

WELCOME!

ELLs in Secondary Classrooms: Part Two

Introductions

Who we are

What we do



**BUTLER
UNIVERSITY**
.....
COLLEGE OF EDUCATION



ELL STUDENTS AND THE ACHIEVEMENT GAP

- ELL students often don't perform well on standardized tests and drop out of school because they have not developed high levels of academic language and literacy.
- ELL students rarely get a chance to produce academic language in content area classrooms.
 - 5% of the time in reading/language arts
 - <2% of the time in the other content areas

RESEARCH OVERVIEW

- Strongest predictors of ELL student literacy development
 - Native language literacy development
 - #1: K-5
 - #2: 6-12
 - Oral language development in English
 - #1: 6-12
 - #2: K-5

ORIGINS OF THE *NATIONAL LITERACY PANEL REPORT (2006)*

- 1999-panel formed to study literacy development of non-native speakers of English
- Out of this panel, a group of researchers were invited to become a part of a meta-analysis on research on the literacy development of non-native speakers of English.

FINDINGS: DIFFERENCES BETWEEN ELLS AND NESS

- Word level (decoding, spelling)
 - little or no significant difference for students enrolled more than a year in the schools
 - ELL student miscues are often mispronunciations that don't impact reading comprehension.
 - Only about 15% of struggling ELL readers have difficulty with phonemic awareness & phonics.

WHAT'S DIFFERENT FOR ELLS?

- Text-level (comprehension, writing): significant differences in reading comprehension
 - Prior knowledge differences
 - L2 oral language development
 - About 85% of struggling ELL readers have difficulty with reading comprehension

READING COMPREHENSION

- A strong correlation exists between oral language proficiency and reading comprehension.
 - Vocabulary (high frequency and academic words)
 - Listening comprehension
 - Use of syntactic cues
 - Metalinguistic understanding (knowing definitions, etc.)
- Strong English readers are highly likely to be strong native language readers.
- Reading comprehension is also related to learner characteristics and social context.

WHAT RESEARCH SAYS ABOUT THE BENEFITS OF CLASSROOM CONVERSATION & ACADEMIC LANGUAGE USE

- ELL students get corrective feedback from peers and have to modify what they say to be understood. As a result, their English improves.
- Interaction improves reading comprehension.
- There's a correlation between highly interactive classrooms and higher standardized test scores in English reading and language arts.

HOW TO FACILITATE L2 READING

- Prepare students to read!!
 - Help students make prior knowledge connections & predictions. Visual support helps tremendously!
 - Support students in understanding why they are reading a particular text
 - Preview vocabulary

HOW TO FACILITATE L2 READING

- During reading
 - Find ways to encourage students to interact with the texts
 - Language experience approach
 - Reader's Theater
 - Story Mapping
 - Graphic organizers

HOW TO FACILITATE L2 READING

- During reading -- teach reading strategies
 - Monitoring meaning
 - Using prior knowledge
 - Questioning
 - Inferring
 - Visualizing
 - Determining importance
 - Synthesizing information
 - *****Bilingual reading strategies*****

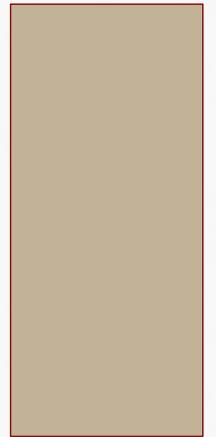
HOW TO FACILITATE L2 READING

- After-reading - much comprehension comes upon reflection
 - Explain whether agree/disagree
 - Write reflections/reactions
 - Develop charts, semantic maps of main ideas
 - Look at unknown words or structures

KEY POINT

- ELL students need to interact with text and other people as they read
 - Talk in English and/or their native languages about what they are reading
 - Make connections
 - Engage in thinking skills that proficient readers use
- Bottom-line:
 - Read, read, and read some more
 - Read many different kinds of texts and learn how to approach different kinds of texts

LONG TERM ELLS



WHAT ARE LONG TERM ELLS

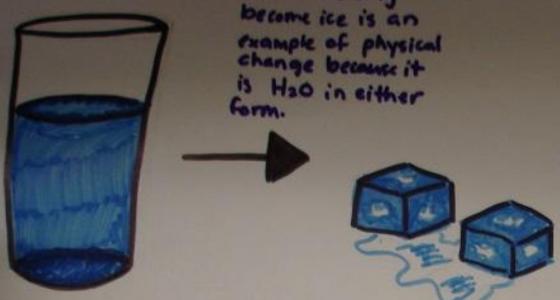
- ELL students who have 6 or more years of schooling in the US who still qualify for ENL support and typically
 - have strong oral language proficiency in English.
 - struggle with literacy development in both their native languages and English.
 - struggle in academic classes.

WHAT DO LONG TERM ELL STUDENTS NEED?

- Integration into the school community
- Heritage language development
- Intensive coaching in reading comprehension
- Culturally and linguistically relevant instruction
- Many opportunities to engage in academic discussions about content area concepts and texts with support from peers and teachers

LINGUISTICALLY RELEVANT INSTRUCTION

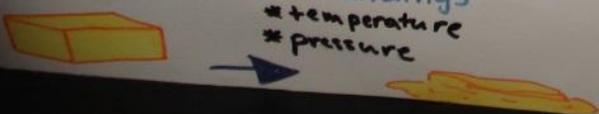
CHEMICAL + PHYSICAL CHANGE



• Water freezing to become ice is an example of physical change because it is H₂O in either form.

Physical

- when substances change form without changing their molecular structure.
- change in appearance
- state of matter depends on the surroundings
 - * temperature
 - * pressure





• Wood burning is an example of chemical change because the wood turns to ash.



Chemical

- when a substance combines with or changes into another substance.
- a process that involves one or more substances changing molecularly.
- different compositions and properties than original substance.

READING STRATEGY & DISCUSSION INSTRUCTION

- The 4 As Protocol*
 - Choose quotes from the text that represent
 - The author's **assumptions**
 - What you **agree** with
 - What you want to **argue** with
 - What you **aspire** to
 - Discuss quotes in small groups
 - Debrief as a class

*Source: School Reform Initiative
www.schoolreforminitiative.org

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STUDENTS WITH INTERRUPTED
FORMAL SCHOOLING (SIFES)
WHO HAVE LITTLE NATIVE
LANGUAGE LITERACY
DEVELOPMENT

WHAT DOES SIFE MEAN?

- Students with Interrupted Formal Schooling
 - Many states define SIFEs as English language learning students who have attended school for two or more years less than their same-aged peers.
 - Some SIFEs may have little to no native language literacy development.
 - Some SIFEs may need to learn the behavioral norms and routines of participating in school.

WHAT DO SIFES NEED?

- Content-based language instruction
- Literacy development instruction
- Intense intervention or support with developmentally appropriate instruction, preferably in small groups with students who have similar needs
- **The less attention that we pay to them, the more likely they are to drop out.**

A PLACE TO BEGIN: LANGUAGE EXPERIENCE PHOTO STORIES

- The stories come from the students' experiences so prior knowledge connections are strong.
- The teacher takes the developing language of the students and constructs language that is a bit beyond the students' language developmental levels so the text is at the instructional reading and grammatical levels for the students.
- The teacher models how to approach writing a narrative text and provides students with interactive opportunities to engage in expressing their ideas through writing.
- Students read, speak, and listen throughout the writing experience.

AN INTRODUCTION TO SCIENCE CLASS

Science Class



Ms. Neff is my science teacher.



Ms. Neff writes on the board.

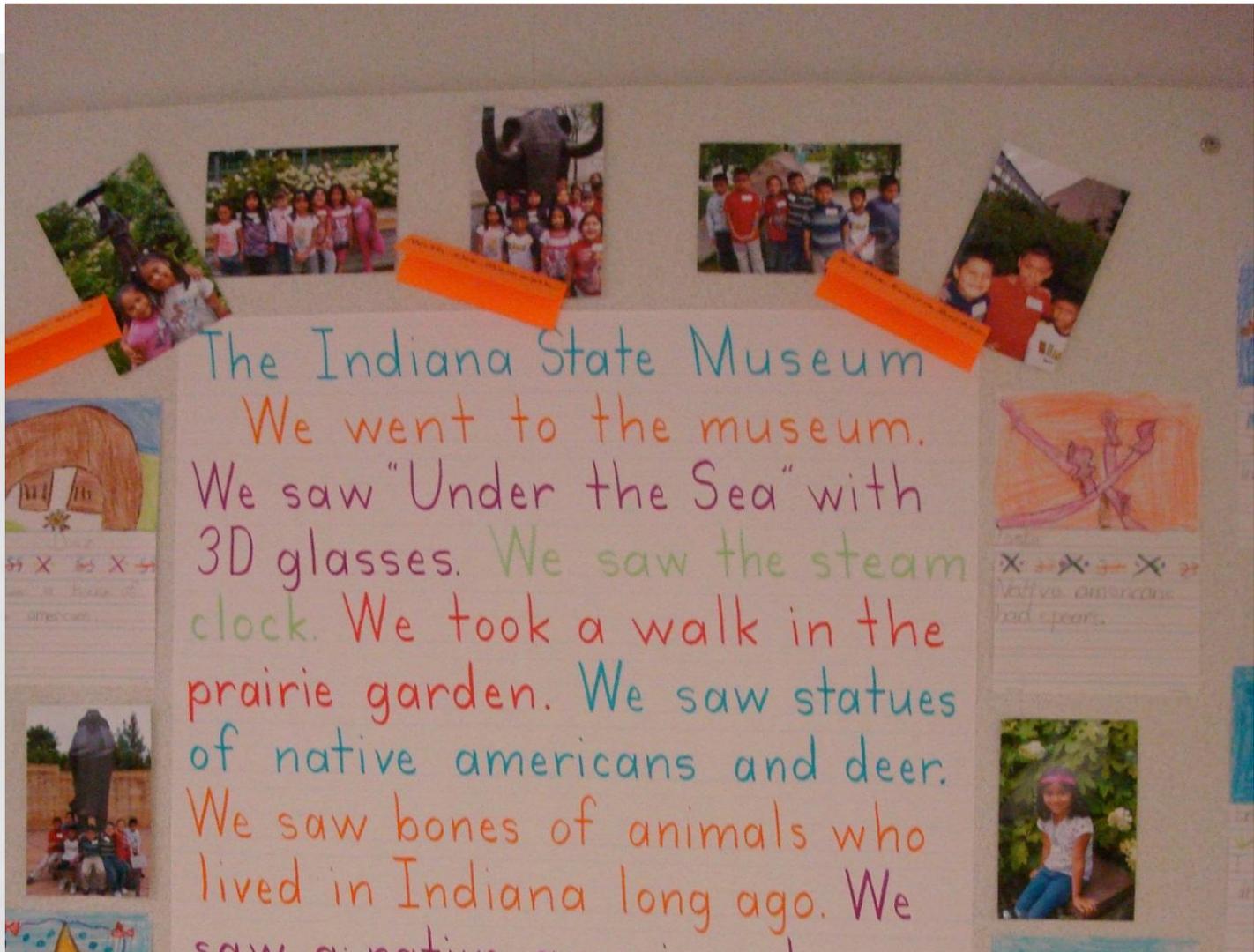


We use computers.



We look at things under the microscope.

WRITING ABOUT A FIELD TRIP



The Indiana State Museum

We went to the museum. We saw "Under the Sea" with 3D glasses. We saw the steam clock. We took a walk in the prairie garden. We saw statues of native americans and deer. We saw bones of animals who lived in Indiana long ago. We saw a native american

The report is decorated with several photographs and drawings. At the top, there are five photos of the student group: a girl posing, a group in a garden, a group with a large animal, a group in a hallway, and two boys. On the left, there is a drawing of a Native American house with the text "Native Americans" and "X X X X". Below it is a photo of a large animal statue with the text "Native Americans". At the bottom left is a drawing of a boat. On the right, there is a drawing of spears with the text "Native Americans had spears." and a photo of a girl sitting on a bench.

READING PHOTOSTORIES

- Prereading Activities
 - Label key words in the photos.
 - Act out and/or draw key words in the photos and/or story.
 - Talk about the photos. Point to key words in the photos as you and/or the students mention them.

READING PHOTOSTORIES

- During Reading Activities
 - Read the story aloud to the students.
 - Echo and/or choral read the story with the students.

READING PHOTOSTORIES

- Post-reading Activities
 - Cut the sentences apart from the photos. Have students match each sentence to the photo that it describes to assess their comprehension/reading.
 - For beginning readers in all languages:
 - Cut sentences apart and have students read the words in order, matching words to the model/complete sentence if confused. Then try the same activity with the words out of order, again matching words to the story when confusion arises.

WRITING PHOTOSTORIES

- Use the ‘model’ story as a template for students to write their own photo stories (imitation writing).
- Topic Ideas
 - My school
 - My community
 - My family
 - How to play my favorite game
 - What we did on the fieldtrip
 - Steps in a science experiment
 - How to cook my favorite food
 - Environmental print

CONCLUSIONS

- ELLs need authentic opportunities to speak, listen, read, write and engage with their peers for authentic purposes in welcoming, supportive classrooms.
- Watch for growth over time in content knowledge AND in English acquisition. Reward and prioritize long-term growth over short-term perfection.
- Encourage engagement with interesting and relevant texts. Offer tiered and choice readings whenever possible.

THANK YOU!

We hope you found this session interesting, relevant, and engaging!

Contact us!

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