Electronic Community of Practice

Webinar

Increasing Students’ Communication Skills Using LEA in the ML ESL Class

Facilitated by Jayme Adelson-Goldstein

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Increasing Students’ Communication Skills Using the Language Experience Approach in the Multilevel ESL Class

- Why LEA?
- Underlying Principles
- Procedures
- A Look at 4 LEA tasks

What did we do first?
Why LEA?

- RELEVANT
- MEANING-BASED
- NEEDS-BASED, FORM-FOCUSED PRACTICE
Why LEA?

- ADAPTABLE
- FLEXIBLE
- EASILY INTEGRATED INTO TBI and PBL


Based on a story told to Jean Owensby by her literacy and beginning-level learners.
LEA’s Roots: A Literacy Development Technique

- Words describing personal experiences provide a context of maximum support; words written by someone else may not.

Ronald L. Cramer, PhD. *Principles and Practice of Language Experience*

LEA’s Underlying Principles

- Provide a common experience
- Elicit the narrative
- Write what students say
- Provide opportunities to edit
- Use the students’ work as the basis for reading skill development
LEA’s Underlying Principles

Making Mint Tea

Take out the cup. Take out the tea bag. In the cup. Take a spoon. Stir. Drink the tea. It’s hot. Wait.

from Teacher Training through Video © 1992 Longman Publishing Group
LEA’s Underlying Principles

Making Mint Tea
Stir.
Wait.
Take out the cup.
Drink the tea.
In the cup.
Take out the tea bag.
Take a spoon.
It’s hot.
LEA and ML

- Whole class can experience the picture/event.
- Eliciting questions can be leveled.
- Interaction and negotiation of meaning builds communication skills
- Storytelling challenges HL and LL
- Opportunities for leveled, form-focused practice
Picture-Based LEA

Whole Class

Tell me the story of this picture.
Pick a picture with lots of story potential, explicit or implied.
Pick a picture with lots of story potential, explicit or implied.
Picture sequences are also very effective

Emergency!

June

Ouch!

September

Ouch!

Ouch!

No Doctor! Too much $$$

December

Ouch!

Ouch!

No Doctor! Too much $$$

January

Ambulance

February

Created by Kate Singleton
Fairfax County (Virginia) Public Schools
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**Picture-Based LEA**

- Small Group
- Pairs

Tell me the story of this picture.

A family from China.
Project-Based LEA

- Whole Class
- Cross-ability
- Like-ability
THE PROJECT
- You are going to make sandwiches with your classmates.
- Then you will talk, write, and read about the experience.
- Your teacher is going to put the sandwich ingredients on a big table.

DIRECTIONS
1. Get paper plates, a plastic knife, and two slices of bread from your teacher.
2. Choose two food items from the main table and take them to your desk.
3. Make your sandwich and cut it in half. Put it on the plate.
4. Offer half your sandwich to a classmate. Try a classmate’s sandwich.
5. Describe the experience to your teacher. (Your teacher will write what you say on the board.)
6. Look at the sentences on the board and copy them.
7. Read the sentences to a classmate.
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**Student Drawings for LEA**

- **Pair Work**
- **Small Group Work**
LEA
Learner Outcomes
IN THE PROCESS OF GROUP STORYTELLING…

- vocabulary gaps become evident
- sequencing is essential
- editing increases clarity
- turn taking, consensus building, clarification, etc., are important

WHICH YIELDS

- Expanded Vocabulary
- Control of sequencing language
- Increased control of Grammar structures
- Interpersonal language development