

# Language and Literacy Development

L1 and L2 Language Acquisition  
and Biliteracy Development



Important Concepts  
About Language

# Components of Language

- Phonology
- Morphology
- Syntax
- Semantics
  - Lexicon - Vocabulary
  - Semantax - Word combinations
- Pragmatics - Uses of language

# Language Learning Among Bilingual Children

## Bilinguals in Infancy and Early Childhood:

- Lexicon and pragmatics - Variations caused by socio-economic status and culturally-linguistic factors
- Crosslinguistic behavior evident in vocabulary development
- Multi-dimensional development of language
- Variations due to cognitive, phonological, personality factors - *language delays* even out by grade 5

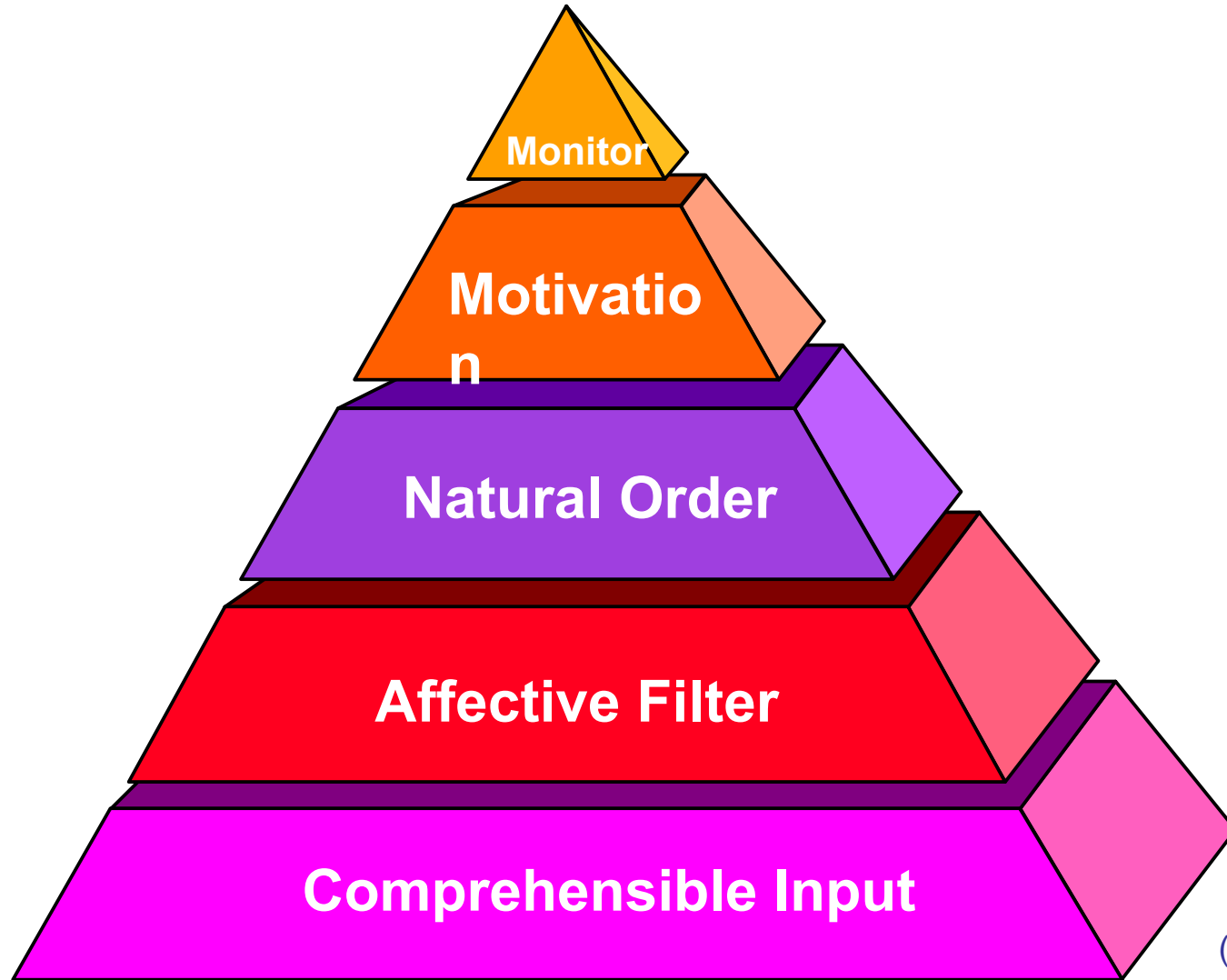
# Bilingualism & Biculturalism

- Becoming bilingual is also a process of becoming bicultural. Language and culture are inseparable.
- To speak a second language fluently is to become a member of the target group.
- Learning a second language is a transformational process that is arduous and complex and time-consuming. It takes 3-7 years to master the language well enough to succeed academically.

# Cultural Influences in Language Learning

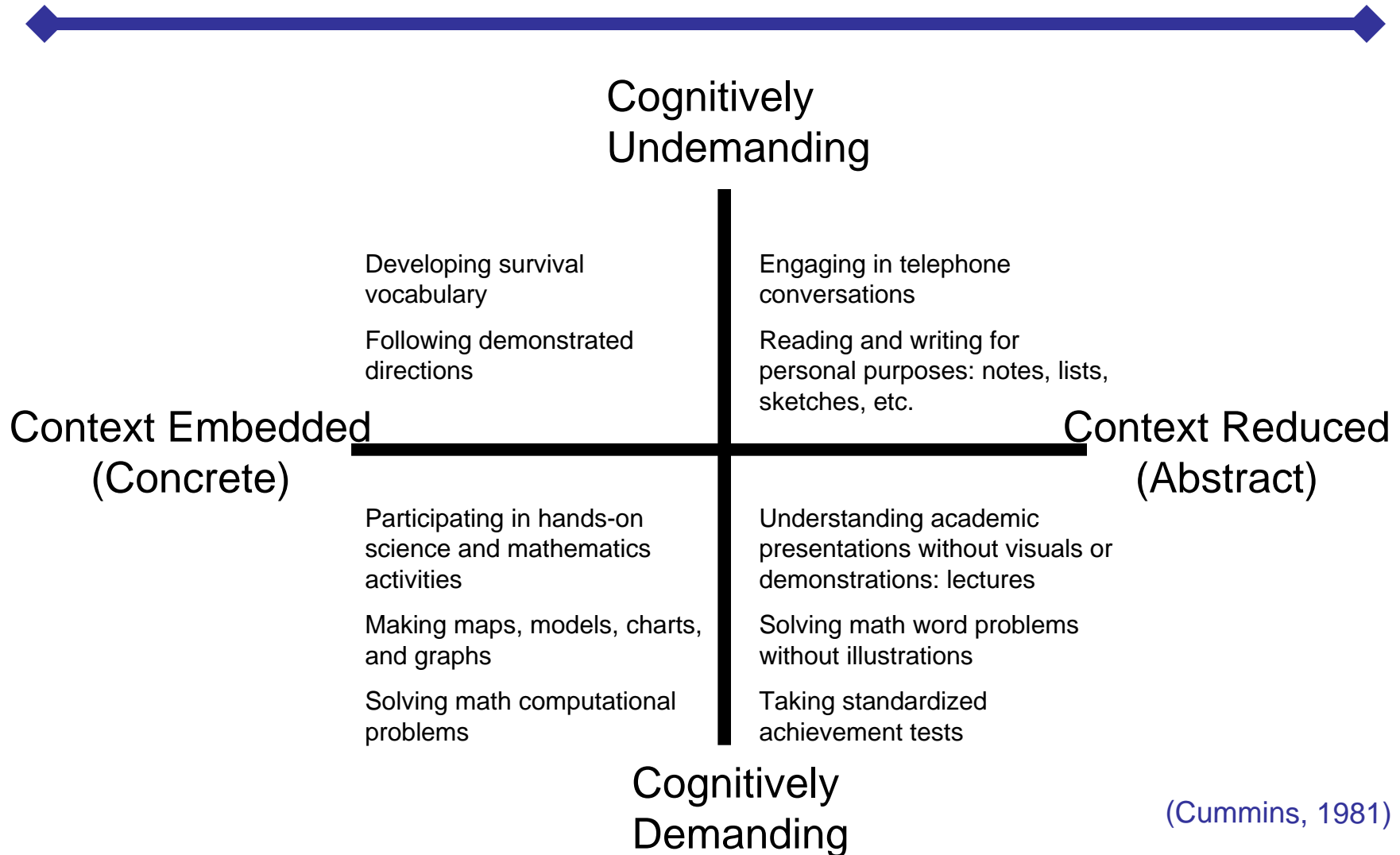
- A child's culture facilitates word acquisition according to frequency of use and degree of importance.
- Interaction between caregiver and child influences pragmatic development

# Second Language Acquisition



(Krashen, 1985)

# Learning in a Second Language



# BICS & CALP

**B**asic

**I**nterpersonal

**C**ommunication

**S**kills

**C**ognitive

**A**cademic

**L**anguage

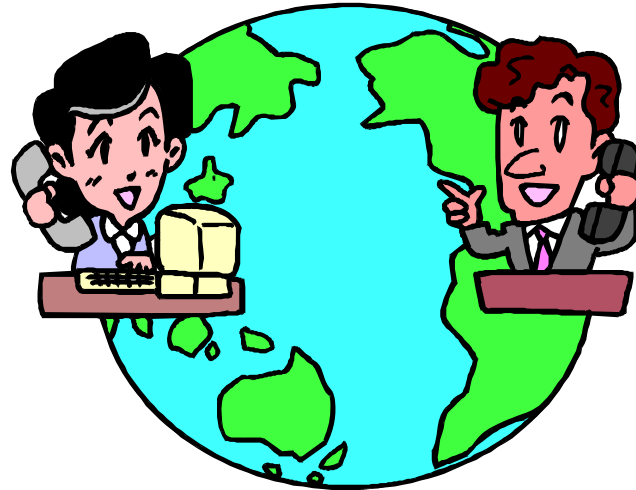
**P**roficiency



# Language is Functional

We use it to

- communicate.
- interact.
- transfer important messages.



(adapted from TESOL, 1998)

# Language Varies

Language is different for every person according to

- person,
- topic,
- purpose,
- situation,
- regional, social class, and
- ethnic group.



(adapted from TESOL, 1998)

# Language Acquisition: An Interdependent Process



# Importance of Native Language

The native language serves as the foundation for English language acquisition.

(adapted from the ELA/SLA TEKS)



# Oral Fluency Levels



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

(Terrell, 1983)

# ELLs Learn English Through the Content Areas

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ELLs develop the four language skills within the context of all **content areas**.

*Listening*

*Reading*

*Speaking*

*Writing*



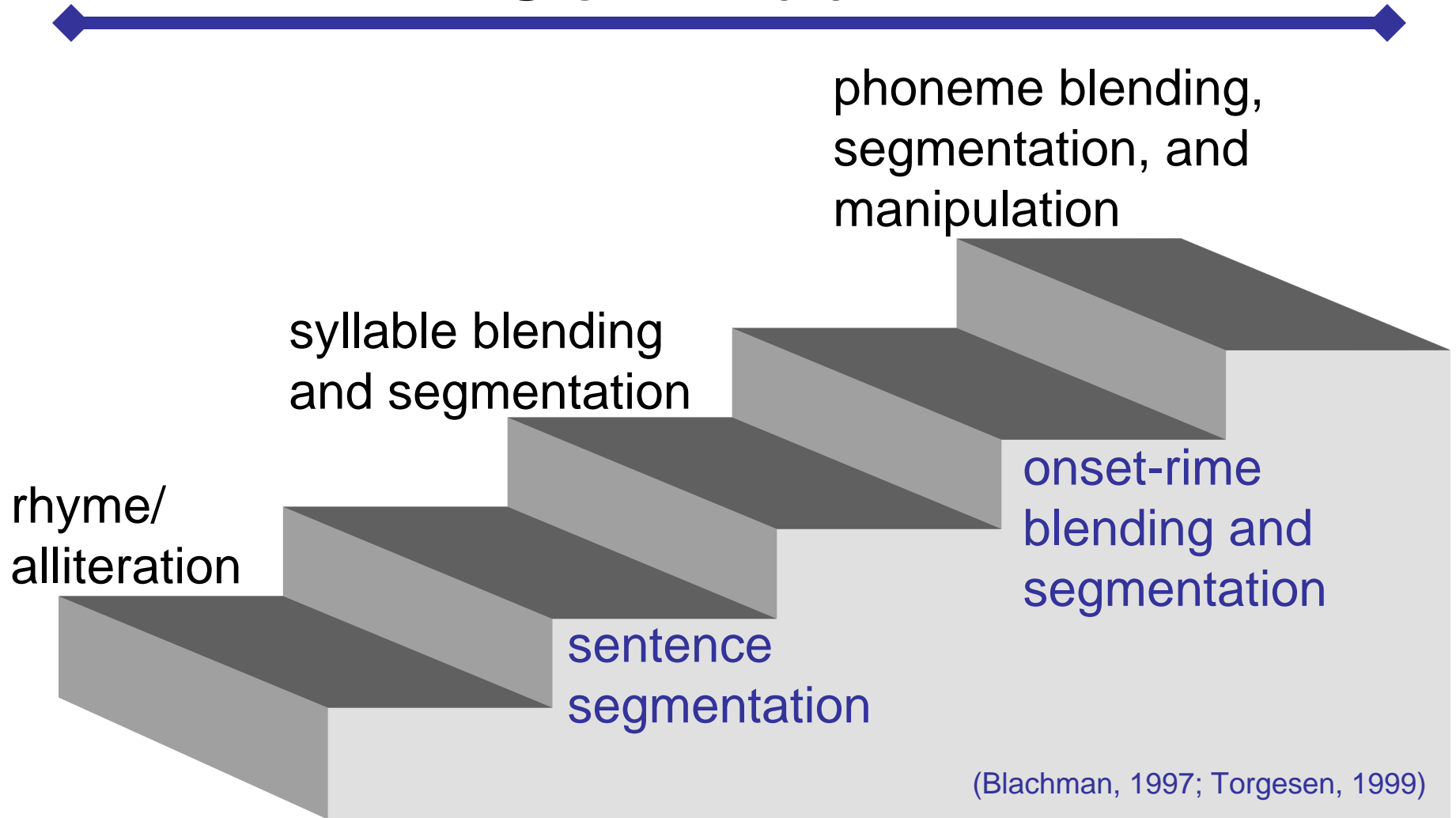


# Beginning Stages of Literacy Development

# Phonological Awareness Instruction

- focuses on the sounds in spoken language.
- is auditory and does NOT involve print.
- helps students understand the alphabetic principle.

# Phonological Awareness Continuum



# The Alphabetic Principle



- The sequence of letters in written words represents the sequence of sounds (or phonemes) in spoken words.
- This is the key to learning to read in many languages.

# Word Study Strategies



- Identifying and blending together all of the letter-sound correspondences in words
- Recognizing high frequency and irregular words
- Using common spelling patterns

# Word Study Strategies

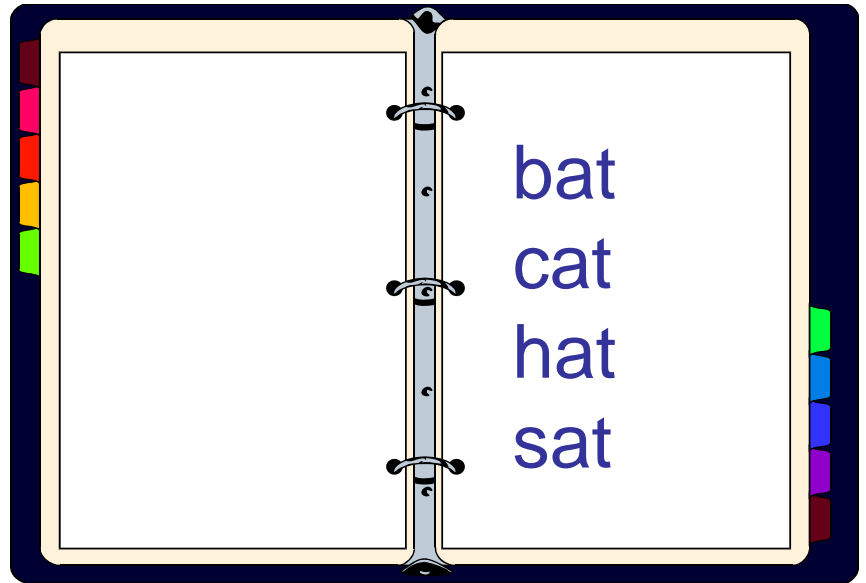


- Using structural clues such as compound words, base words, and inflections
- Using knowledge of word order and context to support pronunciation and confirm word meaning

(Adams, 1990; Chard & Osborn, 1999)

# Other Early Strategies

- Decoding words
- Blending
- Making words
- Word sort
- Word walls



# Spelling Patterns

- Spelling patterns are letter sequences that frequently occur in a certain position in words.
- Spelling patterns are also known as phonograms or rimes.
- Words that contain the same phonogram form word families (/ack/: back, jack, lack, knack).



# Reading Levels

<b>Level</b>	<b>Percent Accuracy</b>
Independent - Texts in which no more than approximately 1 in 20 words is difficult for the reader.	<i>95%-100% with high comprehension</i>
Instructional-Texts in which no more than approximately 1 in 10 words is difficult for the reader.	<i>90%-94% with average to high comprehension</i>
Frustrational- Texts that are too difficult (more than 1 in 10 words are difficult)	<i>89% or below with low comprehension</i>

(TEKS)

# Calculating Reading Levels

To determine appropriate levels of text, calculate

$$48 / 50 \quad \times 100 = 96\%$$

Number of  
Words Read  
Correctly

/

Total  
Words  
Read

X 100 =

Percent  
Accuracy

96 % independent level

(TEKS)

# Building Strong Readers

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- Fluency - combination of reading rate and accuracy



(Meyer & Felton, 1999)

# Why Fluency is Important



- Fluent readers are able to focus attention on understanding text.
- Non-fluent readers focus their attention on decoding, leaving less attention free for comprehension.

# Fluency Building Strategies

- Choral reading
- Chunking
- Repeated reading
- Tape/computer assisted reading
- Reader's theater
- Partner reading



# Monitoring Students' Progress

## One-minute Reading



total words  
read

-

number of  
errors

=

words correct  
per minute  
(wcpm)

(Fuchs, Fuchs, Hamlett, Walz & Germann, 1993)



# Checking for Understanding

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- Listening comprehension strategies
- Reading comprehension strategies
- Vocabulary building strategies
- Scaffolding

# Listening Comprehension

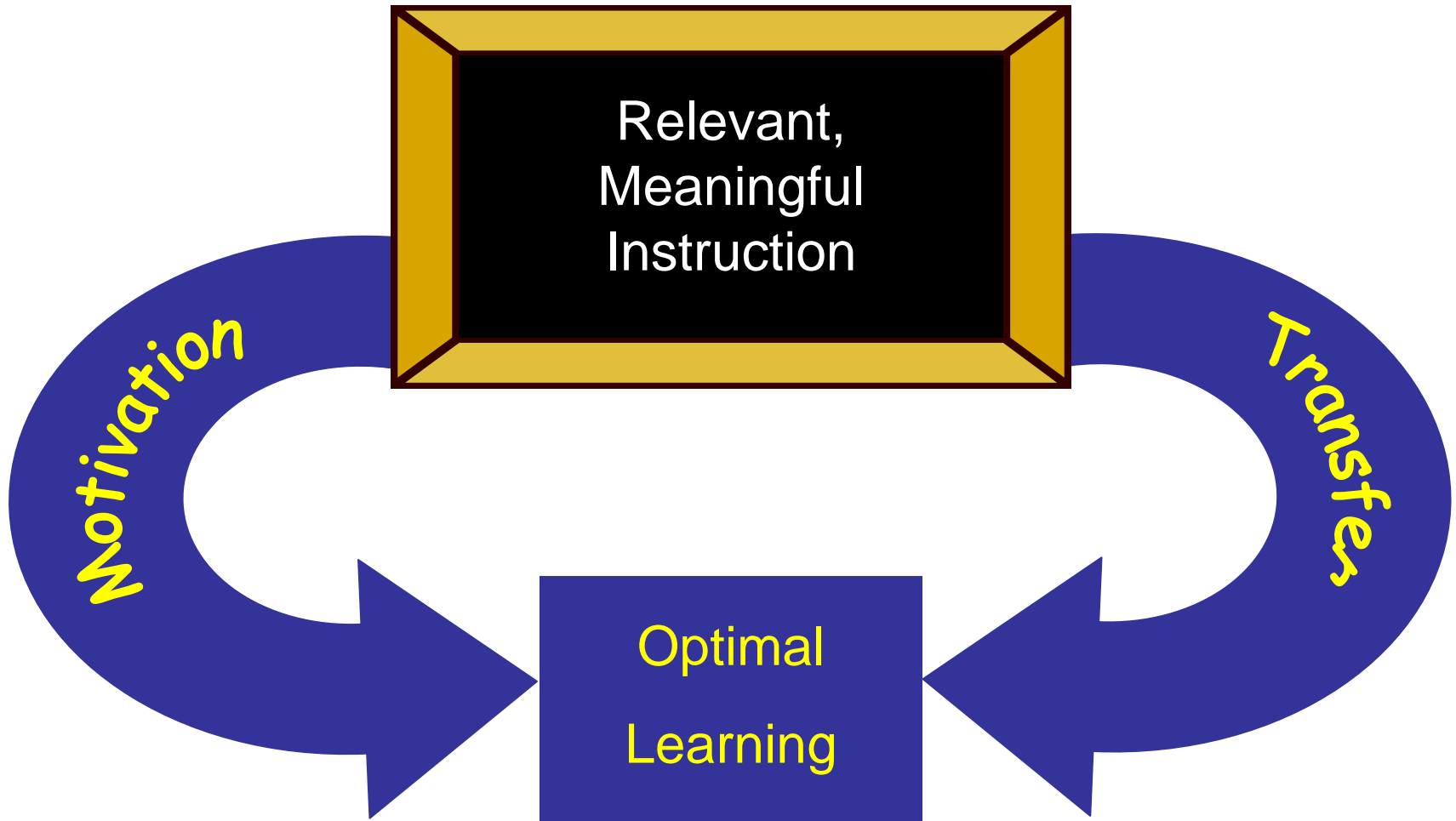
- Recorded books
- Jazz chants
- Teacher read alouds
- Music/songs
- Reader's theater
- Games ("Simon Says")
- Total Physical Response





Instruction

# Effective Instruction



# Features of Effective Instruction

Assessing  
Progress



Continually examining student data from both formal and informal assessments to determine student's knowledge and skills

Designing  
Instruction



Using student data to plan effective instruction for students

Scaffolding

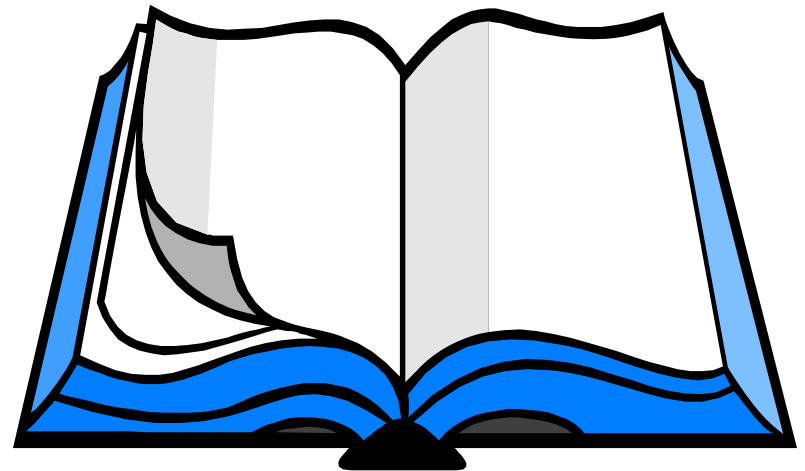


Adjusting and extending instruction (e.g., teacher's language, tasks, materials, group size) so that the student is challenged and able to develop new skills

# Reading Strategies

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- Pre-reading
- During reading
- Post-reading






# Pre-reading Strategies

Activate prior knowledge using

- student's prior cultural experiences,
- background building activities,
- visual and non-language activities, and
- receptive modes.



# Pre-reading Activities

- Visuals: maps, graphic organizers 
- Scavenger hunt
- TPR (Total Physical Response)
- Vocabulary cards
- Word search
- Word wall 
- K-W-L 
- Think-Pair-Share

# During Reading Strategies

- Link what students know with new information
- Develop academic skills
- Promote reading comprehension and fluency



# Vocabulary Building Strategies

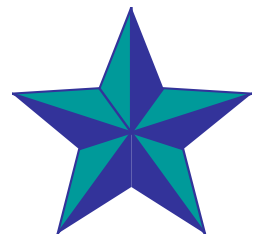


- Relate words and concepts to personal experiences
- Present examples
- Use prompts
- Use less complex language

# Vocabulary Building Strategies

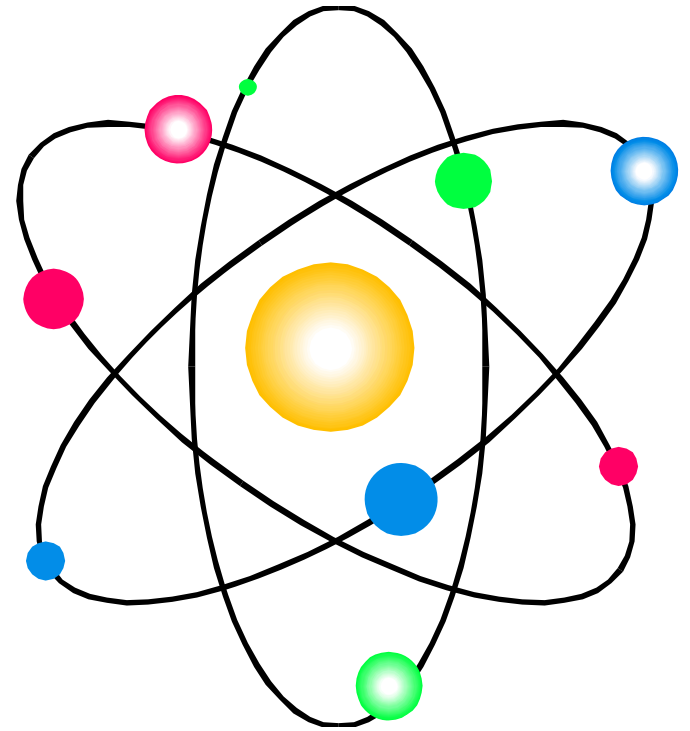
- Highlight vocabulary words
- Use cloze procedures
- Categorize words
- Use visual imagery

(Burns, Griffin, & Snow, 1999; Moats, 1999; Morrow, 1997; Smith, 1999)



# Vocabulary Building Activities


- Vocabulary cards
- Word walls
- Concept attainment
- Word sort
- Graphic organizers



Atom

# During Reading Activities

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- Graphic organizers
  - maps
  - graphs
  - timelines
  - two-column notes 
  - sequencing with graphic organizer
    - story mapping

# During Reading Activities

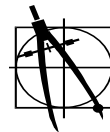


- Main idea and summarization
  - graphic organizer
    - cognitive mapping
    - story ladder
  - skeleton outline
  - retell

# During Reading Activities

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- Cause and effect, compare and contrast
  - graphic organizers
  - feature analysis
  - cause/effect flashcards
  - if/then statements



# During Reading Activities

- Literary elements
  - characterization chart
  - literature chart



# During Reading Activities



- Inference and generalization
  - context clues
  - guess/predict

# During Reading Activities



- Point of view, fact and opinion
  - two-column notes, T-chart
  - role play
  - diaries, letters

# Post-reading Strategies

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- Check for reading comprehension
- Encourage students to apply skills
- Elevate thinking to higher levels



# Post-reading Activities

- Formal assessment utilizing multiple choice questions
- Analysis pizza
- Storyboard
- Story pyramid
- Questioning
- Anticipation guide





# Reading and Writing Connections

# Reading–Writing Connections



- Writing and reading share a reciprocal relationship.
- Writing provides the opportunity for students to apply the alphabetic principle.
- Different text structures and reading content often are incorporated into students' writing.

# Guidelines for Teaching Writing



- Collaborate with students
- Integrate writing instruction
- Have students write for a variety of purposes
- Generate ideas and topics for writing

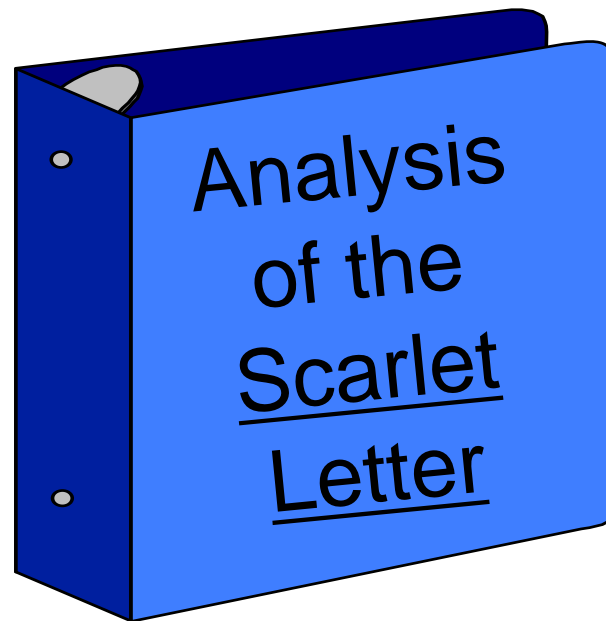
# Guidelines for Teaching Writing



- Introduce writing organizers
- Incorporate editing skills
- Encourage students to spell words independently
- Provide opportunities for conferences with teacher and peers

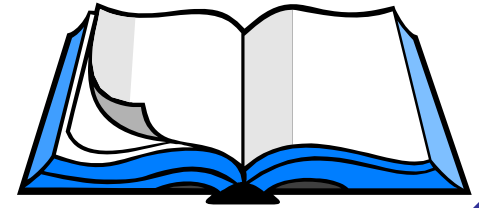
# Guidelines for Teaching Writing

Encourage students to routinely share and publish their writing.



(Avery, 1993; Bromley, 1999; Burns, Griffin, & Snow, 1999; Clark & Uhry, 1995; Cunningham & Allington, 1999; Dixon et al., 1998; Englert, 1990; Morrow, 1997; Polloway & Patton, 1997)

# Journals

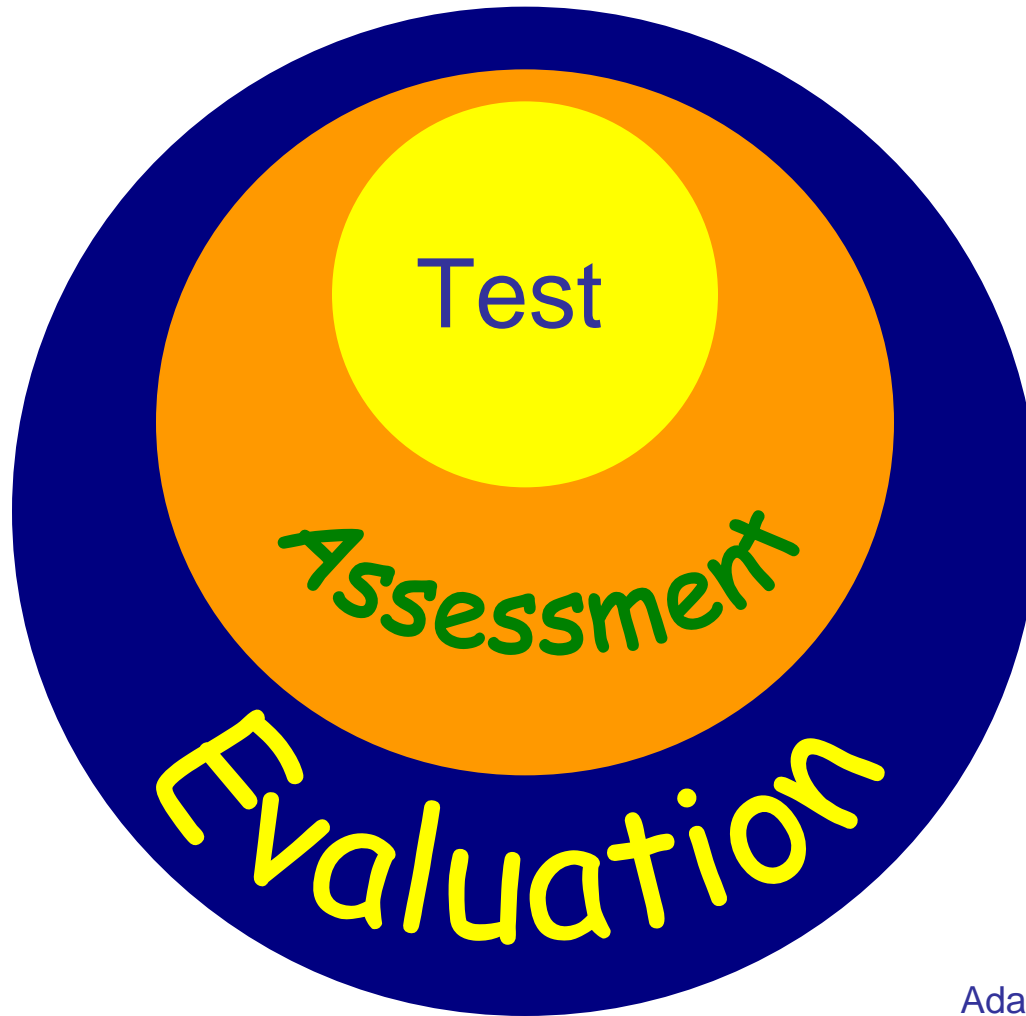


- Journals are a popular means of improving the writing fluency and reading comprehension of students.
- Students write in their journals in class or outside of class.
- The teacher collects the journals and responds to the student entries.
- When the students choose their own topics, the focus is on communication.



Assessment

# Distinctions Among Testing, Assessment, and Evaluation



Adapted from *Managing the Assessment Process*

# Classroom Assessment

Three principles should be considered when designing classroom-based assessments:

- meeting the needs of the students, teachers, and parents;
- relying on procedures that are naturally occurring in the on-going activities of the classroom; and
- collecting and recording student data systematically and at regular intervals to plan instruction.

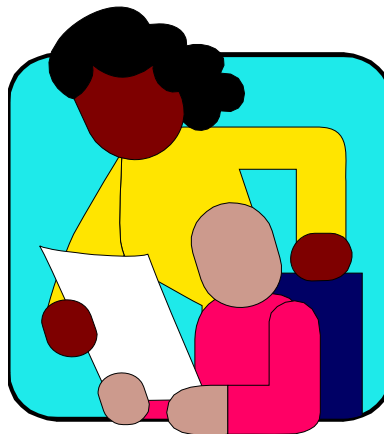


# Student Assessment Options

## INFORMAL

student journals  
peer evaluation  
self evaluation  
portfolios  
checklists  
status checks  
teacher observation  
student conference  
IRI

Ongoing assessment during the school year may include:



## FORMAL

standardized tests  
cloze passages  
quizzes  
department exams  
diagnostic exams  
rubric graded essays  
student created exams  
re-evaluation of placement as needed

# Assessment Options to Ensure Growth



“We must constantly remind ourselves that the ultimate purpose of evaluation is to enable students to evaluate themselves.”

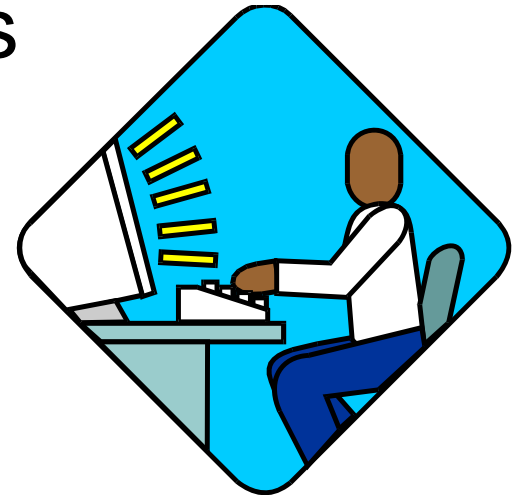
Costa (1989, p.46,2)



# Technology to Support Literacy

# Why **C**omputer **A**ssisted **L**anguage **L**earning?

- Facilitates communication
- Creates positive attitudes
- Serves learners' needs



# Using the World Wide Web for Literacy Development



- The WWW is an excellent source for authentic language learning experiences that enhance basic language and employability skills.
- Sites cover a variety of topics and interests.

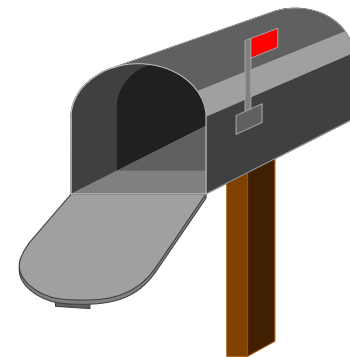
# Building Academic Skills Using the Internet



- Reading skills
- Writing skills
- Critical thinking skills

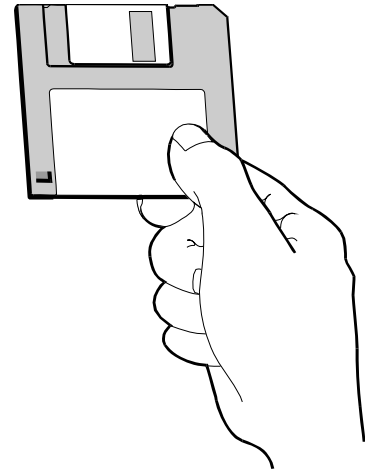
# Internet Activities

- Web-based lessons
- E-mail
- E-pals



# Software that Supports Literacy

- Age appropriate
- Content specific
- English level appropriate



# Processing Words

## Word processing programs

- can be used effectively with literacy learners,
- facilitate a process approach to writing,
- allow easy revision and the sharing of texts, and
- involve the use of the computer as a tool, instead of a deliverer of instructional materials.





Theoretical to Practice

# Second Language Learning



Second language learners are doing twice the cognitive work of native speakers during reading instruction because they are

- acquiring new literacy concepts and skills and
- attending to the sounds, meanings, and structures of a new language.

# Guidelines for Teaching Second Language Learners



- Have high expectations for learning
- Facilitate the development of essential language and literacy skills at a student's level of oral proficiency in English
- Develop literacy through instruction that builds on language, comprehension, print concepts, and the alphabetic principle
- Use language during instruction that is comprehensible and meaningful to the students

# Guidelines for Teaching Second Language Learners



- Create an instructional program that meets the needs of your students:
  - design a plan for new students
    - readjust schedules, make decisions based on data, and make instruction comprehensible
  - provide opportunities for students to engage in extended dialogues
  - assess students' progress frequently
  - incorporate community expertise into the curriculum

# Guidelines for Teaching Second Language Learners

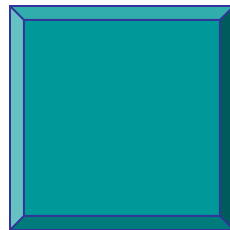


- Integrate ESL strategies in content area instruction
- Activate background knowledge and connect content to students' lives
- Use graphic organizers, charts, and other visuals to enhance comprehension

# Guidelines for Teaching Second Language Learners

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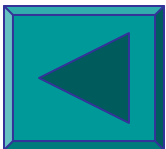
- Provide opportunities for discussions of texts
- Recognize and value the different discourse (speaking) patterns across cultures



# Assessing Progress

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- Teachers use a variety of assessment tools to determine the needs of students and to identify student strengths.
- Assessment drives the decisions made in the development of instructional design.



# Designing Instruction



- Announce the lessons objectives and activities
- Develop and maintain routines
- List and review instructions step-by-step
- Present information with a variety of strategies and activities
- Develop a student-centered approach to learning

# Designing Instruction



- Instruction should be designed to accommodate the needs of the students as determined by prior assessment.
- Grouping arrangements may result in the following classroom settings based on student needs:
  - whole group,
  - small group, and/or
  - individualized instruction.

# Types of Instructional Grouping

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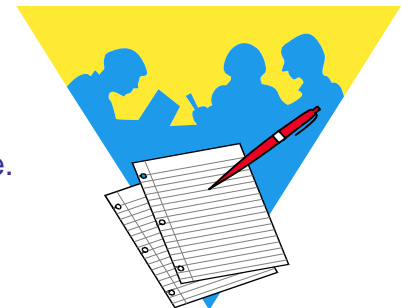
- Whole class
- Needs based
- Cooperative
- Peer tutoring
- Pairs




# Benefits of Instructional Grouping

- Greater achievement levels, particularly in reading, higher level reasoning and problem solving
- Stronger intercultural and social relations
- More effective mainstreaming of special needs students

Adapted from Jeanne R. Paratore.



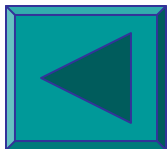
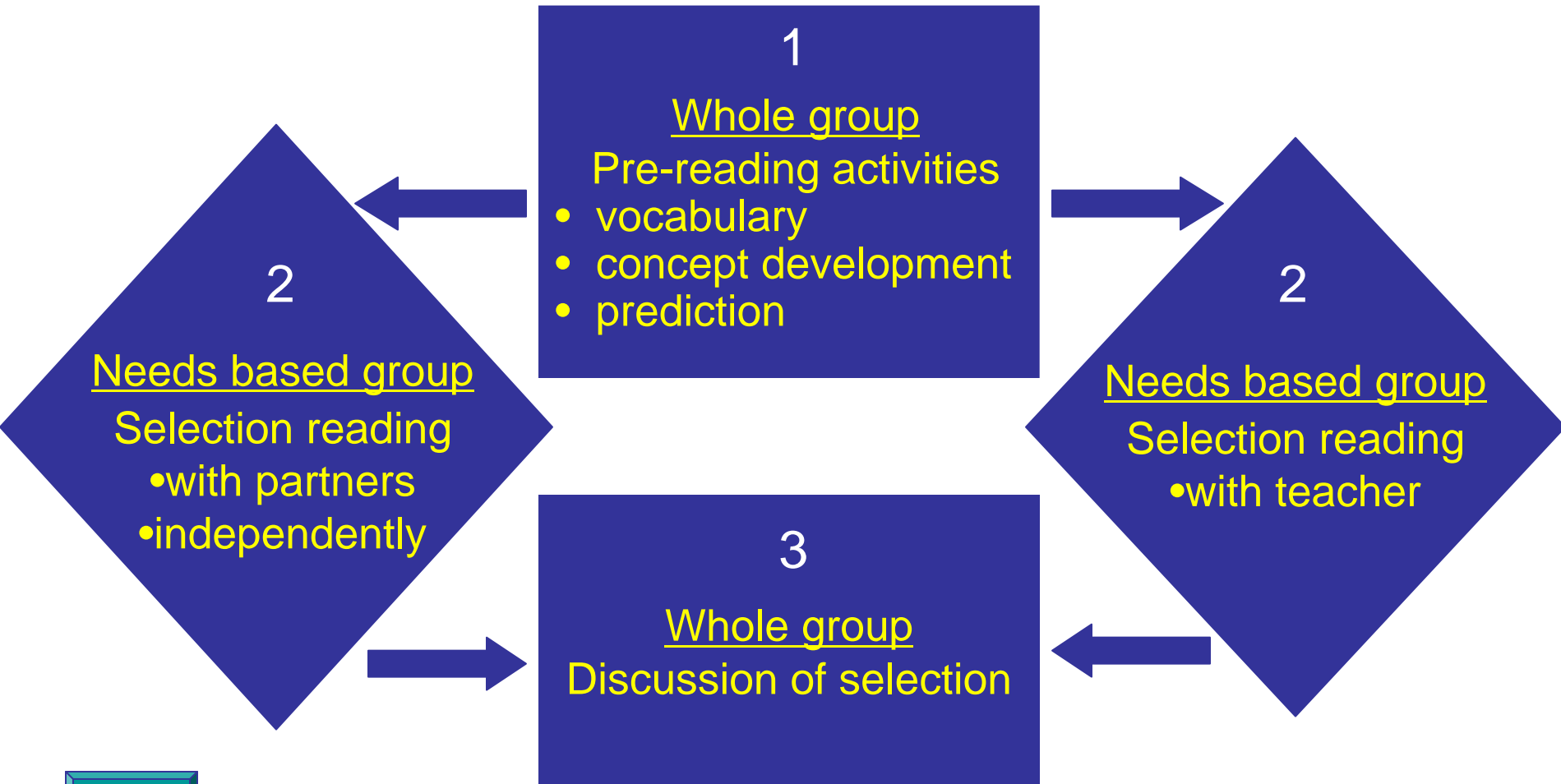
# Additional Benefits of Instructional Grouping



Studies show that after participating in learning teams,

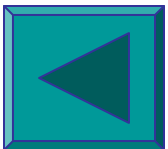
- students have a greater tendency to create cross-racial friendship choices.
- student motivation, empathy, and self-esteem increase.

# A Model for Flexible Grouping



# Scaffolding

- Scaffolding may result in a variety of instructional extensions and added support to the students.
- Scaffolding should result in increased challenge and growth of the student through accelerated instruction.



# Math Strategy

Parentheses

**( )**

Exponents

**$a^2$**

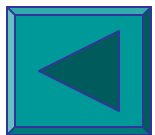
Multiplication  
or Division

**x or  $\square$**

Addition or  
Subtraction

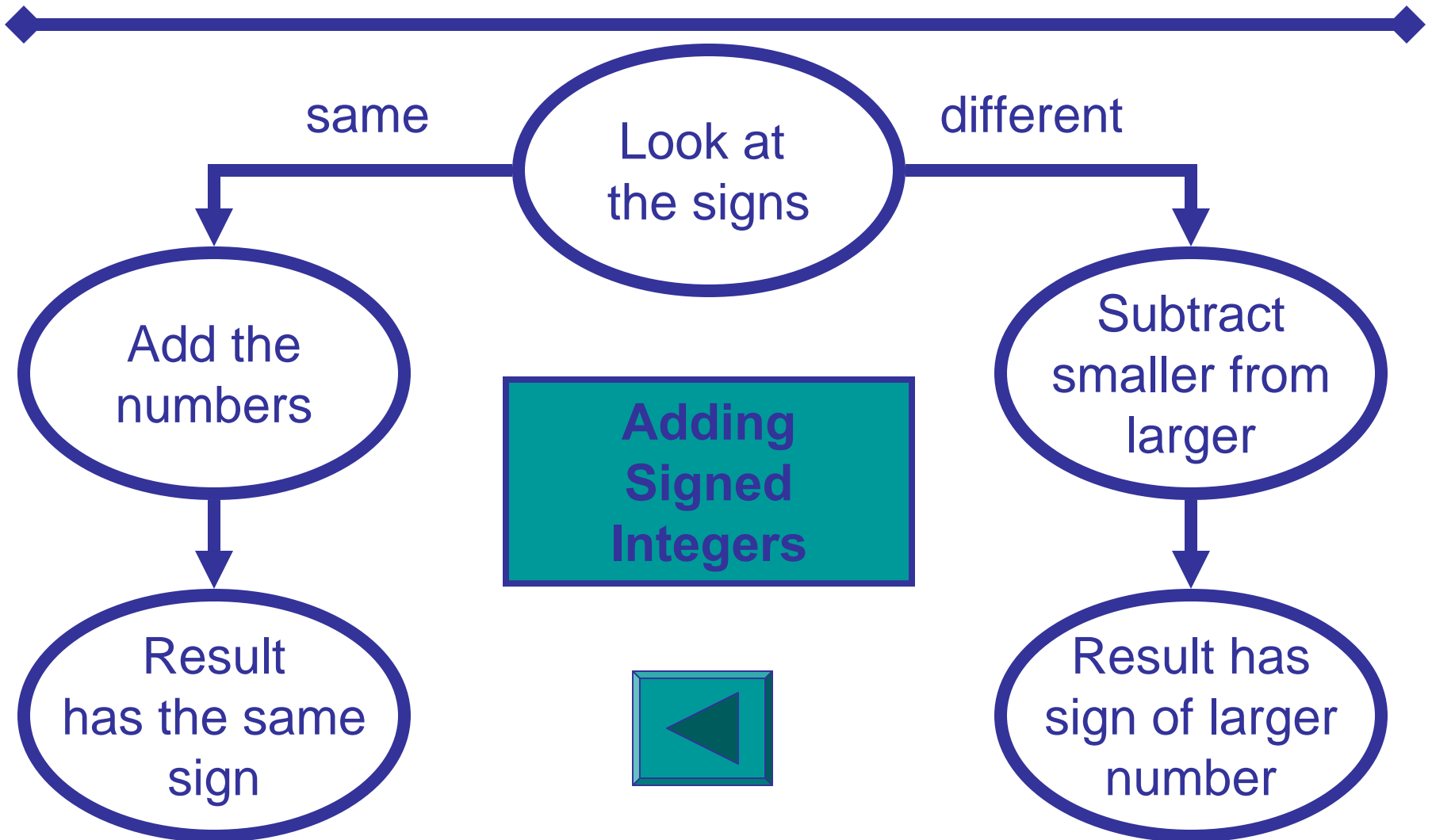
**+ or -**

Order  
of  
Operations



Please **E**xcuse **M**y **D**ear **A**unt **S**ally

# Math Strategy



# Vocabulary of Mathematics



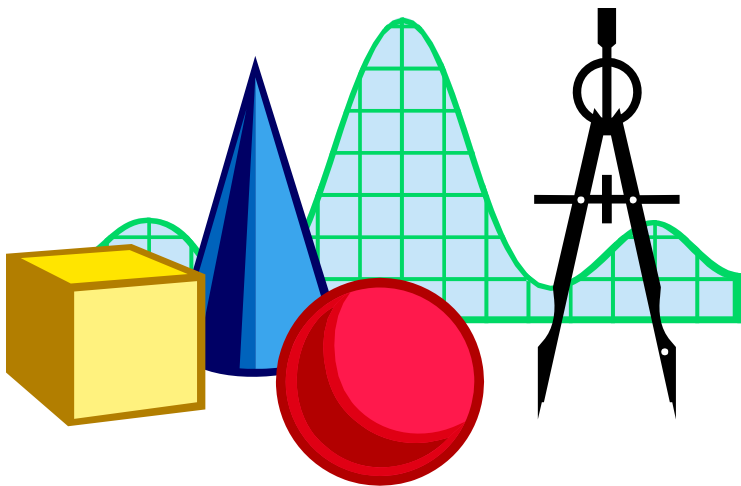
The academic language of math presents SLLs with added difficulties not encountered in other content areas.

Some of these difficulties are

- different vocabulary,
- different word meanings, and
- different structures.

# Vocabulary of Mathematics

- English alphabet
- Cardinal numbers
- Operations in English
- Ordinal numbers
- Fractions



# Different Vocabulary



Many words have meaning only within the context of mathematics.

- *quotient*
- *denominator*
- *least common multiple*
- *coefficient*
- *exponent*

# Different Word Meanings

Some common words have different meanings when used in the context of mathematics.

- *table*
- *square*
- *power*

x	1	2	3
1	1	2	3
2	2	4	6
3	3	6	9



table

# Different Structures

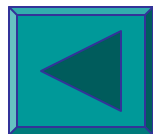


Mathematics often uses complex or unusual language structures.

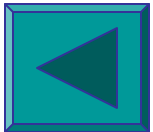
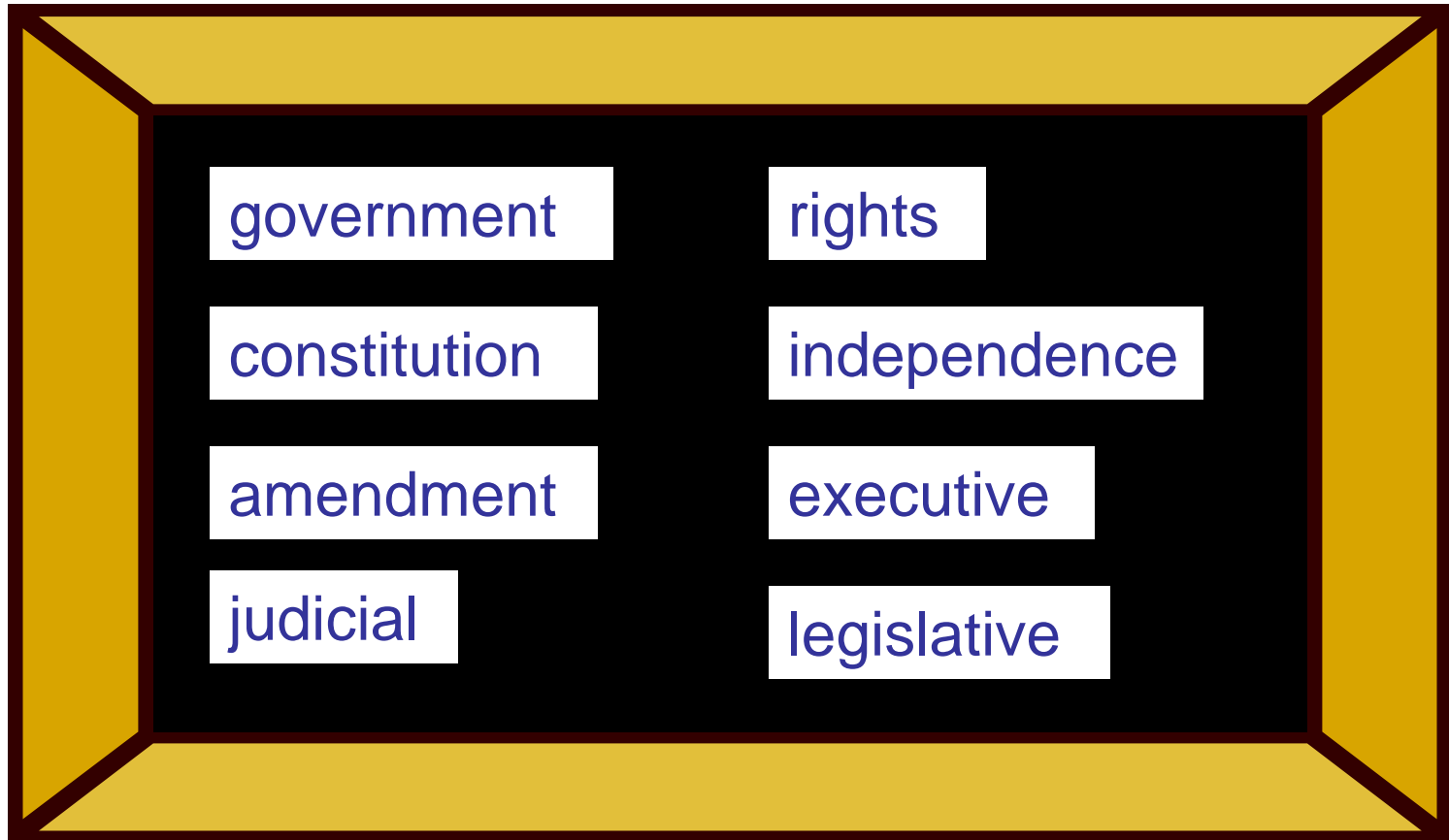
- *greater than/less than*
- *three times as many as*
- *is added to*

# Science Strategy

What I Know	What I Want to Know	What I Learned
<ol style="list-style-type: none"><li>1. Always wear goggles.</li><li>2. Clean the lab when finished.</li><li>3. Don't touch anything without permission.</li></ol>	<ol style="list-style-type: none"><li>1. What do I do with the chemicals when finished with them?</li><li>2. Will we blow things up?</li><li>3. Do I work by myself?</li></ol>	<ol style="list-style-type: none"><li>1. Place chemicals in the discard container.</li><li>2. No. Safety is #1.</li><li>3. No. I will work in a group.</li></ol>



# Social Studies Strategy



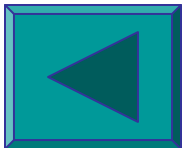
# Two-Column Notes

Example:

Opinion

Proof

Napoleon was a great leader.	<ol style="list-style-type: none"><li>1. ended revolution</li><li>2. drew up new constitution</li><li>3. fair taxation</li><li>4. government workers chosen for ability</li></ol>
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# Literature Chart

## *Tea with Milk* by Allen Say

Observations	Wonderings	Connections	Japanese culture
“I noticed...” (illustrations) (clothing) (food)	“I wonder...” if May’s parents liked American food.	“That reminds me of...” when I first ate hot dogs.	Food - rice, miso soup and green tea  kimonos  paper windows

