

Module 4.6 English Learners and Word-Reading Development

- Challenge of Teaching English Learners
 - Multilingual learners are making up an increasing percentage of our school age population
 - They are tasked with learning the content of math, science, physical education, music, art, computer, and of course reading and spelling, all while having a partial understanding of the English language
- Research on English Learners and Reading
 - There is a large and growing body of research on ELs
 - ELs make much faster progress in word-level reading and spelling than reading comprehension and written expression
 - The ability to learn to read in a new language is highly correlated with success in L1
 - Phonemic skill development in L1 directly corresponds to the phonemic skill development in L2
- Reading Comprehension vs. Word-Reading
 - Reading comprehension is more of a challenge for most ELs than word-level reading
 - The vocabulary, grammar, and even background knowledge comes much more slowly
 - For those without general language impairments, there is a long, positive growth trajectory that takes several years to come close to catching up with native speakers
 - Semantic knowledge of words is not needed for orthographic mapping
 - Only an entry into the phonological lexicon is required
 - EL students often function like hyperlexics