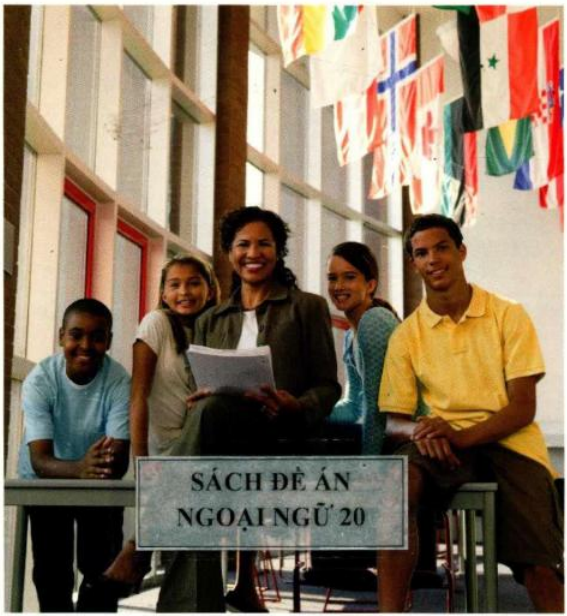
CK.0000073410

PEARSON RESOURCES FOR TEACHING ENGLISH LEARNERS

Reading, Writing, and Learning in ESL

A Resource Book for Teaching K-12 English Learners

Sixth Edition



Suzanne F. Peregoy Owen F. Boyle

UYÊN
LIỆU

Sixth Edition

Reading, Writing, and Learning in ESL

A Resource Book for Teaching K–12 English Learners

Suzanne F. Peregoy
San Francisco State University

Owen F. Boyle
San Jose State University

with contributions by

Karen Cadiero-Kaplan
San Diego State University

PEARSON

Boston Columbus Indianapolis New York San Francisco Upper Saddle River
Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montréal Toronto
Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

Vice President, Editor in Chief: Aurora Martínez Ramos
Editor: Erin Grelak
Editorial Assistant: Michelle Hochberg
Executive Marketing Manager: Krista Clark
Senior Production Editor: Gregory Erb
Editorial Production Service: Element LLC
Manufacturing Buyer: Megan Cochran
Electronic Composition: Element LLC
Interior Design: Element LLC
Photo Researcher: Annie Fuller
Cover Designer: Jennifer Hart

Credits and acknowledgments borrowed from other sources and reproduced, with permission, in this textbook appear on the appropriate page within text.

Copyright © 2013, 2008, 2005, 2001, 1997 by Pearson Education, Inc. All rights reserved. Manufactured in the United States of America. This publication is protected by Copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. To obtain permission(s) to use material from this work, please submit a written request to Pearson Education, Inc., Permissions Department, One Lake Street, Upper Saddle River, NJ 07458, or you may fax your request to 201-236-3290.

Many of the designations by manufacturers and sellers to distinguish their products are claimed as trademarks. Where those designations appear in this book, and the publisher was aware of a trademark claim, the designations have been printed in initial caps or all caps.

Library of Congress Cataloging-in-Publication Data

Peregoy, Suzanne F.
Reading, writing, and learning in ESL : a resource book for teaching K-12 English learners / Suzanne F. Peregoy, Owen F. Boyle ; with contributions by Karen Cadiero-Kaplan. — 6th ed.
p. cm.
ISBN 978-0-13-268515-3
1. English language—Study and teaching—Foreign speakers. I. Boyle, Owen. II. Cadiero-Kaplan, Karen, 1958- III. Title.
PE1128.A2P393 2013
428.0071—dc23

2012013161

Photo Credits
p. 2: © Corbis Premium RF/Alamy; p. 3: Suzanne Peregoy; p. 38: © image100/Alamy; p. 76: Suzanne Peregoy; p. 77: Suzanne Peregoy; p. 84: Annie Fuller; p. 104: Suzanne Peregoy; p. 116: Suzanne Peregoy; p. 130: © kali9/iStockphoto.com; p. 139: © iofoto/Fotolia; p. 149: Suzanne Peregoy; p. 170: Monkey Business Images/Shutterstock.com; p. 222: © Bob Daemmrich/Alamy; p. 231: Suzanne Peregoy; p. 254: © Sally and Richard Greenhill/Alamy; p. 271: Suzanne Pereogy; p. 294: Suzanne Peregoy; p. 314: Annie Fuller; p. 319: Suzanne Peregoy; p. 347: Suzanne Peregoy; p. 368: © Bob Daemmrich/Alamy; p. 388: Suzanne Peregoy; p. 402: © Ian Shaw/Alamy; p. 413: Suzanne Peregoy; p. 423: Suzanne Peregoy; p. 434: Monkey Business Images/Shutterstock.com; p. 446: Suzanne Peregoy

10 9 8 7

PEARSON

ISBN: 10: 0-13-268515-9
ISBN: 13: 978-0-13-268515-3

About the Authors

Suzanne F. Peregoy is Professor Emerita of Education, San Francisco State University, where she coordinated her department's graduate programs including the M.A. in Language and Literacy Education and the Reading/ Language Arts Specialist Credential Programs. She also taught courses in language and literacy development for native English speakers and English language learners. Peregoy earned an M.A. in Spanish literature and linguistics from the University of California, Santa Barbara. Her Ph.D. in language and literacy education from the University of California, Berkeley, focused on bilingual reading, second language acquisition, and language issues in American Indian education. Previously, Peregoy taught ESL to adults and elementary grades in a bilingual education program, and she directed a multicultural preschool program. She was active in writing California's guidelines for preparing in-service teachers to work with English language learners. Peregoy has published articles on bilingual and second language literacy in the *Journal of the National Association for Bilingual Education, The Reading Teacher, Canadian Modern Language Review, Educational Issues of Language Minority Students, Hispanic Journal of Behavioral Sciences*, and *Theory into Practice*. She is fluent in oral and written Spanish.

Owen F. Boyle is Professor Emeritus of Education, San Jose State University, where he coordinated the Bilingual and ESL Program, chaired the Language and Literacy Department, and headed the Reading Specialist Credential and M.A. programs in literacy. At San Jose State he taught courses in second language literacy, language acquisition and reading, multicultural literature, and reading assessment. He received his doctorate at the University of California, where he was Coordinator of the Learning from Text Program and researched and taught students. As Assistant Director of the Bay Area Writing Project, he worked with teachers from all over the world including those from Germany, Panama, Alaska, and California. Boyle served on the California State Superintendent's panel that developed guidelines for preparing teachers of reading and was instrumental in developing a reading instruction test required for a California multiple subject teaching credential. He has published articles and research in *Journal of Educational Issues of Language Minority Students, Hispanic Journal of Behavioral Sciences, Bilingual Research Journal, Journal of the Association of Mexican-American Educators, Journal of College Reading and Learning, The Reading Teacher*, and *Reading Research and Instruction*. Boyle taught elementary and secondary school where he worked with second language learners for 12 years.

Karen Cadiero-Kaplan (Contributor) is Professor at San Diego State University in the Department of Policy Studies in Language and Cross Cultural Education. In addition to chairing her department, she has served as coordinator and advisor for the M.A. Program in Curriculum Development for Social Justice. In addition Cadiero-Kaplan provides state and national leadership in the area of English teaching and language policy. In 2006–2007, she served as President of the California Association of Teachers of English to Speakers of Other Languages (CATESOL). In 2012, she was appointed by the California State Department of Education to lead the state's English Learner Support Division. Cadiero-Kaplan's publications address literacy ideologies and practice; English language development; bilingual education policy and practice; and critical uses of technology in education. Her books include *Bilingual Education and the Literacy Curriculum* (Peter Lang, 2004) and a co-edited book, *The Living Work of Teachers: Ideology and Practice* (California Association for Bilingual Education, 2006).

Contents

Preface xvii

1 English Learners in 21st-Century Classrooms 2

New Learning Tools as Technology Evolves 6

Who Are English Language Learners? 6

How Can I Get to Know My English Learners? 7

Getting Basic Information When a New Student Arrives 8

Classroom Activities That Let You Get to Know Your Students 9

How Do Cultural Differences Affect Teaching and Learning? 12

Definitions of Culture 12

Who Am I in the Lives of My Students? 13

Becoming an Effective Participant–Observer in Your Own Classroom 13

Sociolinguistic Interactions in the Classroom 16

Culturally Related Responses to Classroom Organization 17

Literacy Traditions from Home and Community 18

How Can I Ease Newcomers into the Routines of My Classroom When They Know Little or No English? 19

First Things First: Safety and Security 20

Creating a Sense of Belonging 20

Current Policy Trends Affecting the Education of English Learners 21

Academic Standards and Assessment 21

High-Stakes Testing 23

Education Policy Specific to English Learners 25

Using Research and Expert Views to Inform Practice 27

What Kinds of Programs Exist to Meet the Needs of English Learners? 27

English Learner Program Models 28

Quality Indicators to Look for in Programs Serving English Learners 30

Enhancing Learning in the 21st Century Using Technology 31
A Guide to Internet Resources in Each Chapter 32
Summary 33
Additional Internet Resources 34
Suggestions for Further Reading 35
Activities 36

2 Language and Language Acquisition 38

Language Proficiency and Communicative Competence 40
Language Use in Social Context: A Classroom Conversation 41
Figurative Language 45
Bilingualism 46
Language Used for Academic Purposes 46
Contrasting Social and Academic Language 47
Characteristics of Academic Language 48
Language, Power, Social Standing, and Identity 51
Language as an Instrument and Symbol of Power 52
Language or Dialect? 52
Personal Identity and Ways of Speaking: The Case of Ebonics 56
Language Acquisition Theories 57
First Language Acquisition Theories 57
Second Language Acquisition Theories 61
Learner Language 66
Developmental Sequences in English Language Acquisition 68
Learning a Second Language in School 70
Social Context of the Language Learning Environment 70
Primary Language Development 73
Age and the Interplay of Sociocultural and Psychological Factors 74
Teacher Expectations and Learner Errors 76
Summary 79
Additional Internet Resources 79
Suggestions for Further Reading 80
Activities 82

3 **Classroom Practices for Effective English Learner Instruction 84**

Educational Developments Influencing English Learner Instruction 88
Standards-Based Instruction and Assessment 88
Differentiated Instruction (DI) 91
Response to Intervention (RTI) 92
Content-Based Instruction (CBI) 93

Sheltered Instruction or Specially Designed Academic Instruction in English (SDAIE) 94
A Science Example with Fourth-Graders 96
A Literature Example with Kindergartners 97
A Social Science Example with High School Students 98
Planning for Differentiated, Sheltered English Instruction/SADIE 99

Group Work 102
Organizing Group Work 103
Cooperative Learning Methods 105
Phases of Cooperative Group Development 105
Jigsaw 106

Thematic Instruction 107
Organizing Thematic Instruction 108
Functional and Academic Literacy Uses in Thematic Instruction 111
Creating Variety in Language and Literacy Uses 112

Scaffolding 113
Scaffolding Language Acquisition 114
Literacy Scaffolds for First and Second Language Reading and Writing 115

New Literacies and English Learners 117

Assessment of English Learners 119
Definition and Purposes of English Learner Assessment 119
Basic Concepts and Terms Used in Assessment 119
Identification and Placement of Students Needing Language Education Support Services 121
Limitations of Standardized Language Proficiency Tests 122
Redesignation to Fully English Proficient 122
Program Evaluation 122
Classroom-Based Assessment of Student Learning and Progress 123

Summary 126
Additional Internet Resources 127
Suggestions for Further Reading 127
Activities 128

4 Oral Language Development in Second Language Acquisition 130

Oral Language in Perspective 132
Integration of Listening, Speaking, Reading, and Writing 133
Relationships among Listening, Speaking, Reading, and Writing 133
Form, Function, and Social Context in Oral Language Use 135
Describing Oral Language Performance of Beginning and Intermediate English Learners 137
Second Language Oral Proficiency of Beginning English Learners 137
Second Language Oral Proficiency of Intermediate English Learners 140
Promoting Oral Language Development in the Classroom 141
Using Games for English Language Development 142
Podcasts or Vodcasts to Enhance English Learning in Your Classroom 143
Songs 143
Drama 144
Dramatizing Poetry 145
Show and Tell 146
One Looks, One Doesn't 147
Podcast Students' Re-Creations of Wordless Book Stories 147
Recording and Dubbing a Television Show 148
Choral Reading 148
Riddles and Jokes 150
Academic Language Development in Content-Area Instruction 150
Oral English Development and Use in Mathematics 150
Oral English Development and Use in Science 152
Oral English Development and Use in Social Studies 153
Classroom Assessment of English Learners' Oral Language Development 154
The Student Oral Language Observation Matrix (SOLOM) 154
Checklists and Anecdotal Observations 160
Differentiating Instruction for Oral Language Development 163