

Language and Learners

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Agenda

Some issues we will discuss..

- What is CPELL?
- What does “Language and Learners” have to do with me?
- How is language acquired?
- How does culture influence learning?
- What should the RTI model look like for culturally and linguistically diverse students.

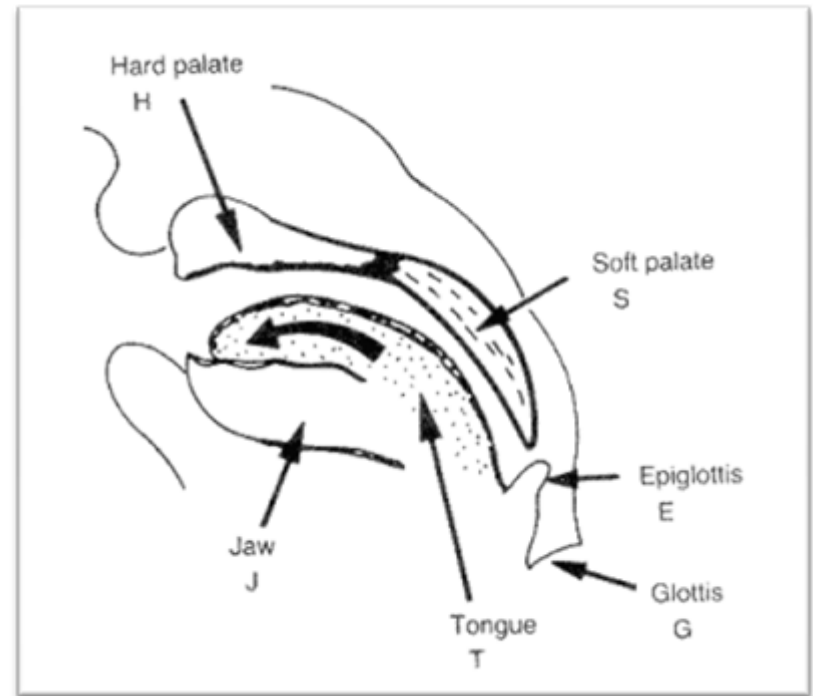
What does this have to do with ME?

- Do you work with ESL students?
- Do you wonder if there is more we can be doing?



Stages of First Language Acquisition

| Stage | Typical Age |
|--|--------------|
| Babbling | 6-8 months |
| One-word stage | 9-18 months |
| Two-word stage | 18-24 months |
| Telegraphic stage or early multiword stage (better <i>multi- morpheme</i>) | 24-30 months |
| Later multi-word stage | 30+ months |



[http://www.departments.bucknell.edu/linguistics/
In105/vowel/](http://www.departments.bucknell.edu/linguistics/In105/vowel/)

Stages of Second Language Acquisition

Stage I: Pre-production

- Silent Period
- May know 500 words
- Are not producing language, but parrotin



Stages of Second Language Acquisition

Stage II: Early production

- May last up to 6 months
- Total vocabulary of about 1000 words
- Student may speak one or two word phrases
- Memorizes language chunk
not use them correctly



Stages of Second Language Acquisition

Stage III: Speech emergence

- Vocabulary now about 3,000 words
- Can communicate with simple phrases and questions
- May not use proper grammar: “May I go to bathroom?”
- Will initiate short conversations with peers
- Will understand simple stories read in class with the support of pictures

Stages of Second Language Acquisition

Stage IV: Intermediate fluency

- Vocabulary contains about 6000 active words
- Beginning to use more complex sentences when speaking and writing
- Willing to express opinions and share their thoughts
- Will ask questions to clarify what they are learning in class

Intermediate fluency (Continued)

- Writing at this stage will have many errors as ELLs try to master the complexity of English grammar and sentence structure
- Will also be able to understand more complex concepts.
- Should be expected to synthesize what they have learned and to make inferences from that learning
- Students in this stage will also be able to understand more complex concepts.
- This is the time for teachers to focus on learning strategies.

Stages of Second Language Acquisition

Stage V: Advanced Fluency

- It takes students from **4-10 years** to achieve cognitive academic language proficiency in a second language
- Will be near-native in their ability to perform in content area learning
- Most ELLs at this stage have been exited from ESL and other support programs
- At the beginning of this stage, they will need continued support from classroom teachers especially in content areas such as history/social studies and in writing

Video Sample of Stages

Stay Tuned

<http://www.youtube.com/watch?v=Eoca1Ou6TE&feature=related>

Myths of Second Language Acquisition

Handout

Cultural Differences

- Family life
- Social interactions
- Education
- Work and achievement
- Individuality
- Wealth and materialism
- Time
- Age
- Space
- Communication and linguistics
- Religious tenets
- Nature

The Impact of Culture

MEAN AGE
EXPECTATIONS
IN MONTHS
FOR MILESTONE
ATTAINMENT

| Milestone | Anglo | Puerto Rican | Filipino |
|---|-------------|--------------|-------------|
| Eat Solid Food | 8.2 | 10.1 | 6.7 |
| Training Cup | 12.0 | 17.1 | 21.9 |
| Utensils | 17.7 | 26.5 | 32.4 |
| Finger Food | 8.9 | 9.4 | 9.5 |
| Wean | 16.8 | 18.2 | 36.2 |
| Sleep by Self | 13.8 | 14.6 | 38.8 |
| Sleep all Night | 11.4 | 14.5 | 32.4 |
| Choose Clothes | 31.1 | 44.2 | 33.1 |
| Dress Self | 38.2 | 44.2 | 39.2 |
| Play Alone | 25.0 | 24.8 | 12.3 |
| Toilet Trained/Day | 31.6 | 29.0 | 20.4 |
| Toilet Trained/Night | 33.2 | 31.8 | 34.2 |
| Source: Schulze, Harwood, Goebel and Schuber, 1999 in <u>Zero to Three</u> , December 1999/January 2000 | | | |

What are our concerns for the ELL learner?

- Are our assessments revealing what we need to know?
- Should we be concerned with disproportionality?
- Who decides what interventions to use for ELLs?
- When do you refer an ESL student for Special Ed services?
- What happens after one refers an ESL student for a Special Education evaluation?

Historical Framework

- Timeline of Bilingual Education

| 1839 | 1890 | 1913 | 1920 | 1969 | 1974 | 2004 |
|---|---|---|--|---|--|---|
| Ohio adopts bilingual education law: English-German | About 12 states with similar laws, many localities provide bilingual education without state sanction: Spanish, Norwegian, Italian, Polish, Czech, and Cherokee | States enact English-only laws in response to fears about the loyalty of non-English speakers, especially Germans | Bilingual education dismantled across USA. | Bilingual Education Act - federal funding encourages local school districts to incorporate native-language instruction | Equal Educational Opportunity Act - Lau v. Nichols case required schools to take "affirmative steps" to overcome language barriers impeding children's access to the curriculum. | Individual with Disabilities Educational Improvement Act – IDEA - Stop IQ testing - Begin RTI |

In the newly reauthorized IDEA, eligibility and identification criteria for LD have changed [614(b)(6)(A)-(B)]:

When determining whether a child has a specific learning disability

- The LEA (Local Educational Authority) is NOT required to consider a severe discrepancy between achievement and intellectual ability.
- The LEA may use a process that determines if a child responds to scientific, research-based intervention as part of the evaluation.

Response to Intervention

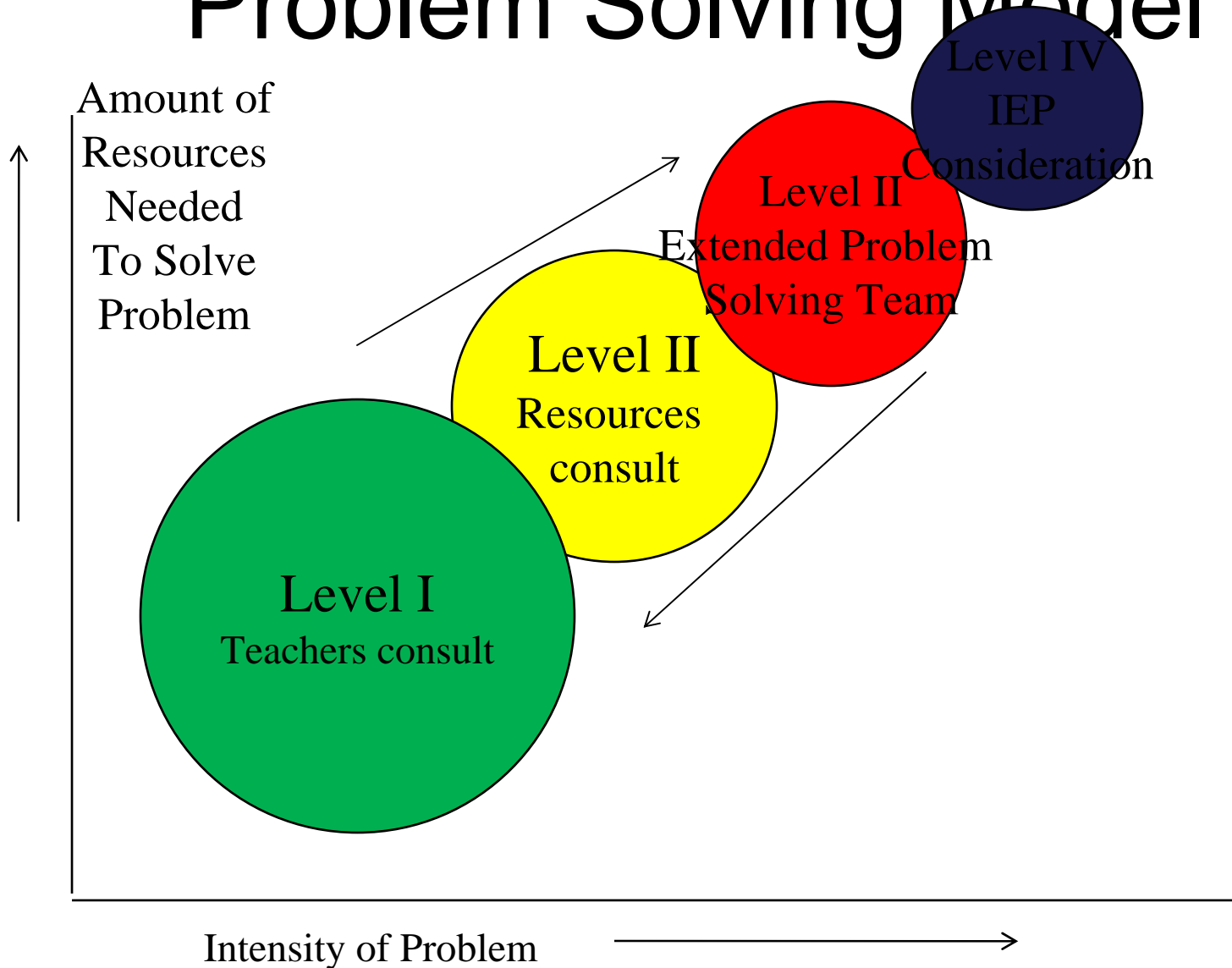
- Is a process which includes provisions of systematic, research-based instruction and interventions for struggling learners.
- Designed as an **early** intervention to prevent long-term academic failure.
- Primarily a **general education** initiative designed to address the needs of struggling students early in their educational experience.

Response to Intervention

Core Value

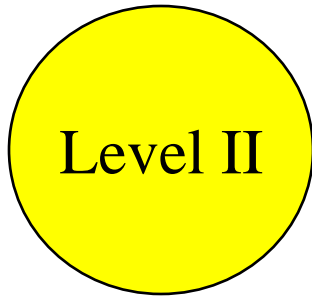
- ALL children can learn.
- WE are all responsible
for the education
of ALL children.

Problem Solving Model





- Research-based instruction at the first level is for ALL students and consists of explicit instruction in the 5 “big ideas” in reading
 - Phonological awareness
 - Alphabetical principle (letter-sound correspondence)
 - Fluency
 - Vocabulary development
 - Comprehension



Level II

The second level is only for those students who **exceed or do not reach expected benchmarks** using a progress-monitoring assessment instrument such as the AIMSWEB.

- Students receive targeted intensive support in small groups or individually.
- This support is provided within *general education*.
- Students may receive this additional support in their classrooms or in a different setting.
- Bi-weekly progress monitoring
- Consultation with other resources



Level III

- Students who continue to struggle are then provided with a third level of assistance that is more intensive.
- Is systematic and explicit and provides more time intensity, practice and immediacy of feedback
- **Regular core curriculum plus additional block of time 5 times a week (minimum of 30 minutes twice a day)**
- Targeted individual or small groups of 1:3 or less based on the intervention
- Progress monitoring at least weekly
- Meeting with Extended Problem Solving Team



- **Special Education Services –** students who have not responded to intensive interventions and after a formal diagnostic evaluation have an IEP
- Special education team will use data from progress monitoring and confirm with additional assessments to see if there is a special education eligibility.

RTI / ESL Planning Dilemma

Education

- Native language Instruction
- Structured program of ESL instruction



ESL Education

- Typically taught in general education classrooms with resources:
 - Push-in
 - Pull-out
 - In-class resource

Transitional ESL

- Student who has moved from ESL to general education classes w/o ESL support.

Another Planning Dilemma

Student #1



Literacy knowledge and skills in her first language (e.g., Russian) are adequate, but her literacy skills in their second language (i.e., English) are low.



Student #2

May have low literacy in both first language and English because he has not received adequate instruction in either language.



Student #3

Demonstrates low literacy skills in both her first language and English even after receiving adequate instruction.

Assessments for ESL Students

Language Proficiency

- Access W-APT (screener)
- ACCESS

Academic Achievement

- MAP
- ISAT
- AIMSWEB



Explanations for Observable Difficulties

| Observable Difficulty | Possible ELL Explanations (difficulty observed in English) | Possible Disability Explanation (difficulties observed across context in both languages) |
|--|--|---|
| Omits word or adds words to a sentence | <ul style="list-style-type: none"> • Direct transfer from L1 • In early stages of academic L2 development | <ul style="list-style-type: none"> • Word retrieval difficulties • Expressive language difficulties |
| Has difficulty retelling the events of a story read aloud | <p>Early stages of English development; may understand story, but does not speak enough English to retell</p> | <ul style="list-style-type: none"> • Short term memory • Difficulty with sequencing |
| Becomes distracted easily | <ul style="list-style-type: none"> • Does not understand or speak the language of instruction • Too much decontextualized oral language during English instruction | <ul style="list-style-type: none"> • Attention difficulties • Comprehension difficulties |

Discussion and Reflection

1. How do we account for language and culture when designing interventions, conducting research, and generalizing findings?
2. What kinds of questions do we need to ask as researcher and/or "consumers" of research?



How Is Universal Screening Effectively Implemented With ELLs?

- ELLs can be screened on the same early reading indicators as native English language speakers
- Universal screenings must be conducted using native language and/or English measures that have demonstrated high validity and reliability
- Consider the proficiency in the target areas in the L1 of ELLs.
- Provide instructional support to ELLs with low performance in reading areas even when oral language skills in English are low.

How Is Progress Monitoring Effectively Implemented With ELLs?

- Monitor ELL's progress as frequently as you monitor the progress of all other students.
- When ELLs demonstrate low abilities in grade-level target skills in reading, provide research-based instruction.
- Consider students' accents and pronunciations when scoring English measures.
- Consider that students may be acquiring *word meaning* while acquiring *word reading* and, thus, oral reading fluency may proceed at an expected rate early and then proceed at a lower than expected rate later when students are focusing more on word meaning.

How Is Level 1 Instruction Effectively Implemented for ELLs?

1. Set high but reasonable instructional expectations.
2. Consider the core instructional program that ELLS are being provided for oral language and literacy instruction in the native language and/or in English.
3. For students in bilingual education programs, use grade-appropriate measures that match the language of reading instruction.
4. Do not wait for English oral language to meet grade-level expectations before providing reading instruction.

Continued

5. Promote language and vocabulary development throughout the day.
6. Ensure that students are provided ongoing and appropriate instruction in academic language use in the native language and/or in English.
7. Scaffold language and opportunities to respond.
8. Provide opportunities for appropriate peer learning, including peer pairing and small-group instruction.

How Is Level 2 Intervention Effectively Implemented for ELLs?

- Provide intensive reading interventions to ELLs demonstrating low reading skills immediately when needed.
- Ensure that interventions are sufficiently intense by retaining small groups (3–6 students) who are provided intervention for a minimum of 30 minutes each day.
- When students receiving literacy instruction in English demonstrate weak reading skills or have evident reading difficulties, do not wait for English oral language to improve before providing reading interventions

How Is Level 3 Intervention Effectively Implemented With ELLs?

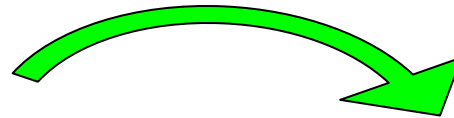
- ELLs who are significantly behind in reading require highly intensive and extensive reading interventions
- Level 3 intervention needs to be provided by a well-trained specialist.
- Level 3 instruction may need to last for a significant period of time.
- Students who have been provided research-based reading interventions that are typically associated with improved outcomes may not demonstrate significant gains and may require highly individualized reading instruction.

Problem Solving Process

Define the Problem

Defining the Problem/Directly

Measure the Behavior



Problem Analysis

Validate problem and identify variables that contribute to the development of a Plan

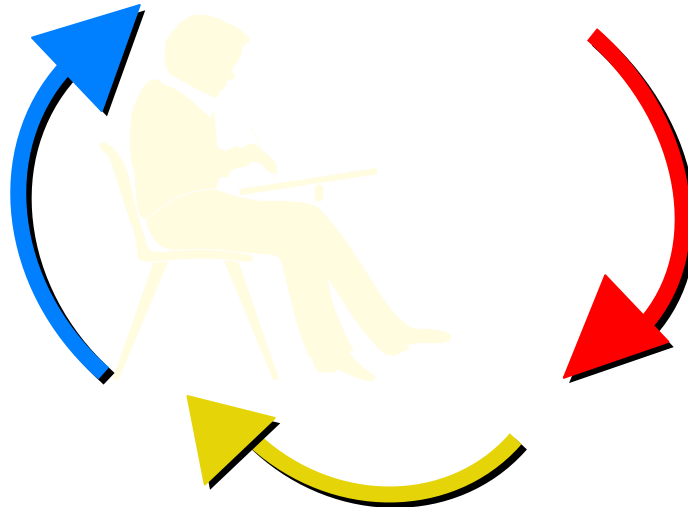


Implement Plan

Implement as intended
Progress monitor frequently
Modify as necessary

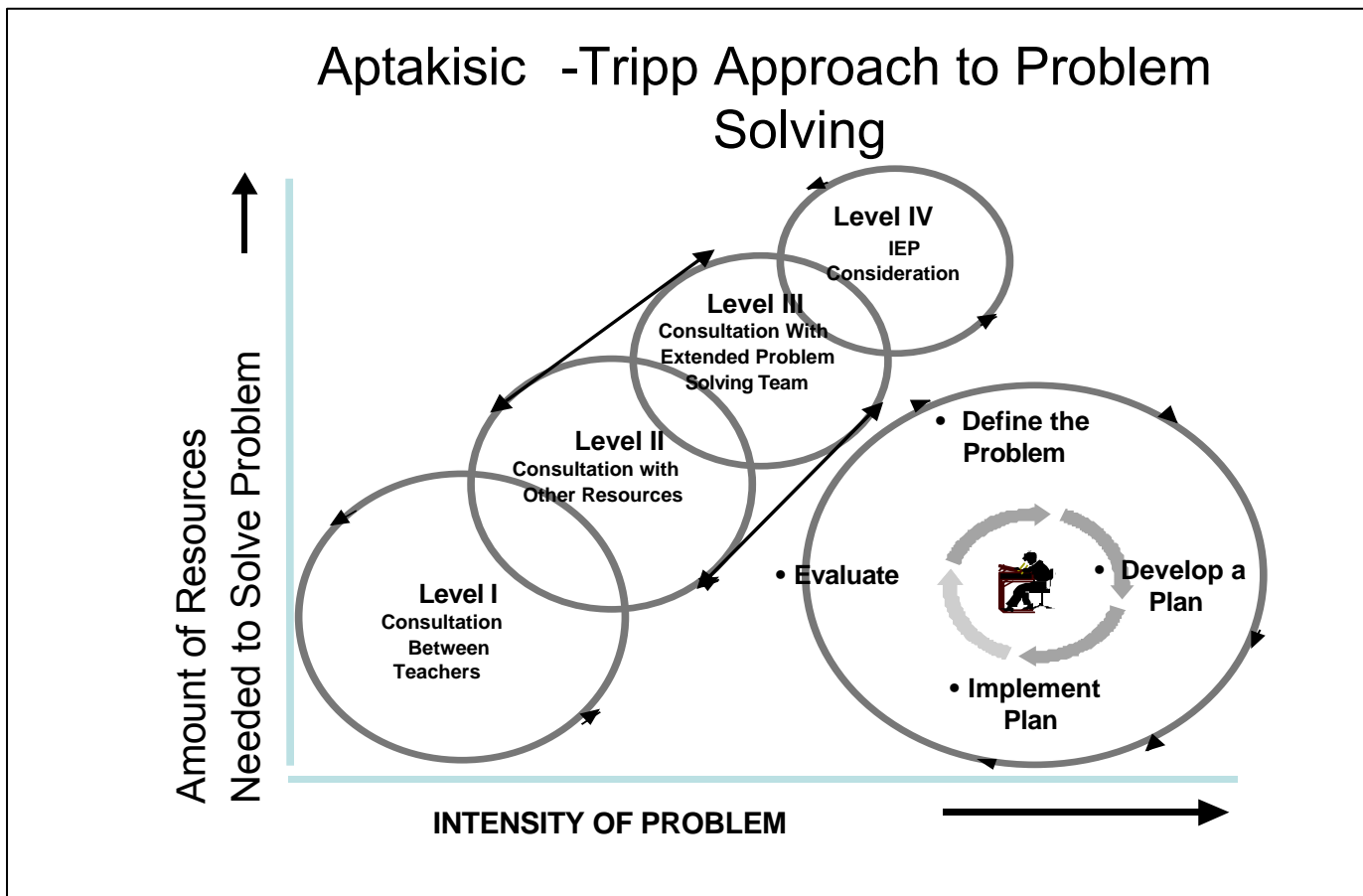
Evaluate

Response to Intervention



Reflection and Discussion

- In small groups, discuss your role on the Problem Solving Team and what expertise you'll add.



CASE STUDY

With a group, use the data to develop a case study and to complete the Student Goal Organizer.

- What data is relevant to establishing need?
- How long should an intervention be tried?
- What intervention do you prescribe first?
- What happens if there is no progress in the given time?
- What about limited progress?
- When do you contact parents?
- Who contacts the parents?
- What response do you give to parents who feel the interventions are using the valuable time that their child could be receiving special education services?

IMPORTANT

- Once an ESL student has been placed in a special education program, it is important to note that **both** the bilingual education/ESL program and the special education department in the school district are **jointly responsible** for the ESL student's progress. Both sources of supplementary funding are applied to the student's educational program.



Putting It All Together

- Understanding Language Acquisition And Cultural Differences
- Identification of ELLs with difficulties in school
 - Checking the proportion of ELLs in special education
 - Investigating misidentification
- Anticipating and addressing predictable ELL difficulties
 - Identifying exceptionalities in diverse settings
 - Rejecting common myths
 - Internalizing the principles of how ELLs learn
 - Expert contributions make one valuable to the Team.



"We want to raise our children

so that they can take a sense of

pleasure in both their own heritage

& the diversity of others."

— Mister Rogers

