw. I think that the birds, I thought…

16.38 Student ?: Screech!

16.38 Teacher Four: Yes, I think that they are screeching because they are scared of the noise of the saw so they go, agh, agh, agh! And screech is a good word to describe that so I thought the birds are screeching and the river, there is actually a river there…

16.51 Student ?: Bubbling, bubbling..

16.52 Teacher Four: And I thought it was bubbling.
Response to and Repetition of Student Answers
Responding to and repeating a student answer can provide a teacher with the opportunity to model pronunciation, stress of language and extend student answers beyond one or two words.

Example:
Teacher One has asked the class, *The third unit, does anybody remember what it was about?*

2.37 Teacher One        Student Eleven?
2.38 Student Eleven     Landforms.
2.39 Teacher One       It was about landforms but a little more. Student Nine?
2.43 Student Nine       Mountains.
2.44 Teacher One       It was about mountains. That’s a kind of landform. Student Twelve?
2.46 Student Twelve     It was about how our Earth works.
Techniques and Strategies for Modelling Language

**Error Correction**

Corrective feedback of grammar or pronunciation errors should be provided in a clear and precise way without overtly calling attention to the error.

For example:

23.04  Student Two  I did choose caring.
23.06  Teacher One  Pardon, pardon?
23.08  Student Two  I did caring either.
23.09  Teacher One  You did caring as **well**.
23.11  Student Two  Ah ha.
**Recasts**
A recast is the repetition of a student’s utterance making changes to convert it to a correct phrase or sentence (Lightbown and Spada 2006).

For example:

18:44  Student Eight  The trees are cutting down and ah, for another house.

18:47  Teacher Four  Excellent, Student Eight. They’re cutting down the trees and they are going to build a new house.
Types of Interactions during the Lesson between the Teacher and Students

[Bar chart showing interactions among teachers and students.]
Strategies for Increasing Student Talk Time

**Directing Specific Questions to Individual Students**
Asking questions directed to individual students helps to:
- Develop an individual’s language skills
- Ensure all learners are given the opportunity to respond
- Keep learners alert and tuned in
- Distribute responses in teacher fronted interactions

**Incorporate Small Group and Pair Work in Lessons**
Provides students with opportunities to:
- Use considerably more language
- Exploit a greater range of language functions
- Hear language from different sources i.e. Not just the teacher
- Possibly reduce learner anxiety related to attempting the target language

**Think, Pair, Share**
Possible Factors for Specific Types of Language Use and Choice of Strategy and Techniques Employed By Teachers
Types of Language Used - Teacher Comparisons of the number of instances observed during lesson observations

- Error Correction
- Think alouds
- Unclassifiable
- Prompt and probe
- Pause
- Praise
- Eliciting
- On task discussion
- Asking a student a specific question
- Discipline and control
- Open questions
- Closed questions
Strategies and Techniques Used - Teacher Comparisons of the number of instances observed during lesson observations

- Repeat after me
- Pre-teaching of formulaic language
- Drilling
- Translation
- Error correction
- Re-casts
- Student thinking time
- Lead in Statements
- Modelling of activities
- Think alouds
- Modelling of target language
- Eliciting
- Vocabulary Checks/definitions
Teacher Belief's

Meaningful and real life contexts should be used

Language needs to be modelled and reinforced by the teacher

Language needs to be scaffolded and ideas elicited from students

Students need to be exposed to a variety of activities
Recommendations

The following strategies and techniques could be incorporated more into lessons by teachers to further improve the language support given to learners:

- *Thinking Time*
- *Elaborated input*
- *Re-casts*
- *Questioning*
- *Increase of student to student verbal interaction*
Pausing after asking a question improves quality of answers.
Further Reading

- International Baccalaureate Organization (2008) *Learning in a Language other than Mother Tongue in IB Programmes*
- Fisher, R. (2005) *Teaching Children to Learn*
Further Information

- Jeff Thompson Award Completed Studies
  http://www.ibo.org/research/resources/jeffthompon/jtwinners/index.cfm

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