Providing SRCL and CLSD Literacy Services and Activities to English Learners

May 12–13, 2021

Striving Readers COMPREHENSIVE LITERACY

DEPARTMENT OF EDUCATION · UNITED STATES OF AMERICA

COMPREHENSIVE LITERACY STATE DEVELOPMENT

Delving into the Dappled World of
English Learner Literacy Research

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Agenda on English Learner (EL) Literacy

- Who are ELs?
- EL literacy <u>now</u>
- What is literacy and how is it learned?
- What is special about ELs' literacy learning?
- *What works* in instruction?

- Cultivating literacy skills in young dual-language learners
- Cultivating literacy skills in newcomer students
- Supporting recovery efforts following the COVID-19 pandemic
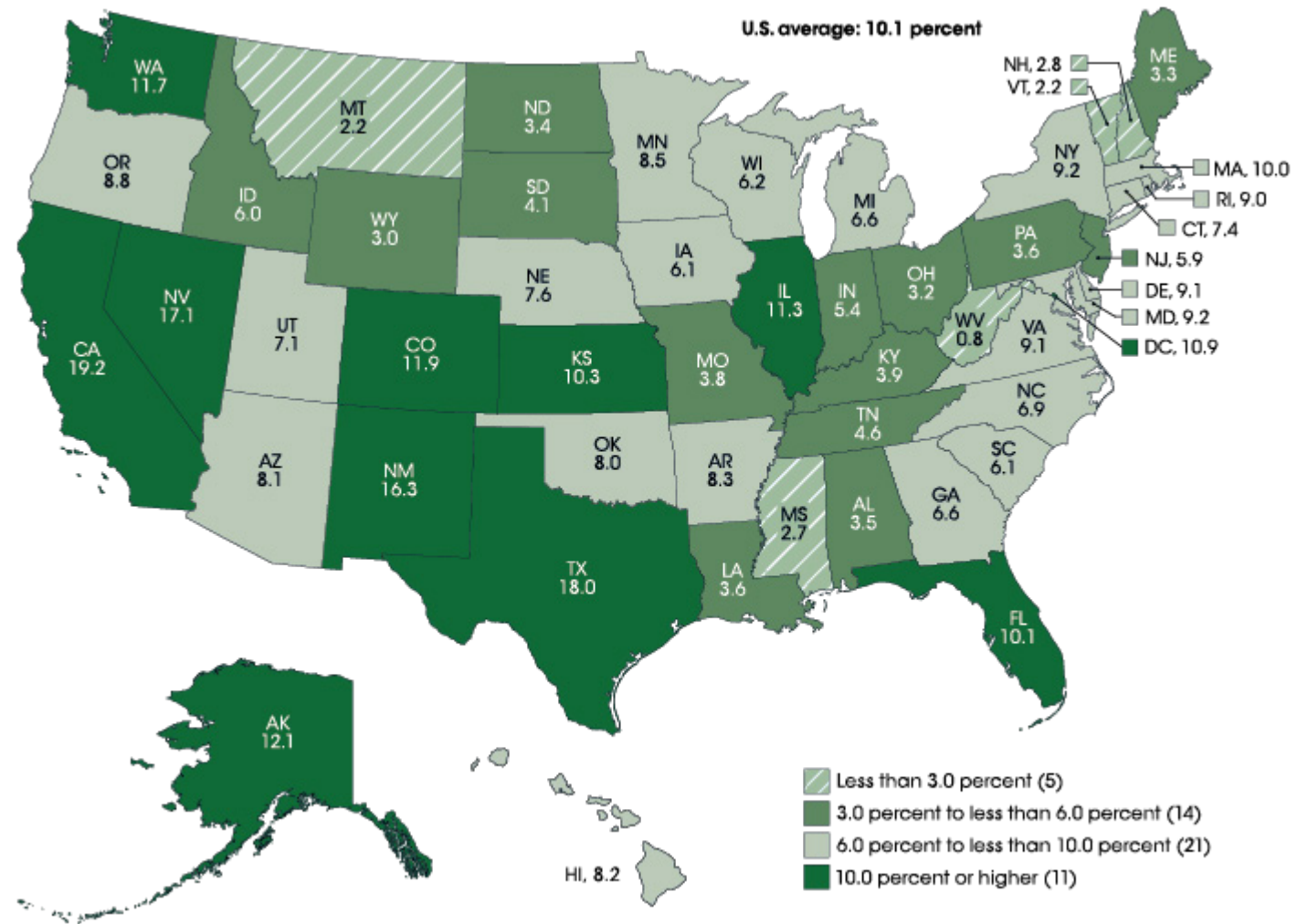
Getting to Know *Our* Bilingualism

- *Quick poll*
  - What language(s) do you speak?
  - When did you start learning your first non-English language?

Who are ELs?

Home language	Number of ELL students	Percentage distribution of ELL students[1]
Spanish, Castilian	3,749,314	74.8
Arabic	136,531	2.7
Chinese	106,516	2.1
English[2]	94,910	1.9
Vietnamese	77,765	1.6
Somali	41,264	0.8
Russian	36,809	0.7
Portuguese	33,252	0.7
Haitian, Haitian Creole	32,655	0.7
Hmong	32,174	0.6

U.S. average: 10.1 percent

Legend:
- Less than 3.0 percent (5)
- 3.0 percent to less than 6.0 percent (14)
- 6.0 percent to less than 10.0 percent (21)
- 10.0 percent or higher (11)

State values: WA 11.7, OR 8.8, CA 19.2, NV 17.1, ID 6.0, UT 7.1, AZ 8.1, MT 2.2, WY 3.0, CO 11.9, NM 16.3, ND 3.4, SD 4.1, NE 7.6, KS 10.3, OK 8.0, TX 18.0, MN 8.5, IA 6.1, MO 3.8, AR 8.3, LA 3.6, WI 6.2, IL 11.3, IN 5.4, MI 6.6, OH 3.2, KY 3.9, TN 4.6, MS 2.7, AL 3.5, GA 6.6, NC 6.9, SC 6.1, FL 10.1, WV 0.8, VA 9.1, PA 3.6, NY 9.2, NH 2.8, VT 2.2, ME 3.3, MA 10.0, RI 9.0, CT 7.4, NJ 5.9, DE 9.1, MD 9.2, DC 10.9, AK 12.1, HI 8.2
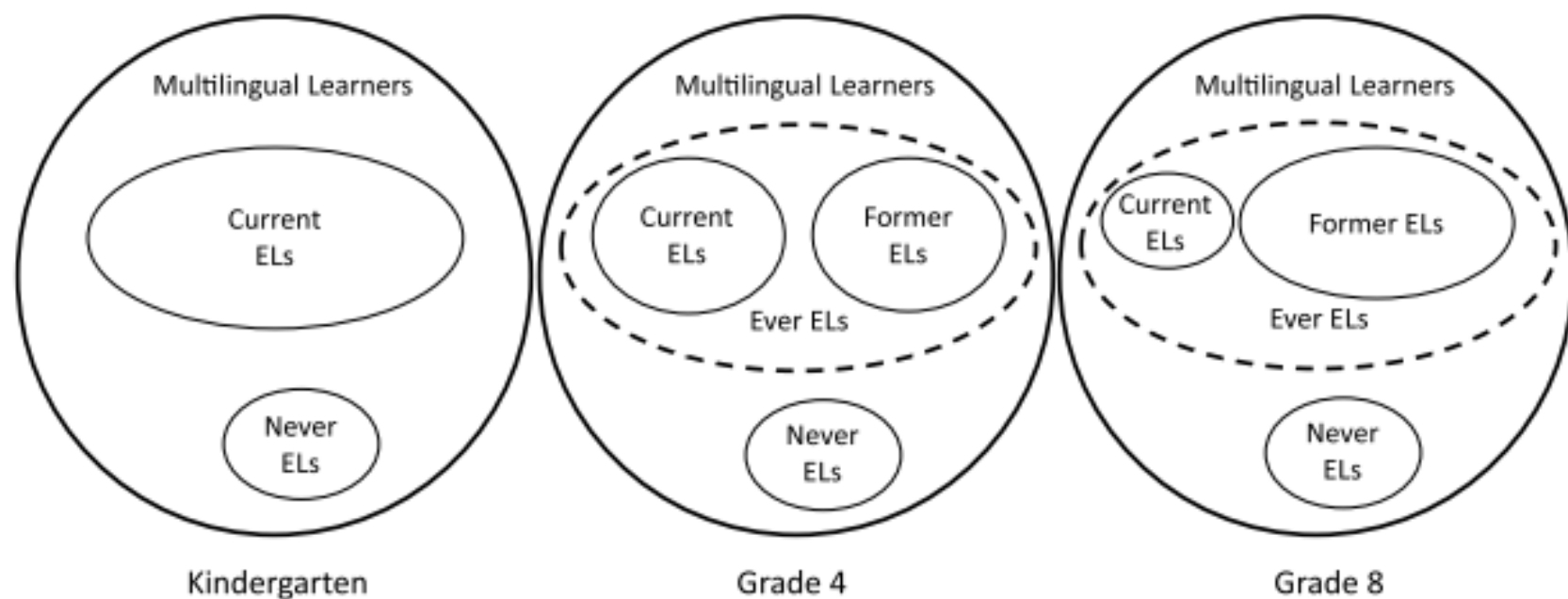
EL Literacy Now – *During a Global Pandemic*

- Before the pandemic, younger ELs' literacy skills were improving →

Current evidence indicates

- ELD specialists struggle to meet with students
- ELs' families have less technological access and facility
- Students lack usual opportunities to practice oral language
- Students' academic skills may be suffering
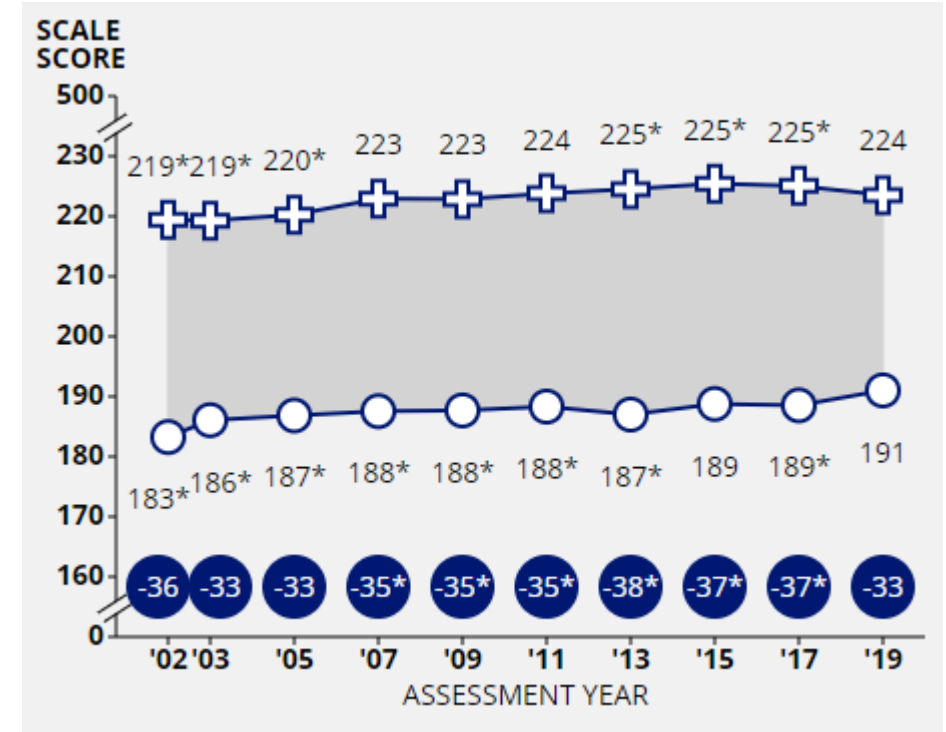
Who Are ELs? _Subset_ of _Multilingual Learners_

Kindergarten — Multilingual Learners: Current ELs, Never ELs

Grade 4 — Multilingual Learners: Ever ELs (Current ELs, Former ELs), Never ELs

Grade 8 — Multilingual Learners: Ever ELs (Current ELs, Former ELs), Never ELs

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Developmental Epochs in Reading

Birth – onset of conventional literacy

- Develop language familiarity with print, understanding of books and their appeal

K – 2nd grade

- Grasp and master the alphabetic principle

Grades 3 – 5

- Develop automaticity, fluency, vocabulary, foundational skills for reading

Grades 5 – 8

- Develop content knowledge, appreciation, literary skills for reading

Grades 8 – 12+

- Grasp and master discipline-specific literacy skills (incl. reading critically, creatively, analytically, reflectively)

language comprehension – broad vocabulary – alphabetic principle – background knowledge – academic language – critical thinking – perspective taking – complex reasoning
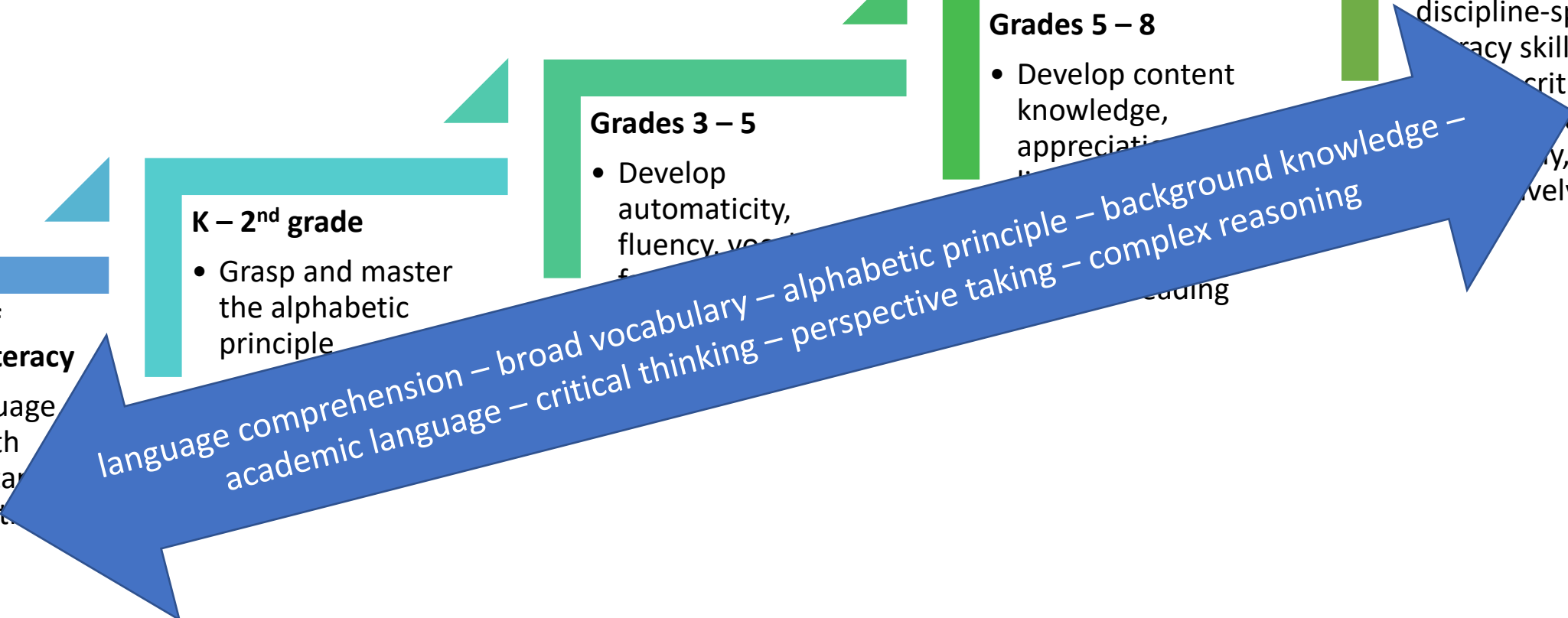
From Simple to Complex Literacy

Textual decoding (with fluency)

Oral language comprehension (and fluency)

Background knowledge

Domain-general skills and abilities

Perspective taking

Metalinguistic awareness

Complex reasoning

Critical thinking
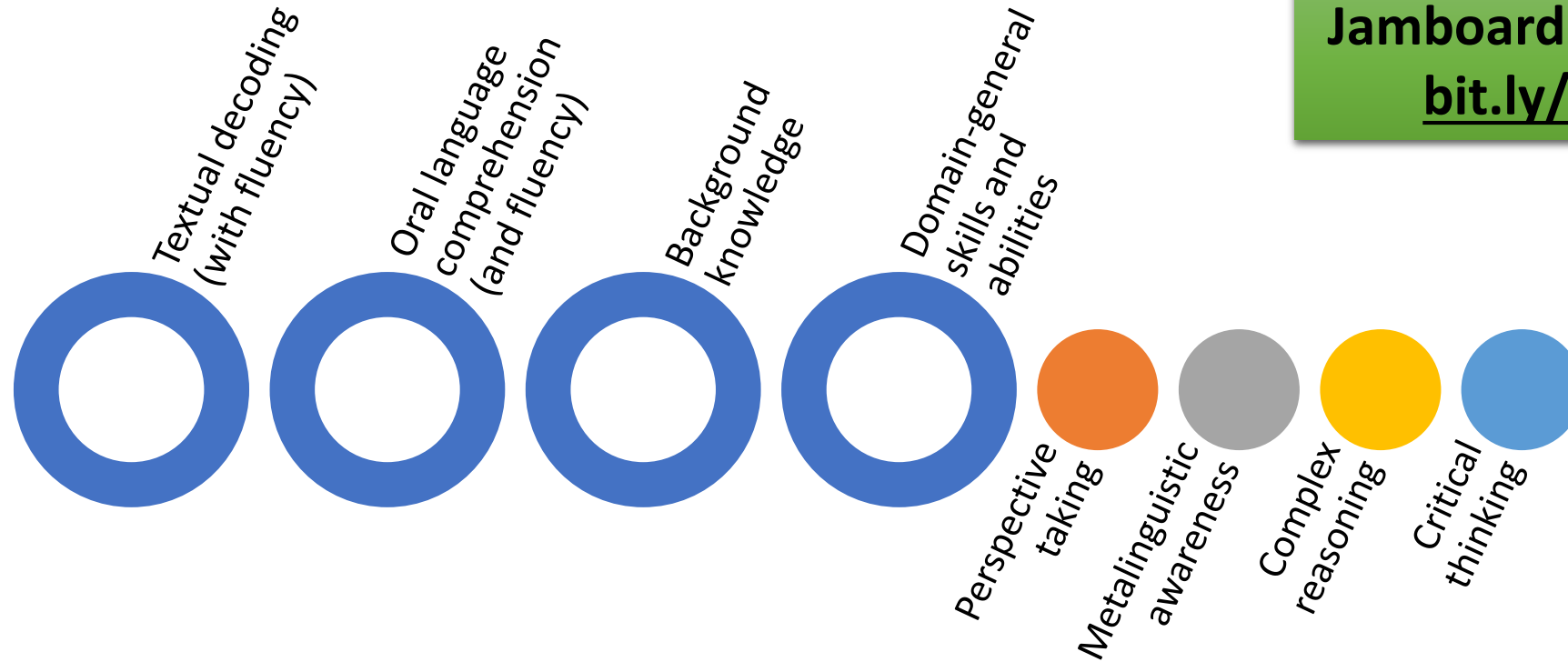
Jamboard Brainstorm: bit.ly/dappled

Sources. Goldman & Snow (2015), Gough & Tunmer (1986), Olson & Torrance (2009); Pollatsek & Treiman (2015), Snow & Uccelli (2009)
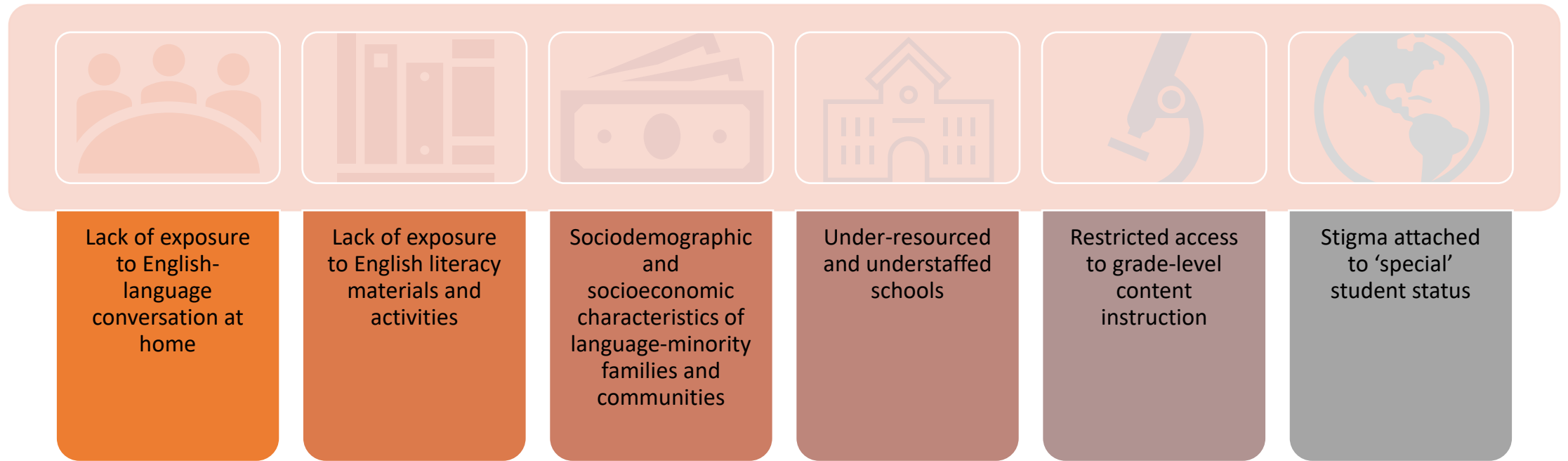
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What is special about ELs' literacy development?

Recognized "Barriers" to EL Literacy

| Lack of exposure to English-language conversation at home | Lack of exposure to English literacy materials and activities | Sociodemographic and socioeconomic characteristics of language-minority families and communities | Under-resourced and understaffed schools | Restricted access to grade-level content instruction | Stigma attached to 'special' student status |

Sources. Bunch et al. (2014), Dabach (2014), Snow & Brinton (1997), Thompson (2015), Vollmer (2000), Umansky (2018)

Metaphors Matter
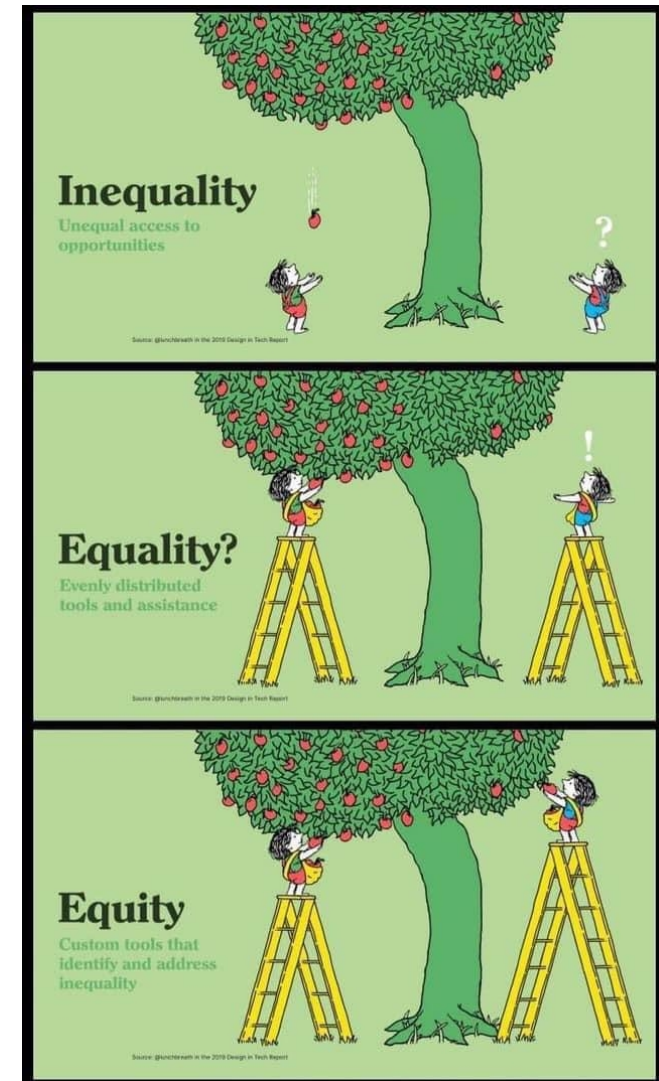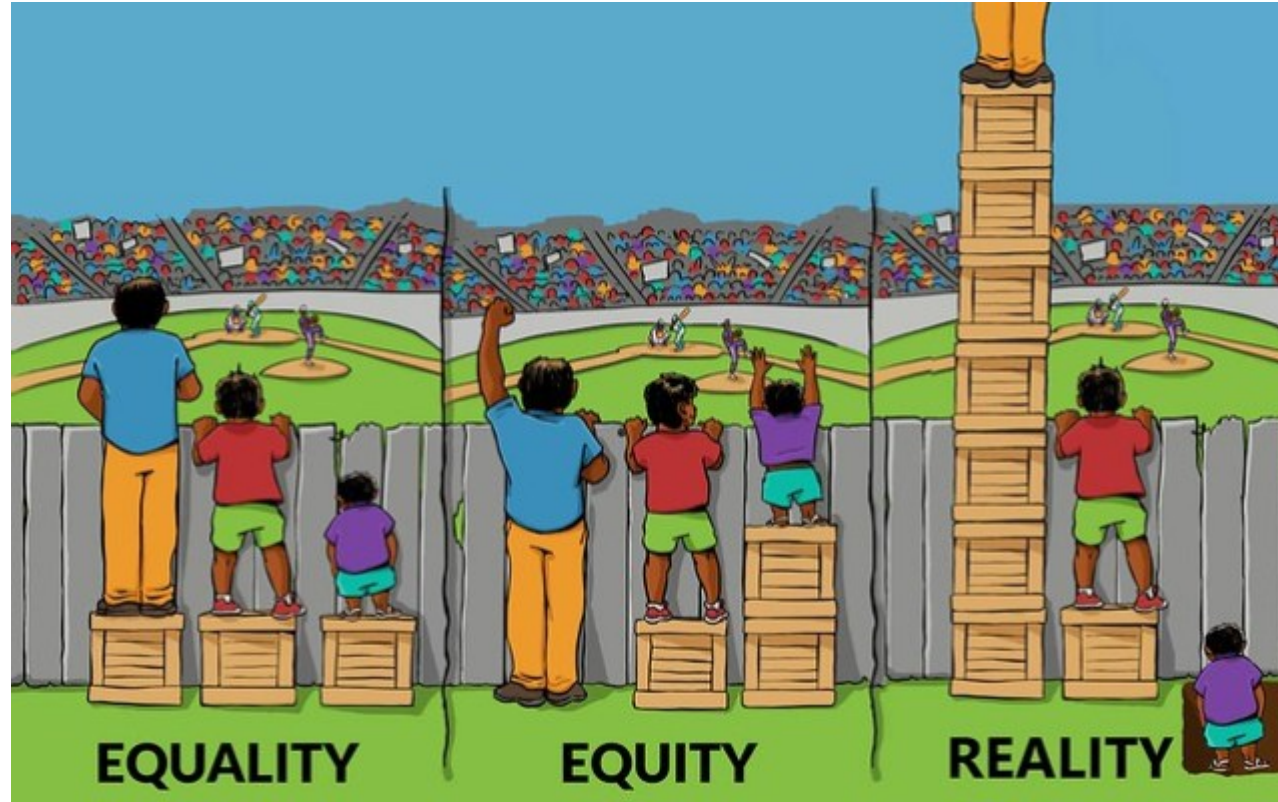
A Different Lens on Bilingualism

- Asset-based / strengths-based approaches **recognize, catalyze, and cultivate** the skills, knowledge, and experiences of learners from diverse backgrounds.

- As **emergent bilinguals,** beyond *barriers* ELs bring strengths to their education that can ground their literacy learning.
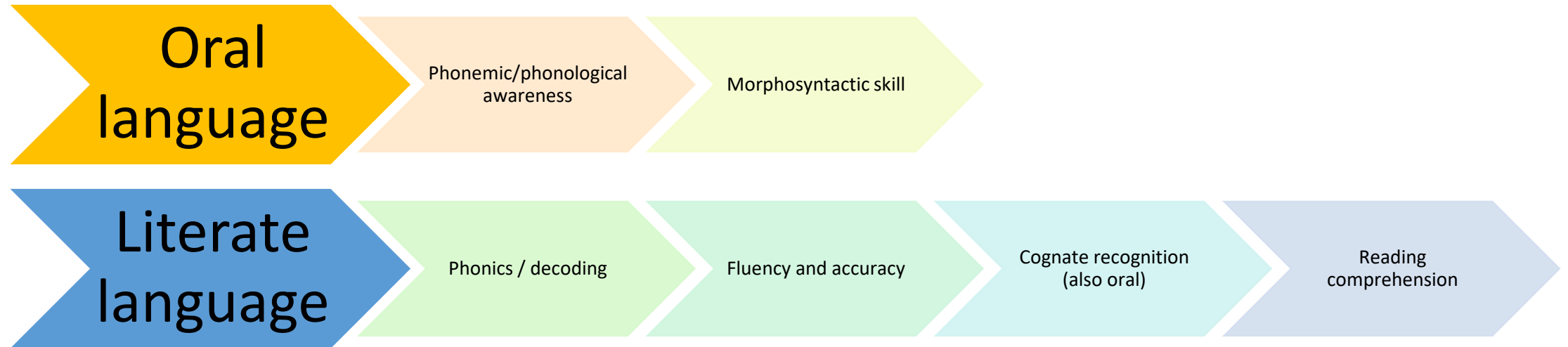
BRAIN AND LANGUAGE **36,** 3–15 (1989)

Neurolinguists, Beware! The Bilingual Is Not Two Monolinguals in One Person

FRANÇOIS GROSJEAN

Université de Neuchâtel, Switzerland

Two views of bilingualism are presented—the monolingual or fractional view which holds that the bilingual is (or should be) two monolinguals in one person, and the bilingual or wholistic view which states that the coexistence of two languages in the bilingual has produced a unique and specific speaker–hearer. These views affect how we compare monolinguals and bilinguals, study language learning and language forgetting, and examine the speech modes—monolingual and bilingual—that characterize the bilingual's everyday interactions. The implications of the wholistic view on the neurolinguistics of bilingualism, and in particular bilingual aphasia, are discussed. © 1989 Academic Press, Inc.

Let's talk!

- Have you heard the term "emergent bilingual" before? What does it evoke for you?
- How might you see the term used by educators and education officials? Is it relevant as you are thinking about revisions to your literacy plan or about your state's students?

Cross-Language Transfer

Oral language	Phonemic/phonological awareness	Morphosyntactic skill		
Literate language	Phonics / decoding	Fluency and accuracy	Cognate recognition (also oral)	Reading comprehension

Sources. Dickinson et al. (2004), Kuo & Anderson (2010), Chung et al. (2019), Wang et al. (2005), Pasquarella et al. (2015)

Cross-Language Transfer: *Oral Language*

Phonemic awareness

- *Phoneme*: The smallest phonetic unit in a language that can convey a distinction in meaning
- Phonemes can differ by language
- BUT all languages have them *(including sign languages)*

Morphosyntactic skill

- *Morpheme*: The smallest unit of meaning in language
- *Syntax*: Word-level language structure

Cross-Language Transfer: *Literate Language*

Phonics/decoding

- *The alphabetic principle*: Symbols of written language correspond to sounds in oral language
- Phonological recoding ("sounding out")

Fluency and accuracy

- Prerequisite to comprehension (automaticity)
- Effort is expended on decoding or understanding (meaning-making)

Cognate recognition

- Words with similar sound structures *and similar meanings* across languages
- Spelling can reveal hidden historical correspondences

Reading comprehension

- Comprehension monitoring
- Story grammar
- Argument structure
- And more…

Drawing on a Store of Knowledge
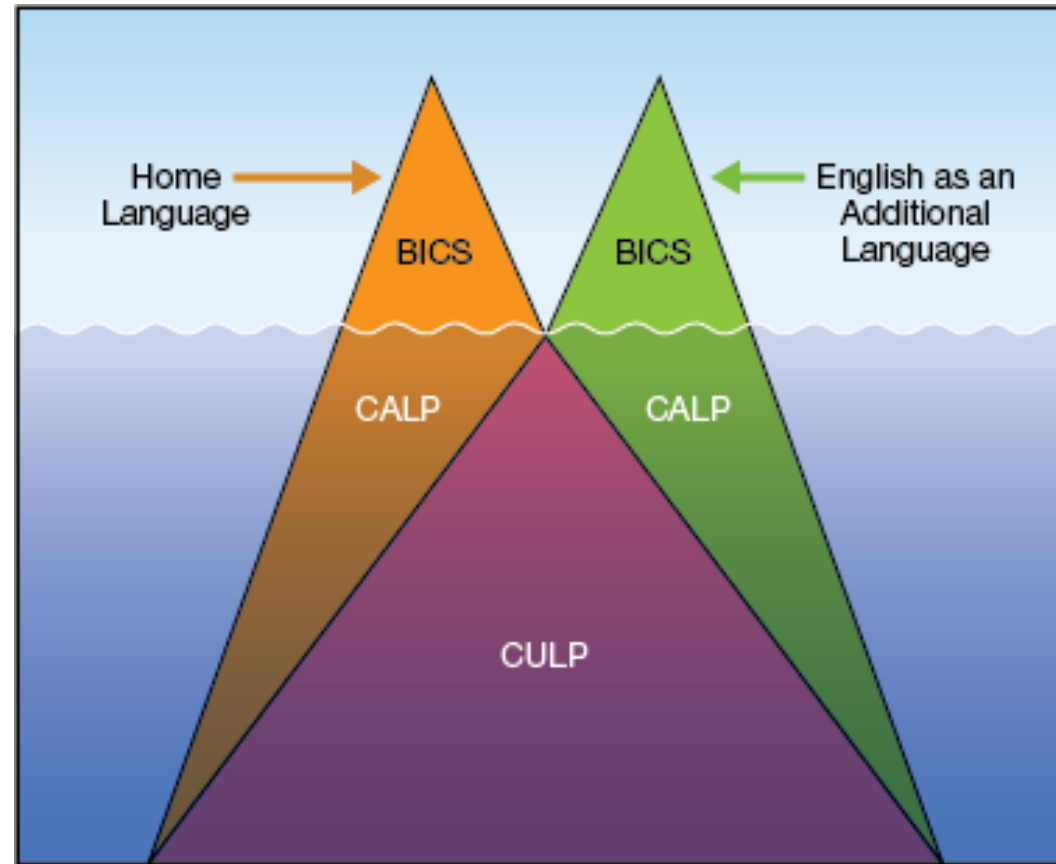
Sources. Cummins (1979)

Metalinguistic Awareness and Text

- The ability to recognize and manipulate language as an object
  - Is a key to reading—being aware of and able to connect units of oral language (e.g., sounds, phonemes) to units of writing (e.g., letters, words)
  - Is enhanced in many emergent bilinguals—they detect differences between the ways their languages express similar ideas
- The alphabetic principle *and its limitations*
- Abstract relationship between letters, words, and referents

Sources. Altman et al. (2018), Bialystok & Barac (2012), Cummins (1978)

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Perspective Taking and Sociocognitive Skills

- Putting oneself in another's shoes is critical for understanding literature
  - And content across subject areas!
- Writing persuasive arguments – and engaging in other complex literacy activities – benefits from perspective-taking skills
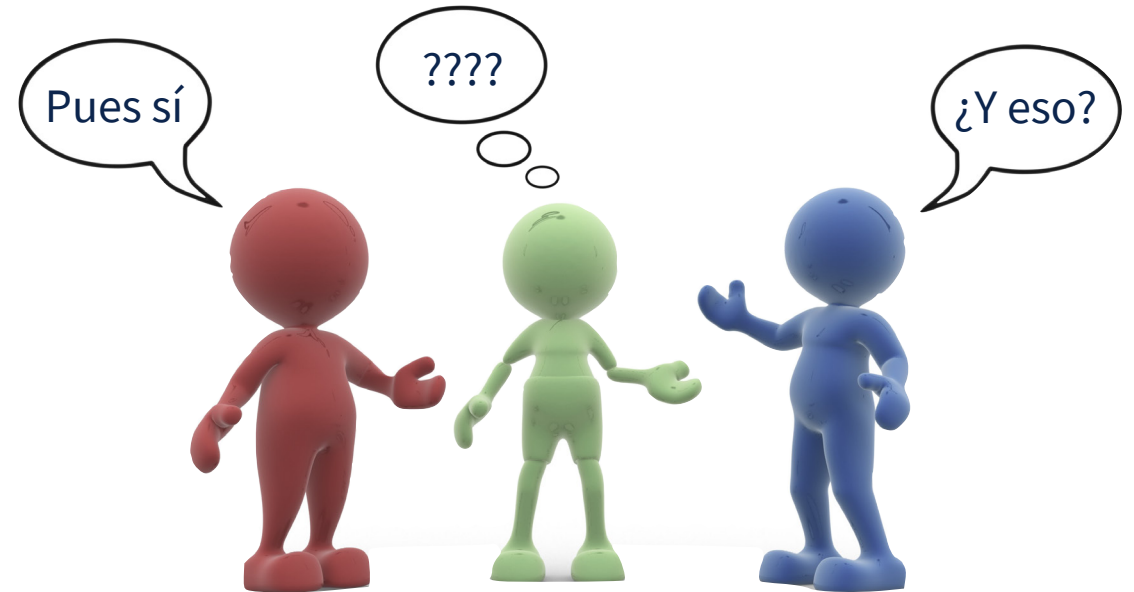
Sources. Cho et al. (2021), Kuhn & Crowell (2011), Hsin & Snow (2017), LaRusso et al. (2016)

What works to foster ELs' literacy skills?

Quiz poll!

- How long do you think emergent bilinguals, on average, maintain their EL status before being reclassified as English proficient?
    - 1-2 years
    - 3-4 years
    - 5-7 years
    - 8-10 years

The *What Works Clearinghouse* at IES

The WWC's Recommendations

1 Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

STRONG EVIDENCE

2 Integrate oral and written English language instruction into content-area teaching.

STRONG EVIDENCE

3 Provide regular, structured opportunities to develop written language skills.

MINIMAL EVIDENCE

4 Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

MODERATE EVIDENCE

On the Science of Teaching Reading to ELs

- Lessons from Goldenberg (2020) to influence our perspective on "what works:"
  - *Interventions that work for ELs may not result in closing the achievement gap with non-ELs.*
  - *Automaticity in reading protects reading motivation.*
  - *The academic language used in complex literacy practices may not be available outside of the classroom to non-ELs either.*

Stretch break!

If you're back early, please share <u>in the chat</u> one thing that surprised you from the Goldenberg (2020) article (or share a reaction to one of the claims shared on the previous slide)**:**

- *Interventions that work for ELs may not result in closing the achievement gap with non-ELs.*
- *Automaticity in reading protects reading motivation.*
- *The academic language used in many complex literacy practices may not be available outside of the classroom to non-ELs either.*

Activities for multimodal instruction for ELs

How do we help students gain a deeper understanding of target **academic language**?

Provide **student-friendly definitions** of the target academic words and apply these definitions to the **context of the text**.	Explicitly **clarify and reinforce** the definitions using examples, non-examples, and concrete representations.	Provide opportunities for students to respond to questions where they show their understanding of **subtle differences in usage and meaning**.	Facilitate **structured discussions** to increase opportunities for students to talk about academic words.	Require students to use the target academic words in their **writing activities**.	Engage students in activities that will **increase exposure** to and experiences with the word.

Tip #1: Give student-friendly definitions

Provide digestible target-word definitions that are anchored in the target text.

exhibit: a show or display that is meant for a lot of people to see

Anchor this definition by drawing students' attention to locations in the text where the word is used:

When you walk into a zoo today, the exhibits look different than they used to look years ago. Before the 1960s, zoos had cages with tile walls and floors. Now, animals in zoos live in more natural environments. For example, instead of enormous gorillas pacing back and forth in cramped cement areas, they play on soft grass and nap in trees. Before, large birds lived in small cages. Now, zoos have large exhibits where birds can stretch their wings and soar from tree to tree. According to zoo design expert Jon C. Coe, these changes often have a positive impact on animals' health and happiness.
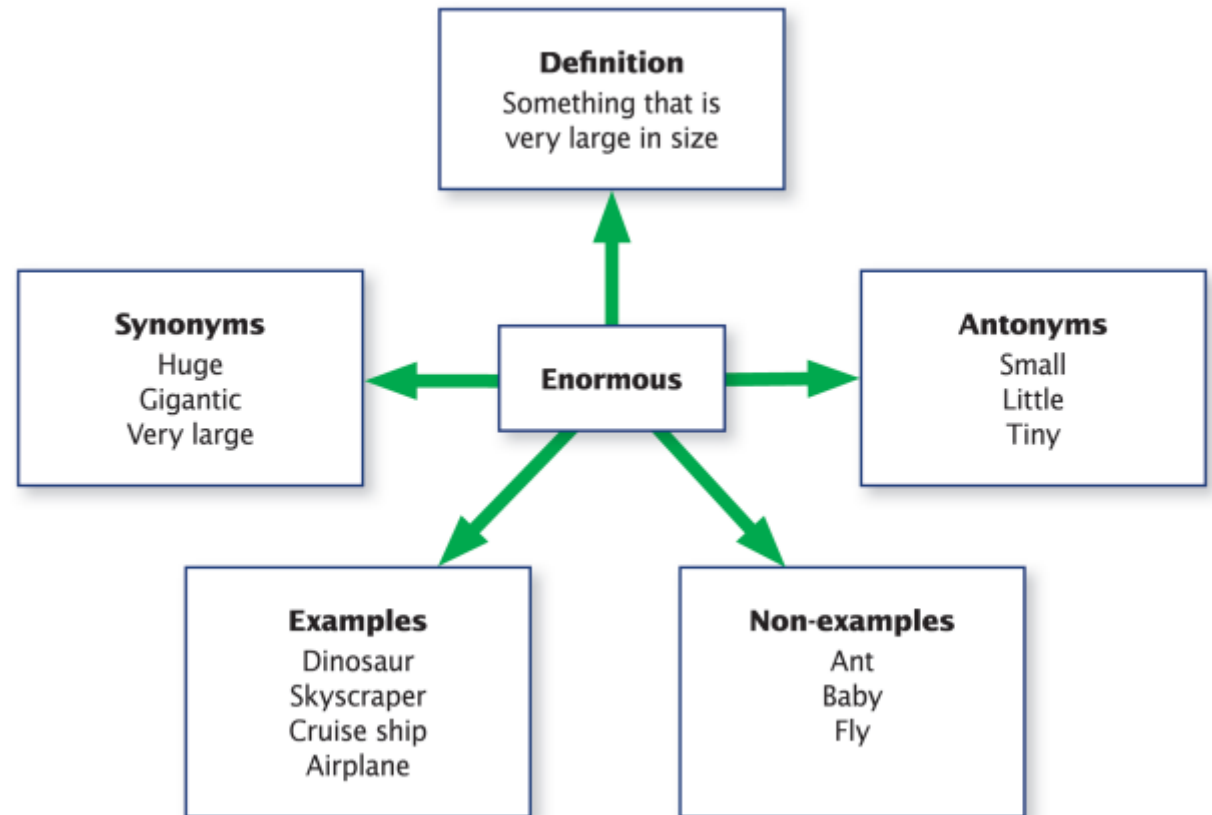
Tip #2: Clarify and reinforce definitions

Clarify and reinforce the definitions using examples, non-examples, and concrete representations.

Examples of uses can span content areas, and students can brainstorm together.

Graphic organizers can help students see relationships among words they know:

Definition
Something that is very large in size

Synonyms
Huge
Gigantic
Very large

Enormous

Antonyms
Small
Little
Tiny

Examples
Dinosaur
Skyscraper
Cruise ship
Airplane

Non-examples
Ant
Baby
Fly

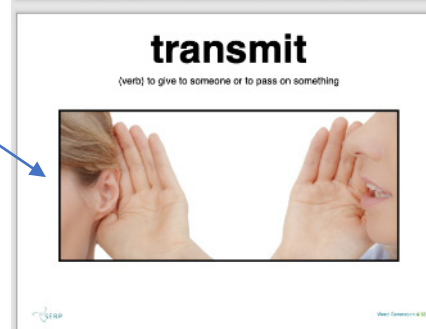*Material source.* Baker et al. (2014) WWC practice guide.
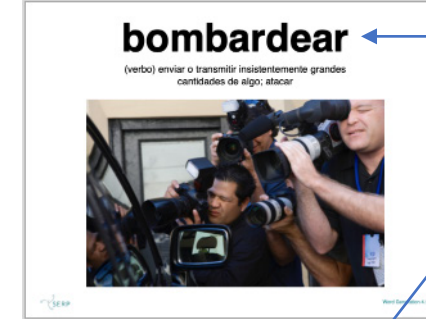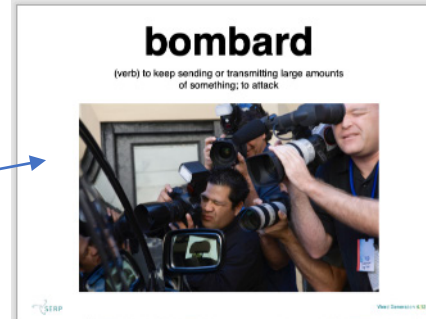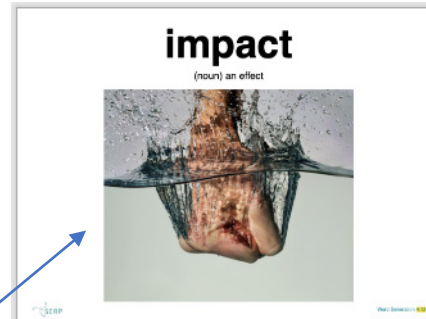
Tip #2: Clarify and reinforce definitions

- Where possible, use visual depictions to convey concrete representations of target words

Striking visual exemplar of meaning

- Word cards can help ground new word learning in easy-to-recognize and easy-to-recall formats

One-to-one translation, **especially with cognates**

Material source. Word Generation curriculum, Snow et al. (2009) et seq.

Glossaries: Collecting words

- Glossaries can be both:
  - A quick reference for reminders of word meanings.
  - A place to enrich and extend understanding and application of new words.
- Useful glossary features may include…
  - Definition(s).
  - Synonyms and antonyms.
  - Meaning webs.
  - Sample sentence(s).
  - Conversational exercises.
  - Multimodal exercises (such as drawing).
  - Translations.

Material source. Word Generation curriculum, Snow et al. (2009) et seq.

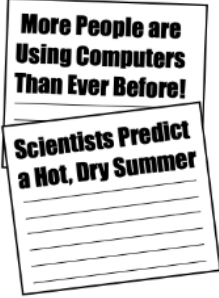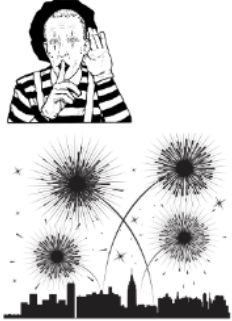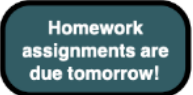|	impact	bombard	transmit
Definition	(noun) an effect (verb) to have an effect on	(verb) to keep sending or transmitting large amounts of something; to attack	(verb) to give to someone or to pass on something
Sample Sentence	I want to be a doctor so that I can have a positive **impact** in the community.	I know you're all sick of me **bombarding** you with my so-called "recycling mumbo-jumbo."	So what are some other values that have been **transmitted** to you guys?
Another Example	Being bilingual has an **impact** on the way people see the world.	My little brother was **bombarding** my mother with requests for a new puppy!	Our teacher is **transmitting** his beliefs about the value of exercise and healthy eating.
Turn and Talk	Who has had the greatest **impact** on your life?	Describe one of the messages that television has **bombarded** you with.	If you were a parent, what is one value you'd like to **transmit** to your children? Why?
Choose a picture	Which of these headlines could have a big **impact** on a farmer? More People are Using Computers Than Ever Before! Scientists Predict a Hot, Dry Summer	Which of these could **bombard** you with noises?	Which of these signs is trying to **transmit** a value? Saving energy can save the earth! Homework assignments are due tomorrow!

Tip #3: Elicit evidence of understanding

Provide opportunities for students to respond to questions where they show their understanding of subtle differences in usage and meaning.

Generate open-ended questions and invite discussion about new words to explore incomplete or mistaken understandings.

Acknowledge and explore words with multiple meanings through simple but illuminating exercises:

Definitions for the word exhibit

1. The *exhibit* we saw at the zoo really helped us understand how animals play together.
2. After coming back from our trip to the zoo, some of us *exhibited* anger and sadness at the way that animals were being treated.

Question: Which definition goes with each sentence? Explain why.

Exhibit: to show or express feelings

Exhibit: a show or display that is meant for a lot of people to see

Material source. Baker et al. (2014) WWC practice guide.

Tip #4: Facilitate structured discussions

Facilitate structured discussions to increase opportunities for students to use academic words.

Invite conversations about issues raised by the target text *that do not have a right or wrong answer*.

• Students can practice argumentation skills while *using* target vocabulary words.

Students can also recount personal experiences related to the words.

• Ask them to describe an *exhibit* they visited, to the class or in pairs or small groups.

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Tip #5: Require new words in writing activities

Require students to use the target academic words in their writing activities.

Writing activities should vary in length and specificity vs. open-endedness.

Consider asking students to write brief reflections on target texts or following pair-and-shares to practice using new words.
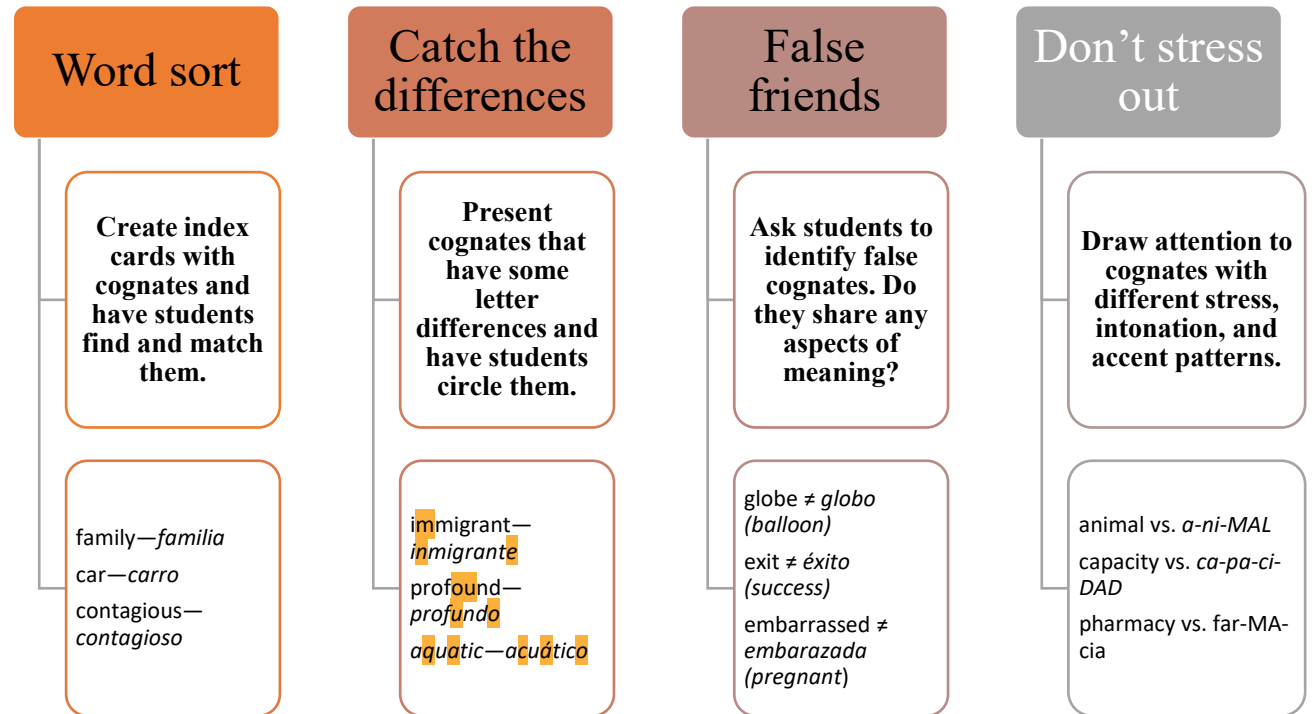
- Activities can vary in length, formality, sociality:
  - Which exhibit was your favorite the last time you visited the zoo? Why?
  - Write a letter to your pen-pal about the enormous snowman you made with your family.
  - Write and act out a scene with your partner to teach your classmates one way to protect the environment.

Tip #6: Engage students to increase exposure

Engage students in activities that will increase exposure to and experiences with the word.

Using words in fun activities like charades, sketching, and drawing can help increase students' comfort with new vocabulary.

Experiences with words can be fostered in writing, speech, and reading.

Word sort

Create index cards with cognates and have students find and match them.

family—*familia*
car—*carro*
contagious—*contagioso*

Catch the differences

Present cognates that have some letter differences and have students circle them.

immigrant—*inmigrante*
profound—*profundo*
aquatic—*acuático*

False friends

Ask students to identify false cognates. Do they share any aspects of meaning?

globe ≠ *globo (balloon)*
exit ≠ *éxito (success)*
embarrassed ≠ *embarazada (pregnant)*

Don't stress out

Draw attention to cognates with different stress, intonation, and accent patterns.

animal vs. *a-ni-MAL*
capacity vs. *ca-pa-ci-DAD*
pharmacy vs. far-MA-cia

Let's Talk About It!

- How do literacy standards in your state encourage or discourage the integration of language and content instruction?

- How can educators more readily access information and tools to use to foster ELs' literacy skills?

How can we support young dual-language learners?

Key Resource: *NASEM (2017) Report*

- "…there is **no evidence** to indicate that the use of two languages in the home or the use of one in the home and another in an early care and education (ECE) setting **confuses DLLs or puts the development of one or both of their languages at risk**."

- "DLLs' language development, like that of monolingual children, benefits from the amount and quality of child-directed language—that is, language that is used frequently in daily interactions, is contingent on the child's language and focus of attention, and is rich and diverse in words and sentence types. For most DLL families, this **quantity and quality of child-directed language are more likely to occur in the home language**, not English."

- "All ECE teachers of DLLs can learn and implement strategies that systematically introduce English during the infant, toddler, and preschool years while simultaneously promoting maintenance of the home language—an important principle. **Not all teachers can teach in all languages, but all teachers can learn specific strategies that support the maintenance of all languages**."

- "**DLLs benefit from consistent exposure to both their L1 and English in ECE settings**. Research is limited on how much and what type of support for each language is most effective in supporting bilingual development."

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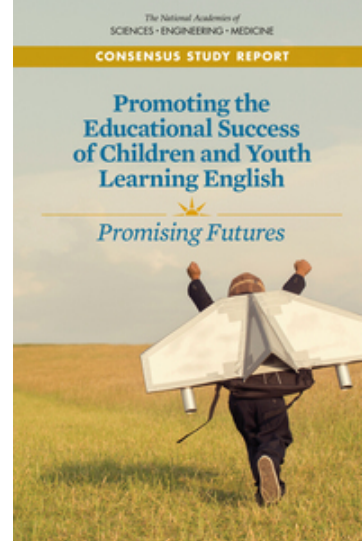
Cultivating *Emergent* Literacy Skills

- Language exposure and interaction matters
  - High quantities of language exposure can contribute to language and literacy development
  - High-*quality* language exposure contributes differentially to that development
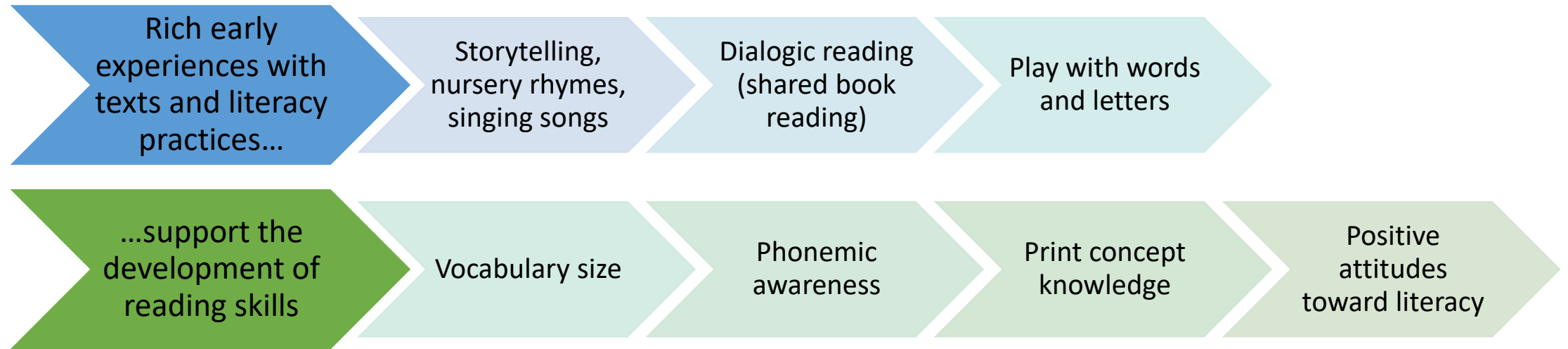   - Variation and richness of vocabulary, syntax, topic, context

Sources. Weisleder & Fernald (2013), Tamis-LeMonda et al. (2014), Parra et al. (2011)

Cultivating *Emergent* Literacy Skills

Rich early experiences with texts and literacy practices… → Storytelling, nursery rhymes, singing songs → Dialogic reading (shared book reading) → Play with words and letters

…support the development of reading skills → Vocabulary size → Phonemic awareness → Print concept knowledge → Positive attitudes toward literacy

Sources. Farver et al. (2014), Luo & Tamis-Lemonda (2017)

An Example of *What Works*: Spencer et al. (2020)

IES ‣ WWC **What Works Clearinghouse**   ≡ MENU   Search Go

🔲 **WWC REVIEW OF THIS STUDY**   📄 Export   🖶 Print

Early Efficacy of Multitiered Dual-Language Instruction: Promoting Preschoolers' Spanish and English Oral Language

Spencer, T. D., Moran, M., Thompson, M. S., Petersen, D. B., & Restrepo, M. A. (2020). AERA Open, (6)1, 1-16 Retrieved from: https://eric.ed.gov/?id=EJ1248442

RANDOMIZED CONTROLLED TRIAL EXAMINING 81 STUDENTS, GRADE PK

Review Details Findings Sample Characteristics Study Details

Reviewed: December 2020

MEETS WWC STANDARDS WITHOUT RESERVATIONS | AT LEAST ONE STATISTICALLY SIGNIFICANT POSITIVE FINDING | ESSA TIER 3 AT LEAST ONE FINDING SHOWS PROMISING EVIDENCE OF EFFECTIVENESS

For:
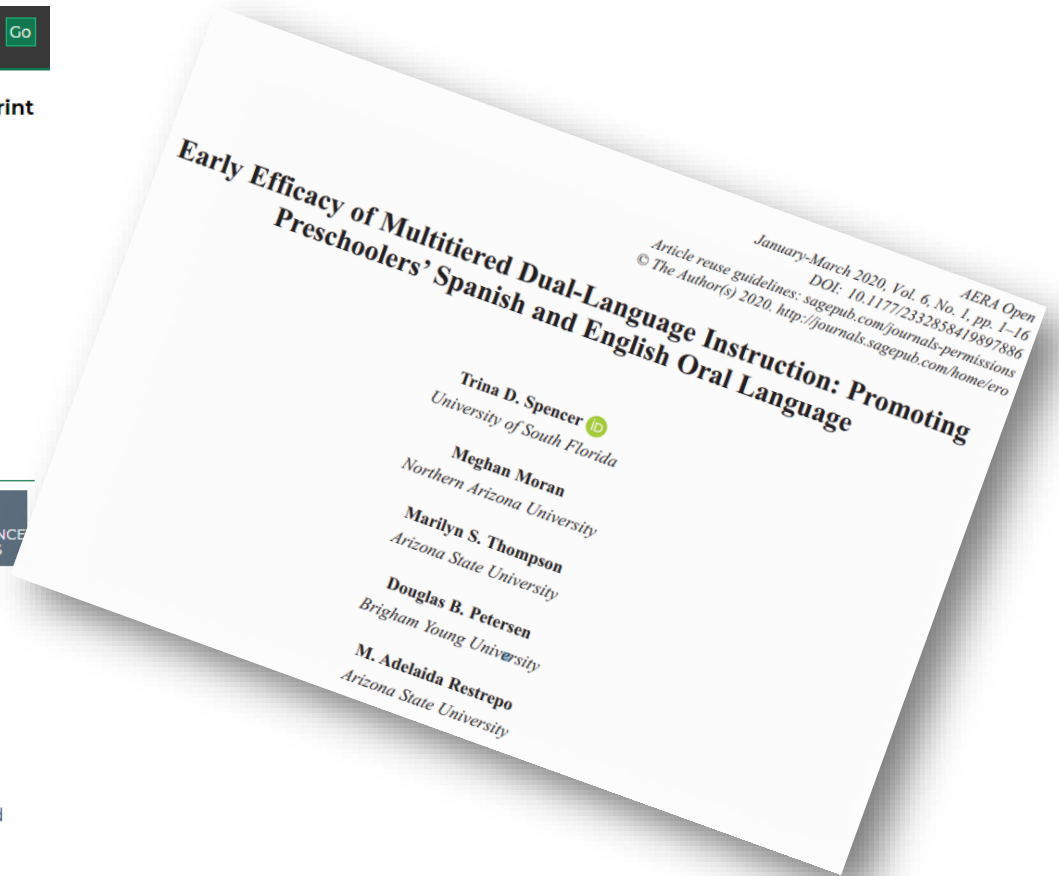Department-funded evaluation (findings for Multitiered Dual-language Instruction)

Using:
📄 Review of Individual Studies Review Protocol 4.0
📄 Review Standards 4.0

Rating:
Meets WWC standards without reservations because it is a cluster randomized controlled trial with low cluster-level attrition and individual-level non-response.

This review may not reflect the full body of research evidence for this intervention.

Early Efficacy of Multitiered Dual-Language Instruction: Promoting Preschoolers' Spanish and English Oral Language

January-March 2020, Vol. 6, No. 1, pp. 1–16
DOI: 10.1177/2332858419897886
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Puente de Cuentos (Spencer et al., 2020)

- Multitiered dual-language narrative curriculum
- 36 English stories & 36 Spanish stories (matched)
  - Two target vocabulary words per story (in each language)
- Visual supports (line drawings for the story, photos of target vocab)
- In each unit…
  1. Teachers read the story
  2. Teachers led activities to help students learn target word meanings
  3. Students retold the story (with story grammar events, target words, complex sentence structures)
- Tier 2 small-group instruction was delivered to research participants (first in Spanish, then in English) *identified as not meeting expectations for English language measures*

Spencer et al. (2020) in *AERA Open*

- Cluster-randomized group study design
  - 81 participants
  - September-April/May

- Three instructional units, each 8-10 weeks

- Pretest and posttest for all measures

English Narrative Language Measure Score
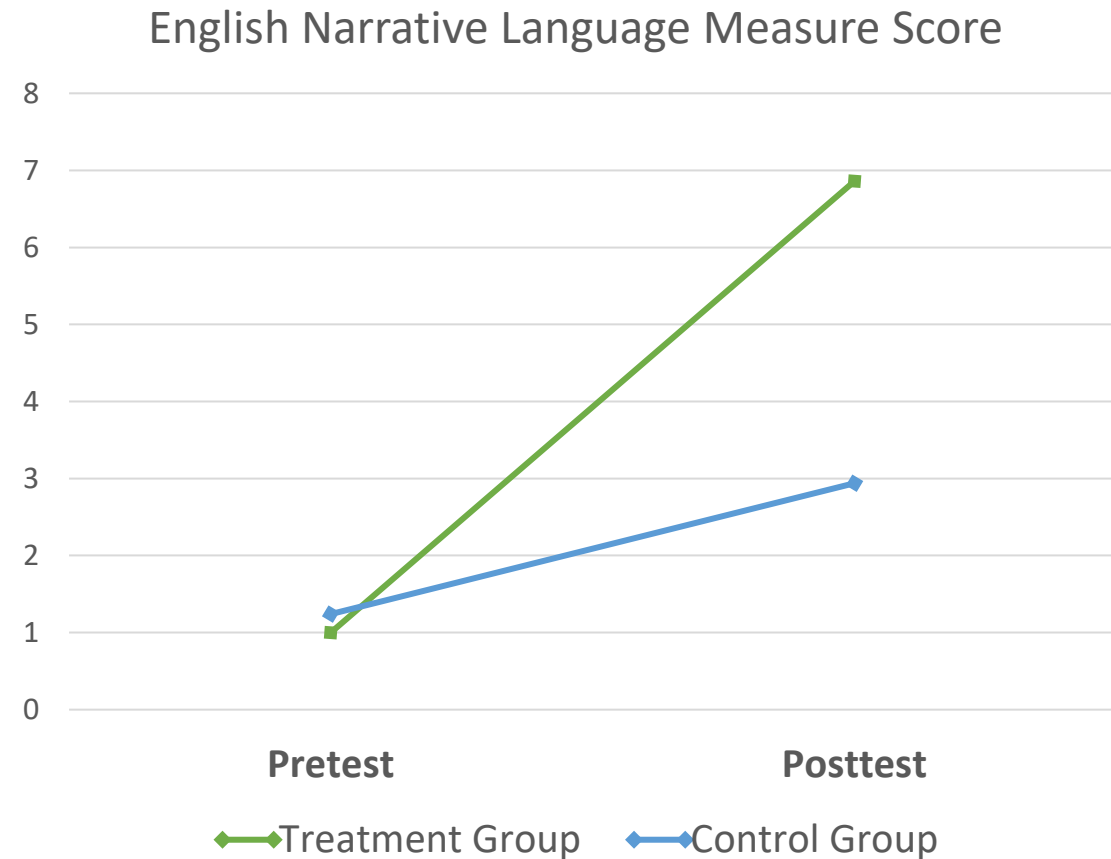
Family Engagement

- Because of the importance of fostering emergent literacy skills,

- Early care and education (ECE) professionals may find it effective to engage and educate families about their role in children's:
    - Language development
    - Fundamental emergent literacy skill development

- **More conversation that is high quality, that involves text, and that uses language(s) in which the adult is proficient can support young DLLs' literacy development**—but families may not be aware of this!

Sources. McWayne et al. (2013, 2016), Ishimaru (2019)

How can we support newcomers?

The Context and Concerns of Newcomers

- ELs who enroll in US schools after immigrating from other countries
- Wide range of educational and literacy experiences – *as well as English skills*
  - Some but not all have interrupted or limited formal education
- Social-emotional and cultural concerns may be at the forefront
- **How to teach language and content?**

Source. Short & Boyson (2012)

Instructional Models

English as a Second Language (ESL)	Content-Based ESL	Sheltered Instruction (SI)	Transitional Bilingual Education (TBE)	Developmental Bilingual Education (DBE)	Two-Way Dual Language Immersion	Newcomer
• Explicit language instruction to develop English proficiency • NO integration of language and content goals • NO need for teacher fluency in ELs' home language	• Language instruction that uses content as a **medium** for building language skills • Language and content goals ARE integrated • NO need for teacher fluency in ELs' home language	• Instruction focuses on teaching content rather than on teaching English • Language and content goals ARE integrated • NO need for teacher fluency in ELs' home language	• Elementary instruction begins in the home language and transitions to English (as late as Grade 5) • Language and content goals MAY BE integrated • Teachers DO need to be fluent in the home language	• Students from one language background are served • Language and content goals MAY BE integrated • Teachers DO need to be fluent in the home language • Home language is purposefully developed and maintained for academic use	• Students are a mix of ELs and English-proficient students • Language and content goals MAY BE integrated • Teachers DO need to be fluent in the home language • Goal: develop bilingualism and biliteracy in all students	• ELs who are recent immigrants • Both language and content instruction are offered, but they are not integrated • NO need for teachers to be fluent in the home language

Sources. National Academies of Sciences, Engineering, & Medicine (2018)

Let's Talk! (with Jamboard: bit.ly/dappled)

- Which instructional models are used in your state?

- What challenges do you see to adopting a different model?

- Who are your newcomers, and how are they currently served? (Discuss: Are those services effective? Why or why not?)

Providing SRCL and CLSD Literacy Services and Activities to English Learners

Peer Influences and Reclassification Prospects

- One effect of being classified as an EL is that instructional programming and settings can change—giving ELs access to different peer groups (potentially with lower English proficiency) than their grade cohort as a whole

- But the sooner that ELs attain proficiency and become reclassified (or "are exited" from EL status), the more educational success they often experience

- Recall the BICS and CALP/CULP distinction:*

    - *Developing language and literacy skills in the home language can bolster English development*
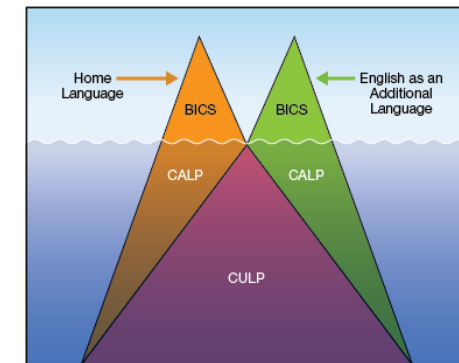
Source. Chin (2020), Estrada & Wang (2018), Johnson & Goldenberg (2020)
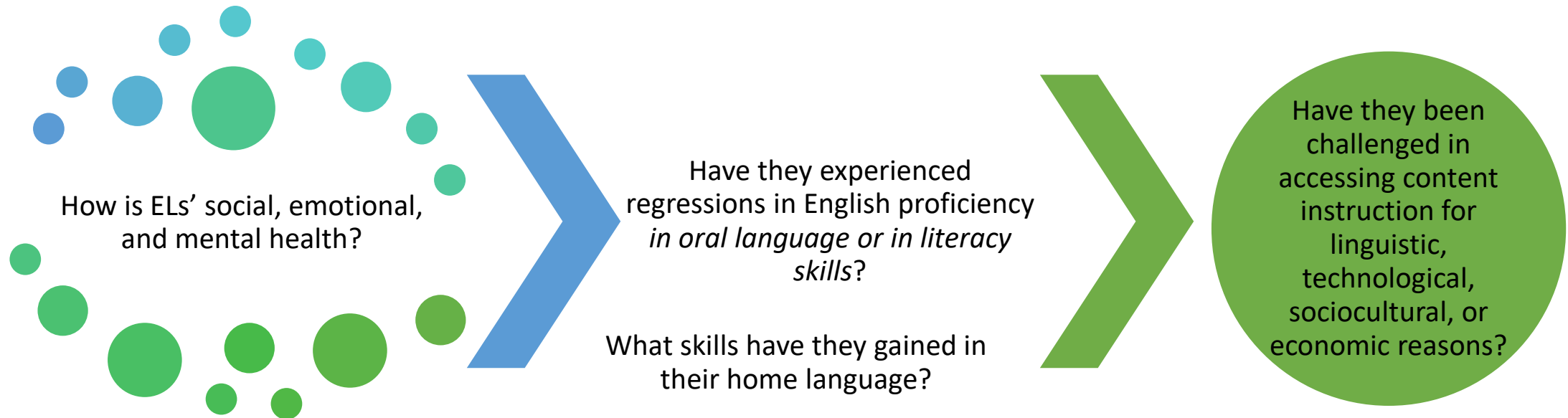
How <u>might</u> we think about post-COVID literacy recovery?

What We Need to Know

How is ELs' social, emotional, and mental health?

Have they experienced regressions in English proficiency *in oral language or in literacy skills*?

What skills have they gained in their home language?

Have they been challenged in accessing content instruction for linguistic, technological, sociocultural, or economic reasons?

Teacher Collaboration

- English language development (ELD) teachers and content teachers can collaborate and reinforce each other's expertise
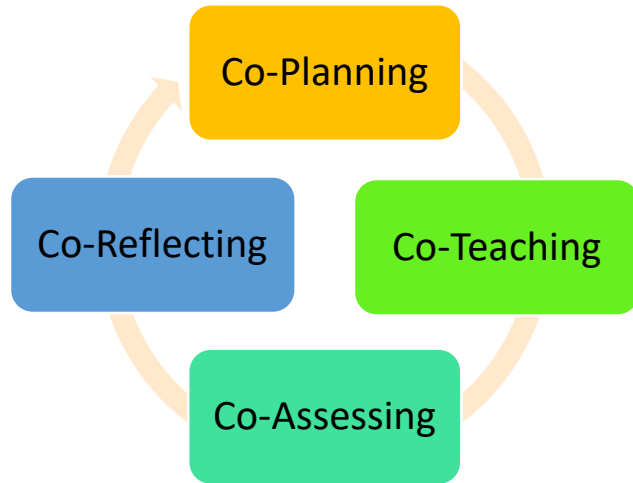
Source. Babinski et al. (2018)

What *Could* Work for EL Literacy Recovery

Jamboard Brainstorm: bit.ly/dappled

One-on-one or small-group tutoring with EL-focused strategies

Family engagement and support for communities

Increasing cultural responsiveness of content and instruction as well as use of the home language in the classroom

Supporting ELD specialists' collaboration with general education classroom and content classroom teachers

Multi-tiered systems of support (MTSS) to build students' strengths with focused, customized instruction

How to Learn More

- The What Works Clearinghouse and its EL-focused practice guides:
    - Baker et al. (2014)
    - Gersten et al. (2007)
- The NASEM (2017) report
- Reaping the Rewards of RfU (2020)
- IES videos, including a walk-through of the 2014 practice guide
- The Center for English Learners at AIR

Main Takeaways

1. ELs' literacy learning and development has many similarities to EPs' literacy learning and development—**and many variations, just as EPs' does.**

2. What works in helping ELs develop literacy skills can be similar to what works for EPs', but *ELs are acquiring (oral) language and (grade-level) content simultaneously.*

3. As such, it is beneficial to recognize that ELs' linguistic, social, cultural, and cognitive backgrounds—as emergent bilinguals—can be an invaluable resource for their continued academic growth.

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Providing SRCL and CLSD Literacy Services and Activities to English Learners

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