Recommendations for Instruction of Adolescent Newcomers

The webinar will begin at 2:00 EST. Attendees will be in a <u>listen-only mode.</u> If you experience challenges with the computer audio once the presentation begins and would like to listen via teleconference, press your ESC key to return to the split screen view. Then, click the Request Phone button at the bottom of the Participants panel at the right side of your screen. Your teleconference information will then appear on screen.

We will begin shortly!

Recommendations for Instruction of Adolescent Newcomers

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CENTER ON INSTRUCTION

Practical Guidelines for the Education of English Language Learners

Research-based Recommendations for Instruction and Academic Interventions

Research-based Recommendations for Serving Adolescent Newcomers

Research-based Recommendations for the Use of Accommodations in Large-scale Assessments

Book 2: Adolescent Newcomers

Book 2 of 3

Practical Guidelines for the Education of English Language Learners
RESEARCH-BASED RECOMMENDATIONS
FOR SERVING ADOLESCENT NEWCOMERS

CENTER ON INSTRUCTION
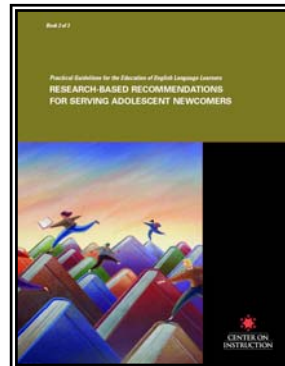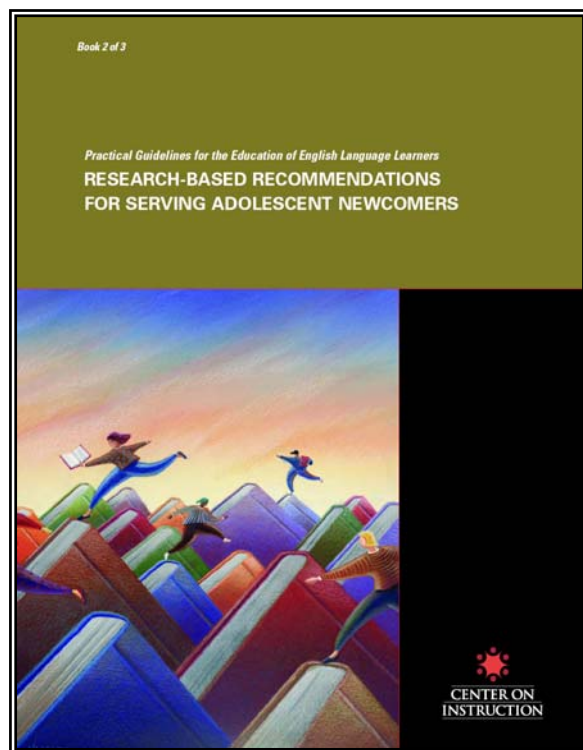
Foreword

Overview

Elements of Effective Instruction

Organizational Elements of Effective Newcomer Programs

Seminal Research Reviews

August, D.L., & Shanahan, T. (Eds.). (2006). *Developing literacy in a second language: Report of the National Literacy Panel*. Mahwah, NJ: Lawrence Erlbaum Associates.

Genessee, F., Lindholm-Leary, K., Saunders, W. M., & Christian, D. (Eds.). (2006). *Educating English language learners: A synthesis of research evidence*. New York, NY: Cambridge University Press.

Short, D. & Boyson, B.A. (2004). *Creating Access: Language and Academic Programs for Secondary School Newcomers*. Washington, DC: Center for Applied Linguistics.

Audience Poll

Adolescent Newcomers

Adolescent Newcomers

Subset of ELLs:

- first enrolled in U.S. schools at middle or high school level;

and

- have attended an English-speaking school for fewer than two years;

- often with limited English proficiency;

- often with limited formal schooling.

A Diverse Group

Adolescent newcomers differ on key factors related to academic achievement, including:

- age of arrival in U.S. schools;
- amount and degree of formal schooling; and
- level of literacy in native language.

Learning Challenges

ELLs face unique learning challenges:

- to develop oral and written academic skills;

- to develop the *content-related knowledge and skills* that define state standards

  while simultaneously acquiring basic reading and conversational skills in a second language; and

- to demonstrate their learning on assessment in English, their second language.

Other Potential Challenges

ELLs may have

- little or no literacy in native language;

- limited understanding of the structure and operation of American schools;

- enrolled in mainstream academic courses that lack an ESL focus.

Current Policy

and

Academic Achievement
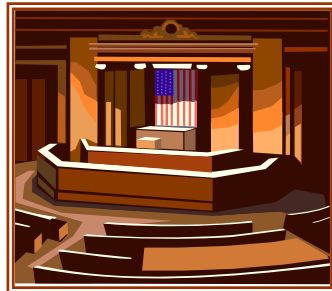
English Language Learners
and the No Child Left Behind Act

NCLB:

- High standards of learning and instruction for *all* students;

- English Language Learners one of five areas of concentration to advance student achievement;

- Increased awareness of the academic needs and achievement of ELLs;

- Schools, districts, and states held accountable for teaching English *and* content knowledge to ELLs.

English Language Learners and the No Child Left Behind Act

Under NCLB, state education agencies are held accountable for the progress of ELLs in two ways:

- *Adequate Yearly Progress* (AYP) expectations for <u>Reading</u> and <u>Mathematics</u> under Title I, and

- *Annual Measurable Achievement Objectives* (AMAOs) under Title III, demonstrating satisfactory progress in <u>learning English</u> and <u>attaining</u> English proficiency.

Audience Poll

Principles to consider
when planning instruction

Transferability between L1 and English

ELLs draw on a host of linguistic, metacognitive, and experiential resources *from their L1* according to their proficiency level

Reading skills

well developed reading skills transfer from L1 to L2

Ex: inference from text, monitoring comprehension

Concept knowledge

well developed schemas only need a transfer of label from L1 to L2

Degree of transferability

❑ Depends upon:

- The proficiency of native language skills

- The degree of overlap in the oral and written characteristics of the native and second language

- Type of language (alphabetic, logographic, etc.)

- Similar orthographies

- Overlap in sound-symbol correspondence

Conceptual Framework

Expectations for Adolescent Literacy Achievement

Proficiency in reading comprehension, writing, and oral discourse;

Mastery of the discourse of text in a variety of academic domains and media.

Precursors to Achieving General Academic Literacy in High School

Learning to read:

- Elementary word reading skills;
- Background knowledge to support basic vocabulary development;
- Fluent reading, based on sufficient oral mastery of English vocabulary.

Reading to learn:

- Higher order comprehension-monitoring skills;
- Critical thinking skills and perspective-taking.

Academic Language:
The Key to Academic Success

Academic language: the vocabulary and semantics of a particular content-area literacy.

- Fundamental to academic success in all domains;

- A primary source of ELLs' difficulties with academic content across grades and domains;

- Often still a challenge *after* students achieve proficiency on state language proficiency tests;

- Influences ELLs' performance on all assessments.

Conversational vs. Academic Language Skills

❑ ELLs with good conversational skills often lack sufficient academic language skills to succeed in school.

❑ Research has shown that good conversational English skills may be accompanied by limited academic language skills in ELLs.

❑ The language of print differs from conversational language.

Components of Academic Language

- Vocabulary used across academic disciplines:
  - *Breadth* – knowing the meanings of many words, including many words for the same, or related, concepts;
  - *Depth* – knowing multiple meanings, both common and uncommon, for a given word;
- Understanding complex sentence structures and syntax typical of formal writing styles;
- Written vocabulary (distinct from oral vocabulary);
- Understanding the structure of argument, academic discourse, and expository texts (how to participate in a debate, or how to organize a lab report).

Components of Academic Language

Other aspects of academic language relate to the text:

- Organization of expository paragraphs;
- Function of connectives (such as *therefore* and *in contrast*);
- Wide range of vocabulary that appears far more often in text than in oral conversation;
- Specific academic vocabulary—the words necessary to learn and talk about academic subjects (analyze, abstract, estimate, observe).

Why do students fail to acquire academic language?

- Lack of exposure to appropriate books and to people who use academic language;

- Lack of opportunities to learn and use academic language;

- Lack of systematic, explicit instruction and sufficient and supportive feedback.

(Scarcella, 2003)

Content Area Teachers: Key to Adolescent Newcomers' English Mastery

- Most ELLs enter English-instructed content classrooms long before they have achieved English proficiency.

- Thus, ELLs must master subject content during the same years in which they are learning English.

- Even without ESL training, teachers can learn effective approaches to integrate language with content instruction for ELLs.

(Echevarria et al., 2004; Short & Fitzsimmons 2005)

Content Area Teachers: Key to Adolescent Newcomers' English Mastery

❑ In order to meet the demands of a workplace and a society where most information is conveyed in writing, all students must leave high school with the ability to read and understand academic English.

❑ Effective strategies for newcomers are likely to benefit their native English-speaking peers.

Effective Instruction for Adolescent Newcomers

Recommendations for Effective Instruction of Adolescent Newcomers

1. *All* middle and secondary school classrooms must address the *language* and *literacy skills* adolescent newcomers need for content area learning.

Recommendations for Effective Instruction of Adolescent Newcomers

2. All adolescent newcomers need instruction in academic language, which is necessary for *text comprehension*, *writing*, and *school success*.

Recommendation #2 (cont'd)

Effective vocabulary instruction is:

- *Explicit*—direct instruction of meaning along with word-learning strategies;

- *Systematic*—teaching words in a logical order of difficulty and relevance;

- *Extensive*—incorporating vocabulary across the curriculum; and

- *Intensive*—teaching multiple meanings of words, relations to other words, and different forms of words.

Teaching Academic Vocabulary to Adolescent Newcomers

- Select the most useful words that are commonly found in academic texts;

- Incorporate vocabulary instruction into every lesson, every day, and provide multiple exposures to each word;

- Teach explicit, effective word-learning strategies;

- Conduct in-depth work on each word's meaning.

Strategies for Teaching Word Learning

Have students use words in multiple meaningful ways and teach word-learning strategies with the goal of having students use them independently:

- Help students connect new word meanings to prior knowledge and experiences;
- Discuss new word meanings before they are read in context;
- Have students read and write daily;
- Break words into affixes and roots (use morphology);
- Explore meanings with semantic feature analysis, Venn diagrams, word maps, and other graphic organizers.

Recommendations for Effective Instruction of Adolescent Newcomers

3. Adolescent newcomers need *direct*, *explicit instruction* to support their comprehension of challenging texts.

Recommendation #3 (cont'd)

Effective comprehension instruction:

- *Is explicit and purposeful*—words are defined and meanings explained, discussed, and reinforced;

- *Engages students actively*—drives students' attention to the language and encourages thinking; and

- *Promotes students' own understanding of the reading comprehension process*—encourages students to monitor their understanding, identify when their comprehension breaks down, and select appropriate strategies.

Recommendation #3 (cont'd)

- Provide comprehension strategies to use with varying kinds of text;

- Teach conscious monitoring of comprehension.

- Provide teacher modeling of strategies by "thinking aloud" while reading;

- Apprentice students to teacher content-area experts.

(Biancarosa & Snow, 2004)

Recommendations for Effective Instruction of Adolescent Newcomers

4. Adolescent newcomers must receive *intensive instruction* in writing for academic purposes.

Recommendation #4 (cont'd)

- Integrate writing when teaching academic language and reading comprehension;

- Provide writing models, teach the steps in writing, teach writing strategies, and have students write summaries of information.

Teaching Academic Writing to Adolescent ELLs

- Focus on writing as a way to communicate meaning rather than as a vehicle for explicit teaching of grammar;

- Give frequent writing practice with teacher feedback.

Recommendations for Effective Instruction of Adolescent Newcomers

5. Effective classroom instruction begins with systematic assessment of students' *strengths* and *needs* and continues with *ongoing monitoring* of students' progress.

Recommendation #5 (cont'd)

An effective assessment system focuses on multiple skills and includes different sources of information:

- Diverse sources of data should identify difficulties as well as strengths, monitor progress, and measure outcomes;

- Maintain a balance in order not to "over-test."

Recommendations for Effective Instruction of Adolescent Newcomers

6. Students with word-reading difficulties need *targeted* and *explicit intervention*.

Recommendation #6 (cont'd)

- Use small-group or one-on-one approaches for a more intensive level of instruction in phonics;

- Use effective interventions characterized by explicit instruction of letter-sound correspondences in English and in comprehension and vocabulary.

Organizational Elements of Effective Adolescent Newcomer Programs

Elements of Effective Adolescent Newcomer Programs

- Valid and consistent assessment and progress monitoring;

- Flexible and coordinated program paths, adapted to students' individual needs (time, grouping, types of programs);

- Instruction targeted to students' individual needs;

- Professional development for secondary teachers in research-based instructional practices for ELLs.

Progress Monitoring & Valid Assessment

- Uniform assessment criteria across and within schools help monitor student progress and program effectiveness.

- Valid assessment requires valid English proficiency testing.

- Sound measures of native oral and literacy proficiency predict English literacy development.

- Academic knowledge assessment must control for language and culture.

- Measures of specific literacy skills and content knowledge ensure appropriate placement and help teachers target instruction.

Flexible Program Paths

- Extended instructional time is mandatory for achieving academic literacy.

- Students are placed in language development programs according to their proficiency level.

- Some class time is devoted to structured interaction with peers at different levels of oral English proficiency.

- Policies on academic credits and exit exams are flexible.

(Short & Fitzsimmons, 2006)

Coordinated Program Paths

- A centralized assessment facility allows districts to pool resources and ensure quality and consistency in student placement;

- A detailed, written assessment report can follow the student and help teachers individualize instruction;

- Resources should go to areas likely to have the largest impacts on student achievement.

Instruction Targeted to Students' Individual Needs

Consider heterogeneity in the population: different educational, cultural, and linguistic backgrounds.

Professional Development for All Secondary Teachers

- Understanding the second language acquisition process;

- Basic principles of effective second language literacy instruction.

- Integrating ELL methods into content-area pedagogy and discourse;

- Support from subject-area literacy coaches.

Designing Effective Programs for Adolescent Newcomers

- All programs should set high standards, motivate students, and reaffirm students' cultural backgrounds;

- Local differences in needs make a single prototype unrealistic;

- Identify potentially effective practices:
  - through case studies of exemplary programs;
  - by identifying practices supported by research.

Recommended Elements of Effective Adolescent Newcomer Programs

1. *Systematic support* for student assessment and placement

   - To ensure that
     - teachers are equipped with multiple reliable and valid measures in order to make informed decisions when planning instruction; and
     - ongoing classroom assessments and large-scale evaluative assessments are aligned

Recommended Elements of Effective Adolescent Newcomer Programs

2. *Heterogeneous grouping*

Effective programs recognize that students often learn language through interaction with more advanced ELs and native English speakers:

- They provide opportunities for collaboration on common projects and discussing academic topics;

- They balance students' time between ESL classes and content-area classes where they collaborate with native speakers.

Recommended Elements of Effective Adolescent Newcomer Programs

3. *Extended instructional time*

   Successful programs immerse newcomers in language-rich environments, engage them in challenging content in English, and provide effective instruction.

Recommended Elements of Effective Adolescent Newcomer Programs

4. *Coordinated efforts*

- Teachers must coordinate curriculum and instruction across newcomer programs, ESL/bilingual programs, and mainstream classes;

- Successful newcomer programs base their courses on state standards, which prepare students for working towards the next level.

Recommended Elements of Effective Adolescent Newcomer Programs

5. *Targeted resources* for language and literacy instruction

- Effective programs target resources that will have a significant impact on student achievement:
    - Create contexts that maximize students' opportunities to learn;
    - Support teachers in identifying students' needs.

Conclusions

❑ When developing a newcomer program, it is important to consider both *instructional* and *organizational* elements

❑ Academic language development is equally important for newcomer ELL students

❑ Targeted assessment and intervention, as well as on-going progress monitoring, are key to enhancing newcomer students' success

Questions?

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