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Table of Contents

Title	Author
Editors' Note	
Resources for Content-Area Teachers of English Learners An Annotated Bibliography	Paul Matthews
Strategies to Promote Academic Language Development for ELLs	Bernadette Musetti
Call for Manuscripts	

Dear Members of Georgia TESOL:

The ELL population in the United States continues to increase in many school districts and most data demonstrates that schools are continuing to enroll students whose first language is that other than English. The increase in this population is placing new demands on teachers, administrators and other support personnel in schools. The educational environment for these students needs to be student-centered and content rich with lessons that are integrated with language in a meaningful manner. While content is taught, educators need to ensure that their language development needs are addressed in order to ensure that the four language skills of speaking, listening, reading and writing are fully developed. Through language enriched content lessons, English Language Learners will strengthen both their content knowledge and their language skills. The atmosphere must be non- threatening, supportive, and sensitive to the cultural and linguistic needs of ELLs. Most of the research available to educators points to effective instructional strategies and practices that are beneficial and essential to the academic success of ELLs.

For this edition, TESOL in action is offering articles that pertain to the area of teaching content to English Language Learners using best practices. We hope you enjoy reading these articles with their suggestions and are able to transfer some of these ideas to your own work with ELLs.

We are also pleased to welcome a new Editorial Board. With their expertise and valuable input and your contributions, this journal will offer ideas and suggestions that will make us all better teachers and teacher educators.

Barbara Beaverson and Hema Ramanathan
Co-Editors

Resources for Content-Area Teachers of English Learners: An Annotated Bibliography

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Statewide, one in twenty students enrolled in Georgia's public schools is classified as Limited English Proficient (<http://reportcard2008.gaosa.org>), and in many of our communities the percentage is substantially higher. As more content-area teachers, especially at the secondary level, are tasked with providing appropriate instruction of their field to students who are still acquiring academic English, providing support to these teachers becomes increasingly crucial for the success of their schools and their students. For 2007-08, for example, according to the Governor's Office of School Accountability more than half of students classified as Limited English Proficient failed high school end-of-course tests (ranging from a "low" of 51% failure for American Literature & Composition, to a staggering 76% failure rate for U.S. History), representing an achievement gap of some 30% vis-à-vis all students' average rates on the same tests (<http://reportcard2008.gaosa.org>).

On the positive side, teachers have more opportunities than ever to receive training for their work with English language learners (ELLs); these include the English to Speakers of Other Languages endorsement programs offered via many universities, RESAs, and school districts, as well as conferences and professional development from GATESOL, the University of Georgia, Kennesaw State University, and other venues (see for instance, the *TESOL in Action* Spring 2006 issue, "ESOL Endorsement in Georgia:

Pathways and Possibilities”). Additionally, many of Georgia’s schools are responding with increased opportunities for “sheltered” coursework, in which content-area teachers provide grade-level-appropriate content scaffolded to support students’ English language development and backgrounds. Books and other resources geared towards content-area teachers’ work with ELLs have also proliferated in recent years, though many content teachers may not be aware of their availability nor have the time to review and research them. Therefore, I present here a brief annotated bibliography listing and reviewing print-based resource materials intended for content-area teachers of ELLs, in hopes of facilitating the connection between teachers and useful resources to support their work. Titles are listed alphabetically by author within each of the following divisions: General resources for teachers of English learners; resources for teachers of language arts/literacy; resources for teachers of science; resources for teachers of mathematics; resources for teachers of social studies; and resources for teachers of other content areas.

General Resources for Teachers of English Learners

Echevarria, J. & Graves, A. (2007). Sheltered content instruction: Teaching English language learners with diverse abilities (3rd ed.). Boston, MA: Pearson Education.

- This book is based around the well-known Sheltered Instruction Observation Protocol (SIOP) model and materials, though does not follow their structure. Instead, it provides theoretical and practical strategies across content areas and grade levels, for improving instructional practice with ELLs.

Echevarria, J., Short, D. J., & Vogt, M.E. (2008). Implementing the SIOP model through effective professional development and coaching. Boston, MA: Pearson Education.

- This book and its affiliated Participant Workbook are intended to be used by school or district trainers in supporting teachers in sheltering instruction, and it includes information on effective

coaching, models of implementation in various districts, and how to sustain efforts. However, it's not particularly useful for the content-area teacher.

Echevarria, J., Vogt, M.E., & Short, D. J. (2008). Making content comprehensible for English learners: The SIOP model (3rd ed.). Boston, MA: Pearson Education.

- This is the main source book for understanding and implementing the particular aspects of sheltered content instruction comprising the SIOP Model. Each of the thirty features and eight components of the model is described in general and with example cases, correlating with the SIOP protocol's rating system. The SIOP Model is the primary way that teachers in our state are being trained and supported for providing sheltered instruction, and online professional development on SIOP is also available.

Faltis, C. J., & Coulter, C. A. (2008). Teaching English learners and immigrant students in secondary schools. Upper Saddle River, NJ: Pearson.

- This book is a very useful addition to the library of high-school teachers. Based in sociocultural learning theory and the concept of communities of practice, it lays out a series of five "commitments in practice" for appropriate education of adolescent ELLs, and provides in-depth examples of how they can play out in chapters specifically focused on English, mathematics, social studies, and physics classes.

Richard-Amato, P., & Snow, M.A. (Eds.) (2005). Academic success for English language learners: Strategies for K-12 mainstream teachers. White Plains, NY: Pearson Education.

- This edited volume includes a combination of classic and new readings that range from theoretical issues, to cross-cultural concerns, to (its main focus) specific ideas and strategies for assessment, instruction, and content-specific recommendations. The content-specific chapters (mathematics, literature, social studies, science, physical education, and art) may be especially of interest, as they include contextualized examples.

Rojas, V. P. (2007). Strategies for success with English language learners. Alexandria, VA: ASCD.

- This binder is packed full of concise, specific tools, resources, scaffolds, activities, and suggestions for working with ELLs, and provides details about which resources are best for which grade levels and English proficiency levels.

Vogt, M.E., & Echevarria, J. (2008). 99 ideas and activities for teaching English learners with the SIOP model. Boston, MA: Pearson Education.

- For each of the eight components of the SIOP model, specific materials and strategies are provided to give resources to teachers for implementing them successfully.

Resources for Teachers of Language Arts and Literacy

Calderón, M. (2007). Teaching reading to English language learners, grades 6-12: A framework for improving achievement in the content areas. Thousand Oaks, CA: Corwin Press.

- Calderon profiles 12 instructional “components” for adolescent ELL literacy, the research supporting the components, and ways to effectively implement these ideas. Specific chapters also have suggestions for how reading and vocabulary can be integrated into math, language arts, social studies, and science classrooms.

Garcia, G. G. (Ed.) (2003). English learners: Reaching the highest level of English literacy. Newark, DE: International Reading Association.

- While mostly at the level of theory rather than practice, this edited collection revolving around literacy practice for ELLs includes some of the best writings on these issues.

Linan-Thompson, S., & Vaughn, S. (2007). Research-based methods of reading instruction for English language learners grades K-4. Alexandria, VA: ASCD.

- While this is geared specifically towards elementary school, it is full of detailed examples of activities intended to successfully work on ELLs’ phonemic awareness, phonics, fluency,

vocabulary, and comprehension. The activities in the vocabulary instruction chapter are likely useful for students at all grade levels.

Literature and English teachers may also be interested in the relevant chapters within the above-cited texts by Faltis & Coulter (2008) and Richard-Amato & Snow (2005).

Resources for Teachers of Science

Carr, J., Sexton, U., & Lagunoff, R. (2007). Making science accessible to English learners: A guidebook for teachers (updated edition). San Francisco, CA: WestEd.

- This short volume includes lots of contextualized examples from different science topics (middle and high), to show what kinds of strategies, graphic organizers, and activities can help scaffold science learning for ELLs.

Fathman, A. K., & Crowther, D. T. (Eds.) (2006). Science for English language learners: K-12 classroom strategies. Arlington, VA: NSTA Press.

- This edited volume from NSTA has chapters on strategies for teaching and assessing science, design of lessons, and standards for English and science proficiency. It includes a chapter specifically on using SIOP for science.

Science teachers may also be interested in the science-specific chapters within the above-cited texts by Calderón (2007), Faltis & Coulter (2008), and Richard-Amato & Snow (2005).

Resources for Teachers of Mathematics

Coggins, D., Kravin, D., Davila Coates, G., & Dreux Carroll, M. (2007). English language learners in the mathematics classroom. Thousand Oaks, CA: Corwin Press.

- This book does a good job of focusing on the role of language in teaching mathematics to ELLs, and includes chapters on how conversational and academic language intersect with math

learning; specific scaffolding ideas; and questioning strategies, concrete materials, and visuals.

Math-specific examples, supports, and student work samples are included, though primarily only through middle school grade levels.

Kenney, J. M., Hancewicz, E., Heuer, L., Metsisto, D, & Tuttle, C. L. (2005). Literacy strategies for improving mathematics instruction. Alexandria, VA: ASCD.

- While this book is not focused on ELLs, it does provide useful ways to think about the intersection of language and mathematics, with many points that are quite relevant for work with ELLs.

Kersaint, G., Thompson, D. R., & Petkova, M. (2008). Teaching mathematics to English language learners. New York: Routledge.

- Part of Routledge's "Teaching English Language Learners across the Curriculum" series, this book provides not only general background knowledge on working with ELLs, but also specific chapters on best practices for math classes, including cultural responsiveness, mathematics language, and more. It also includes internet and print resources for teachers of mathematics.

Pagni, D. L., & Castellanos, G. G. (2004). Mathematics as a second language: A glossary of mathematical terms in English and Spanish. Lexington, MA: COMAP.

- This short book is an illustrated glossary of mathematics terms in both languages, with definitions and graphic support. It's a recommended and inexpensive resource.

Math teachers may also be interested in the math-specific chapters within the above-cited texts by Calderón (2007), Faltis & Coulter (2008), and Richard-Amato & Snow (2005).

Resources for Teachers of Social Studies

Cruz, B. C., & Thornton, S. J. (2008). Teaching social studies to English language learners. New York: Routledge.

- Part of Routledge's "Teaching English Language Learners across the Curriculum" series, this book also provides general background knowledge on working with ELLs, as well as specific chapters on geography, history, civics, economics, and anthropology/sociology/psychology. It also includes internet and print resources for teachers of these areas.

Social studies teachers may also be interested in the chapters within the above-cited texts by Calderón (2007), Faltis & Coulter (2008), and Richard-Amato & Snow (2005).

Resources for Teachers of Other Content Areas

Hernández-Gantes, V. M., & Blank, W. (2008). Teaching English language learners in career and technical education programs. New York: Routledge.

- Part of Routledge's "Teaching English Language Learners across the Curriculum" series, this book provides the same general background knowledge on working with ELLs as the other volumes in this series, but focuses on career/technical and vocational education strategies. It also includes internet and print resources for teachers in this field.

While resources for teachers of other content areas are still relatively limited, art and physical education teachers may also be interested in the relevant chapters within the above-cited text by Richard-Amato & Snow (2005).

Strategies to Promote Academic Language Development for ELLs

Strategies to Promote Academic Language Development for English Language Learners

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Strategies to Promote Academic Language Development for ELLs

It is both a challenging and exciting time for teachers of English Language Learners in Georgia, given the demographic and policy shifts we are experiencing. We are in the era of adoption of world class language standards for English Language Learners (WIDA), aligned to high stakes assessments, (ACCESS for ELLs Test), and linked to accountability systems. These changes are linked to changes in program options for English Learners, wherein the traditional “pull-out” model of ESOL is quickly being replaced by an inclusion model. Additionally, the state has approved many new courses for secondary ESOL students. The implications of these changes require a rethinking of the education of English Language Learners K-12, and a rethinking of the ways we prepare and support teachers of linguistically diverse students.

The inclusion of ELL students into the mainstream is good news for teachers. It pushes us to develop and adopt strategies that allow access to the core curriculum for all students in our classes, regardless of English proficiency, which in turn makes us better and more effective teachers. For decades we have known that the most efficient means of promoting language development among ELLs is through meaningful content. The knowledge and use of strategies to strengthen and support English language acquisition, specifically the development of academic English, has at no time in our history been more important to more teachers. It is critical for all teachers to think about the language demands of their lessons and classes. One extremely effective way to do this is to have language objectives to accompany content objectives for each lesson. It is also important to recognize that affect and cognition are inextricably linked. The more students have ownership of their learning and feel teachers care, the more likely they are to engage in academic effort, leading to achievement.

Strategies to Promote Academic Language Development for ELLs

The following principles and strategies can guide teachers in giving all students the instructional help they need to develop and produce academic language and to become more independent and successful learners through and as the result of increased engagement in learning.

L1 as a Bridge to L2

Written English, which is largely Latin and Greek based, differs a great deal from spoken English, which is largely Anglo-Saxon based. Students who speak a Latin-based language like Spanish (approximately 80% of all ELLs in Georgia as well as nationwide are native Spanish speakers), possess in their spoken language a great many of the words found in English texts, which are characteristic of academic English (Corson, 1997). In fact, there are over 15,000 Spanish-English cognates. Students need to be made aware of this vast resource and taught to use what they know in their primary language to learn academic English (Cummins, 2003). Cognate study builds language awareness as well as academic language. In my experience it is also enjoyable and empowering for ESOL students to realize they already know so many “academic” words found in English texts. Focusing on word study is a powerful strategy for building academic language. One approach to word study is to study words related by the content you are teaching, for example, all words related to biology or to the study of democracy. (You will find that many of these words are Spanish-English cognates--e.g. biología; revolución). Another type of word study is to focus on words within the curriculum that are related by structure or morphology, for example words with the same prefixes (trans, pre, co) roots, (e.g. scribe, port, ject) or suffixes (tion, ment, able). Students find themselves able to both build and deconstruct multisyllabic “academic” words such as ‘transcription’. Regardless of a

Strategies to Promote Academic Language Development for ELLs

student's primary language or degree of literacy in the first language, all learners bring a huge repertoire of linguistic and other knowledge with them; our job is to learn to leverage that information in ways that make linguistic and cultural factors resources, rather than obstacles.

Provide Reading Scaffolds & Build Metawareness

When reading, always use a framework that employs all three phases of reading: Pre-Reading; During Reading and Post Reading. Teach and utilize several appropriate and effective strategies for use with each phase. Prepare students for what they are going to read (e.g. through a prompt question followed by a think-pair-share or use of an anticipation guide linking to what is already known on a topic). We can also help students to understand what they are going to read through book or chapter walks. An excellent sheltered instructional strategy to practice with students is **SQP2RS** (Vogt, 2002), because it incorporates elements of all three stages of the pre, during and post reading instructional framework for teaching content with expository texts. The steps involve working with the other students and the teacher to Survey, Question, Predict, Read, Respond and Summarize a given text, where the first three elements could be considered primarily pre-reading. This strategy highlights the importance of “front-loading”—spending time in the beginning of a unit or reading, rather than re-teaching later.

We can help students become active readers who are aware of how well they comprehend what they read during reading. One particularly effective summarizing strategy is **GIST**: Generating Interactions between Schemata and Texts (Cunningham, 1982). In this strategy students read a section of text silently together; then discuss and clarify; then write summary sentence(s). The teacher can direct the GIST by giving

Strategies to Promote Academic Language Development for ELLs

directions on where to stop and write the gist or main idea. Having students use a reading guide and making and completing a graphic organizer, or utilizing any number of interactive reading strategies assists students to become more active readers who are metacognitively aware of their own learning and can monitor and increase their comprehension. A strategy that builds this sort of awareness is **QAR**-Question Answer Relationships (Raphael, 1984) in which students' attention is brought to the types of questions they frequently encounter (for example in textbooks and on exams) and how and where the information required to answer these questions is gleaned—explicitly in the text, in the reader's head, or some combination of text-based and reader-based information.

Students should be asked to use what they have learned in order to apply and reinforce information post reading. One of the most creative strategies for this, and a favorite of mine is **RAFT**. RAFT stands for Role, Audience, Format and Topic, which are the categories the learner considers in utilizing the strategy in writing or speaking (or both). For example, Role: Sunflower; Audience: Sun; Format: Thank You Note; Topic: Your Role in My Growth or Photosynthesis (Buehl, 2001). RAFT is an excellent way to differentiate by work product while allowing students choices.

Recognizing and (Re)Producing Text Types

Teach students how to access and produce academic language by “cracking the code” for them. Look at what your course and texts require students to know and do and teach that information explicitly. If students are to write cause-effect or compare-contrast forms, then the language and structures for those types of reading and writing need to become familiar to students. Teach and practice using cohesive ties and signal words so

Strategies to Promote Academic Language Development for ELLs

that students can “see” the overall structure of a text and how ideas relate to one another within and across paragraphs and texts. For example, comparing and contrasting involves showing how things are related or compared to each other (“and”, “in addition”, “similarly”) and how they are contrasted or are different (“but”, “whereas”, “conversely”, “however”).

As an example, in a recent, intensive, science-based pre-collegiate summer program for high school ESOL students in which the curriculum was around the theme “water is life”, students wrote academic papers on theme related topics and aligned with the kinds of *functional language* characterizing the new WIDA standards, but where the language and forms produced had been practiced and were familiar. In a lesson of this sort, examples of student science research projects may include:

Analysis:	Produce a written analysis of water samples gathered on field excursions.
Persuasion:	Write a persuasive letter to a major motor company promoting greater production of hydrogen powered and hybrid cars.
Description:	Describe how the new Georgia Aquarium filters water for its beluga and whale shark tanks.
Compare/Contrast:	Compare and contrast regional water issues in the Southeastern US and Mexico with those in the Middle East.
Cause/Effect:	Explain causes and effects of 2006 drought in the state and country.
Process:	Enumerate the steps in the process of how cactus is used in Mexico to filter water.
Categorizing:	Categorize watersheds across the state by water quality and stream health.
Summarizing:	Summarize the effects of global climate change on oceans and water levels worldwide.

Strategies to Promote Academic Language Development for ELLs

Proposition/Support: Propose and support increased use of water related energy technologies—e.g. hydrogen, wave, and hydroelectric.

Conclusion

Students are likely to engage in academic work and develop academic English if they feel motivated to do so and have teachers who effectively facilitate that. Simply letting students know you care about them and recognizing the degree to which affect and cognition are linked are key variables in the academic success of English Learners. It is important to keep in mind that “underachievement is not caused by a lack of fluency in English....[it] is the result of particular kinds of interactions in school that lead minority students to mentally withdraw from academic effort” (Cummins, 2008). Our job is to work with our colleagues and our students to design classroom activities and interactions that are engaging and validating, while promoting academic development and success among English Language Learners and all students.

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Strategies to Promote Academic Language Development for ELLs

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TESOL IN ACTION

Call for Manuscripts

Winter 2010

Theme: Beyond Borders

Did you present at the GATESOL conference in 2008? Will you be presenting at SETESOL 2009? Or at another professional conference?
Would like to submit your presentation for publication?

Possible topics:

- ❖ Issues of immigrants who cross geographical and national borders
- ❖ Moving beyond borders and barriers of language
- ❖ Crossing borders between Resource and Mainstream classrooms
- ❖ Teacher knowledge of borders of learners and learning
- ❖ Advocacy for ELLs

The deadline for submissions is **December 1, 2009**

Georgia *TESOL in Action*, a refereed journal, looks forward to hearing from you. Our audience's willingness to write for us and to make suggestions is key to the success of our journal.

The publication wants to hear from ESOL and ESL practitioners, prospective ESOL and ESL teachers, schools and universities offering ESOL endorsement programs, state certification professionals, P-12 school systems, newcomer centers, and Georgia RESAs.

Guidelines for Contributors:

- Submissions may be narrated PowerPoints, or photos and videos with commentary. Oral narrations and commentary should probably be about 20 minutes in total.
- Manuscripts fewer than 1000 words are preferred, but longer manuscripts of significance will be considered.
- Contributors should follow the guidelines of the Publication Manual of the American Psychological Association.
- All documents should be double spaced with standard margins.
- Please include a cover page giving the author's name, professional affiliation, address, email address, and telephone number.
- The first page of each submission should begin with the title of the manuscript, with carefully proofread text following in the correct format.
- All submissions for the upcoming issue should be sent via email attachment to TinA@westga.edu in either .doc or .rtf formats.
- Include contact information in the body of the email.

Manuscripts are blind reviewed by two members of the Editorial Advisory Board.

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