Evidence-based English Literacy Instruction for Long-Term English Learners in Middle Schools

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Objectives

- Share resources
- Provide an overview of the state of research on long-term EL students outcomes and supportive and effective instructional systems
- You will be able to: Share and cite references and resources regarding long-term EL students

Getting to know you:

1. Introduce yourself to your neighbors/ table partners.

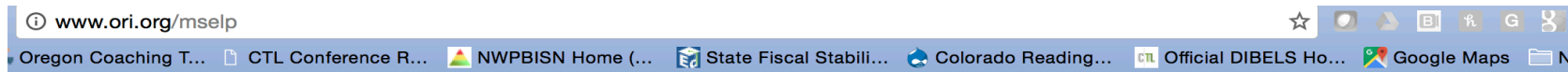2. What question(s) do you have about how to better serve your long-term EL students?

Getting to know you:

3. How do the programs for secondary new-comers and long-term ELs differ?

Getting to Know you:

4. What's working? Which aspects of your program do you have data to demonstrate effectiveness with students?

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Middle School EL Project

School districts have an opportunity to partner with Oregon Research Institute (ORI) to learn more about what middle school teachers are doing to teach English learners (EL) in the 6th and 7th grades how to speak English, and to find out what's working for their students, within the context of an evaluation of Direct Instruction Spoken English (DISE).

This study is being conducted by Barbara Gunn, Ph.D. and Erin Chaparro Ph.D. at Oregon Research Institute, and is funded by the United States Department of Education, Institute of Education Sciences (IES) Grant #R305A150325.

In this study we will invite middle schools to partner with us for two years. We will randomly assign the English language development teacher at each school to use the DISE curriculum or to provide their current EL instruction.
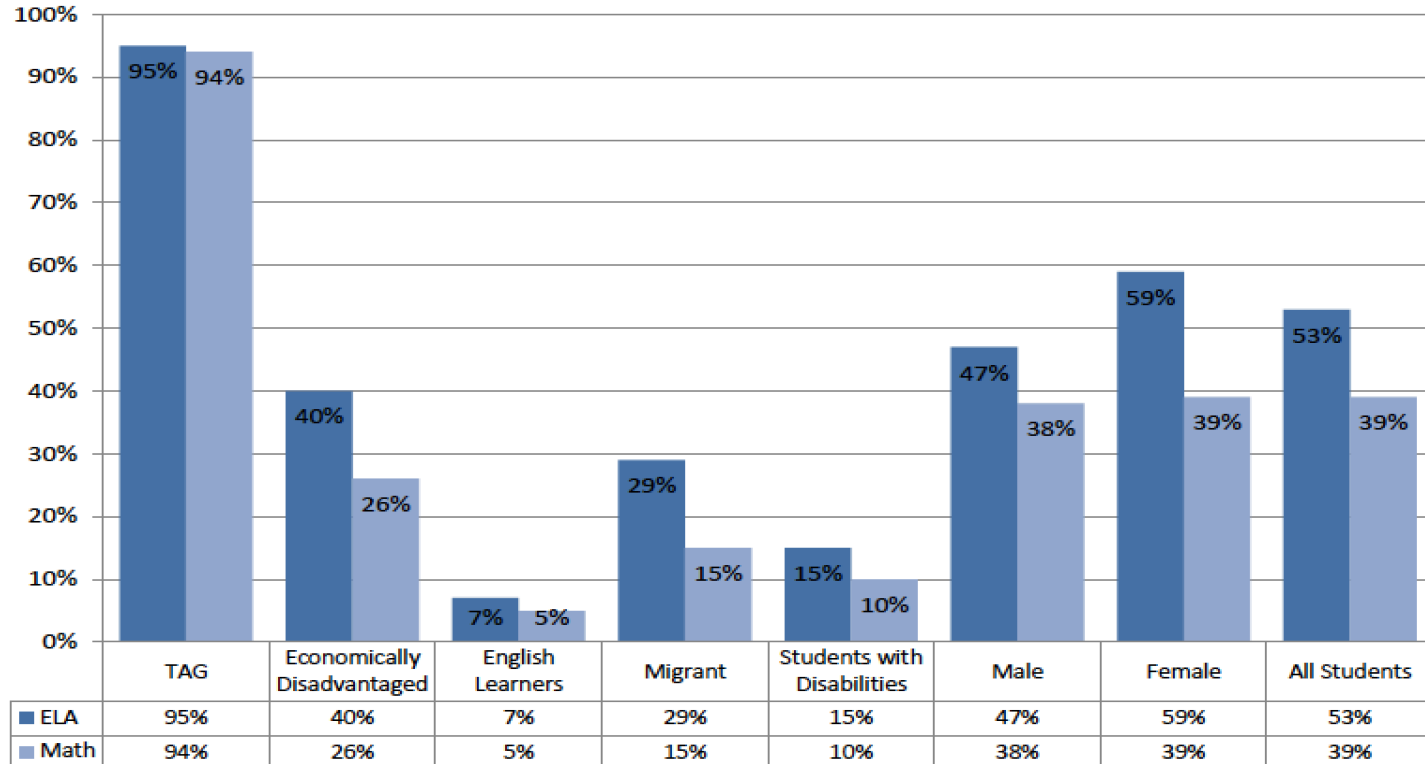
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MIDDLE SCHOOL EL PROJECT

INCENTIVES FOR SCHOOLS & DISTRICTS

HOW TO PARTICIPATE

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State of Oregon

Grade 6 Students by Student Group
Percent at Level 3 or 4 in 2015-16

	TAG	Economically Disadvantaged	English Learners	Migrant	Students with Disabilities	Male	Female	All Students
ELA	95%	40%	7%	29%	15%	47%	59%	53%
Math	94%	26%	5%	15%	10%	38%	39%	39%

State of Oregon

High School Students by Student Group
Percent at Level 3 or 4 / Meeting or Exceeding Standards in 2015-16

	TAG	Economically Disadvantaged	English Learners	Migrant	Students with Disabilities	Male	Female	All Students
ELA	95%	58%	6%	42%	23%	64%	74%	69%
Math	84%	22%	5%	13%	5%	33%	33%	33%
Science	95%	47%	5%	28%	21%	61%	56%	59%

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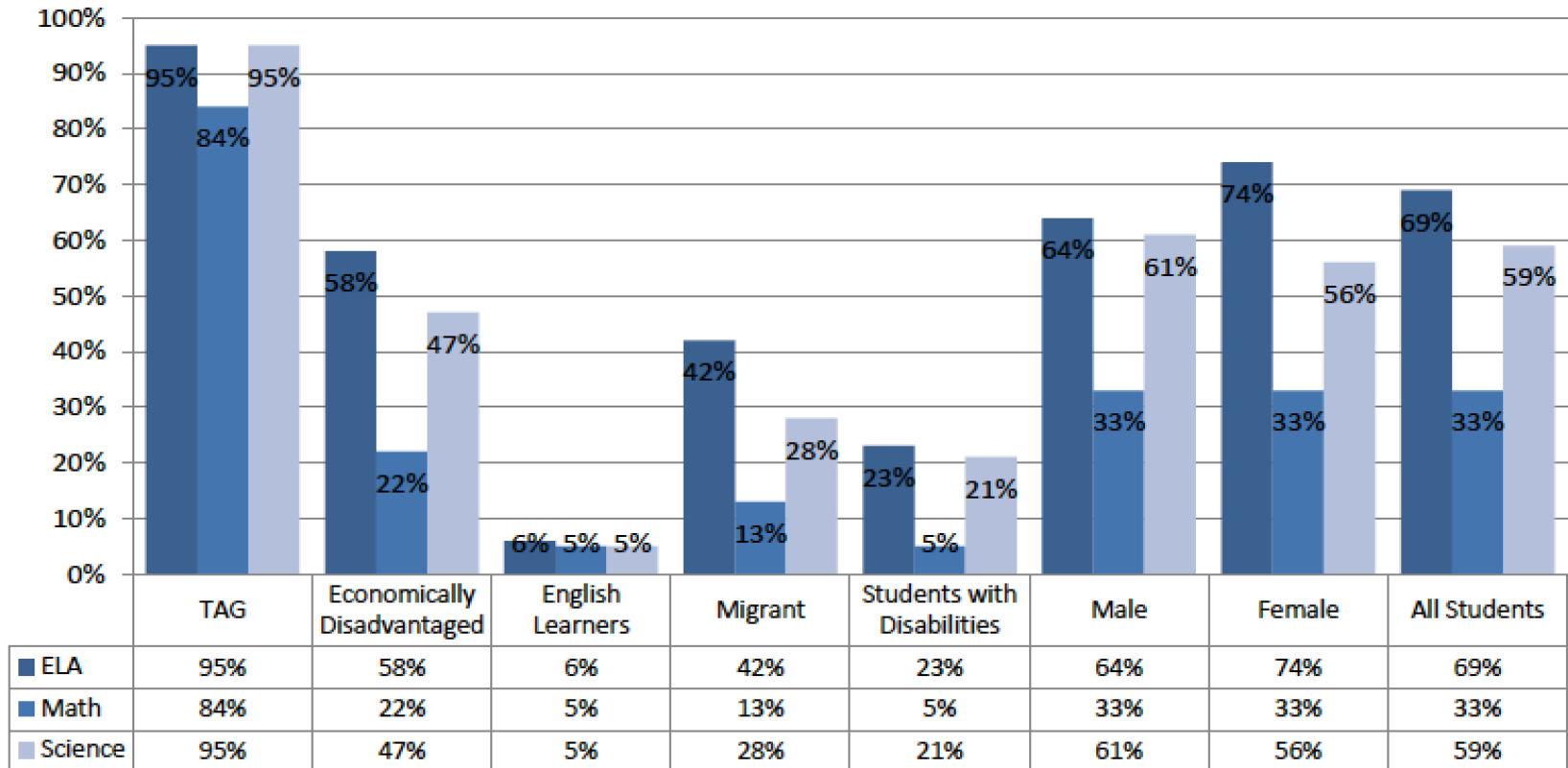
Long-Term ELs: Context

- But he sounds fluent…
- Content area teachers don't know student is a long-term EL student
- Interventions are catered towards native speakers…
- Or language development classes are for newcomers.
- Teachers feel underprepared for how to support students

Olsen, L. (2014). *Meeting the Needs of Long Term English Language Learners: A Guide for Educators.* Washington: D.C., National Education Association.

Meeting the Unique Needs (Olsen, 2014)

- Targeted courses that includes writing, academic vocabulary, active engagement, and oral language.
- Explicit academic language and literacy development across the curriculum.
- Systems for monitoring progress and decision rules for support; master schedule designed for flexibility and movement as students progress.
- School-wide focus on study skills, metacognition, and learning strategies

Meeting the Unique Needs (Olsen, 2014)

- Affirming school climate
- Effective educators emphasize oral language and active engagement; provide explicit instruction and models; build background knowledge, scaffold key concepts, and teach vocabulary; teach academic reading and writing skills, use graphic organizers; check for understanding, monitor progress
- Effective educators affirm language, culture, and maintain rigor.

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

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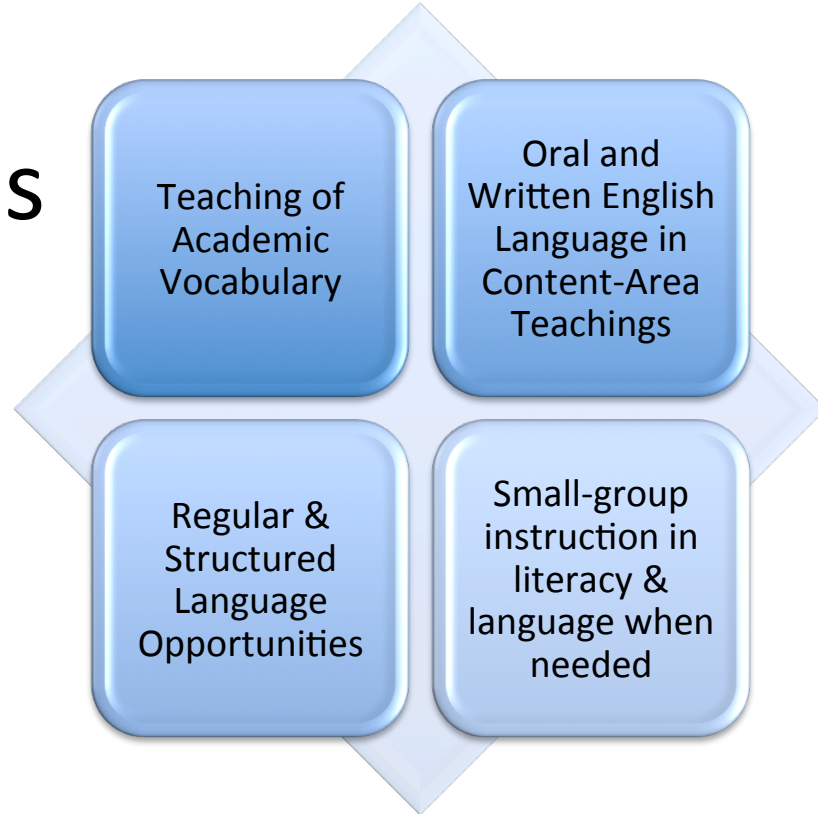
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Practice Guide: 4 Recommendations

Teaching of Academic Vocabulary

Oral and Written English Language in Content-Area Teachings

Regular & Structured Language Opportunities

Small-group instruction in literacy & language when needed

Evidence: *Strong*

- Based on six studies that met WWC standards
  - 5 randomized controlled trials
  - 1 quasi-experimental

- Can consider the application of the findings for PK-8 settings
  - One study primary grades (pre-K to 2)
  - 5 conducted in upper elementary & middle school years

- Studies were conducted in integrated settings involving English learners & native English speakers

Teach a set of **academic vocabulary words** intensively across several days using a variety of instructional activities

Choose a small set of academic vocabulary for in-depth instruction.

	Frequently used in the text	Central to understand-ing the text	Appears in other content areas	Affixes	Multiple meanings and uses	Cross-language potential
Environment	☑			☑	☑	
Exhibit	☑	☑		☑		
Impact	☑	☑	☑		☑	☑
Investigation			☑	☑		☑
Option				☑		☑
Pursuit	☑	☑			☑	

Evidence: *Strong*

- Five randomized controlled trials met WWC standards

- Positive impacts on content-area acquisition measures developed by the researchers

- Relatively broad range of grade levels
  - Four studies conducted at the intermediate & middle school level
  - One study involved students in pre-K thru 2nd grade

- Classrooms contained both English learners & native English speakers

Integrate Oral and Written Language in the Content Areas

What Does the Evidence Mean for Teaching?

Instructional Element	"How To's" for Educators
Make Sense of Content	Strategically use instructional tools—such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content.
Academic Vocabulary	Explicitly teach the content-specific academic vocabulary, as well as the general academic vocabulary that supports it, during content-area instruction.
Pairs or Small Group Discussions	Provide daily opportunities for students to talk about content in pairs or small groups.
Writing	Provide writing opportunities to extend student learning and understanding of the content material.

Defining Academic Language

- Academic language is:

  - Language used in academic settings and for academic purposes to help students acquire and use knowledge (Anstrom, et al., 2010)

  - Words and syntactic structures that students are likely to encounter in textbooks and tests, but not in everyday, spoken English (Strategic Education Research Partnership, 2010)

  - "The language used in the learning of academic subject matter in a formal schooling context; aspects of language strongly associated with literacy and academic achievement, including specific academic terms or technical language and speech registers related to each field of study." (TESOL, 2003)

Defining Academic Language

- Academic language:
  - Cannot be defined dichotomously (i.e., a student has mastered it or has not) but exists on a continuum, with informal, casual conversation at one extreme and the formal, technical presentation of ideas at the other extreme

Casual, Informal ←————————————————→ **Formal**

…and the lions they, um, live in the deserts of Africa and have to walk long ways to find food. There's not much water either. They're hot a lot.

Lions, also known as "kings of the jungle" inhabit the large, arid, deserts of Africa. Due to the sweltering temperatures and minimal water supply they often have to traverse long distances to find prey to hunt and water to drink

Activity: Defining Academic Language

Turn to a colleague and, in your own words, define academic language. What critical components are part of this complex construct? Are there any components that you forgot to mention that your colleague included in their definition?

Different Types of Knowledge Needed to Foster Academic Language

- Academic language requires knowledge in the following areas:
  - Understanding of the phonological features of English
  - Lexical knowledge (e.g., vocabulary, word formation rules)
  - Grammatical competence
  - Discourse
  - Cognition

Academic Language

- (Scarcella 2003)
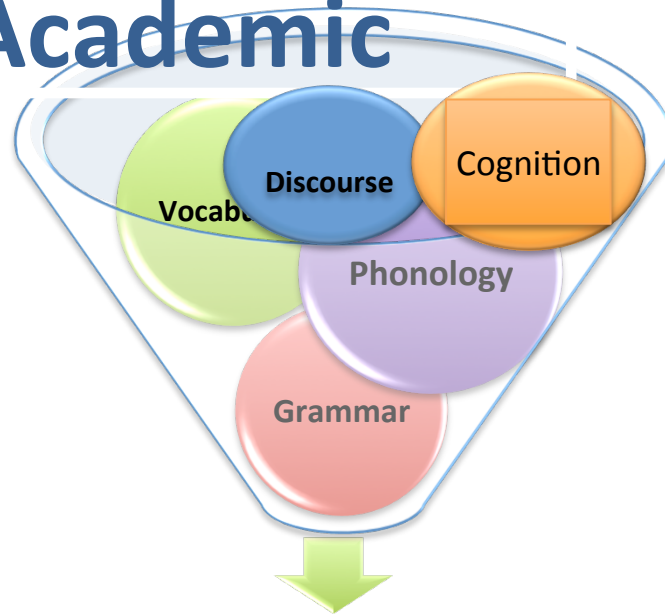
Additional Methods for Supporting Academic Language Development

- Explain and model **all** academic language activities.
- Provide sentence frames.
- Make it a habit for students to always answer in complete sentences.
- Have students practice extended discourse.
- Record words and grammatical structures students have trouble with.
- Repeat student answers using proper English.

Oregon Literacy Framework, 2011

Routine Example

INSTRUCTIONAL ROUTINE FOR TEACHING CRITICAL, UNKNOWN VOCABULARY WORDS

V

PROCEDURES: Use in Combination with Template #17.

		EXAMPLE
STEP 1	**Introduce the Strategy** A. Write the word on board. B. Read word. Students repeat. C. Repeat for unfamiliar words.	"This word is *reluctant.*" "What word?"
STEP 2	**Present a Student-Friendly Explanation** A. Tell students explanation, or, B. Have students read explanation with you.	"*Reluctant* means you are not sure you want to do something." "When you are not sure you want to do something, you are . . ."
STEP 3	**Illustrate the Word with Examples** • Concrete examples • Visual representations • Verbal examples	"If your mother asked you to try a new food, you might be *reluctant*." "You may be *reluctant* to watch a scary movie."
STEP 4	**Check Students' Understanding** Option 1: Deep processing questions Option 2: Examples/Nonexamples Option 3: Students generate examples Option 4: Sentence starter	"Why would a student be *reluctant* to go to a new school?" "Would you be *reluctant* to go to recess on a warm, sunny day?" "Tell your partner something you would *be reluctant* to do." "Tell you partner something a cat might be *reluctant* to do. Start your sentence by saying, 'A cat might be *reluctant* to . . .' **Then** tell why."

Western Regional Reading First Technical Assistance Center 2008

Some things haven't changed…

- Because this type instruction is not currently common in many classrooms, teachers may struggle learning how to implement it (Baker et al., 2006; Gersten et al., 2006).

- Therefore, concerted professional development and coaching will be necessary to ensure that all teachers learn to provide effective vocabulary and academic language instruction for English learners (IES, 2007).

Numerous research projects have discovered that supporting teachers to develop is the most important thing we can do to **improve outcomes for learners**.

Also, pupils from disadvantaged backgrounds gain an **extra year's** worth of learning under very effective teachers compared to poorly performing teachers.

(Research by The Sutton Trust)

http://elearninginfographics.com/can-afford-not-invest-teachers-infographic/

http://oregonliteracypd.uoregon.edu/

Academic Language

Key Concepts

1. **Oral language development promotes vocabulary development and comprehension.**

2. **The definition of academic language is complex.**

3. **Discussing familiar topics helps students develop accurate use of grammar and syntax.**

4. **Explicit instruction on how to use comprehension strategies effectively is necessary to support ELs comprehension and academic language.**

5. **Using sentence frameworks helps support ELs language development.**

6. **Acquiring English language proficiency depends on curriculum and instruction.**

Professional Development Presentation
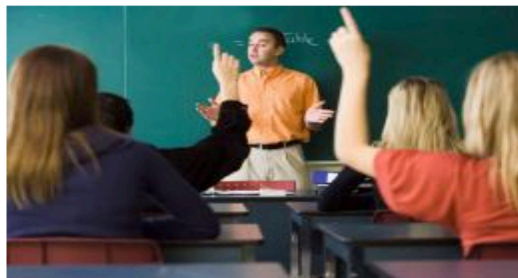
Click to download presentation.

Academic Language (PPT)

Academic Language (PDF)

Although the definitions of academic language vary in their complexity and scope, researchers and practitioners alike agree that all students, not just English Learners, need explicit instruction focused on the academic language used in the classroom in order to be successful in school and beyond. The purpose of this

Apply the Concepts

Practice Activities

These practice activities are designed for group or individual study.

1. Lesson Reflection Tools

2. Identifying the Characteristics of Academic Language

3. Narrative Versus Expository Text

4. Classroom Applications of Academic English

Resources

These resources provide a more in-depth look at the topic.

1. AccELLerate Summer 2008

2. Structured and Accountable Classroom Language Use Across the Curricula: A Key to Narrowing the K-12 Verbal Gap

3. What is Academic Language?

4. IES Practice Guide – Recommendation 4: Academic English

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Resources

- http://dwwlibrary.wested.org/

- http://dwwlibrary.wested.org/media/explicit-vocabulary-instruction-for-english-learne

The Doing What Works Library

COLLECTIONS

🔍 Search results for: **english learners**

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TAGS ⌃

Explicit Vocabulary Instruction for Engl
👁 128 views • 📎 2 attachments • March
• By Stoughton High School (MA)
[4:49]

Pumpkin Pie for Halloween: Text Discus
👁 65 views • 📎 2 attachments • March
• By Graham Road Elementary School (VA)
[3:31]

Supporting School Turnaround
👁 4 views • 📎 2 attachments • August
• By Laura MacArthur Elementary School (MN)
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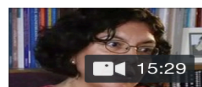
Implementing Reading Interventions
👁 38 views • 📎 1 attachment • June 20
• By Sylvia Linan-Thompson, Univ. of Texas at
[15:29]

ENGLISH LEARNER TOOL KIT for State and Local Education Agencies (SEAs and LEAs)

- https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

OELA Tool Kit Program Evaluation

A. EL Program Implementation Information

Overview: Following are questions to consider in collecting and maintaining information needed to determine whether all aspects of an LEA's EL program(s) are being evaluated. Where an LEA uses more than one EL program, the evaluation should disaggregate current and former EL students' performance data by program to ensure that each program's strengths and weaknesses can be identified and addressed, as needed.

Questions to Ask About EL Program Implementation:

1. Does the evaluation cover all procedural and service provision requirements set forth in the LEA's EL plan, including

   - the identification/screening process?
   - the student assessment process, including the annual ELP assessment?
   - the provision of EL programs and services to all EL students in ways that avoid the unnecessary segregation of EL students?
   - the provision of qualified staff and resources consistent with EL program design?
   - equal opportunities to participate meaningfully in programs and activities, whether curricular, co-curricular, or extracurricular?
   - following appropriate criteria for exiting students from EL program services?
   - the implementation of monitoring practices for current EL students, including opt-out ELs, and former EL students who have transitioned from EL program services?

2. Is the information collected on each EL program element being assessed with reference to the specific requirements of the district's EL plan? For example, when looking at the process for identifying potential EL students, does the evaluation determine whether the LEA has followed the established plan for identifying potential EL students with a home language survey (HLS) and timely referral for an ELP assessment?

3. Does the evaluation determine whether staff are adequately trained and have followed applicable procedural and service requirements, including frequency, timeliness, and documentation to ensure no lapses in EL services?

References: Social Emotional Well-Being

- Castro-Olivo, Preciado, J. A., Sanford, A. K., & Perry V. (2011). The Academic and Social-Emotional Needs of Secondary Latino English Learners: Implications for Screening, Identification, and Instructional Planning. *Exceptionality*, 19 (3), 160-174.
  - Demonstrated positive **correlation between academic achievement and SEL**.
  - Students who have been in ELD for more than 5 years lower levels of SER, ethnic pride, GPA, and academic behaviors
- Castro-Olivo, S. M. (2014). Promoting Social-Emotional Learning in Adolescent Latino ELLs: A Study of the Culturally Adapted *Strong Teens* Program. *School Psychology Quarterly*.
  - 102 middle and high school students
  - Increased SEL knowledge and social-emotional resiliency (SER)

Reference – LTELLs defined

- Menken, K., Kleyn, T., & Chae, N. (2012). Spotlight on "Long-Term English Language Learners": Characteristics and Prior Schooling Experiences of an Invisible Population. *International Multilingual Research Journal*, 6, 121-142.

- 3 high schools; interviews with students, teachers, and administrators

- Two main groups of LTELS: (a) students with inconsistent schooling in the U.S. and (b) transnational students.

- At the secondary level they identified students were:
  - Newly arrived with adequate schooling
  - Newly arrived with inconsistent schooling
  - Long-term ELs

Reference - Academic literacy

- Short, D., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners – A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.
- Five Challenges: (1) common criteria for identification, (2) appropriate assessments, (3) inadequate educator capacity/training, (4) lack of appropriate program options, (5) limited research base, (6) lack of coherent research agenda.

IES Practice Guide

- http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=19

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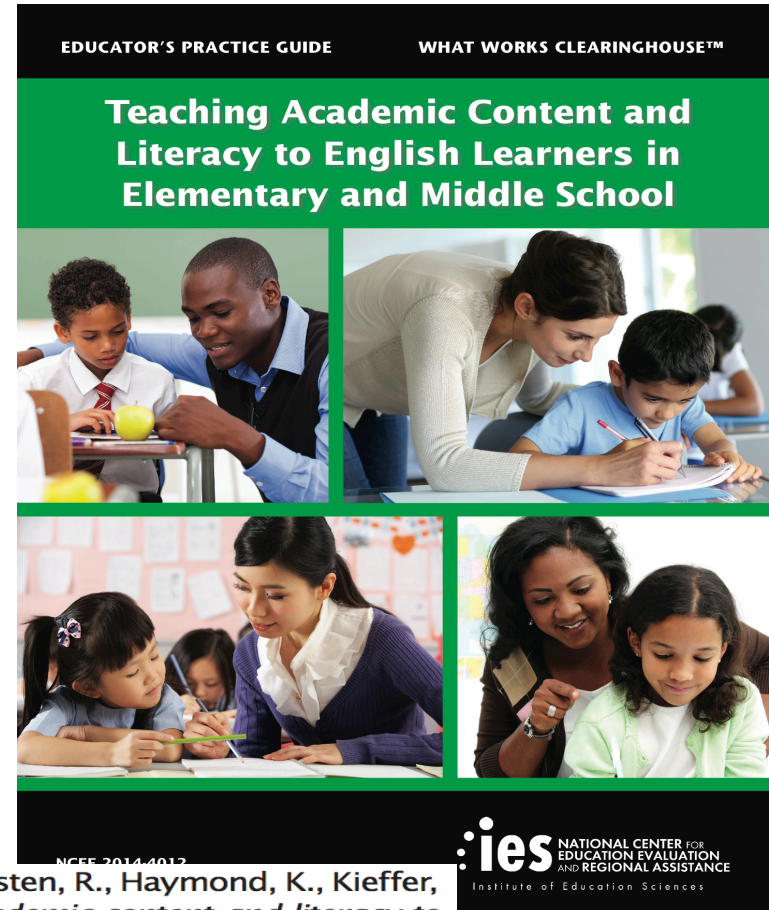
Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://ies.ed.gov/ncee/wwc/publications_reviews.aspx.

Making Connections

Are two commonly used early warning indicators accurate predictors of dropout for English learner students? Evidence from six districts in Washington state

Theresa Deussen
Havala Hanson
Biraj Bisht
Education Northwest

Key findings

Students who drop out of high school are at increased risk of a range of negative social and economic consequences. School districts are using early warning indicators, such as attendance, course failures, grade point average, and suspensions or expulsions, to identify and provide supports for students at risk of dropping out. This study in six Washington state districts examined whether two commonly used early warning indicators work equally well for English learner students. It found that:

- Students who had ever been English learners had four-year graduation rates that were 9.5 percentage points lower and dropout rates that were 0.7 percentage point higher than those of students who had never been English learners.
- Certain subgroups of English learner students had considerably different graduation and dropout rates from those of other English learner students; relative to long-term proficient English learner students, newcomer English learner students' four-year graduation rates were 33.8 percentage points lower and their dropout rates were 5.8 percentage points higher.
- The early warning indicators used by the districts were unable to accurately identify many future dropouts across the six districts, especially among newcomer English learner students.

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- https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=402
- https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=337

- Preciado, J., Chaparro, E. A., Smith, J. L. M., & Fien, F. (2013). K-3 school-wide reading model to improve literacy outcomes for Latino English learners. *Educational Research Journal, 28,* 51-84.

- Fien, H., Smith, J. L. M., Baker, S. K., Chaparro, E. A., Baker, D. L., & Preciado, J. A. (2011). Including English learners in a multi-tiered approach to early reading instruction and intervention. *Assessment for Effective Intervention, 36,* 143-157. doi: 10.1177/1534508410392207

Thank you!

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- www.ori.org/mselp Middle School English Learners Project