

It's Elementary - the Oral -
Reading Connection for
English Learners

Elmano Costa

California State University, Stanislaus

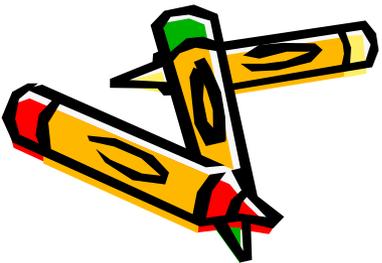
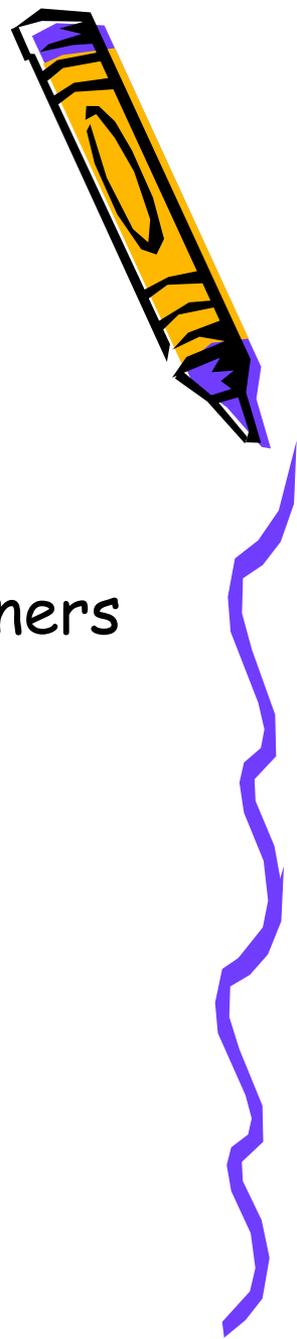
ecosta@csustan.edu

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Presentation Outline

- Welcome and Introductions
- ELL students and the Reading Initiative
- Research on literacy and second language learners
- Literacy development for second language learners - practical ideas



ORAL LANGUAGE AND LITERACY

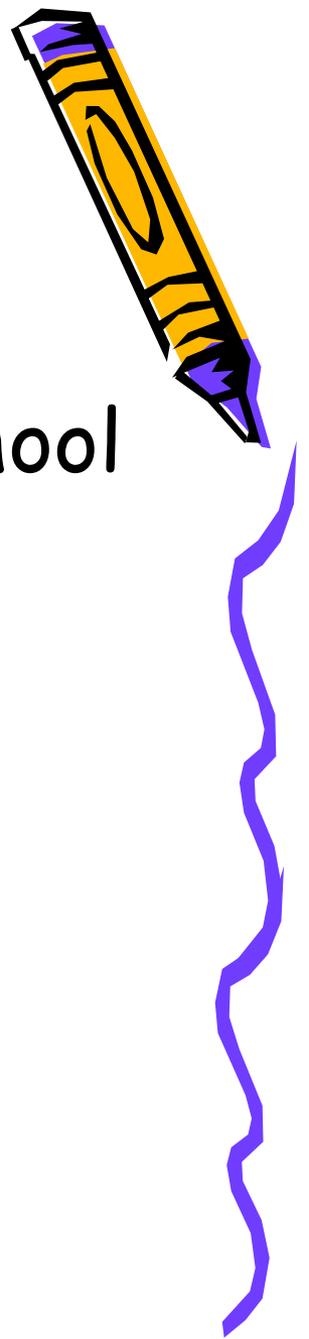


When English language learners begin to learn to read in English, either as their first reading experience or after learning to read in their home language, *they can be most successful learning to read what they can already say and understand.* As with all other learners, decodable texts should be used to provide these early readers practice in becoming fluent and accurate decoders. Reading decodable and patterned texts, however, *must be preceded by sufficient oral language development relative to those texts to ensure success in reading* with such materials.



Teaching Reading, pg. 12, California Department of Education, 1996 (*bold italics added*)

Vocabulary and Social Economic Status



- Children of poor parents enter school knowing about 525 words
- This is less than half of the 1,100-word vocabulary of children of parents in professional jobs

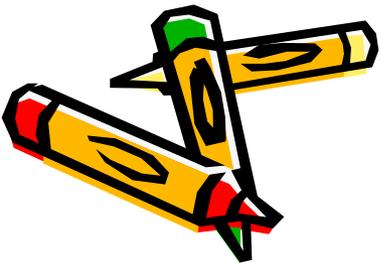
Betty Hart, Ph.D., & Todd R. Risley, Ph.D. (1995). Meaningful Differences in the Everyday Experience of Young American Children. University of Kansas



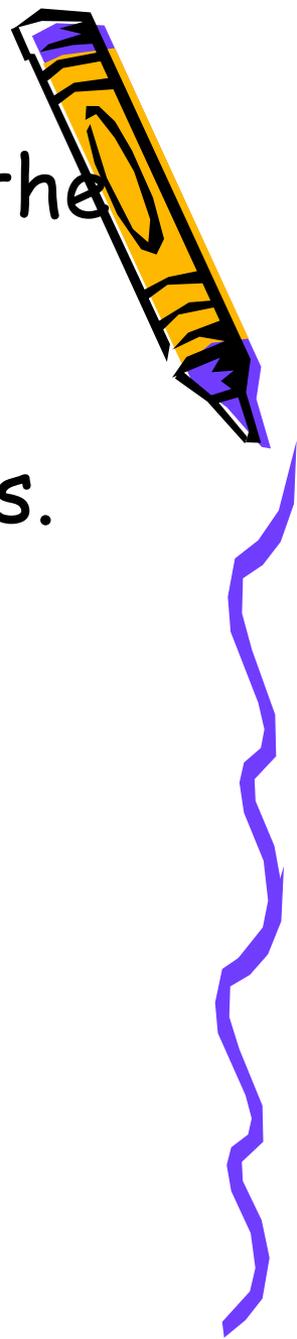


- By age 3, the recorded spoken vocabularies of the children from the professional families were larger than those of many poor parents
- Between professional and poor parents, there was a difference of almost 300 words spoken per hour.
- Extrapolating this verbal interaction to a year, a child in a professional family would hear 11 million words while a child in a poor family would hear just 3 million.

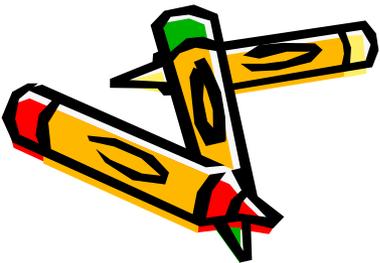
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- At age 9 the large differences in the amount of children's language experience were tightly linked to large differences in child outcomes.



Betty Hart, Ph.D., & Todd R. Riskey, Ph.D. (1995). Meaningful Differences in the Everyday Experience of Young American Children. University of Kansas



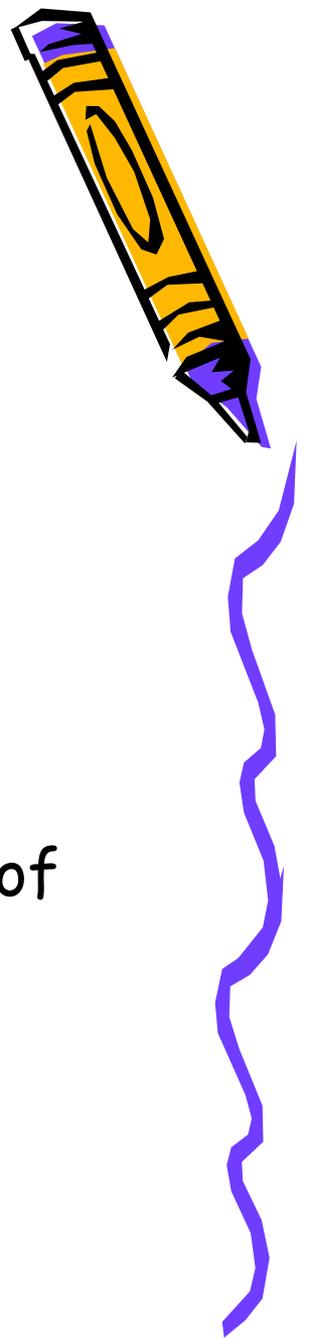


- "the most important aspect to evaluate in child care settings for very young children is the amount of talk actually going on, moment by moment, between children and their caregivers."
- By giving children positive interactions and experiences with adults who take the time to teach vocabulary, oral language concepts, and emergent literacy concepts, children should have a better chance to succeed at school.

Betty Hart, Ph.D., & Todd R. Risley, Ph.D. (1995). Meaningful Differences in the Everyday Experience of Young American Children. University of Kansas



Research on Phonemic Awareness and Second Language Learners



Three groups

1. No reading instruction
2. Reading instruction in native language
3. Reading instruction in English

Results

- Group 2 had the highest scores in tests of phonemic awareness
- Group 1 was second
- Group 3 was last



Downing, John, Research in Papua New Guinea, 1970s

ESL Students Using the Jolly Phonics Program



- **Received direct instruction for six months for 10-20 minutes per day**
- Central to the program is the use of meaningful stories, pictures, and actions to reinforce recognition and recall of letter-sound relationships, and precise articulation of phonemes
- It also promotes playful, creative, flexible teaching that fits with whole language practice and leads directly to authentic reading and writing
- On measures of **phoneme segmentation, letter-sound recall, writing sounds, sight word recognition, and spelling** first and second language experimental groups performed equally well - and substantially better than their control peers

- Morgan, J. & Willows, D. (1997). Reducing the risk: An earlier literacy program for ESL students. Paper presented at AERA Annual Meeting, Chicago.



Mississippi Delta Study



- Each teacher gets a list of thematically related and complex words: for example, "temperature," "exhaust," "steam," and "boil," or "pineapple," "banana," and "kiwi."
- The teacher reads stories that incorporate the words with the students and opens conversations with the students.
- "One of the strategies is building bridges - having conversations with students on whatever they want to talk about. Take 'apple,' 'banana' and 'Kiwi.' Students in the Delta may never have heard of a kiwi or seen the fruit. So the teacher shows them and they talk about it."



End of Year Results



- The researchers found children who participated in K-PAVE had an expressed vocabulary one month ahead in vocabulary development and academic knowledge at the end of kindergarten compared with students in the control group, as measured by a normed test. The students showed no significant difference in listening comprehension skills.

Sparks, Sarah (2010). Kindergarten Program Boosts Students' Vocabulary in 1st Grade. Education Week



Language Minority St. Achievement in English

Collier & Thomas, 1995

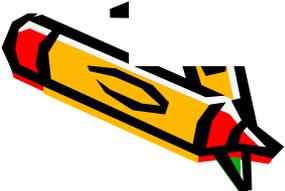
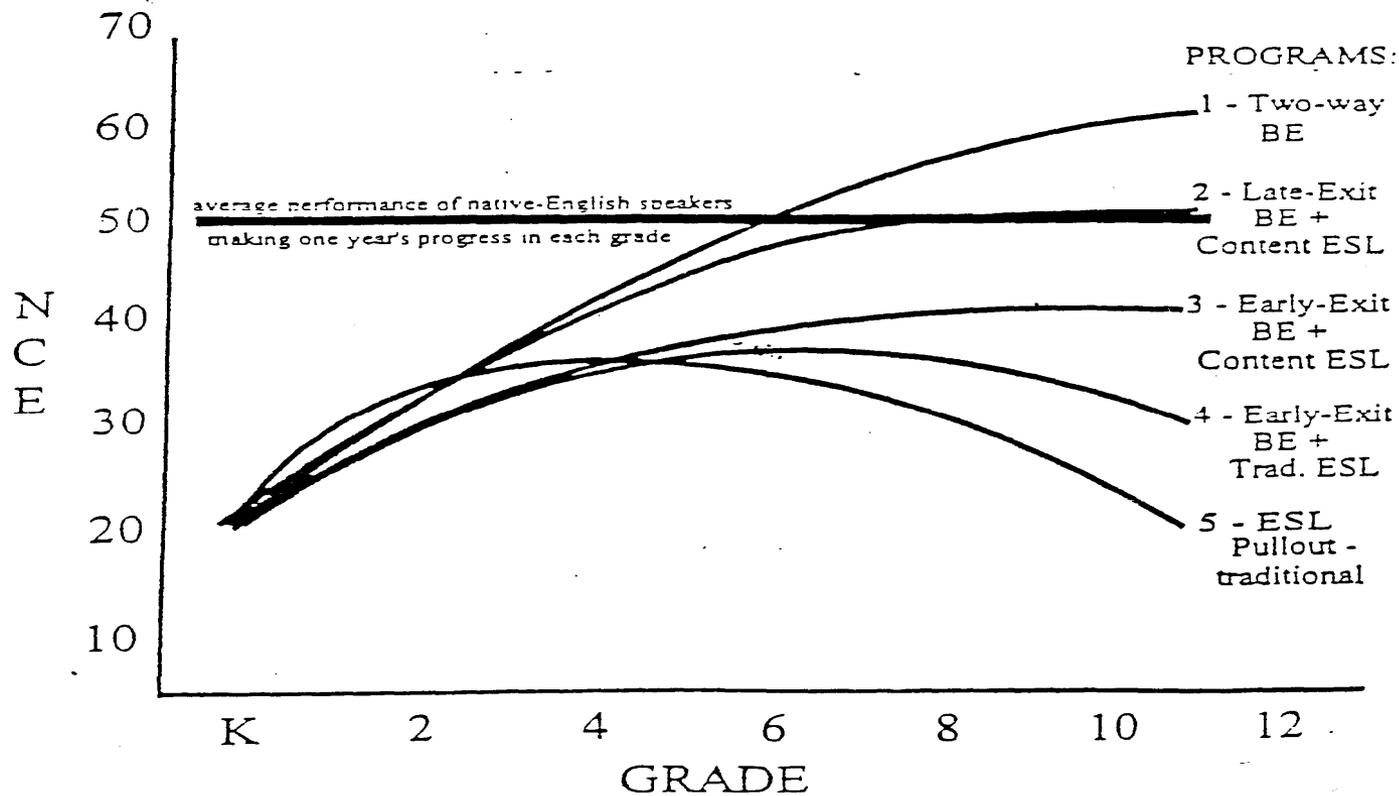
Program 1: Two-way developmental bilingual education (BE)

Program 2: Late-exit bilingual education + ESL taught through academic content

Program 3: Early-exit bilingual education + ESL taught through academic content

Program 4: Early-exit bilingual education + ESL taught traditionally

Program 5: ESL pullout - taught traditionally



Language Proficiency, Literacy Comprehension for EL Students



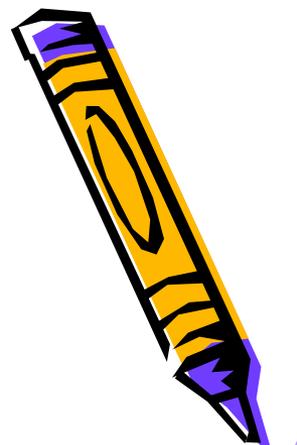
- A credible body of research supports the premise that phonics instruction does not address the language proficiency and comprehension issues of L2 readers Federal policies and mandated programs do not match up to the challenges facing teachers and students in reading.

» Jill Kemper Mora, 2007



Krashen's Four Quadrants

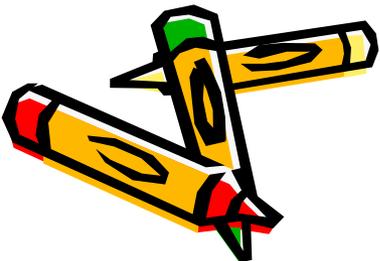
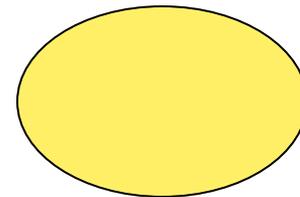
Cognitively Undemanding

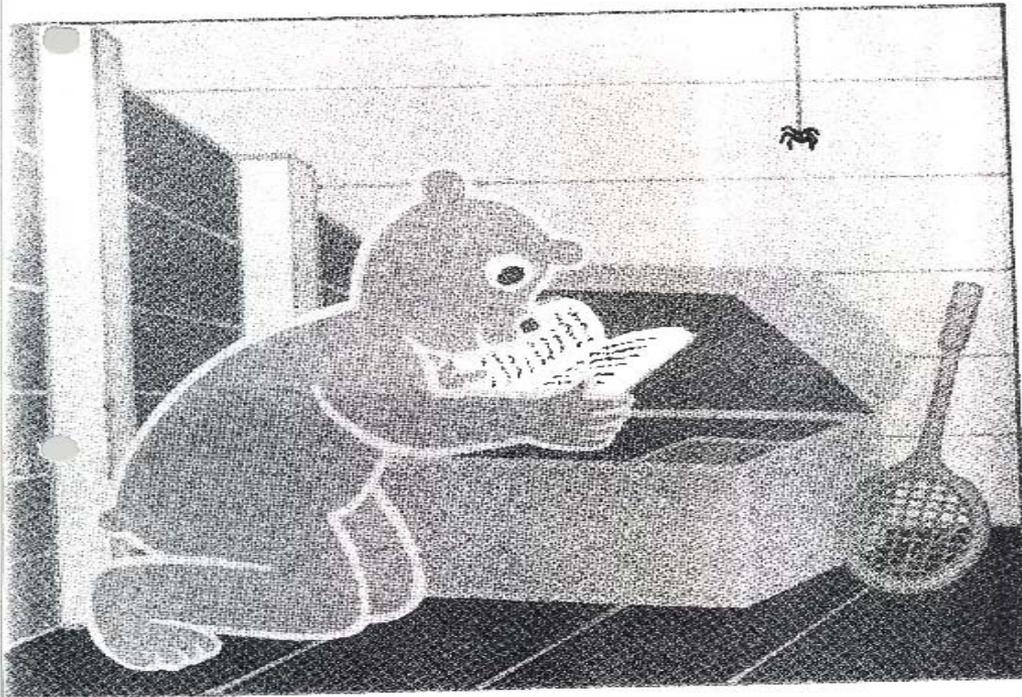


Context Imbedded

Context Reduced

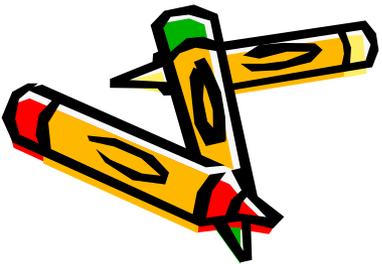
Cognitively Demanding



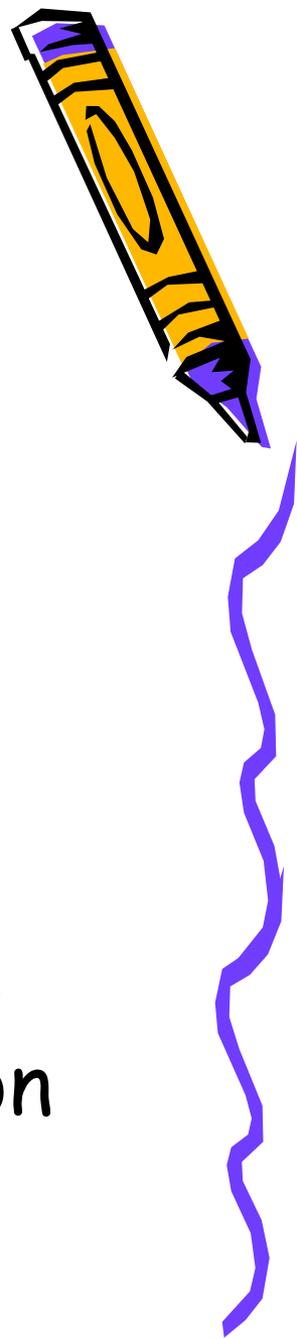


Old books.

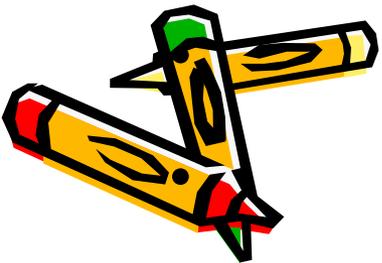
From Moonbear's Books by F. Asch



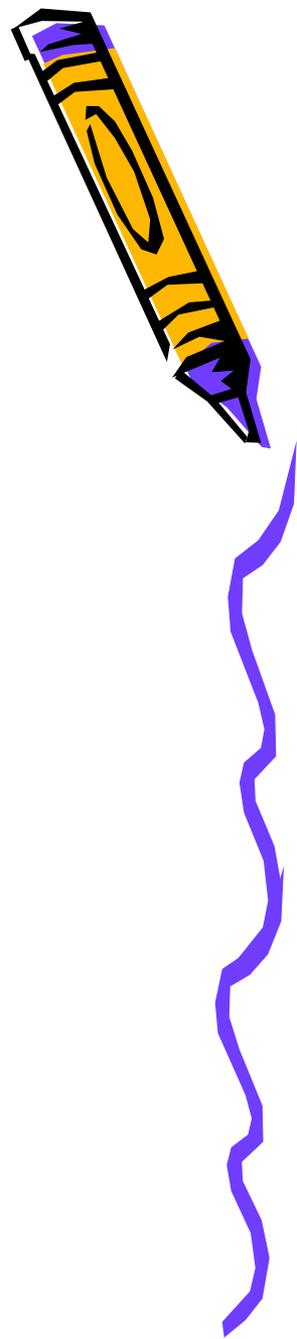
Open Court Sound/Spelling Card - /oo/ sound



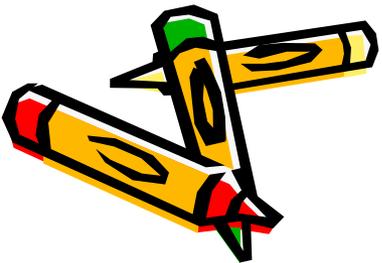
- Line 1: Food stool spoon gloomy
- Line 2: true glue blue cruel
- Line 3: truth rule super ruby rubies
- Line 4: rude flute tuna include
- Line 5: blew grew stew crew
- Sentence 1: The crew had stew at noon.
- Sentence 2: Sue blew a cool tune on
the flute.

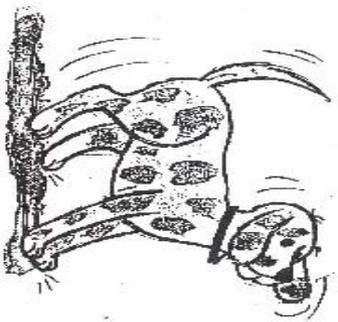
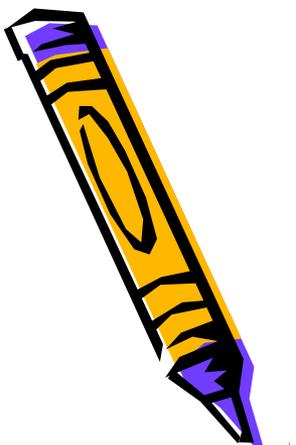


Open Court Sound/Spelling Card - /ow/ sound



- Line 1: shout count outer sound
- Line 2: drown round down town
- Line 3: crown brown frown shower
- Sentence 1: I saw the brown duck
- Sentence 2: I saw the dog growl.





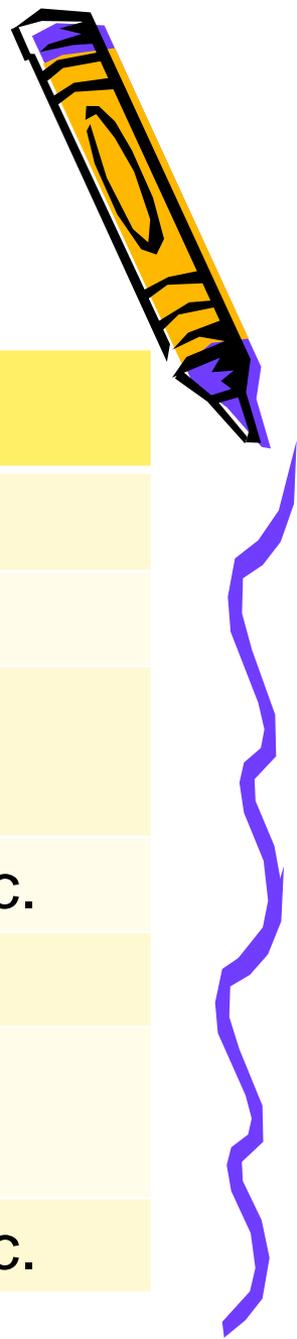
STOP



DROP



An Example of How to Make Your Own Book Series



BASIC SENTENCE	COMPLEMENT (NOUNS)
I like _____.	<p>People: Juan, Nancy, etc.</p> <p>Fruit: bananas, apples, etc.</p> <p>Places: McDonalds, Burger King, Taco Bell, etc</p> <p>Sports: soccer, baseball, etc.</p>
Who likes _____?	<p>Fruit: bananas, apples, etc.</p> <p>Places: McDonalds, Burger King, Taco Bell, etc</p> <p>Sports: soccer, baseball, etc.</p>

