



DETERMINING NEW LANGUAGE ACQUISITION, LANGUAGE DIFFERENCES, AND DISORDERS IN CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS

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Language Disorder vs. Language Differences in English Learners

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Language Disorder vs. Language Differences in English Learners

Overview

Language disorders vs. language differences for English Learners (EL) requires careful consideration of how to best approach English language acquisition as well as access to the curriculum, thus, academic success. When identifying a language disorder, there are a multitude of factors that can influence communication skills and must be considered.

This presentation will discuss the signs and what to do when a student is not reaching English proficiency. Could it be that the difficulty reaching English language proficiency after carefully planned instruction is because the student has an underlying language disorder?

In order to determine if a student has a language disorder, many factors must be considered.

- First and foremost, a student must have speech or language problems in his/her native language/s in order to meet eligibility criteria for a language disorder (Fairchild, 2017). Other factors include:
 1. Information about culture, background, languages spoken, prior knowledge, and development
 2. Account for the process of language development, language loss, the impact of language dominance fluctuation, and the influence of dual language acquisition and use when differentiating between a disorder and a difference.
 3. Early intervening services such as Multi-Tiered Systems of Support (MTSS) to determine learning problems that cannot be explained on the basis of lack of experience.

Learning Objectives

1. Discuss supporting cultural and linguistic diversity
2. Explore the five stages on a new language acquisition
3. Determine MTSS/RTI intervention strategies for each stage of acquisition
4. Learn characteristics of language differences vs. language disorder
5. Develop strategies for the five domains of language to support English Learners with language disorders

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Turn and Share: Myth or Fact

Discuss each of the items below. Determine if the statement is a myth or a fact.

1. Myth Fact It is better if everyone in a child's life only speaks one language to them.
2. Myth Fact Bilingualism has been shown to improve a child's ability to learn new words, identify sounds, and problem-solve
3. Myth Fact Children become bilingual just by listening to others around them speaking another language.
4. Myth Fact Bilingual children should not mix the two languages while speaking
5. Myth Fact Bilingual children who progress slower than students of similar background may indicate a language disorder.
6. Myth Fact Families should speak whichever language is most comfortable for them.
7. Myth Fact True communication disorders will be evident in all languages used by an individual.
8. Myth Fact A language disorder affects the student's ability to learn any language

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Myth or Fact Answers

1. Myth Fact It is better if everyone in a child's life only speaks one language to them.
This will lead to subtractive bilingualism which has cognitive consequences
 - a. Subtractive bilingualism can have negative consequences for students' academic performance, and which argues that attaining academic proficiency in each language enables students to reap the full benefits of bilingualism (Baker 2006; Cummins 2000; Valenzuela 1999)
 - b. Baker (2006) clarifies that native language literacy skills cannot be transferred to L2 if the L1 has not been developed sufficiently.

2. Myth Fact Bilingualism has been shown to improve a child's ability to learn new words, identify sounds and problem-solve
 - a. Bilingualism has been associated with improved metalinguistic awareness (the ability to recognize language as a system that can be manipulated and explored), as well as with better memory, visual-spatial skills, and even creativity (Diaz & Klingler, 1991).
 - b. To maintain the relative balance between two languages, the bilingual brain relies on executive functions, a regulatory system of general cognitive abilities that includes processes such as attention and inhibition. (Bialystok, Craik, & Luk, (2012).

3. Myth Fact Children become bilingual just by listening to others around them speaking another language.
 - a. Learning a language is an active process. It requires opportunities for the child to practice communication with others. The child has to listen and respond (Ibanez, 2016)

4. Myth Fact Bilingual children should not mix the two languages while speaking
 - a. Brain regions are active when bilingual people perform tasks in which they are forced to alternate between their two languages increasing activation in the dorsolateral prefrontal cortex (DLPFC), a brain region associated with cognitive skills like attention and inhibition.
 - b. Along with the DLPFC, language switching has been found to involve such structures as the anterior cingulate cortex (ACC), bilateral super marginal gyri, and left inferior frontal gyrus (left-IFG), regions that are also involved

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in cognitive control (Bialystok, Craik, & Luk, G. 2012; Hernandez, Martinez, & Kohnert, (2000).

- c. Translanguaging is defined as the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (Otheguy, García, & Wallis, 2015).
 - i. promotes a deeper and fuller understanding of the subject matter
 - ii. helps the development of the weaker language
 - iii. facilitates home-school links and cooperation
 - iv. helps the integration of fluent speakers with early learners (Baker, 2011)

5. Myth Fact Bilingual children who progress slower than students of similar background may indicate a language disorder.
 - a. Roseberry-McKibbin (2018) lists this as an indicator of a language disorder

6. Myth Fact Families should speak whichever language is most comfortable for them.
 - a. This will provide a more enriched linguistic environment. It also supports the student being able to communicate within their home and community environment (Ibanez, 2016)
 - b. There is ample support in the literature for the argument that EL students who have the opportunity to develop and maintain their native languages in school are likely to outperform their counterparts in English-only programs and experience academic success (Baker 2006; Krashen and McField 2005; Thomas and Collier, 2002
 - c. Skills that students acquire in their native languages are found to transfer to English (Cummins 2000).

7. Myth Fact True communication disorders will be evident in all languages used by an individual.

8. Myth Fact A language disorder affects the student's ability to learn any language

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Reflection and Review:

How did you do on Myths vs. Facts?

Did you learn anything new already that will help drive your counseling with parents and others?

Did you learn anything new that will help drive your therapy going forward?

Conclusion

As we begin to discuss language differences vs. language disorders, we have to begin with a basic agreement on the facts about bilingualism. This can help us to begin to understand and lay to rest some of the myths especially when we add the next component of students that are demonstrating a language disorder. A language disorder will occur in all languages that the student speaks. Research tells us that it is important to maintain as much of the first language as possible. As we move through our day, we will discuss how to keep the L1 and the L2 linked together as we choose our goals for therapy.

Resources

- Bilingual Communication Assessment Resource (BCAR) (Mattes and Saldana Illingworth, 2009)
- Multicultural Students with Special Language Needs: Practical Strategies for Assessment and Intervention 5th Edition (Roseberry-McKibbin, 2018)
- Difference or Disorder? Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students (Kester, 2014) Includes: Hebrew, Korean, Vietnamese, German, Czech, Japanese, Farsi, Mandarin, African American English, French, Russian, Spanish, and Arabic
- <https://www.wordreference.com/> (18 languages)
- <https://www.linguee.es/> (translates text from ten languages)

Language Disorder vs. Language Differences in English Learners

Definitions

The following definitions are provided as a reference. It is important for all of us working with students with a language disorder and English learner to be on the same page.

Three Groups of EL Learners

The following three categories of EL students are presented by Levine & McCloskey (2009), and Pransky (2008).

Literacy Oriented

Typically, these students are in a literacy enriched environment at home. Books are in the environment, and there is a focus on developing the language and cognition needed for learning. These students typically enter American school with school matched language and thinking skills needed in formal education.

Students who have developed grade level or above language arts, math, science, and social studies skills in their native language develop the English language quicker (Collier & Thomas, 1998; August and Shanahan, 2006; Genesee, Lindholm-Leary, Christian, W. Saunders, B. Saunders, 2006).

Nonliteracy Oriented

Typically, these students come to school without a strong literacy background and are not prepared for American schools. They specifically require programs designed to language and literacy skills needed for academic success.

Culturally Disrupted

This group of students have experiences disruptions in their lives such as poverty, war, long term stress, frequent moves, and a host of other potential problems that are not conducive to formal education. They have not experienced the same acculturation (a process in which an individual adopts, acquires, and adjusts to a new cultural environment as a result of being placed into a new culture) as literacy and nonliteracy oriented students have.

Cultural Diversity

Culture diversity can incorporate a variety of factors, including but not limited to age, disability, ethnicity, gender identity (encompasses gender expression), national origin, race, religion, sex, sexual orientation, and veteran status. We will further explore surface, shallow, and deep culture and the impact on learning.

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Linguistic Diversity

There are an average of over 7000 languages spoken throughout the world with many dialectal differences. Linguistic diversity is the differences between different languages and the ways that people communicate with each other. Languages are systematic and bound by rules. Therefore, linguistic diversity covers varied types of traits including the grammar and vocabulary of various languages and dialects and the understanding and respect of each aspect of a language and dialects.

Basic Interpersonal Communication Skills (BICS)

Language skills needed in everyday, social face-to-face interactions. The language used in these social interactions is **context embedded**. That is, it is meaningful, cognitively undemanding, and non-specialized. It takes the learner from **six months to two years** to develop BICS (<https://www.colorincolorado.org/faq/what-are-bics-and-calp>).

- Oral language only
- Used for social communication
- Learned naturally in daily environments
- Supported by gestures and intonation
- Casual and informal conversations
- Short and simple sentences

Cognitive Academic Language Proficiency (CALPS)

Proficiency in academic language or language used in the classroom in the various content areas. Academic language is characterized by being **abstract, context reduced**, and specialized. In addition to acquiring the language, learners need to develop skills such as comparing, classifying, synthesizing, evaluating, and inferring when developing academic competence. It takes learners **at least five years** to develop CALP. Research from Collier and Thomas (1995) has shown that it may take children with no prior instruction or no support in native language development at least seven years to develop CALP <https://www.colorincolorado.org/faq/what-are-bics-and-calp>

- Formal oral communication, reading and written communication
- Gained primarily through school
- Taught explicitly
- Not usually supported by gestures or intonations
- Longer and more complex sentences
- Can take 5-10 years to become proficient

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The gap between BICS (6 months to 2 years to develop and CALP (5 or more years to develop) often leads professionals to falsely assume that the children have language-learning disabilities or that language skills are higher than what the student demonstrates in the classroom because of language in social situation.

Language Difference

A rule governed language style that deviates in some way from the standard usage of the mainstream culture

Language Disorder

A significant discrepancy in language skills compared to the normative standards for a client's age or developmental level. For students who are bilingual, the language disorder occurs in both languages.

Long Term English Language Learner (LTELL)

Students who have attended schools in the USA for seven or more years and still require language support services. (In 2010, LTELL students made up one-third of the EL population in the secondary schools in New York City. In that same year, California reports ½ of the EL population was LTELL.)

<https://katemenken.files.wordpress.com/2011/10/menken-kleyn-ijbeb-134-july-2010-subtractive-schooling-ltell1.pdf>

<https://www.californianstogether.org/long-term-english-learners/>

There is ample support in the literature for the argument that ELL students who have the opportunity to develop and maintain their native languages in school are likely to outperform their counterparts in English-only programs and experience academic success (Baker 2006; Krashen and McField 2005; Thomas and Collier 1997, 2002). This is because the skills that students acquire in their native languages are found to transfer to English (Cummins 2000).

LTELLs are orally proficient for social purposes in English and their native language, their skills in these languages are several grade levels below in reading and writing, resulting in poor overall academic performance (Menken, Kleyn, and Chae 2007).

Subtractive Bilingualism

Cummins (1984, 1998) stated that certain levels of language proficiency must be achieved in the first language before language transfer can occur and before the cognitive advantages of bilingualism can be promoted.

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The acquisition of English while losing the native language has strong consequential effects: (1) the child's language may resemble a language learning disability; (2) communication with parents may diminish; (3) it may take significantly longer to develop full academic language skills in English (Thomas & Collier, 1997); and transference of learned language skills from L1 to English will be diminished (Cummins, 1984, 1998). Research has demonstrated that promoting bilingualism promotes English language development and acquisition (Brice & Brice 2009; Brice & Wertheim, 2004/2005).

Additive Bilingualism

While learning a second language, one's first language skills and culture remains valued. Total additive bilingualism is also said to be achieved when one is consistently able to hold onto, and remain positive, in their L1 culture whilst possessing the same attitude towards their L2.

- There is greater efficiency in processing information, cognitive benefits, thus, learning benefits to additive bilingualism (Bialystok, Craik, and Luk, 2012).
- Continued academic development of both languages conferred cognitive/linguistic benefits whereas less well-developed academic proficiency in both languages limited children's ability to benefit cognitively and academically (Cummins, 2000).
- Bilingualism is associated with improved metalinguistic awareness, better novel word comprehension, better memory, morphological awareness skills, and visual spatial skills (Roseberry-McKibben, 2018)
- Goldenberg (2008) notes that in spite of controversies surrounding bilingual education in the USA, research in the field is conclusive that: 'teaching students to read in their first language promotes higher levels of reading achievement in English' (14).

Simultaneous Bilingualism

Two languages are developed simultaneously from infancy. Children who learn two languages simultaneously develop language milestones in the same timeframe as monolingual children.

Sequential Bilingualism

Exposed to a second language at a later time.

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- If a student is introduced to a second language before L1 is firmly established, the first language may be arrested or may regress while the child learns the L2. This student will have greater difficulty developing CALP (Roseberry-McKibbin, 2018)

Codeswitching

Alternating between two languages. This is a typical pattern for proficient bilingual speakers (Brice, 2015).

Translanguaging

The deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (Otheguy, García, & Wallis, 2015).

Accent, Dialect, Phonetic Patterns

Accent and dialect influence phonetic patterns in individuals who are bilingual. Accent describes the way people sound or the pronunciation. Dialect describes "a rule-governed, systematic variation of a language" and includes accent as well as grammatical structures and semantics. Clinicians differentiate the influence of accent and dialect from communication disorders, including phonological disorders (Goldstein, 2000, Wolfram & Schilling-Estes, 1998).

Learning Objective 1: Cultural Competence and Diversity

Culture and cultural diversity can incorporate a variety of factors, including but not limited to age, disability, ethnicity, gender identity (encompasses gender expression), national origin (encompasses related aspects e.g., ancestry, culture, language, dialect, citizenship, and immigration status), race, religion, sex, sexual orientation, and veteran status. Linguistic diversity can accompany cultural diversity." (ASHA, 2017)

- Cultural competence involves the ability to respect, recognize, value, and honor to the unique combination of cultural variables and the full range of dimensions of diversity that the professional and client/patient/family bring to interactions (ASHA, 2019).

ASHA provides the following tools to determine your cultural competency

- Cultural Competence Assessment Tool
<https://learningcenter.asha.org/diweb/catalog/launch/package/eid/56626>
- Cultural Competence Checklist: Personal Reflection

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<https://www.asha.org/uploadedFiles/Cultural-Competence-Checklist-Personal-Reflection.pdf>

Cultural Diversity

The following provides some generalizations of cultural diversity. This is only a road map as not all members of a culture will have the same beliefs, values, or customs.

Surface Culture

Surface culture includes observable and concrete elements of culture such as food, dress, music, and holidays.

Shallow Culture

This is the area that we often concentrate our efforts on and often deem someone from a pragmatic perspective. Shallow culture includes the unspoken rules around everyday social interactions such as what is seen as courtesy, attitudes toward elders, friendships, time, personal space, eye contact, touching, theories of wellness/disease, child rearing principles, how to handle emotions, and concepts of time.

Personal Space

Cultures also vary widely with how much space is considered necessary to feel comfortable. Erickson (2017) provides the following generalities.

- Contact cultures requiring less personal space typically includes South America, the Middle East, Southern Europe)
- Non-contact cultures requiring more personal space typically includes Northern Europe, North America, Asia

Concepts of Time

- Clinicians need to be aware that some cultures do not consider arriving late to be rude or disrespectful. Thus, tardiness should not be taken as a personal offense, nor should it be interpreted as a lack of interest in treatment (Prath, 2019)
- Ro (2012) in the Business Insider provides a great chart that shows punctuality of several cultures <https://www.businessinsider.com/how-different-cultures-see-punctuality-2016-7>

Involvement

- If one member is not present for meetings or interactions, it should not be interpreted as a lack of involvement (Hanson & Lynch, 2004).
- Many cultures are very class conscious, with members of different social classes not socializing together. Because of this concern with class and status, individuals may

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be particularly attentive to good hygiene and physical appearance. For others, this might not be a priority.

- Having a title or being a medical professional can be held in high regard. Some cultures see the professional as the one who interacts with the child and the parent does not “overstep their bounds.” This can be frustrating for clinicians who are trying to increase parent or caretaker involvement. For some families, if they are not explicitly taught that they can and should practice with their child, they will see this as your role and will not follow through on your suggestions.
- Some cultures see challenging a professional as proof that they care about their child

Deep Culture

Deep culture governs how one truly learns. It is based on unconscious assumptions that make up our world view. It includes cosmology (view of what is good and what is bad) and this guides ethics, spirituality, health and theories of competition and cooperation. It impacts how new information is processed, interpreted, and categorized. This can be fundamental. For example, in Eastern cultures (Asia, Middle East) red may signify good luck and in Western culture (South and North America, European countries, New Zealand and Australia) may see the color red as danger.

Individual Society vs a Collectivistic Society

- Members of **individualistic** societies may tend to rely less on their relationships. More often than not, they pride themselves on individual traits and value this in others.
 - Examples: United States, Western Europe (i.e.: Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Portugal, Spain, United Kingdom (UCLA Center for European and Russian Studies, <https://www.international.ucla.edu/euro/countries/westeurope>)
- A culture is **collectivistic** when great value is placed on the group and membership in the group. These societies form close ties between individuals and reinforce extended families and collectives where responsibility is shared for fellow members of the group. Decisions and actions are made that serve to support the group (Hofstede, 2001; Tomoeda & Bayles, 2002).
 - The Latino culture, as an example, is often considered collectivistic, with extended families seen as fundamental and the foundation of how the family members relate to the world. The family is considered to be the most valued institution, with extended family members typically included in decision-making and child-rearing issues (Maestas & Erickson, 1992).

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- Other examples: China, Korea, Japan, Taiwan, Venezuela, Guatemala, Indonesian, Ecuador, Argentina, Brazil, and India

Gender Roles

- Gender roles vary across cultures and influence many areas, including education, ownership, choice of profession, and decision-making authority in the family (Tomoeda & Bayles, 2002).
- In cultures where one member (typically the male) is considered to be the head of the family, clinicians should be aware that it may be considered inappropriate for the clinician to speak to the mother before addressing the father if both parents are present.
- Resource:
<https://www.arcgis.com/apps/MapJournal/index.html?appid=ed1166ccb05a4d84a7bda92f17c02322>

Resources

Pratt-Johnson, Y. (2006, February). Communicating cross-culturally: What teachers should know. *The Internet TESL Journal*, 12(2). Retrieved from <http://iteslj.org/Articles/Pratt-Johnson-CrossCultural.html>

How culture affects teaching & learning. (2011, June 7). *Viewpoint Innovation*. Retrieved from <http://viewpoint-innovation.com/?p=205>

Hammond, Z. (2015) *Culturally Responsive Teaching & The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Sage Publishing.

Clinically Competent Services: Cultural Responsiveness

According to ASHA (2017), clinicians are responsible for providing competent services, including cultural responsiveness to clients/patients/families during all clinical interaction. Responsiveness to the cultural and linguistic differences that affect identification, assessment, treatment, and management includes the following:

- Completing self-assessment to consider the influence of one's own biases and beliefs and the potential impact on service delivery
- Demonstrating respect for an individual's age, disability, ethnicity, gender identity, national/regional origin, race, religion, sex, sexual orientation, and veteran status
- Integrating clients'/patients'/families' traditions, customs, values, and beliefs in service delivery

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- Identifying the impact of assimilation and acculturation on communication patterns during identification, assessment, treatment, and management of a communication disorder/difference
- Assessing/treating each client/patient/family as an individual and responding to his/her unique needs, as opposed to anticipating cultural variables based on assumptions
- Identifying appropriate intervention and assessment strategies and materials that do not violate the client's/patient's/family's unique values and/or create a chasm between the clinician and client/patient/family and his/her community
- Using culturally appropriate communication with clients/patients, caregivers, and family so that information presented during counseling is provided in a health literate format consistent with clients'/patients' cultural values
- Referring to/consulting with other service providers with appropriate cultural and linguistic proficiency, including using a cultural informant or broker
- Upholding ethical responsibilities during the provision of clinically appropriate services

<https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935230§ion=Overview>

Resources

<https://sites.google.com/pdx.edu/multicsd/home>

Reflection and Review:

Do you take into consideration some of the cultural bias (i.e.: space, punctuality, gender roles and involvement) as you are participating in IEP meetings or discussing therapy with parents and caregivers?

What adjustments do you need to make to understand and accommodate cultural differences?

I often hear frustration when families are late for meetings, or the mother does not speak during the meeting. How can you support the family's culture when you hear comments like this?

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Conclusion

Cultural bias can interfere with attitudes toward families and students if we do not understand, appreciate, and support the culture of those we serve. In order to provide clinically competent services, we must make sure that we recognize any cultural biases that we may have and work to better understand these biases so we can treat each student respectfully.

Learning Objectives 2 & 3: 5 Stages of a New Language Acquisition & Strategies for Each Stage

This section will provide information on each stage of a new language acquisition as well as some instruction strategies to support students in each stage. First, let us take a minute to discuss Every Student Succeeds Act and what is in the law regarding English Learners

Every Student Succeeds Act (ESSA) and EL

In December 2015, President Barack Obama signed Every Student Succeeds Act (ESSA) into law. This new law replaced the No Child Left Behind Act (NCLB). Most of the information below is credited to García Mathewson (2016). Areas of this federal law that impact EL include:

ESSA Mandates

- States must create a uniform process for identifying English learners, assigning them services, and, later, moving them out of EL classes and into general education.
- During the first year in the United States, EL immigrants/refugee students will need to take both math and reading assessments and have the results publicly reported but does not count toward a school's rating.
- Districts can use growth as a measure of academic progress for accountability purposes for students' first two years in the country. By year three, however, immigrant students must be assessed the same way as their peers.
- Schools must build English proficiency rates into their accountability framework for Title I, which provides money to support low-income students more broadly.
- If English learners are consistently not doing well in a school, that school will be flagged for targeted improvement and administrators will have to outline a plan for improving outcomes, even if the rest of the school is high performing.

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Resources

<https://www.asha.org/Advocacy/federal/Every-Student-Succeeds-Act/>

<https://www.educationdive.com/news/4-ways-essa-will-change-how-schools-serve-ell-students/428266/> (most of the information above is from this website).

Stages of New Language Acquisition

Oliveri (2018) and Hill & Bjork (2008) offer the following 5 Stages in a new language acquisition. As noted in the definitions, there are cognitive advantages of maintaining the first language while the student is learning English.

Potential Roadblocks to a New Language Acquisition

1. A **Language disorder** – a student with a language disorder in L1 will have more difficulty developing a new language.
2. **Subtractive bilingualism** has many disadvantages in the acquisition of a new language. Haynes (2005) offers the following suggestions during these stages of acquisition. These can be used in the classroom by the teachers and by the speech-language pathologist during MTSS/RTI or therapy if the student is also showing a language disorder.
3. **Literacy, Nonliteracy Oriented Home Environments or Culturally Disrupted**
 - a. Students who have developed grade level or above academic skills in their L1 learn an L2 more quickly than younger students (Collier & Thomas, 1998; August and Shanahan, 2006; Genesee, Lindholm-Leary, Christian, W. Saunders, B. Saunders, 2006).
4. **Age of Learning a New Language**
 - a. Collier & Thomas (1989) found that students achieved proficiency more quickly were those that entered school between the ages of 8 and 11.
 - i. Achieved 50th percentile in reading within five to seven years.
 - ii. 50th percentile in math in 2 to 3 years
 - b. English Learners over the age of twelve usually need more time to develop stages and CALP
 - c. Younger than eight or older than eleven take up to 10 years to develop English proficiency
5. **Bilingual Programs**

Students in bilingual programs develop academic proficiency in English in 4 to 7 years.

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Resources

The following resources from Word Class Instructional Design and Assessment (WIDA) and English Language Proficiency Assessment (ELPA 21) offer what a student is able to do at each level of English language proficiency

Can Do Descriptors

ELPA 21

<https://www.k12.wa.us/student-success/access-opportunity-education/migrant-and-bilingual-education/english-language-proficiency-descriptors-and-standards>

WIDA

<https://wida.wisc.edu/teach/can-do/descriptors>

Learning Based on Deep Culture

The way students learn is largely impacted by their deep culture. Samovar and Porter (1991) explain deep culture as a medium that touches and alters all aspects of human life, including personality, how people express themselves (which includes displays of emotion), the way they think, how they move, and how problems are solved.

Information below was gathered through Pratt-Johnson, Y. (2006, February).

Communicating cross-culturally: What teachers should know. *The Internet TESL*

Journal, 12(2). Retrieved from <http://iteslj.org/Articles/Pratt-Johnson-CrossCultural.html>

Ways of Knowing

- In some cultures, information is gathered through research in libraries and on the Internet. These cultures appreciate evidence that can be measured and documented. However, other cultures may acquire information through non-academic sources, such as information that is passed down by elders
- Some students tend to learn best by observing and then doing, others by verbal instruction, and still others by using visual and written instructions

Ways of Solving Problems

Cultures reason differently and arrive at solutions based on their distinctive values, philosophy, and beliefs. One example is the variety of responses that members of different cultures provide to the following question:

Language Disorder vs. Language Differences in English Learners

Suppose you are on a boat with your mother, your spouse, and your child. Suddenly, the boat begins to sink. You determine that you can only save one of the other passengers. Whom do you save?

According to survey results, 60% of Americans save their spouse, 40% save their children. The reasons typically offered run along these lines:

Save Spouse: "My spouse is my partner for life, and I can have more children.."

Save Child: "Children represent the future, so it is vital to protect them first. Probably, my spouse would support this decision."

However, among Asian cultures, or Americans of recent Asian descent, nearly 100% of respondents state that they would save the mother.

The rationale I have heard offered is this:

Save Mother: "My mother gave me life; I owe her my life. I can marry again; I can have more children, but I cannot replace my mother or otherwise repay the debt I owe her." (Texin, 2002).

Ways of Communicating Nonverbally

Nonverbal communication varies based on culture. For example: children who will not make direct eye contact when talking to a teacher, because to do so would show lack of respect in their culture.

Children who smile not because they are happy but because they are embarrassed or do not understand and are afraid to ask questions; others who rarely smile, such as students from Korea: "In Korean culture, smiling signals shallowness and thoughtlessness. (Dresser, 1996).

Ways of Learning

- Some students may learn through collaborative activities and working in groups. Other students based on cultural identity may work better independently.
- In some cultures, the teacher is always the center of class activities and the sole authority figure; students from this type of background may be reluctant to participate in class discussions and activities (Pratt- Johnson, 2006).

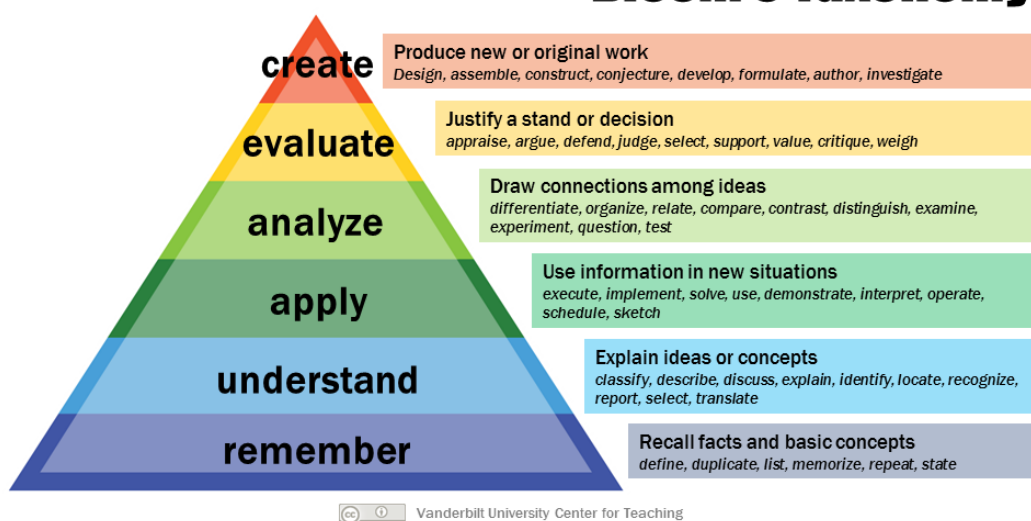
Language Disorder vs. Language Differences in English Learners

Crosswalk to Bloom's Taxonomy

In 1956, Benjamin Bloom with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl published a framework for categorizing educational goals: *Taxonomy of Educational Objectives*. Familiarly known as [Bloom's Taxonomy](#), this framework has been applied by generations of K-12 teachers and college instructors in their teaching.

A group of cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists published in 2001 a revision of Bloom's Taxonomy with the title [A Taxonomy for Teaching, Learning, and Assessment](#). This title draws attention away from the somewhat static notion of "educational objectives" (in Bloom's original title) and points to a more dynamic conception of classification.

Bloom's Taxonomy



- **Remember:** Describe where Goldilocks lived.
- **Understand:** Summarize what the Goldilocks story was about.
- **Apply:** Construct a theory as to why Goldilocks went into the house.
- **Analyze:** Differentiate between how Goldilocks reacted and how you would react in each story event.
- **Evaluate:** Assess whether or not you think this really happened to Goldilocks.
- **Create:** Compose a song, skit, poem, or rap to convey the Goldilocks story in a new form.

<https://granite.pressbooks.pub/teachingdiverselearners/chapter/blooms-taxonomy-2/>

Language Disorder vs. Language Differences in English Learners

25 Question Stems: Bloom's Taxonomy

The following chart is adapted from

https://www.flickr.com/search/?user_id=47823583%40N03&view_all=1&text=Bloom

In the original taxonomy by Bloom (1956), level 5 was synthesis and level 6 were evaluation. The 2001 synthesis became evaluation and create was added as the 6th level.

CRITICAL THINKING SKILLS

1 Knowledge	define fill in the blank list identify	label locate match memorize	name recall spell	state tell underline
Identification and recall of information	Who _____?	What _____?	Where _____?	When _____?
How _____?	Describe _____.	What is _____?		
2 Comprehension	convert describe explain	interpret paraphrase put in order	restate retell in your own words rewrite	summarize trace translate
Organization and selection of facts and ideas	Re-tell _____ in your own words. What is the main idea of _____?		What differences exist between _____?	Can you write a brief outline?
3 Application	apply compute conclude construct	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle use
Use of facts, rules, and principles	How is _____ an example of _____?	How is _____ related to _____?	Why is _____ significant?	Do you know of another instance where _____?
Could this have happened in _____?				
4 Analysis	analyze categorize classify compare	contrast debate deduct determine the factors	diagram differentiate dissect distinguish	examine infer specify
Separating a whole into component parts	What are the parts or features of _____?	Classify _____ according to _____.	Outline/diagram/web/map _____.	How does _____ compare/contrast with _____?
What evidence can you present for _____?				
5 Evaluation	appraise choose compare conclude	decide defend evaluate give your opinion	judge justify prioritize rank	rate select support value
Developing opinions, judgements, or decisions	Do you agree that _____? Explain. What do you think about _____?	What is most important?	Prioritize _____ according to _____?	How would you decide about _____?
What criteria would you use to assess _____?				

Language Disorder vs. Language Differences in English Learners

6 Create Produce new or original work	design develop design	assemble formulate assemble	construct author construct	conjecture investigate compose
	Compose a song, skit, poem, or rap Expand your finding Prepare a flow chart Design a model		Tie your learning to _____ What questions need to be assessed Formulate your thoughts on ____	

Preproduction (Silent/Receptive)

Stage

This stage can last up to several months. The student is learning new vocabulary with up to 500 words in receptively but may not be saying many words in the language that is being acquired.

Instruction

1. Use Bloom’s Taxonomy Level 1: Identification and Recall of Information. The student will be identifying at this stage.
2. Educators can use multivisual input by placing words on the board, students may be able to copy words from the board. These would be words such as math, page, numbers, the name of the next class, etc.
3. Ask the student to respond to pictures and other visuals. www.lessonpix.com will translate your vocabulary into over 100 different languages.
 - a. Make boards that include both the L1 and English. This might be two boards and one is in the L1 and the other in the L2.
 - i. Have the student match the picture to see the word in L1 and English
 - ii. Use a translator so the student can hear the word in their first language and then state the word in English.
 1. Make sure that you have the correct word in the L1 for English multimeaning words. www.wordreference.com is a great resource for the correct words.
4. Ask questions that permit the student to point to a picture

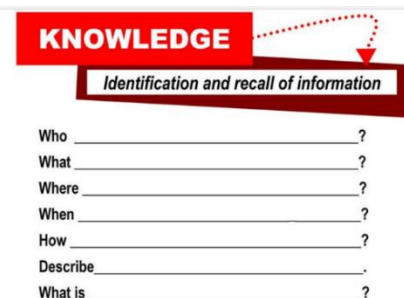
Examples:

Show me _____

Circle the _____

Where is the _____

Who has the _____

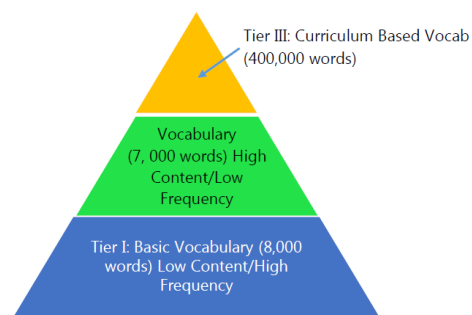


Language Disorder vs. Language Differences in English Learners

5. Educators should focus attention on listening comprehension activities and on building a receptive vocabulary. This may begin with following simple one step directions in English. Remember to be concrete.
 - a. Student is building Basic Interpersonal Communication so remember to add words and phrases that students can use for social communication. For other vocabulary, think through categories such as items in a classroom, everyday actions (run, eat, play, go, come, etc.), food items that the student may order from the cafeteria, community words, etc.
 - b. Concentrate on English vocabulary that would be included in a simple direction (i.e.: stand up, put your finger on, show me, point to, etc.)
 - c. Remember that BICS will develop before CALPS, so remember to build Tier I and Tier II vocabulary words first as well as words and phrases for social communication.

(Beck, McKeown, & Kucan,
2013)

Early Production



Stage

This stage can last from 6 months to 1 year. The student will typically develop up to 1000 words receptively and/or expressively at this state. They will begin to form words and phrases but not necessarily grammatically correct.

Instruction

1. Use Bloom's Taxonomy Level 1: Identification and Recall of Information. The student will be identifying and beginning to recall information at this stage.
2. Ask yes/no and either/or questions.

Preference Based Yes/No

Preference based questions allows the student to accept or reject.

- Ask "want" type questions again based on vocabulary you have targeted (i.e.: Do you want a pencil?)
- Questions can be based around vocabulary for basic concepts (Is it full? Is it empty? Are you hot? Are you cold?)

Fact Based Yes/No

Fact based questions require the student to affirm or deny information.

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- Begin with easy questions based on vocabulary that you have targeted (Is this a chair? Is this a whiteboard.)
- Think about personal questions (Are you a boy? Are you ____ years old? Do you live in an apartment? Do you go to school?)

3. Ask questions that can be answered in one or two words

Examples

Who _____? (Who came in the three bears house?)

What _____? (What?)

How many _____? (How many bears are there?)

4. Use pictures and other visual information to support questions.

5. Modify content information

6. Build vocabulary using pictures.

- a. Make sure the vocabulary is content rich that will initially support basic interpersonal communication and Tier I (basic concepts, Dolch and Fry words) vocabulary.

- b. Then target Tier II (high content but lower frequency words) next. (i.e.: explain, describe, report).

7. Use simple books with predictable text.

- a. Information about predictable books:

https://www.superduperinc.com/handouts/pdf/278_PredictableBooks.pdf

- b. Predictable Book Lists

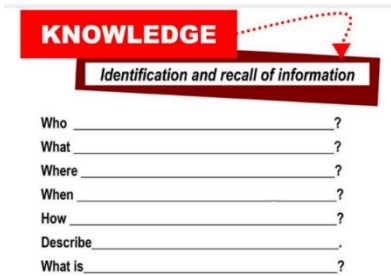
<https://bilinguistics.com/predictable-books/>

<https://imaginationoup.net/picture-books-predictable-repetitive-text/>





https://www.nationalservice.gov/sites/default/files/olc/moodle/sc_learns_tutor_training/view1499.html?id=3254&chapterid=2540

<https://www.goodreads.com/shelf/show/predictable-text>

8. Support learning with graphic organizers, charts, and graphs. Begin to foster writing in English through labeling and short sentences.



Language Disorder vs. Language Differences in English Learners

Who	The sealion	
What	The biggest sealion races.	
Where	The sealion races in the sea.	
When	At sunset, the sealion races in the sea.	
Why	At sunset, the sealion races in the sea because he is the fastest sea animal.	

Speech Emergence

Stage

This stage may emerge and last from 1-3 years. The student will have about 3000 words. Comprehension will increase during this stage. The student will begin to sue sentences and begin to read and write in the new language.

Instruction

1. Use Bloom's Taxonomy Level 1: Knowledge (Identification and Recall of Information) and Level 2: Comprehension (Organization and selection from facts and ideas).
2. Use phonetically regular books

<https://www.readingrockets.org/article/decodable-text-sources>

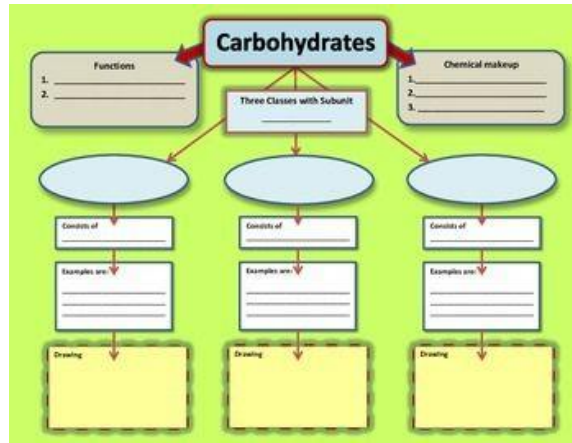
<https://www.idaontario.com/decodable-readers-and-text/>

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<http://www.carlscorner.us.com/SF1st.htm>

<https://portal.flyleafpublishing.com/instructional-resources/>

3. Use short, modified texts in content area subjects.
4. Use graphic organizers with word banks.



Word Bank

<p>Dietary fiber sugar starches sprouted grains fructose sucrose</p>	<p>Providing energy and regulation of blood glucose Sparing the use of proteins for energy Breakdown of fatty acids and preventing ketosis Biological recognition processes Flavor and Sweeteners</p>
--	---

5. Answer why or how questions with a short sentence

Examples

Why did the second pig's house blow down?

How did the wolf get into the pig's house?

6. Understand and answer questions about charts and graphs.

Examples

Where can you get dietary fiber?

What are the three classes of carbohydrates?

7. Use brief explanations and two-step directions.
 - a. Begin with 2 step related directions
 - b. Move to 2 step unrelated directions

KNOWLEDGE

Identification and recall of information

Who _____ ?
 What _____ ?
 Where _____ ?
 When _____ ?
 How _____ ?
 Describe _____ .
 What is _____ ?

COMPREHENSION

Organization and selection of facts and ideas

Re-tell _____ in your own words.

What is the main idea of _____ ?

What differences exist between _____ ?

Can you write a brief outline?

Language Disorder vs. Language Differences in English Learners

Intermediate

Stage

This stage will emerge at the 3 year mark and last up to 5 years. The student will have approximately 6000 spoken words and begin using more complex sentences. The student will begin to read and write in the new language.

Instruction

1. Use Bloom's Taxonomy Level 3: Application (Use of facts, rules, and principles) at this stage and Stage 4: Analysis (Separating a whole into component parts).
2. Target making Inferences. Students begin to synthesize what they have learned to make inferences from that learning.

APPLICATION

Use of facts, rules, principles

- How is ____ an example of ____?
- How is ____ related to ____?
- Why is ____ significant?
- Do you know of another instance where ____?
- Could this have happened in ____?

Information on anchor charts

HERE IS HOW THEY WORK...

MAKING INFERENCES

Directions on how to complete the activity: DIRECTIONS: While you read today's text, think about what the author may be trying to tell you (without saying it at once). Maybe they want you to figure out something about a character's feelings or motivation. Use the clues the author gives you, as well as your own knowledge, to draw conclusions about the story. Organize your thoughts below.

Background Knowledge + **Text Clues** = **My Inference**

A place for students to show their thinking/work: Pair each sheet with any Fiction text and provide your students with quality practice.

ANALYSIS

Separating a whole into component parts

- What are the parts or features of ____?
- Classify ____ according to ____.
- Outline / diagram / web / map ____.
- How does ____ compare / contrast with ____?
- What evidence can you present for ____?

<https://www.classroomnook.com/blog/anchor-charts-to-teach-inferring>

What the Text Says	What I Can Infer

<https://onestopteachershop.com/2014/06/guided-reading.html>

Worksheets for ideas

<https://www.k12reader.com/subject/reading-skills/inference/>

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<https://www.superteacherworksheets.com/inference.html>

<https://www.englishworksheetsland.com/inferences.html>

3. Educators should focus on learning strategies.
4. More complex concepts should be introduced
5. Ask the following type wh- questions which may require more than a sentence response.

What would happen if _____?

Why do you think _____?

Language Development and Fluency

Stage

This stage will emerge typically around the 5 year mark with up to 10 years for mastery.

Instruction

1. Use Bloom's Taxonomy Level 5: Evaluation (Develop opinions, judgements, or decisions) and Level 6: Create (Produce new or original work) at this stage.
2. Continue to support content areas (Tier III vocabulary and concepts)
3. Continue to focus on increasing written language
4. Answer prompts such as

Decide if _____

Retell _____

Explain _____

Analyze _____

Justify _____

EVALUATION

Developing opinions, judgements, or decisions

Do you agree that _____? Explain.

What do you think about _____?

What is most important?

Prioritize _____ according to _____?

How would you decide about _____?

What criteria would you use to assess _____?

CREATE

Produce original work

Expand your findings

Tie your learning to information from another class

Prepare a flow chart

Rewrite a familiar story

What questions still need addressed?

Language Disorder vs. Language Differences in English Learners

Supporting Translanguaging

Here are some examples of ways translanguaging can be purposefully used to support students (Baker, 2011):

- Students research a topic in L1, report on it through L2
- Student using L1 at home to work through a topic with parent
- In classes taught via L1 (or L2), terminology also taught in L2 (or L1)
- Allowing the use of the L1 in group work to increase student-to-student verbal interaction
- Teacher using L1 after L2 explanation has failed
- Students orally translating a term from L2 into L1
- Multiple L1s: supporting use of L1 as a resource in learning L2 to validate L1 language and culture, and to expose other classmates to the different languages and cultures.

Resources

Explanation of Why- questions acquisition

<http://www.ascd.org/publications/books/108052/chapters/The-Stages-of-Second-Language-Acquisition.aspx>

Reflection and Review:

What is your role to support the requirements of ESSA?

If you or the team suspect a language disorder, how could you be involved during these acquisition stages?

When is the appropriate time to get involved?

Conclusion

There is so much information that we need to learn about our students to understand where they are with new language acquisition and some proven ways to support them along this journey. If the students are not progressing through these stages, we then need to ask why. With solid case history information, we can better determine if the student is proficient in the L1 and just needs more support in learning English or if there

Language Disorder vs. Language Differences in English Learners

are language deficits in L1 which may indicate a language disorder, thus, leading to delays moving through these stages. We can then use the instruction ideas during MTSS/RTI or dynamic assessment to determine if further evaluation is needed to meet the student's learning needs.

Learning Objective 4: Characteristics That May Indicate a Disorder

It is important to know the similarities and the differences between the first language (L1) and the second language (L2). When errors occur in speaking and writing, one must decide if these are language differences or something that may indicate a language disorder. Roseberry-McKibbin (2018) provides the following characteristics that indicate a language disorder instead of a language difference.

Indications of a Language Disorder

<ul style="list-style-type: none"><input type="checkbox"/> Significant birth history<input type="checkbox"/> Difficulty learning language at a normal rate which also occurred in L1<input type="checkbox"/> Communication difficulties at home<ul style="list-style-type: none"><input type="checkbox"/> Following directions provided in L1<input type="checkbox"/> Difficulty responding to questions<input type="checkbox"/> Difficulty commenting<input type="checkbox"/> Difficulty carrying on a conversation in L1<input type="checkbox"/> Difficulty conveying thoughts<input type="checkbox"/> Family history of learning or reading disorders<input type="checkbox"/> Slower development than siblings<input type="checkbox"/> Shorter sentences and less grammatically complex than what would be expected for age	<ul style="list-style-type: none"><input type="checkbox"/> Difficulty with code switching<input type="checkbox"/> Heavy reliance on gestures*<input type="checkbox"/> Significant slowness in responding to questions<input type="checkbox"/> General disorganization and confusion<input type="checkbox"/> Need for frequent repetition<input type="checkbox"/> Inappropriate grammar and sentence structure<input type="checkbox"/> Lack of organization and sentence structure<input type="checkbox"/> Imprecise vocabulary (thing, stuff)<input type="checkbox"/> Deficits in vocabulary<input type="checkbox"/> Inappropriate social language*<input type="checkbox"/> Poor sequencing skills<input type="checkbox"/> Progressing slower than students of similar background<input type="checkbox"/> Overall communication skills that are substantially poorer than peers
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Language Disorder vs. Language Differences in English Learners

Case Studies

The following case studies presents a student whose first language is Spanish. Determine the following:

<input type="checkbox"/> L2 acquisition	<input type="checkbox"/> Disorder
<input type="checkbox"/> Difference	<input type="checkbox"/> Need more information (include what else you would need to know)

Case Study 1

Background

- Student is in first grade.
- First language is Spanish.
- Spanish spoken in the home (Older siblings speak English at home as well)
- Has been in the United States since a newborn.
- Did not attend preschool.
- Began in the school district in kindergarten.
- Parents report that the student spoke first words around the age of a year with two word combinations around the age of two years.
- Birth history is normal
- Vocabulary in Spanish appears to be age appropriate

STAR Early Literacy Results

- Standard: With prompting and support, identify the meanings of familiar base words with common inflectional forms (e.g., -ed, -ing, -s, -es). Student is showing difficulty with past tense -ed and possessive -s.
- Standard: Identify and match letters for final consonant sounds in single-syllable words. This student had difficulty with final sounds including /b, p, hard k sound, f, and v)
- Standard: Distinguish between similarly spelled words by identifying the sounds of the vowels that differ (e.g., pick the word that has the /a/ sound: *cat, cot, cut*) Student is demonstrating difficulty with consonant-vowel-consonant (CVC words with short vowels
- Standard: Recognize and produce rhyming sounds in words (e.g., choose word with /at/ sound from *cat*). Student is having difficulty understanding and producing rhymes with CVC with onset and rhyme

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Case Study 2

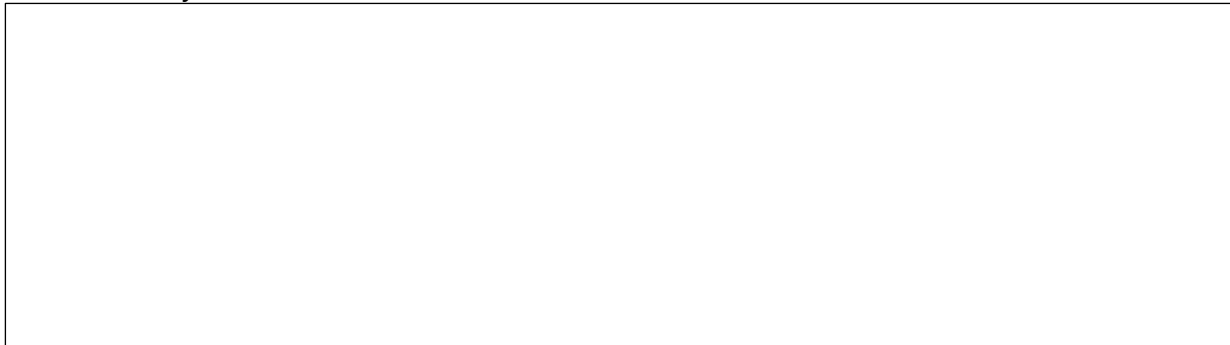
Background

- Student is in fourth grade.
- First language is Spanish.
- Spanish and English spoken in the home by parents.
- Has been in the United States since a newborn.
- Began in the school district in preschool.
- Parents report that the student was a late talker in Spanish with first words emerging around age 2 years.
- Language skills developed slower than siblings
- Student still has difficulty using different English verb tenses (i.e.: irregular past tense, conditional auxiliary verbs (would, could, should)
- There is a family history of learning and language difficulties
- Student has difficulty following multistep directions in Spanish and in English

ELA STAR Testing Results

Difficulty with:

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text (2nd grade standards)
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral (2nd and 3rd grade standard)
- By the end of the year, read and comprehend literature, including stories and poetry, (2nd -5th grade standards)
- Know and apply grade-level phonics and word analysis skills in decoding words.
a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. (3rd grade standards)
- Know and apply grade-level phonics and word analysis skills in decoding words.
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.



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Conclusion

The case studies serve as food for thought when deciding acquisition of a second language, language difference or considering a language disorder. This chart is available on my website. It is not necessarily the number of items that are checked off but is there enough indications that the student may have a language disorder.

Learning Objective 4: Determining Difference vs. Disorder - Assessment Strategies

This section will go through assessment strategies to determine a language difference vs a language disorder. It will then concentrate on therapy strategies for the five areas of language as well as supralinguistic skills that all students need mastery of for academic success. The strategies provided can be used through multi-tiered systems of support as well as therapy through special education services if the student qualifies as having a language disorder.

Decision Making: Testing in LI and L2

The following information is from <https://bilinguistics.com/do-i-need-to-test-bilingual-children-in-both-languages/>

Question

"Case history forms indicate that at home the student is exposed to Spanish from their mother and father (he speaks English decently) and English from their older sister. Dad states, that the student does not speak/know Spanish, and that they communicate with mom through older sister. In addition, the most recent SLP data indicates that when asked to generate a language sample in Spanish they were hesitant/did not produce enough of a sample for analysis. Based on the pretty recent information that they were eligible for CD as well as parent/teacher report, and my own testing which places them very low, is it necessary to test them in Spanish?"

Response

If a student is exposed to Spanish on a consistent basis, I think it is important to explore their Spanish skills. I would explain to the parents that it is important to explore all languages the child has been consistently exposed to in order to understand their whole language system. I would also describe to the father that ***often children have receptive language abilities in a language even when they do not speak it often.*** I would use one of the wordless picture books by Mercer Mayer and tell a story to the student then ask her to retell the story and follow it up with some story comprehension questions.

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That should give you a sense of their Spanish abilities and inform you as to whether formal testing is needed. <https://bilinguistics.com/do-i-need-to-test-bilingual-children-in-both-languages/>

Question

Our state mandates that in order to be eligible for services, a child must score below the 10th percentile on two comprehensive tests. But, if you read the fine print, not only is a classroom or other functional observation acceptable, but a well-analyzed language sample will also do the trick.

Response 1

The current statute, IDEA 2004, continues to emphasize the need for appropriate evaluation procedures for CLD students. The regulations emphasize the allowance of variance from standard testing procedures when necessary to appropriately evaluate a student. Use of non-standardized testing procedures, such as portfolio assessments or spontaneous language samples, can provide valuable qualitative information on the child's communication skills. <https://www.asha.org/advocacy/federal/idea/idea-part-b-issue-brief-culturally-and-linguistically-diverse-students/>

Response 2

IDEA and Section 504 regulatory provision at 34 C.F.R. 104.35(c) requires that school districts draw from a variety of sources in the evaluation process so that the possibility of error is minimized. The information obtained from all such sources must be documented and all significant factors related to the student's learning process must be considered. These sources and factors may include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior.

IDEA Information Regarding Testing

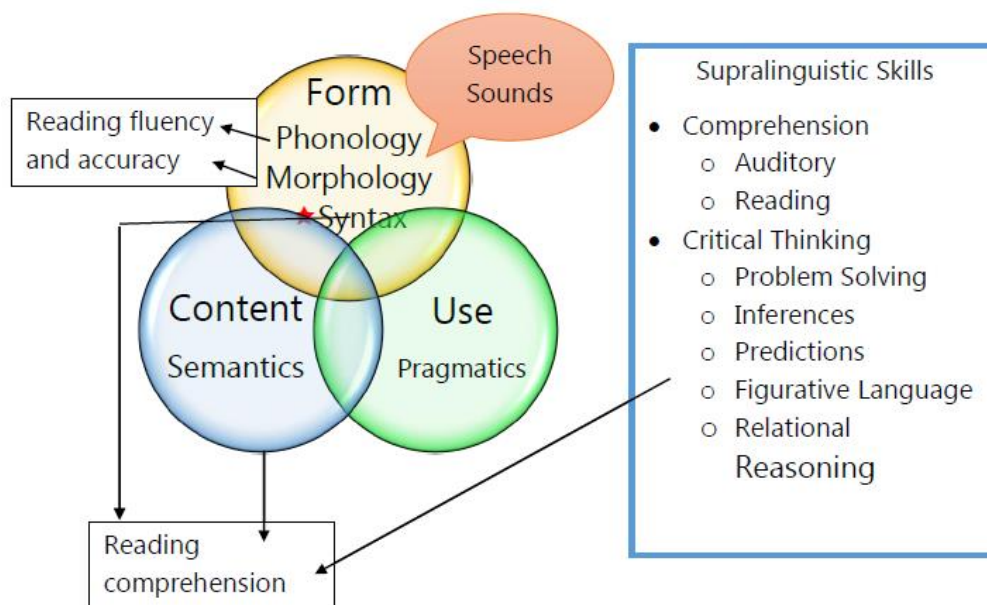
The IDEA outlines the required procedures for evaluations and eligibility determinations.¹² Initial evaluations can be requested by a parent, the state, or the local educational agency (LEA).

- An LEA must use a variety of assessment tools and strategies.
- Not use a single measure or assessment as the sole criterion for determining whether a child has a disability.
- Use technically sound instruments that may assess the contribution of cognitive, behavioral, physical, and developmental factors.

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- Ensure that assessments or other evaluation materials:
 - (1) Are not discriminatory on a racial or cultural basis.
 - (2) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer
 - (3) are administered in accordance with any instructions provided by the producer of such assessments.

The Five Domains of Language & Supralinguistic Skills



Assessment to Determine Language Difference or Language Disorder

The following provides information to gather when determining if a referral for special education services should occur.

Research

- Development of skills in the L1 is viewed as a process that will facilitate the learning of an additional language. Experience in either language can promote development of the proficiency underlying both languages (Cummins, 2017)
- Promoting early literacy skills in a child's first language promotes development of skills in the second language (Brice, 2015, Goodrich, Lonigan, and Farver, 2013, Schwigne, 2017)

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- Students who struggle academically may be due to other issues rather than a language disorder such as limited skills in the first language, lack of opportunity for further development, limited formal schooling, etc. (Roseberry-McKibben, 2018).
- Researchers have identified four potential factors that may contribute to the misidentification of special education needs, and learning disabilities in particular, among students who are ELs:
 - (1) the evaluating professional's lack of knowledge of second language development and disabilities.
 - (2) poor instructional practices.
 - (3) weak intervention strategies; and
 - (4) inappropriate assessment tools (Sánchez, Parker, Akbayin, & McTigue, 2010).

Resources

United States Department of Education TOOLS AND RESOURCES FOR ADDRESSING ENGLISH LEARNERS WITH DISABILITIES

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>

(Includes specific learning behaviors and indicators of differences vs. disorders. Also includes a checklist for IEP team members.)

Systematic Framework for Evaluation

Curriculum Based Measures/Content Knowledge	Performance Based: Participation
MTSS/RTI	Dynamic Assessment (test, teach, retest)
Narrative Assessment	Standardized Test when culturally and linguistically appropriate
Other: Rapid Automatic Naming Information Processing Phonemic Awareness	

Curriculum Based Measures/Content Knowledge

- Classroom Assessments
- Standardized Assessments
 - World-Class Instructional Design and Assessment (WIDA Consortium) (ACCESS for EL) (39 states) <https://wida.wisc.edu/memberships/consortium>

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- English language Proficiency Assessment for the 21st Century (ELPA21) (11 states) <https://ell.stanford.edu/content/elpa21-develops-new-assessment-english-language-proficiency#:~:text=ELPA21%20is%20a%20group%20of,12%20education%20and%20achieve%20college>
- STAR Early Literacy and STAR English (STAR in Spanish)
- NWEA MAPS
- DiBels
- Developmental Reading Assessment (DRA)/Benchmark
- STAMP Spanish Proficiency Assessment

Analyze and Interpret Data Points

The teachers are collecting a great deal of information on the students with benchmark assessments (e.g., STARS, NWEA Maps). Each of these benchmarks provides an individual student report (Student Profile Report, Student Instructional Report). This should be a vital piece of your assessment and planning. Because this is a snapshot, compare the most current results with previous results to look for trends. The information can also be used for dynamic assessment to ensure that the student truly does not possess the skills.

Language Disorder vs. Language Differences in English Learners

Example 1 Star Reading



Instructional Planning Report

1 of 4

Printed Thursday, September 18, 2014 12:45:34 PM

School: [Redacted]
Class: [Redacted]

Teacher: C. DeMarco [Redacted]

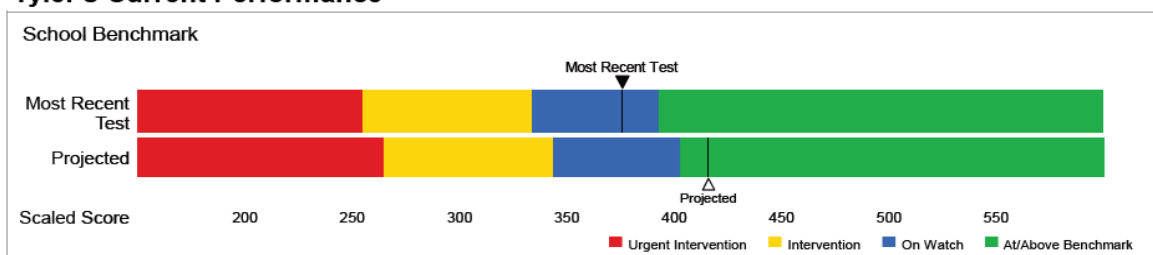
Report Options

Use Trend Score: Use trend score for student's suggested skills

STAR Reading Test Results

Current SS (Scaled Score): 376	Test Date: 09/17/2014	Lexile® Measure: 400L	Lexile® ZPD: 460L-630L
IRL: 3.2	ZPD: 2.7-3.8		
Projected SS for 07/31/15: 416	Based on research, 50% of students at this student's level will achieve this much growth.		

Tyler's Current Performance



Suggested Skills

Tyler's STAR Reading scaled score(s) suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for her. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progression.

Reading: Foundational Skills	
GR	Phonics and Word Recognition This score suggests Tyler should practice the following phonics and word-recognition skills. <ul style="list-style-type: none">3 » Decode increasingly difficult multisyllable words by identifying syllable patterns (e.g., transportation)3 » Identify the meanings of grade-level appropriate affixes (e.g., dis-, non-, re-, un-, and -ful, -ly, -ness) and infer how they affect the meanings of words3 » Decode words with common Latin suffixes, such as the <i>-or</i> in <i>elevator</i> or <i>-ment</i> in <i>government</i>, and identify the meanings of the words3 » Read grade-level irregularly spelled sight words automatically (e.g., certain, notice)
	Fluency This score suggests Tyler should work on the following to increase fluency and comprehension of texts at Tyler's reading level. <ul style="list-style-type: none">3 » Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet grade-level benchmarks3 » Read on-level texts aloud smoothly with expression (e.g., using appropriate expression to indicate punctuation, such as periods, question marks, and exclamation points)3 » Confirm or correct understanding of a word or a larger text by using context clues, including both words and text structures, by using phonics, particularly understanding of word morphology, and by slowing reading pace and/or rereading

Reading: Literature	
	Key Ideas and Details This score suggests Tyler should practice the following skills to improve comprehension of the key ideas and details of a literary text at Tyler's reading level.

Language Disorder vs. Language Differences in English Learners

GR
Vocabulary in Literature and Nonfiction Texts
 This score suggests Student is ready for instruction and practice with the following skills.
 5 » Explain the meanings of common idioms (e.g., everything but the kitchen sink), adages (don't count your chickens before they hatch), and other sayings

GR
Structural Elements and Organization
 This score suggests Student is ready for instruction and practice with the following skills.
 4 » Compare and contrast focus, emphasis, or information provided in firsthand and secondhand accounts of the same event or topic

Example 2 NWEA MAP



StudentProfile

Exported by

on 4/11/2018

134

Grade.1 | D. 05 | 17 | 15

* Winter 2017-18

167 *

(ill) READING

in: +/- - 3.2

Percentage of Discarded

COMPARISONS	INSTRUCTIONAL AREAS	GROWTH GOALS
<p>Norms Percentile Achievement for this 37TH term, ranked against NWEA 2015 Norms Study</p>	<p>163 Reading: Vocabulary</p>	<p>SPRING 2018</p> <p>Customize the growth target for this student by setting a growth goal</p> <hr/> <p>Past Goals</p> <p>There are no previous goals for this student.</p>
	<p>167</p> <p>Reading: Foundations</p>	
	<p>167</p> <p>Writing</p>	
	<p>170</p> <p>Reading: Literature and Nonfiction</p>	

Language Disorder vs. Language Differences in English Learners

INSTRUCTIONAL AREAS

Group by: Topic

Concepts to: Dev

Reading: Vocabulary

Vocabulary Building

Academic and Content Vocabulary

Student is ready to DEVELOP these skills (161-170):

- Locates words that describe a picture

Words, Affixes

Student is ready to DEVELOP these skills (161-170):

- Understands how the prefix re- changes the meaning of a word
 - Understands that the suffix -est creates the superlative
 - Uses definitions of roots and affixes to determine word meaning
- Unknown and Multiple-Meaning or ds
-

Student is ready to DEVELOP these skills (161-170):

- Uses context to determine the meaning of a phrase
- Word Categorization, Classification
-

Student is ready to DEVELOP these skills (161-170):

- Categorizes common people, places, or things
 - Describes pictures with words
 - Sorts words into a named category
- Word Nuances and Shades of Meaning
-

Student is ready to DEVELOP these skills (161-170):

- Understands precise connotations of words with similar meanings
- Uses context to determine the meaning of idioms
- ... Decodes words with the prefix re•
- **Decodes words with the suffix -tion**

Language Disorder vs. Language Differences in English Learners

Student is ready to DEVELOP these skills (161-170):

- Divides printed words into syllables

Phonics: Vowels

Student is ready to DEVELOP these skills (161-170):

- Distinguishes single-syllable words with the /a/ sound
- Matches the letter i to the initial sound of spoken words
- Understands the sound of the use vowel team

Phonological Awareness

Phonemic Awareness: Ending Sounds

Student is ready to DEVELOP these skills (161-170):

- Distinguishes spoken words with different ending sounds
- Matches ending sounds in three-phoneme spoken words

: Awareness: initial Sounds

Student is ready to DEVELOP these skills (161-170):

- Distinguishes spoken words with different initial sounds
- Phonemic Awareness: Vowels

Student is ready to DEVELOP these skills (161-170):

- Distinguishes spoken words with the /a/ sound
- Matches *vowel* sounds in three-phoneme spoken words

Performance Based: Participation

- Observe in real time (classroom, recess, etc.)
- Review assessment/working portfolios in the classroom
These are typically cumulative work of the student throughout the year and may include
 - Learning in home language and English

Language Disorder vs. Language Differences in English Learners

- Interdependence between oral language and literacy development
- Integration of language and content
- Higher level thinking through extension tasks
- Technology
- Written work (i.e.: stories)
- Drawings showing content knowledge
- Videos of oral work (i.e.: role playing, presenting)
- Formal tests and quizzes
- Personal reflection and self assessments
- Oral reports/Presentations
- Demonstrations
- Written Assignments
- Other ways to demonstrate learned knowledge (i.e.: pictures/drawings, projects)

Resources

As mentioned previously (Stages of Acquisition), the Can Do Descriptors from ELPA 21 and WIDA could be used as a checklist or a way to probe to determine what the student is able to do at each grade level.

ELPA 21

<https://www.k12.wa.us/student-success/access-opportunity-education/migrant-and-bilingual-education/english-language-proficiency-descriptors-and-standards>

WIDA

<https://wida.wisc.edu/teach/can-do/descriptors>

MTSS/RTI

During MTSS/RTI, you could use strategies from the Stages of Language Acquisition provided in this manual.

- Consult or provide Tier II and/or Tier III instruction with considerations for language differences to determine if there appears to be a disorder vs. a difference
- Support or implement strategies that are pertinent to EL based on your knowledge or research of the L1 (These should relate to morphology, phonology, syntax, semantics, or pragmatic differences that may be due to a language disorder or support understanding of cultural differences)

Language Disorder vs. Language Differences in English Learners

Dynamic Assessment (test, teach, retest)

Dynamic assessment (DA) is a method of conducting a language assessment which seeks to identify the skills that an individual child possesses as well as their learning potential. The dynamic assessment procedure emphasizes the learning process and accounts for the amount and nature of examiner investment. It is highly interactive and process-oriented (ASHA, n.d.)

Materials Available

- School-age Language Assessment Measures (SLAM) (Questions translated into Bengali, Chinese, French, and Spanish)
These cards are meant to elicit a language sample that can be analyzed in the context of typical language development as well as the child's background (e.g., educational experiences, family, linguistic and cultural background, etc.)
<https://www.leadersproject.org/2015/03/18/slam-lost-cellphone-school-aged-language-assessment-measures/>.
- The following chart demonstrates some ways that dynamic assessment can be used to assess, teach, assess, and reteach

Language Skills Associated with Content Area

Listening	Speaking	Reading	Writing
draw a picture	name	preview and predict	create complete sentences
role play	discuss	find specific information	summarize
answer questions	explain	read fluently	list
listen and retell	ask and answer questions	identify main idea	compare
follow directions	summarize	determine fact vs. opinion	explain
demonstrate	evaluate	scan	create a poem
distinguish between	clarify	identify vocabulary	write questions and/or answers
record	justify	infer	diagram

Echevarria, Short, & Vogt (2004)

Language Disorder vs. Language Differences in English Learners

Dynamic Narrative Assessment

By assessing a student's narrative development, educators can make predictions of academic success. The following checklist provides narrative development from age two years through adulthood:

Software for analyzing a language sample

- Systematic Analysis of Language Transcripts (SALT) SALT software
www.saltsoftware.com
- Sampling Utterances and Grammatical Analysis Revised (SUGAR Language)
<https://www.sugarlanguage.org/downloads>
 - o Collect, transcribe, and analyze a 50-utterance child language sample in approximately 20 minutes. Within another 20 minutes, you can identify possible intervention targets. Intervention resources are also available.

Narrative Development

First and foremost, we must understand any cultural variations in storytelling so that as we use a narrative assessment, we truly understand from the student's narrative if he/she are demonstrating a cultural difference or an impairment in story tell.

Common Cultural Elements

The features of initiating events, attempts to solve the problem, consequences of those attempts, and resolutions are episodic features that are common to most languages.

Based on Culture

Based on the culture, the uses of an internal response, discourse markers, or acting as either a listener or participant, are all culturally specific. These aspects appear in a language due to their strength and validity. Please refer to <https://bilinguistics.com/story-telling-elements/> reference charts with narrative abilities that most cultures share and those that may be different (Prath, accessed on 09/26/2020).

References

Shiro, Martha Klein (1998). A discourse analysis approach to evaluate stance in Venezuelan children's narratives. Dissertation Abstracts International: Sediton B: the Sciences and Engineering. Vol. 58 (8-B)

Use Wordless Books to Assess Narrative Skills

Wordless books are a great resource for assessing narrative development.

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1. For younger students, preview the book with them while pointing to pictures as you move through the pages. Refrain from providing a storyline. Instead, just use words like “uh-oh,” “look at that.”
2. For older children, state that you want all of the story elements (name the characters, plot, rising action, conflict, falling action, conflict resolution, conclusion). I would then have them tell the story.
3. After the student tells the story, go through, and add to their story as you move through the book.
4. Then have the student use a different wordless book and determine if the narrative level.

This provides for a dynamic narrative assessment.

Narrative Development Checklist

- Heaps:** Unrelated story elements with no seeming organization (2 years). The topic changes quickly typically with present progressive verbs. Examples would include: “The boy is running.” “The dog is barking.”
- Sequences:** Story elements are topically related, but not causally linked (2-3 years). Story elements may be arbitrarily linked together. A sequence may include a central character, a topic, or a setting. Examples would include: “They are at the park.” “The dog is by the playground.” The children are swinging.”
- Primitive Narratives:** Concrete theme but little interrelation between story components (3-4 years). It may include a central character, a topic, or a setting but differs from sequences in that the child discusses a character’s posture or facial expressions. Examples would include: “The girl cried, and tears came from her eyes.”
- Unfocused Chain:** Related from one part to the next; not from beginning to end (4-4 ½ years). There is a sequence of events or a cause-effect relationship. It may include conjunctions such as and, but, or because. Examples would include: “The brown dog, Rusty, got on the train because the little white puppy was on the train. They rode on the train for an hour. The train stopped, and they got off.”
- Focused Chain:** Good connections between story parts, all related to a central theme (5 years). There is a central character and a logical chain of sequences. The student is able to describe an adventure. There may not be a conclusion or end of the story. An example would include: “Once upon a time, there was a farmer. She had two

Language Disorder vs. Language Differences in English Learners

children. Their names were Poppy and Sam. She also had a dog named Rusty. Poppy and Sam were helping Mr. Ted in the barn. Poppy heard Rusty bark, and they all ran.”

- **True Narrative:** Well-developed story with internal plans, morals, and forward motion to all elements (6 years). The story is centered on an incident that occurred in the story. There is a problem (conflict) that is resolved in the end. An example would include: “One day, a girl came into the house. She saw a little boy’s rocking chair. When she sat down on the chair, it broke. The little girl was in trouble because she broke the chair. She was able to get a hammer and a nail. She fixed the chair. The little boy was happy because his chair was fixed.”
- **Narrative Summaries:** Brief generality that provides a broad overview; telling the story in whatever way makes sense (7-11 years). The student retells the story in whatever way makes sense to him. The reader’s experiences come through in the story retell. An example would include Once upon a time, there was a girl and three bears. The girl just knocked on the door. No one was there, so she just walked in and saw all of the rooms on the main floor. She stopped in the kitchen because there was food. She tried three bowls of food. Her favorite was the smallest bowl. She spent some time looking around the kitchen. She opened doors and drawers. She thought it was a great room.”
- **Complex Narratives:** Includes use of flashbacks, fantasy, stories within stories, divergence from central plot (11-12 years). A student understands when reading and retelling a story that certain scenes in the story occurred earlier in time than the main story. A story within a story may disclose the background of a character or events, or a myth or legend that influence the plot or could be a diversion from the central theme.
- **Analysis:** Breaking down the plot, characters, conflict, conflict resolution, etc. (13-15 years). The student is able to provide a detailed examination of the story elements.
- **Generalization:** Generalize to other narratives or situations (16 years to adulthood). Students can take something specific and apply it more broadly taking one or two facts and making a broader more universal statement.

Language Disorder vs. Language Differences in English Learners

Other Assessments

With the new dyslexia laws and plans passed in most states in adherence with ESSA, RAN and phonological awareness skills are listed as one of the universal screeners for all students in K-2.

Rapid Automated Naming (RAN)

RAN is the ability to quickly name aloud a series of familiar items including numbers, letters, or colors on a page.

Performance on a RAN test is based on how fast a student can name in order *all* the items presented on the page as compared to other students of the same age. Students slower than average with RAN typically struggle with word-level reading.”

Students with RAN issues often have great difficulty retrieving words, although they can frequently describe them. They make a lot of substitution errors, are often slow to respond orally, and produce written work at a much slower pace compared to their peers. This delay is seen when they are trying to name objects, numbers, letters, and colors. When reading, as well as substituting words, they frequently omit them. When unable to produce a word they, will provide you with circumlocutions (Kilpatrick, 2015).

Rapid Automated Naming (RAN) was examined in a longitudinal study across Grades 1 and 2 with 1,120 children acquiring one of five alphabetic orthographies with different degrees of orthographic complexity (English, French, German, Dutch, and Greek). RAN was a consistent predictor of reading fluency in all orthographies,

RAN taps into a language-universal cognitive mechanism that is involved in reading alphabetic orthographies (independent of complexity). (Landerl, K., Freudenthaler, H., Heene, M., Peter F. De Jong, P., Desrochers, A., Manolitsis, G., Parrila, R., & Georgiou, G. (2019).

Phonemic Awareness

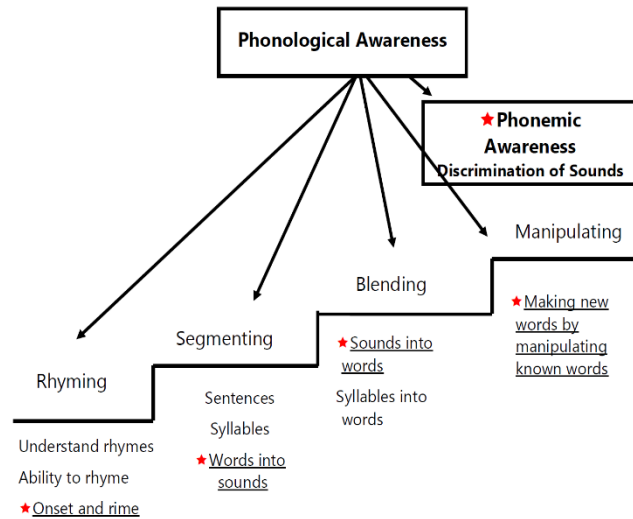
Students must be able to discriminate English vowels in listening in order to be able to then apply these to speaking, reading, and writing. Discrimination may be impacted by vowels and consonants that are dissimilar between language as well as word position.

Phonemic Awareness includes:

- Auditory discrimination (ability to distinguish specific sounds)
- Auditory analysis (segmenting a word into sounds)

Language Disorder vs. Language Differences in English Learners

- Auditory synthesis (blending sounds together)
- Auditory manipulation (perceiving phonemes correctly in order to distinguish changes in a word)
- Auditory sequencing (auditory memory in specific order)



The Research

It is important to know the consonant and vowel repertoire of the L1 in order to determine difference vs. disorder. The following student was conducted with English only students, the conclusions can be applied to linguistically diverse students with understanding the vowels of the L1.

- Vowel studies have reported adequate perception of long vowels (i.e. 250 ms) and poor perception of shorter vowels ([Frumkin & Rapin, 1980](#); [Tallal & Piercy, 1975](#); [Tallal & Stark, 1981](#)).
- Although the identification of short vowels (i.e. 40–100 ms) has yielded some variable results, two event-related potential and behavioral studies comparing vowels with durations of 50 and 250 ms ([Shafer, Morr, Datta, Kurtzberg, & Schwartz, 2005](#)), confirmed poor identification of phonetically similar vowels regardless of duration, but better discrimination of long vowels.
- For both vowel durations, there was evidence of a late negativity for the children with SLI, indicating discrimination of the speech sounds, but this discrimination occurred in a later time frame than for the children with typical language development (TLD). Similar to [Bradlow et al. \(1999\)](#), only 250 ms vowels yielded robust mismatch negativities in children with SLI ([Datta, Shafer, Morr, Kurtzberg, & Schwartz, 2010](#)) demonstrating more typical perception of longer vowels.

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Link from L1 to L2

Vowel Effects on L2 Perception of English Consonants by Advanced Learners of English (Lan, n.d.)

<https://aclanthology.org/2020.paclic-1.18.pdf> (Mandarin)

The Perception of English Speech Sounds by Cantonese ESL Learners in Hong Kogn (Chan, 2011)

<https://www.jstor.org/stable/41307663> (Cantonese)

A Study on The Perception of English Initial Consonant Sounds (Phosrithong, 2017)

http://ethesisarchive.library.tu.ac.th/thesis/2017/TU_2017_5921040225_8913_7051.pdf

Perception of English Consonants in Difference Prosodic Positions by Korean Learners of English (Mi, 2013)

<https://www.koreascience.or.kr/article/JAKO201411560020657.page>

Assessment Tools

- Lindamood Auditory Conceptualization Test 3rd Ed (ProEd: ages: 5;0-18;11 \$227)
Measures the ability to perceive and conceptualize speech sounds using a visual Information Processing Task for English Language Learners
- Phonological Awareness Test 2 Robertson and Salter 2018 ProEd
- Phonological Awareness Skills Test (PAST) Kilpatrick 2018
<https://www.thepasttest.com/>
- Phonological Awareness Skills Screener (PASS) Mather, Podhajski, Rhein, and Babur, 2001). <https://www.seniainternational.org/wp-content/uploads/2011/02/PASS-directions.pdf>
- Profile of Phonological Awareness (PROPA) (app by Smarty Ears)
- Test of Integrated Language and Literacy Skills (TILLS) Phonemic Awareness subtest Nelson, Plante, Helm-Estabrooks, Hotz, Brooke's Publishing, 2016
- TPAS: Test of Phonological Awareness in Spanish (TPAS) Riccio, Imhoff, Hasbrouck, Davis, 2004 Proed

Information Processing

An information processing test which relies more on processing of information and working memory instead of language (specifically vocabulary) and background knowledge can circumvent testing bias (Pieretti & Roseberry-McKibben, 2016).

Processing based measures have been found to be more accurate in distinguishing between language differences and language disorders than information based

Language Disorder vs. Language Differences in English Learners

assessment instruments (Campbell, Dollaghan, Needleman, & Janosky, 1997; Dollaghan & Campbell, 1998; Jacobs, & Coufal, 2011; Windsor, Kohnert, Lobitz, & Pham, 2010).

Roseberry-McKibbin (2018) provides an information processing/working memory task in her book, *Multicultural Students with Special Needs: Practical Strategies for Assessment and Intervention*.

Roseberry-McKibbin, C. (2018). *Multicultural students with special language needs: Practical strategies for assessment and intervention*. Oceanside, California: Academic Communication Associates.

Case History

A thorough case history must be completed in order to determine a language difference vs a language disorder. This case history must include information regarding language and other development in the first language, health issues, vision, hearing, any history of learning disabilities, gaps in formal education, etc.

Available in Spanish

- <https://ctserc.org/documents/resources/CT-ELL-and-Special-Education.pdf> provides a case history form that can be used. This also includes *Is a Special Education Referral Appropriate* (pages 17-19).
- MacArthur Inventario Del Desarrollo de Habilidades Comunicativas (Inventario) 8-30 months (\$90 Brookes Publishing <https://products.brookespublishing.com/MacArthur-Inventarios-Del-Desarrollo-de-Habilidades-Comunicativas-Inventarios-P45.aspx>)
- Spanish Ages and Stages Questionnaire <http://bestkc.com/wp-content/uploads/2017/05/9-MESES-ASQ-SPANISH.pdf>

Standardized Tests

The following standardized tests should only be used where applicable and culturally/linguistically appropriate in both languages. If the English version of the test is given through an interpreter, only the analysis of the results can be reported and not the standard score.

Example from Spanish:

Psychologist

- Woodcock-Muñoz Language Survey – III (Spanish)
- Bilingual Verbal Ability Tests – Normative Update (BVAT- NU) (Spanish)

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- IQ and achievement test in English

Psychologist or Speech-Language Pathologist

- Bilingual Communication Assessment Resource (BCAR)
- Bilingual English Spanish Assessment (BESA)
- Peabody Picture Vocabulary Test – 4 (Test de Vocabulario en Imagenes Peabody Spanish)
- Expressive One Word Picture Vocabulary Test (EOWPVT) 4 (Spanish and English)
- Receptive One Word Picture Vocabulary Test (ROWPVT 4) (Spanish and English)
- Test of Phonological Awareness in Spanish (TPAS) (complete kit \$100 @ <http://www.hmhco.com/hmh-assessments/other-clinical-assessments/tpas>)
 1. Hearing Rhyme
 2. Recognizing Rhymes (Do these words rhyme?)
 3. Producing Rhymes

Speech-Language Pathologist

- List of assessments by language <http://www.csu.edu.au/research/multilingual-speech/speech-assessments?fbclid=IwAR3JkTOXuQ3MEr9j90rkkdxEqSelbryOMME5bG06U6ZB4kzB2uUStuS2QZQ>
- The Spanish-English Language Proficiency Scale (SELPS)
- Clinical Evaluation of Language Fundamentals, (CELF; 4ed in Spanish; 5ed in English)
- Preschool Language Scale, 5ed (Spanish and English)
- Test of Auditory Processing Skills 3 (TAPS 3) Spanish (a language processing test)
TAPS 4 English
- Language Sample (Look at all domains of language and understand the development of each of these in the native language in order to determine if it is a difference or a disorder)
- Bilingual Speechie screener in Spanish (1st through 3rd grade) <https://bilingualspeechie.com/collections/screeners>

Recap of Testing

The following are recommendations to include for testing from Roseberry McKibbins (2018).

- Portfolio assessment
- Narrative assessment
- Dynamic assessment
- Language Proficiency Test

Language Disorder vs. Language Differences in English Learners

- Information Processing (working memory- including nonword repetition, digit span, sentence repetition, & RAN)
- Informal assessment (language sample)
- RTI/MTSS information
- Thorough case history

Other Considerations

- Age of student
 - Add assessment for early language acquisition
 - Ability to follow one step, 2 step related, 2 step nonrelated, 3 step directions
 - Colors, shapes, letters
 - Nouns, verbs, adjectives
 - Basic concepts
 - Inflectional morphology
 - Answer questions (yes/no, can/will/do, wh-)
- Length of time in the US
 - If less than 5 years, use the Stages of Acquisition instructional information to add to assessment
- Classroom setting
 - Dual emersion
 - English only
- Type of EL services

Case Study 3

Background

- Student is in third grade and just moved to your district.
- First language is Arabic
- Arabic spoken in the home by parents.
- Has been in the United States since 7 years of age
- Parents report that the student was a late talker in Arabic with first words emerging around age 2 years.
- Language skills developed slower than siblings
- Student uses very simple sentences with only 3-5 words/sentence
- There is a family history of learning difficulties
- Student has difficulty following directions in Arabic and in English
- Student has difficulty reading and writing in both languages
- Has not yet reached proficiency on the WIDA

Language Disorder vs. Language Differences in English Learners

Questions:

Acquisition, difference, disorder?

What other information do you need to gather?

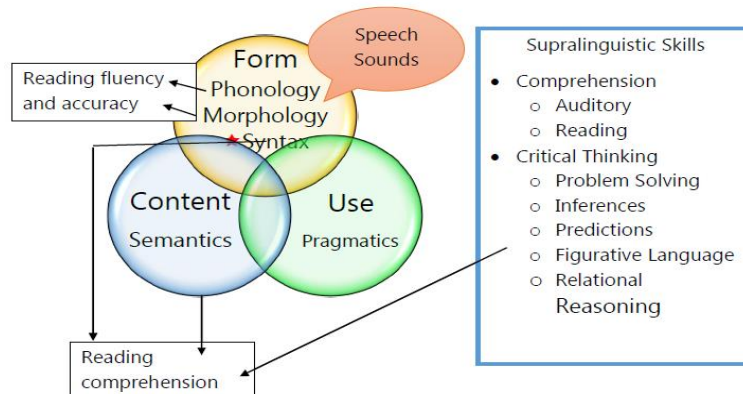
How would you assess?

Conclusion

For students who are English Language Learners, it is important to understand as much about the first language as we can. Making connections between the first language and English can lead to increased neural pathways to gain command of English faster. When working with a student who is both an English Language Learner and has a language disorder, understanding the morphology, phonology, syntax, and semantics in the first language will help bridge the gap to language acquisition in both languages.

Learning Objective 5: Intervention Strategies Based on the Domains of Language & Supralinguistic Skills

The following section will provide research and strategies for areas of language. Again, how each area is targeted is going to be based on the intersections of the L1 to L2. Gaining as much information regarding the domains of language in L1 will support L2. Targeting what is similar first will support increased language skills in L1 and L2 for the students we support with language disorders.



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Resources

The following section will offer some resources for intervention

Multiple Languages

- www.lessonpix.com (will translate your boards into over 100 languages using Google Translator) Try it for free @ <https://lessonpix.com/articles/3/223/Translation+Tool>
- Dabbling Speech Dual Language Learners "Cheat Sheet" Guide (Articulation and Language Inventories in 28 languages \$10.00) <https://www.teacherspayteachers.com/Product/Dual-Language-Learners-Cheat-Sheet-Guide-593232>
- Unite Literacy (translates books into 50 different languages) [file:///C:/Users/court/Downloads/1030-Gutierrez-Clellen%20\(1\).pdf](file:///C:/Users/court/Downloads/1030-Gutierrez-Clellen%20(1).pdf)
- Free books for Bilingual kids (27 languages) <https://boxy.minddo.com/website/en/#/blog/root.blog/main.blog>
- Boom Cards in 5 languages <https://wow.boomlearning.com/>

Greek

- Acquisition of Greek Phonology https://core.ac.uk/download/pdf/141194256.pdf?fbclid=IwAR34IqzJd93ZImZaEbhAaYvTRDbgH8L_-RAknhirdLaquMJGU0s9uRgNqPs

Spanish

- Bilingual Speechie Boom Cards (Spanish) <https://wow.boomlearning.com/store/authorId/Pwwhzi2K7t425S6iD/?collection=Decks&sort=publishDate&order=-1>
- Bilingual Speechie website <https://bilingualspeechie.com/?fbclid=IwAR0Fpumyl5p708ej0S6BP7aiIlvTBnodO5l0yLzRxBYjcfj-ZBzdzQgv02E>
- Vocabulary, Oral Language, and Academic Readiness (VOLAR) -vocabulary and oral language intervention activities for Latino preschoolers (Gutierrez-Clellen, Simon-Cereijido, and Restrepo, 2014) https://www.amazon.com/gp/product/1597565199/ref=as_li_tl?ie=UTF8&camp=1789&creative=9325&creativeASIN=1597565199&linkCode=as2&tag=mywebsit08ef9-20&linkId=211017237b13a44fd74872a53ed7c34a
- Culturally Speaking SLP Boom Cards (Spanish) <https://wow.boomlearning.com/author/culturallyspeaking|ps?collection=Decks&sort=publishDate&order=-1>

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- Winter Sisters Boom Cards (Spanish)
<https://wow.boomlearning.com/author/mswinter?collection=Decks&sort=publishDate&order=-1>
- TeachersPayTeachers: Paidos Recursos Didacticos
<https://www.teacherspayteachers.com/Store/Paidos-Recursos-Didacticos?fbclid=IwAR0Fpumyl5p708ej0S6BP7aiIvTBnodO5l0yLzRxBYjcfj-ZBzdzQgv02E>
- TeachersPayTeachers Charladora SLP (Spanish)
https://www.teacherspayteachers.com/Store/Charladora-Slp?fbclid=IwAR0qTzu-_lYn4LDhWnLRPZjkf3HzzqViGMyn2sx2kebZMIUqU5hFG8hkdEA
- TeachersPay Teachers Talking with Rebecca (Spanish)
https://www.teacherspayteachers.com/Store/Talking-With-Rebecca?fbclid=IwAR0MZTbylv0tP-HggmVkvI92MvwG_POyTQBpvKeaLhaOaDnTqqcvNkTpBMI
- Brenda Gorman's digital books in Spanish
https://drive.google.com/file/d/1RmbPA_pkbCtoTqyXoTzqP7QIJ9TK-8we/view?fbclid=IwAR0qTzu-_lYn4LDhWnLRPZjkf3HzzqViGMyn2sx2kebZMIUqU5hFG8hkdEA
- Resources for Spanish/English book websites to support reading at home
[file:///C:/Users/court/Downloads/1030-Gutierrez-Clellen%20\(1\).pdf](file:///C:/Users/court/Downloads/1030-Gutierrez-Clellen%20(1).pdf)
- Free Children's Book in English and Spanish Readconmigo.org
- Spanish/English (Ages 2-8, 30 day free trial, \$9.95/month for subscription)
<https://www.abcmouse.com/>

Objectives and Goals

Objectives and goals will be included for each domain of language and mirrored to include academic standards.

Goals:

Goals will be defined for the purpose of this presentation as the long-term goal or the annual goal.

Objectives:

Objectives, or benchmarks, are the short-term goals to meet the annual goal.

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Smart Goals

SMART goals should be written for the annual goal and the objectives. The acronym SMART includes:

Specific, Measurable, Achievable, Relevant and Time-bound

Example Goal

At the end of the second semester, student will increase English inflectional morphology skills in order to understand and express -list inflections based on grade level standards in 8 out of 10 opportunities with minimal cueing in conversation as demonstrated through speaking, reading, and writing in the classroom.

Great Resource

<https://bilinguistics.com/speech-therapy-goals/>

Morphology

The Common Core Learning Standards set forth learning goals for all students, including English learners. Language Standard 4 addresses morphological development across grade levels.

Morphology Evidence

- Research has consistently demonstrated the importance of morphological awareness in reading, especially in supporting reading comprehension (Carlisle, 2000; Nagy, Berninger, & Abbott, 2006).
- For EL students, teachers must be explicit and clear about how morphemes function and behave in English (Hickey and Lewis, 2013).
 - “Teachers” must understand how morphemes work in the native language.
 - Romance languages (Spanish, French, Portuguese, Italian, Romanian, and Catalan) are based in Latin as a linguistic ancestor.
 - Instruction in Latin based morphemes (Tier I may share roots with Tier II and Tier III words)
 - Instruction in cognates (share a common root)
- A morphological intervention program for grades 5-10 English Language Learners that included twelve units that systematically teach sets of derivational morphological endings through word, sentence, and paragraph activities. Gains were noted after 8 weeks. Morphological usage increased by at least 24% and spelling by at least 30% (Green, Garza, Hauck, Ruiz, Siordia, 2011).

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Understanding Morphology in the Native Language

Given that English morphological processes differ from other languages in a variety of ways, it is imperative that teachers acquire morphological information about the home languages of their students. When providing morphological instruction for English learners, teachers must be explicit and clear about how morphemes function and behave in English (Hickey & Lewis, 2013).

By understanding the students' native language and whether there are compound words, inflectional or derivational morphemes can lead to better understanding of the function of morphemes in English. The aforementioned progression we would use for a student whose L1 is English may be different for a student who is learning English as a second language. If the native language does not have inflectional morphemes, we may want to start with derivational first.

Examples

Similarities

- Spanish & English both have compound words, inflectional & derivational endings
 - Both have a plural –s (pronounced only as /s/)
 - Both have a marker for –ing (but not the same as English -ando, -iendo)

Differences

- Spanish does not have the past tense-ed ending
- Spanish does not mark 3rd person singular verbs with –s
- Comparative and superlative are marked differently
Ex. He is the tallest = El es **mas** alto.

Compound Words

- Most compound words in Spanish are masculine and are formed by taking the verb and then adding the plural noun (very rarely is it in singular).
- Verb + Noun (plural)
Parar + aguas = el paraguas (umbrella)
- A lot of compound words also end with a 's' however this does not mean that they are in the plural form; most do not change in the plural and singular form. A way to know if a compound word is plural is by looking at the article.

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Resources

Structure of Hmong Mien Languages Session #4 Morphology

<https://www.linguisticsociety.org/sites/default/files/e-learning/July%2018%20Morphology.pdf>

Morphology: Morphemes in Chinese

<https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199856336.001.0001/oxfordhb-9780199856336-e-45>

A Brief Introduction to Japanese Morphology

<http://www.kanji.org/japanese/writing/wordform.htm>

Root-Based Syntax and Japanese Derivational Morphology

<file:///C:/Users/court/Downloads/151-Book%20Manuscript-686-2-10-20170522.pdf>

Arabic Root Structures: An Overview

https://sites.middlebury.edu/arabiclinguistics/files/2012/03/arabic_word_structure_rydning_3.pdf

Santa Barbara Papers in Linguistics Volume 6 Aspects of Grammar in Nepali

<https://www.linguistics.ucsb.edu/sites/secure.lsit.ucsb.edu.ling.d7/files/sitefiles/research/papers/Working%20Papers%20Vol%206.pdf>

Compound Words, Inflectional and Derivational Morphology

Morphological awareness can be divided into **compound words** (2 free morphemes), inflectional and derivational morphology. Young children begin to understand compound words at a very young age. They also begin to use **inflections**; it is the first glimpse that we have that children are understanding the smallest unit of meaning. While developing compound and inflectional morphology, **derivational** (affixes/roots) also begin to develop. By understanding how the smallest unit of meaning is used and marked in the native language, the educator can use this information to assist students in understanding inflectional and derivational morphology. For example, In English and in Spanish, words can have affixes (prefixes and suffixes) and a root word (i.e., Latin roots). (Examples: maltratar-to mistreat, componer (with and put meaning to compose or put together, saludo based on the Latin root salu/salv).

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Compound morphemes

When two words are used together to yield a new meaning, a compound is formed. Compound words can be written in three ways: as open compounds (spelled as two words, e.g., ice cream), closed compounds (joined to form a single word, e.g., doorknob), or hyphenated compounds (two words joined by a hyphen, e.g., long-term). Sometimes, more than two words can form a compound (e.g., mother-in-law).

Inflectional Morphemes

Inflectional morphology aspects of the grammatical function of a word and includes plural, verb tense, possessive, and comparative/superlative adjectives and adverbs. All inflectional morphology usually produces different forms of the same word rather than different words (leaf/leaves, write/writes). This includes:

- General rule: Inflectional morphemes do not receive dictionary entries as separate or unique words, and the inflection does not change the basic meaning of the word.
- In English, inflectional morphology includes (in order of acquisition in English):

Brown's Mean Length of Utterance

Based on Brown (1973) the following is the order of acquisition of the first five inflectional morphemes. Brown states that all of these should develop by four years of age.

Inflectional Morpheme	Age of Acquisition	Example	CCSS
Present progressive (-ing)	27-30 months	Baby crying .	1 st grade
Plural regular (-s)	27-30 months	I want cars .	Kindergarten
Possessive ('s)	31-34 months	Sam' s ball.	1 st grade
Past regular (-ed)	35-40 months	She walked ed home.	Kindergarten-1st
Third person regular (-s)	35-40months	Malcolm plays .	1 st grade

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Past participle (-en) (Uncontractible and contractible aux. verbs)	41-46 months	She has spoken. It is written.	2 nd grade (irregular past tense)
---	--------------	--------------------------------------	--

Brown (1973) does not include comparative and superlative for adjectives and adverbs. The Common Core State Standards (2019) lists these inflectional morphemes in the following standards.

Inflectional Morpheme	Grade Level Standard
Comparative (-er) and Superlative (-est)	3 rd grade

Derivational Morphemes

Derivational morphology includes base (root) words to which affixes (word beginnings or endings) are applied. Adding affixes that include prefixes and suffixes can change meaning (leaflet, writer, rerun). Derivational morphology usually has its own dictionary definition.

Steps in Morphology Intervention

The following provides the steps we use in therapy for an English speaking student with a language disorder in morphology. Based on what we know about the L1 for English Language Learners, we may not follow this same progression.

1. Introduce the concept of morphology and provide many relevant examples.
2. Discuss importance of morphology (understanding the smallest unit of meaning)
3. Explain of target patterns and examples
 - Compound - 2 or 3 words that mean something different when combined (i.e.: sun and moon can be combined with light for sunlight and moonlight.)
 - Inflectional - number, tense, person, case, gender, and others, all of which usually produce different forms of the same word rather than different words (leaf/leaves, write/writes).
 - Plural, possessive, third-person singular, present tense, past tense, present participle, comparative degree, and superlative degree
 - Rule of thumb: Not given their own words in the dictionary and does not change the basic meaning of the word
 - Derivational- base (root) words to which affixes or word beginnings or endings, can be added to change meaning (leaflet, writer, rerun) and
 - There are base words to which affixes can be added to which change the meaning

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- Have separate dictionary headings
 - Affixes and roots are also known as bound morphemes.
4. Intervention then focuses on identifying the regularities or patterns of morphology in language.
- Word sort and pattern identification activities are excellent avenues for discovering and applying rules such as these (Wolter and Green, 2013).

Morphology Strategies

The following strategies will support morphology acquisition in English. For inflectional morphology, begin with any inflections that are present in both languages. After mastery of these, then add the other inflections.

Compound Words Strategies

The first is *compounding*, which involves combining two or more root (free) morphemes to create a new word. For example, sunlight and moonlight both contain two morphemes – sun/moon and light – and the meaning of each compound word is a combination of the two morphemes. English-speaking children show an understanding of compound words in the preschool years, with age-related increases until approximately 5 years (Clark, Hecht, & Mulford, [1986](#)).

Examples

Chinese, which also has numerous compounds in its lexicon, like fàn wǎn “rice bowl.

The following examples are from: <https://www.britishcouncil.org/voices-magazine/europe-language-compound-nouns#:~:text=German%2C%20and%20many%20related%20languages,compound%20nouns%20are%20the%20loveliest>

German is a language that tends towards compounding. *Kinderwagen* (pram, but literally ‘child carriage’), *Schildkroete* (‘shield toad’ – or rather, tortoise), *Handschuh* (‘hand shoe’ or glove) and *Staubsauger* (‘dust sucker’ or vacuum cleaner).

Dutch is a language rich with compound nouns. Some are almost identical to German – so a Dutch tortoise is also a *schildpad*, (or ‘shield toad’) a vacuum cleaner a *stofzuiger* (‘dust sucker’) and a glove a *handschoen*.

Greek *Example*: A library is a ‘book casing’ (βιβλιοθήκη, from βιβλίο for ‘book’ and θήκη for ‘casing’)

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Hungarian Example *körömpörkölt*, meaning 'nail stew.' This dish made of pigs' feet is a local delicacy.

Resources

Arabic Compounding in English and Arabic (Amer, n.d.)

<http://site.iugaza.edu.ps/wamer/files/2010/02/Compounding-in-English-and-Arabic.pdf>

Compound Words in Spanish

<https://www.thoughtco.com/common-compound-words-3079576>

Chinese: A Language of Compound Words

<https://www.digmandarin.com/chinese-a-language-of-compound-words.html>

Morphology: Specific Strategies

The following section provides specific strategies to support students in learning English compound words.

Compound Creation

Instructions: Use the parts of the following compound words to create your own unique words (e.g., a "cowsuit" would allow you to dress up like a cow). Each word in the compound word can be written on cards. The student would draw two cards and either figure out the real word or make up a word using the two cards.

side

mower

fire

walk

lawn

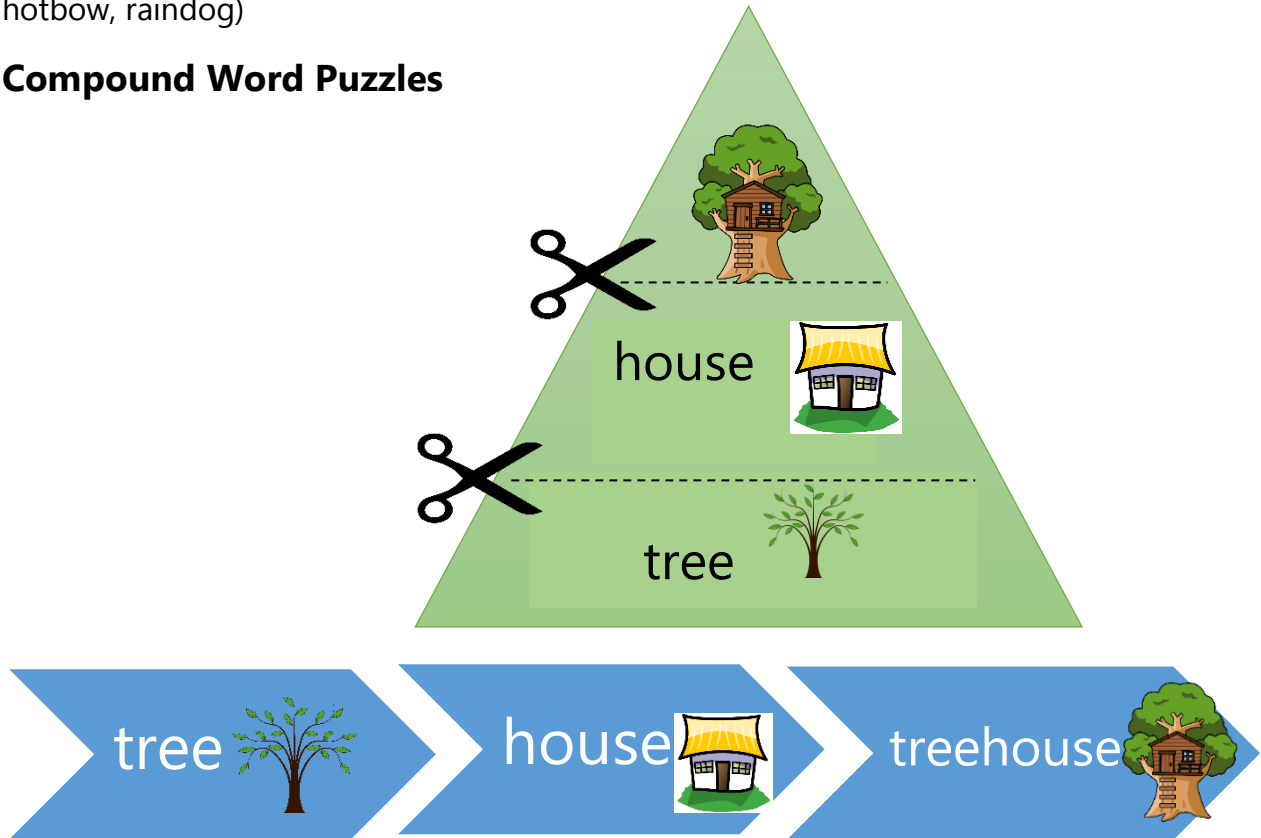
fighter

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Meet a Friend

Each student gets a word. They walk around the room trying to find someone with another word that would make a true compound word. This could be a lot of fun with discussing the meaning of the word when two novel words are put together (i.e.: hotbow, raindog)

Compound Word Puzzles



Resources

Books

- [Cloudy with a Chance of Meatballs by Judi Barrett](#)
- [If You Were a Compound Word by Trisha Speed Shaskan](#)
- [Thumbtacks, Earwax, Lipstick, Dipstick: What Is a Compound Word? By Brian P. Cleary](#)
- [Once There Was a Bull Frog by Rick Walton](#)

YouTube videos

- Guess the Word Challenge: Brain Riddles for Kids with Answers <https://youtu.be/dt3iFjD-xfI>
- The Compound Word Game <https://youtu.be/N8uMGPAWIlw>

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Other

<https://blog.allaboutlearningpress.com/compound-words/>

<https://www.teacherspayteachers.com/Browse/Search:compound%20words%20es/>

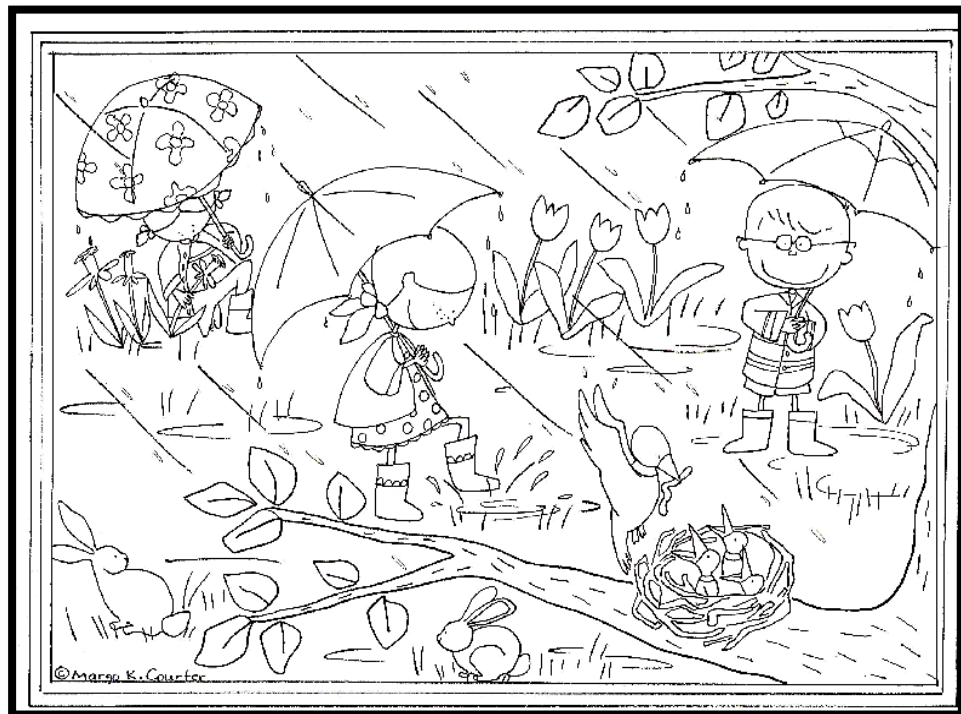
<https://www.vocabulary.co.il/compound-words/>

Inflectional Morphology Strategies

Many languages, such as Latin, Spanish, French, and German, have a much more extensive system of inflection. For example, Spanish shows verb distinction for person and number, "I, you, he, they live," *vivo, vives, vive, viven* ("I live," "you live," "he lives," "they live"). <https://www.britannica.com/topic/inflection>

Inflectional Morphology (-ing, plural -s and -es, possessive -s, 3rd person singular -s, past tense -ed, -er, -est)

Use scenes from a book in the classroom or make cards to demonstrate subject, verb, and direct object or prepositional phrase to elicit early developing morphology. If working with EL students, it is important to understand which, if any, inflections are marked the same way in the first language. For example, in Spanish, the -ing and plural -s are marked similarly as they are in English; therefore, these are the inflections targeted first.



(Season pictures are available on Margo's website)

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Inflectional Morphemes

Today (Present Progressive): She is splashing in the puddle.

3rd Person Singular: She splashes in the puddle

Yesterday (Past Tense): She splashed in the puddle.

Possessive: It is the girl's umbrella.

-er and -est: The mommy bird is biggerer than the baby birds.

(Discuss plants). The grass is biggerer than the flowers. The tree is the biggestest plant in the picture.

Highlighting Inflectional Endings

The following strategies can be used with students that are leaving off the inflectional endings when speaking, reading, and spelling.

Step 1: The speech-language pathologist or teacher highlights the inflectional endings. May only begin with the inflectional morphemes that are present in both languages.

Step 2: The student's finger goes under the words and the SLP or teacher's finger goes above the word.

Step 3: The student reads the words and sentences.

Step 4: If the student is able to read the words and include the inflectional endings, the student continues to read.

Step 5: If the student leaves it off, the SLP or teacher keeps his or her finger above the word. The student has to come back to that word and add the ending.

Activity

Johnny and Sally are walking to the park. Johnny stops and he smells the yellow flowers. He says, "I have never smelled flowers sweeter than these." As they are walking again, Sally stops and looks at two beautiful butterflies. She says, "These are the prettiest butterflies I have ever seen." Johnny says, "I think my flowers are prettier than your butterflies." Sally says, "My butterflies are bigger than your flowers." The two then decide that both the flowers and the butterflies are the sweetest and prettiest things they have seen all day. At the park, Sally and Johnny played, jumped, and laughed all day long!

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Targeting Differences

The following example demonstrates languages that have a /s/ sound that is always produced as the same sound whereas in English, the /s/ can be pronounced as /z/. The second example is for past tense and the three pronunciations in English.

In English, /s/ is pronounced /z/ when the word ends with...

Final Letter	Plurals	He/She/It
b	mobs	grabs
g	bugs	brings
v	caves	loves
d	parades	slides
m	jams	slams
n	vans	bans
l	dolls	calls
r	doors	stars
w	cows	sows

One must also know as we are working on English sounds whether or not the sound occurs in the L1 in the position that we are targeting. For example, /d/, /n/, and /l/, from the list above are a few of the sounds that occur in the final position in Spanish (sed, estan, sol). /s/, /z/m and /r/ also occur in the final position (estas, pulgar, pez)

In English, Pronounce /s/ when the word ends with...

Final Letter	Plurals	He/She/It
p	caps	stops
k	tasks	asks
t	dots	pats
f	puffs	stuffs

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In English, Pronounce /ez/ when the word ends with...

Final Letter	Plurals	He/She/It
s	glasses	passes
ch	matches	watches
sh	dots	pats

Past Tense

In English, -ed pronounce /d/ when the word ends with...

Final Letter	Past Tense
b	mobbed
g	begged
v	loved
m	jammed
n	banned
l	called
r	starred
w	sowed

In English, -ed pronounce /t/ when word ends with...

Final Letter	Past Tense
P	stopped
K	asked
S	passed
F	stuffed

Source: <http://www.colorincolorado.org/article/capitalizing-similarities-and-differences-between-spanish-and-english>

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Derivational Morphology

While differences in L1 and L2 (target language) morphology can create opportunities for morphological instruction, similarities in morphological structure between languages can also generate teaching points.

Example for Spanish

The following presents suffixes that are similar in Spanish and English. It will also present near perfect and perfect cognates.

Similar Prefixes English/Spanish

English/Spanish
de- or -dis (off or from, remove or take away)
re- (again)
in-, im-, ir-, a- (not, no, reversal)
pre- (before)
anti- (against)

Examples

Prefix	English	Spanish
de-	deconstruct deformed	deconstruir deformado
im-	impossible imperfect	imposible imperfect
re-	reuse repeat	reusar repetir
pre-	precaution prevent	precaución prevenir
anti-	antibiotic antidote	antibiótico antídoto

Similar Suffixes English/Spanish

English	Spanish
-ous (possessing or full of)	-ioso
-tion (the action of)	-ción
-ary (relating to)	-ario
-ic	-ico
-ct	-cto

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Examples

English	Spanish
-tion	-ción
action attention celebration constitution exposition fiction	acción atención celebración constitución exposición ficción
-ary	-ario
anniversary glossary primary vocabulary	aniversario glossario primario vocabulario
-ic	-ico
academic characteristic democratic economic geometric poetic	académico característico democrático económico geométrico poético
-ous	oso
curious delicious numerous	curioso delicioso numeroso
-ct	-cto
abstract act conflict correct insect perfect product	abstracto acto conflicto correcto insecto perfecto product

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Resource

- www.realfastspanish.com/vocabulary/spanish-cognates
- <https://www.teacherspayteachers.com/Product/Word-Lists-with-Common-Shared-Prefixes-Bases-and-Suffixes-in-English-Spanish-4310785>

Common Greek and Latin Roots

Romance language, meaning that it has Latin as a linguistic ancestor (French, Portuguese, Italian, Romanian, and Catalan) have cognates in English.

Cognates are words in two languages that share a common ancient root.

False cognates are words in two languages that look similar but have very different roots and meanings (i.e.: sano in Spanish means healthy but looks like the English word "sane".)

Example: Cognates from Spanish and English

Root	Meaning	Origin	English examples	Spanish examples
aud	hear	Latin	auditorium audition	auditorio audición
astir	star	Greek	astrology astronaut	astrología astronauta
bio	life	Greek	biography biology	biografía biología
dict	speak, tell	Latin	dictate dictator	dictar dictador
mit, mis	send	Latin	mission transmit	misión transmitir
ped	foot	Latin	Pedal pedestal	pedal pedestal
phon	sound	Greek	phoneme microphone	fonema micrófono
port	carry	Latin	transport portable	transportar portátil

Common Greek and Latin roots that are cognates in English and Spanish from blogs.svvsd.org/

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Resources

Nordquist, Richard. "Cognate: Definition and Examples." ThoughtCo, Feb. 10, 2021, [thoughtco.com/what-is-cognate-words-1689859](https://www.thoughtco.com/what-is-cognate-words-1689859). <https://www.thoughtco.com/what-is-cognate-words-1689859>

Common Greek and Latin roots that are cognates in English and Spanish

blogs.svvsd.org/

Derivational Morphology Strategies

Derivational Morphology Matching or Memory Game

- Step 1:** Use a board with the native language words paired with a picture.
Make a second board with the same picture paired with the English word
- Step 2:** Cut out the English word/picture and have the student match it to the native language board. Have the student say the word in their native language and then say the word in English.
- Step 3:** Cut out both boards and have the student play a matching game. This will provide practice in identifying the words in English without always matching to the native language word.
- Step 4:** Use the English words as flashcards and have the student tell you the meaning of the word.



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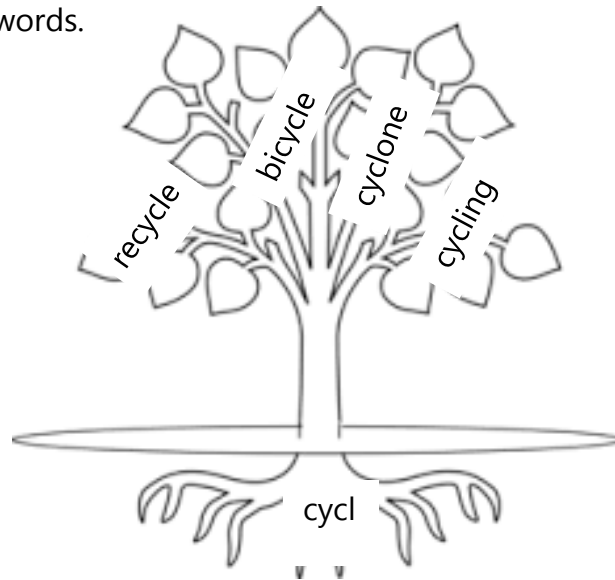
Greek and Latin Roots (if a Romance language)

Root Tree

- Begin by writing a Greek or Latin word element and a few words that have this root.
- Discuss what the example words have in common and support students as they hypothesize the meaning of the Greek roots before revealing the definition,

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- Next, challenge students to brainstorm other words that are morphologically related to add to the chart
- Have the students create their own charts and make illustrations to help them remember new words.



Flashcards

Create flashcards with the root on the front and a sentence using a word with the root. On the back, have the student find a picture or draw a picture to assist with understanding and retrieval of the meaning of the root.


Front:

auto

She wrote an autobiography about herself

Back:

Self




Front:

therm

The thermostat was turned up to heat up the room

Back:

Heat



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Goals and Objectives

The following goals and objectives are offered as a suggestion for targeting morphology.

Inflectional Morphology

Goal

(Timeframe), ____ will use (list the inflection to be targeted) in (phrase/sentence/conversation) in 8/10 of the opportunities with (minimal / moderate / maximal cues/)

Objectives

At the 9 week grading period (or the specific date), ____ will use regular plural markers in phrases in 8/10 of the opportunities with moderate cues.

At the end of the second grading period (or a specific date), ____ will use regular plural markers in phrases and sentences in 8/10 of the opportunities with minimal cues.

At the end of the third grading period (or a specific date), ____ will use regular plural markers in oral and written sentences in 8/10 of the opportunities with moderate cues.

At the end of the academic year, ____ will use regular plural markers in phrases in 8/10 of the opportunities in conversation, reading, and writing with minimal cues.

Derivational Morphology

Standards for derivational morphology will mostly be 3rd grade through high school.

Goal

At the end of the second semester, student will increase English prefixes and suffixes skills in order to understand and express -list derivations based on grade level standards or state most common prefixes and/or suffixes in 8 out of 10 opportunities with minimal cueing in conversation as demonstrated through speaking, reading, and writing in the classroom.

Objectives

At the 9 week grading period (or the specific date), ____ will use known words with prefixes applied in phrases in 8/10 of the opportunities with moderate cues.

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At the end of the second grading period (or a specific date), ____ will use known words with prefixes applied in phrases and sentences in 8/10 of the opportunities with minimal cues.

At the end of the third grading period (or a specific date), ____ will use known words with prefixes applied in oral and written sentences in 8/10 of the opportunities with moderate cues.

At the end of the academic year, ____ will use known words with prefixes applied in phrases in 8/10 of the opportunities in conversation, reading, and writing with minimal cues.

Reflection and Review:

- What are the morphology structures of the languages that you serve? If you are unsure, where can you go to find them?
- Would you begin with inflectional morphology or derivational based on the L1 structure?
- What are some strategies that we highlighted in this section that you can use in therapy or strategies that you use that you can adapt?

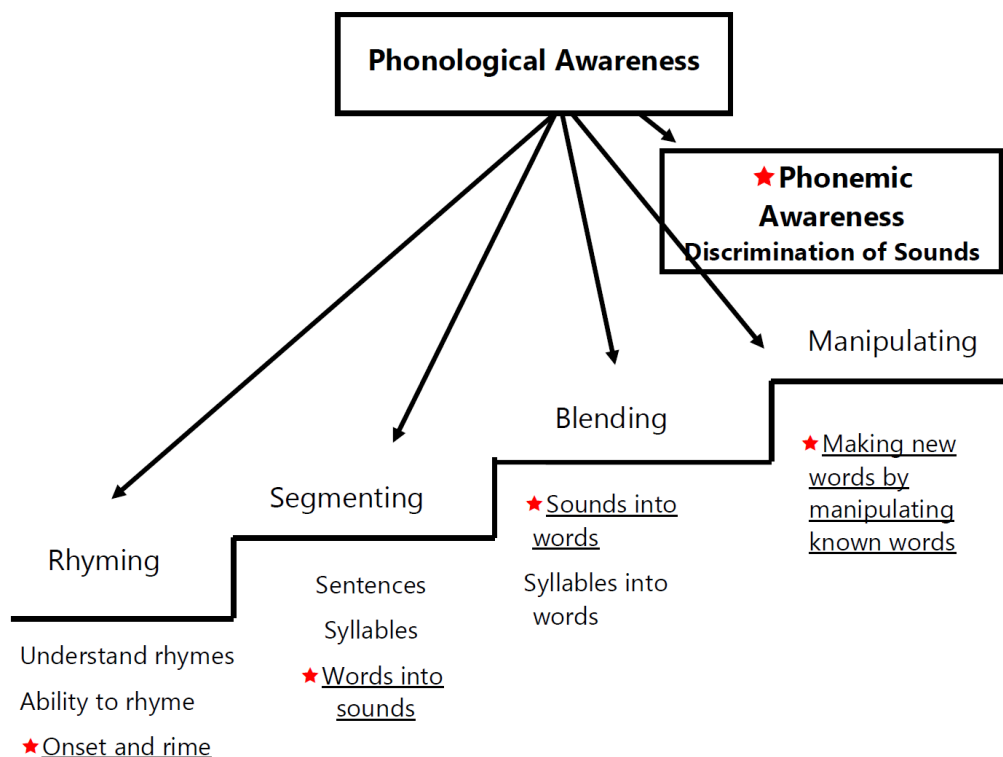
Morphology Conclusion

In this section, we discussed the importance of understanding morphology in the L1 in order to support acquisition in L2 for students with language disorders that we would see in therapy. Although our focus is the students who are EL but also experiencing a language disorder in both languages, the concepts and strategies above can also be applied to L2 language acquisition. In English, we begin targeting inflectional morphology because with an L1 of English, this is how morphology develops. For students that English is the L2, we must know how morphology develops in the L1 to know whether to target derivational or inflectional first.

Phonology

Knowing which sounds are presents in both language as well as the discrimination of the production is an important element to understanding when these phonemes are placed in words. The number of syllables present in the first language is highly important as well.

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Phonology Evidence

1. ***EL students with strong phonological awareness skills in English demonstrated a higher potential for reading achievement in later years*** (Genesee, Lindholm-Leary, Saunders, Christian, 2005)
2. ***Phonological awareness skills transfer back and forth between the native language and second language*** (Dickinson, McCabe, Clark-Chiarelli, & Wolf, 2004; Cardenas-Hagan, Carlson, Pollard-Durodola, 2007).
3. Building letter and sound knowledge in the native language would allow the student to learn these skills more quickly while learning English as a second language
4. Research has demonstrated that the ability to blend and segment individual phonemes is a strong predictor of overall reading achievement in Spanish, both for monolingual Spanish-speaking children (Bravo & Orellana, 2006) and for Spanish/English bilingual children (Branum-Martin, Mehta, Fletcher, Carlson, Rotiz, Carol, & Francis, 2006)
5. In Spanish, unlike in English, reading accuracy is not a strong predictor of reading comprehension (Lopez-Escribano, Elosúa, Gómez-Veiga, & García-Madruga, 2013).
 - Spanish has a very predictable orthography, sometimes referred to as a *transparent orthography*. Once children learn the basic sound-symbol correspondences, they can easily decode most Spanish words. Thus, by the

Language Disorder vs. Language Differences in English Learners

end of first grade, children can read most Spanish text with a high level of accuracy, regardless of the familiarity of the word patterns.

- Children can often decode text far beyond the level at which they have good comprehension of what they are reading, and this drop in comprehension is usually accompanied by a drop in reading rate.

The following information from Irujo (2015) provides valuable information regarding phonemic and phonological awareness instruction

6. Before phonics instruction begins, students must have the phonemic awareness skills they need in order to perceive individual sounds in words. This is particularly important for sounds that are problematic because of the native language.
7. Teachers must be aware of whether a students' native language uses a non-Roman alphabet or is non-alphabetic. Even if ELs have had no instruction in reading in the native language, environmental exposure to a different writing system can negatively affect the ease with which they learn to recognize the letters of the English alphabet.
8. ***ELs must be able to hear and reproduce English sounds with a degree of accuracy commensurate with their pronunciation abilities before they are taught to make associations between those sounds and particular letters.***
9. It is helpful to explicitly point out different letter combinations that have the same sound and provide extra practice with them. Multiple spellings of the same sound can be very confusing for ELs, particularly if they have had some reading instruction in a language such as Spanish, which has almost completely regular sound-symbol correspondences.

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When Skills Are Typically Mastered *In English*

Although children develop their PA skills at different rates, it is helpful to have a general window of when specific skills are typically mastered. The following is a suggested timeline.

<u>Skill</u>	<u>Typically mastered</u>
Concept of spoken word (sentence segmentation)	Preschool
Rhyme recognition	Preschool
Rhyme completion	Preschool/kindergarten
Rhyme production	Kindergarten
Syllable blending	Preschool/kindergarten
Syllable segmentation	Kindergarten
Syllable deletion	Kindergarten
Phoneme isolation of initial sound	Kindergarten
Phoneme isolation of final sound	Kindergarten/first grade
Phoneme blending (onset and rime)	First grade
Phoneme blending (all phonemes)	First grade
Phoneme segmentation	First grade
Phoneme deletion of initial sound	First grade
Phoneme deletion of final sound	First grade
Phoneme deletion of first sound in consonant blend	Second grade
Phoneme substitution	Second grade (some first)

From: Phonological Awareness Screening Test (PAST) <https://www.thepasttest.com/>

Additional Resource:

<https://www.readingrockets.org/article/development-phonological-skills>

Biliteracy

Biliteracy is the ability to effectively communicate or understand written thoughts and ideas through the grammatical systems, vocabularies, and written symbols of two different languages <https://www.colorincolorado.org/glossary/biliteracy>.

- Literacy gained in this stronger language then serves as a foundation for skill transfer between languages, which also facilitates the mastering of literacy in the weaker language (Cummins, 1991, 1996).
- Secondly, transfer also largely depends on language distance, which is known as the similarity between the orthography (i.e., writing systems) and language structure (i.e., grammar) of two languages. Two languages written in an alphabetic system (e.g., English and Spanish) are generally considered more amenable to skill transfer than would an alphabetic and ideographic language (e.g., English and Chinese) (Bialystok, McBride-Chang & Luk, 2005).

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- Studies have also reported positive transfer of phonological or morphological processing in non-alphabetic languages such as Chinese (Bialystok, McBride-Chang & Luk, 2005; Chan & Siegel, 2001; Chen et al., 2004; Gottardo, Yan, Siegel & Wade-Woolley, 2001; Wang, Cheng & Chen, 2006; Wang, Yang & Cheng, 2009)
- These studies reported specific skills that transferred between languages of close linguistic distance, including phonological awareness and processing between alphabetic languages (e.g., English and French or Spanish) (Bialystok, 1997, 2001b, 2002; Bialystok, Luk & Kwan, 2005; Bialystok, McBride-Chang & Luk, 2005; Branum-Martin et al., 2012; Chen et al., 2004; Jared et al., 2011; Schwartz, Leikin & Share, 2005; Wang, Park & Lee, 2006; Wang, Perfetti & Liu, 2003)

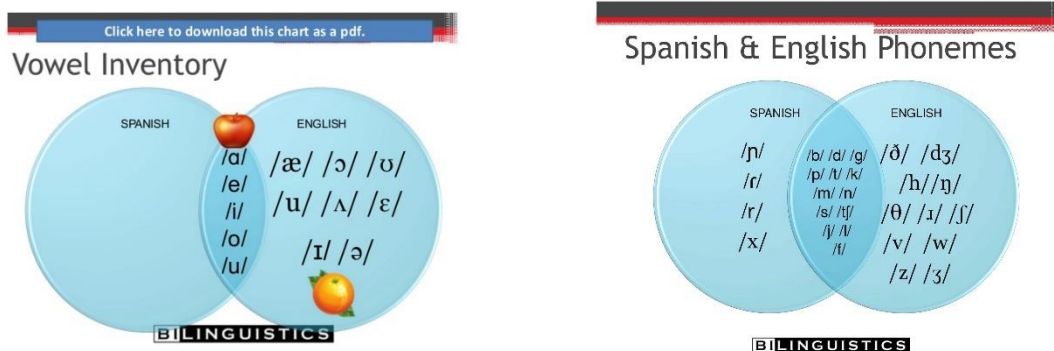
Determining a Phonological Difference vs. a Phonological Disorder

We have to know sounds (phonemes) that are similar and sounds that are different between the L1 and the L2. We also have to understand if there are rhyming words between the two languages as well as if the L1 is more of a single syllable or multisyllable language. These distinctions aid in our understanding of a phonological difference vs. a phonological disorder.

The following examples provide an example of phonological differences between Spanish and English.

Example: Phonemic Awareness

The following diagram provides a comparison between Spanish and English phonemes (Kester, 2014). Permission granted



Other diphthongs and more information are available at <https://www.spanishdict.com/guide/spanish-vowels>

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Rhyming

The following presents some final sounds and rhyming words with those sounds. Poems can be used to assist students understanding rhyming words.

-asa and -aza

Casa	House
Tasa	Rate
Masa	Mass or dough
Grasa	Grease or fat
Escasa	Scarce
Taza	Mug or cup
Raza	Race
Terraza	Terrace or balcony
Mostaza	Mustard
Tenaza	Pliers or pincer

-una

Luna	Moon
Runa	Rune
Cuna	Baby crib
Fortuna	Fortune
Hambruna	Hunger
Ninguna	None
Alguna	Any

More rhyming words at <https://spanish.yourdictionary.com/spanish-language/learning-spanish/spanish-words-that-rhyme.html>

Phonological differences between Spanish and English

Spanish	Examples
Final consonants are often devoiced	The word frozen may be pronounced froze.
The "h" is sometimes silent in Spanish, particularly at the beginning of words.	For example, the word <i>hold</i> may be read or spelled 'old
The sound "ch" in English may be substituted by "sh"	For example, <i>shoe</i> may be read or spelled as chew or choe
Letter "j" (i.e., judicial) does not exist in Spanish	For example, <i>judicial</i> may be read or spelled as <i>yudicial</i> .

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The sound of the voiceless “th” (like “ <u>th</u> in”) doesn’t exist in Spanish.	For example, <i>think</i> may be read or spelled as <i>tink</i>
The sound of voiced th (that) does not exist in Spanish	For example, that may be read or spelled as dat or zat.
The v in Spanish is pronounced with the /b/ sound	For example, <i>very</i> may be read or spelled as berry
The schwa sound is inserted before initial consonant clusters	For example, <i>stay</i> may be read or spelled estay or <i>skate</i> may be read or spelled eskate
Words in Spanish end in many different sounds. (e.g., a, d, e, i, o, u, l, n, r, s,)	The sounds at the end of words may be omitted.
/i/ may be substituted with /ee/	<i>wig</i> may be spelled or read as weeg or <i>whistle</i> may be spelled or read as wheestle

Source: Adapted from Roseberry-McKibbin, 2018

Resources

Difference or Disorder: Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students (Kester, 2014) Includes: Hebrew, Korean, Vietnamese, German, Czech, Japanese, Farsi, Mandarin, African American English, French, Russian, Spanish, and Arabic

Santa Barbara Papers in Linguistics Volume 6 Aspects of Grammar in Nepali

<https://www.linguistics.ucsb.edu/sites/secure.lsit.ucsb.edu.ling.d7/files/sitefiles/research/papers/Working%20Papers%20Vol%206.pdf>

Activities for Phonological Awareness

The following activities will support increases in overall phonological awareness skills.

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Phonemic Awareness of English Phonemes

Always attempt to match up your cues with what the teacher may be using in the classroom for a visual phonics program. These same cues can be used for younger (preschool) and older students (2nd grade and older).

Use visual cues, especially for English vowels, so the student can learn the cues to support discrimination and production.

Resource

Pam's Place Cues – Vowels (Pam Marshalla)

<https://www.youtube.com/watch?v=4te9DY1jTc8> (Vowels)

<https://youtu.be/IBclowP9uds> (Consonants)

Phonemic Awareness/Segmenting/Blending

The following strategy is an inexpensive but effective way to work on discrimination of sounds, segmenting sounds and syllables, and blending. It can also be used to target written words as well. For EL, begin with phonemes that are in common in the L1 and L2.



Steps

1. Have the students place all beads to the right.
2. Provide a word. For younger students start with consonant vowel consonant words (CVC), then move to CCVC or CVCC if the L1 is mostly a one syllable language. May need to begin with segmenting multisyllable words if the first language is more multisyllabic. (examples of one syllable words in Spanish: sol, si, no, rey, me, tú, ver, dos, tres, seis, gris (gray), más, fin, las, los, con, pez, es, muy)
3. As they segment each sound, have them move a bead to the left to represent the sound.
4. For 2-3 syllable words, have the student clap out the syllables. Then, use the beads to represent the sounds in each syllable.
5. Lastly, the student can place the chenille stem on a piece of paper and touch each bead and write down the corresponding letter.

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Target Minimal Pairs

- A phoneme pair such as the /f/ and voiceless /th/ are articulated in similar (yet different) ways, and so they sound similar, but they are, in fact, acoustically different.
- These sound pairs are more difficult to distinguish than other sound pairs because the way they are spoken (articulated).
- They should be perceived and recognized by listeners as two different phonemes, even in the absence of visual cues, i.e., by listening alone” (Wasowicz, J. via SPELLTalk, On Dec 22, 2020).

Sample from Commtap Communication Activities: https://en.commtap.org/site-search/resources/1?classification=1-no_type-no_group&keys=Minimal%20pairs

- Have the student either point to the correct picture or write the word.
- Use a visual phonics cue to support discrimination of the sounds.

Minimal Pairs

<p>Back sounds to front sounds (/k, g/ and /t, d/)</p> <ul style="list-style-type: none"> • car/tar • Kim/Tim • key/tea • come/tum • cap/tab • coffee/toffee 	<p>/s, z, f/ and /t, d, p/ (Stopping)</p> <ul style="list-style-type: none"> • four/paw • fan/pan • cuff/cup • half/harp • sea/tea • sail/tail
<p>f, s, sh' and 'b, d,' (Stopping and voicing fricatives)</p> <ul style="list-style-type: none"> • fatman/batman • phone/bone • fox/box • funny/bunny 	<p>Final sounds</p> <ul style="list-style-type: none"> • car/cart • tar/tart • bee/bean • no/nose • moo/move/moon/moose
<p>Simplifying blends</p> <ul style="list-style-type: none"> • pay/play • goo/glue • fat/flat • go/grow • door/drawer 	<p>Context sensitive voicing</p> <ul style="list-style-type: none"> • pea/bee • pear/bear • tear/deer • curl/girl • fan/van

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<p>/w, r/ and /l, y/</p> <ul style="list-style-type: none"> rich/witch ring/wing yapping/lapping fight/white tire/wire 	<p>/t/ final versus vowel</p> <ul style="list-style-type: none"> cart/car note/no fort/four shoot/shoe start/star
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Margo's Word List for vowel + /l/, vowel + /n/, & vowel + /m/

<u>eel</u>	<u>il</u>	<u>el</u>	<u>al</u> (short)	<u>al</u>	<u>ail</u>	<u>ile</u>	<u>uel</u>	<u>oil</u>	<u>owl</u>
	bill	bell		ball	bail	bile		boil	
	built	belt							
deal	dill	dealt		dull		dial			
feel	fill	fell		fall	fail	file	fuel	foil	fowl
heal	hill	hell	Hal	hall	hail				howl
	kiln	kelp							
<u>eel</u>	<u>il</u>	<u>el</u>	<u>al</u> (short)	<u>al</u>	<u>ail</u>	<u>ile</u>	<u>uel</u>	<u>oil</u>	<u>owl</u>
kneel				null	nail				
peal	pill		pal		pail	pile			
real					rail	rile		roil	
seal	sill	sell		Sal	sail			soil	
steel	still			stall	stale				
	spill	spell						spoil	
<u>ene</u>	<u>in</u>	<u>en</u>	<u>ain/ane</u>	<u>an</u>	<u>un</u>	<u>oon</u>	<u>one</u>	<u>ine</u>	<u>oin</u>
	till	tell		tall	tail	tile		toil	towel
		yell			Yale		yule		
	bin	bend	bane	ban	bun		bone		
			cane	can			cone		coin
Dean	din	den	Dane	Dan	done			dine	
	fin			fan	fun		phone	fine	
		lend	lane	land			loaned	lined	
mean		men	mane	man		moon	moan		
		mend					moaned	mind	
	pin	pen	pain	pan	pun			pine	

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ene	in	en	ain/ane	an	un	oon	one	ine	oin
			rain	ran	run				
	sinned	send		sand				signed	
			stain	Stan	stun		stone		
	spin		Spain	span	spun	spoon		spine	
teen	tin	ten		tan	ton	tune	tone		
eme	im	em	aim/ame	am	um	oom	ome	ime	oim
beam				bam		boom			
	brim					broom			
			blame			bloom			
			came		come		comb		
deem	dim						dome	dime	
	him	hem		ham	hum				
				lamb		loom		lime	
ream	rim			ram		room	roam	rhyme	
seam			same	Sam	some				
	slim			slam				slime	
team	Tim		tame					time	

Bingo Boards



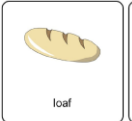





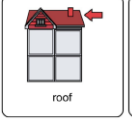
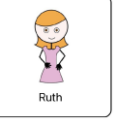


Free download from Ms. Jocelyn TeachersPayTeachers

<https://www.teacherspayteachers.com/Product/Minimal-Pairs-BINGO-FREEBIE-440150>

Word Lists

https://www.speech-language-therapy.com/index.php?option=com_content&view=article&id=134:mp2&catid=9:resources&Itemid=108

Example of Boards for Therapy

/b/ /d/ boards	/f/ /th/ boards	/sh/ /ch/ boards
 buck  duck	 loaf  loathe	 share  chair
 bye  die	 roof  Ruth	 sheet  cheat

(more boards available on Margo's website)

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Silly Words

1. Provide each child with a toy that has connecting pieces (e.g., Legos, pop-beads, trains). These connected pieces will represent each sound or syllable in a word.
2. State the word (single and/or multisyllable). This could be consonant (C)-vowel (V), VC, CVC, CVCV, etc.
3. Have the student segment the word into sounds or syllables.
4. The students connect the blocks to represent the sounds in the word or the syllables in a multisyllable word.
5. State the word again and ask the student to drop off a sound or syllable (i.e.: say "cat," say it again and take off the "c.")
6. The student would take off the connector as they manipulate the word.



English	Spanish
hamburger	hamburguesa
bumble bee	abejorro
triangle	triángulo
circle	circulo
elephant	elefante
television	televisión
refrigerator	refrigerador
computer	computadora
bicycle	bicicleta

Goals and Objectives

Goal

At the end of the second semester, student will increase phonological awareness skills in order to understand and express -chose: rhyming, blending, segmenting, manipulation in 8 out of 10 opportunities with minimal cueing in conversation as demonstrated through speaking, reading, and writing in the classroom.

Objectives

(Timeframe), ____ will use (phonological awareness skill to be targeted) in (words/phrase/sentence/reading/writing) in 8/10 of the opportunities with (minimal / moderate / maximal cues/)

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Reflection and Review:

- What are the phonemes that are the same and which are different between the languages you serve and English?
- Where would you begin with your phonological awareness instruction?
- What are some strategies that we just discussed that you could use in therapy?
- What strategies are you currently using that you could adjust thinking about phonology in the L1 of the students you serve?

Conclusion

When distinguishing a difference or a disorder, we must consider which sounds are in L1 and which sounds are in L2. We can then look at how this difference or disorder is impacting literacy development and reading skills. If errors are caused by differences, we can provide some strategies to the teachers to support English acquisition of phonemes and skills.

Morphosyntax

Research tells us the importance of understanding syntax for auditory and reading comprehension. In order for the student to understand syntax in English, we must understand the syntax in the native language.

Research

1. The Role of Syntax in Reading Comprehension: A Study of Bilingual Readers older children (mid-elementary and above) who were identified as poor (reading) comprehenders were tested on oral sentence-level semantic and syntactic tasks and were found lacking compared to those with better reading comprehension (e.g., Catts, Adlof, & Ellis Weismer, 2006).
2. In addition to verb voice, clause structures—structures that contain a subject and a verb—affect comprehension and recall. Readers recall independent clauses (“He used the help system”) faster than dependent clauses—clauses containing a subordinating conjunction (“Before he used the system, . . .”) (Townsend, Ottaviano, and Bever 1979).
3. Readers show poorer comprehension of important information in dependent clauses than of important information in independent clauses (Creaghead and Donnelly, 1982).

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4. Inflectional morphology, particularly verb tense and agreement, is one such area. Sentences that feature long distance dependencies (e.g., reflexive pronouns, object relative clauses, passive voice) are also problematic (Rice, 2003).
5. In 2004-2005, only 51% of students taking the ACT scored at the benchmark (C equivalency) for understanding complex text needed for college readiness.
 - a. The clearest differentiator was students' ability to answer questions associated with complex texts (complex syntactical structure) NOT critical thinking skills.
6. Native English speakers learn syntax through repetition before they learn the parts of speech and rules of grammar. Many children begin learning English by memorizing words and phrases; it is your responsibility as the educator to ensure the students understand the meaning and usage (Lubin, 2019).

Understanding Syntax in the Native Language

The following from lddproject.net provides a comparison in syntax between Spanish and English as an example of understanding the syntax in L1 to support L2.

Spanish

Spanish	English	
Structure	Possible Miscue	Structure
Negative		
a. 'no' before the verb <i>A ella no le gusta el arroz.</i>	a. She no like rice.	a. She doesn't like rice.
double negative format may be used <i>A Jorge no le gusta nada.</i>	b. Jorge don't like nothing .	b. Jorge doesn't like anything.
Adjective		
a. <i>La niña bonita.</i> b. <i>El carro azul.</i>	a. The girl pretty. b. The car blue.	a. The pretty girl. b. The blue car.
However, there are some Spanish noun phrases in which the adjective precedes the noun, such as:		
Use of numerals <i>tres libros</i>		(three books)

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Use of comparative terms <i>gran maestro</i>		(great teacher)
Use of ordinal numbers <i>la tercera mujer</i>		(third woman)

<http://www.ldldproject.net/languages/spanish/spoken/index.html>

Resources

Difference or Disorder: Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students (Kester, 2014) Includes: Hebrew, Korean, Vietnamese, German, Czech, Japanese, Farsi, Mandarin, African American English, French, Russian, Spanish, and Arabic

Santa Barbara Papers in Linguistics Volume 6 Aspects of Grammar in Nepali

<https://www.linguistics.ucsb.edu/sites/secure.lsit.ucsb.edu/ling.d7/files/sitefiles/research/papers/Working%20Papers%20Vol%206.pdf>

Morphosyntax Strategies

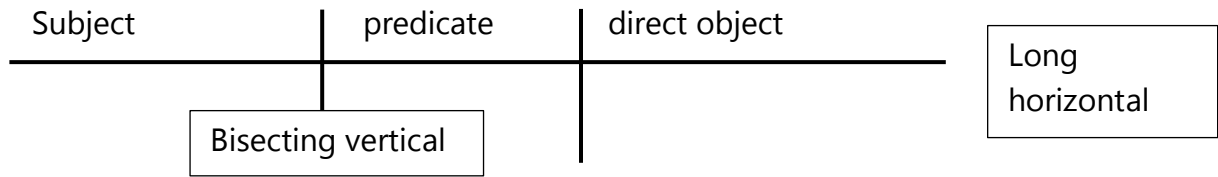
Once we understand the sentence structure and grammar from the L1, we can use this information to understand why word order and grammar does not translate well from the L1 to the L2. We can then design activities to support the syntax of English.

Diagramming Sentences

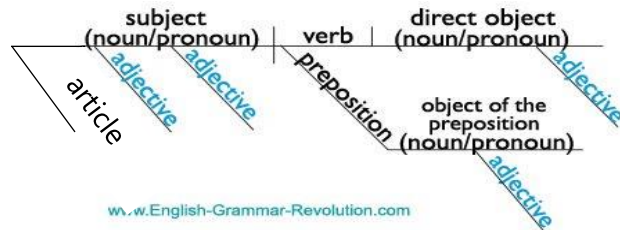
Sentence diagramming works great to demonstrate the basic sentence structure in English. In English, a basic sentence is on the horizontal line and includes the Subject, Predicate, and Direct Object. Using sentence diagramming can support the grammatical structures and the order of words in a sentence in English.

- Two main lines
 - Long horizontal line holds the subject, verb, certain objects, and complements (part of the predicate of a sentence and describes either the subject of the sentence or the direct object.)

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Example of format for simple subject and predicate



Resources

www.English-Grammar-Revolution.com (sentence diagrammer)

<http://grammar.ccc.commnet.edu>

Sentence Diagrammer App for PC (Microsoft) (\$11.99/year)

Sen-Gram- Sentence Diagramming App (IPAD/IPHONE)

Replace the Word

Have students replace a word in a sentence

I have a red notebook

I have a green notebook

I have a blue notebook.

I have a red bag.

I have a green bag.

I have a blue bag.

Add a Word

I have red and green notebook

I have a red notebook and a green bag.

Correct the Sentence Game

- Form teams of students or individually in a small group
- Write a sentence incorrectly on the board (words out of order)
- Have the students rewrite the sentence in the correct order on a dry erase board.
- Have the student hold up the board when he/she thinks it is correct

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- The first person or team to get it correct, gets a point

Sentence Frames

A sentence frame is a structure with fill-in-the-blank words created for your students to use as a starter to answer questions. Sentence frames can be used for any subject, including math, science, history, and English (Brakebill, 2018)

Here are some benefits of the use of sentence frames in the classroom:

Sentence frames clarify the instructions.

ELs may not understand every word of the instructions, so the sentence frame gives them a better idea of the response you are expecting.

Students can focus on learning the content.

With sentence frames, students can focus on the content because the correct sentence structure is already written for them.

Students learn English sentence structure and grammar.

Students will be able to notice correct English grammar and sentence structures to use in the future.

Classroom conversation is enriched.

Sentence frames are a helpful tool when you are looking to get discussions moving in the classroom because they give students a place to start conversation and share opinions.

Example for younger students

I can _____.

I will _____.

I need _____.

I want _____ and _____.

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Example from

https://www.mercerislandschools.org/site/handlers/filedownload.ashx?moduleinstanceid=16787&dataid=40880&FileName=SentenceFrames_Grade4%20.pdf

Informational		Beginning	Intermediate	Advanced
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Prompt	<i>What is the text mostly about? Tell me two details about the topic.</i>	<i>What are two details that give information about the topic?</i>	<i>What are two details that give information about the topic? What inference can you make about ____ based on the information in the text?</i>
	Sentence Frames	<i>This text is mostly about _____. One detail is _____. Another detail is _____. I can infer that _____.</i>	<i>I can infer that _____ because _____ and _____.</i>	<i>Two details that tell me about the topic are ____ and _____. I can infer that _____.</i>
RI.4.1* Ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers, both explicit and implicit.	Prompt	<i>What questions can you ask to better understand who/where/ what/when/why _____?</i>	<i>What questions can you ask to better understand how/why _____?</i>	<i>What questions can you ask to better understand the text? What details help you find the answer?</i>
	Sentence Frames	<i>What is _____? Where is _____? Who is _____? When is _____? Why is _____?</i>	<i>Why does _____? How does _____?</i>	<i>Who/what/where/why/how _____? The answer is _____. I know because _____.</i>
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Prompt	<i>What is the main idea?</i>	<i>What are two details that give information about the main idea? How do these details support the main idea?</i>	<i>Summarize the text. How do the details support the main idea?</i>
	Sentence Frames	<i>The main idea is _____. One detail is _____.</i>	<i>The main idea is _____. Some details that support the main idea are _____ and _____. Another detail is _____. main idea because _____.</i>	<i>(Student summaries will vary.) The details support the main idea by _____.</i>
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Prompt	<i>Explain the process of _____.</i>	<i>Explain the process of _____.</i>	<i>Explain the process of _____.</i>
	Sentence Frames	<i>First, _____. Then _____. Next _____. Finally, _____.</i>	<i>First, _____. Then _____ because _____. Finally, _____ because _____.</i>	<i>First, _____. Next, _____. Last, _____.</i>
	Prompt	<i>How is _____ connected to _____?</i>	<i>What is the connection between _____ and _____?</i>	<i>What idea is connected to the idea that _____? Why?</i>
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Prompt	<i>What word(s) do you not know? Do you think it is an important word? What can you do to learn the word?</i>	<i>What word(s) in the text is/are unfamiliar? What clues can help you figure out the meaning of the word?</i>	<i>What word(s) in the text is/are unfamiliar? Use clues to help you figure out the meaning of the word.</i>
	Sentence Frames	<i>I do not know the word(s) _____. I think _____. I can _____ to learn the word(s).</i>	<i>I do not know the word(s) _____. I can look for clues in _____.</i>	<i>_____ tells me that the word _____ means _____.</i>
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/ effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Prompt	<i>How is this text organized? Is it a chronology of events? Is it an explanation of cause and effect? Is it an explanation of problem and solution? Is it a description of similarities and differences? How do you know?</i>	<i>How is the information in this text organized? What words help you know this?</i>	<i>What is the overall structure of this text? How do you know?</i>
	Sentence Frames	<i>The text is _____. I know because _____.</i>	<i>The words _____ tell me that this is a _____.</i>	<i>The _____ tells me that the overall structure of this text is _____.</i>

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Compare and Contrast Example from Salcedo (1970).

Language for Academic Writing and Speaking

Compare and Contrast

Use the following frames when you draft a paper or prepare to speak:

To open	<ul style="list-style-type: none">■ The similarities between _____ and _____ indicate _____.■ By comparing _____ to _____, it becomes clear that _____.■ A comparison of _____ to _____ reveals _____.
To compare or contrast	<ul style="list-style-type: none">■ Although _____ and _____ are, _____ is _____.■ _____ is _____, whereas _____ is _____.■ The most obvious difference between _____ and _____ is _____.
To support your ideas	<ul style="list-style-type: none">■ One similarity / difference is _____.■ Their common characteristics include: _____, _____, and _____.
To close	<ul style="list-style-type: none">■ By comparing _____ to _____, we learn _____.■ The differences between _____ and _____ are important because _____.

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Underlining and Highlighting

Following Written Directions or Reading Paragraphs:

Step 1: Read the direction

Read each sentence below.

Circle the subject and underline the verb. Then write a prepositional phrase on the line to complete the sentence.

Step 2: Reread and underline or highlight key words

Read each sentence below. Circle the subject and underline the verb. Then write a prepositional phrase on the line to complete the sentence.

Goals and Objectives

Goal

At the end of the second semester, student will increase (clause structure: compound sentences/complex/compound-complex, adverb, preposition, relative clauses) skills in

Language Disorder vs. Language Differences in English Learners

order to understand and express in 8 out of 10 opportunities with minimal cueing in conversation as demonstrated through speaking, reading, and writing in the classroom.

Objectives

(Timeframe), ____ will use (list the specific clause structure i.e.: use of coordinating conjunctions, relative clause embedded in a sentence, etc.) in (sentence/conversation) in 8/10 of the opportunities with (minimal / moderate / maximal cues/).

Reflection and Review:

What is the sentence structure of the languages you serve?

Where would you begin with your syntax in English instruction?

What are some strategies just discussed you can use in therapy?

What are some strategies that you already use that you can adapt?

Conclusion

Morphosyntax development is crucial for auditory and reading comprehension. Verb voice and clause structure must be understood in the L1 so similar structures can be targeted first then bridge to L2 only structures.

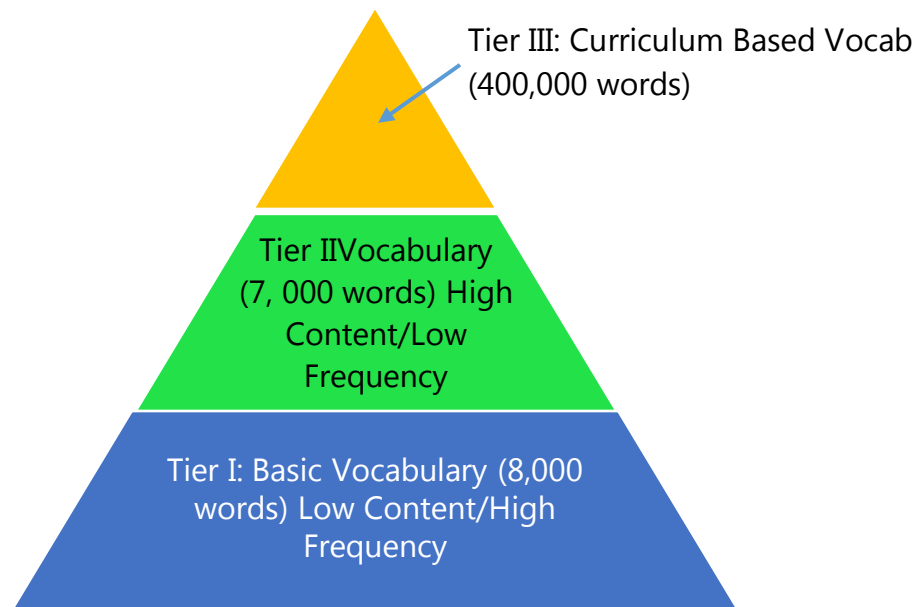
Semantics (Vocabulary)

English is complex regarding its multiple meanings of words (homonyms) that are spelled and pronounced the same but have different meanings (homographs) as well as words that sound the same but are spelled differently and have different meanings (homophones).

Three Tiers of Vocabulary

Beck, McKeown, & Kucan (2013) state that words have a different degree of utility. By separating words into three tiers, Beck et al provide a way to teach vocabulary based on the instruction that is being provided in the classroom.

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Research

- To build vocabulary for EL students, explicit and implicit instruction is necessary. They benefit from explicit instruction in the native language for Tier II vocabulary as well as in English if it is presented through concrete, hands-on experiences and in thematic unit that allow for repetition throughout the day (Schwanenflugel, Hamilton, Wisenbaker, Kuhn, & Stahl, 2004).
- Teaching vocabulary in both languages to low socioeconomic status (low SES) Spanish-English preschool children demonstrated significantly greater vocabulary growth than English only (Mendez, Crais, Castro, and Kainz, 2015).

Definitions

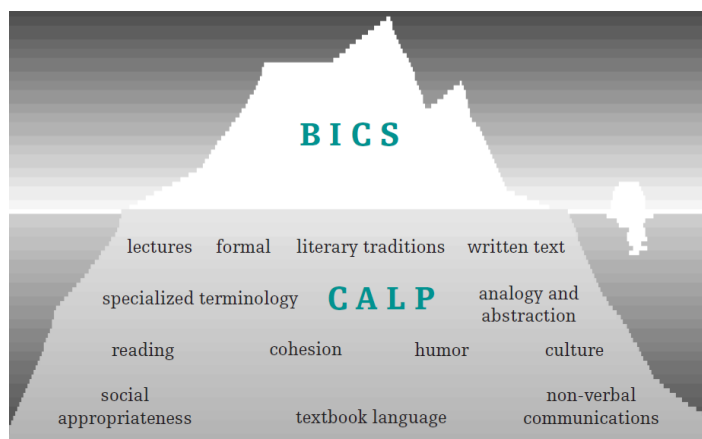
Basic Interpersonal Communication Skills (BICS) needed for day to day social interactions rely on Tier I and Tier II. (This is developed within the first two years)

Cognitive Academic Language Proficiency (CALP) –speaking, listening, reading, and writing needed for academic success -relies more on Tier II words that have a different meaning in Tier III (i.e.: factor) and Tier III. (Takes at least 5 years)

In Understanding ESL Learners: Distinguishing between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) from the Alberta's Teachers Union based on research from Cummins, J. (1989) and Meyers, M.

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(1993) The following diagram provides a visual representation of the complexity of CALP.



<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Specialist-Councils/ESL-3-1%20Distinguishing%20between%20BICS%20and%20CALP.pdf>

Resources

<https://www.wordreference.com/> (18 languages)

<https://www.linguee.es/> (translates text from 10 languages)

Teaching Semantics (Vocabulary)

Teach vocabulary in an explicit, systematic way

Choose the vocabulary that your students most need to know in order to support their reading development and content area learning. Plan for repeated exposures to ensure mastery. When introducing new vocabulary be sure to provide student-friendly definitions for words important to the task at hand.

Teach vocabulary thematically

Organize vocabulary around a common theme and choose reading materials that reinforce that vocabulary in context.

Teach vocabulary by focusing on common root words and affixes to expand word knowledge

Learning about roots, prefixes, and suffixes is a great way to reinforce and expand ELs understanding of English words. Breaking the words down into smaller pieces makes unfamiliar words more comprehensible.

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Capitalize on cognates

Teach students to make the connection between words that are the same or similar in English and in their primary language. This is an easy way to improve both vocabulary and reading comprehension.

Example from Spanish

Perfect Cognates: (Spanish/English)

ELA: English/Spanish			
actor	chocolate	literal	principal
animal	decision	manual	revision
agenda	drama	material	television
auto	idea	oral	
carbon	irregular	original	
central			

Math/Science: English/Spanish			
area	dimension	gas	metal
carbon	error	horizontal	probable
circular	experimental	lateral	total
diagonal	factor	kilo	vertical
	formula	multiple	

Social Studies: English/Spanish			
colonial	electoral	global	municipal
control	federal	industrial	noble
criminal	festival	invasion	social
cultural		medieval	
debate			

Resource: www.realfastspanish.com/vocabulary/Spanish-cognates

Use Memory Tools

The following example is from Larry Bell is a national speaker who talks to schools about closing the achievement gap. There are 12 Powerful Words he feels every student should know starting in kindergarten. These same words trip up students on standardized tests and other tests in school. Teachers often use these words in class as well (12 Powerful Words.com).

Larry Bell's 12 Powerful Words

WORD	STUDENT FRIENDLY PHRASE
1. Trace	List in steps
2. Analyze	Break apart
3. Infer	Read between the lines
4. Evaluate	Judge
5. Formulate	Create
6. Describe	Tell all about,
7. Support	Back up with details
8. Explain	Tell how
9. Summarize	Give me the short version
10. Compare	All the ways they are alike
11. Contrast	All the ways they are different
12. Predict	What will happen next

<https://youtu.be/4-yERHSS2t4>

Ensure that your students learn the following dimensions of new words:

- The ability to define a word
- The ability to recognize when to use that word
- Knowledge of its multiple meanings
- The ability to decode and spell that word
- Understand how the word is used figuratively

Tier I Vocabulary

Tier I vocabulary includes the basic concepts that we target in therapy. It also includes Dolch or Fry words that students learn to identify as they are learning to read. As we think about BICS and CALP, BICS relies heavily on Tier I vocabulary.

- Approximately 8,000 words at this level
- Students learn to identify or decode with instruction.
- They learn to identify them in print because they are already in their speaking vocabulary.

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Examples of Tier I Vocabulary Basic Concepts

The following chart provides basic concept categories. The area that we start with should be based on what words are expected to be understood for participation in the classroom.

Adjectives:						
Colors	Spatial Concepts	Quantity	Quality	Shape	Weight/volume	Location
orange	on			square	empty/full	top/bottom
green	off	two	open/closed	round	big/little	outside/inside
yellow	under	three	dirty/clean	oval	tall/short	in front/behind
blue	over	all/none	hard/soft	rectangle	fat/thin	heavy/light
black	next to	one/1 more	old/new	octagon	large/small	up/down
white	behind	full/empty	wet/dry	hexagon	wide/narrow	there/here
orange	beside	half/whole	used/new	heptagon	thick/thin	top/bottom
pink	above	less/more	rough/smooth		heavy/light	under/over
purple	below		messy/neat			first/last
red	around		noisy/quiet			above/below
beige	through		weak/strong			second/third
tan			dark/light			through/around
turquoise			straight/crooked			left/right

Adjective: Emotion	Basic Nouns	Verbs	Pronouns	Time	Sight Words
good/bad	book	go	he	finished/start	Dolch Words
happy/sad	boy	stop	she	night/day	Fry Words
same/different	girl	come	his	first	
ugly/pretty	house	run	hers	second	
love/hate	car	walk	it	fast/slow	
weak/strong	mother	jump	they	young/old	
	father	play	hers	near/far	
		stroll	his	early/late	
		slide	theirs		
		ride	my		
		skip	mine		
		climb			



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Strategies for Tier I Vocabulary

The following section will demonstrate some strategies that work well for Tier I vocabulary.

Story Based Vocabulary Instruction

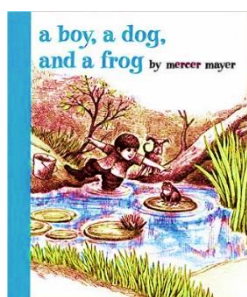
Story-based vocabulary instruction is the only proven method of increasing vocabulary in primary grades. This involves reading books aloud two or more times and explaining some word meanings on each reading. Children can acquire 8-12-word meanings per week at school-enough to maintain average vocabulary gains during the primary years. No other methods of building vocabulary in the primary years have been empirically demonstrated/evaluated (Biemiller & Boote, 2006).

Research has shown that children who read at least 20 minutes a day outside of school experience substantially higher rates of vocabulary growth between second and fifth grade than children who do little or no reading (Anderson & Nagy, 1992).

Vocabulary/Story Boards

Make vocabulary/story boards to go with the story: Pick out vocabulary words that you are unsure if the student knows. Put these in order so that the student can then use the pictures and vocabulary to retell the story.

As you will see from the example, some simple Tier II words are typically added as well.



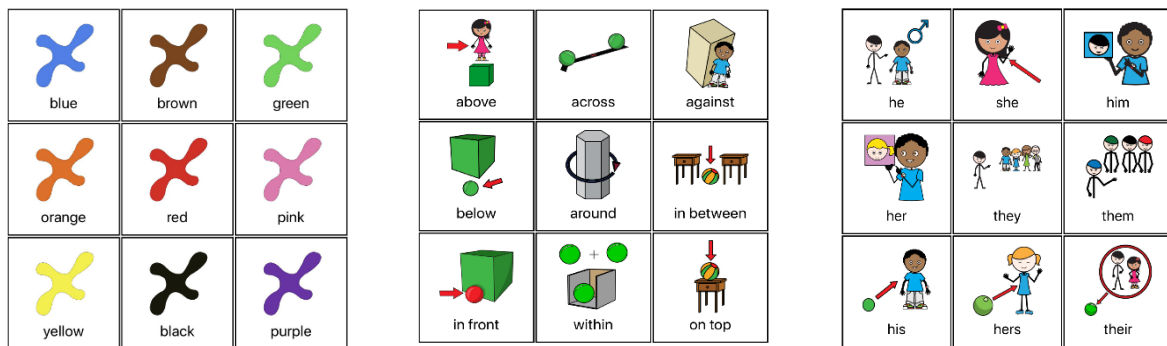
Draw a Picture

After story time, ask children to draw pictures to go along with the book. Discuss the picture including any targeted vocabulary.

Dolch and Fry Words

There are category of words scattered throughout the Dolch and Fry lists. Put together boards of Dolch or Fry words that are in the same category (i.e.: colors, prepositions, pronouns, verbs)

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Build High Frequency/Low Content Words around the High Content Words

The dog is brown.

The dog is in the bucket.

The brown dog is in the bucket.

Tier II and Tier III

What is included in Tier II and Tier III will be included in the chart below. The same strategies that we can use to increase Tier II can also be used for Tier III. Tier II words can also be involved with BICS (“Explain that to me.”), but also moves into CALP. Tier III is CALP.

Tier II High Frequency Words	Tier III Low Frequency Content Specific
<ul style="list-style-type: none"> • Approximately 7,000 words that occur in mature language situations and literature • Important for reading comprehension • Contains multiple meaning words • Used across a variety of environments • Characteristics of mature language users • Descriptive words • Our speaking and reading vocabulary • Most important to teach because they are assumed that the students know them • Affixes and root words should be taught for Tier II as well <p>Examples: describe, explain, analyze, compare, contrast, review, comment, summarize</p>	<ul style="list-style-type: none"> • Approximately 400,000 words • Academic subjects • Hobbies • Occupations • Geographic regions • Technology • Weather

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Vocabulary Instruction

1. Students must encounter words in context more than once to learn them.
2. Instruction in new words enhances learning those words in context.
3. Dictionary definition does not typically support learning new words for students with language impairments. They will often copy words that they do not know within the definition.
4. One of the best ways to learn a new word is to associate an image with it.
5. Direct vocabulary instruction works.
6. Direct instruction on words that are critical to new content produces the most powerful learning. (Marzano, Pickering, and Pollack, 2008)

Knowledge Rating Scale

The following rating scale can be used to determine which words a student knows and which they do not. This can then be used to determine which words should be targeted.

Word	Know It Well	Have Seen or Heard It	Have No Clue	Recognize it in context as having something to do with ...	What It Means

Blachowicz & Fisher, 2004

Six Step Approach to Teach New Vocabulary

Marzano's six-step approach to teaching new vocabulary
(The first three steps introduce and develop initial understanding, while the last three steps shape and sharpen understanding.)

*****Students keep a vocabulary notebook

1. Provide a description, explanation, or example of the new term.
2. Ask students to restate the description, explanation, or example in their own words (linguistic).

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3. Ask students to construct a picture, symbol, or graphic representing the term (nonlinguistic).
 - a) Nonlinguistic representations include graphic organizers, physical models, mental images, pictures and pictographs, and kinesthetic activity.
4. Engage students periodically in activities that help them add to their knowledge of terms in their notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that allow them to play with terms. (Marzano & Pickering 2005, pp. 14-15)

Numbers 4-6 from Marzano and the number of exposures needed is truly based on IQ. The following chart provides the number of exposures that are needed to truly learn a new word based on IQ. This study was completed using English only participants.

Level of Intelligence IQ Required Exposures

Gates (1931) and McCormick (1999) researched the number of exposures a student needed to truly learn a new vocabulary word based on their IQ score. The following chart demonstrates the consistent results from Gates and McCormick.

Significantly Above average	120-129	20
Above average	110-119	30
Average	90-109	35
Slow learner	80-89	40
Mild cognitive impairment	70-79	45
Moderate cog impairment	60-69	55

(Gates, 1931; McCormick, 1999)


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Strategies for Tier II and III

Sentence Frames for Vocabulary

Word	Meaning	Examples
	Definition: Related Facts More in-depth information	
Question: A question for deeper thinking. Sentence Frame: I should _____ because _____.		
Picture		

Example: Sentence Frames for Vocabulary

Word	Meaning	Examples
Snake	A noun that describes a reptile with a long, slender body but no arms or legs. Snakes are closely related to _____ (lizards). There are _____ (2,900) different species or kinds.	Snakes are found throughout the _____ (world) except for _____ and _____ poles. Most snakes live on the _____ (ground) but some prefer _____ (trees).
Question: What kind of snakes should you avoid? Sentence Frame: I should avoid _____ snakes because _____		
Picture		
		

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Vocabulary Analysis: Frayer Model

The Frayer Model includes the linguistic and nonlinguistic representation required for students to make words their own (Frayer & Klausmeier, 1969).

Step 1

The educator provides a user friendly definition including synonyms and antonyms if appropriate.

Step 2

The student restates in his/her own words before drawing a picture to make sure the student truly understands the definition. (i.e., "If you were to draw a picture, what would it be?")

Step 3

If the student's definition matches the meaning of the word, the student then draws a picture.

Step 4

The student then tells the educator what the sentence will be before he/she writes the sentence.

Frayer Model for Vocabulary Analysis


Vocabulary Worksheet	
Name: _____	Class: _____
Definition Facts/Characteristics	Picture
Synonym	Antonym
Sentence	

Frayer Model

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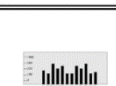

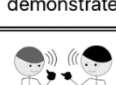
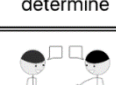
Vocabulary Worksheet






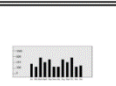
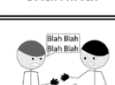

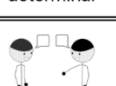
Name: _____ Class: _____ Score: ____/

<p>Definition Facts/Characteristics</p> <p>Make something more understand</p>	<p>Hacer algo más comprensible dando ejemplos</p>	<p style="text-align: center;">Picture</p> 
<p>Explain Explicar</p>		
<p>Synonym</p> <p>Describe (describer)</p>	<p>Antonym</p> <p>Confuse (confundir)</p>	

Sentence: Please explain why you left the classroom.
 Por favor, explique por qué dejó el aula

Match English to native language pictures.

 explain	 analyze	 summarize
 examine	 demonstrate	 determine
 discuss	 debate	 argue

 explicar	 analizar	 resumir
 examinar	 demonstrar	 determinar
 discutir	 debatir	 discutir

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Books in Both Languages

Provide the same audiobooks in native language and English for the student to listen to.

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Resources

<https://www.fluentu.com/blog/where-to-buy-books-in-other-languages/> (books)

<https://www.fluentu.com/blog/language-audio-books-2/> (audiobooks)






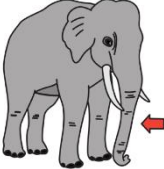
<https://ielanguages.com/blog/free-childrens-books-apps-languages/> (Children's audiobooks Apps)

Computer Based Strategies

Use computer based applications such as Google Read and Write that will highlight text so the student can see and hear the words at the same time.

Multiple Meaning Words

English is complex regarding its multiple meanings of words (homonyms) that are spelled and pronounced the same but have different meanings (homographs) as well as words that are sound the same but are spelled differently and have different meanings (homophones).

 bat (murciélago)	 bat (bate)	 <small>bat</small> (batear)
 Trunk (tronco de árbol)	 Trunk (maletero del carro)	 <small>elephant trunk</small> (trompa)

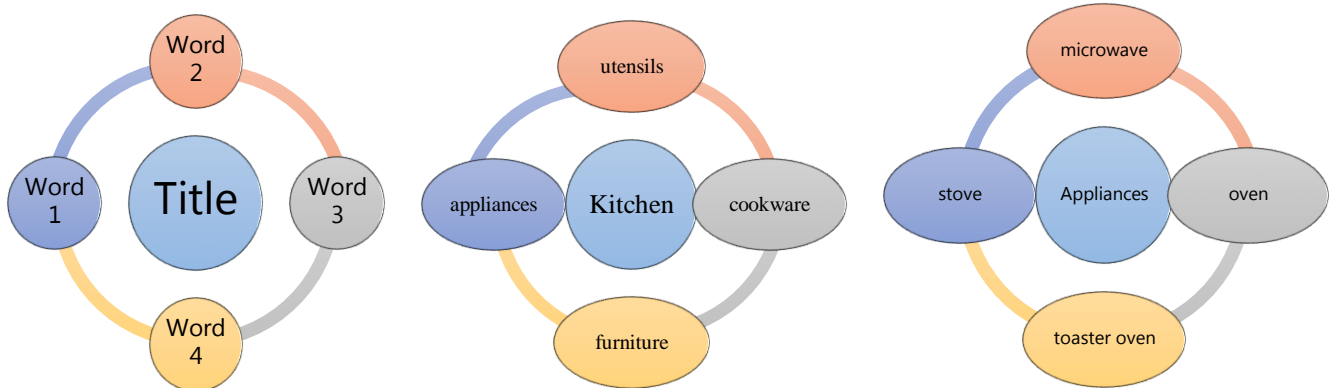
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Building Vocabulary Connections

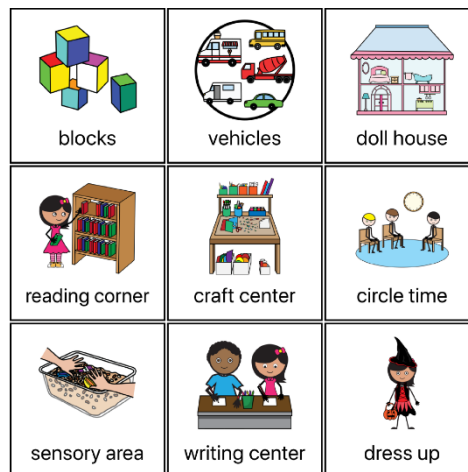
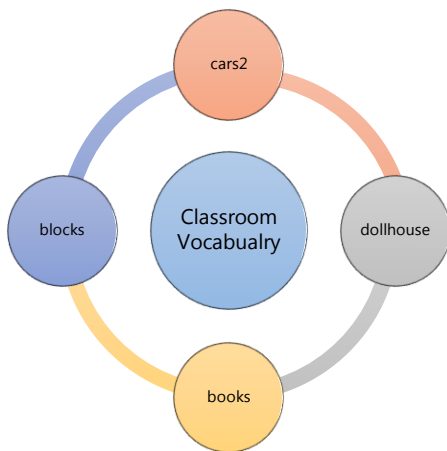
Categories

Great activity to give parents for home vocabulary or objects around the classroom

Around the House



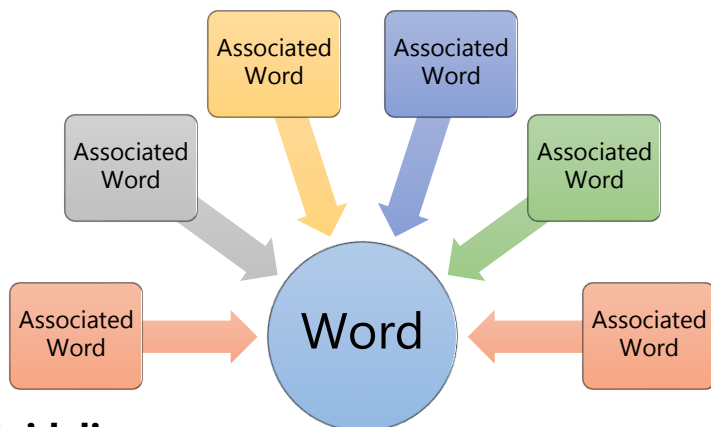
Around the School



Related Words - Making Connections within the Content

Ask student to write down all of the other terms or words they know that can be associated with a particular term/word/phrase.

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Overall Guidelines

Build on Prior Knowledge

by making connections to the students' previous experiences and cultural backgrounds

Use Advance Organizers

use advance organizers (structural overviews, diagrams, charts, graphs, etc.) when presenting new material

Develop Learning Strategies

assist students in developing strategies which will help them become independent learners (asking questions for clarification, seeking help from peers, good study habits, etc.)

Preview, preview, preview!

Before reading, pre-teach essential vocabulary and preview the content. "Walk" through the book or chapter, looking at the pictures and demonstrating how the previewed vocabulary is used in context since vocabulary is learned best through meaningful associations.

Teach and build academic vocabulary

English language learners need continued instruction in academic vocabulary as they encounter new subjects and new ideas at the high school level. Work with colleagues to identify and teach the vocabulary that ELs need in order to be successful readers and learners in each of their other classes.

Teach vocabulary specific to content

A student's maximum level of reading comprehension is determined by his or her knowledge of words. Teach key words that children will need to comprehend texts, learn the content in those texts, and pass tests.

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Activity

In order for a student to have enough exposures of a word, they have to have numerous exposures as demonstrated above based on the research of Gates (1931) and McCormick (1999). One the students are given a user friendly definition and they analyze the word by adding a nonlinguistic representation and writing a sentence, an activity such as the one below could be used to provide the additional exposures.

Conversation Competition

Materials needed: • Unit's word list for each student (can also use index of book)

The Rules:

- Assign each student a partner.
- When the teacher says go, the students stand up and have a specific amount of time to talk with their partners on any appropriate subject.
- They must use at least 10 of the unit's words in their conversation and check them off as they use them.
- When they have used all 10, they sit down.
- The first students to finish win a prize, but only if they share their conversation with the class and used the words correctly.

Possible Modifications for ELs and Students with Special Needs

- Partner ELs with native speakers. •
- Use a shorter list of words. •
- Give students specific topics to discuss.

Word List

Early Elementary	Elementary Students	Middle/High Students
next to	habit	adjacent
above	arrange	barren
mountain	gradual	disrupt
valley	risk	available
river	clever	customary

<https://www.flocabulary.com/vocabulary-mini-games/>

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Goals and Objectives

Goal

(Timeframe), ____ will use (Tier I low content/high frequency basic vocabulary including basic concepts (adjectives), nouns, verbs, Tier II high content/low frequency, Tier III curriculum based) in (phrase/sentence/conversation) in 8/10 of the opportunities with (minimal / moderate / maximal cues/)

Objective Examples

At the 9 week grading period (or the specific date), ____ will use common nouns and verbs in 8/10 of the opportunities with moderate cues.

At the end of the second grading period (or a specific date), ____ will common nouns and verbs in phrases and sentences in 8/10 of the opportunities with minimal cues.

At the end of the third grading period (or a specific date), ____ will use common nouns and verbs in oral and written sentences in 8/10 of the opportunities with moderate cues.

At the end of the academic year, ____ will use common nouns and verbs in 8/10 of the opportunities in conversation, reading, and writing with minimal cues.

Reflection and Review:

Are there multiple meaning words in the L1?

Are there any cognates?

Where would you begin with your semantic instruction?

What would be your systematic approach?

What are some strategies discussed today that you can use in therapy?

What are some strategies that you use that you can adapt based on the information you are learning today?

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Conclusion

Acquisition of vocabulary relies heavily on stages of acquisition and basic interpersonal communication (Tier I and II) and Cognitive Academic Language Proficiency (Tier II and Tier III). As we assess a student, we must determine stage of acquisition and the part this is playing in vocabulary acquisition when determining a language disorder.

Pragmatics

Pragmatics is the most complex aspect of linguistic functioning, as it requires integration of information across numerous cognitive systems (Martin & McDonald, 2003).

Consequently, for intervention to yield effective long-term outcomes, clinicians need to approach pragmatics as an integrative domain combining linguistic knowledge with **neurocognitive abilities** to include:

- Supralinguistic skills: main idea, supporting details, reasoning skills, inference, predictions, figurative language
- Executive function skills: working memory, attention, planning, organizing, sequencing, theory of mind/flexibility
- Background/world knowledge

Definition of Executive Functions

A set of processes that all have to do with managing oneself and one's resources in order to achieve a goal. It is an umbrella term for the neurologically based skills involving mental control and self-regulation (Cooper-Kahn & Dietzel, 2008).

Executive Skills to Guide Behavior

- Response Inhibition
- Emotional Control
- Sustained Attention
- Task Initiation
- Flexibility
- Goal Directed Persistence

Thinking Skills to Plan and Achieve Goals

- Planning
- Organization
- Time Management
- Working Memory



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- Metacognition (hold information in mind while performing complex tasks. Ability to draw on past experiences to apply to situation at hand or project into the future). The ability to take a look at oneself in a situation, observe how to problem solve, self-monitoring and self-evaluation. (Dawson and Guare, 2018)

Research demonstrates that students who are bilingual demonstrate better executive functioning skills. The following information is presented on these skills that are more advanced in typically developing bilingual students:

- Metalinguistic awareness, which is the ability to focus on and direct attention to particular aspects of language, to reflect upon language and to evaluate it (as opposed to direct language use) (Dillon, 2009).
- Problem-solving that requires attentional control (Baddeley, 1996; Bialystok, 1999, 2006a, 2006b, 2007, 2009),
- Inhibitory control in languages and working memory capacity (Engle, 2002; Kane, Bleckley, Conway & Engle, 2001; Ransdell, Barbier & Niit, 2006; Ransdell, Arecco & Levy, 2001)
- Cognitive flexibility between two languages and perspectives (Cummins, 1976; Peal & Lambert, 1962; Ricciardelli, 1992).

Targeting Figurative Language

Many students who demonstrate difficulty with pragmatics demonstrate difficulty with figurative language. This is especially true for EL. Combine a second language with a pragmatic language disorder and the meaning of figurative language can significantly impact the student's ability to participate with peers and in the classroom. Idioms and current expressions are used both by peers and teachers. The understanding of these two types of figurative language can support pragmatic skills.

Idioms

Having a meaning that cannot be derived from the meanings of its elements. The following represent some idioms that those working with students may use.

Brainstorm	Read between the lines - Find the hidden meaning
Give it a shot – Try	Draw a blank - Can't remember
Think outside the box -big ideas	Get your act together - Behave properly
Reach for the sky – limitless possibilities	Play it by ear - Improvise
Hit the books	Have second thoughts - Have doubts
Show of hands	A piece of cake - Very easy
Passed with flying colors	Slipped my mind - I forgot
Lost in thought	Cross your fingers - For good luck

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Have an open mind -think about what could happen Rule of Thumb Sit tight Speak your mind - Say what you really feel	Be in hot water - Be in trouble Get cold feet - Be nervous A rip off - Too expensive
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Resources

<http://examples.yourdictionary.com/simile-examples-for-kids.html>

<https://www.myenglishteacher.eu/blog/english-idioms-related-to-school/> (has pictures to go with some of the above examples)

<https://www.fluentu.com/blog/educator-english/teach-english-idioms/> (teaching idioms to EL students)

<https://jimmysl.com/esl-idioms-worksheets/> (Worksheets that could be the basis of your activities. Please do NOT use worksheets to teach idioms. You could use these to assess what they have learned.)

Current Expressions

It is also important to listen as you converse or overhear students talking. Listen for the expressions that they are using with one another and make a list. Target these to support social communication.

Examples:

<ul style="list-style-type: none">• Hit me later• Ditch/cut class• I'm broke• Let's Go Fifty- Fifty• I Messed Up	<ul style="list-style-type: none">• I flunked• Dude• You've got to be kidding• Have the guts• It's a Long Story
--	---

How to Teach Idioms

The following list is from the website <https://www.fluentu.com/blog/educator-english/teach-english-idioms/>

- Sit in on some of the students' classes and listen for the idioms being used by the teachers. Target these first.
- Introduce Amelia Bedelia

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- Use a theme and present the idioms within the context of the theme
- Teach idioms with pictures
- Be sure to explain how the individual words have different meanings each
- Idioms should be presented in spoken form (do not just provide a list in writing)

Increasing Classroom Participation

Mohr & Mohr (2015) and Hilliker (2018) provide the following ways to increase participation in the classroom.

Use shorter directions and known vocabulary

This will provide the student with a greater understanding of the content and expectations.

Rephrase or clarify

This will allow the opportunity to hear the directions more than once, thus, facilitate student comprehension.

Create wait time for students to consider a question and formulate a response

Students may require more time to process the information presented. Wait time gives them the time without the educator stating the information again which just stacks on top of the information they are already trying to process.

Use visual supports

Visuals provide an avenue for explaining concepts to students and provide learners an additional way of accessing the information they may not have the language proficiency to understand in its written or spoken form alone.

Ideas:

- photos
- graphs
- gestures
- real-life objects
- quick drawings
- clipart and other images added to definitions, directions, and reading passages

Ask the students to explain the directions or activity to a partner

This provides an opportunity for the students to share what the activity is about. Students could share in L1 or L2.

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Repetition of Content

Repetition is essential for ELs to be able to acquire new vocabulary, content concepts, and sentence structures. It is unrealistic to expect that language learners will be able to process and retain new information that's introduced only one time.

- Rewind videos
- Replace longer videos with shorter clips that can be replayed for students more than one time.
- Review with students at the end of class. Dedicate the last 5-10 minutes of class every day to leading the students in some type of quick review activity of the information you covered in the day's lesson.
- Play daily and weekly review games.
- Plan for student interaction.
Use an interaction strategy like Inside-Outside Circle that requires students to answer the same question aloud multiple times to different partners.

Activity

Inside Outside Circle

1. Students number off 1-2.
2. ONES make a line, shoulder-to-shoulder.
3. TWOS make a line facing the ones.
4. Teacher/SLP places a question on the board.
5. At the signal, ONES step forward. Students share answer to the question.
6. When finished sharing, ONES step back and shares with the next person.
7. TWOS step to the left for a new partner.
8. One student at the end moves down the line to their new partner.
9. Repeat 1-7 with a new question

Respect the culture of the student

Students may come from cultures that do not expect students to ask or answer questions during classroom discussions. These students often perceive the teacher to have elevated status and think that, as students, they should respectfully listen — rather than talk — in the company of their teachers

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Reflection and Review:

How is pragmatics impacted in your EL students? Is this based on a pragmatic disorder or a cultural difference?

What can you do to support your students with interaction with peers?

What can you do to support your students with classroom participation?

What new strategies that we discussed will you try or current strategies that you use that you will adapt?

Conclusion

When assessing and targeting social pragmatic skills, it is imperative to understand the student cultural background. What we may view as a pragmatic disorder may actually be steeped in the cultural identity of the student and should not be mistaken as a disorder.

Supralinguistic Skills

The following provides ways to support supralinguistic skills.

- **Relevance:** Make sure the information is relevant to the student's world. Help student's problem solve to find the relevancy (Do not tell them! – You will not get buy in!)
 - **Do the students know how the information being presented relates to their lives?**
- **Pique Curiosity and Creativity**
 - What do you do to make the students curious about your topic?
 - Are you creative in your teaching approach?
- **Multimodality learning** triggers both the left and right hemispheres of the brain
- **Consistency** across all grade levels and educators with teaching strategies (i.e.: vocabulary cards, following the same steps for solving math story problems, required method of note taking (i.e.: Cornell Notes), Venn diagrams for

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comparing/contrasting, webs for determining main idea and details as well as for organization of writing, etc.)

- Always base **new information** on what the student already knows (i.e.: Use a Place Value Chart when teaching ones, tens, hundreds, etc. Use the Place Value Chart when teaching decimals or information regarding the same subject learned the previous year.)
- Have the students **preread** and take notes (using the required note taking method) what will be presented in class the next day. Provide your Power Point or notes for the students to review before presenting the information.
- Provide **visual strategies** (webs, Venn Diagrams, pictures, etc.) whenever possible. Inspiration software (www.inspiration.com) is a resource that should be considered.

Therapy Strategies

Sentence Frames to Support Supralinguistic Skills

The following sentence frames were developed by Hemmings, 2010.

Expressing an Opinion

I think/believe that... It seems to me that... In my opinion...

Predicting

I guess/predict/imagine that... Based on..., I infer that... I hypothesize that...

Individual Reporting

I discovered from ____ that... I found out from ____ that... ____ pointed out to me that... ____ shared with me that ...

Acknowledging Ideas

My idea is similar to/related to ____'s idea. I agree with ____ that... My idea builds upon ____'s idea.

Highlighting for Main Idea and Supporting Details

The second highlighting strategy assist the student with finding the main idea and supporting details of information presented. This may be the main idea and supporting details for a short story or literature chapter, or it may be the main idea and supporting details for each paragraph for informational text. The student should highlight the main idea in one color and the supporting details in another color.

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John Robert Lewis (February 21, 1940 – July 17, 2020) was an American politician and civil-rights leader who served in the United States House of Representatives for Georgia's 5th congressional district from 1987 until his death in 2020 from pancreatic cancer. Lewis served as the chairman of the Student Nonviolent Coordinating Committee (SNCC) from 1963 to 1966.

Lewis was one of the "Big Six" leaders of groups who organized the 1963 March on Washington and the last surviving one at the time of his death. He fulfilled many key roles in the civil rights movement and its actions to end legalized racial segregation in the United States. In 1965, Lewis led the Selma to Montgomery marches across the Edmund Pettus Bridge. In an incident which became known as Bloody Sunday, armed Alabama police attacked unarmed civil rights demonstrators, including Lewis, Hosea Williams, and Amelia Boynton.

A member of the Democratic Party, Lewis was first elected to Congress in 1986 and served for 17 terms in the U.S. House of Representatives. Due to his length of service, he became the dean of the Georgia congressional delegation. The district he represented includes the northern three-quarters of Atlanta.

He was a leader of the Democratic Party in the U.S. House of Representatives, serving from 1991 as a Chief Deputy Whip and from 2003 as Senior Chief Deputy Whip. Lewis received many honorary degrees and awards, including the Presidential Medal of Freedom.

[https://en.wikipedia.org/wiki/John_Lewis_\(civil_rights_leader\)](https://en.wikipedia.org/wiki/John_Lewis_(civil_rights_leader))

Comparing and Contrast

After using a Venn diagram for many years, finding this mind map for comparing and contrasting has made these concepts much easier for students. With the Venn diagram, the similarities separate the differences, which is visually difficult for many students. The diagram below places the similarities first, then provides two columns in order to contrast the two items. Students are encouraged to provide the direct opposite when determining differences. Doing so organizes the differences in case the information from the mind map is then taken into writing.

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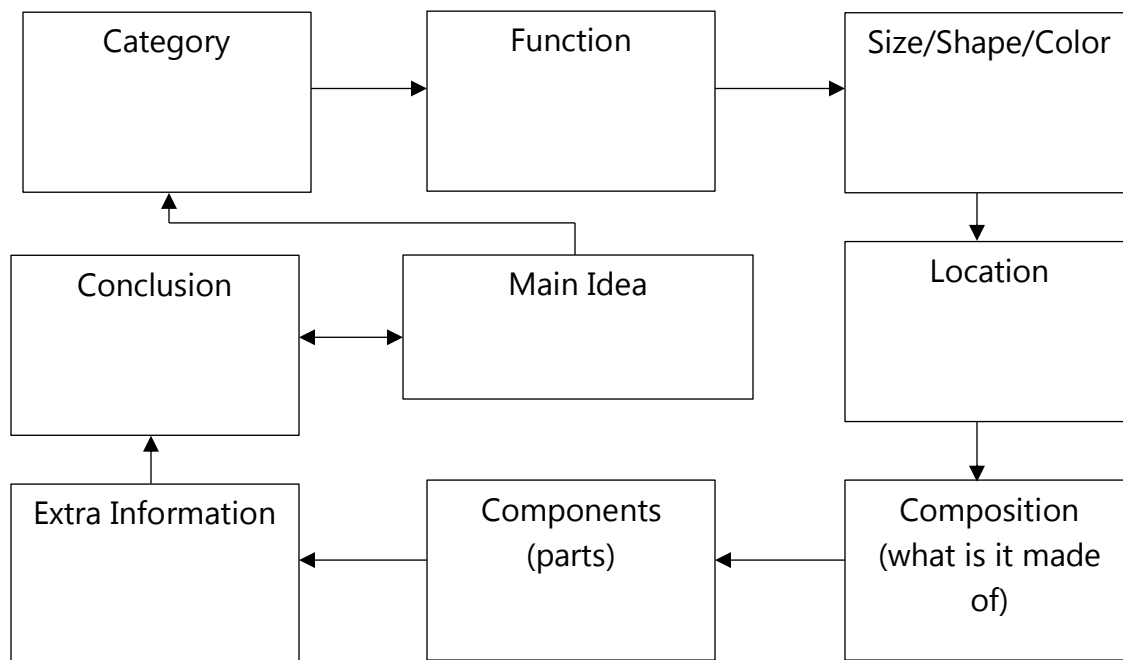
The image shows a 'Compare and Contrast Chart' template. At the top, there are two boxes labeled 'Item #1' and 'Item #2'. Below these, a central question asks 'How are they alike?'. This is followed by a large rectangular area with horizontal lines for writing. Below this area, another question asks 'How are they different?'. This is followed by two separate rectangular areas, each with horizontal lines for writing. The logo 'readwritethink' is in the top right corner, and the website 'www.ReadWriteThink.org' is at the bottom. A copyright notice for 2011 IRA/NCTE is also present.

Permission granted

<http://www.readwritethink.org/classroom-resources/printouts/compare-contrast-chart-30198.html>

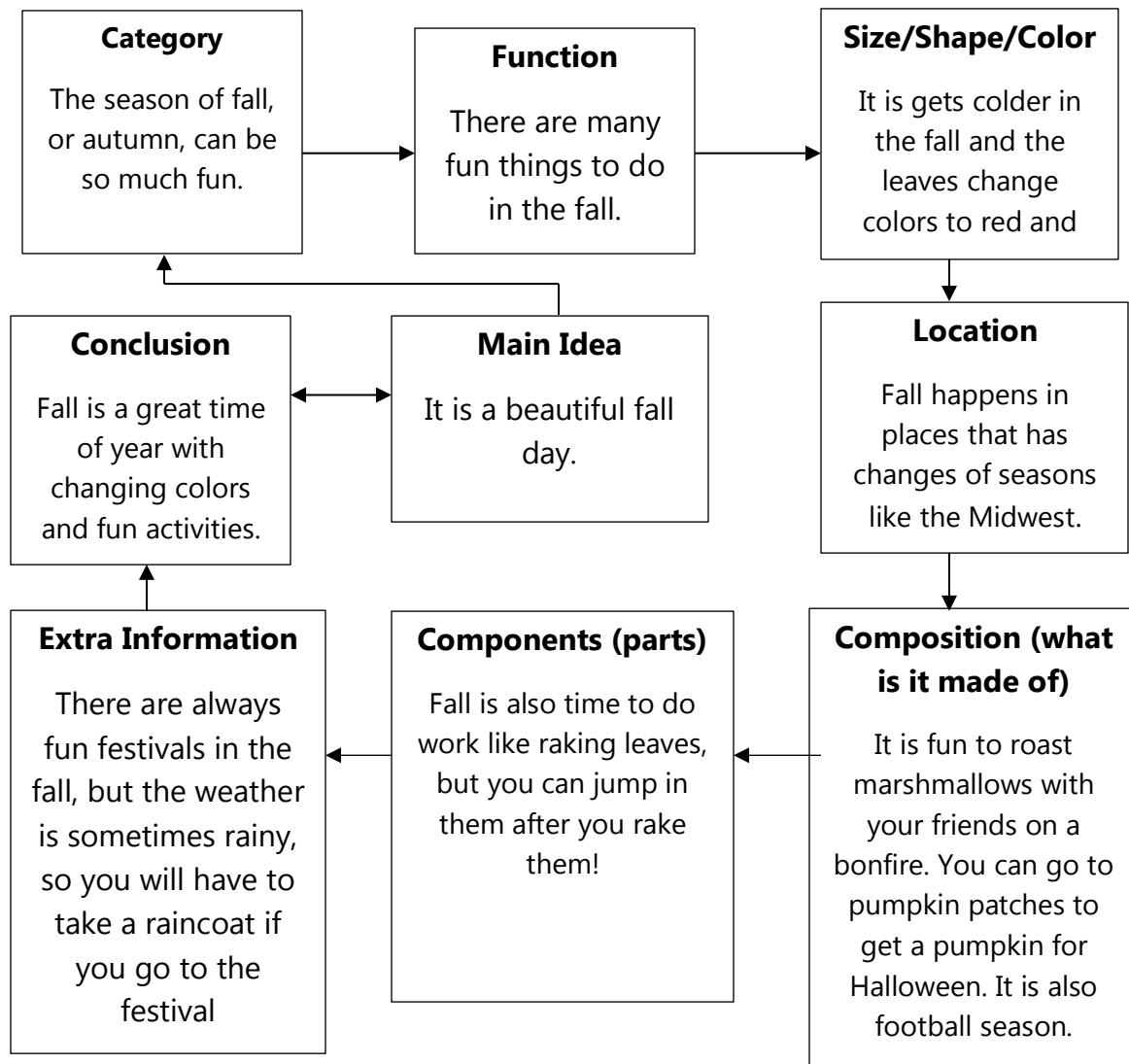
Use a Descriptive Mind Map

The following mind map includes categories for each box, which provide a student with more structure while writing. A student may be able to write information for about a half of sheet of paper using a basic mind map but can expand it to a full page by using the descriptive mind map.



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Example



It is a beautiful fall day. The season of fall, or autumn, can be so much fun. There are many fun things to do in the fall. It is gets colder in the fall and the leaves change colors to red and yellow. Fall happens in places that has changes of seasons like the Midwest. It is fun to roast marshmallows with your friends on a bonfire. You can go to pumpkin patches to get a pumpkin for Halloween. It is also football season. Fall is also time to do work like raking leaves, but you can jump in them after you rake them! There are always fun festivals in the fall, but the weather is sometimes rainy, so you will have to take a raincoat if you go to the festival. Fall is a great time of year with changing colors and fun activities.

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Goals and Objectives

These goals will mostly be in the 3rd-12th grade standards. The following key words in Reading Literature, Reading Informational Text, and Composition will indicate standards that require supralinguistic skills.

Summarize Explain Analyze	Determine Integrate Compare/Contrast	Describe Apply
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Reflection and Review:

How can you support supralinguistic skills for speaking and listening that will easily carry over to the reading and composition standards?

What visual graphic strategies can you implement that can be used across multiple teachers and multiple grade levels to support EL students?

What can you do to support the students with classroom participation?

What new strategies that we discussed will you try or current strategies that you use that you will adapt?

Supralinguistic Skills Conclusion

Supralinguistic skills allow the student to access the curriculum that leads to academic success. The ability to determine the main idea of information, understand the important details, make predictions and inferences, and reason through a problem or situation are critical skills for all aspects of the student's life.

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Take Aways

- Deep culture provides the root for a student's background knowledge and what is most important in one's culture. This should always be at the forefront when setting therapy goals and strategies.
- Students must be given time to learn a new language. This process can take up to 10 years.
- If the student is not progressing through the stages of a new language acquisition, questions need to be asked to determine when and if we get involved.
- We must understand the differences that may exist between L1 and L2 to determine if what we are observing are due to language differences.
- If the development indicates a possible language disorder, the assessment must be culturally sensitive and provided in a way to get the total picture of language in both languages.
- Whenever we can begin with what should be similar in both languages and then move to what is English only, the student can make connections between both languages.

Presentation Conclusion

For students who are English Language Learners, it is important to understand as much about the first language as we can. Making connections between the first language and English can lead to increased neural pathways to gain command of English faster. When working with a student who is both an English Language Learner and has a language disorder, understanding the morphology, phonology, syntax, and semantics in the first language will help bridge the gap to language acquisition in both languages.

It is imperative to do our research before serving an English Language Learners.

- Understand stages of acquisition and strategies to support each state
- Understand the morphology, phonology, syntax, and pragmatics of the L1
- Determine patterns that appear to be differences
- Know the red flags to determine a disorder

If we attempt to link L1 and L2 together, we can significantly impact outcomes and academic success for the students we serve.

Thanks for Joining Me!

Margo

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