# Managing Demanding Reading Texts: Resources and Teaching Strategies

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# Educational Linguistics

- "Those parts of linguistics directly relevant to educational matters and those parts of education concerned with language" (Spolsky, 2008, p.2).

- ELLs learn language at the same time as they learn subject matter through language.

- Proficiency in a new language does not equate to their cognition or their subject knowledge.

- Language mediates learning in schools (PLK).

So: How can teachers support ELLs in mainstream classes?

# What do teachers need to know?

**Pedagogical language knowledge** (Bunch, 2013)

"Knowledge of language directly related to disciplinary teaching and learning and situated in the particular (and multiple) contexts in which teaching and learning take place" (p.307).

Demonstrated when teachers :

- analyse linguistic features of subject texts
- integrate genre-based pedagogies with critical language awareness
- use sociocultural approaches such as apprenticing ELLs into academic practices.

# Overview

- Who are the ELLs in our classes? (How do we know?)

- What makes a text demanding for ELL students? (analysing linguistic features of subject texts).

- How might we support-up our ELL learners? (Apprenticing strategies)

Resources

# Learning Intentions

- We can recognise the ELLs in our classes.

- We can identify challenging linguistic features of subject texts.

- We can design interactive tasks to support-up our ELL learners.

- We can list at least three purpose-designed resources for ELLs.

# Who are the language learners in your classes?

- NZ born students of migrant parents

- Migrants or refugee emergent bilinguals

- International students

- **How do you know?**

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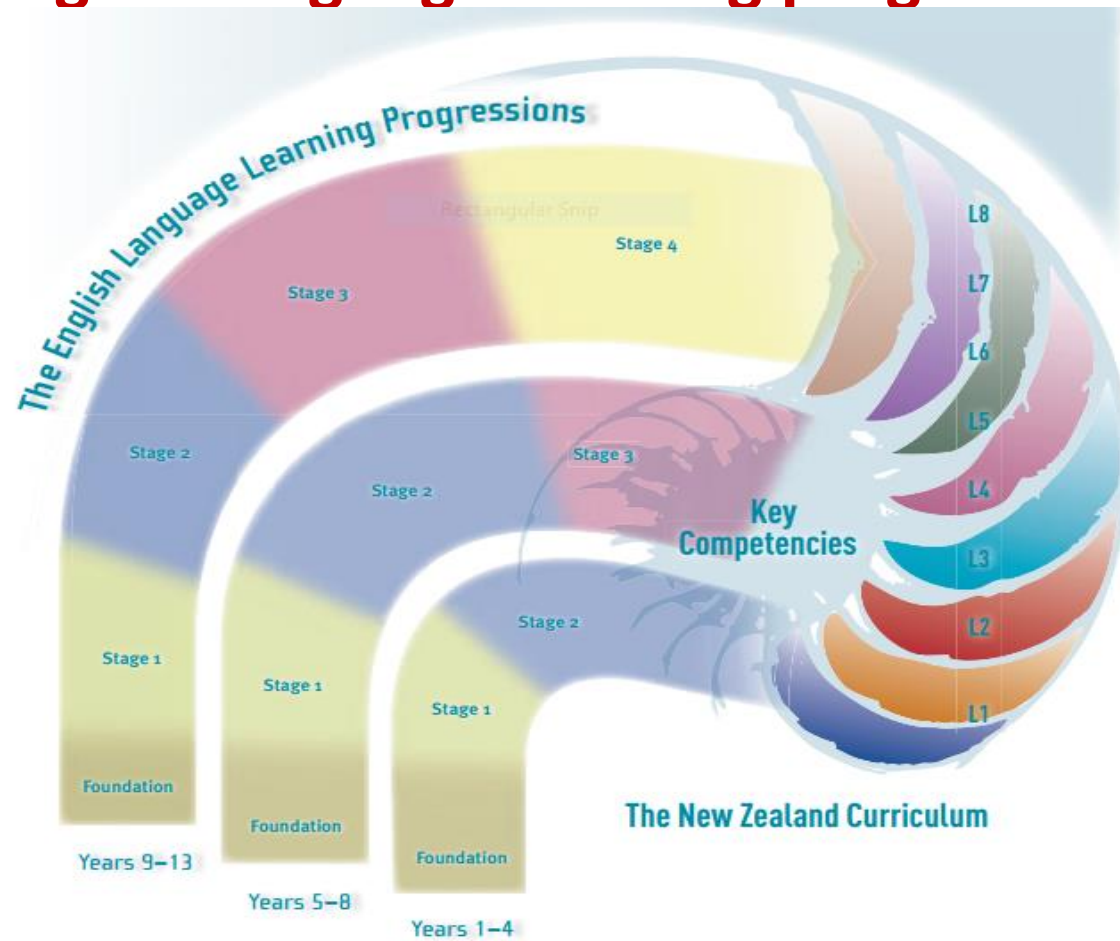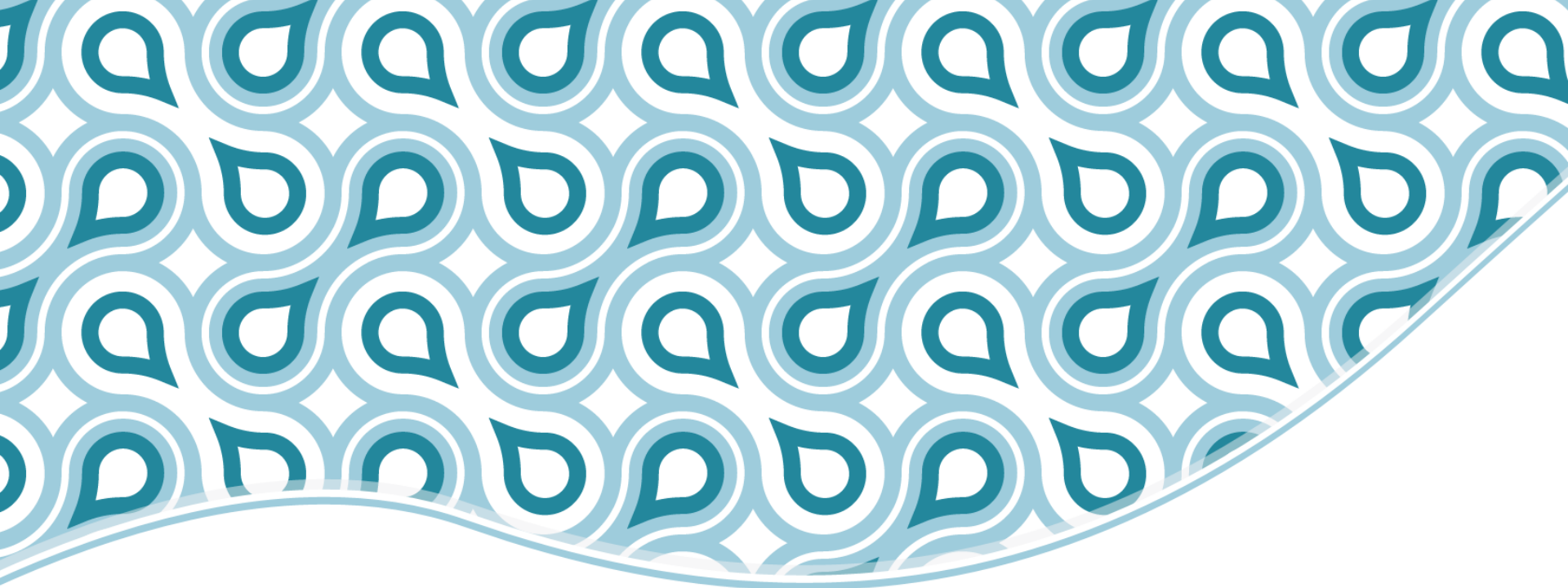
**migrant**

**literacy**

**ELL**

**NESB**

**EL**

**International**

# English language learning progressions

**What makes a text demanding for primary ELL students?**
*The Ukelele Maker.*

# English Language Learning Progressions (ELLP): The reading matrix

| | Topic development | Language structures | Vocabulary | Layout |
|---|---|---|---|---|
| Foundation Stage | – Texts are very short. They contain one or two simple ideas and use a lot of repetition. | – Texts contain single words or short sentences, usually in the subject–verb–object order. | – Texts use repeated high-frequency words and some words that are lower frequency and topic-specific, and that are strongly supported by the context. | – Texts have only a few words per page and are well supported by illustrations. |
| Stage 1 | – Texts are short and often present ideas in a simple sequence. | – Texts contain simple and **compound sentences** with a variety of sentence beginnings. There are usually no more than two **clauses** per sentence. | – Texts use varied high-frequency words and some words that are lower frequency and topic-specific, and that are strongly supported by the context. | – Texts have about three sentences per page and are well supported by illustrations. |
| Stage 2 | – Topics are developed in more depth and assume more background knowledge.<br>– Text types are more varied: they may be reports, arguments, procedures, explanations, recounts or mixtures of these. | – Texts contain simple, compound, and some complex sentences. Sentences are sometimes expanded with **prepositional phrases** or other structures. | – Texts use varied high-frequency words and some words that are lower frequency and topic-specific or **technical**, and that should be clear from the context. | – Texts have several sentences or short paragraphs per page and may be supported by illustrations. |

# The Ukelele Maker



JJ58-The Ukulele Maker.pdf

# What are the text demands and affordances? *The Ukelele Maker*

What jumps out at you from this text?

- Genre/s?

- Syntax?

- Vocabulary?

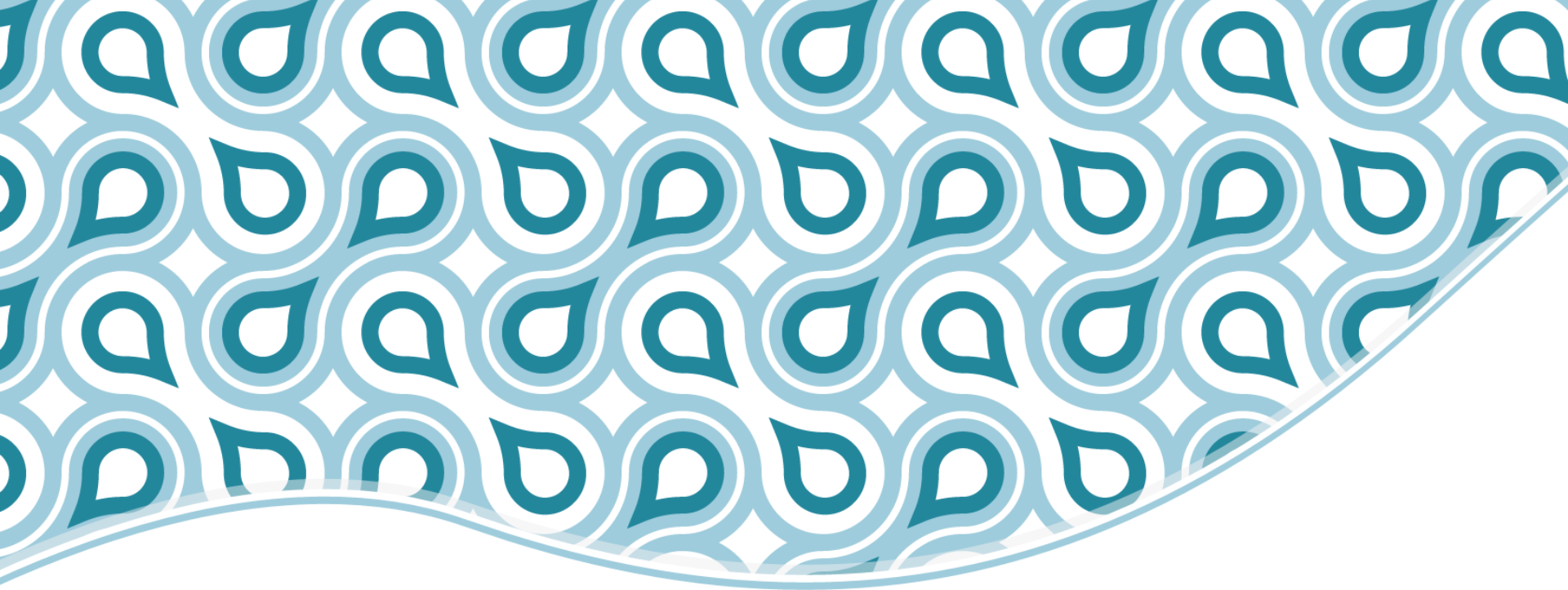- Topic development?

- Illustrations?

# How can we support-up EALs to read this?

What teaching activities might engage EBs?

- Concrete/experiential
- Sequencing pictures &/or text &/or individuals
- Concept map
- Summary (disappearing cloze)

https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies

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What makes a text demanding for secondary ELL students? *Mutations.*

# English Language Learning Progressions (ELLP): The reading matrix

| | | | |
|---|---|---|---|
| **Stage 2** | – Topics are developed in more depth and assume more background knowledge.<br>– Text types are more varied: they may be reports, arguments, procedures, explanations, recounts or mixtures of these. | – Texts contain simple, compound, and some complex sentences. Sentences are sometimes expanded with **prepositional phrases** or other structures. | – Texts use varied high-frequency words and some words that are lower frequency and topic-specific or **technical**, and that should be clear from the context. | – Texts have several sentences or short paragraphs per page and may be supported by illustrations. |
| **Stage 3** | – Topics are developed to more complex levels in a variety of ways, using connectives to signal the relationship of ideas (eg, cause and effect or sequence).<br>– Texts may interweave more than one text type.<br>– Comprehension requires more inference. | – Texts contain a variety of sentence types, some of which may be more complex. They may include **passive constructions** and direct speech. | – Texts use some lower frequency and technical words that are not easy to infer from the context.<br>– They may use some **idiomatic** language. | – Texts are arranged in paragraphs and may be supported by diagrams, illustrations or photographs. |
| **Stage 4** | – Topics are developed in great depth and may be very technical.<br>– Texts may include many different time settings or multiple voices.<br>– Texts may interweave more than one text type. | – Texts include a variety of sentence structures. They may include embedded and **relative clauses** and passive constructions.<br>– Each sentence may contain several concepts. | – Texts use low-frequency words and technical vocabulary.<br>– They may use similes, metaphors and idiomatic language without explanation. | – Texts are arranged in paragraphs and may use subheadings.<br>– There may be no illustrations, or there may be some that require high-level interpretation. |

1. Read the following

The instructions for making an organism are contained in the sequence of bases found in their DNA. Sometimes, during the copying of this DNA (to make new cells), or during the production of sex cells (to make a new organism), a change can occur in the base sequence. Scientists call these changes 'mutations'.

The word mutation comes from a Latin word, "mutatio" which means 'change'.

Despite what you may have seen on TV or in the movies, mutations do not turn turtles into ninjas, or cause blades of metal to come shooting out of your fists when you're angry! In fact it is suggested that each of

Most organisms are carrying mutations – including yourself. In fact it is suggested that each of us bodies at any one time.
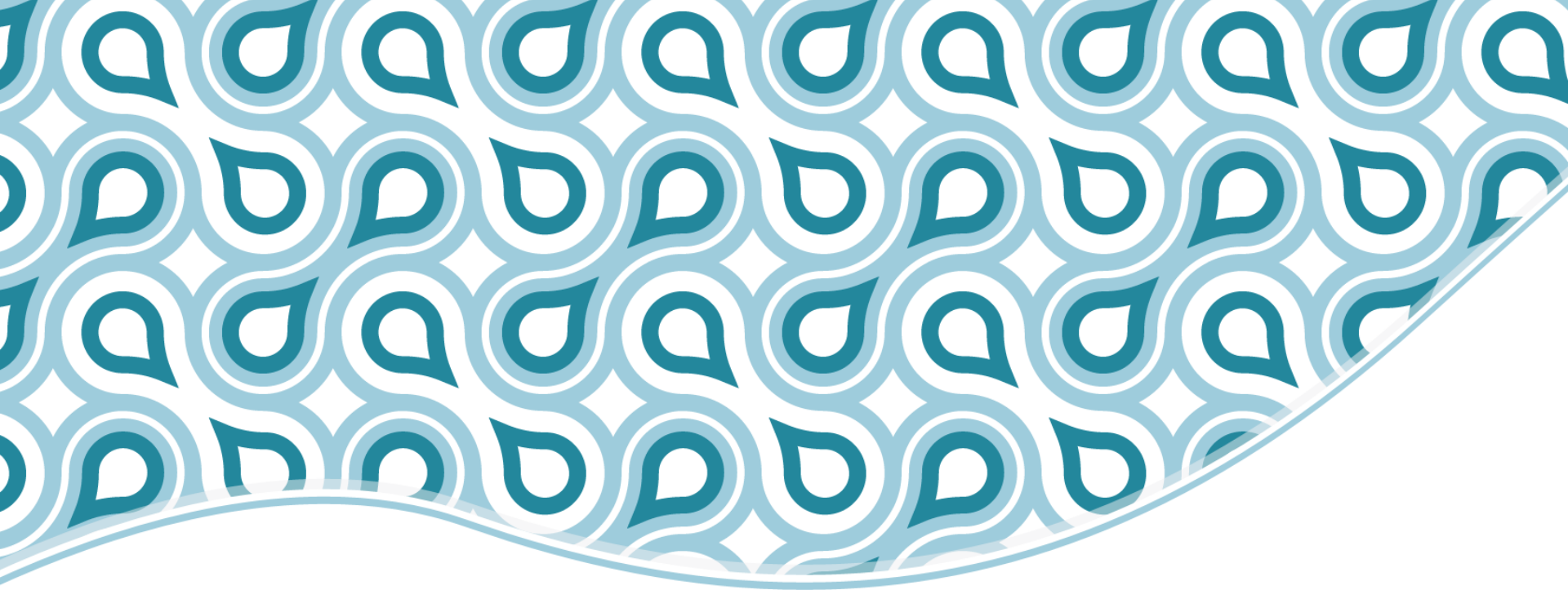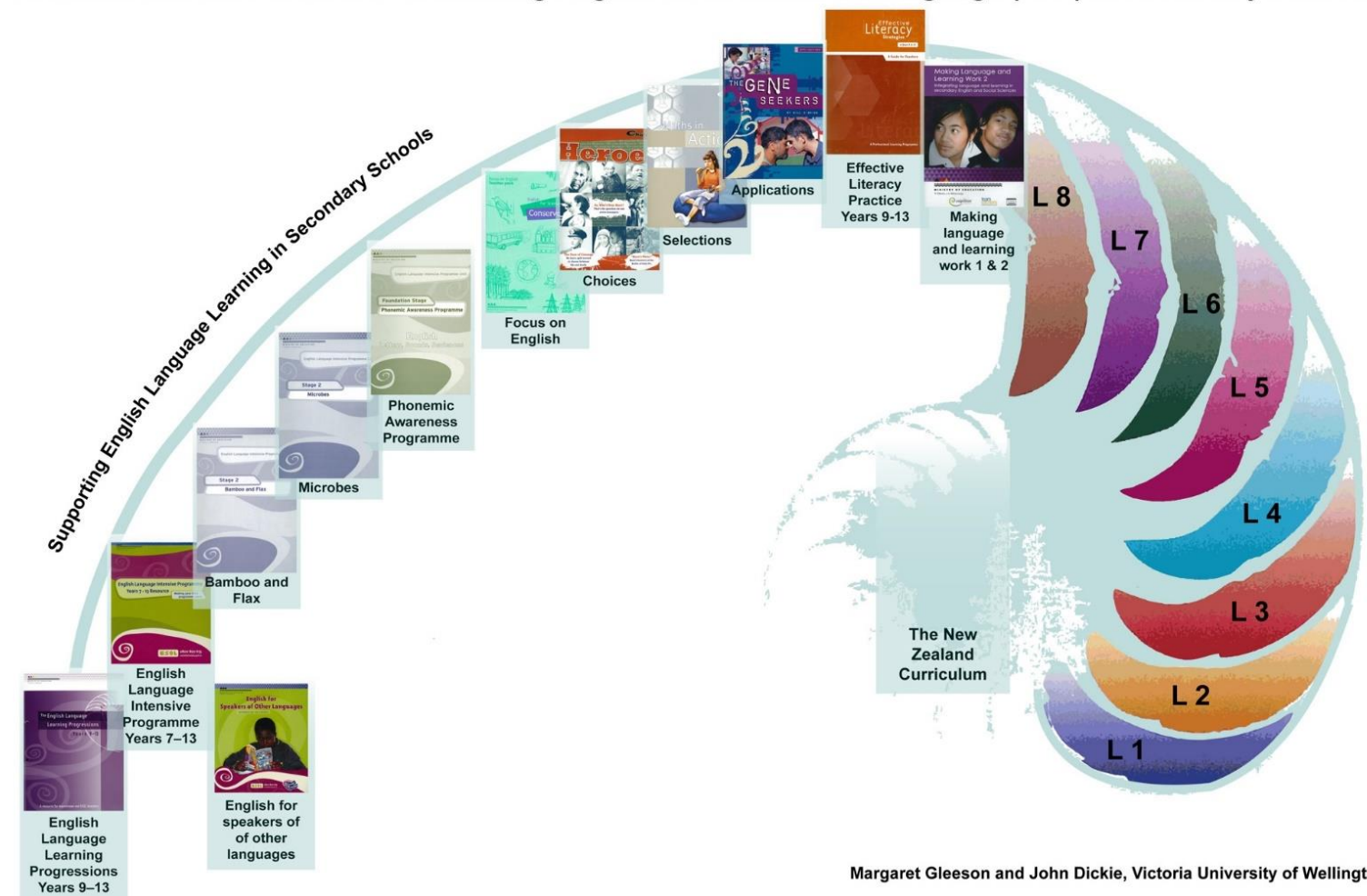
# How can we support-up EALs?

- Anticipatory guide
- Three level guide
- Dictogloss
- Verb mapping
- Pronoun mapping

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planning/ESOL-teaching-strategies

# How might we support-up our EAL learners? Ministry resources.

Essential teacher resources for teaching English as an additional language (EAL) in secondary schools

Supporting English Language Learning in Secondary Schools

English Language Learning Progressions Years 9–13

English for speakers of other languages

English Language Intensive Programme Years 7–13

Bamboo and Flax

Microbes

Phonemic Awareness Programme

Focus on English

Choices

Selections

Applications

Effective Literacy Practice Years 9-13

Making language and learning work 1 & 2

The New Zealand Curriculum

L 1
L 2
L 3
L 4
L 5
L 6
L 7
L 8

Margaret Gleeson and John Dickie, Victoria University of Wellington

https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning

# Success criteria

- We can recognise the ELLs in our classes
- We can identify challenging linguistic features of subject texts
- We can design interactive tasks to support-up our ELL learners.
- We can list at least three purpose-designed resources for ELLs.

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