



READING MATTERS TO MAINE ◆◆◆

Teaching ALL Children to Read



UNIVERSITY OF
SOUTHERN MAINE
Southern Maine Area Resource Team for Schools

Reading Matters to Maine's Fourth Annual Conversation about Reading

Sponsored by Reading Matters to Maine, USM Southern Maine Area Resource Team (SMART) for Schools, and USM Literacy, Language, and Culture

English Language Development and Reading Instruction for English Language Learners

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Study Guide

This study guide may be used to help guide note-taking while watching English Language Development and Reading Instruction for English Language Learners (originally recorded on October 21, 2013). Additionally, this study guide includes reflection questions, which may be discussed among small groups of educators.

Part One – Introduction

- Why are we here?
 - There is a nationwide concern over the achievement of English language learners (ELLs)
 - There are _____ million ELLs nationwide. This number is an increase of almost _____% over the past _____ years.
 - _____% of the nationwide school-age population are ELLs. In the state of Maine, the number of ELLs has doubled over the past _____ years. In the state of Maine, _____% of public school students are ELLs.

- The largest group of ELLs in Maine are _____ speakers – representing 1/3 of ELLs in our state.
 - The research on ELLs is complex and there are gaps in our understanding.
 - Educators need to acquire a better understanding of what the existing research does and does not say about improving educational outcomes for ELLs.
- Who are ELLs?
 - Students who are not sufficiently proficient in English to benefit adequately from mainstream classroom instruction.

Reflection and/or Group Discussion:

Dr. Goldenberg briefly discusses the Civil Rights Act of 1964. Visit the following website to learn more about federal law related to ELLs:

<http://www2.ed.gov/about/offices/list/ocr/qa-ell.html>

How do you meet the needs of ELLs in your classroom/school/district?

- Historically, what has research on ELLs been like?
 - The _____ of _____ debate dominated the field of research.
 - Strongly ideological.
 - Due to the ideological* nature of the research, the research has been sparse on many topics.

* See the mini-glossary on the final page of the study guide for a definition of this word.

- Much of the research has been _____ and descriptive, rather than focused on student outcomes*.
- Due to the nature of much of the ELL research, it has been difficult to use ELL research as a basis for policy.
- How is the research base changing?
 - There is research consensus on some issues.
 - There has been an increase in research looking at student outcomes*.
 - The language of instruction debate is not as dominant.
 - We have come to better understand effective instructional practices for both ELLs and non-ELLs.

Part Two – Key Aspects of the Research on Educating ELLs

- Questions to guide this part of the presentation:
 - Is successful instruction for ELLs similar to/different from successful instruction for non ELLs?
 - If same/different – how?
 - How should we approach teaching for English development to ELLs?

Reflection and/or Group Discussion:

True or False? Teaching ELLs and teaching non-ELLs to read require completely different skill sets.

- Key Research Finding #1:
 - Effective instruction for students in general also applies to ELLs.
 - What works for instruction in L1 (first language) generally works for instruction in L2 (second language). Characteristics of effective instruction are as follows:
 - Clear goals and _____.
 - Appropriate and challenging material.
 - Well-designed instruction and instructional routines.
 - Clear input and _____.
 - Active _____ and participation.
 - Informative feedback.
 - _____ of new learning.
 - Practice and periodic review.
 - Interaction with other students.
 - Frequent _____, re-teaching as needed.
 - L2 (second language) literacy instruction results are generally – but not entirely – consistent with L1 (first language) reading.
 - The phonemic awareness instruction results and the phonics instruction results were similar for ELLs and non-ELLs.
 - The _____ instruction results were mixed when comparing outcomes of ELLs and non-ELLs.
 - The vocabulary instruction results were similar for ELLs and non-ELLs.
 - The _____ instruction results had the weakest effect.

Reflection and/or Group Discussion:

As you watched the video of the Proactive/Proactiva curriculum implementation, which elements of effective instruction did you observe? Which of the National Reading Panel's five components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension) did you observe?

- Key Research Finding #2:
 - Although effective instruction for students in general also applies to ELLs, modifications are necessary in order to make instruction meaningful and to promote comprehension.
 - What modifications? There are two choices:
 - Primary language instruction
 - This is also known as _____ education. The child is taught in his/her home language until he/she has mastered English.
 - “Sheltered” instruction
 - Sheltered Instruction Observation Protocol (SIOP).
 - Having language and content _____.

- Tasks must be very _____.
- Redundant information (e.g., gestures, visual cues).
- Pictures, demonstrations, “realia*.”
- Graphic organizers (e.g., tables, webs, Venn diagrams).
- Materials with _____ content (cultural or background knowledge can influence comprehension).
- Strategic use of L1 (e.g., cognates, other L1 support).
- Extra _____ and time.
- Differentiate instruction by language _____.

Reflection and/or Group Discussion:

Visit the following website to learn more about the Sheltered Instruction Observation Protocol (SIOP):

<http://www.cal.org/siop/faqs/index.html>

What are the strengths of SIOP?

What resources or supports would you need in order to implement SIOP in your classroom/school/district?

Reflection and/or Group Discussion:

Which of the general sheltered strategies have you used successfully with students in your classroom/school/district?

- Research on sheltered strategies' effects is far from clear. We don't really know how to close the gap for many ELLs. Use the graphic organizer on the following page to organize Dr. Goldenberg's comments on the current research base for each of the sheltered strategies discussed.

SIOP	•Research on effects:
Graphic Organizers	•Research on effects:
Familiar Content	•Research on effects:
L1 Support	•Research on effects:
Cues, Pictures, Realia, Time	•Research on effects:
Multimedia	•Research on effects:

* See the mini-glossary on the final page of the study guide for a definition of this word.

Reflection and/or Group Discussion:

Dr. Goldenberg states that the current research available on the effects of SIOP is sparse. Visit the following website to view the What Works Clearinghouse 2013 report on SIOP.

http://ies.ed.gov/NCEE/wwc/pdf/intervention_reports/wwc_siop_022013.pdf

Why was the What Works Clearinghouse unable to draw any conclusions about the effectiveness of SIOP?

Reflection and/or Group Discussion:

True or False? If we expose ELLs to a rich English language environment, they will learn what they need in order to be successful in school.

- Key Research Finding #3:
 - A rich English language environment is necessary, but English language development (ELD) still should be taught explicitly*.
 - Currently, there are a wide range of perspectives and theories on ELD instruction. Use the following graphic organizer to organize Dr. Goldenberg's descriptions of these differing perspectives and theories.

Communication vs. Formal Aspects of Language	•Notes:
Comprehensible Input vs. Output	•Notes:
Provide Feedback vs. Don't Provide Feedback	•Notes:
Focus on Language vs. Focus on Content	•Notes:

* See the mini-glossary on the final page of the study guide for a definition of this word.

- The best evidence to date suggests the following:
 - A rich language environment is in place.
 - English language development should be taught _____ during an English language development period.
 - The most effective approach will incorporate several perspectives:
 - Formal aspects of language and communication approaches used; comprehensible input and output; feedback used strategically.
 - _____ feedback focused on specific forms of language increases the likelihood that the student will incorporate that information into their speech.
 - Carefully _____ interactions among students.
 - Ample opportunities for _____ use of English.
 - Group ELLs carefully:
 - ELLs should not be in classrooms segregated by English language development proficiency.
 - Grouping by language proficiency during English language development instruction can be effective if instruction is tailored to language-learning needs.

Part Three – Different Types of Language for Different Purposes

- Conversational language
 - Used on _____ and _____ settings
 - Typically less formal
 - Uses fewer abstractions

- This type of language is not inferior. It is just used for different purposes in different contexts. It is more immediate and grounded in what is currently going on.
- Academic language
 - Different from conversational or “everyday” language.
 - More _____, formal, and challenging.
 - Discourse of the disciplines and the classroom.
 - Language that is needed for school success.
 - Academic success is largely based upon proficiency with academic language.

Part Four – Summary

- Effective instruction for students in general also applies to ELLs, but...
 - _____ are necessary in order to make instruction meaningful and to promote comprehension.
- A rich language environment is necessary, but...
 - English language development should be taught _____.

- Investigate:
 - Explore one or more of these resources to increase your knowledge on the topic of English language development and reading instruction for English language learners:
 - Visit the MCPER website
<http://buildingrti.utexas.org/resources/elementary/> - span
 - Visit the Texas ReadSource website
 - <http://texasreadsource.org/PDSRIWebApp/jsp/login.jsp>
 - Visit Stanford University’s ELL module website:
 - <http://ellib.stanford.edu/?q=guiding-speaking-skills>

Mini-Glossary:

Explicit (Instruction): systematic, direct, engaging, skill-based, and mastery oriented approach to teaching.

Ideological: a system of beliefs or theories held by an individual or a group.

Realia: objects or material from everyday life, used as teaching aids.

Student Outcomes: the goals and objectives a student should have mastered by the end of a unit of study.

** See the mini-glossary on the final page of the study guide for a definition of this word.*