

From L1 to L2

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- Have a consistent, easy to manage, method that works for getting students to use the target language in the classroom
- Talk about what's working and what's not

Goals for today

EXPECTATION TIMES are the times when students are EXPECTED to be in the target language (start with Morning Meeting, add science block, add math block, eventually add locker time, lunchtime, etc.)

CHOICE TIMES are the times that students are strongly encouraged to speak the target language

The ULTIMATE GOAL...the hardest earned dollar

“Choice” vs Expectation

Morning Meeting – start slow (one word answer → ten words → one sentence → games)

Consider all times of the day

Increase the expectation for a variety of settings (group time, individual time, stations, lunch, lockers)

“Choice” vs Expectation

TARGET

NATIVE

**When do you REALLY use
the target language?**

When should you verbally reward?

What should you say?

What results should you see?

Verbal Reward

- Reward randomly (more often for kids that use the target language less) at times when the target language is not required (yet)
- Be specific
- Reward for attempting (not correctness)
- Be encouraging
- Say things like, “You’re working really hard to learn more” or “Practicing makes it easier!” or “I love how you never use English when you don’t know the word!”
- You should see MORE attempts at the target language

Verbal Reward: What works

What will students need to do as a group to earn a class reward?

How often will you reward the target language?

How could you tie in other subject areas?

What is the reward?

Group Reward

- Students may need to earn tallies, fill a jar with beads or fuzzies, earn pennies and get to a dollar amount, etc.
- Reward when using the target language is a “choice”
- Possible group rewards – popcorn party, extra recess, art project, no homework week, ask them...they will come up with great ideas.
- Other subject area tie-ins?

Group Reward: What works

When or in what way will you individually reward?

How could you manage individual rewards?

How could you tie in other subject areas?

Individual Reward

- Something easy to manage
- Pipe cleaner bracelets
- Jar full of coins
- Other subject areas?

Individual Reward: What works

How will you transition from rewarding every time to rewarding at random intervals?

What could you use as a reward?

What tie-ins to other subjects might work?

Results?

**Individual Reward
(longer intervals of time)**

- One idea – plastic bracelets, when the student speaks English, the bracelet gets taken
- Set goals!
- Reward ideas –what do you have laying around that you could get rid of? (ask parents too!)
- Remember to keep adding “expected” times for the target language
- Pure and consistent language, responsible for one another
- Tie-ins?

Individual Rewards: What works

What do you do when students get stuck?

How do you maintain the target language?

How does the target language improve?

What do you do when most students are using only the target language?

How do you help the struggling students?

Maintenance

- Be patient!
- Strategies for remembering or learning a word – draw it, act it, use a sentence (with a blank), describe it
- When students are using the target language, set bigger goals. Can they go until lunch without a word of English?
- The secret list (kids left get their name in a hat)
- TEACH the target language
- Visual cues
- Go back to the beginning or don't pass through steps prematurely
- 6 months

Maintenance

- Take your time
- Be consistent
- Keep going
- You CAN do it
- Celebrate the little moments
- Seriously...SIX MONTHS

K-2: My two cents

- Start with two weeks of verbal praise (yes, the VERY beginning of the process)
- Make it an expectation from the beginning
- Encourage students
- Change to bracelets
 - individual reward → random intervals → class goal → students can take bracelets from others → if adult speaks English, kids get an extra bracelet point

3-4: My two cents

How do you deal with having to do two languages?

When is the best time of day to do the non-target language?

How do you choose subject areas for using English?

Dealing with...English!

- Save it for the end of the day!
- Limit it
- Be specific and stick with what you say
- Stay focused – no getting “tired”
- Keep both languages pure

Dealing with...English!

- Have a consistent, easy to manage, method that works for getting students to use the target language in the classroom
- Think about what's working and what's not

Did you...?
