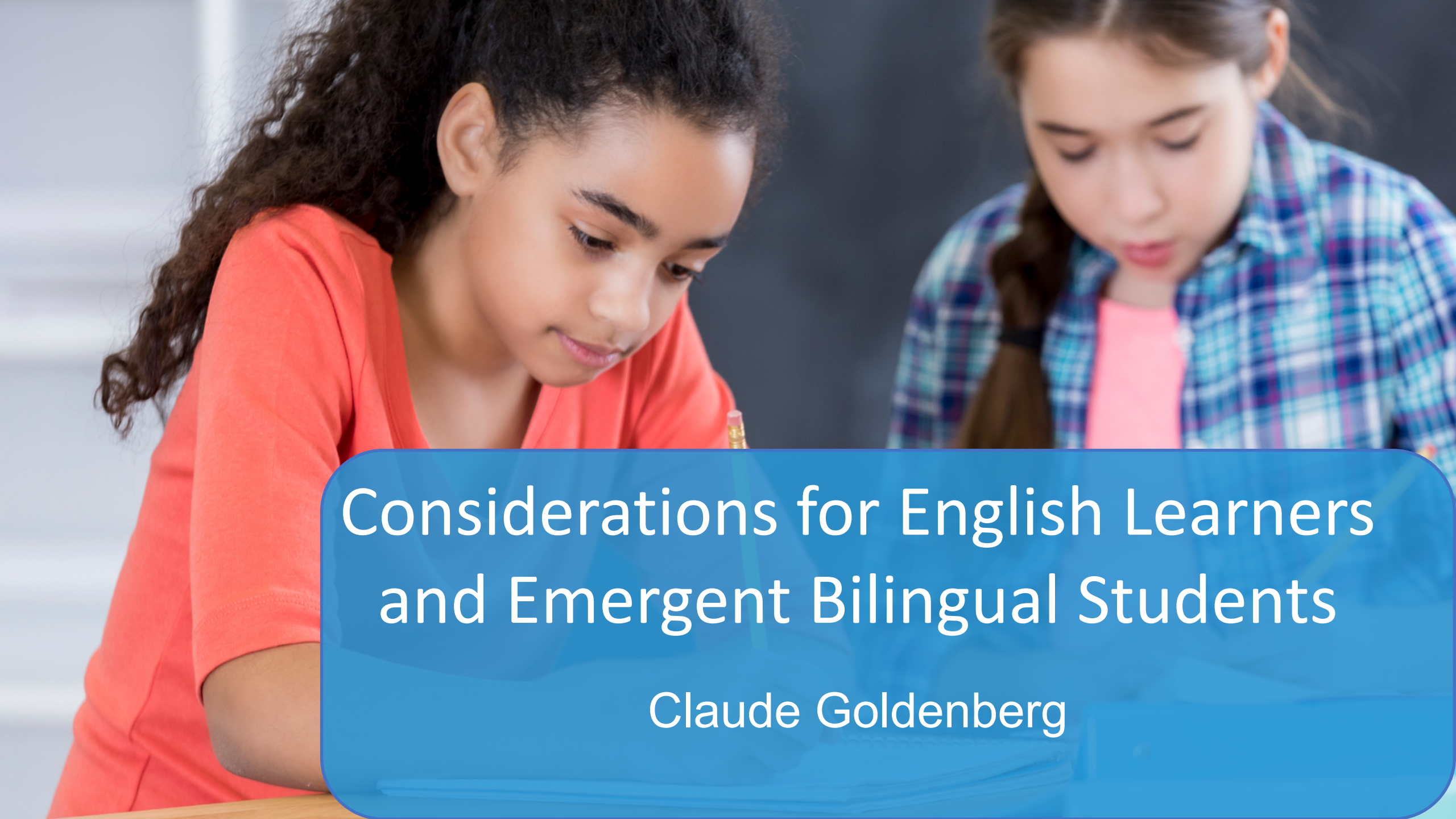
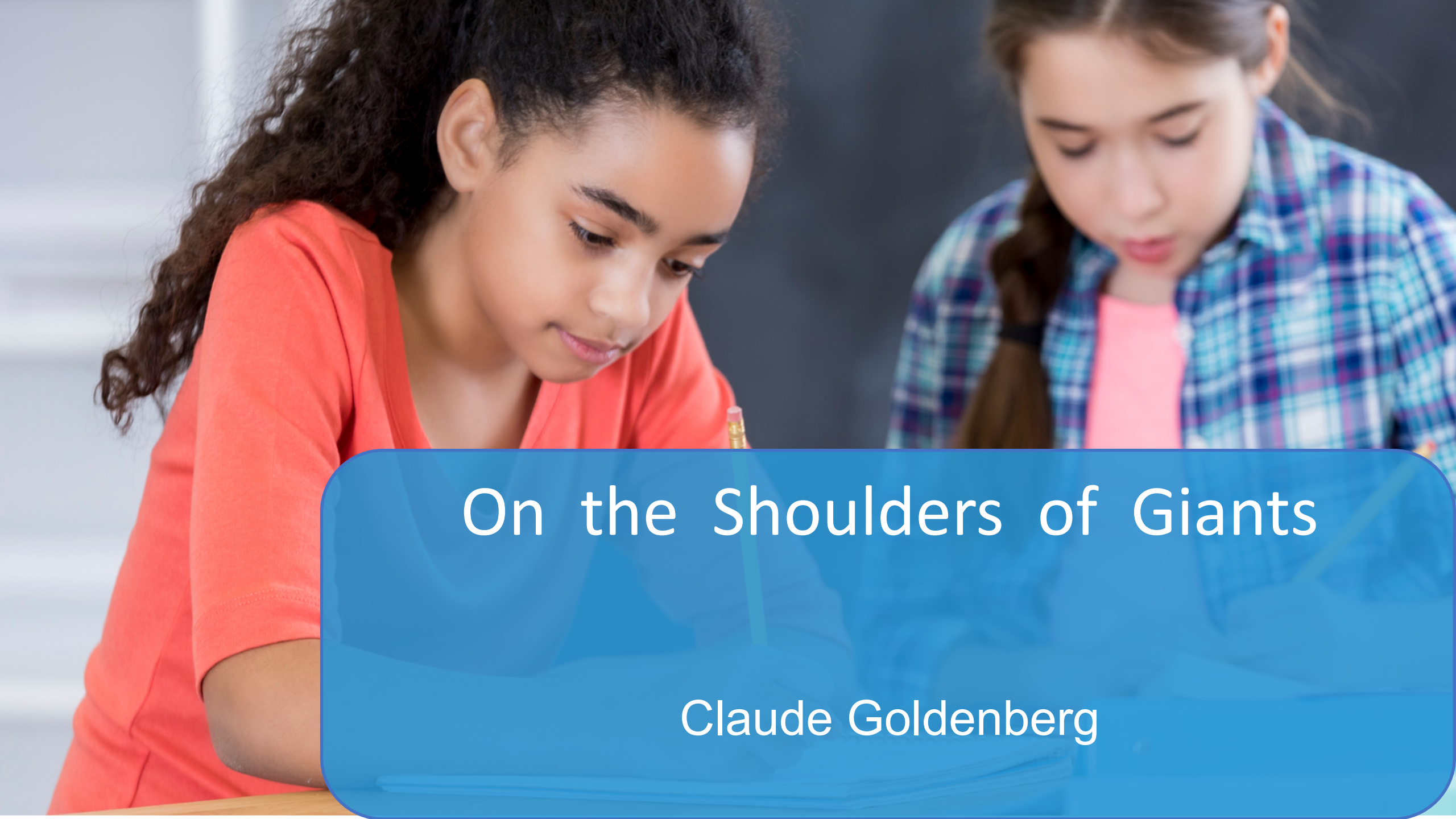


# Considerations for English Learners and Emergent Bilingual Students

Claude Goldenberg



# On the Shoulders of Giants

Claude Goldenberg

# On the Shoulders of Giants

# Big questions in EL research and practice

# A word (or 2) about bilingual education

- The single most controversial issue
- Bilingual education is desirable for many reasons
- The vast majority of ELs don’t have the benefit
- Reality on the ground: Most ELs must become literate in a language they are simultaneously learning to speak and understand

# Big questions in EL research and practice:

- *How do we teach children to read in English when at the same time they're learning English?*
- Do they require a different approach? If so, what is it?
- Do they learn differently, since they speak one language and are learning an additional one (ie, emergent bilinguals)?
- Do brain differences between monolinguals and bilinguals/emergent bilinguals require that we use different pedagogies?
- Might an overemphasis on foundational skills disadvantage these students, since “learning the code” is the principal focus, and using print for authentic communication is subordinated in early stages?

# What I have learned from The Giants

- Chall: Stages of reading development—how reading changes as it develops

## Stages of Reading Development

**0 Prereading**

Oral language development

**1 Initial Reading**

Letters represent sounds
Sound-spelling relationships

**2 Confirmation and Fluency**

Decoding skills
Fluency
Additional strategies

**3 Reading for Learning "the New"**

Expand vocabularies
Build background and world knowledge
Develop strategic habits

**4 Multiple Viewpoints**

Analyze texts critically
Understand multiple points of view

**5 Construction and Reconstruction**

Construct understanding based on analysis and synthesis

# What I have learned from The Giants

- Chall: Stages of reading development—how reading changes as it develops
- **Ehri:  Phases of word recognition; orthographic mapping creates sight words**

# Phases of Word Reading Development

Pre-Alphabetic Phase → Partial Alphabetic Phase → Full Alphabetic Phase → Consolidated Alphabetic Phase → Automatic Phase

Ehri, L. C., & McCormick, S. (1998)

Image: FCRR



Images: Canva

# What I have learned from The Giants

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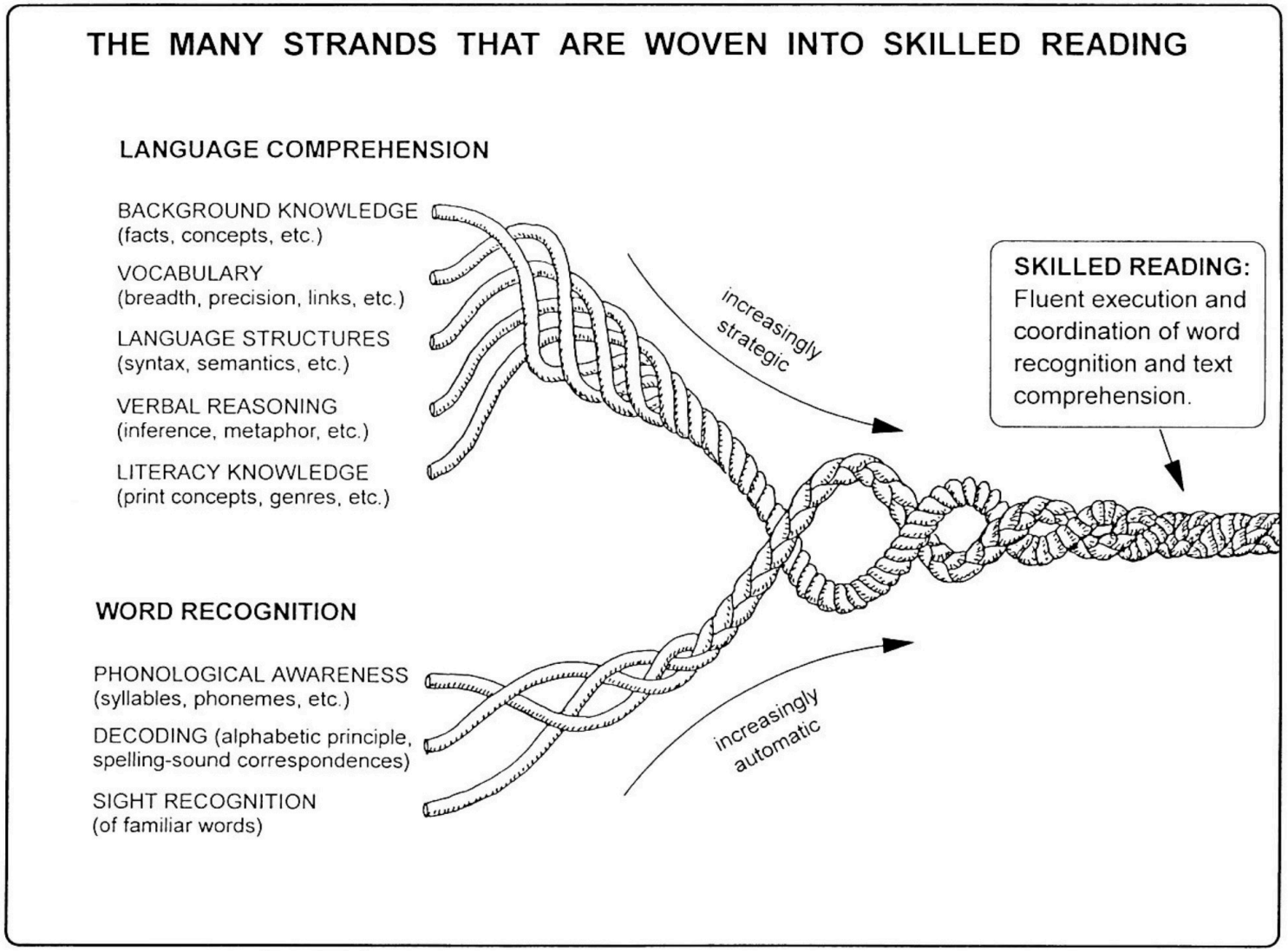
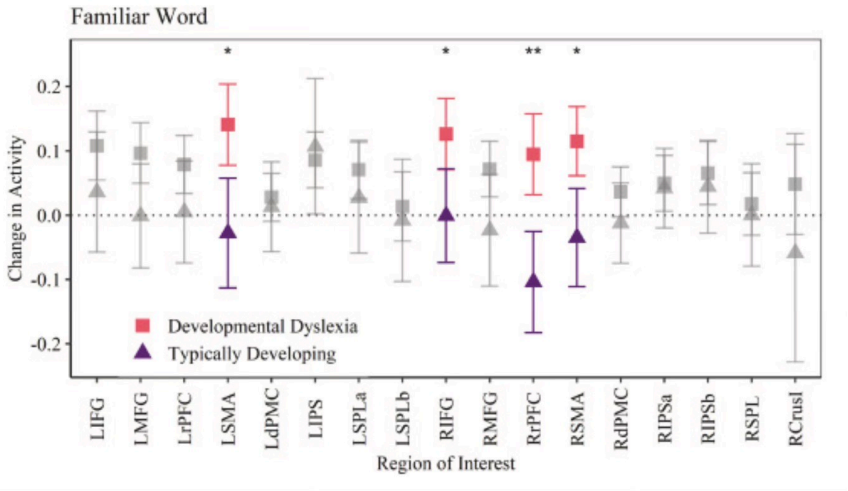
- Ehri:  Phases of word recognition; orthographic mapping creates sight words
- **Scarborough: Distinct strands develop and intertwine, like a ROPE, leading to skilled reading**

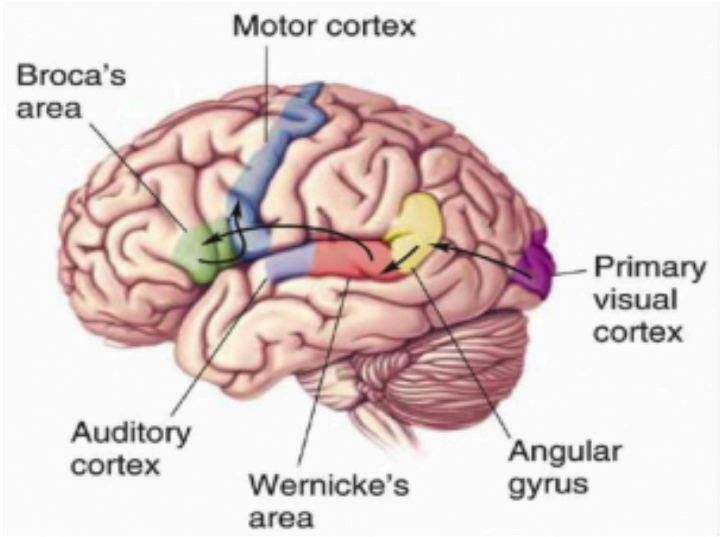



Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97-110). New York: Guilford Press.

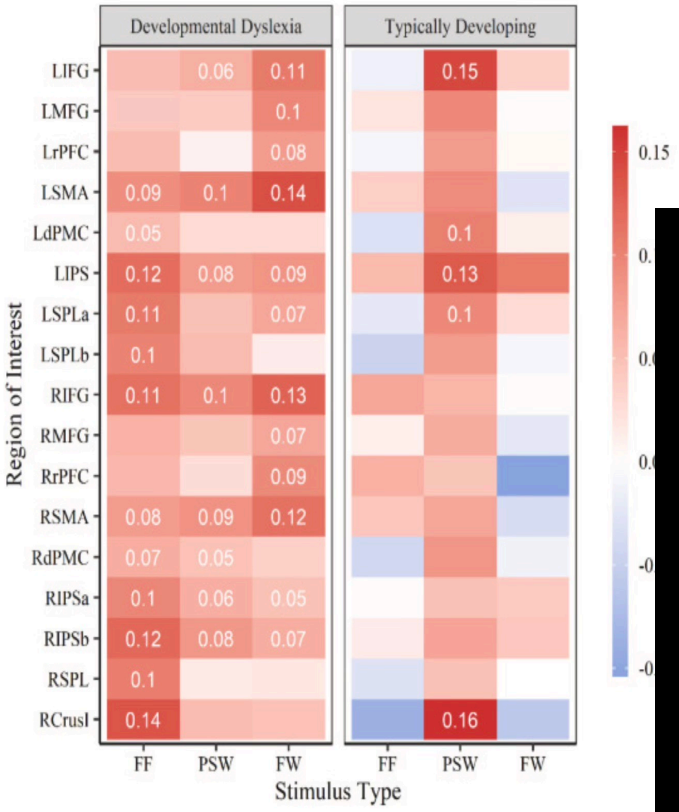
# What I have learned from The Giants

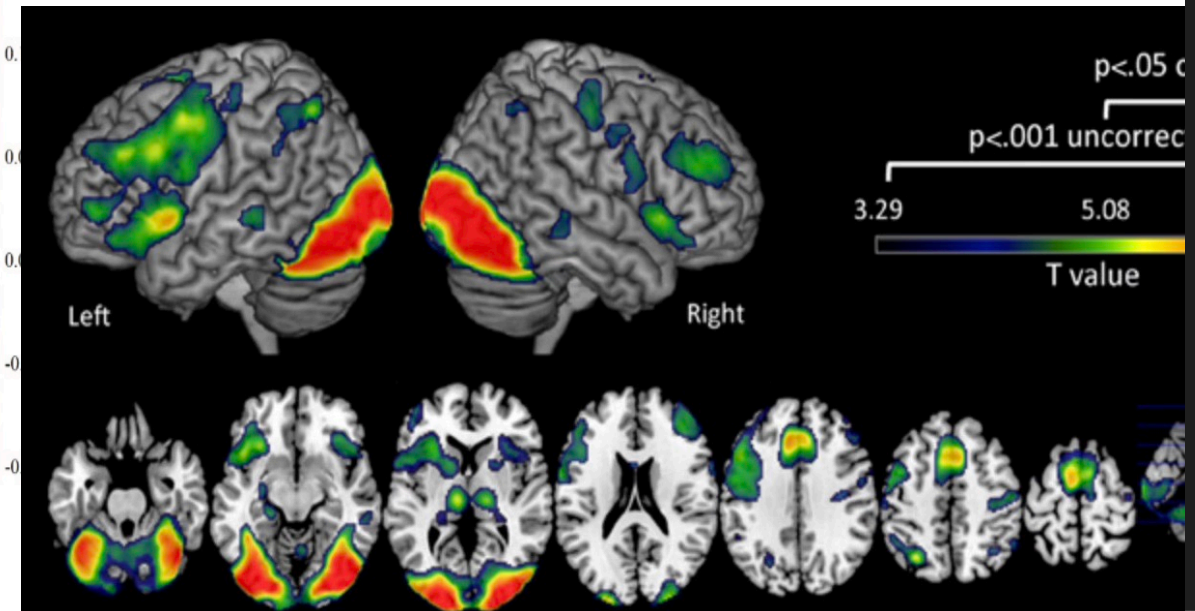
- Chall: Stages of reading development—how reading changes as it develops
- Ehri:  Phases of word recognition; orthographic mapping creates sight words
- Scarborough: Distinct strands develop and intertwine, like a ROPE and not (necessarily?) stage-like
- **Pugh: What happens "under the hood"**

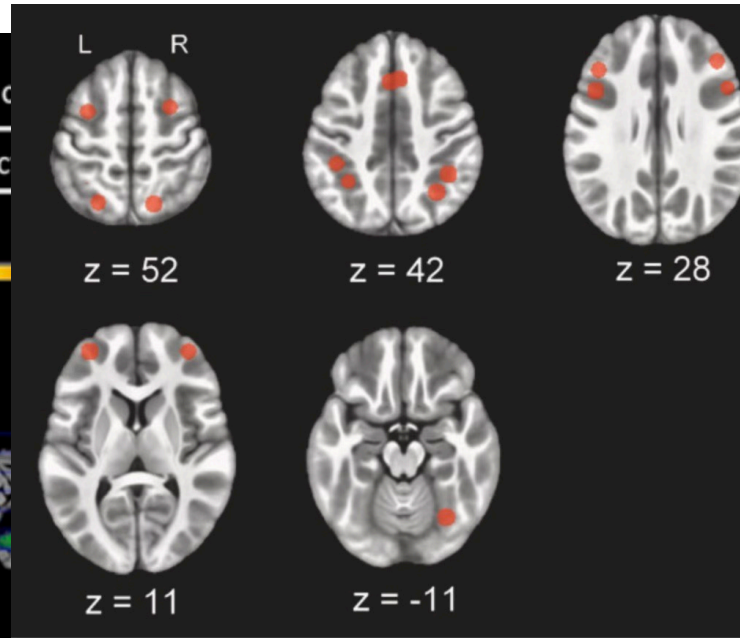



*The Broca's area and Wernicke's area in the brain's left hemisphere are known to have critical roles in speech production and language comprehension.*
*Image courtesy of Dr. Ken Pugh, Haskins Laboratories.*



# Some “Big Picture” answers

- English Learners (aka EBs, MLs) need what *all* students need to promote English literacy development: accurate and automatic foundational word reading skills (PA, letter-sounds, phonics/decoding) + reading fluency, vocabulary, language development, knowledge, comprehension and other skills and understandings.
- As students go up the grades, comprehension becomes increasingly challenging due to increased language demands. This is true for ELs and nonELs.
- The difference between teaching ELs to develop as readers and teaching nonELs is that ELs need additional *oral* English language instruction that directly supports acquiring *literacy* skills.
- Quality classroom discourse combined with writing provide additional boosts in both English language development and literacy development.

# ELs need additional *oral* English language instruction that directly supports acquiring *literacy* skills.

- 2 seminal studies (Ehri et al. & Vaughn et al.) with EL/EBs having difficulty in beginning English reading
- Each began with a successful intervention for English speakers, then modified to provide language support
- Modified interventions provided ample *oral* English instruction to support the English *literacy* instruction
- Both obtained moderately positive effects on early English literacy development

# An effective small-group interventions for English monolingual struggling readers

- Goal: Fluent meaningful reading
- Direct instruction approach
- Phonemic awareness, letter knowledge, word recognition, text fluency, vocabulary, comprehension strategies
- Activities included: writing letters, sounding out and reading words, dictation spelling, reading and re-reading decodable text, using comprehension strategies.

*Then added ….*

# Oral English language supports



English Language Development

“One purpose was to develop oral language by encouraging students to talk about the books and by explaining the meanings of new vocabulary words. These words were written in students’ personal books, and the meanings were reviewed each time the book was read. …Students were encouraged to decode unknown words by relying on their letter–sound knowledge and then cross-checking with meaning and pictures to confirm the identities of the words.” (Ehri et al., 2007, p. 424)

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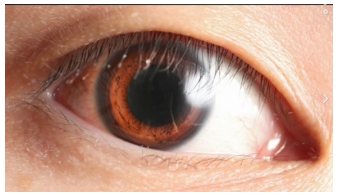
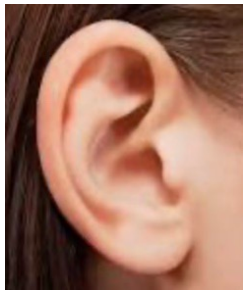
# “orthographic mapping”

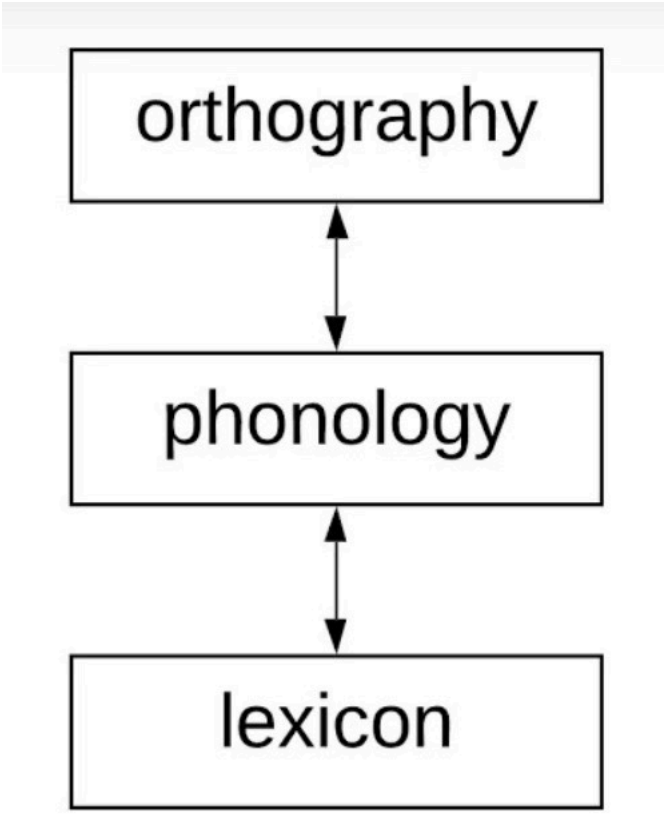
- storing a word permanently in memory for instant retrieval to create a “sight word”
- involves forming connections between a word’s letters, pronunciation, and meaning in memory

# “orthographic mapping”

बिरालो



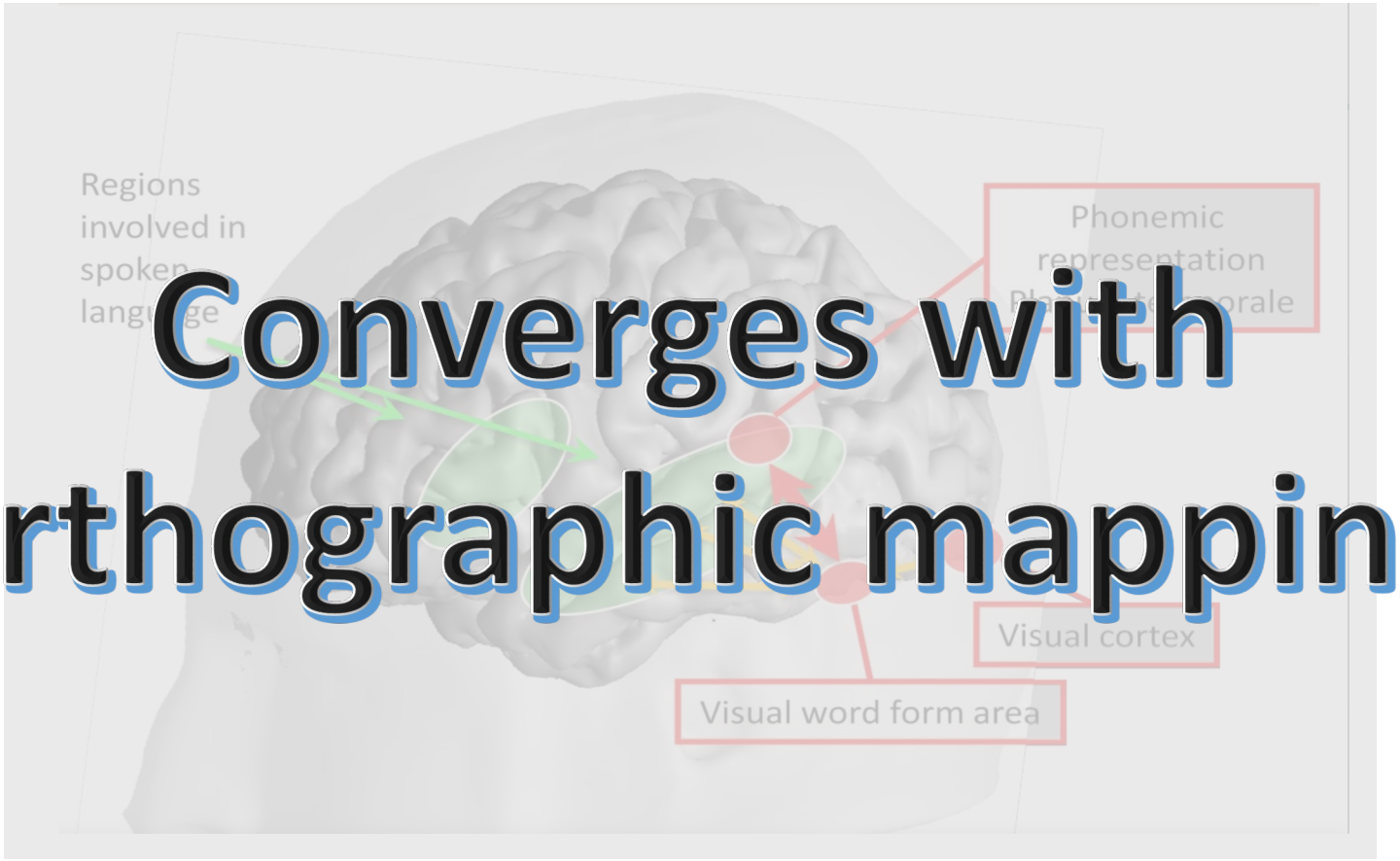





symbol

sound

meaning

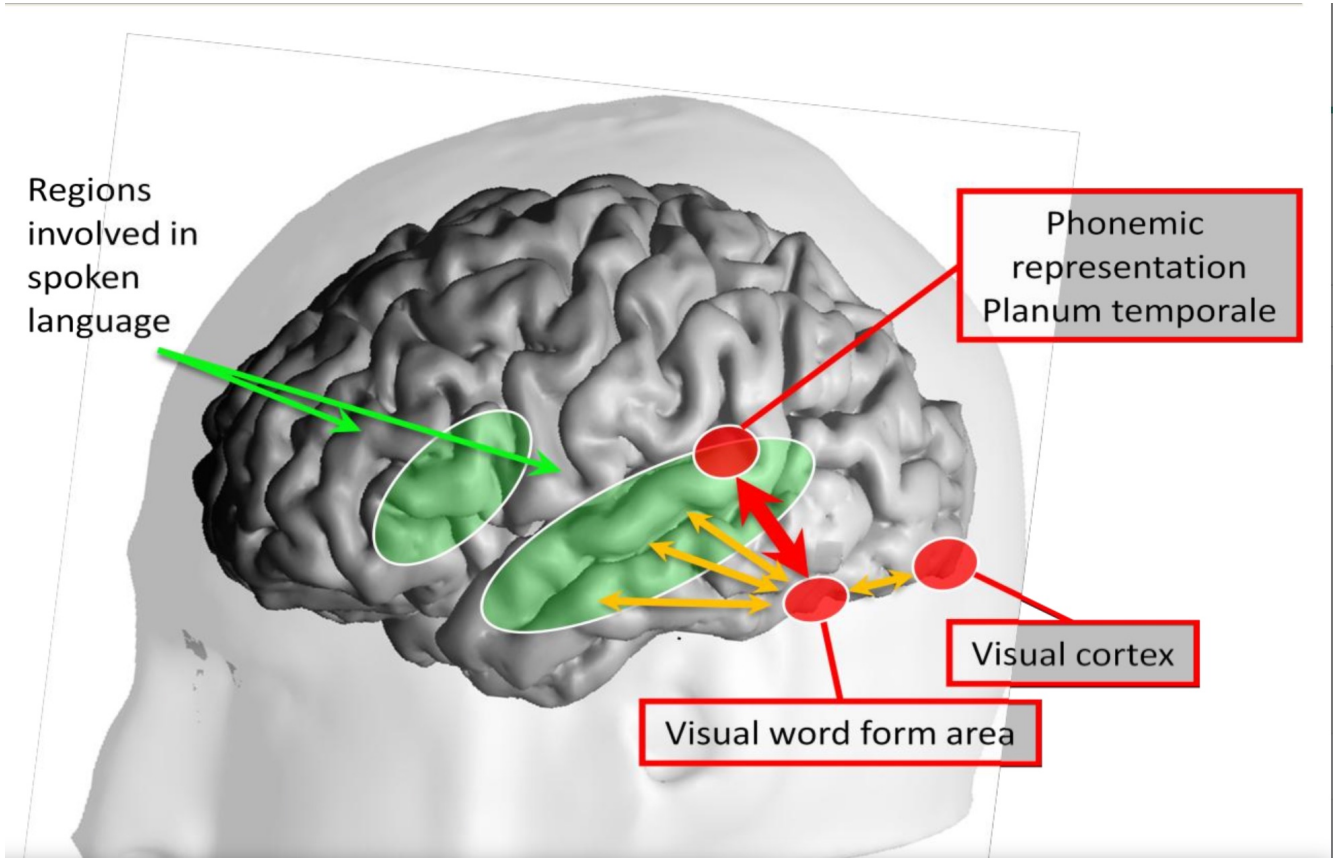



# Converges with orthographic mapping

Learners who know the language "rely on a large network of brain regions, as they try to *bind* orthography *[the spelling system]* to an already-present knowledge of phonology *[sounds of the language]* and semantics *[meaning carried by language]*."

** Verhoeven, Perfetti, & Pugh, Journal of Neurolinguistics 2019*

*But remember ….*

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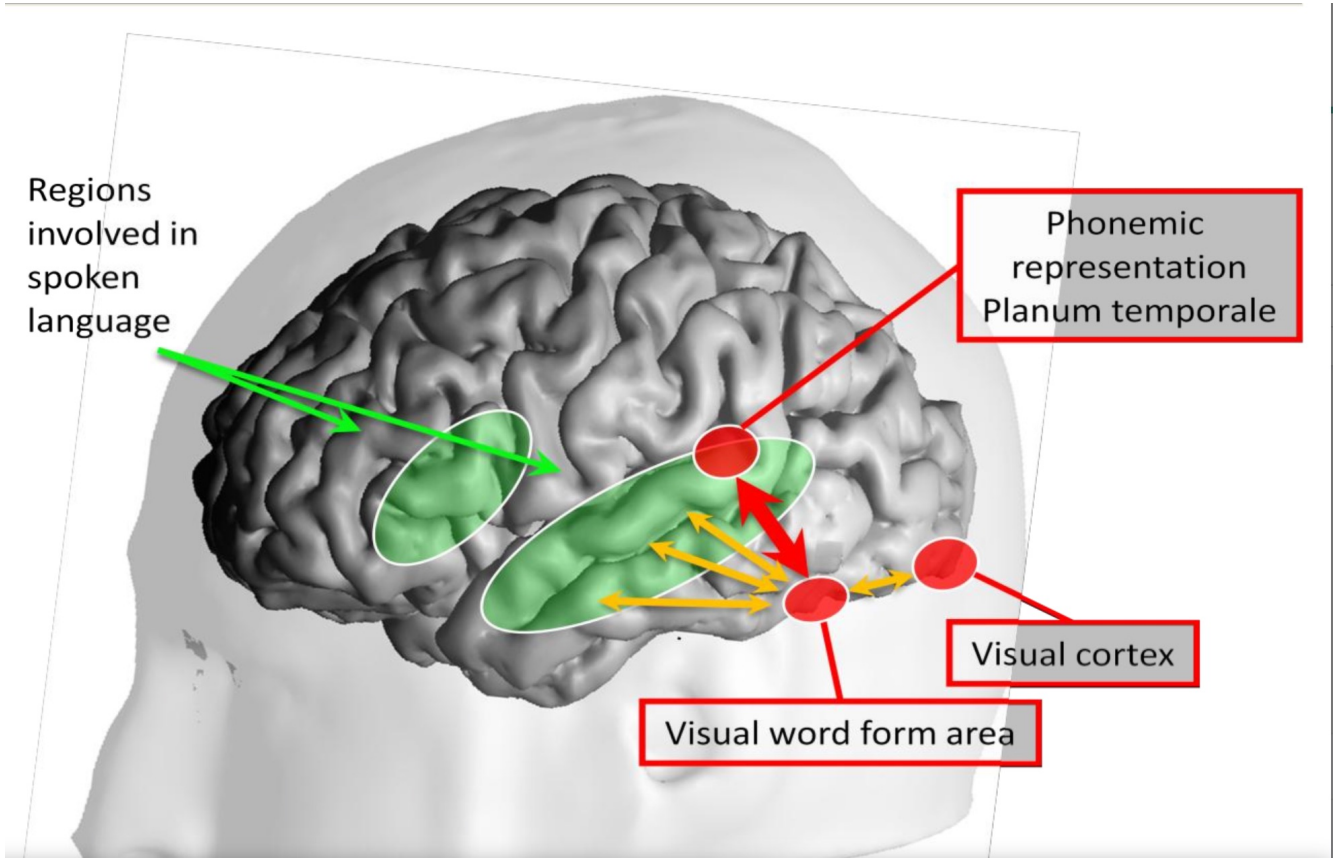
* *Verhoeven, Perfetti, & Pugh, Journal of Neurolinguistics* 2019

An already-present knowledge of phonology and semantics is what L2 learners do not have.

So how’s that supposed to work?

There’s good news for teachers!



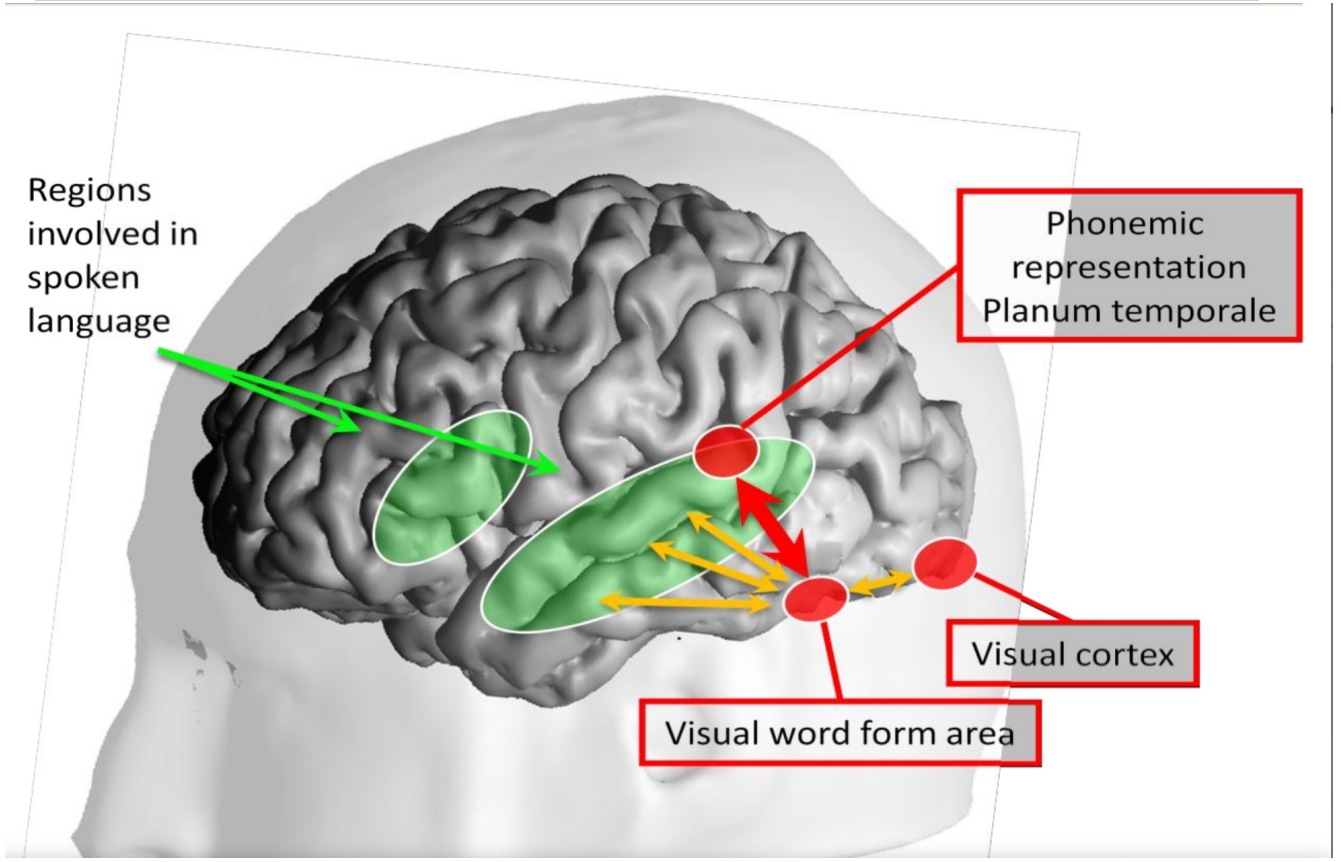

Learning to read in a language you are learning is

**basically the same**

as learning to read in a language you already know:
*"networks of brain activation … are similar across a reader's two languages in linking print and speech processes"*

** Verhoeven, Perfetti, & Pugh, Journal of Neurolinguistics 2019*

So while there’s good news for teachers—learning to read in a language you know is basically the same as learning to read in a language you are simultaneously learning—



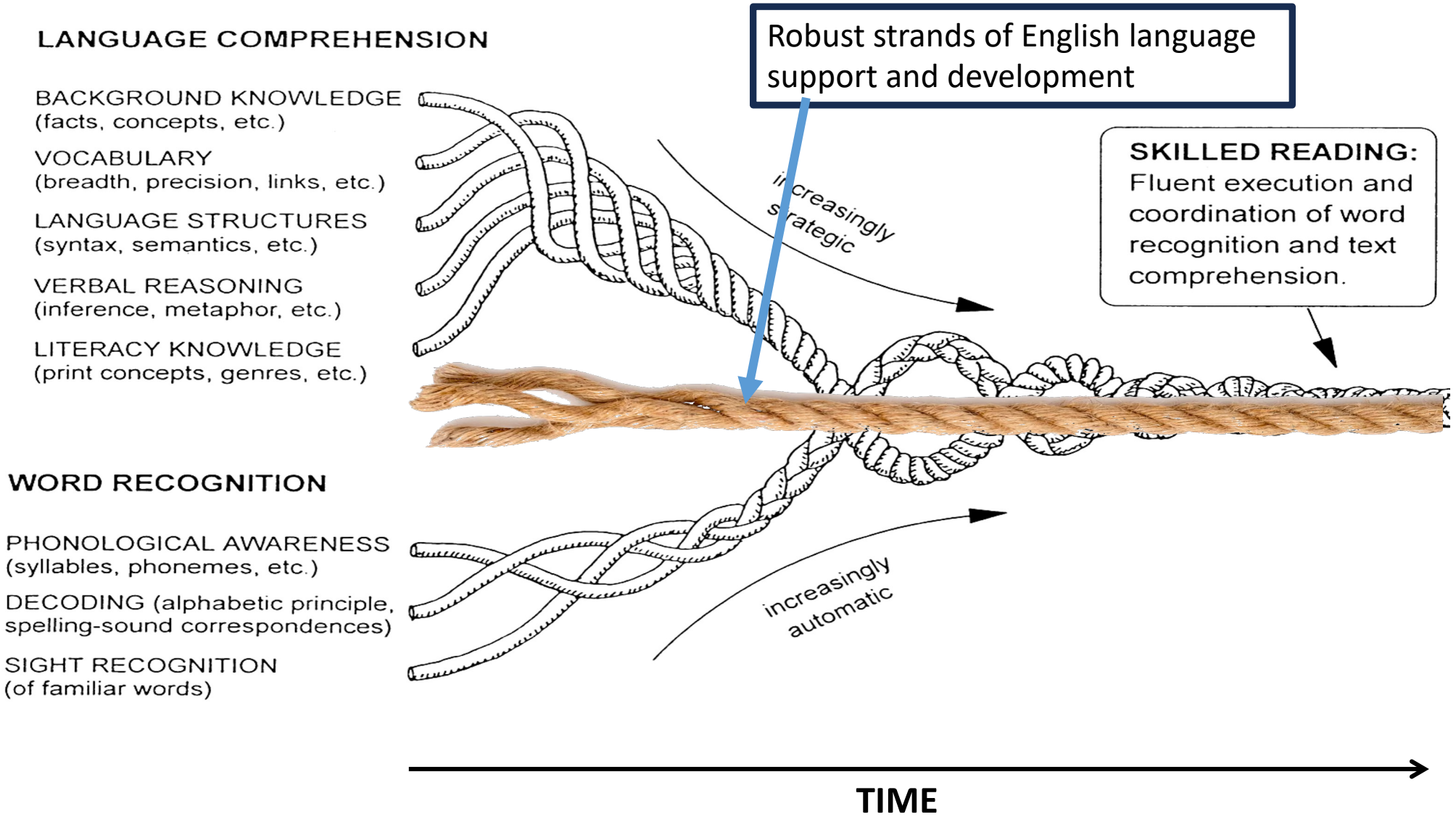

Language learners "*require additional supporting brain regions during learning*" because they have **no, or limited**, "already-present knowledge of phonology and semantics."

** Verhoeven, Perfetti, & Pugh, Journal of Neurolinguistics 2019*

# How do we *think about* teaching students to read as they are simultaneously learning the language?

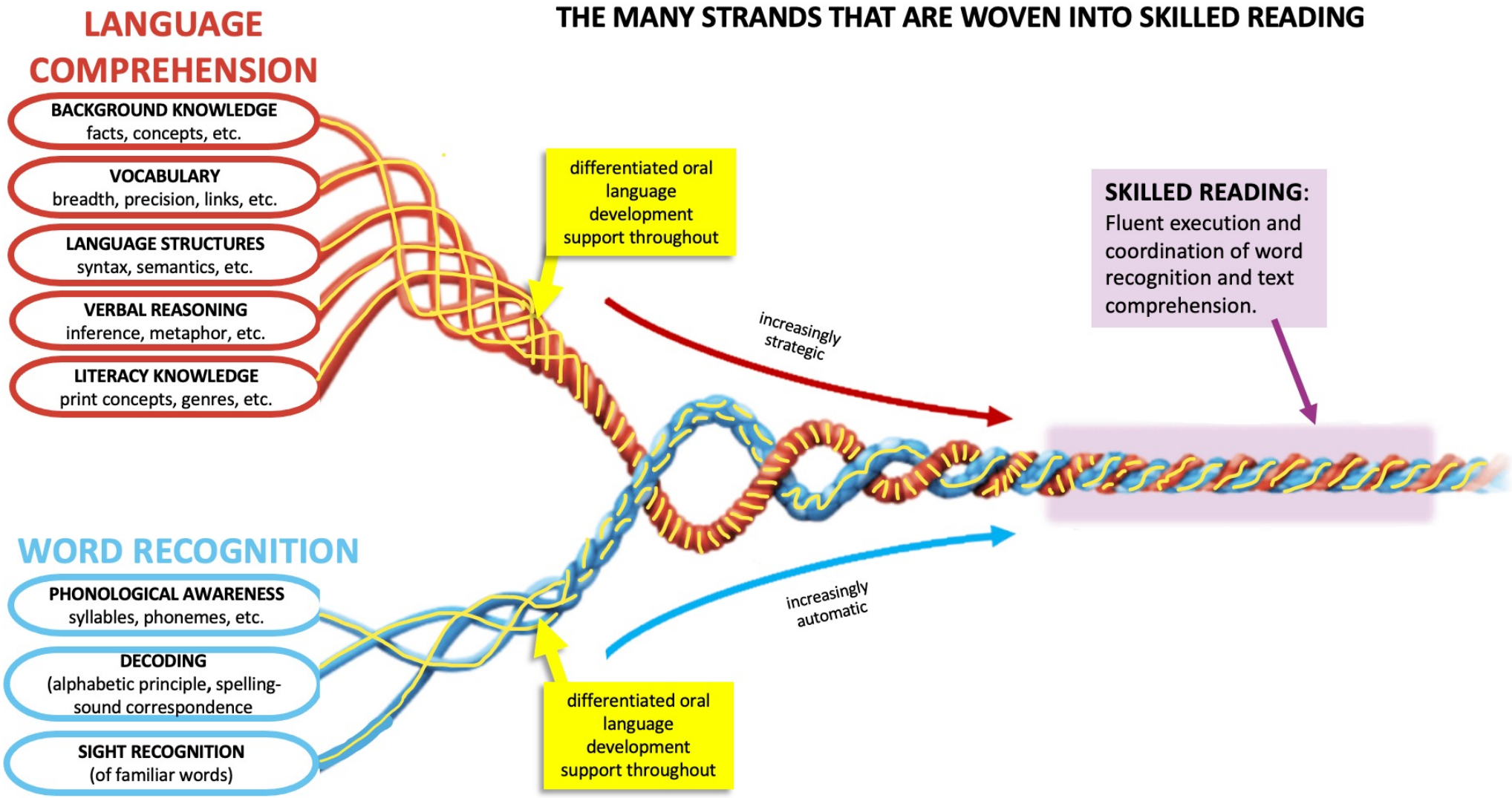
- A major insight for teachers: “learning to read is based on cognitive universals …. there is nothing about ‘bilingual brain’ differences that suggests distinct or alternative pathways to literacy learning and best practice” (Pugh, quoted in Goldenberg, 2023).
- BUT additional English oral language supports are necessary.
- Studies (e.g., Ehri et al., 2007) provide a roadmap for thinking how to provide that additional support in the beginning and early stages (Chall’s Stages 1 & 2).
- What about after beginning and early stages? (Hint: We have a lot of work to do.)

# THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING



# THE READING ROPE FOR ENGLISH LEARNERS

## THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING




Adapted from Scarborough (2001) by Linda Cavazos
Not authorized by Hollis Scarborough

# Back to the "Big Picture"

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# Quality classroom discourse can help promote reading comprehension and English development

Murphy, P., Wilkinson, I., et al. (2009). "Examining the Effects of Classroom Discussion on Students' Comprehension of Text: A Meta-Analysis." Journal of Educational Psychology (101) No. 3, 740-764.

Lightner, S. & Wilkinson, I. (2016). "Instructional Frameworks for Quality Talk About Text: Choosing the Best Approach." The Reading Teacher (70) No. 4, 435–444.

- Literature Circles
- Book Club
- Instructional Conversations
- Great Conversations
- Questioning the Author
- Junior Great Books
- Collaborative Reasoning
- Paideia Seminar
- Philosophy for Children

- Instructional Conversations—teacher-led small group discussions designed to help students' reading comprehension by delving into deeper themes and concepts in reading texts.

# Writing provides additional boosts when combined with classroom discourse

- Instructional Conversations—teacher-led small group discussions designed to help students' reading comprehension by delving into deeper themes and concepts in reading texts.

&

- Literature Logs—student writing before and after ICs where personal experiences and connections to texts are explored by individual students; read by teacher and shared in small group setting.

# Instructional Conversations & Literature Logs

**What Works Clearinghouse**

ies INSTITUTE OF EDUCATION SCIENCES

English Language Learners — October 26, 2006

## Instructional Conversations and Literature Logs

**Program description**

This WWC report examines the effect of *Instructional Conversations* and *Literature Logs* used in combination. The goal of *Instructional Conversations* is to help English language learners develop reading comprehension ability along with English language proficiency. *Instructional Conversations* are small-group discussions. Acting as facilitators, teachers engage English language learners in discussions about stories, key concepts, and related personal experiences, which allow them to appreciate and build on each others' experiences, knowledge, and understanding. *Literature Logs* require English language learners to write in a log in response to writing prompts or questions related to sections of stories. These responses are then shared in small groups or with a partner.

**Research**

Two studies of *Instructional Conversations and Literature Logs* met the What Works Clearinghouse (WWC) evidence standards with reservations.[1] The two studies included over 200 Hispanic English language learners from grades 2–5. The two studies reviewed for this report assess program impacts in two different contexts; one focuses on the short-term (use of the intervention over a few days) and the other focuses on the long-term (use of the intervention over a few years) with the intervention delivered as key components in a broader language arts program.

**Effectiveness**

*Instructional Conversations and Literature Logs* was found to have potentially positive effects on reading achievement and English language development.

| | *Reading achievement* | *Mathematics achievement* | *English language development* |
|---|---|---|---|
| **Rating of effectiveness** | Potentially positive effects | Not reported | Potentially positive effects |
| **Improvement index[2]** | Average: +29 percentile points<br>Range: +24 to +33 percentile points | Not reported | Average: +23 percentile points<br>Range: +21 to +24 percentile points |

| | *Reading achievement* | *English language development* |
|---|---|---|
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| **Improvement index[2]** | Average: +29 percentile points<br>Range: +24 to +33 percentile points | Average: +23 percentile points<br>Range: +21 to +24 percentile points |

# Final thoughts….

- We can’t be content with ELs’ overall achievement levels; diverse outcomes, but students from Spanish-speaking backgrounds esp. at risk.
- The majority of ELs, even those born and schooled in the US and in bilingual education, become “Long-term ELs”–still designated EL after 6 years in school.
- Academic and post-academic prospects are poor for too many.
- Lack of literacy proficiency is a major factor. Adequate reading fluency is an underrecognized challenge (“language at the speed of sight”—Seidenberg)
- We must do a better job of using what we know while pushing ahead on the many questions that remain.
- The giants of literacy research (many more than I have identified) have laid a foundation and provide additional paths forward.