English Language Learners: Assignments and Activities

Assignments and Activities Title 1: Building on Students’ Prior Knowledge

Learning Outcome 1: Describe effective strategies, methods, and materials for teaching English language learners how to read.

Standard 2: Instructional Strategies and Curriculum Materials
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
• use a wide range of instructional practices, approaches, and methods, including technology-based practices.
• make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Candidates
• use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
• plan for the use of a wide range of curriculum materials.
• make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

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Assignment Introduction Text: In this video clip, the importance of using students’ prior knowledge when teaching new concepts is discussed. After watching the video, return to this exercise and answer its questions.

Video Asset: Building on Students’ Prior Knowledge
Question 1 Text: How is prior knowledge important in learning new information?
Question 1 Hint: What is the goal of teaching? How does it relate to prior knowledge?
Question 1 Feedback: Prior knowledge is crucial to learning. The goal in teaching new information is to connect what the students already know with the new information that is being presented in the class.

Question 2 Text: How might a teacher need to adapt his/her instruction to include a nonnative English speaker’s prior knowledge?
Question 2 Hint: Think about what it might be important to know about a culture before teaching a new idea or concept to ELL students.
Question 2 Feedback: A teacher who is teaching ELL students should be conscious of students’ cultural backgrounds. In order to teach the students new information, teachers should try to incorporate words, ideas, beliefs, and customs from students’ cultures. Linking the new information to what the student already knows will help the students retain and understand the new information.

Assignments and Activities Title 2: Vocabulary Lesson

Learning Outcome 1: Describe effective strategies, methods, and materials for teaching English language learners how to read.

Standard 2: Instructional Strategies and Curriculum Materials
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
• use a wide range of instructional practices, approaches, and methods, including technology-based practices.
• make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.
Candidates

- use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
- plan for the use of a wide range of curriculum materials.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

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**Assignment Introduction Text:** In this video clip, a first-grade teacher demonstrates ELL strategies for teaching vocabulary and word identification in isolation. After watching the video, return to this exercise and answer its questions.

**Video Asset:** *An ESL Vocabulary Lesson*
**URL:**

**Question 1 Text:** What strategies did the teacher in this lesson use to preview the vocabulary in the story *The Wishing Well*?

**Question 1 Hint:** Carefully watch the video and discuss how the instructor previewed the words for the lesson.

**Question 1 Feedback:** This instructor uses direct instruction throughout the lesson. She limits the number of words she teaches to 8 words, a small enough amount for the students to handle. Additionally, she incorporates a variety of activities for the students that expose the students to the words in multiple formats. For example, she begins by reading the words aloud, then having the students read aloud, and then she defines the words. Eventually, the students will be making flash cards with the words and playing games with the words to deepen their understanding and retention.

**Question 2 Text:** How might the teacher in this video improve her vocabulary previewing strategies to increase the students’ understanding of the new words?

**Question 2 Hint:** How could the teacher build on students’ prior knowledge and assess students’ multiple intelligences?

**Question 2 Feedback:** This lesson might be improved by incorporating more visual aids. Using pictures of the words being taught would assist students’ comprehension and allow them to make deeper connections. If pictures are not appropriate, having students act out the words being learned would also be beneficial and address those students that prefer to learn in a kinesthetic fashion.
**Question 3 Text:** The activities discussed in this video segment were all pre-reading activities. Design a post-reading activity that could be used with these children to reinforce the vocabulary words.

**Question 3 Hint:** Reflect on how the instructor can include teaching strategies to students that promote independent learning of new words.

**Question 3 Feedback:** Answers will vary but might include drawing a picture of the vocabulary words, or matching the vocabulary words to pictures of the definitions of the word. The students could even play different games with the words, such as bingo, or memory (e.g., Concentration).

**Assignments and Activities Title 3: Supporting English Language Learners’ Language and Literacy Skills**

**Learning Outcome 1:** Describe effective strategies, methods, and materials for teaching English language learners how to read.

**Learning Outcome 2:** Recognize and discuss the similarities and differences between native and nonnative English speakers learning how to read in English.

**Standard 1: Foundational Knowledge**
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.3: As a result, candidates will demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

Candidates
- can articulate developmental aspects of oral language and its relationship to reading and writing.
- can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
- can describe when students are meeting developmental benchmarks.
- know when to consult other professionals for guidance.

**Standard 2: Instructional Strategies and Curriculum Materials**
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
• use a wide range of instructional practices, approaches, and methods, including technology-based practices.
• make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Candidates
• use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
• plan for the use of a wide range of curriculum materials.
• make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

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Assignment Introduction Text: In the artifact shown here, five important literacy domains for emergent readers are reviewed. Each literacy domain is discussed in terms of what skills need to be emphasized with English language learners. After watching the video, return to this exercise and answer its questions.

Artifact Asset: Supporting English Language Learners’ Language and Literacy Skills
URL: http://media.pearsoncmg.com/ab/ab_ab_mymymyeducationlab_1/artifacts/artifact681/index.html

Question 1 Text: How might a teacher alter their emergent literacy instruction to accommodate ELL students?
Question 1 Hint: Evaluate the differences between standard emergent literacy instruction and ELL emergent literacy instruction. How does the literacy instruction need to change to accommodate ELL students?
Question 1 Feedback: A teacher instructing ELL students does not need to significantly alter his/her standard literacy instruction. Instead, the focus should be on building an awareness of language similarities and differences for students. By acknowledging the similarities and differences in different languages, a student is able to build connections between their previous understandings and their new knowledge. For example, a teacher
should alter his/her alphabet knowledge lessons to include other languages, such as Chinese. The teacher should not be expected to teach the other alphabet/writing system, but should present it to the students so that they can develop an understanding of the alphabet’s purpose and understand that English and their native language have similarities.

Assignments and Activities Title 4: Helping ELL Students with Phonics

Learning Outcome 2: Recognize and discuss the similarities and differences between native and nonnative English speakers learning how to read in English.

Standard 1: Foundational Knowledge
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.3: As a result, candidates will demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

Candidates
- can articulate developmental aspects of oral language and its relationship to reading and writing.
- can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
- can describe when students are meeting developmental benchmarks.
- know when to consult other professionals for guidance.

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Assignment Introduction Text: In the artifact shown here, techniques for instructing ELL students in phonics are discussed. After reading the article, return to this exercise and answer its questions.

Artifact Asset: Diversity Issue: Helping ELL Students with Phonics
URL: http://media.pearsoncmg.com/ab/ab_ab_myeducationlab_1/artifacts/artifact822/index.html

Question 1 Text: The article discusses using pictures to help students connect new vocabulary to their background knowledge. What other technique might be used to help students understand new words and make connections to existing background?
Question 1 Hint: How might you help a student visualize the word “cooking”?
Question 1 Feedback: Using pictures is one technique that allows students to visualize new concepts and words. Students might also act out or demonstrate new words,
especially if the new words are verbs or action related. Teachers may also want to bring in objects for the students to touch and feel to help them better relate to new words.

**Question 2 Text:** Why might teaching cognates be a beneficial technique to use when working with ELL students?

**Question 2 Hint:** How can cognates help ELL students learn new words?

**Question 2 Feedback:** Teaching cognates (i.e., words that graphically resemble each other in both languages, such as *family* and *familia*) might be beneficial for ELL students because it helps students connect the known word with the new word. Rather than feeling like they are starting from scratch, students are able to make connections to their native language and feel a sense of success by learning cognates.

**Question 3 Text:** How different is teaching ELL students to read from teaching native English speakers to read?

**Question 3 Hint:** What are the similarities between teaching native and nonnative English speakers?

**Question 3 Feedback:** Teaching native and nonnative English speakers to read is actually quite similar. Helping students to use their background knowledge and make connections as they learn is essential in teaching all students to read. Teaching students to apply their knowledge and use a strategic approach to reading is important for all students. Neither native English speakers nor nonnative English speakers will benefit from phonics instruction that requires rote memorization of words and rules. Emphasizing the importance of “real” reading and teaching the students to value reading is important regardless of a student’s native language.

**Assignments and Activities Title 5: Communication Patterns**

**Learning Outcome 3:** Demonstrate how to assess English language learners’ language and literacy abilities.

**Learning Outcome 4:** Model an appreciation and respect for the language and culture of all learners.

**Standard 1: Foundational Knowledge**
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.1: As a result, candidates will demonstrate knowledge of **psychological, sociological and linguistic foundations of reading** and writing processes and instruction.

**Candidates**
- know and apply elements from learning theory.
- know foundational theories related to practices and materials they use in classroom.
Standard 3: Assessment, Diagnosis, and Evaluation
Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Standard Element 3.1: As a result, candidates use a **wide range of assessment tools and practices** that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

Candidates
- administer scripted formal and informal assessments and technology-based assessments under the direction of certified personnel.
- select and administer appropriate formal and informal assessments including technology-based assessments.
- understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools.
- can interpret the results of these tests and assessments.

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Standard 4: Creating a Literate Environment
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard Element 4.1: As a result, candidates use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program.

Candidates
- assist the teacher and reading specialist in gathering information on students’ interests and cultural and linguistic backgrounds.
- can use appropriate technology to collect this information.
- collect information about children’s interests, reading abilities, and backgrounds and use this information when planning instruction.
- select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds.
- can use technology to gather and to use this information in instructional planning.
- can articulate the research base that grounds their practice.
Standard Element 4.2: As a result, candidates use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.

Candidates
- assist students in selecting books, technology-based information, and nonprint materials that are appropriate for them.
- select books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.
- can articulate the research that grounds their practice.

Standard 5: Professional Development
Candidates view professional development as a career-long effort and responsibility.

Standard Element 5.1: As a result, candidates display positive dispositions related to reading and the teaching of reading.

Candidates
- know the importance of confidentiality and respect students and their cultural and linguistic backgrounds.
- care for the well-being of students and believe that all students can learn.
- ensure that all individuals project ethical and caring attitudes in the classroom.
- work with families, colleagues, and communities to support students’ learning.

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Assignment Introduction Text: In this video clip, Irma Olmedo discusses how communication styles vary among different cultures, as well as the importance of accommodating those differences in the classroom. After watching the video, return to this exercise and answer its questions.

Video Asset: Cultural Patterns of Communication and Participation Structures within Communities
URL: http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectId=ell&clipId=Cultural_Patterns_of_Communication_Participation_Structures_within_Communities.flv

Question 1 Text: How do patterns of communication vary between different cultures? Why is it important to be aware of patterns of communication in a classroom?
**Question 1 Hint:** Listen as Irma Olmedo discusses how various cultures communicate their knowledge in a classroom environment.

**Question 1 Feedback:** Different cultures communicate in different ways. Some cultures express their knowledge individually, while other cultures display their knowledge in a group setting. Being aware of how a student is comfortable communicating his/her knowledge can make a student more confident and relaxed in a classroom. Knowing a student’s communication preference also allows a teacher to gather a more accurate picture of what the student understands if they are allowed to communicate their knowledge in a manner they feel comfortable. Students need to focus on what they know, rather than on whether they are nervous or shy about communicating their ideas.

**Question 2 Text:** Why is collaboration important in a classroom with students from various cultures?

**Question 2 Hint:** How do some cultures view individualism and competition?

**Question 2 Feedback:** Collaboration is important in a classroom because some cultures view individual displays of knowledge as inappropriate. Some cultures view competition as unnecessary in the school environment. Students whose culture focuses on working together and collaborating are more successful in school environments that encourage teamwork and partnership.

**Assignments and Activities Title 6: Respecting Other Cultures**

**Learning Outcome 4:** Model an appreciation and respect for the language and culture of all learners.

**Standard 1: Foundational Knowledge**
Candidates have knowledge of the foundations of reading and writing processes and instruction.

- Standard Element 1.1: As a result, candidates will demonstrate knowledge of **psychological, sociological and linguistic foundations of reading** and writing processes and instruction.

- Candidates
  - know and apply elements from learning theory.
  - know foundational theories related to practices and materials they use in classroom.

**Standard 4: Creating a Literate Environment**
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
Standard Element 4.1: As a result, candidates use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program.

Candidates
- assist the teacher and reading specialist in gathering information on students’ interests and cultural and linguistic backgrounds.
- can use appropriate technology to collect this information.
- collect information about children’s interests, reading abilities, and backgrounds and use this information when planning instruction.
- select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds.
- can use technology to gather and to use this information in instructional planning.
- can articulate the research base that grounds their practice.

Standard Element 4.2: As a result, candidates use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.

Candidates
- assist students in selecting books, technology-based information, and nonprint materials that are appropriate for them.
- select books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.
- can articulate the research that grounds their practice.

Standard 5: Professional Development
Candidates view professional development as a career-long effort and responsibility.

Standard Element 5.1: As a result, candidates display positive dispositions related to reading and the teaching of reading.

Candidates
- know the importance of confidentiality and respect students and their cultural and linguistic backgrounds.
- care for the well-being of students and believe that all students can learn.
- ensure that all individuals project ethical and caring attitudes in the classroom.
- work with families, colleagues, and communities to support students’ learning.

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Assignment Introduction Text: In the artifact shown here, a school lacking acceptance of diversity is discussed. The author reviews several techniques for encouraging acceptance in a culturally diverse environment. After reading the artifact, return to this exercise and answer its questions.

Artifact Asset: Affirming Acceptance of Linguistic Diversity
URL:
http://media.pearsoncmg.com/ab/ab_ab_mymoodle_1/artifacts/artifact625/index.html

Question 1 Text: Evaluate the difficulty of creating an acceptable school environment for nonnative English speakers.

Question 1 Hint: Review the suggestions in the article for creating cultural acceptance. Are these tasks easy to accomplish? Can these tasks be accomplished quickly? Will students respond positively or negatively? Will these suggestions be enough to promote cultural acceptance?

Question 1 Feedback: Creating an environment of cultural acceptance can be challenging. Every student’s response to students who are different will vary. Depending on the age of students and the staff’s demeanor, a variety of reactions can occur when culturally diverse students are in a school. However, it does not have to be an impossible endeavor to have a cohesive school. Suggestions for promoting respect and appreciation, such as learning to pronounce students names correctly, encouraging students to use their native language in school, and having bilingual books in the classroom, are all relatively easy tasks that can help promote a positive school environment.