Bridging the Gap for Bilingual Learners

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Myths & Facts about Bilingualism & Second-Language Learning

María S. Carlo, Ph.D.
Associate Professor of Pediatrics
One in five children between the ages of 5 and 17 speak a language other than English at home.

Bilingual Experience

Sequential Learners

Simultaneous Learners
EL perform lower than peers on NAEP reading measures
EL constitute about 9% of public school enrollments.
The majority of EL are US born

Figure 6. ELL Students by Grade and Nativity, 2013

Note: The figure refers to English Language Learner (ELL) students, ages 5 to 17, enrolled in school by grade. Source: MPI tabulation of data from the U.S. Census Bureau 2013 ACS.
http://www.migrationpolicy.org/article/limited-english-proficient-population-united-states
The majority of EL are Spanish speakers.

<table>
<thead>
<tr>
<th>Languages</th>
<th>Reported Number of EL Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Spanish</td>
<td>3,770,816</td>
</tr>
<tr>
<td>2. Arabic</td>
<td>100,461</td>
</tr>
<tr>
<td>3. Chinese</td>
<td>99,943</td>
</tr>
<tr>
<td>4. Vietnamese</td>
<td>80,283</td>
</tr>
<tr>
<td>5. Haitian/Haitian Creole</td>
<td>35,467</td>
</tr>
<tr>
<td>6. Somali</td>
<td>25,278</td>
</tr>
<tr>
<td>7. Tagalog</td>
<td>24,370</td>
</tr>
<tr>
<td>8. Hmong</td>
<td>23,473</td>
</tr>
<tr>
<td>9. Portuguese</td>
<td>10,102</td>
</tr>
<tr>
<td>10. Bengali</td>
<td>9,371</td>
</tr>
<tr>
<td>11. Russian</td>
<td>9,111</td>
</tr>
<tr>
<td>12. Navajo</td>
<td>8,914</td>
</tr>
<tr>
<td>13. Urdu</td>
<td>8,438</td>
</tr>
<tr>
<td>14. Yupik languages</td>
<td>6,629</td>
</tr>
<tr>
<td>15. Polish</td>
<td>5,347</td>
</tr>
<tr>
<td>16. Karen languages</td>
<td>5,195</td>
</tr>
<tr>
<td>17. Korean</td>
<td>5,011</td>
</tr>
<tr>
<td>18. Marshallese</td>
<td>4,327</td>
</tr>
<tr>
<td>19. Creoles and pidgins, Portuguese-based (Other)</td>
<td>3,893</td>
</tr>
<tr>
<td>20. Nepali</td>
<td>3,633</td>
</tr>
</tbody>
</table>

Note: Figures reflect the combined number of reported speakers of a language in states where that language was one of the state’s five most common EL languages. This list includes only those languages for which specified data were listed. “Undetermined” and “not applicable” languages were not included in the list above. Source: U.S. Department of Education, Consolidated State Performance Reports, SY 2013-14.
EL are more likely to live in low-income households.

Commonly held assumptions about second-language learning

- Children catch-up to native English speaking peers quickly
- Young children have an advantage over older children and adults
- The best way to learn another language is through complete immersion
- People mix languages when they don’t know either one well
TRUE or FALSE?

Mostly false

Children catch-up to native English speaking peers quickly
Social Language vs Academic Language

Low Cognitive Demand

- Face-to-face conversation with a friend
- Working with a tutor on a physics problem

High Cognitive Demand

- Phone conversation with a friend
- Reading a physics text independently

Context Embedded vs Context Reduced

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TRUE or FALSE?

True...but only for some language components.

Young children have an advantage over older children and adults.
Advantage for Phonology

• Children are born with the capacity to distinguish the sounds of all natural languages, but lose the capacity to do so very early in development.

• Children will preserve only the distinctions relevant to the language they were exposed to.

• **Unless** they are exposed to another language via authentic communication.
Time on task matters
Also, consider these two scenarios...
TRUE or FALSE?

Not necessarily.

The best way to learn another language is through complete immersion.
First language instruction can serve as a bridge to second-language learning.
The new girl at school seemed **amicable**.

**English monolingual 4th grader**

E: Have you seen this word before?
S: No
E: Do you know what it means?
S: No
E: Can you guess what it means?
S: I don’t know...different?

**Spanish-English 4th grader**

E: Have you seen this word before?
S: No
E: Do you know what it means?
S: uh-uh
E: Can you guess what it means? ....No? Ok um...Let’s see...How do you think you might be able to figure out the meaning of that word?
S: How?
E: Uh-hmm. If you just look at that word, how do you think you could figure it out?
S: .....amic...ami...
E: Well let me ask you this. Um...do you know a Spanish word that is similar to that word?
S: Yes
E: What is it?
S: amigo
E: Amigo
S: Friend
Figure 2. Performance on matched cognates (hatched line) and non-cognates (solid line) as a function of Spanish word knowledge.
People mix languages when they don’t know either one well

False.
Translanguaging
(Garcia, Flores, & Woodley, 2012)

...sees bilingualism not as two monolithic systems made up of discreet sets of features, but as a series of social linguistic practices that are embedded in a web of complex social relations.
### Functions of Translanguaging

(Apple & Muysken, 1987)

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referential</td>
<td>“You need to end the remate on the 10th count”.</td>
</tr>
<tr>
<td>Directive</td>
<td>Used for purposes of inclusion or exclusion of speakers</td>
</tr>
<tr>
<td>Expressive</td>
<td>“it’s not really that important. Dale pichón and go on with your day”.</td>
</tr>
<tr>
<td>Phatic</td>
<td>S1: “you can’t count on him!” S2: “Yeah, he’s sooooo unreliable”! S3: “¡Un momentito! You are talking about my brother!”</td>
</tr>
<tr>
<td>Metalinguistic</td>
<td>Used to show linguistic skill</td>
</tr>
<tr>
<td>Poetic</td>
<td>Spanglish poetry for example</td>
</tr>
</tbody>
</table>
Our revised assumptions about second-language learning

- Academic language takes longer to develop than informal language used in daily communication.
- Phonological perception categories are set very early in development.
- We need flexible approaches for L2 instruction that capitalize on children’s linguistic resources.
- People mix languages to achieve very specific social/communicative functions.
Evaluation Of A Small-group Intervention on ELL’s Cognitive & Social Skills

Susan Landry, Ph.D.
Director, Children’s Learning Institute
Concerns for ELLs

**Poverty** is linked with stressors leading to delayed language and child development.

ELL in impoverished homes are at **very high risk** for poor outcomes.

41% of teachers have taught ELL; less than 13% have received any ELL training.

Specific **instructional methods** to increase success in English and Spanish literacy and language development need to be developed.
Using Small-group Focused Curriculum

Because research shows **advantages to small group instruction***, we looked at the **absence** of specific pedagogy and teacher training in small group instruction in this study.

*Institute of Education Sciences, What Works Clearinghouse 2014
Instruction must focus on component skills necessary for school readiness.

Our study focused on:

- phonological processing abilities
- print knowledge
- oral language
- math

through teacher training using small group instruction.
Interface Between Cognitive & Social Development: Limited Research for ELL

Social/emotional behaviors might improve with more attention to child’s individual needs. We were interested in the effect of our approach on social and emotional development.
Does small group instruction in language, literacy, and math support learning for ELLs entering preK the most behind in Spanish language and literacy development?

Intervention included training focused on moving from independent learning centers to two teacher-led small group instruction areas across 90 minutes, four days each week.

ELL in intervention were compared with ELL with comparable deficiencies but receiving instruction in large groups.
Hypotheses

Teachers expected to show **greater increases in the specific instructional practices** targeted in training: quantity and quality of phonological awareness, letter knowledge, shared book reading, oral language and math support.

Children expected to show **greater gains in phonological awareness, letter knowledge, language and math skills**.

We hypothesized that implementation of predictable routines and an organized environment would result in the intervention showing **greater gains in social skills and decreases in negative emotion** (e.g., anxiety, anger).
Participants

- 62% of students in HISD were Hispanic American and 80% were economically disadvantaged.
- In the sample, 80% spoke Spanish only or mostly Spanish, within the home.
- 103 full-day preK bilingual classrooms; 8 high risk children per classroom took part in the pre- and post-test data collection.
- Final sample was 441 males (53%) and 385 females.
- Students in intervention vs control classrooms shared similar demographics.
Small Group Approach

- Instruction was delivered through a small-group rotation model.
- Independent cognitive learning centers were located throughout the classroom for children when they were not participating in a small group.
- Teachers implemented vocabulary, dialogic reading and math instruction. Paraprofessionals were responsible for small group phonological awareness, print knowledge, and math instruction.
- Literacy rotations occurred every 15 minutes for 60 minutes
- The math rotations occurred every 15 minutes for 30 minutes and were repeated the following day
Coaches:

- oversaw curriculum training and implementation,
- developed weekly lessons plans,
- supported teachers and the paraprofessionals during frequent visits to the classroom, and
- conducted monthly fidelity checks.
Results – Teacher Outcomes

Intervention teachers made greater gains in targeted instruction.

Cognitive Instructional Strategies

- Book Reading Behaviors: Intervention ES = .70, Control ES = .61
- Oral Language: Intervention ES = .52, Control ES = .30
- Math Concepts: Intervention ES = .75, Control ES = .63

Intervention made significantly greater gains in targeted instruction compared to the control group.
Intervention children made greater gains in language, phonological awareness, and letter knowledge compared to controls.
Intervention children were less likely to avoid or complain about school and were less angry and aggressive.
Conclusions

Teachers in the small group intervention showed greater gains in all of the targeted instructional areas compared to control teachers. This demonstrates that the training was effective in improving teachers’ use of more explicit targeted instruction.

Children in the small group intervention, who were at the highest risk for language and learning disabilities, as compared to control children of similar risk, made significantly greater gains, when assessed in Spanish, in all targeted skill areas with the exception of math.

The strong positive effect of small group instruction on the PA skills (blending and elision), are noteworthy findings, given the importance of these PA skills for later reading competency.
Conclusions

Children in the small group intervention as compared to controls also showed significantly greater decreases in school avoidance and anger and aggression while the control children showed increases in these emotional areas.

As the children in this school district were from Spanish speaking homes and received limited support for their English language development, they showed no gains in skills assessed in English and this was true for both groups.
Educating English Language Learners: Instructional Practices and Challenges in Houston ISD

Gracie Guerrero, Ed.D.
Assistant Superintendent HISD
School Information

283 Total Schools

- 153 Elementary
- 37 Middle Schools
- 40 High Schools
- 43 Combination
- 10 EC/PK
Student Demographics

Total student enrollment (PEIMS 2015): 215,532

- 65,000 ELL
- 44,222 Bilingual
- 18,947 ESL
- 10,120 Immigrant
Bilingual Programming

• Serves a student identified as **limited English proficient** in both English and Spanish, or another language, and transfers the student to English-only instruction

• Provides **instruction** in literacy and academic content areas through the medium of the student's first language, along with instruction in English oral and academic language development
  
  — ELLs will become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in the native language and English.
Bilingual Programming

Transitional BE vs. Dual Language

- Transition into all-English instruction by 5th grade
- Strong SLA foundation PK-2nd grade
- Language transfer via the Pre-Exit phase
- Full transition to all-English instruction
- Development of fluency and literacy in English and Spanish for all students
- Simultaneous literacy development in both languages
- Instruction reaches 50/50 in 3rd grade
- Instruction remains at 50/50 beyond 3rd grade
# Bilingual Programming Participation

<table>
<thead>
<tr>
<th>Bilingual Program</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional Bilingual</td>
<td>30,764</td>
<td>28,136</td>
</tr>
<tr>
<td>Pre-Exit Bilingual</td>
<td>6,878</td>
<td>7,755</td>
</tr>
<tr>
<td>Dual Language (One or Two-Way)</td>
<td>1,831</td>
<td>3,531</td>
</tr>
<tr>
<td>Cultural Heritage</td>
<td>162</td>
<td>152</td>
</tr>
<tr>
<td>Mandarin Immersion</td>
<td>20</td>
<td>63</td>
</tr>
<tr>
<td>Arabic Immersion</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>39,655</td>
<td>39,637</td>
</tr>
</tbody>
</table>
ESL Programming

• Intensive program of instruction designed to develop proficiency in listening, speaking, reading, and writing in the English language commensurate with the student's level of English proficiency and his or her level of academic achievement.

• Designed for students to be instructed in English through the content areas.

• Enables ELLs to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language methods.
Long-Term Academic Achievement

Reading

% Met Standard

<table>
<thead>
<tr>
<th>Student Group</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exited DL</td>
<td>91</td>
<td>92</td>
<td>92</td>
</tr>
<tr>
<td>Exited Other Bil</td>
<td>84</td>
<td>87</td>
<td>86</td>
</tr>
<tr>
<td>HISD</td>
<td>70</td>
<td>69</td>
<td>66</td>
</tr>
</tbody>
</table>

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Challenges

• Progress monitoring
  – Linguistic
  – Academic

• Meeting diverse student needs
  – Differentiating mainstream curriculum and assessments
  – Accountability

• Retaining and hiring qualified staff
HISD: Leading the Way
HISD Multilingual Education: Contact us

Website: http://www.houstonisd.org//Domain/8037
Blog: https://hisdmultilingual.wordpress.com/
Facebook: Houston ISD Multilingual
Twitter: @HISDMultiPrgms
Instagram: HISDMultilingual
Pinterest: Houston ISD Multilingual Programs
Email: multilingual@houstonisd.org
Phone: 713-556-6961
Research-Based Oral Language Solutions for Bilingual Learners

Tricia Zucker, Ph.D.
Associate Professor of Pediatrics
Powerful Instruction for English Learners

- Interactive Book Reading
- Explicit Vocabulary Instruction
- Basic Concepts of Oral Language
- Back-and-Forth Conversations
How many times do children need to be exposed to a new word before they learn it?
Let’s learn some new psuedowords. 
Listen carefully!
would it have been easier if...

1. This is a zaffen.
2. This is a gulla.
3. This is a kippy.
Define purpose: This is a kippy. This tool is used to make shapes in clay or play dough.
Act it out: This is a zaffen. This tool is used to shave off pieces of wood. Pretend you’re pushing a zaffen across a piece of wood. As you act it out say, “The zaffen makes wood smooth.”
Multiple opportunities to use the word: This is a **gulla**. Repeat “gulla” after me. This tool is used to measure and make straight angles. Let me show you how to use it and then you can have a turn using the gulla at the construction center.
How many times do children need to be exposed to a new word before they learn it?

Multiple exposures!
~12 times
I’m Scout and I am “Nuts for Words!”

- active
- curious
- furious
- outsmart
- explore
- creative

Interactive Book Reading
Explicit Vocabulary Instruction
Basic Concepts of Oral Language
Back-and-Forth Conversations

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Interactive Book Reading

Explicit Vocabulary Instruction

Basic Concepts of Oral Language

Back-and-Forth Conversations

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Repeated, Interactive Book Reading

Fruit comes in many shapes and sizes. Try a new fruit for lunch.

Las frutas vienen de muchas formas y tamaños. Prueba una nueva fruta para el almuerzo.

Day 6: The girl in the photograph has so many delicious fruits to choose for her lunch. What fruits do you see in the photograph? Point to each picture as students answer. Use cloze scaffold if needed. I see a cantaloupe, a banana, a plum, an orange, a mango, and an ap___ (apple)!

Day 7: This dad is helping his daughter pack her lunch for school. Why do you think he’s telling her to choose some fruit? Use cloze scaffold if needed. Because fruit is a healthy f___ (food).

Repeated readings build EL vocabulary

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Day 6: Fruit can be cooked or grilled before eating. Point. What fruits are these people grilling? Use cloze scaffold if needed. They are grilling peaches, pineapple, and man ___ (mango).

Day 7: If you do something ___ daily, you do it every day. We should eat fruit daily because it keeps us healthy and strong.

Day 8: Why do you think the author says we should eat so much fruit daily? Use cloze scaffold if needed. Because fruit is a healthy food that is important to our diet.
Interactive Book Reading

Use act-it-outs to support comprehension and word learning!
Interactive Book Reading
Explicit Vocabulary Instruction
Basic Concepts of Oral Language
Back-and-Forth Conversations
Provide High-Quality, Explicit Vocabulary Instruction All Day

• Teach words in multiple, meaningful contexts
• Include sophisticated, academic English words in explicit vocabulary instruction
  – Extended opportunities to use and discuss words
• Build on native language knowledge with:
  • Translations
  • Cognate instruction
Translations

When something has been cut in half, it’s been cut in two parts that are the same size.

Tier 1 (Whole Group) - Before Reading

- Students say word: Say this word after me: “Half.”
- Define: When something has been cut in half, it’s been cut in two parts that are the same size.
- Describe picture: This apple has been cut in half.
- Act it out: Let’s pretend to cut an apple in half. Say, “Half for you and half for me!”
- Spanish speaker option - Identify the translation: If you know the Spanish word that means the same thing as half, help me finish this sentence: Usé un cuchillo para cortar mi manzana por la mi___ (mitad). Half and mitad mean the same thing.

Preteach today’s vocabulary cards, then use the Before Reading script on the book’s inside cover.

Tier 2 (Small Group) - Review & Discuss

- Students say word: Say this word after me: “Half.”
- Define: When something has been cut in half, it’s been cut in two parts that are the same size.
- Discuss: Look at this card. This apple was cut in half. What other fruits are easy to cut in half? Repeat, rephrase, or expand.
Cognates

A **fruit** is the part of a plant that you can eat and that holds the plant’s seed.

**Tier 1 (Whole Group) - Before Reading**

- Students say word: *Say this word after me: “Fruit.”*
- Define: *A fruit is the part of a plant that you can eat and that holds the plant’s seed.*
- Describe picture: *Here is a picture of some watermelon. We know watermelon is a fruit because it has seeds inside.*
- Act it out: *Let’s pretend we are eating some delicious watermelon. Say, “I love to eat fruit!”*
- Spanish speaker option - Identify cognate: *If you know the Spanish word that sounds like fruit and means the same thing, help me finish the next sentence: La parte de la planta que se puede comer y que contiene la semilla se llama la fr___ (fruta). Fruit and fruta are cognates (CG hand signal).*

Preteach vocabulary cards, then use the Before Reading script on the book’s inside cover.

**Tier 2 (Small Group) - Review & Discuss**

- Students say word: *Say this word after me: “Fruit.”*
- Define: *A fruit is the part of a plant that you can eat and that holds the plant’s seed.*
- Discuss: *Look at this card. We only eat the inside of a watermelon, not the outside. What are some other fruits that we only eat the inside and not the outside? Repeat, rephrase, or expand.*
Explicit Cognate Instruction
Extended Vocabulary Instruction

Sorting: Examples/Non-Examples

Example

Non-Example
Basic Concepts of Oral Language

Basic Position words:
Over/Under
On/Off
Teach Semantically Related Basic Words

- balls
- shoes
- run
- kick
- sports
- helmet
- hoop
- player
- fans

What things?
What people?
What actions?
After having his ideas for improvement dismissed, John felt like he was banging his head against the wall.

Make figurative language clear with explicit instruction.
### What does this Italian idiom mean?

<table>
<thead>
<tr>
<th>Italian idioms</th>
<th>English idioms</th>
</tr>
</thead>
<tbody>
<tr>
<td>To catch two pigeons with one broad bean</td>
<td>To kill two birds with one stone</td>
</tr>
<tr>
<td>To take someone by the nose</td>
<td>To pull someone’s leg</td>
</tr>
<tr>
<td>To beat the same key</td>
<td>To get stuck in a groove</td>
</tr>
<tr>
<td>To be in the green</td>
<td>To be in the red</td>
</tr>
</tbody>
</table>

Adapted: Oakhill, Cain, Nesi (2016) *Scientific Studies of Reading*
What does this Italian idiom mean?

Charles told Beth a secret. She should have kept it to herself, but she told a competitor. Charles could not believe she emptied the sack. These things can happen.

1. She was a good politician
2. She dumped the sack’s contents
3. She told a secret
4. She was unlucky

she spilled the beans

Adapted: Oakhill, Cain, Nesi (2016) Scientific Studies of Reading
Basic Concepts of Oral Language: Idioms

Explain idioms
“A piece of cake”
Basic Concepts of Oral Language: Idioms

Explain idioms
“Pig out”
Back-and-Forth Conversations

Interactive Book Reading
Explicit Vocabulary Instruction
Basic Concepts of Oral Language
Back-and-Forth Conversations
Teach in the “Zone of Proximal Development”

- Step it up
- Too Easy
- “The Zone”
- Too Hard
- Step it down

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Downward Scaffold
Upward Scaffold

Muncha! Muncha! Muncha! Uh oh! How do you think Mr. Greeley is going to feel tomorrow when he sees his garden? Ash, how’s he gonna feel tomorrow?

He’s gonna feel mad!
He’s gonna be mad. Good job! Why is he gonna be mad?

Because... he’s gonna be mad at the bunnies.

What did the bunnies do?
They were eating!

Eating his what? His... Vegetables!

His vegetables. Good job!

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Powerful Instruction for English Learners

Interactive Book Reading

Explicit Vocabulary Instruction

Basic Concepts of Oral Language

Back-and-Forth Conversations

Help EL go “Nuts for Words!”

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Question and Answer Session
This event was generously sponsored by Lakeshore Learning. Thank you for supporting the Children’s Learning Institute.
Thank you for coming!

A video of this presentation will be made available on our website soon.

Please make sure and throw away your trash.