

***Collaboration in Preparing ESOL,
Reading, and Content Area Teachers to
Work Effectively with ELLs***

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Session Goals

- **Provide an overview of the literacy challenges and instructional recommendations for ELLs**
- **Provide examples of instructional strategies that target language and literacy development for ELLs as well as content learning**
- **Provide opportunity to participate in a Success Analysis Protocol to share examples of collaboration of ESOL, Reading and content area teachers to promote literacy for ELLs**

Who Are English Language Learners?

- **English Language Learners (ELLs)** are students from a language background other than English with proficiency in English not yet developed to the point where they can profit fully from English-only instruction. (NRC, 1997)

Florida's ELL Student Population

Florida has the 3rd largest population of ELLs in the US, with 25% of all 5-17 year olds (US Census Bureau, 2000)

In 2007, Florida had .25 million K-12 ELLs, with another 100,000 former ELLs who still needed support in school (US DOE, 2007)

Concerns for Secondary ELLs

- ELLs trail their native English-speaking peers on national reading assessments (NAEP) and graduate from high school at far lower rates.
- Many secondary teachers have not been prepared to teach either initial literacy or the more advanced reading skills necessary for students to learn from content-area texts. (Rueda & Garcia, 2001)
- There is very little empirical evidence to support many of the reading programs being used in schools.

But what DO we know about effective reading instruction for ELLs?

- We Know that . . .

The processes of L1 and L2 reading are similar in many ways...

But teachers need to understand *L1/L2 differences* in order to provide effective instruction and assessment
(Birch, 2006; Geva et al, 1997)

“Effective literacy instruction for ELLs must consider their oral proficiency in English, their level of literacy in the L1, and the specific linguistic characteristics ... of the native language that can influence reading processes.” Snow (2006)

What *distinctive* reading needs do ELLs have in English?

- ELLs come to school with different **cultural backgrounds** and different “funds of knowledge.”
 - Gonzalez, N., Moll, L., Amanti, C. (2005). *Funds of Knowledge*.
- ELLs come to school with different **literacy experiences** and **expectations**.

What *distinctive* reading needs do ELLs have in English?

- ELLs come to school with different **linguistic resources**
- They often do not have a firm base in **oral skills** in English.
- One of the most important differences is in the size of their English **vocabulary**.

Learning to Read (in) English

“Learning to read English is harder than learning to read many other languages because of its *deep orthography* and its *extensive vocabulary*.”

Snow (2003)

Vocabulary Development

- Students are expected to know approximately 50,000 words to be able to master the complex work of high school (Graves, 2006; Nagy & Anderson, 1984).
- The average student learns 3,000 new words each year. An average beginner ELL might learn 12-15,000 words, far fewer than the goal of 50,000.
- Most ELLs never catch up to the “moving target” of grade-level vocabulary development.

Recommendations for Instruction

- Because the research indicates that reading interventions may not be as effective for ELLs, teachers must be able, willing, and trusted to:
 - go beyond scripted instruction that assumes a strong oral language base, background knowledge, and vocabulary that ELLs may not have
 - individualize instruction based on what students need and know.



Instructional Accommodations

Combine reading instruction with simultaneous, intensive, oral language development.

Simplifying your own oral language use (clarify pronoun referents, avoid idioms & asides, articulate, repeat, & write important points on the board.

Adapt questions according to students' oral language proficiency levels:

- Pre-production
- Early production
- Speech emergence
- Intermediate fluency

Effective Reading Instruction for ELLs is

- **Interactive:** meaning negotiated among students & between students & teacher; integration of oral language development, e.g., cooperative learning
- **Process-based:** engagement in authentic learning tasks & texts; emphasis on meaning; use of key strategies, e.g., guided reading
- **Direct:** explicit, focused on language skills, e.g., vocabulary, phonemic contrasts, as needed for ELLs' specific language & literacy development

(Genesee & Riches, 2006)

Secondary Level Reading in the Content Areas

ELL Focus

Use of Frontloading Techniques

- Activate background knowledge
- Pre-teach important vocabulary
- Set goals for reading



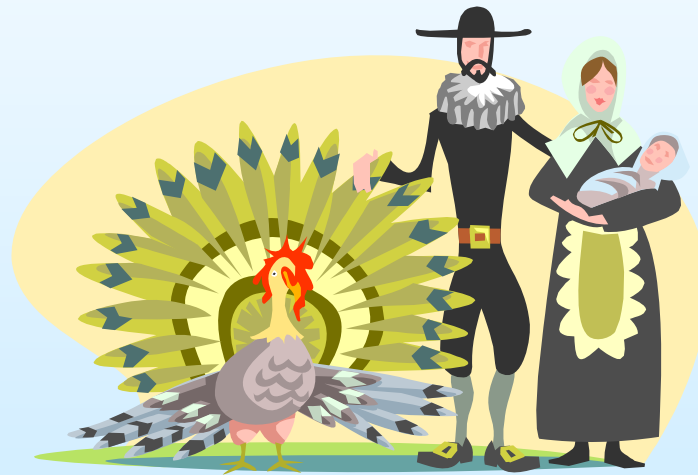
K-W-L

How can we use this strategy to support English language development as well as reading comprehension?



What do we know about Thanksgiving?

- Know
- Want to Know



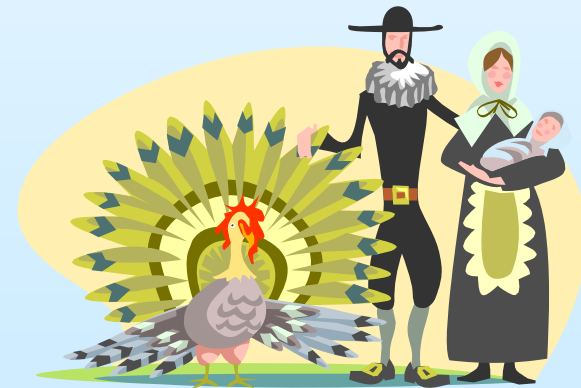
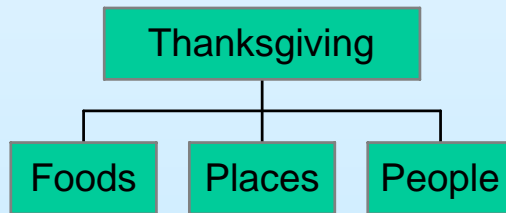
What do we know about Thanksgiving?

- Know
- Want to Know

Think, Write, Pair, Share

Realia, Pictures

Reorganize information via graphic organizer



What are the language demands of reading content area texts?



A Language Sensitive Approach to Reading Social Studies Textbooks

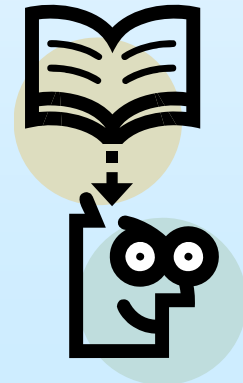


Look for

Content Obligatory Vocabulary

These are words that all students need to know:

e.g., Pilgrims, England, Holland, freedom of religion,
Dutch, English, Mayflower, Massachusetts, Plymouth,
terrible, hungry



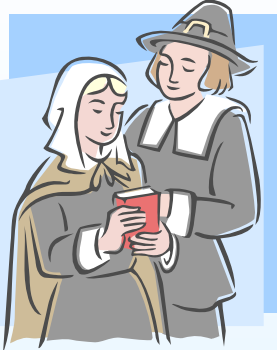
But what are other words that may be especially difficult for ELLs?

These are words that other students already know, but ELLs do not.



Look at the following text to identify a few...

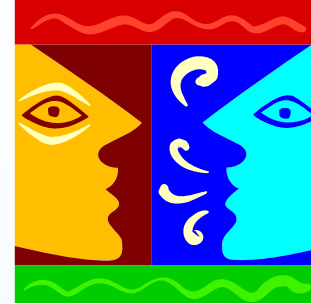
America's Story: The First Thanksgiving



Pilgrims

A long time ago the Pilgrims lived in England. All the people in England had to **pray** in the **king's church**. The Pilgrims did not like the king's church. They wanted to pray in their own church.

Look for



**Recurring language patterns or
useful expressions**

Used to teach and develop L2 in
academic contexts

Recurring language patterns & useful expressions

- Left -----for-----
- Became -----
- Little-----
- How to (do something)
- A lot of-----
- Many -----s

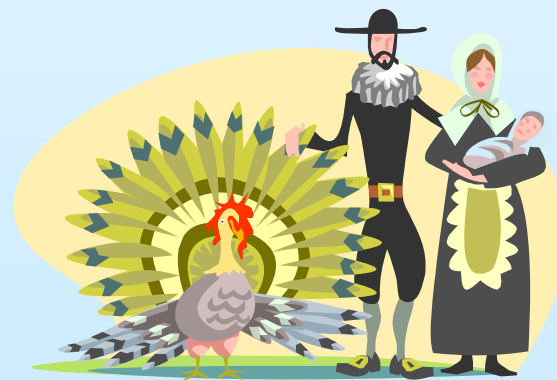
Pilgrims, cont.



In 1620, the Pilgrims left Holland for America. They had a ship. Their ship was the *Mayflower*. The trip was slow. The weather was rainy and cold. Many Pilgrims became sick. The *Mayflower* landed in Massachusetts. The Pilgrims started a town called Plymouth. Find Massachusetts on the map on page 29. The first winter in Massachusetts was terrible. Many Pilgrims died. There was little food.

Pilgrims, cont.

The Indians helped the Pilgrims. They helped the Pilgrims hunt and fish. The Indians showed them how to plant corn. The Pilgrims built a church. Then the Pilgrims built houses. By November 1621 the Pilgrims had a lot of food. They would not be hungry that winter. The Pilgrims were very happy.



Look for **Verbs**



Social Studies = past tense verbs

Pay attention to irregular past
tense forms and pronunciation

Past Tense Verb Forms

Irregular

– had

– left

– was

– built

– went

– gave (thanks)

/d/

lived

called

died

showed

/t/

helped

/ed/

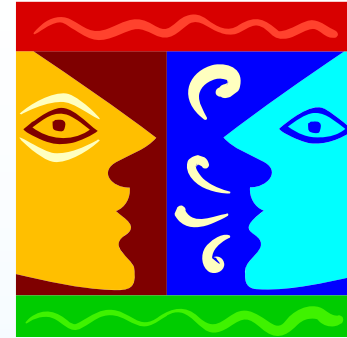
wanted

decided

started

landed

Look for



Pronoun Reference

Students often become confused and lose the connection between the pronoun and its subject

Pilgrims, cont.

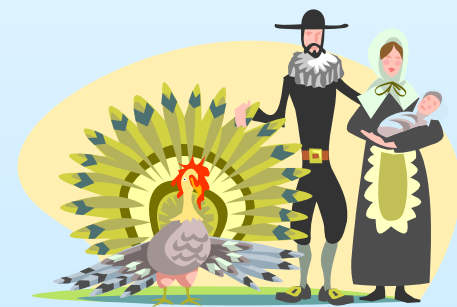


The people of Holland are called the Dutch.

They speak the Dutch language. The Pilgrims did not like living in Holland. *They* wanted to keep their English ways.

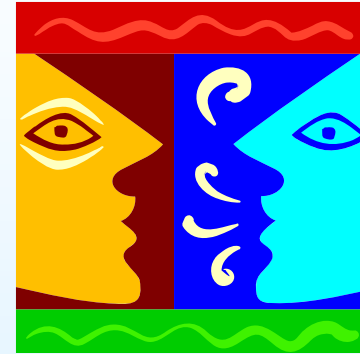
Pilgrims, cont.

The Indians helped the Pilgrims. *They* helped the Pilgrims hunt and fish. The Indians showed *them* how to plant corn.



Set Language Development Objectives

Paraphrase



Scaffold students' language development by providing paraphrases and asking students to identify equivalent sentences in the text

Pilgrims cont.



In 1620, the Pilgrims left Holland for America. They had a ship. Their ship was the *Mayflower*. The trip was slow. The weather was rainy and cold. Many Pilgrims became sick. The *Mayflower* landed in Massachusetts. The Pilgrims started a town called Plymouth.

Reading Coach

- Provides literacy support for content area teachers

ESOL Resource Teacher

- Provides language support for (teachers of) ELLs

Reading Coach

- Differentiates instruction based on student's reading level

ESOL Resource Teacher

- Differentiates instruction based on student's English language proficiency

Reading Coach

- Bases instructional decisions on student achievement and performance data
 - FCAT Levels
 - Lexiles
 - Fluency measures
 - DAR/DRA

ESOL Resource Teacher

- Bases instructional decisions on language & literacy development and performance data
 - CELLA
 - LAS/IPT
 - BVAT

Implications for Teaching & Professional Development

- Schools need teachers with expertise in Reading and in ESOL
- Teachers need professional development in Reading and in ESOL
- Reading and ESOL specialists need to collaborate with each other and with content area teachers

Reading / ESOL Collaboration at the School Level

- Model effective instructional strategies
- Coach and mentor content area colleagues
- Prepare teachers to analyze and use data to differentiate instruction
- Work with all teachers to ensure that reading programs and assessments are adapted and implemented appropriately for ELLs
- Co-facilitate study groups
- Serve on the school leadership team

Collaborative Structures at the School/District Level

Professional Learning Communities

share a commitment to student learning; they work and learn collaboratively, visit classrooms, and participate in decision making.

PLCs use protocols to focus on effective instruction for ELLs.

Structured Collaboration Promotes

- Reflective practice
- Inquiry
- Learning from student work
- Shared leadership
- Democracy
- Equity in opportunity and achievement
- Adapted practice to meet all learners' needs
- Facilitative leadership



Collaborative School Structures

- Team or department meetings that use protocols to examine student work.
- School-wide faculty collaboration using protocols to look at specific issues.
- Faculty-identified dilemmas that involve school leadership teams as well as teaching staff.

Essential Characteristics of Effective Collaboration to Benefit ELLs

- Access to student data (background info, achievement data, etc.)
- Awareness of the unique linguistic and cultural characteristics of ELLs
- Equal status of classroom teachers and specialists
- All voices are heard.



Task: Identify Successful Collaboration Models

- 1a. What are **local examples** of successful collaboration between ESOL, reading, and content area teachers to promote literacy for ELLs?

- 1b. What are additional key components of effective collaboration?

Success Analysis Protocol

Each person describes one best practice in collaboration they have observed or been a part of in their district.

Tell the group what made the practice successful.

As a group, summarize the key traits of the best practices that were recounted by individuals.