Literacy Strategies that Help ELLs: Understanding Bilingual & Multilingual Populations

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The instructional needs of ELLs are as diverse as the languages they speak at home, the literacy levels they have attained, and the sociocultural backgrounds they bring to the classroom.” (Boyd-Batstone, 2006, p. 3).
ELLs IN THE NATION

- 2/3 concentrated in 5 states/total 4.5 million/constitute 13.4% of US student population (Tung, 2008)
- Speak 460 different Ls
- 75% are of Latino backgrounds (ILEP, 2009)
- Of students entering college in the nation, only 7% are Latino (IDRA, 2007)
- Growing more rapidly than all other student populations, 56% vs. 3%
- Only 50% of immigrant and migrant children complete high school (Ruiz de Velasco et al., 2000)
- Only 52% receive different educational programs (Garcia, 2008)
CHARACTERISTICS OF THE MAJORITY OF EMERGENT BILINGUALS

- Poor (75%), Urban areas (91%)
- Live in homes in which no one over 14 speaks English (80%)
- Half live with parents who haven't completed elementary school
- Half born in the US
- Few in early childhood programs (Garcia, 2008)
Paulo Freire (1993)

“ The most effective revolutions take place the same way ___ one person at a time. “
Do you really know the kids in your classes?

Do you know the nitty gritty of what they have been through and where they have been in their lives?
TODAY WE WILL COVER

1. Cultural Issues
2. Suggestions for YOU: Strategies/ways to implement/the how to
3. Teaching Language: identifying what to teach along with a discipline’s concepts
4. Ways to modify strategies
TEACHING BEYOND BICS TO CALP

To help students master concepts
To teach L. within context
Overview # 1: BICS and CALP

Basic Interpersonal Communication Skills

Cognitive Academic Language Proficiency
Overview #2: All Teachers Teach L

- ELLs need access to comprehensible input at level **input + 1**
- Scaffolded instruction is comprehensible language that stretches the learner
- All instruction offers opportunities for language interactions that require use of the new language/terms that describe concepts
OVERVIEW # 3: AFFECTIVE DOMAIN

- Classroom environment must be welcoming/ safe
- Tasks must consider L2 load for ELLs & focus on decreasing this load
- Stress decreases L production and/or causes paralysis
- Monitoring L limits comprehension
Overview # 4: Balanced Instruction Contributions to Transfer from L1 to L2

- L1
- L2
- ESL
- Sheltered English
- % on each??

- Explicit attention to linguistic forms and functions
- Parse texts
- Thematic units
- Funds of knowledge
Overview # 5: Teach Thinking and Study Skills

- Learning how to learn
- Teaching strategies for content area
- Teaching how to for the 4 domains; listening, speaking, reading, and writing
- Accept & appreciate sociocultural rules of student’s culture
What is your cultural chutzpah?

- What do you know first hand?
- What do you sort of tolerate?
- What are you oblivious to?
- What is just no problem to you?
CULTURAL ISSUES:

- Individualistic v. collectivist cultures
- High vs low context cultures
- Instructional styles of teachers and students
- Gender roles
- Your assumptions & your students of what to expect from each other
- Your view of additive bilingualism
Parsing Text: Prepare a Summary

- Identify key concepts that you want your ELLs to master
- Write a summary in simple English using charts, drawing, or diagrams to share with the ELLs
- Use your sheltered English summary to introduce, reinforce, or conclude the lesson __ or all of these
- Use whatever language facilitates comprehension!
## TRANSACTIONAL STRATEGY INSTRUCTION

<table>
<thead>
<tr>
<th>Predictions to text</th>
<th>Reactions to text</th>
<th>Images for ideas</th>
<th>Checking back in the text</th>
<th>Generating questions</th>
<th>Summarizing</th>
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STRATEGIES FOR EVERY DAY

- Scaffold concepts and the language needed to comprehend
- Supplement and modify written text: use sheltered English, charts, pictures, glosses, word banks
- Encourage/accept use of L1 when needed for clarification
- Engage ELLs in purposeful activities
- Evaluate ELLs through meaningful performance based tasks
TEACHING THE WORD

- Ells need to understand the concept
- Know how to pronounce the term
- Be able to retell the meaning of the concept behind the word
- Ie. [underground railroad, electoral college, abolitionists, constitution]
TEACHING THE WORD

- Say it in English [L2] & in Spanish [or other L1] if you know it
- Ask the students to repeat it 3 times
- Use it within context
- Offer a 2nd example in simpler language
- Ask the ELLs to tell each other what the word means
- Ask the ELLs to repeat the word 3 times
The Student:

- Identifies the word
- Analyzes the spelling of the word and tries to find a word in the L1 that resembles the new word
- Hypothesizes the meaning of the new word
ANTICIPATORY STRATEGY WITH TEACHER DEMONSTRATION

As you demonstrate describe what you are using, have some words written out and visible to students.

- read the words and ask the students to repeat after you
- describe the name of what you are describing
- describe the process [presidential election]
- describe the steps that you are taking
- along the way ask the ELLs to share back with you steps 1, 2, & 3
- When finished ask ELLs to write out 1, 2, & 3 with a partner
- **Ask dyads to write question addressing what they still need to clarify. Share this question with the entire class.**
More Suggestions: How to Teach Language Functions & Increase Interactions

- Sorts
- Summarization
- Descriptions
- Identification
- Labeling
- Critiquing
- Matching
- Comparing and contrasting
WORD SORT

- Decide if you will provide students with the categories or if they will develop these
- Choose 10-20 terms
- Ask the ELLs to sort the words by categories
- Categories should reflect the relationship between and amongst a set of words
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HOW TO IDENTIFY AND TEACH THE LANGUAGE NEEDED TO UNDERSTAND A LESSON

Identify and share objectives with students:
- Content objectives
- Language Objectives that are part of the lesson and needed by the student to understand the concept being taught (grammar, syntax, chapter headers, ways of asking & answering questions)

Prepare teacher and learner rubrics:
- Make these easy to understand and a guide that helps student guide their learning
DECREASE CONTEXTUAL LOAD BY DIFFERENTIATING TASKS FOR LEVELS OF ENGLISH PROFICIENCY

- Sensory: realia, manipulatives, hands-on-activities, videos, songs
- Graphic: tables, GOs, charts, timelines, diagrams of processes
- Interactive tasks: in dyads, small groups, cooperative structures, whole group reports of small group work
Why are words commonly used in US history texts difficult?

- Pilgrims
- Confederates
- Barter
- Bill of Rights
- Caucus

- Inalienable rights
- Reconstruction
- Separation of powers
Tier 1 Words

- Words whose meanings ELLs know in their L1
- Simple idioms
- Connectors such as if, then, so
- Frequently heard idioms
- Easy Cognates [falso, similar, familia]
- Problem tier 1 words are those that have multiple meanings [bug]
Tier 2 Words: Need to be taught

- Serve as transition words in grade level texts [so, at, within, by, then]
- Some cognates are high frequency words in Spanish and low frequency in English [coincidence/coincidencia, digestion/digestion]
- Words with different meanings in different disciplines [root, power, cell, right, radical]
MORE TIER 2 WORDS

- Cause and effect words [because, due to, as a result, for this reason, since, in order to, so that]
- Contrast [but, although, on the other hand, while]
- Addition or comparison [also, as well as, likewise, in addition to]
Tier 3 Words: Academic Language

Require pre-teaching/ELL neither knows the word nor the concept

- Some are cognates specific to a discipline [election process, constitution, corruption, fiscal year, representative, senator, president, vote, judicial process, genocide]

- Some are specific to the USA [the Pacific offensive, slavery, abolitionists, Emancipation Proclamation, Gettysburg Address, Betsy Ross, Boston Tea Party]
**Shared Reciprocal Reading Cycle**

**About Any Type of Text**

ELLs read the select material & then ask each other questions

- **What is this text about?** [fact question/what?; interpretive questions/how & why?; beyond the text/I am curious about]
- **What in this text do I not get?** [clarification of what at first look is unclear and needs to be looked at again]
- **This is my summary of what I read** [key words, key ideas, key concepts]
- **What will I study next? What might this relate to?** [prediction/ I wonder]
- **Cycle starts again**
Some words have one meaning in everyday life and another in a content area such as Social Studies.

Tree branch & branches of government

- Can you think of similar examples from your work?
# Student Glossaries

<table>
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<th>Term [Student writes an explanation in the form of bullets or hints or drawing to use and to study from]</th>
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GROUPING: WHAT TO USE?

- Dyads
- Small Groups
- Collaborative Groups
STRATEGIES

- Think, pair, share: increase interaction
- Jigsaw: decrease learning load and create experts
- Numbered Heads Together: shakes up the groupings
- KWL: metacognitive and reflective assessment tasks
- Quick Writes: activate background knowledge
QUESTION-ANSWER-RESPONSE (QAR): HELPING STUDENTS ASK QUESTION WHEN THEY READ

- **Text explicit** [answer is right there/easy to find]. A fact question.
- **Text implicit** [I have to think & search for this info]. A fact question.
- **Author & I & Script** [I have to interact with the author & interpret what the author is telling me to answer this question] An interpretation and comprehension question.
- **On my own/Script implicit** [Answer comes from my prior experience and knowledge. I don’t need the text]
QAR: Modeling the 4 Types of Questions for Students

1. Right There Question
   - **Step 1:** Teacher reads part of a text

2. Think & Search Question
   - **Step 2:** Teacher asks self a question

3. Author and I Question
   - **Step 3:** Teacher reflects aloud on the material read

4. On my Own Question
   - **Step 4:** Teacher answers the question.
CONCEPT MAP
COMPARE & CONTRAST MAP

how alike
# Cornell Notes

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<th>Student uses this side to write questions and reactions to the notes</th>
<th>Student uses this side to take notes</th>
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**Summary below**

Student uses this side to take notes
TEACH VOCABULARY OF TESTS

- Analyze
- Approximate
- Estimate
- Characterize
- Examine
- Choose the best answer
- Give the chronological order
- Comment
- Compare
- Contrast
- Discuss
- Evaluate
- Complete the sentence
- Fill in the blanks
- Interpret
- Justify
- Name, list, mention
- Put in your own words
- Rank
- Skim
- State
- Summarize
- Trace the development
More vocabulary in tests

- First step is
- Most important
- Opinion
- Best answer is
- Except for
- Infer from
- Refers to
- A fact
- All the above except
- The same as
- Most likely to
LET ME KNOW WHAT WORKS FOR YOU & YOUR STUDENTS

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Thanks!