

Mastering BEST Plus 2.0 Language Complexity in High Level ESL Classrooms



Presented by:

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Group Norms



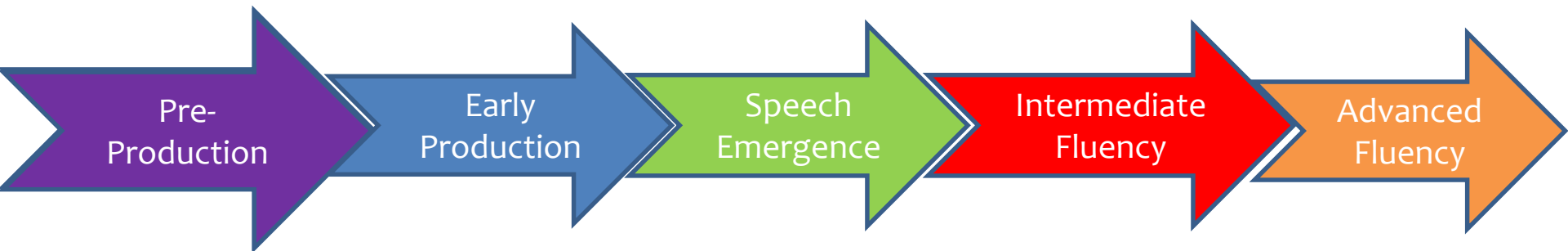
Agenda

- Ice Breaker
- Analyzing Second Language Acquisition Stages
- Deconstructing an Article
- Looking Closely at BEST Plus 2.0 Language Complexity Rubric
- Group Activities
- Wrap-up/Reflection



Ice Breaker

Stephen Krashen's 5 Stages of Second Language Acquisition



Second Language Acquisition Stages

DERIVES FROM STEPHEN KRASHEN'S SECOND LANGUAGE ACQUISITION STAGES

Krashen, S.D., Terrel, T.D. (1983) *The Natural Approach. Language Acquisition in the Classroom*. London: Prentice Hall Europe. ACQUISITION extra slide for 5 stages

SILENT PERIOD/PRE-PRODUCTION

Gestures, Imitation,
Minimal Comprehension

EARLY PRODUCTION

Words, Phrases,
Limited Comprehension

SPEECH EMERGENCE

Simple Sentences/Compound
Sentences/Emerging Complex
Sentences
Low Comprehension

INTERMEDIATE FLUENCY

Compound
Sentences/Complex
Sentences/Emerging
Subordination
Intermediate Comprehension

ADVANCED FLUENCY

Complex
Sentences/Subordination
High Levels of
Comprehension

Stages of Language Acquisition Article

1. Read silently the stage assigned to your group
2. Discuss assigned stage in your group
3. Chart findings/ Share-out

-List the Stage -Key Takeaways	-Characteristics

Stages of Second Language Acquisition

Source: Adapted from Krashen and Terrell (1983)

Stages	Characteristics	Prompts
Pre-Production	Nodding “Yes” and “No” Drawing and Pointing	Show me... Where is...
Early Production	One- or Two-word Responses Key Words; Phrases	Yes/No Questions Either/or Questions Lists/Labels
Speech Emergence	Simple and Compound Sentences/Complex Sentences	Why...? How...? Explain...
Intermediate Fluency	Complex Sentences Usage of all Tenses	What would happen if...? Why do you think...?
Advanced Fluency	Near-native level of speech	Decide if ... Retell...

Best Plus 2.0 Scoring Rubric Categories

LISTENING COMPREHENSION

LANGUAGE COMPLEXITY

COMMUNICATION

BEST Plus 2.0 Scoring Rubric (Language Complexity)

Language Complexity	0	No response, response incomprehensible, or response inappropriate
Language Complexity	1	Words, phrase(s), or simple sentence(s) (i.e., S-V-O) used to provide basic information with on elaboration; limited vocabulary
Language Complexity	2	Uses long strings of phrases or well-formed sentence(s) with emerging complexity (e.g., use of “because,” “if,” “but”) to provide some additional detail that is minimal but beyond basic
Language Complexity	3	Uses strings of several sentences to provide additive details, often through phrases and clauses (e.g., prepositional phrases, adverbial clauses, subordination); elaboration clearly beyond minimum
Language Complexity	4	Sustains a variety of structures; develops an idea in detail (using reasons, examples, explanations, descriptions, etc.); vocabulary more precise; response cohesive and often organized

Deconstructing Best Plus 2.0 Scoring Rubric

	LANGUAGE COMPLEXITY
4	Variety of structures; develops an idea in detail... vocabulary more precise, response often organized
3	Strings of several sentences... additive detail, often through phrases and clauses (e.g. prepositional phrases, adverbial clauses, subordination); elaboration beyond minimum
2	Long strings of phrases, well-formed sentence(s)... (use of “because,” “if,” “but”) to provide some additional detail...
1	Words, phrase(s), or simple sentence(s)... limited vocabulary
0	No response

Best Plus 2.0 Scoring Rubric Complexity Elements

ELABORATION

ORGANIZATION

GRAMMAR

Best Plus 2.0 Scoring Rubric

Grammar Terms and Concepts

Phrase

Dependent
Clause

Strings of
Phrases and
Sentences

Independent
Clause

Adverbial
Clause

Adjective
Clause

S-V-O
Subject Verb
Object

Subordination

Noun
Clause

BEST Plus 2.0 Scoring Rubric Grammar Terms and Concepts Activity

Grammar Terms and Concepts

If you need more help understanding the terms used in the scoring rubric, you can refer to the grammatical information in the chart below. The examples come from the Benchmarks and Scoring Practice clips on the training video, so they represent actual conversations with adult English language learners. Note, however, that putting too much emphasis on grammar issues may distort how you interpret the scoring rubric. Some test administrators overemphasize the importance of grammar in scoring Language Complexity. It is important to remember that grammar accounts for only a part of the score. Elaboration and organization of the response must also be taken into account when awarding scores in Language Complexity. For more information about grammatical terms and concepts relevant to adult ESL instruction, consult your favorite grammar reference.

Term	Definition	Example
Phrase	A group of words within a clause that functions as a part of speech (e.g., adjective phrases, adverbial phrases)	<i>In the mornings, I go to study to Kaplan ...</i> (Scoring Practice clip 5)
S-VO	Subject, verb, object	<i>I like ... um ... computers</i> (Scoring Practice clip 12.1)
Independent clause	A complete sentence; has a subject and a verb	<i>I buy the food in Giant, and Shopper, and Safeway.</i> (Benchmark clip 2)
Dependent clause	Although not a complete sentence, it contains a subject and a verb; must be connected to an independent clause	<i>If you want to see a doctor, you call somebody first to make an appointment.</i> (Benchmark clip 10)
Subordination	A relationship between two clauses where one is independent and the other is dependent. The use of subordinate clauses (also called dependent clauses), contrastive structures, and greater organization and elaboration are indicators of more complex language because they provide additive detail and elaboration beyond the minimum. There are three kinds of subordinate clauses: adjective clauses, adverbial clauses, and noun clauses.	<i>If you want to see a doctor [dependent clause], you call somebody first to make an appointment [independent clause].</i> (Benchmark clip 10) Some words that commonly introduce subordinate clauses are <i>when, which, after, before, while, if, because, although, since, until, and unless</i> . Other examples of subordination are responses that begin with "I believe that," "I hope that," "I think that," "I wish that," and so on. However, speakers of English often leave out the word <i>that</i> , making this type of subordination sometimes difficult to recognize in speech. For example, "I believe that she used to be a teacher," and "I believe she used to be a teacher" are both correct and are examples of complexity in language.

SECTION I
NOTIONS

SECTION II
NOTIONS

SECTION III
NOTIONS

SECTION IV
NOTIONS

SECTION V
NOTIONS

SECTION VI
NOTIONS

- Using the section(s) assigned to your group you will complete the activity:

Terms/ Concepts	Definition Gist	Example of Student Prompts

Best Plus 2.0 Scoring Rubric

Adjective Clause at a Glance

An **adjective clause** is a dependent clause that, like an adjective, modifies a noun or pronoun. Adjective clauses begin with words such as:

Who

That

Which

Whom

Whose

Best Plus 2.0 Scoring Rubric

Adverbial Clauses at a Glance

Adverbial Clauses

Some verbs can be followed by that-clause acting as the direct object.

I believe (that)

I hope (that)

I think (that)

I guess (that)

Best plus 2.0 Scoring Rubric

Noun Clause at a Glance

A noun clause is a dependent clause that acts as a noun. **Noun Clauses** begin with words such as:

how

which

that

whichever

what

who

whatever

whoever

when

whom

where

whomever

whether

why

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Prepositional Phrases at a Glance

Which one? Description	When? Time	Where? Location	Which direction? Location
<ul style="list-style-type: none">in the red dresswith black tireswith brown hairwith mint chipswith the green dotsin a new T-shirtin high heelsin striped pantswith confidence	<ul style="list-style-type: none">before recessduring the gameafter lunchin the morningat nighton Saturdayuntil lunchtimeon schedule	<ul style="list-style-type: none">near the doorby the windowunder the tablein the oveninside the boxon the deskagainst the walloutside the wallbelow the steepleunderneath the boxatop the ice cream	<ul style="list-style-type: none">to the lakefrom the houseinto the garagethrough thetoward the moonacross the laketo grandmother'sfrom the zooup the pathin that direction

Best Plus 2.0 Scoring Rubric

Subordinating Conjunctions in

Adverbial Clauses

RELATIONSHIP BETWEEN IDEAS	SUBORDINATING CONJUNCTIONS IN ADVERBIAL CLAUSES
Time	After, Before, Since, Until, When, While
Reason	As, Because, Since
Purpose	So that, In order that
Condition	If, Unless
Cause and Effect	Although, Even though, Though, Whereas, While
Comparison	Than, As... as, More than, Less than
Place	Where, Wherever

Interactive Activities Require The Teacher To...

**PROVIDE REPEATED, CLEAR, STEP BY STEP
INSTRUCTIONS**

**MODEL TO DEMONSTRATE
THE ACTIVITY**

**CIRCULATE AMONG GROUPS AND GIVE
FEEDBACK**

Progression of Interactive Activities

A key to building students' listening and speaking skills is a gradual progression of interactive activities in five categories:

Dialogue

Vocabulary

Questions and Answers

Sentence Combining

Questions Creation

Pictures Questions and Answers Activity



Dominoes Sentence Combining Activity



Using the dominoes
create as many
sentences as you can

Be reminded to keep
BEST Plus 2.0
complexity Levels 2-4 in
mind as you create your
sentences

WH-Question/Answer Cube Activity



- Choose a question from the cube to ask your group mate-ask the question
- Throw the cube to the person in your group you would like to answer the question
- Repeat bullets 1 and 2 until everyone in your group has had a turn

Progression of Sentence Combining Activities

Descriptive
Complex
Sentence

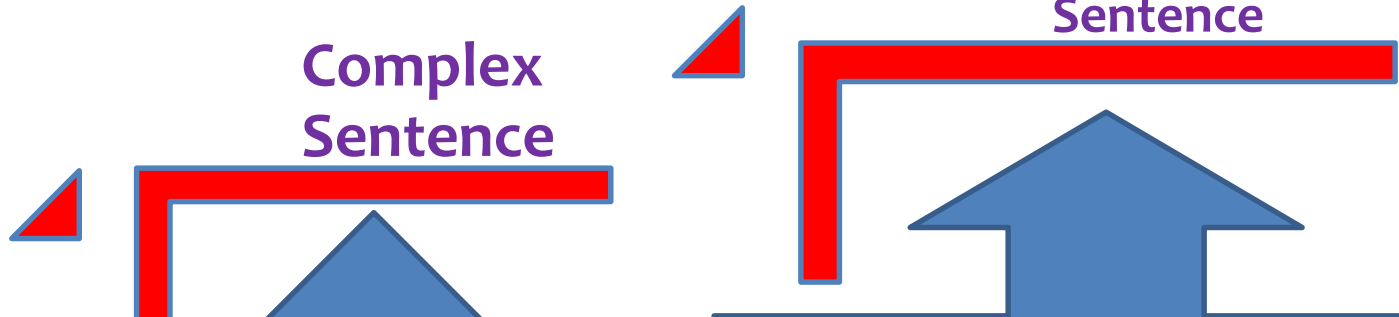
Complex
Sentence

Compound
Sentence

I like pizza, and I like spaghetti.

I like pizza. It reminds me of my childhood. I also like spaghetti because the sauces are the same.

I like both pizza and spaghetti. The smell reminds me of my childhood during those hot summer days when my mom would be cooking in the kitchen. The look of the long strings of spaghetti also brings back funny memories of my dad rescuing my food from the dog.



Progression of Sentence Combining Activity continued....

- There are several sentences in the Ziploc bag at each level of complexity (1,2, 3 & 4)
- Find 4 sentences to combine that show progression from Levels 1 to 4
- Complete all combinations



Creating Questions Activity



Level 2

- Why is the ladder extended?

Level 3

- What do you think caused the fire? Do you think anyone got hurt?

Level 4

- In addition to fighting fires, what else do firefighters do? How do know? Tell me more.

Creating Question Activity

Using the same picture that was assigned to your group in the First Activity, you will now create ONE question at each Language Complexity Levels 2-4



Wrap-Up/Reflection

5 Stages of Language Acquisition

Pre-Production

Early Production

Speech Emergence

Intermediate Fluency

Advanced Fluency

BEST Plus 2.0 Language Complexity

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THANK

YOU

