

Implications for Teaching Reading to English Language Learners

Participant Materials



Outcomes

Participants will:

- ❖ recognize the different levels of English language proficiency
- ❖ examine the factors that influence language acquisition in school
- ❖ differentiate social language from academic language
- ❖ discuss implications for teaching reading to English Language Learners

Activity 1

Reading Passage

Australia vs. England

A hair raising century by Australian opener Greene Wood on Friday set England back on its heels in the third test at the Melbourne Cricket Ground. Unfortunately, living dangerously eventually cost the Australians the match. Wood was caught out of his crease on the first over after lunch. Within 10 more overs, the Australians were dismissed. Four were dismissed by dangerous running between creases. Two were dismissed when the English bowlers lifted the balls from the batsmen's wickets. The three remaining batsmen were caught by English fieldsmen. One was caught as he tried for a six. When the innings were complete, the Australians had fallen short of the runs scored by the English.

Source: Intercultural Development Research Association. Desegregation Assistance Center-South Central Colaborative

Activity 2

**Characteristics of
English Language
Learners**

English Language Learners

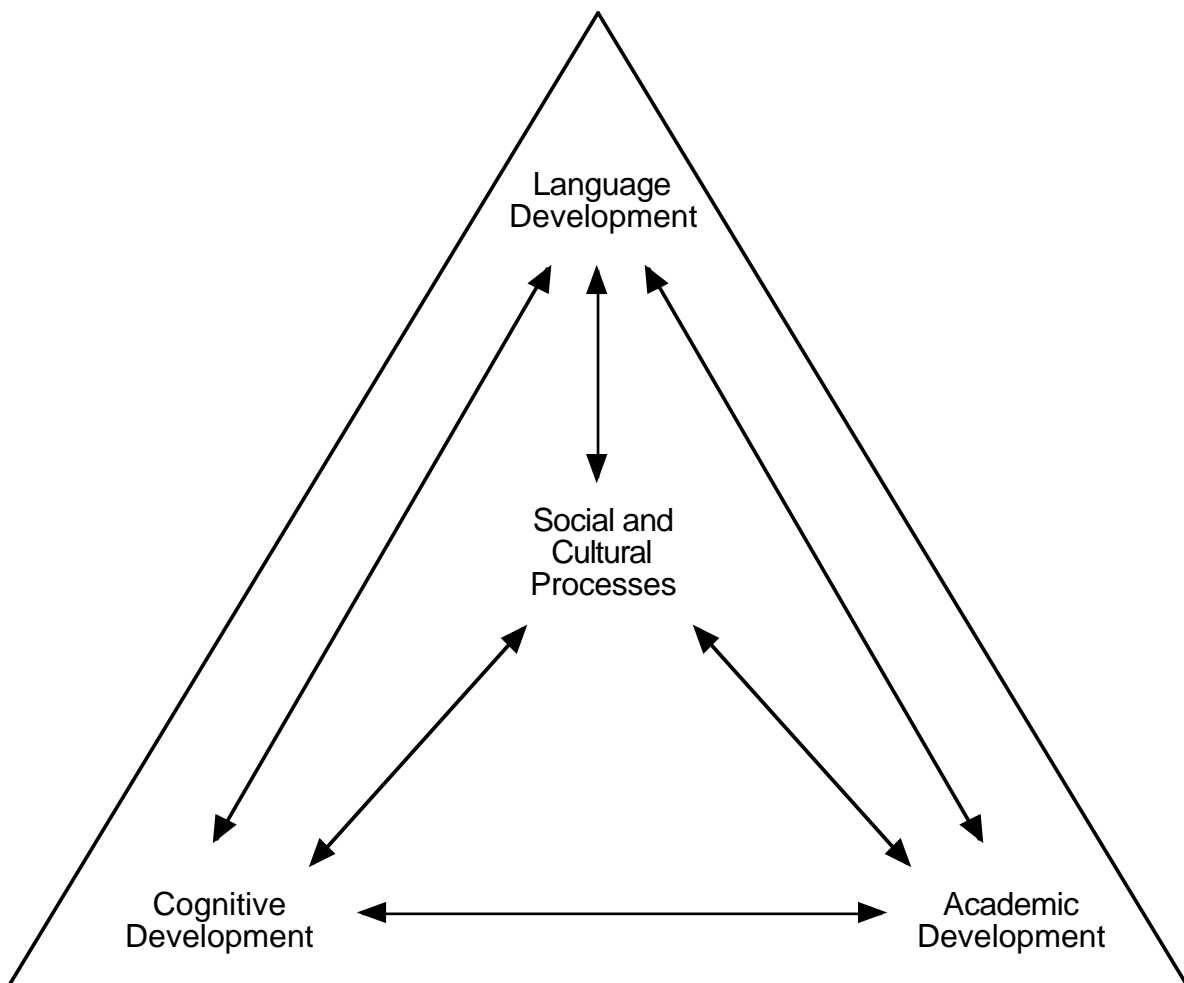
- Generally possess varied levels of English language proficiency (Beginning, Intermediate, Advanced).
- Proficiency levels in their first language may also vary. For example, oral language only vs. oral and formal reading/writing skills.
- May have no educational experience. For example, an 8 year old boy from Sudan who never attended school but who is placed in the third grade because of his chronological age.
- May have strong literacy skills in the first language that they can transfer to the second language if they are provided specific support.

Adapted from: Enhancing English Language Learning in Elementary Classrooms. Delta Systems Co. and the Center for Applied Linguistics, 2000.

Activity 3

**Language Acquisition
for School**

Language Acquisition for School



Activity 4

**Social Versus Academic
Language**

Social Versus Academic Language

| Social Language | Academic Language |
|--|--|
| <ul style="list-style-type: none"> • Simpler language (shorter sentences simpler vocabulary and grammar) • Usually face-to-face, small number of people, informal settings • Precise understanding is seldom required • Usually simpler, familiar topics (movies, friends, daily life) • Get many clues from expressions, gestures, social context • Many opportunities to clarify (look puzzled, ask questions, etc.) | <ul style="list-style-type: none"> • Technical vocabulary; written material has longer sentences and more complex grammar • Often lecture-style communication or reading a textbook; little situational context • Precise understanding and precise description/explanation is required; higher-order thinking • New and more difficult to understand topics; knowledge is often abstract; cognitively complex; student often has less background knowledge to build on • Fewer clues, most clues are language clues such as further explanation • More difficult to clarify |

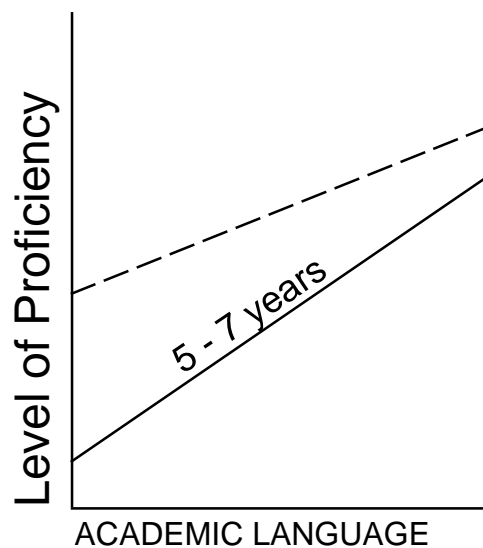
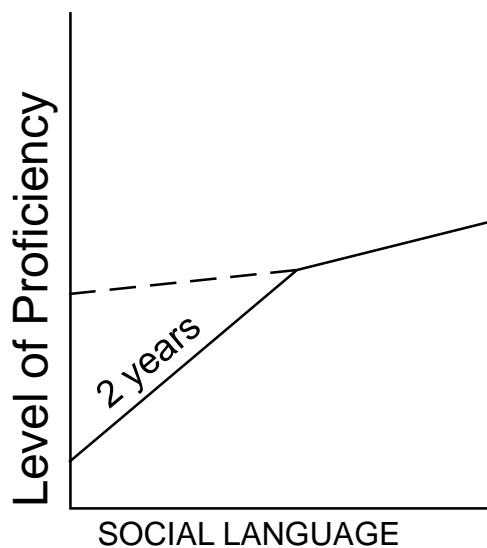
Activity 5

**Length of Time
to Achieve
Age-Appropriate Levels**

Length of Time Required to Achieve Age-Appropriate Levels of Social and Academic Language Proficiency

Native English Speakers _____

ESL Learners _____



Activity 6

**When Is the ELL Ready
for Reading in English?**

When Is the ELL Ready for Reading in English?

When the student:

1. Hears and discriminates among sounds in English
2. Has rhyming elements that are heard accurately
3. Knows the alphabet
4. Has learned the sound/symbol correspondence
5. Possesses a listening and speaking vocabulary sufficient for the kind of reading material to be introduced
6. Recognizes common language grammatical structures (verb tenses, singular/plural)
7. Understands simple directions and commands

Adapted from: Enhancing English Language Learning in Elementary Classrooms. Delta Systems Co. and the Center for Applied Linguistics, 2000.

Activity 7

**Vocabulary
Development for
the ELL**

Vocabulary Development for the ELL

- Teach prefixes, suffixes, and base words
- Build word meanings by giving synonyms of words read and by showing pictures of the words
- Use vocabulary maps and graphic organizers for key words that connect to specific concepts
- Give special attention to words the student has learned that are pronounced the same but are spelled differently (hear-here, do-dew, their-there, not-knot)
- Give extra attention to words which are essential to meaning but which may be more difficult to understand (if, so, then, to, while, but)

Adapted from: Enhancing English Language Learning in Elementary Classrooms. Delta Systems Co. and the Center for Applied Linguistics, 2000.

Activity 8

**Reading Implications
for the ELL**

Reading Implications for the ELL

1. Provide activities that tap the students' prior knowledge.
2. Provide frequent daily reading in small groups.
3. Involve students in the story by asking questions at their individual levels of language acquisition.
4. Select predictable pattern and well illustrated books that represent the cultures of the students.
5. Read and re-read favorites.
6. Ask thought-provoking questions throughout the story.

Adapted from *Enhancing English Language Learning in Elementary Classrooms*. Delta Systems Co. and the Center for Applied Linguistics.