**Articles and Videos**

**Article Spelling to English Language Learners**

**By: Susan Lenski and Frances Verbruggen**

**\*Spelling and native language influence**

 According to this article, “Spelling, like handwriting, is a transcription skill that helps students to write with fluency”. Students are encouraged to look up words in their dictionaries. In Ms. Bowden’s class, “phonological and orthographic transfer from Spanish to English accounted for many spelling errors in words containing /k/, /b/, and /h/ allophones, /sk/, blends, are all cluster, and phonemes, such as /e/ /pr/, and /u/ (Fashola, Drum, Mayer, & Kanga, 1996).

**\*Correcting spelling and usage errors**

 According to this article, it is not recommended for teachers to make all of the mistakes in a students’ paper. From my personal experiences, as a English Language Learner, this was always very discouraging. The article does emphasizes that educators should “understand the kinds of errors that ELLs make in writing is critical”.

**\*Spelling assessments**

 Spelling test are assessments as well all know by now. According to the article, “this kind of assessment is still useful for checking students’ mastery of spelling words”.

**YouTube Videos:**

**Teaching Reading and Writing to English Language Learners**

**By: Jane Flynn**

**Effective Language Programs:**

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| Emphasize Functional Aspects: \*Use language to inform, persuade, inquire, narrate, encourage, etc.  | Classroom strategies \*Role playing \*Interviewing  \*Listening to a good literature.  \*Choral speaking and reading  \*Oral presentations \*reader’s theater \*Group discussions |
| Authentic Classroom Discourse \*Reading and writing for entertainment and information  |  |

This video, it stresses many classroom strategies such as role playing, oral presentations and group discussions. It emphasis the importance of bilingual educators to teach English.

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| **Facts and Principles:** Children who learn literacy in their first language are more successful in English. \*2+ years of schooling in 1st language average English literacy in 4-7 years. \*No schooling in their native country, it takes 7-10 years (for young children), worse for adolescents. Do we need for oral language proficiency before teaching reading? **NO** | Reading Principles: 1. Early, fast, heavy emphasis on phonological analysis and phonics (what sounds are same as their native language to build new phonics)
2. Choral reading, radio reading, Reader’s Theatre
3. Vocabulary building
4. Comprehension strategies with special attention to text vocabulary

\*Story Boost \*Story Grammar Plot/Graphic Organizers\*Think-Alouds  |
| **Phonemic Awareness:****Awareness of sounds in L1 correlates with awareness in L2 (English)****Delays in reading may be due to gaps in achievement rather than to language difficulties.** **\*Oral Language proficiency in L1 and English NOT predictive of learning to read English words** **\*Therefore, o.k. to start English Reading Before English Oral proficiency****ELLs with serious delays make substantial gains with research-based Instruction.** **\*Start with words that include sounds common to both languages** **\*Emphasize manipulative, movements, small-group languages** **\*Use words with pictures**  | Choose Books that have \*Strong picture-text matches \*Controlled vocabulary \*Natural language patterns  \*Repeated sentence patternsSame repeated reading strategies as English native peers  \*Buddy reading \*Choral reading  \*Listening to books on tape |

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| --- | --- |
| **Vocabulary:** Small number of essential words (Such as Sight words)Multiple exposure over timeReading with limited number of new words Use visuals, realia, demonstrations, videos, role plays, puppetsTeach cognates | **Research-validated ELL reading:** **Comprehension:**Focus on visually-based strategies \*Story Grammar Plot \*Graphic OrganizersBuild background knowledgeDifferent levels of questionsThink-AloudsPreview, teach, review |
| **Writing Principles** Bilingual Dictionaries, Word Walls \*Home Language vs. English Word Study \*Slide Down Sounds/Spelling by Sound \*Word sorts for spelling patterns(PICTURE DICTIONARY) \*Concepts sorts for vocabularySentence Patterns \*When I was young,…..(Personal Narrative)Author Studies \*Home language authors writing in English  | **Summary Points**Five components of reading instruction recommended by NRP are essential for ELLEnglish Language Learners need much greater focus on phonology, vocabulary and comprehension from the beginning.Careful selection of texts is essential for emerging ELL readers |

**What research has to say about spelling instruction for English Language Learners**

**By Firman Parliundungan**

**Introduction**

 “According to the U.S. Department of Education, National Center for Education Statistics (2016), by 2013-2014 there are approximately 4.4 million of ELLs in the U.S. and 80% of them speak Spanish as their native language. Of those 4.4 million population, 70% fourth-grade ELLs are below basic reading compared to 31% native English speakers whose reading is below basic (Vanderwood, Tung,& Arellano, 2014)”. This statistic demonstrates the importance for educators to know the curriculum as well as know the value of knowing how English Language Learners acquire a new language.

**Spelling:**

 This article states that focusing on spelling, helps English Learners with understand how written language works and helps the students with pronunciation of the word. “To this end. Spelling includes understanding of written language, phonetic strategy, knowledge of relationship between letter to sound and letter to meaning, syllable juncture, and derivational principles (Ganske, 2014; Henderson, 1990)”.

**Theoretical Frameworks**

 The article states that there are stages to understanding new spelling vocabulary. The first stage is pre-communicative, the second stage is semiphonetic, the third stage is phonetic, the fourth stage of acquiring spelling words is transitional and the last stage is conventional stage. Each stage reinforces the previous stage in order for language acquisition to be acquired. According to the article “Precommunicativestage is described when students demonstrate some knowledge of the alphabets, letter-sound correspondence, not knowing directionality, and may be confused with uppercase and lowercase letters. Semiphonetic is when students begin to conceptualize letter-sound correspondence in words, partial mapping of phonetic representation, gaining letter-naming strategy, begin to grasp directionality, and may be able to master word segmentation. In phonetic stage then students may have total mapping of phonetic representation, systematically develop particular phonetic forms like tense vowels, preconsonantal nassals,-ed endings, etc., and word recognition and spatial orientation become fully mastered. The fourth stage is transitional which is described when students in a transition into conventional English orthography and gain higher skills in spelling words. The last stage is conventional or correct stage that is when students have firmly established English orthographic system. Students in this stage are also independent to develop and accumulate a large corpus of words”.

**Conclusion:**

 Although there is not one specific way to teach English Language Learners how to read or decode words, the study does emphasize on educators to continue working on phonemic awareness intervention, phonics, and vocabulary instruction. Educators should also include a lot of writing activities to allow English Language Learners the opportunity to practice the vocabulary as well as demonstrate their understanding of a topic.

**Article: Word Study: Learning Word Patterns**

**By: Diane Henry Leipzig**

**Definition of Word Study**-

“Word study, which is not based on the random memorization of words. A word study program is a cohesive approach that addresses word recognition, vocabulary, and phonics as well as spelling (Zutell, 1992)”.

**What is Word Study:**

Word Study is understanding the difference between “hard c” and a “soft c”. Students learn to discriminate the different sounds based on having a vowel or a consonant. “Word study is also designed to build word knowledge that can be applied to both reading and spelling (Henderson, 1992; Zutell, 1998). Because it is closely tied to reading instruction, it also develops students’ abilities in phonics, word recognition, and vocabulary (baker, 2000)”.

**How is word Study taught?**

Teachers usually create a group of words to demonstrate a pattern or a sequence. Students usually practice these words and their “rules” instead of just memorizing the word.

**Teaching Strategies:**

According to the article, “teachers encourage students to compare and contrast features in words. One common method for doing so is by having students sort words. This is the reason why “Words their Way” are very useful in teaching new vocabulary to English Language Learners. “In addition to sorting, students may hunt for words in their reading and writing that fit the pattern being studied, may construct a word wall illustrating examples of the different patterns studied, may keep a word study notebook to record the known patterns and their new understandings about words, or may play games and activities to apply their word knowledge (Bear et al., 2000)”. Recently due to the pandemic, Words Their Ways, have become digital available for students to continue their learning from home.