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EDU511 - Week 7 Reading Quiz

Prof. - Dr. Willard

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Question #1

Why is it so difficult to determine if an ELL(ENL) has a learning disability?

In order to determine if an ELL has a learning disability, the assessment team must first rule out language acquisition as the cause of the student's difficulties. These students are diverse in their abilities, some with extensive formal education and some with minimal formal education. This along with the language barrier, can often place some students in unnecessary remedial classes. If the student is struggling in his/her native language as well as in English, that may be an indication that the student has a learning disability(Klingner et al., 2015)

Question #2

List and describe two approaches for helping ELLs with vocabulary development.

1. Bridging is one way to help ELLs with vocabulary learning during shared book reading. It involves embedding the students' native language vocabulary into English language lessons. For example, using a word or explanation in Spanish to understand a new English word. Students with strong skills in Spanish seem to benefit the most.
2. Multimedia - This is a great way for ELL students to learn English Language vocabulary. Using online fables in English or Spanish, students can read or listen to the fables and

respond to probes about the target words. This practice can be used in other languages. There are online programs specifically designed for this practice. Improving Comprehension Online is one of these programs designed to improve monolingual English and bilingual students' vocabulary learning and reading comprehension.(Klingner et al., 2015)

Question #3

What is the value of using cognates in the classroom to develop vocabulary in English?

Cognates or words with common meaning and similar spellings in two or more different languages can also enhance comprehension. Teachers can ask students if they can think of a similar word in another language. This can draw upon the students' background knowledge and help them to get a better understanding of the text.(Klingner et al., 2015)

Question #4

What are 3 multi-component ways to enhance vocabulary development?

1. Engage students in shared book reading with definitions of targeted words and opportunities to discuss text.
2. Use graphic organizers like semantic webs and concept maps, pictures, diagrams and real objects, when teaching new words.
3. Encourage writing using new words, such as persuasive essays(Klingner et al., 2015)

Question #5

How can Reciprocal Teaching be used to help ELLs with reading comprehension?

Reciprocal teaching can help students with reading comprehension by having students learn to use the four strategies of predicting, summarizing, questioning and clarifying, and to apply them while discussing text with the teacher and peers. The teacher models how to implement the strategies and then support students through prompts, questions and reminders. As students become more proficient, the teacher gradually reduces this assistance. Students are taught how to figure out the meaning of unknown words, draw on their prior knowledge to make sense of text and generate questions. Reciprocal teaching also encourages ELLs to draw from their knowledge of Spanish as well as English, which improved their attitudes toward and motivation for reading. (Klingner et al. 2015)

Klingner, J. K., Vaughn, S., & Boardman, A. (2015). *Teaching reading comprehension to students with learning difficulties*. The Guilford Press.