

Using Literature in Reading Instruction with ELLs

Reading, Writing, & Learning in
ESL by S. Peregoy & O. Boyle

Reading and ELLs

- Second language learners use the same cueing systems: graphophonic, syntax, semantic - to predict and confirm
- Specifically relevant to L2 learners are the English language and story structure used in reading text.
- The L2 readers' difficulties emanate from 1) English proficiency and 2) background knowledge of the text - the interaction between the L2 learner and reading text reveals these two aspects.

What's Difficult for L2 Readers?

- The English language's use of syntax to discern meaning from text may be unfamiliar to L2 learner.
- Reading text in English associated with culturally-based experiences that may be unfamiliar to L2 reader.

Literature Response Strategies

- Engage L2 reader in listening, reading, sharing, responding to quality literature
- Involve collaborative group activities that engage readers in negotiations of meaning based on literature
- Help readers become independent and to enjoy reading

Literature Response Activities

- Similarity exists between process writing and responding to literature
- Provide scaffolding techniques to help L2s to adopt habits of responding to literature, such as a) what in the story did you like or didn't like and why; b) how is this reaction the same or different from the members of the group; c) if you had to resolve a similar problem as the character(s) would you have done it same, differently ? (nine other questions on p. 241)

Creating a Literature Responsive Context

- Requires teachers to engage in read-alouds and
- Model responses to characters' dilemmas
- Mirror story situations with own personal life
- Point out different viewpoints
- Share enjoyment of literature with students
- Point out new or interesting vocabulary
- Help students create their own steps to learning from literature and enjoying it

Literature Response Activities and L2 Readers

- L2 readers engage in informal discussions where they use and develop language
- Guided participation assists L2s to learn from peers and negotiate meanings
- Extended activities guide students in their comprehension, creativity, and independence - for example, puppet shows, mobiles, songs, rebus, collages, dioramas, games, (more on pp. 242-243)

Developmental Phases - Appropriate Strategies

- Beginners need carefully guided/structured activities so they can build on their language learning capabilities
- Language Experience Approach - reading and writing connections; focuses on individual students' experiences; provides for interaction and extensions in four language modes of listening, reading, speaking, writing;
- Patterned books and Big Books - modeling and practicing;
- Group illustrations of books or stories for all.

Effective Activities/Strategies

- - for beginners, intermediates, advanced, high advanced, carefully structured:
- DL-TA - Directed Listening Thinking Activities
- Readers' Theatre
- Story Mapping
- Cognitive Mapping
- DR-TA - Directed Reading Thinking Activities
- Literature Response Journals - freestyle or guided

Assessing L2 Reading

- Self-selected materials - check for proficiency and interests
- Miscue Analysis - variations from the print made by student during oral reading (p.265) - look for persistent miscues and if these interfere with meaning or comprehension
- Self-assessment strategies very important
- Blending games for L2 learners and other strategies

The End