What’s Different About Teaching Reading to English Language Learners?

Yara Tavárez-DeLaFuentes
ESOL K-12 Resource Specialist

Gladys Moreta
ESOL Reading Resource Specialist
Multicultural Education Department
Objectives

✓ Develop an understanding of how learning to read in English differs from native English speakers and English language learners.

✓ Understand five components of reading that are the foundation of successful reading programs.

✓ Identify effective strategies and techniques to improve reading instruction for native English speakers and English Language Learners.
Four Principles of Instruction

Principle 1
• Increase Comprehension

Principle 2
• Increase student-to-student interaction

Principle 3
• Increase higher order thinking and the use of learning strategies

Principle 4
• Make connections to students’ background knowledge
Increase Comprehension

- Nonverbal Clues
- Language they already understand
- Use of demonstrations
- Visual aids
- Hands-on activities
- Modified English
- Prior Knowledge
- Discussions
- Brainstorming
- Graphic Organizers
- Pre-reading and pre-writing strategies
Increase Student-to-Student Interaction

✓ Cooperative Learning
  ➢ Engaged and on task
  ➢ Are using the academic language of the content area
  ➢ Increase learners’ language practice opportunities
  ➢ Improve the quality of student talk
  ➢ Help individualize instruction
  ➢ Promote a positive learning climate
  ➢ Motivates learners
  ➢ Affect student achievement across all content areas and grade levels
Increase Higher Order Thinking and the use of Learning Strategies

- Academic Language (CALP-Cognitive Academic Language Proficiency)
  - Analyze
  - Summarize cognitive demanding material
  - Argue a position
  - Accomplish complex tasks
  - Increase use of learning strategies
  - Increase learner motivation
  - Improve performance on a variety of language learning tasks.
Make Connections to Students’ Background Knowledge

✓ Teachers at every grade level find a wide range of diversity among their students.
  ➢ Physical
  ➢ Emotional
  ➢ Intellectual

✓ Children use this accumulated knowledge to make sense of the world.

✓ It is important that students are able to see themselves when they read and to make connections with the content, because the text relates to what they know.
Coin Activity

1. Select a coin from purse or pocket
2. Identify ways to make personal associations with the coin
   What do the characteristics of the coin make you think about or remember?
   - Shape
   - Date
   - Monetary Value
   - Composition, etc
3. Share with the whole group
Key Point

Students need to find ways to make connections with what they learn.
Think(Write)-Pair-Share

Make a list of some of the things readers do when they read.
Share your list with the person beside you.
Share your list with the whole group.
Reading Activity

1. Read the article titled “Catching Spies” to yourselves.
2. Discuss with your partner your experiences as you were reading and what strategies from the list did you use to help you read it.
3. Read the article titled “What is Reading Like for a Non-Fluent Reader?”
4. Discuss with your partner your experiences as you were reading and what strategies from the list did you use to help you read it.
5. Compare and contrast your reading strategies for both articles.
Who are your co-workers?

Are you a square?

Are you a Z?

Are you a circle?

Are you a rectangle?
Principles of Second Language Acquisition

Stage I - Pre-Production (Newcomer) 0-8 months

- Point to an object, picture or person.
- Follow Commands (Stand up, open the door).
- Gesture or nod (to show agreement or disagreement)
- Say yes or no.

No comprehension or speaking abilities in second language.

Stage II - Early Production (Low Beginner) 2-12 months

- Answer questions with 1 word (Is the box big or little? - Big)
- Put 2 or more words together (small square)
- Use repetitive language patterns (My name is Lucy. I like pizza)

Begins to understand/produce simple responses in second language.
Principles of Second Language Acquisition

Stage III Speech Emergency
(Beginner) 6 months – 2 years

Understands more of the second language and communicates in phrases.
- Use 3 or more words and short phrases (Stand up. We go park.)
- Use beginning dialog.
- Use full simple sentences. (There are four pencils.)

Stage IV Intermediate Fluency
(Intermediate) After about 2 years

Understands and produces connected narrative in second language.
- Use complex language (I want to learn about animals that live in Africa.)
- State opinions (I think this food is too spicy.)
- Speak at length.
- Ask for clarification (What is the difference between a plain and a plateau?)
- Share original thoughts.
Principles of Second Language Acquisition

Stage V Advanced Fluency
(Advanced) After about 5 to 7 years

Monitoring Stage (LF)
Most English language learners at this stage have been exited from receiving ESOL services. They will still need continued support from classroom teachers especially in content areas and writing.
Interactive Matching Activity

1. Divide participants into groups of 8, A and B.
2. A receives numbered strips and B receives lettered strips.
3. Circulate to find your partner.
4. Explain how you come up to your decision.
5. Describe how these principles play out with the students in each of the levels of language acquisition.
<table>
<thead>
<tr>
<th></th>
<th>Language Acquisition Matching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>LANGUAGE IS FUNCTIONAL</td>
</tr>
<tr>
<td>2.</td>
<td>LANGUAGE VARIES</td>
</tr>
<tr>
<td>3.</td>
<td>LANGUAGE LEARNING INCLUDES CULTURAL LEARNING.</td>
</tr>
<tr>
<td>4.</td>
<td>LANGUAGE ACQUISITION IS LONG-TERM PROCESS.</td>
</tr>
<tr>
<td>6.</td>
<td>LANGUAGE PROCESSES DEVELOP INTERDEPENDENTLY.</td>
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<tr>
<td>7.</td>
<td>NATIVE LANGUAGE PROFICIENCY CONTRIBUTES TO SECOND LANGUAGE ACQUISITION.</td>
</tr>
<tr>
<td>8.</td>
<td>BILINGUALISM IS AN INDIVIDUAL AND SOCIETAL ASSET.</td>
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</table>
Contextual Factors in Second Language Acquisition

How may the following factors affect students’ second language acquisition?

1. The Language

2. The Learner

1. The Learning Process
Jigsaw Activity

1. Count off participants by threes.
2. All the ones, twos and threes sit together.
3. Ones read the article on The Language.
4. Twos read the article on The Learner.
5. Threes read the article on The Learning Process.
6. Share with the group your learning of the article.
7. Return to your original group and share what you learned.
Anticipation Guide Activity

___ If native English speakers and beginning ELL’s have good letter recognition, they will be able to learn to read.

___ Native English speakers and ELL’s can develop reading and oral proficiency skills simultaneously, if they are given a sound instructional program.

___ ELL’s must be able to correctly pronounce English words before they can learn to read.
Anticipation Guide Activity

The development of phonemic awareness is crucial for ELL’s to learn to read in English with comprehension.

ELL’s with little knowledge of concepts of print in their native language will most likely experience challenges learning concepts of print in English.
Why Reading Is Hard

How do you teach phonemic and phonic in English to students who can’t yet hear and distinguish sounds?

How do you teach fluency to students whose control of the structures of the English language is still limited?

How do you teach them grade level vocabulary when their vocabulary knowledge starts so far behind that of their English speaking peers?

How do you teach reading comprehension in English when they don’t yet comprehend the English Language?
Predictors of Success In Learning To Read

Letter Recognition
Oral Language
Pronunciation
Phonemic Awareness
Phonological Awareness
Concepts of Print
Phonemic Awareness

Phonemic Awareness is different for ELLs because they may not yet have enough experience with English to distinguish sounds that differ from those of their native language.
Aspects to Consider for Phonemic Awareness

- ELL’s cannot develop phonological awareness in English until they are familiar with the sounds of English.
- Once explicit instruction has begun, modifications must be made to allow for more practice with sounds that can potentially cause confusion.
- Once phonological awareness has developed in any language, it transfers to other languages that are learned.
Phonics

Phonics is different for ELLs because they often have difficulty discriminating between similar sounds, and because the English language does not have a regular system of correspondence between letters and sounds.
Aspects to Consider for Phonics

Systematic phonics instruction can be very effective in helping ELLs, even those at fairly low levels of language proficiency, learn to decode words.

The most effective reading program for ELLs combine systematic phonics instruction with a print rich environment that provides exposure to appealing reading materials in varied genres.

Many of the components of phonics instruction need to be modified to meet the particular needs of ELLs.
Fluency

Fluency is different for ELLs because their lack of proficiency in English slows down their ability to decode words. It also hinders their ability to understand how the words combined produce meaningful sentences.
Aspects to Consider for Fluency

ELLs cannot achieve fluency in oral reading before they have achieved fluency in speaking.

ELLs normal self-consciousness about accents and errors can affect their reading fluency, especially if they are asked to read aloud in front of the entire class.

Decoding skills, fluency in oral reading, and reading comprehension interact in various ways.
Vocabulary is different for ELLs; even for quite proficient learners, the extent of their knowledge of vocabulary is only a fraction of what it is for native speakers of English, and the failure to understand even a few words of a text can have negative effects on comprehension.
Factors to Consider for Vocabulary

ELLs need more explicit vocabulary instruction than their native-speaking peers.

ELLs need instruction in different vocabulary words than their native-speaking peers.

ELLs need different vocabulary teaching techniques and strategies than their native-speaking peers.
Comprehension

Reading comprehension is more difficult for ELLs than for native speakers because of the differences in:

- Content of textbook
- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
Factors to Consider for Comprehension

ELLs are more likely than native speakers to lack the background knowledge necessary for understanding texts. The level of vocabulary in the text to be read, compared with ELLs language proficiency, is a major factor in how much they will understand of the text. Reading comprehension instruction for ELLs needs to be modified to address their needs.
What are modifications?

Change *what* students are taught and assessed on.

Students learn *different objectives*.

*We do not modify curriculum for English Language Learners.*

*We may modify assignments and assessments.*
What are accommodations?

Change *how* students are taught and assessed.

Students learn the *same objectives* as peers.
Accommodations: What can you change?

Instructional Methods and Materials
Assignment and Assessments
Time Demands and Schedule
The Learning Environment
Special Communication Systems
When thinking about accommodations for learning, consider these factors:

**INPUT:** Can the student learn from the same kinds of instruction and materials as his/her classmates? *If not, how can the student successfully acquire the information and skills to be learned?*

**OUTPUT:** Can the student participate in lessons, produce what is necessary, and be assessed in the same way as other classmates? *If not, how can the student successfully participate and be assessed?*
**RATE**: Can the student work as fast as the rest of the class? Does the student need the same amount of feedback and practice? *If not, how can the schedule and practice opportunities be adapted?*

**SUPPORT**: Can the student manage independent and group work as well as his/her classmates? *If not, what kinds of adjustments are needed?*
Accommodations in Reading for ELLs

- Provide additional work on English phonemes that are not present in the students’ native language.
- If students are literate in their native language, focus on differences between that language and English, with less attention given to elements that will transfer.
- Provide extra practice in reading words, sentences, and stories.
Accommodations in Reading for ELLs

- Use cognate words in the native language as synonyms when teaching vocabulary.
- Identify and clarify difficult words and passages.
- Consolidate knowledge of the text through the use of summaries.
- Find appropriate ways to use the native language.
“Any fact facing us not as important as our attitude toward it, for that determines our success or failure.”

Dr. Norman Vincent Peale

Thank you for all you do to help our students succeed!!!!