

English in the early grades— building bridges between first language and second language skills

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Fagfornyelsen – English curriculum 2020

Kjerneelementer

Tverrfagligtemaer

Grunnleggende ferdigheter

Kompetansemålene

Language learning

"[...] Language learning includes being able to see connections between English and other foreign languages a student knows, and to understand how the English language is built up."

(Fagfornyelsen, L2020, my translation)

I speak

I know some words in

I have heard

54

One of my friends speaks

Words I know in...

(link, Fagbokforlaget, 2020)

Working with texts

"[...] Work with English language texts contributes to giving children knowledge about and experience with language and cultural diversity, and also insight into indigenous peoples' ways of life, perspectives, and traditions. "

(Fagfornyelsen, L2020, my translation)



The Sandwich Swap



"It all began with a peanut butter and jelly sandwich..."



"...and it ended with a hummus sandwich."

"Salma and Lily were best friends at school."

"...and they ate their lunches together.
But what they ate was a little different."

"Would you like to try a bite of my
peanut butter and jelly?"

Salma grinned. "Sure. Why not?
Would you like to try my hummus and pita?"

Lily laughed. "I'd like that."



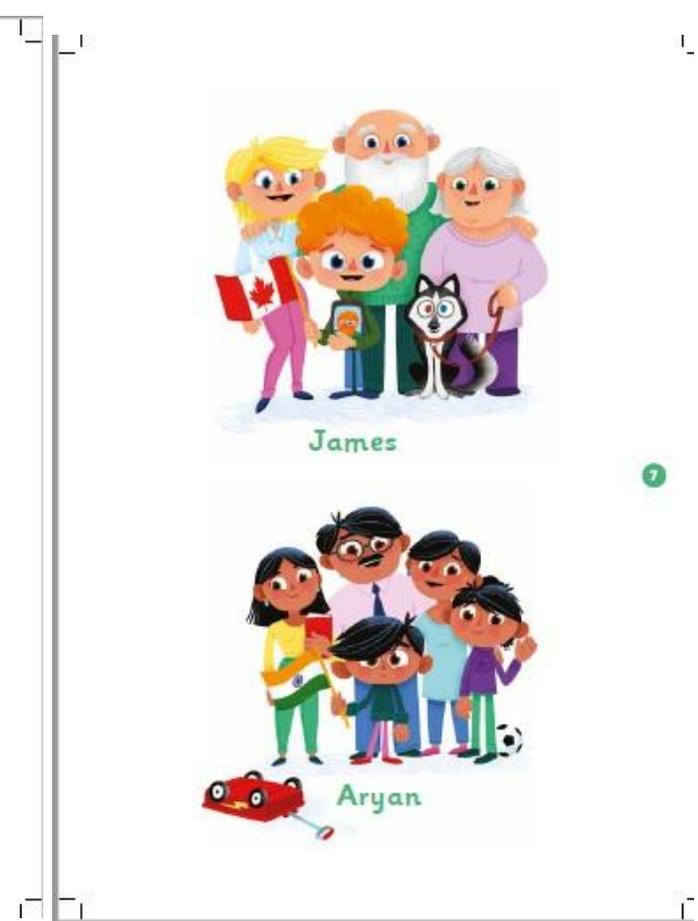
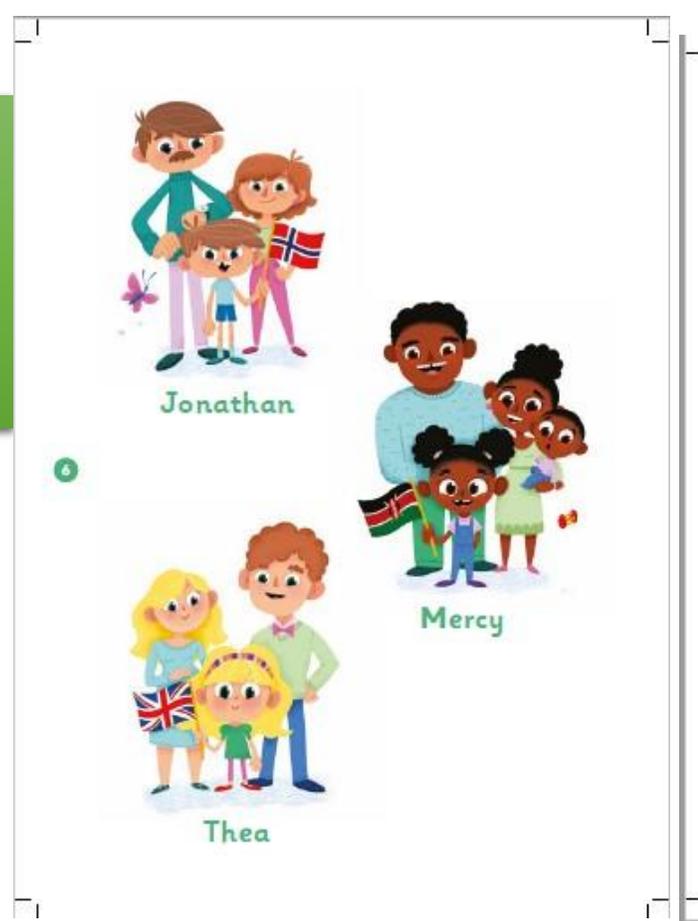
Mmmm. Yummy.
"Hey, this is delicious."
"And this is heavenly."

([link](#), Fagbokforlaget, 2020)

Identity – own and others

"[...] Elevene skal få et grunnlag for å se sin egen og andres identitet i en flerspråklig og flerkulturell sammenheng. "

(Fagfornyelsen, L2020)



(link, Fagbokforlaget, 2020)

Democracy and Citizenship

"I engelsk handler det tverrfaglige temaet demokrati og medborgerskap om å utvikle elevenes forståelse for at deres oppfatning av verden er kulturavhengig. Ved å lære engelsk kan elevene møte ulike samfunn og kulturer gjennom å kommunisere med andre over hele verden, uavhengig av språklig og kulturell bakgrunn. Dette kan bidra til å åpne for flere måter å tolke verden på og være med på å skape nysgjerrighet og engasjement, og medvirke til å forebygge fordommer."

(Fagfornyelsen ,L2020)



(link, Fagbokforlaget, 2020)

Folkehelse og livsmestring

«I engelsk handler det tverrfaglige temaet folkehelse og livsmestring om å utvikle elevenes evne til å uttrykke seg skriftlig og muntlig på engelsk. Dette legger grunnlag for å kunne gi uttrykk for egne følelser, tanker, erfaringer og meninger. Opplæringen kan gi nye perspektiver på ulike tenkesett og kommunikasjonsmønstre, og på egen og andres levemåte og livssituasjon. Å håndtere situasjoner som krever språk- og kulturkompetanse kan gi elevene mestringsfølelse og bidra til at de utvikler et positivt selvbilde og en trygg identitet.» (Fagfornyelsen, L2020)



(link, Fagbokforlaget, 2020)

Oral language first?

Oral first? (Keaveney & Lund, 2013; Munden & Myhre, 2013; Council of Europe, 1997)

When introducing FL literacy:

- “[...] it takes time for reading and writing to reach a level at which they can support foreign language learning.”
- ‘Literacy skills lag’
- Important – selection of good activities and texts

(Cameron 2003: 108)

Research – can benefit from waiting with L2 reading:
Cummins, 1979, 1991; Koda, 2004)

In the classroom



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([link](#), Fagbokforlaget, 2020)

Short dialogues

- Using familiar language
- Differentiation
- Creativity
- Real contexts – meaningful and purposeful language use

Using technology creatively

- Using familiar language
- Creating a context – meaningful and purposeful language use
- Teacher modeling
- Opportunities to use technology
- Pair work

Songs and rhymes

- Inclusive activity
- Pronunciation and intonation practice in safe environment
- Vocabulary – similarities between 1st and 2nd language
- Watch minutes 0-1

Reading in grades 1-4 outline

	Grades 1-2	Grades 3-4
Skills	Sight words Decoding Building vocabulary	Fluency Vocabulary building Text comprehension
Strategies	Looking at titles Looking at pictures Guessing/making predictions	Guessing words from context Asking questions about the text Drawing on background knowledge
Methods	Reading aloud to them Shared reading Children reading chunks Recognizing words	Reading aloud to them Shared reading Guided reading Independent reading
Activities	Listen and act/draw Drama Singing	Retelling Retell and change perspective (plus those grades 1-2)
Materials	Picturebooks Digital stories Pictures Fairytails, folktales, familiar stories Songs	Picturebooks Digital stories Pictures Fairytails, folktales, familiar stories Songs Graded readers & simplified texts

Emergent literacy

- L1 and L2 literacy development – received considerable attention in recent decades
 - L1: e.g. Barton, 2007; Y. M. Goodman, 1986; Teale & Sulzby, 1986
 - L2: e.g. Birketveit & Rimmereide, 2012; Drew, 2010; Gilje, 2011
- Emergent literacy research – 1980s, e.g. Teale, 1986

Emergent suggests that “development is taking place, that there is something new emerging in the child that had not ‘been’ there before. Growth in writing and reading comes from within the child and as the result of environmental stimulation” (Teale & Sulzby, 1986, p. xx)

Contextual factors important for early L1 and L2 development

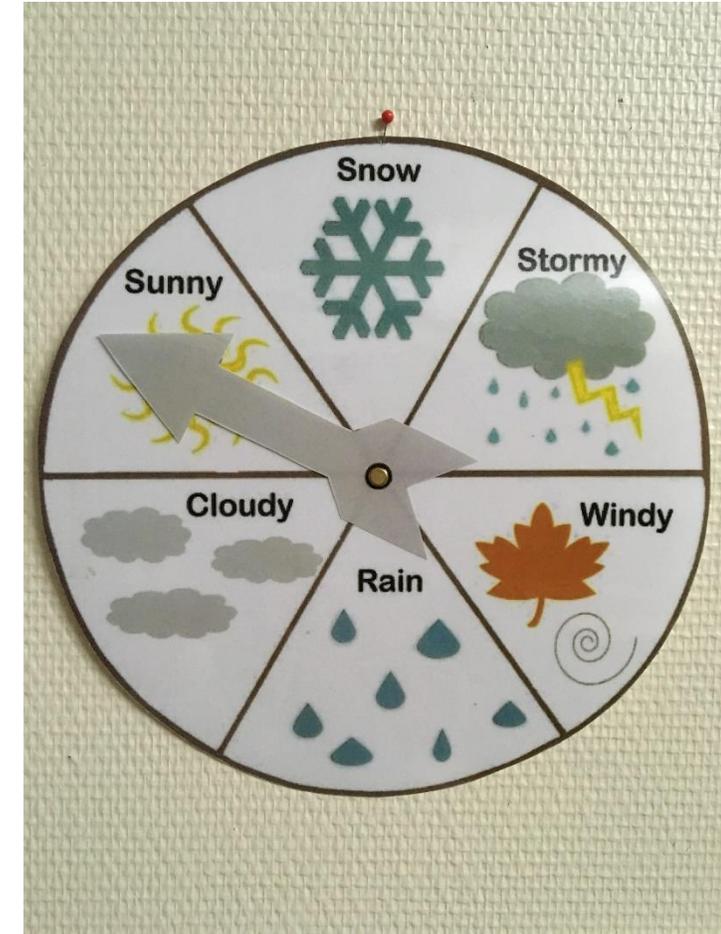
Literacy experiences in the home – e.g., parents reading aloud, access to books and environmental print

(Teale & Sulzby, 1986; Y. M. Goodman, 1986)

Early L2 learning in classrooms:

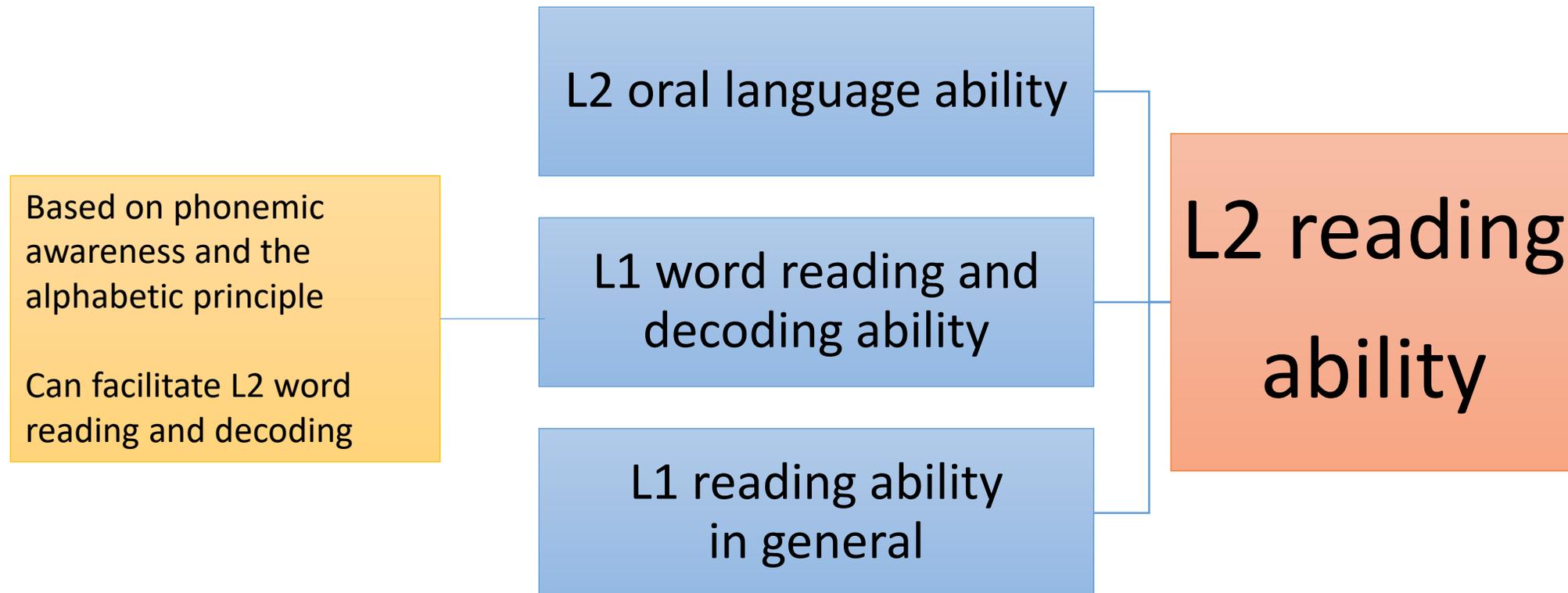
- 1. immersion in print**
2. demonstration of how print is used
3. expectations for reading and writing
- 4. sufficient time**
- 5. strategies**

(Cambourne, 1986; Cambourne & Turbill, 1987)



Crosslinguistic influences

Koda (2000, 2004, 2007)
August & Shanahan (2008)

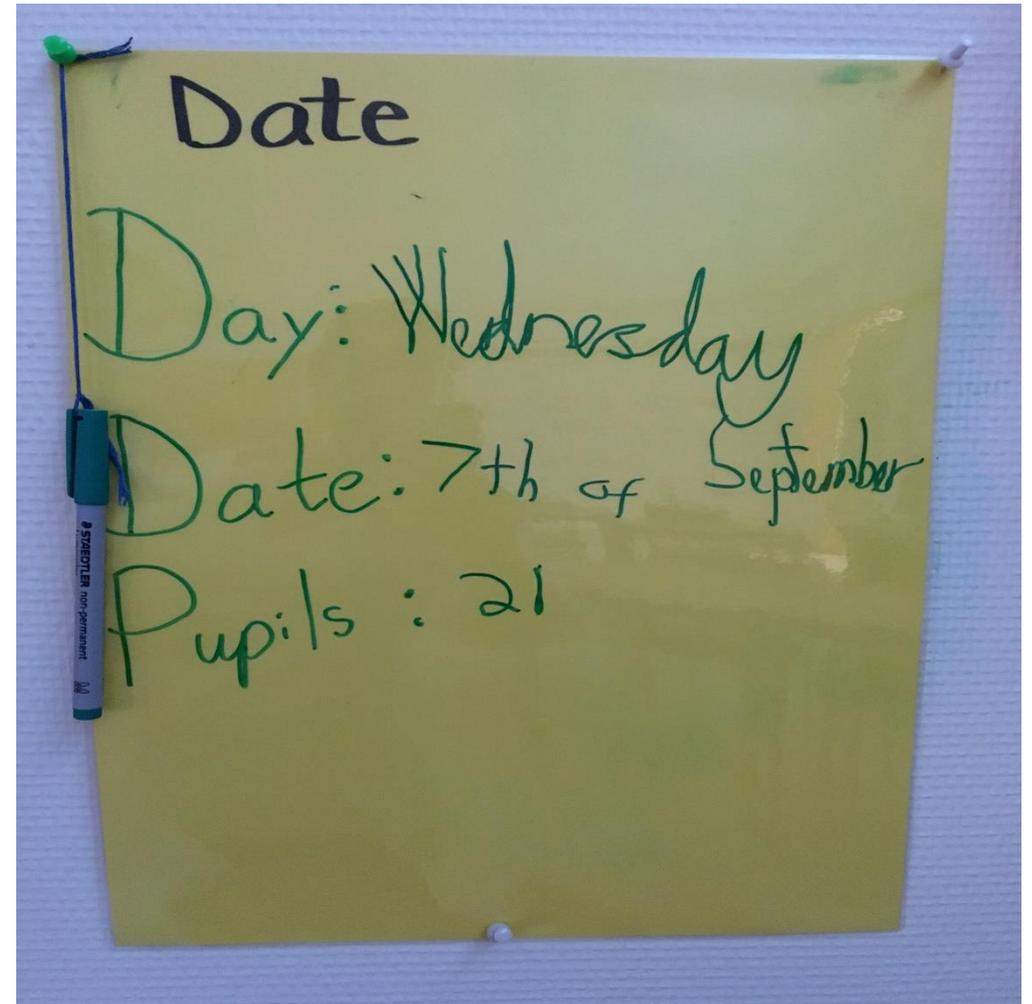


L1 and L2 reading

- Building on L1 reading skills
- Can support L1 reading – positive transfer from the L1 to L2, but also from L2 to L1 reading

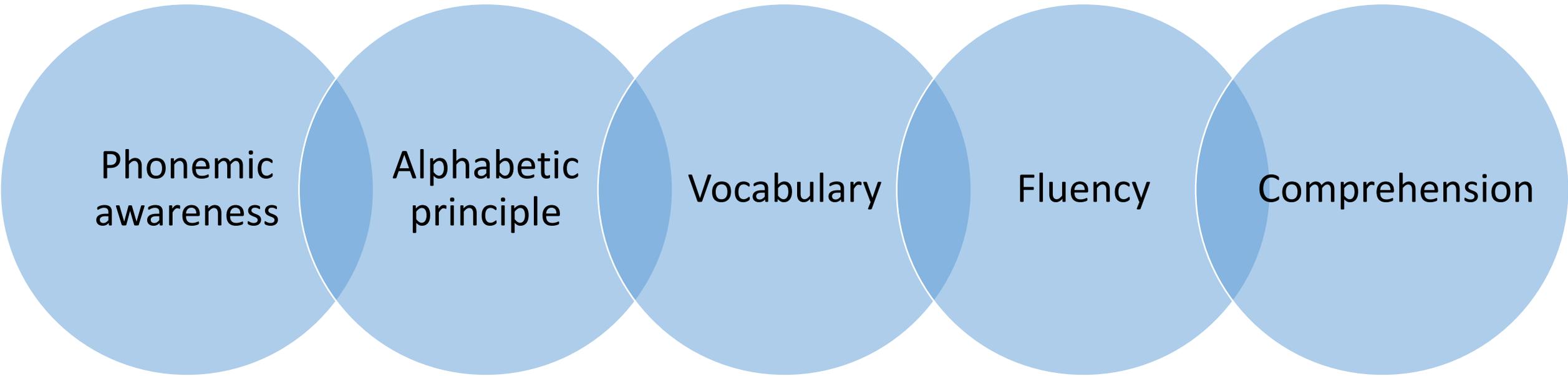
(Verhoeven, 1991)

Additional support for early L2 reading: Goldenberg, 2011;
Pressley 2006



Reading skills

National Reading Panel (2000)



Learned once – applied to
L2/FL reading
(assuming alphabetic language)

Focus of L2 reading instruction
+ word recognition in the L2/FL

Reading
comprehension

Vocabulary and
language skills

(Genesse, 2006;
Koda, 2007)



Building phonological awareness

Building
sounds

B + all

T + all

F + all

Pl + ay

D+ ay

Rhyming

Cool – school

You – too – two

Spring – fling

Hi – sky – fly – bye

Sun – fun - done

My school

You know what's cool?

No, what's cool?

You go to school.

We go to school.

Every day

Every day

You learn and play.

We learn and play.



I go to _____.

(link, Fagbokforlaget, 2020)

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- lytte til og gjenkjenne språklyder og stavelser i ord
- koble språklyder til bokstaver og stavemønstre og trekke bokstavlyder sammen til ord (L2020)

Cognates

- oppdage ord som er felles for engelsk og andre språk eleven kjenner til

Examples:

- Wind
- Pen
- Day
- Book
- Ball
- Class
- Grass
- We
- Flag
- Tree
- Sing
- like

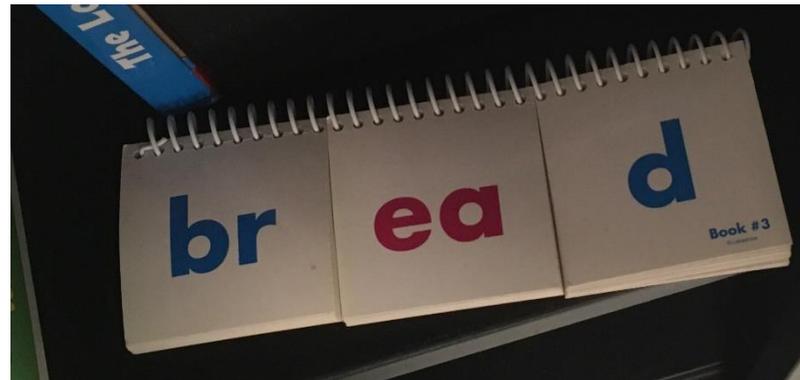
Watch minutes 2:30-4:30

(Films in English Teacher Education, UiS, 2019)

Connecting sounds to letter patterns

- lytte til og gjenkjenne språklyder og stavelser i ord
- koble språklyder til bokstaver og stavemønstre og trekke bokstavlyder sammen til ord (L2020)

- Letter combinations: ing, ox, at, th, ch, sh, sk
- Vowel teams – examples: ee, ea, ai, ay, oa, oe, ue
- Silent e – slid – slide; cap – cape



Reading

“engaging with and creating meaning from texts, in order to understand, find, interpret, reflect on, assess, and acquire insight and knowledge from texts” – (adapted from the Framework of Basic Skills, 2012)

Reading as basic skill					
Sub-categories	Level 1	Level 2	Level 3	Level 4	Level 5
Understand	Can use previous knowledge to get an overview of the text prior to reading. Can read simple texts on paper and screen and process the text with some help.	Can read simple texts with fluency and perseverance. Can find and read texts on the Internet. Can ask questions and talk about the content.	Can vary the reading approach according to text type and purpose. Can read and navigate effectively on the Internet. Can use different methods to structure content.	Can apply subject-related and general knowledge actively. Can read screen and paper texts critically. Can interpret texts in an independent manner.	Can choose and use reading strategies relevant to a wide variety of text types and purpose. Can assess one's own reading and reflect on the strategies applied.
Find	Can recognize explicitly expressed information centrally placed in simple texts.	Can identify central subject-related texts. Can identify explicitly expressed information in texts with competing information. Can refer to sources.	Can obtain and combine information in texts with competing information. Can assess source credibility.	Can identify implicit information in complex texts. Can use sources critically and refer to them in a systematic manner	Can obtain detailed and implicit information in texts without prior knowledge of text type and content.
Interpret	Can draw simple conclusions based on information in texts and can use one's own words to express them.	Can identify the main topic and understand clear connections explicitly expressed.	Can infer and understand information implicitly expressed.	Can deal with ambiguity. Can identify contradictory information and deal with information that does not correspond to expectations.	Can show holistic as well as detailed comprehension of complex texts. Can systematize and draw conclusions based on implicit information.
Reflect and Assess	Can comment on content and meaning in simple texts.	Can assess the content of subject-related texts.	Can give substantiated assessment of form and content in subject-related texts.	Can critically analyze and assess form and content. Can compare and systematize information in different subject-related texts.	Can assess complex texts about unfamiliar topics in a critical manner and incorporate subject-related as well as general perspectives.

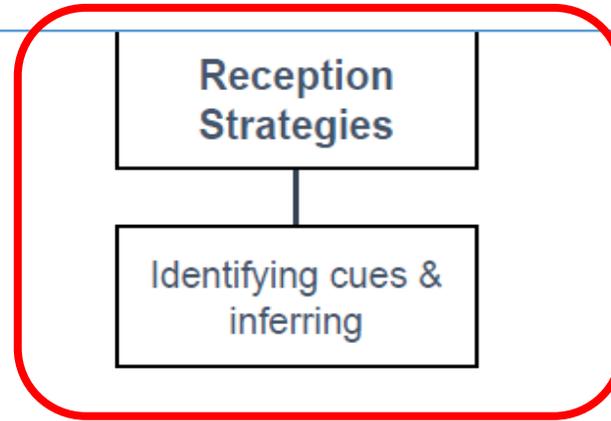
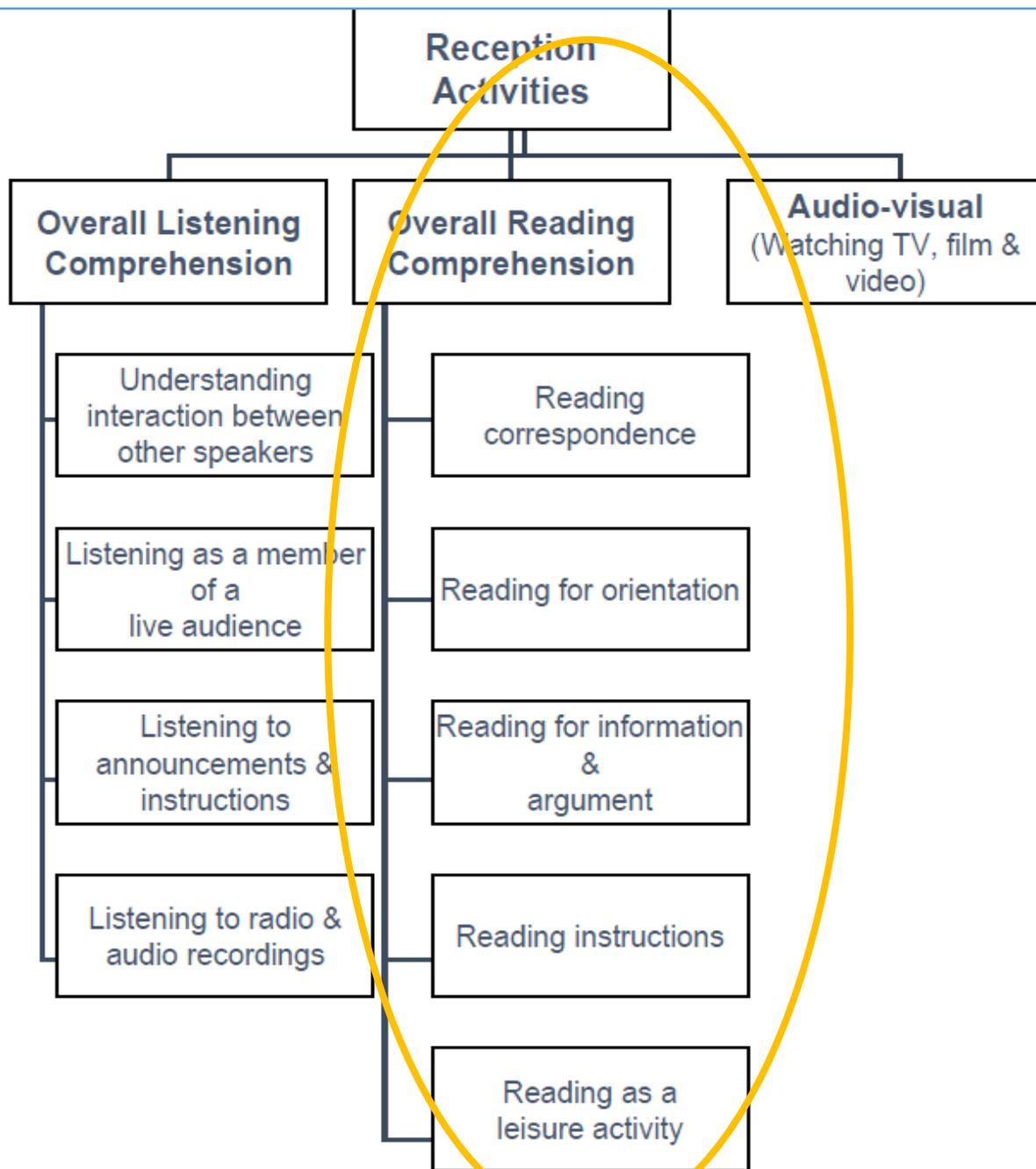
UNDERSTAND

FIND

INTERPRET

REFLECT AND ASSESS

Focus on reading skills



Common European Framework of Reference (CEFR)

<https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/168074a4e2>

Charboneau (2016) – grades 4 and 5

Materials

- Textbook
- Few used graded readers or other books

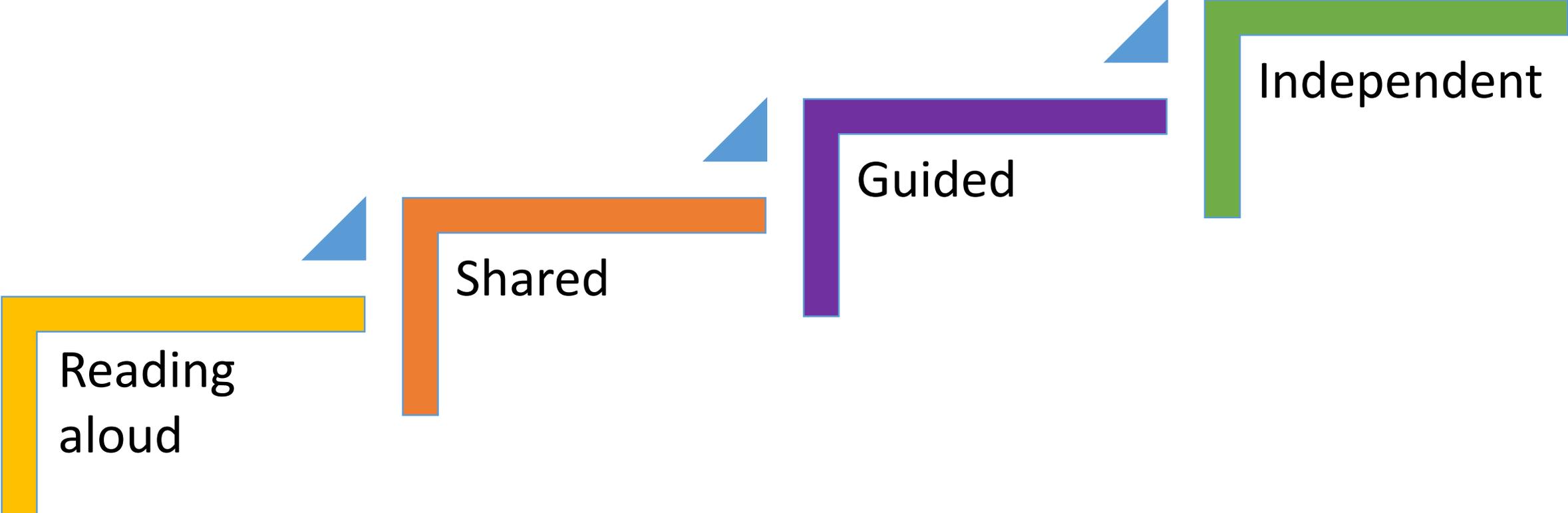
Practices

- Whole class reading such as teacher reading aloud, pupils reading aloud individually and chorally
- Whole class reading the same text

Skills – saw less

- Awareness of reading purpose
- Use of reading strategies
- Applying L1 reading skills to L2 reading

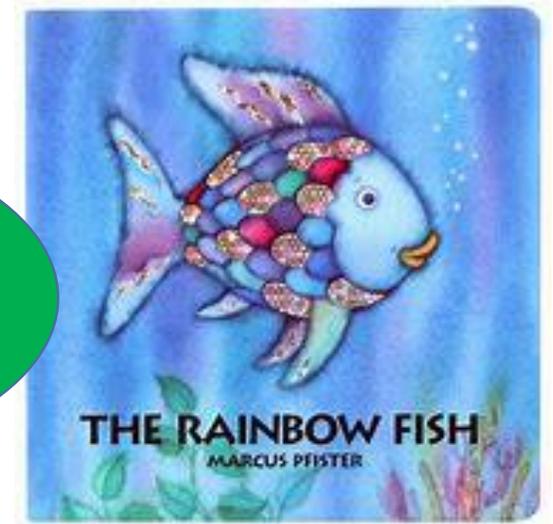
Four stages of reading progression



(Clay 1991a; Holdaway, 1979; Smith & Elley, 1997)

Reading aloud

Can use stories familiar to the students



[The Rainbow Fish](#)

- The teacher reads aloud OR students listen to another person reading aloud
- Provides a shared literature experience for the students
- No expectations of involvement by the students

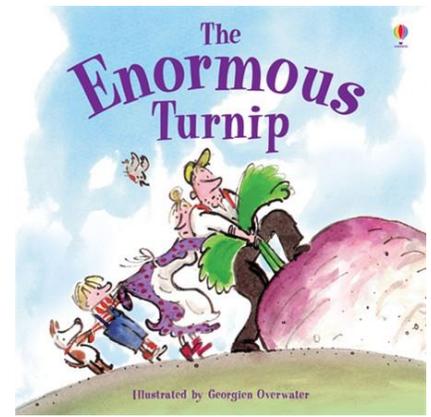
Example resource:

Storyline online

<http://www.storylineonline.net/about-us/>

Shared + retelling and drama

- Common text is read aloud
- Students read parts of the text in unison with the teacher
- Can be involved in movements and sounds



Shared reading

- Introduce reading strategies
- Teach vocabulary
- Identify text features
- Teach students to make predictions about texts
- Discuss the meaning of texts by applying students' background knowledge and experiences

Teacher presents a reading strategy to increase understanding of that particular text, such as making predictions about the story.

Throughout the process, it is the teacher who reads and asks the learners to join at particular points

How many of these do you do in Norwegian?

How many of these do you do in English?

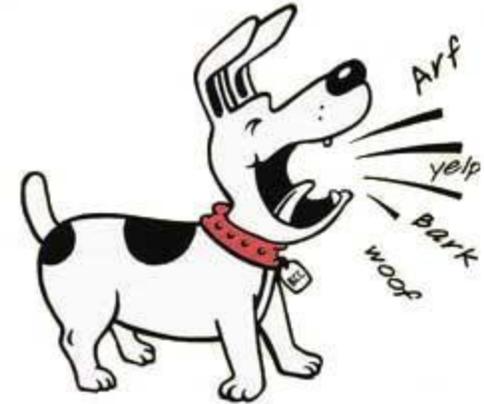
When you do them in English, do you remind the students that they have already done this in Norwegian?

Key factors in the L2 reading process

1. Context in L2 reading -ex. Disambiguating multiple meanings of words
2. Background knowledge
3. Knowledge of text type
4. Language knowledge/proficiency
5. Reading strategies

bark

The noun **bark** refers to the outer covering of a tree. The verb **bark** refers to the sound a dog makes.



Guided reading

The learner and the teacher engage in a pre-reading discussion about the book – book introduction

- Discussing the title
- Looking at pictures
- Introducing key words
- Making predictions about the story
- Relating to any prior knowledge the reader has on the topic

Teacher's ability to entice the students
Create anticipation around the story

Teacher transitioning control to the students
Autonomy: independent reading, problem solving, creating own understanding of the text

Guided reading

Guided reading

- independent reading
- problem solving
- creating own understanding of the text

- Generalizing from the text (i.e. drawing conclusions from the texts and drawing inferences)
- Higher-level comprehension skills (Taylor et al, 2002) involved in guided reading

LK06 and Framework of basic skills

- Read and understand main content
- Can draw simple conclusions based on information in the text (Framework)
- The ability to create meaning by reading different types of texts (LK06)

Readers Theater

- Repeated reading
- Reading as a group

- Performance
- Focus on fluency

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Images

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