Culturally Responsive Instruction for English Language Learners in an RTI Model

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Acknowledgments

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- Alba Ortiz
- Julie Martinez
- Laura McFarland

Agenda

- Introduction
- Instructional considerations for ELLs at Tiers 1, 2, & 3
- Characteristics of effective interventions for ELLs

What is your role?

- Classroom teacher
- ESL teacher
- Interventionist
- Special education teacher
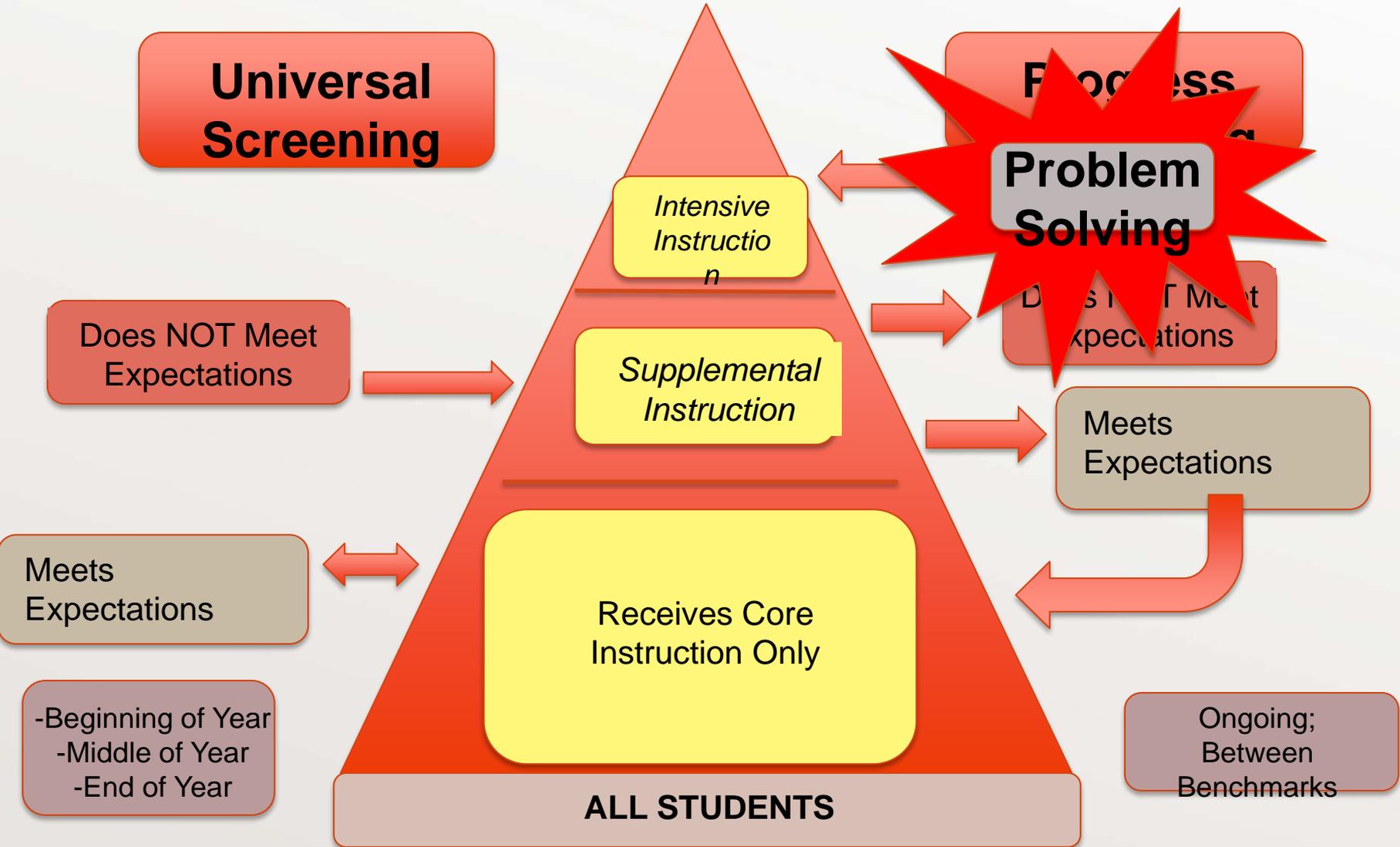- Administrator

What kind of bilingual program do you have?

- Transitional bilingual
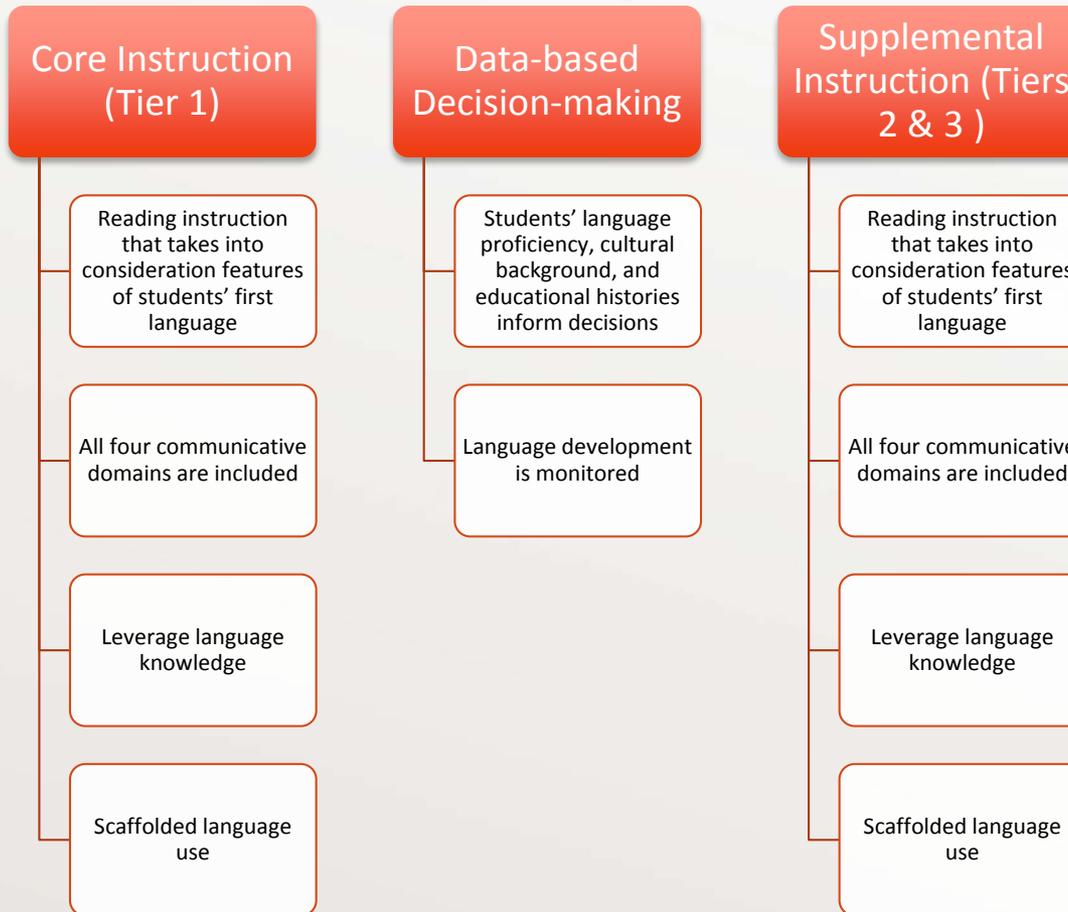- Dual language
- ESL
- Other

Culturally and Linguistically Responsive Response to Intervention

- **Ensures that no group of students is over- or under-represented** in supplemental or intensive interventions.
- **Takes into account the many factors that can impact student performance**, progress, and scores on screening and progress monitoring measures. Factors include:
  - Changes in English and native **language proficiency** and literacy skills over time
  - Quality, quantity, and features of **prior educational experience**
  - **Imprecise and/or biased assessment instruments**

How Assessment Informs Instruction within a RTI Framework

MTSS +

Core Instruction (Tier 1)

- Reading instruction that takes into consideration features of students' first language
- All four communicative domains are included
- Leverage language knowledge
- Scaffolded language use

Data-based Decision-making

- Students' language proficiency, cultural background, and educational histories inform decisions
- Language development is monitored

Supplemental Instruction (Tiers 2 & 3)

- Reading instruction that takes into consideration features of students' first language
- All four communicative domains are included
- Leverage language knowledge
- Scaffolded language use

RTI+

Culturally and linguistically responsive approaches to literacy instruction

High-quality, evidence-based literacy practices

English as a second language literacy instruction

Systematic and targeted interventions

Includes language development
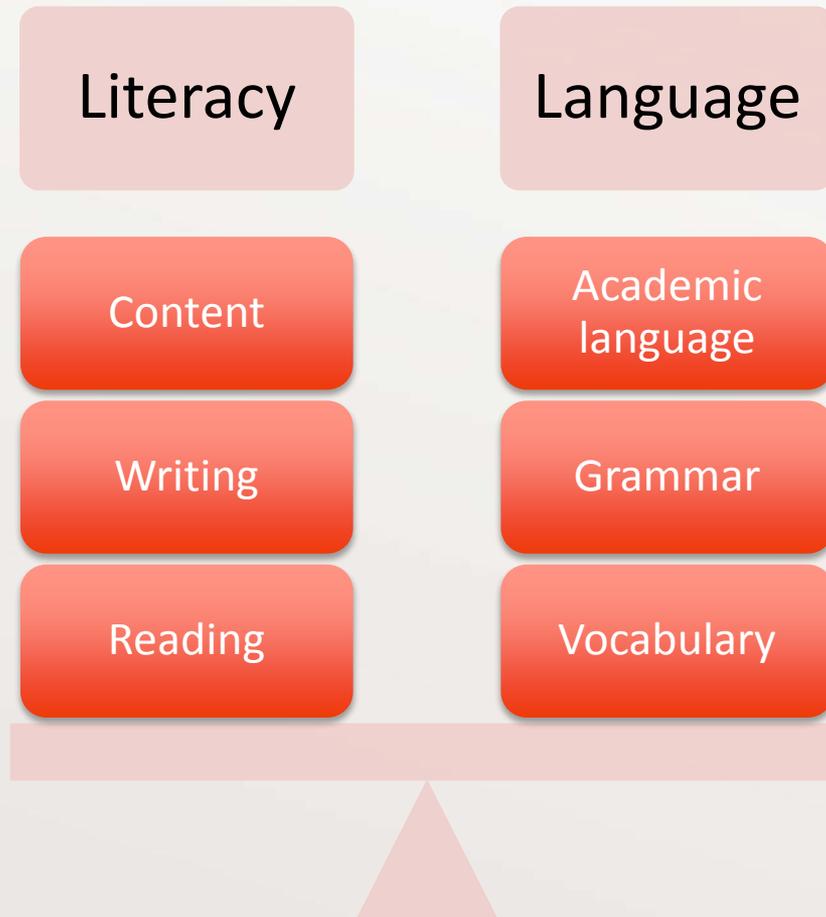
Listening and reading comprehension

Research Base: Instruction

- Like other students, ELs need:
  - Reading instruction that includes the main components of reading
  - Writing instruction that targets revision strategies to improve the quality of writing
  - Vocabulary instruction that focuses on specific aspects of vocabulary, semantic knowledge or morphological awareness
  - Includes the four communicative areas.

Research Base: Instruction

- Instruction is also beneficial if it includes:
  - Reciprocal peer tutoring and cooperative learning formats
  - Instruction that is explicit and systematic
  - Strategy instruction
  - Self-regulation strategies

Tier 1

Literacy

Language

Content

Writing

Reading

Academic language

Grammar

Vocabulary

ESL

Literacy

Language

Academic language

Reading

Content knowledge

Writing

Vocabulary

Tiers 2 & 3

Literacy

Language

Writing (spelling)

Reading comprehension

Reading (Students' identified needs)

Listening comprehension

Vocabulary

English Language Learners

Language

- No exposure to English
- Some English
- High English proficiency

Literacy

- No exposure to literacy any language
- Literacy skills in L1
- Literacy skills in English
- Literacy skills in both L1 and English

Older Student Profiles

Long-term ELLs

New immigrants who are literate

Students with interrupted schooling

Instruction

TIER 1

Considerations

- Reading instruction takes into consideration features of students' first language.

- All four communicative domains are included
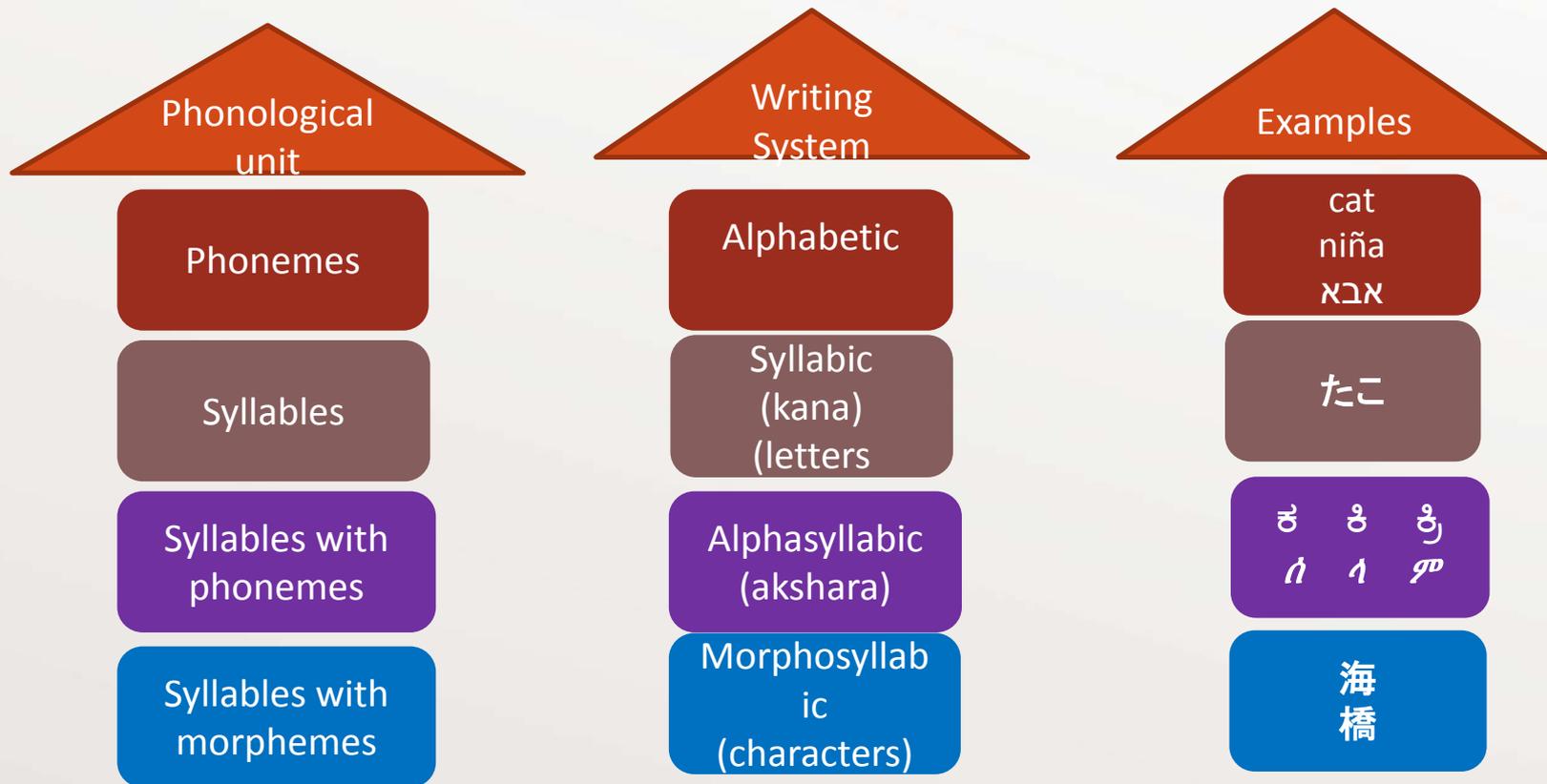
- Leverage language knowledge

Foundational Skills

- Phonological awareness
- Alphabet knowledge
- Alphabetic principle
- Decoding

Language Differences

- ## Phonological System
  - Representation of sounds used in the oral and writing system of a language.

- ## Orthographic system
  - Representation of the visual symbols used in the writing system of a language and the mapping of these symbols onto speech and meaning

Language Differences

Phonological unit	Writing System	Examples
Phonemes	Alphabetic	cat niña אבא
Syllables	Syllabic (kana) (letters	たこ
Syllables with phonemes	Alphasyllabic (akshara)	ಠ ಹ ಳಿ ಗಿ ೧ ೩
Syllables with morphemes	Morphosyllabic (characters)	海 橋

Alphabetic Principle

- Writing systems represent spoken language in different ways(Perfetti, 2003; Perfetti & Dunlap, 2008)

  - C represents the spoken sound /k/ or /s/ (in English)
  - き represents the spoken sound /ki/ (in Japanese)
  - 木 represents the spoken word /ki/ (tree in Chinese)

Instructional Implications

	Spanish	Japanese	Arabic	Somali	Chinese
Phonological Awareness		x	x		x
Alphabet knowledge	Sounds	Letter recognition Sounds	Letter recognition Sounds	Sounds	Letter recognition Sounds
Alphabetic Principle		x	x		x
Decoding		x	x		x
Spelling	x	x	x	x	x

Spelling

- Errors by Spanish-speaking ELs
  - Short vowels
  - Common long vowels
  - Other vowels
  - Initial consonants
  - Final consonants
  - Blends
  - Middle consonants
  - Digraphs

Other language differences

- Vocabulary
  - Set of words used in a language
- Syntax
  - Sentence word order
- Morphological System
  - Representation of meaningful units in the oral and written system of a language.

Instructional Implications

	Spanish	**Japanese**	**Arabic**	**Somali**	**Chinese**
Fluency	Vocabulary	Vocabulary Syntax	Vocabulary Syntax	Vocabulary	Vocabulary Syntax
Comprehension	Syntax Vocabulary	Syntax Vocabulary Morphology	Syntax Vocabulary Morphology	Syntax Vocabulary Morphology	Syntax Vocabulary Morphology

Questions

1. Are there differences in performance among different language groups?
2. Is core reading instruction differentiated by language group?
   1. If so, what are some effective practices you use?
   2. If not, is it feasible?
3. Is Tier 2 instruction differentiated by language group?
   1. If so, what are some effective practices you use?
   2. If not, is it feasible?

Oral and written language

- Comprehensible input
  - Teacher scaffolded language use
- Comprehensible output: ELs need opportunities to use language to organize ideas and to practice using the vocabulary appropriately
  - Discussions
  - Writing

Integrate oral and written language

- Use instructional tools to anchor instruction
- Writing opportunities to extend students learning

A process for supporting language and literacy development

Something to talk and think about

Opportunities to talk, listen, read, and write

The language to talk about it

Discussions

- Provide daily opportunities to talk about content in pairs and small groups

- Exploratory talk involves students talking for learning and thinking and includes

  - predicting outcomes or hypothesising,

  - clarifying ideas,

  - offering suggestions or

  - challenging other children's ideas (Sharpe, 1998).

Writing

- Thoughtful language production (e.g., writing, discussing debating) demonstrates and consolidates:
  - vocabulary knowledge
  - conceptual knowledge

- Vocabulary instruction and writing instruction, together, can improve overall writing quality

Writing

- Provide writing assignments that are anchored in content and focused on developing academic language as well as writing skills

- Provide language based supports

- Assess writing to identify instructional needs

Scaffolds

Scaffold a process that enables a child to complete a task or achieve a goal that would be beyond his or her unassisted effort.

(Wood, Bruner, & Ross, 1976)

Scaffolds

- Sentence frames support student use of academic language in discussions and help students summarize and analyze material prior to writing (Kim et al., 2011).

- Sentence frames support the following:
  - Student use of academic language and new content in discussions
  - Students' summarizing and analyzing material prior to writing (Kim et al., 2011)
  - Students' processing of information and demonstration of cognitive skills

Integration of Components

- Teach word-learning strategies
  - Context clues
  - Morphology
  - Cognates
- ELs in particular respond positively to effective reading comprehension instruction that includes language development

(Francis et al., 2006; Peregoy & Boyle, 2005; Roit, 2006)

Integration of Components

- Use small groups to provide opportunities to work and talk on varied aspects of writing

- For students who struggle with basic foundational skills, spend time on skills and vocabulary development and listening and reading comprehension.

Leverage Students' Language Skills

- Research conducted on cross-linguistic transfer, has found that word-level and text-level strategies transfer across languages (Dressler & Kamil, 2006)

- Transfer is facilitated if the languages share the same alphabet (Durgunoglu, 2002).

Bridging Skills

- The development of literacy in a second language requires the active transfer of knowledge and skills, and the development and awareness of new linguistic components

    – Cognates
    – Morphology

Cognates

- Cognates are words in two languages that share a similar meaning.

- 30-40% of words in English have a related word in Spanish.

- Lots of languages have cognates in English (e.g., Arabic).

- Not all words that look the same have similar meanings. Always check for false cognates.

(Colorin' Colorado, 2007)

Cognates

- Cognates can help students learn strategies and mnemonics
  – Capitalization/Escribir en mayúscula
  – Organization/Organización
  – Punctuation/Puntuación
  – Spelling/Ortografía
- Teaching students to recognize cognates supports comprehension.

Comprehension

- Differential use of comprehension strategies by language.
  - In L1 students use strategies to monitor their comprehension at the text level, to link what they had read and to make inferences.
  - In English, they used paraphrase at the sentence rather than the text level to monitor their comprehension
- This suggests that students who know how to use strategies and who have a number of strategies at their disposal can use strategies flexibly across languages.

Recommendations

– Start with engaging, rich text that features academic vocabulary and complex ideas

– Structured opportunities to use vocabulary words, to use vocabulary associated with content, and to compare information from various formats.

– Structure discussion around topics and questions that don't have easy answers

Programing

- ELs need instruction that will help them continue to develop their language and literacy skills as they learn new content;

- instruction that simplifies content or fails to provide reading and writing practice will not help them improve their skills or build knowledge.

- This is true for students with learning difficulties and ELs with and without and learning difficulties.

TIER 2

Tier 2

- Use data to identify and group students with **persistent** difficulty with aspects of language and literacy.

- Align with language(s) of core literacy instruction

- Literacy instruction is explicit and systematic

- Scaffold instruction to accommodate students' level of English language proficiency

Instruction

TIER 3

Research Base: ELs with LD

English learners with reading disabilities at the word level have difficulty with the following:

- Phonological processing

- Syntactic skills

- Working memory

(Abu-Rabia & Siegel, 2002; Geva, Yaghoub Zadeh, & Schuster 2000)

Research Base: ELs with LD

English learners who have difficulty with comprehension:

- Have weaker vocabularies.

- Produce less complex sentences.

- Have difficulty making inferences when listening to narrative stories with high-level syntactic and semantic processing.

(Geva & Massey-Garrison, 2013)

49

Research Base: ELs with LD

- ELs with learning disabilities in writing exhibit difficulty with the basic skills of writing (the mechanics) and with the process of elaborating a composition (topic selection, organization, composing, revising, and editing) (Fitzgerald, 2006).

50

ELs with disabilities

- ELLs with LD also need specialized instruction that will help them develop English language skills in all four of the communication areas.

- The acquisition of these skills will be facilitated if it is linked to academic learning (Gersten, Baker, & Unok Marks, 1998).

- The flexibility required to use literacy practices across disciplines and to appropriately apply strategies may be challenging for students with LD who are also still in the process of acquiring English proficiency.

INSTRUCTIONAL PRACTICES

Instruction

- Learning to use the recommended strategies and approaches is a process in which teachers' skills are continually built and refined.

Explicit Instruction

- Reading and writing approaches in each content area are clear and visible.

- Writing prompts are used to provide students opportunities to reflect on their current understanding, questions, and learning processes.

- Models of *how* to access specific content area texts are provided.

- Explicit instruction in the how to negotiate complex discourses and how to recognize that texts can mean different things in different contexts.

(Adapted from National Council of Teachers of English, 2007)

Strategies

- Instructional strategies are a set of systematic activities used by a teacher that contains explicit steps to achieve a specific student outcome (Thurlow & Clapper, 2007).

- There is strong evidence that strategy instruction supports the development of higher order thinking skills (Bulgren, Deschler, Schumaker, & Lenz, 2000; Mastropieri et al., 1996; Moll & Allen, 1982; Sandora et al., 1999).

Strategies

Successful teaching of strategies involves the following steps:

1. Explanation to direct task performance.

2. Modeling by teachers (verbal modeling, questioning, and demonstration).

3. Reminders to use specific strategies or procedures.

4. Step-by-step prompts or multi-process instructions.

5. Dialogue between the teacher and student.

6. Teacher asks questions to assure that students are applying the strategy.

7. Teacher provides assistance or coaching, only if necessary.

(Swanson, 2011)

Self-regulation Strategies

- Self-regulation is the ability to monitor, assess, and regulate one's own behavior (Field, Martin, Miller, Ward, & Wehmeyer, 1998; Schunk & Ertmer, 2000).

- Direct instruction in conjunction with self-regulation is more effective than the use of a single strategy in improving academic (Gersten et al., 2001).

- Students who use self-regulation strategies have demonstrated increased
  - academic engagement behaviors and
  - a greater attention span during academic activities,

Graphic Organizers

- Strategies for organizing information through graphical means are recommended for all students.

- Graphic organizers are visual and spatial displays that make relationships between the following:

  – Facts and concepts (Gajria, et al., 2007, Hughes et al., 2003; Kim, Vaughn, Wanzek, & Wei, 2004; Nesbit & Adesope, 2007).

  – Prior and new knowledge (Ausubel, 1968; Mayer, 1979).

Graphic Organizers

- For English learners, graphic organizers supplement verbal text (Watson, Northcutt, & Rydell, 1989; Flynn, 1989).

- Graphic organizers remain as artifacts that students can refer to when they want to review or clarify concepts or interpretations.
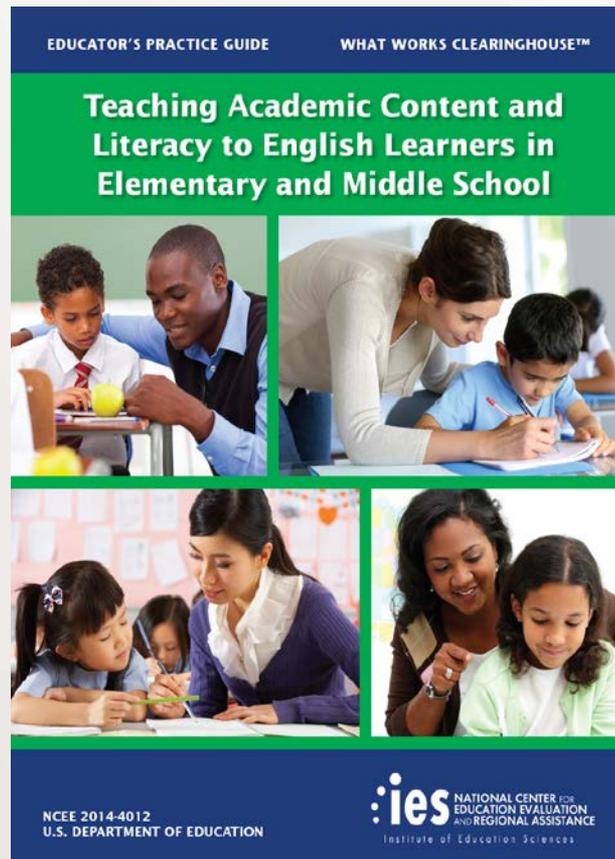
Structured group work

- Cooperative learning (small groups or pairs) works best when all group members have an assigned, meaningful task.

- In addition:
  – Increases academic performance, motivation, engagement, time on task, self-esteem, and positive social behaviors.
  – Fosters the development of higher-order thinking skills.
  – Provides opportunities to interact and discuss and get help with learning.
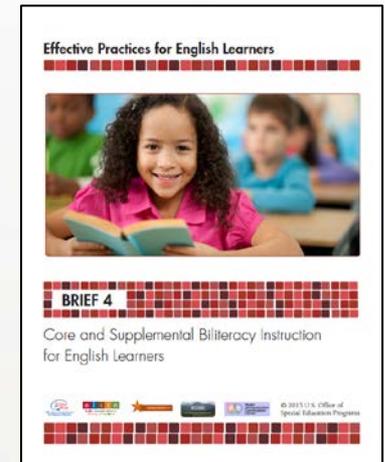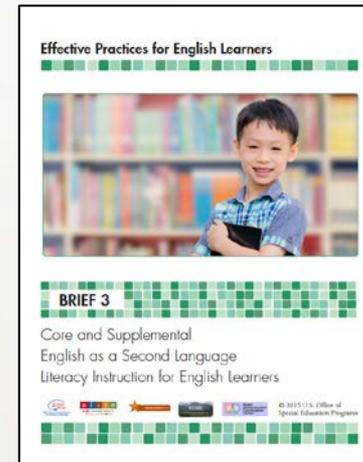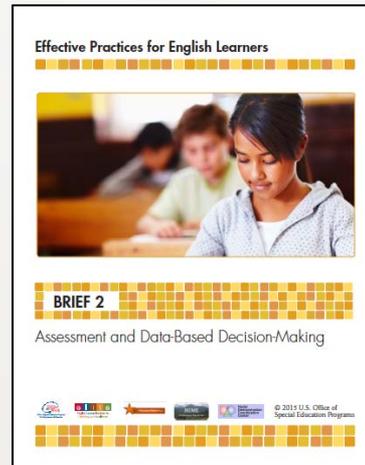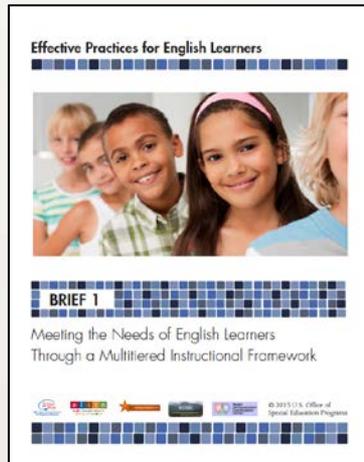
QUESTIONS

IES Research to Practice Guide
http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=19

Practice Briefs

Effective Practices for English Learners

BRIEF 1

Meeting the Needs of English Learners Through a Multitiered Instructional Framework

Effective Practices for English Learners

BRIEF 2

Assessment and Data-Based Decision-Making

Effective Practices for English Learners

BRIEF 3

Core and Supplemental English as a Second Language Literacy Instruction for English Learners

Effective Practices for English Learners

BRIEF 4

Core and Supplemental Biliteracy Instruction for English Learners

Effective Practices for English Learners

BRIEF 5

Professional Development to Support a Multitiered Instructional Framework

Practice Briefs can be found on the Model Demonstration Coordination Center website:
http://mdcc.sri.com/cohort5.html

Thank you

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