



Western Oregon  
UNIVERSITY

Project LUISA

Language Understanding to Improve Student Achievement

## **Session 1. Monday, June 24, 2013**

**8:30 – 11:00 am**

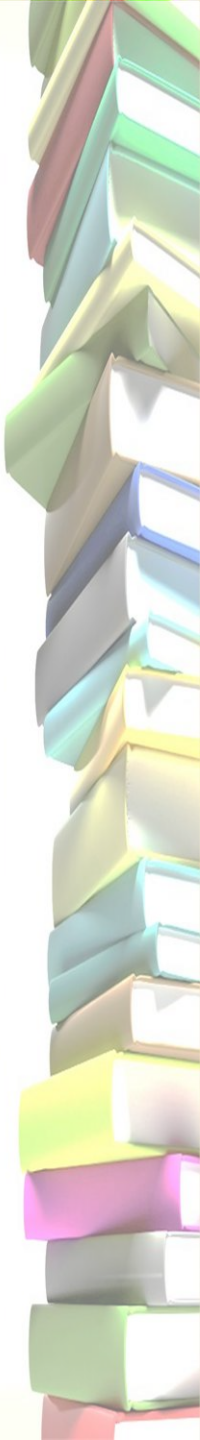
1. Introductions and paperwork
2. ELL Language Production (Linguistic Categories)
2. Language Functions and Forms
3. Discussion of Larson-Freeman chapter
4. Looking Forward



# ELL Language Production

## Elements in the system of language

- Phonology: the study of the **sounds** of a language
- Morphology: the study of **words and parts of words**
- Syntax: the study of the **structure of sentences** and the rules that govern their formation
- Semantics: the study of **meanings** of individual words and of larger units such as phrases and sentences
- Pragmatics: the study of language **use in context**





# Language Functions

refer

to things and  
information

create

songs, poems,  
stories, jokes

narrate

persuade

inform

describe

express  
emotions  
and  
opinions

paraphrase

introduce

predict

hypothesize

metalingual

to discuss and  
describe language

interpret

evaluate

summarize

generalize

direct

advise

warn

threaten

ask for information

ask for clarification

ask for agreement

request

offer

summon

greet

conclude

refuse

complain

compliment

interact

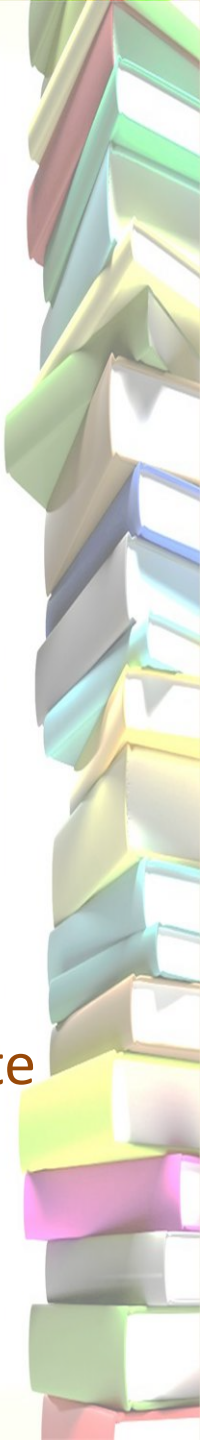
socially

thank

forgive

apologize

congratulate



# Which Functions do we need to teach?

refer  
to things and  
information

create  
songs, poems,  
stories, jokes

narrate

ask for information

ask for clarification

ask for agreement

persuade

inform

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compliment

# Language Functions (in school) ODE requirements

## Asking

informational questions  
clarifying questions

## Giving Information

Expressing needs and likes  
Expressing and supporting opinions

Retelling/relating past events

Literary analysis

Persuading

Describing people, places, things  
Describing spatial and temporal relations  
Describing actions

Sequencing

Defining

Explaining

Generalizing

Summarizing

Comparing

Contrasting

Cause and effect

Interpreting

Evaluating

Drawing conclusions

Making predictions

Hypothesizing and speculating

# Language Functions and Forms (in school)

What function stands out in this passage?

Describing people, places, things

On sultry summer days at my grandma's farm in Michigan, the air gets damp and heavy. Storm clouds drift low over the fields. Birds fly close to the ground. The clouds glow for an instant with a sharp crackling light, and then a roaring, low, tumbling sound of thunder makes the windows shudder in their panes.

from "Thunder Cake," *Literacy by Design*, Grade 3





# Language Functions and Forms (in school)

Certain **Forms** are likely to occur with a given Function

Describing people, places, things

concrete nouns

On sultry summer days at my grandma's farm in Michigan, the air gets damp and heavy. Storm clouds drift low over the fields. Birds fly close to the ground. The clouds glow for an instant with a sharp crackling light, and then a roaring, low, tumbling sound of thunder makes the windows shudder in their panes.

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# Language Functions and Forms (in school)

Certain **Forms** are likely to occur with a given Function

Describing people, places, things

pre-noun modifiers

On sultry summer days at my grandma's farm in Michigan, the air gets damp and heavy. Storm clouds drift low over the fields. Birds fly close to the ground. The clouds glow for an instant with a sharp crackling light, and then a roaring, low, tumbling sound of thunder makes the windows shudder in their panes.

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# Language Functions and Forms (in school)

Certain **Forms** are likely to occur with a given Function

Describing people, places, things

linking verb + adjective

On **sultry summer days** at my **grandma's farm** in Michigan, the **air** gets damp and heavy. **Storm clouds** drift low over the fields. **Birds** fly close to the ground. The **clouds** glow for an instant with a **sharp crackling light**, and then a **roaring, low, tumbling sound** of thunder makes the **windows** shudder in their panes.

from "Thunder Cake," *Literacy by Design*, Grade 3

# Language Functions and Forms (in school)

Certain **Forms** are likely to occur with a given Function

Describing people, places, things

action verb +  
prepositional phrase

On sultry summer days at my grandma's farm in Michigan, the air gets damp and heavy. Storm **clouds** drift low over the fields. **Birds** fly close to the ground. The **clouds** glow for an instant with a sharp crackling light, and then a roaring, low, tumbling sound of thunder makes the **windows** shudder in their panes.

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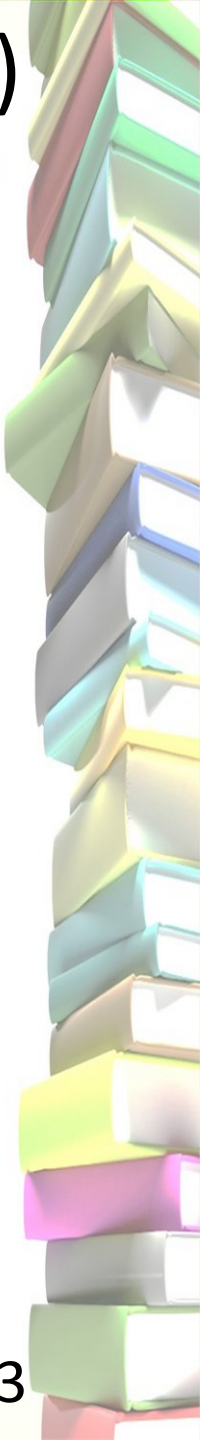
# Language Functions and Forms (in school)

What function stands out in this passage?

Sequencing

Recycling paper involves collecting used paper, sorting it according to color and quality, and cleaning it to remove staples or other non-paper items. Then, the clean, sorted paper is wet down and beaten to loosen the fibers. The recycled fibers can be made into cardboard or newsprint or mixed with wood pulp to make higher-quality paper.

from “How is Paper Made?” *Literacy by Design*, Grade 3



# Language Functions and Forms (in school)

Certain **Forms** are likely to occur with a given Function

Sequencing

adverbs of  
time/sequence

Recycling paper involves collecting used paper, sorting it according to color and quality, and cleaning it to remove staples or other non-paper items. Then, the clean, sorted paper is wet down and beaten to loosen the fibers. The recycled fibers can be made into cardboard or newsprint or mixed with wood pulp to make higher-quality paper.

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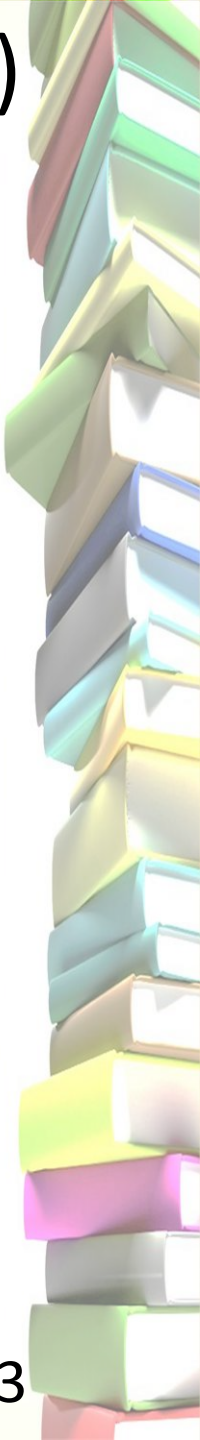
Certain **Forms** are likely to occur with a given Function

Sequencing

**cohesion:** known + new sentence patterns,

Recycling paper [involves] collecting used paper, sorting it according to color and quality, and cleaning it to remove staples or other non-paper items.

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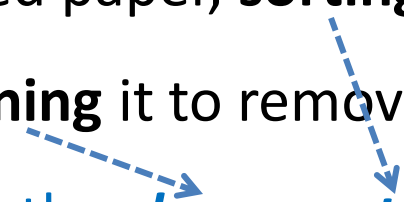
# Language Functions and Forms (in school)

Certain **Forms** are likely to occur with a given Function

Sequencing

**cohesion:** known + new sentence patterns,  
*repetition of vocabulary*

Recycling paper [involves] collecting used paper, **sorting** it according to color and quality, and **cleaning** it to remove staples or other non-paper items. **Then**, the clean, sorted paper [is wet down and beaten] to loosen the fibers.



The diagram consists of two dashed blue arrows. One arrow originates from the word 'cleaning' in the sentence and points to the word 'clean' in the phrase 'the clean, sorted paper'. The second arrow originates from the word 'sorted' in the same phrase and points to the word 'sorted' in the phrase 'the clean, sorted paper'. This illustrates how the repetition of the word 'sorted' and the use of a known sentence pattern ('the clean, sorted paper') contribute to cohesion in the text.

from “How is Paper Made?” *Literacy by Design*, Grade 3

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Certain **Forms** are likely to occur with a given Function

Sequencing

**cohesion:** known + new sentence patterns,  
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Recycling paper [involves] collecting used paper, **sorting** it according to color and quality, and **cleaning** it to remove staples or other non-paper items. Then, the **clean, sorted** paper [is wet down and beaten] to loosen the fibers. The recycled fibers

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# Language Functions and Forms (in school)

Certain **Forms** are likely to occur with a given Function

Sequencing

**ing-verbs (used as verbs) turn into  
ed-verbs (used as pre-noun modifiers)**

**Recycling** paper [involves] collecting used paper, **sorting** it according to color and quality, and **cleaning** it to remove staples or other non-paper items. Then, the **clean, sorted** paper [is wet down and beaten] to loosen the fibers. The recycled fibers [can be made] into cardboard or newsprint or mixed with wood pulp to make higher-quality paper.

from “How is Paper Made?” *Literacy by Design*, Grade 3

# Language Functions and Forms (in school)

Forms may occur with a given Function

Retelling/relating past events

President Abraham Lincoln was taking a vote in a cabinet meeting on whether to sign the Emancipation Proclamation. All his cabinet secretaries vote nay, whereupon Lincoln raises his right hand and declares: 'The ayes have it'.



# Language Functions and Forms (in school)

Forms may occur with a given Function

Retelling/relating past events

past progressive

President Abraham Lincoln was taking a vote in a cabinet meeting on whether to sign the Emancipation Proclamation. All his cabinet secretaries vote nay, whereupon Lincoln raises his right hand and declares: 'The ayes have it'.



# Language Functions and Forms (in school)

Unexpected Forms may occur with a given Function

Retelling/relating past events

simple present  
(the 'historical present')

President Abraham Lincoln **was taking** a vote in a cabinet meeting on whether to sign the Emancipation Proclamation.

All his cabinet secretaries vote nay, whereupon Lincoln raises his right hand and declares: 'The ayes have it'.





# Language Functions and Forms (in school)

Unexpected Forms may occur with a given Function

Retelling/relating past events

simple present  
(the 'historical present')

President Abraham Lincoln **was taking** a vote in a cabinet meeting on whether to sign the Emancipation Proclamation.

All his cabinet secretaries vote nay, whereupon Lincoln raises his right hand and declares: 'The ayes have it'.

compare:

All his cabinet secretaries voted nay, whereupon Lincoln raised his right hand and declared: 'The ayes have it'.



# Language Functions and Forms (in school)

But Carolinda just banged on pots and pans for good measure. The people of Pupickton hid under their beds and lived in fear. "Any minute now," they whispered, "you'll wake the giant!"

"I can't help it!" she shouted. "I love NOISE!"

Hearing Carolinda, birds began to chirp. Cows began to moo. Dogs barked and howled. Cats yowled.

Sure enough, one morning, the ground began to tremble. The people heard a low rumble....

The rumble became a grumble...

...and the grumble became a tumble of words so low and loud and old and rusty that everyone knew it could be only one thing. And they were terrified.

WHO WOKE MEEE UP?

"Carolinda," the people whispered. "Now you've done it. You woke the giant. You must go and tell him to go back to sleep."

"Oh, dear!" said Carolinda. "Must I?"

"Yes," they whispered. "You must!"

Trembling, Carolinda went up the hill called Giant's Chest and into a tangled forest called Giant's Beard, up to The Mouth, a huge, dark cave full of moans and sighs.

Singing made her feel a *little* less frightened. But just a little.

Waterfalls ran down both sides of a peak called The Nose from ponds called The Eyes.

"Excuse me, Mr. Giant, sir. I am Carolinda Clatter. It was I who woke you."

"Is it you," rumbled the voice, "who sings the beautiful songs and makes the beautiful music?"

"It's just noise," said Carolinda. "But it's what I love to do."

"It's MUSIC!" said the giant. "I haven't heard music for thousands and thousands of years! It makes me HAPPY! It makes me want to get up and dance with the moon! I'm in love with her, you know, but she won't have me..."

"Mr. Giant, sir..." said Carolinda.

It is likely that a text displays several functions in close proximity.

Describing people, places, things

Describing spatial and temporal relations

Retelling/relating past events

Describing actions

Defining

Explaining

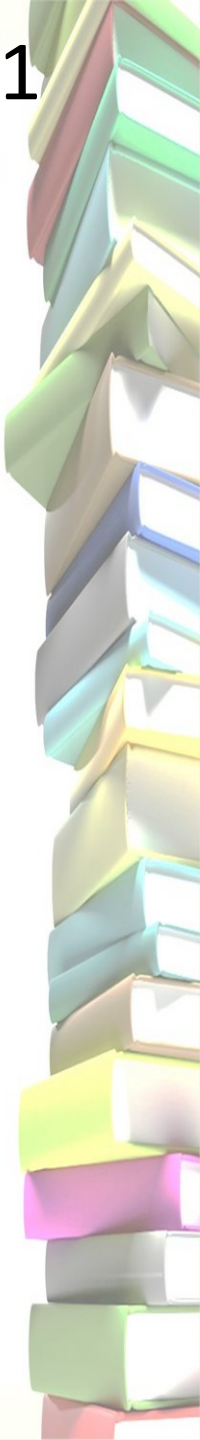
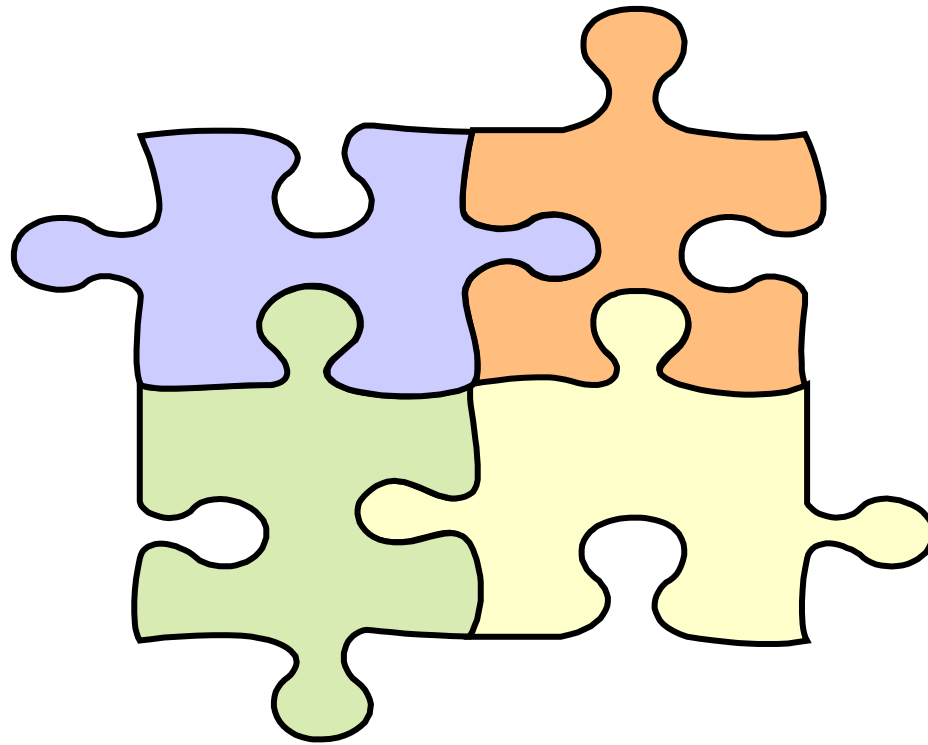
Drawing conclusions

Making predictions

And uses a wide variety of typical forms to convey meaning.



# Jigsaw Activity with Larsen-Freeman, 2001

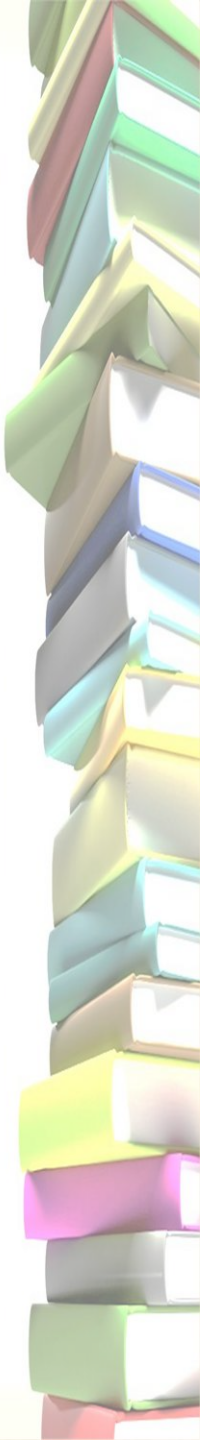


# Section 1: Introduction and A Three-Dimensional Grammar Framework

Larsen-Freeman asserts that

“research has shown that teachers who focus students’ attention on linguistic form during communicative interactions are more effective than those who never focus on form or who only do so in decontextualized grammar lessons” (p. 251).

**Explain this idea and how it can be applied to classroom practice.**

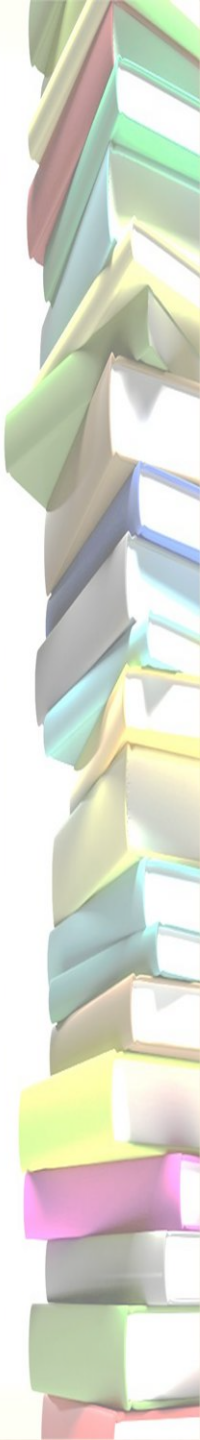


## Section 2: Examples with Possessives and Phrasal Verbs

Larsen-Freeman asserts that

“It is worth noting that although it is grammar structures which we are dealing with, it is not always the form of the structures which creates the most significant learning challenge” (p. 255).

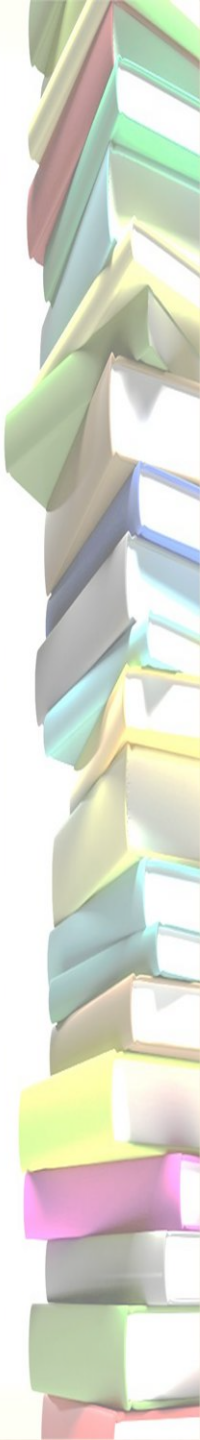
**Explain how this idea relates to her discussion of phrasal verbs. Please also give examples from your own classrooms that illustrate this concept.**



# Section 3: The Learning Process

**Summarize the author's four insights regarding the learning process.**

**How can such considerations inform your classroom practice?**





# Section 4: The Teaching Process

Larsen-Freeman asserts that

“The grammar that is taught is not scheduled in advance as it is with a structural syllabus/PPP approach, but rather supports students in their completion of the communicative task or their making sense of a particular content area” (p. 256).

**Explain how the strategies she gives can help teachers incorporate this communicative approach.**

**Feel free to give examples from your own practice as well.**



# Section 5: Form and Meaning

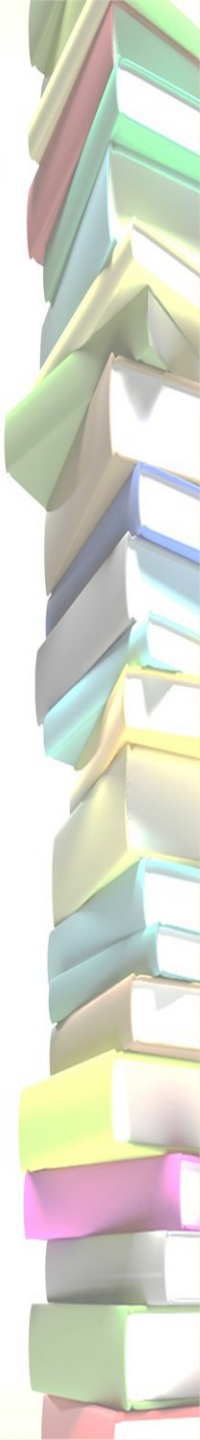
Regarding **form**, Larsen-Freeman writes

“Is it important to emphasize *meaningful* practice of form for several reasons” (p. 258).

**Please explain those reasons and also share some of the activities she describes for teaching form.**

In discussing **meaning**, the author specifically discusses using pictures and realia as well as action games.

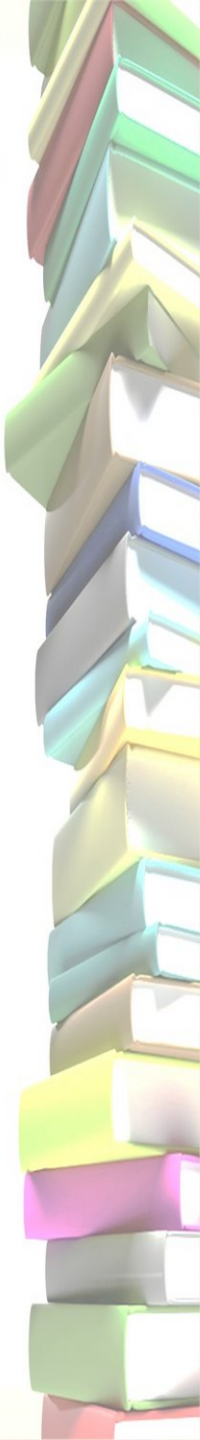
**Please share these activities, as well as your own ideas, with the rest of the group.**



# Section 6: Use and Providing Feedback

**Discuss how feedback is related to the teaching of use.**

**Please model an appropriate classroom activity that focuses on use, making sure to include some of the strategies Larsen-Freeman discusses for feedback.**

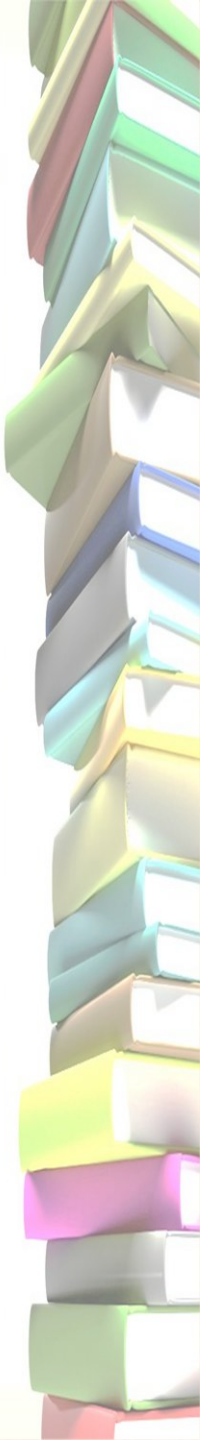


# Section 7: Related Pedagogical Issues

Larsen-Freeman asserts that

“While rules provide some security for learners, reasons give them a deeper understanding of the logic of English and help them make it their own” (p. 265).

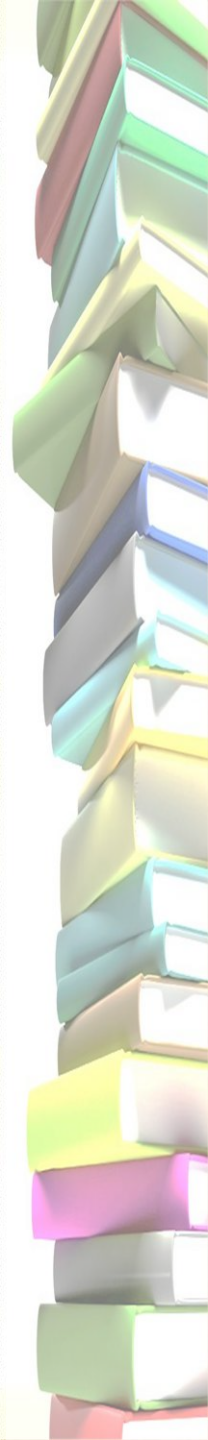
**Explain this idea and how it can inform  
your own approach in teaching your ELLs.**



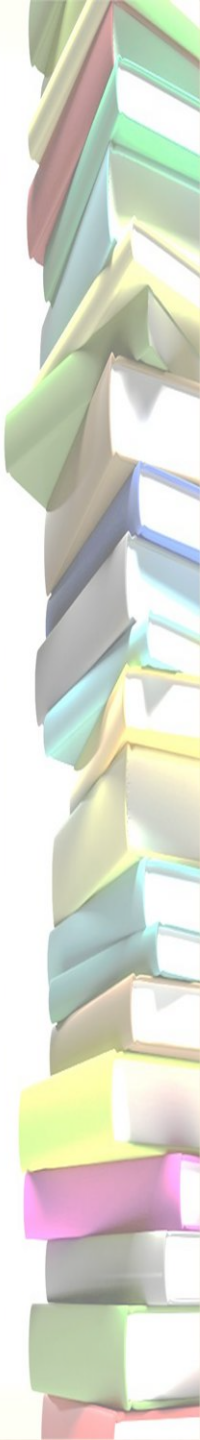
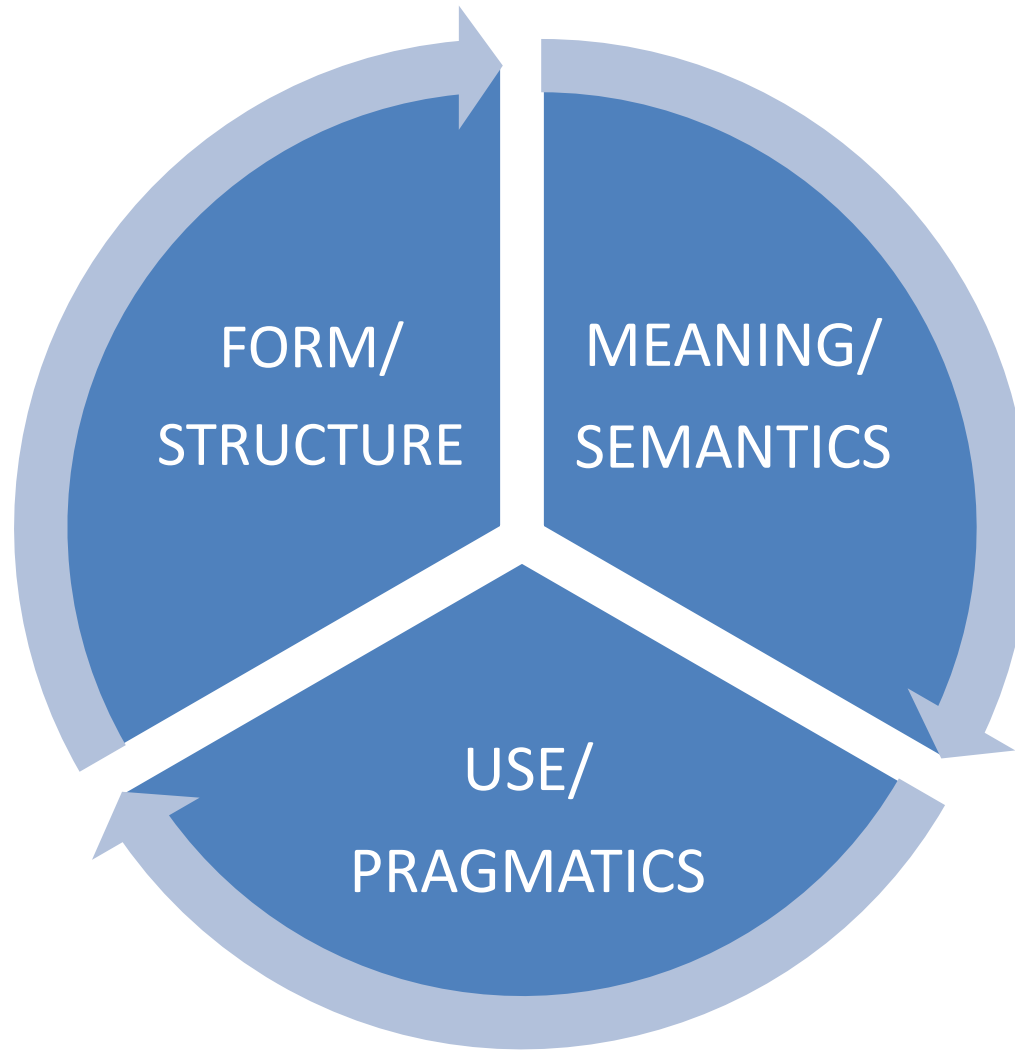
# Final Points on Teaching Grammar

(Larsen-Freeman, 2001)

- Communicative approaches emphasize language use over rules of language use.
- We do not want our students to learn grammatical facts. What we hope to do is to help them use grammatical structures accurately, meaningfully, and appropriately.
- “**Grammaring**” is a skill that needs to be developed.
- It is useful for teachers to have a grammar checklist rather than relying on a grammatical sequence.
- The three dimensions do not always need to be present in one lesson. The teacher prioritizes them depending on students’ needs.



# Three-Dimensional Grammar Framework





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## Looking Forward

### Tomorrow

Bring any teaching materials for next fall in which you want to include some explicit language teaching

### Before Wed

Please read the Fillmore and Fillmore article downloadable from our website:

<http://projectluisa.weebly.com/>

