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DLL students are like every other student, however they are facing an unfair system that does not target their internal needs. According to the text, it stated, “From a sociocultural perspective, educational institutions do not center the experiences or needs of children who are not members of the mainstream. Focusing on the component skills that we know affect reading comprehension, research has shown that a proportion of DLLs struggle to understand what they read due to difficulty reading words in English, particularly in the early elementary years,” (Sanabria et al, 2021 p. 739). The system is failing students because of their difficulty to communicate in the mainstream language. The system needs to train teachers in the act of communication – finding alternative ways to help students Express their comprehension, ask questions, and demonstrate their understanding of a text. DLL students should be labeled as difficult or be labeled as different or an individual with special needs.

As a DLL student myself, I have firsthand experience on the neglect and mistreatment by individuals who did not understand my method of communication. I remember my first semester at Alliance University or Nyack, I had a lot of trouble understanding the assignment. However, when Professor Villas learned that I could understand Spanish, she was able to teach me by

translating the work and homework in Spanish. Her motivation in one technique to succeed helped me excel and pass the class. The motivation that the teachers offer in the classroom contributes to DLL's academic success. It is motivation to understand a student's background and how a student's motor skills (Sanabria et al, 2021 p. 741) contribute to their comprehension of a text. It is motivation that pushes teachers to assess how DLL students take in language and transition thinking onto paper. Similar to the EMBRACE Intervention where the program – offering students comprehension through visuals and word matching. These programs offer motivation. Oftentimes, when they don't speak English they feel like they cannot do it and they literally blame themselves for not being able to excel in the classroom where everybody can understand. The EMBRACE program – although can be beneficial – can not stand alone in the push to lead students into becoming proficient learners. Although it is part of the equation it requires other techniques such as motivation, educational evaluations, testing, and scaffolding. Teachers should look at text usage and student history.

In conclusion, contrary to their assumptions, the investigation about a small group of DLLs classified as having English reading comprehension issues did not show the usefulness of the EMBRACE intervention with this population as a whole. The intervention tactics worked best with shorter narratives since this demographic could more easily understand the simulation (and therefore the meaning) of the texts.

References

Sanabria, A. A., Restrepo, M. A., Walker, E., & Glenberg, A. (2022). A Reading Comprehension Intervention for Dual Language Learners With Weak Language and Reading Skills.