



FLORIDA STATE
UNIVERSITY

Expanding upon Short-Vowel Sounds, including Blending and Encoding in English as a Second Language (ESL) Learners

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How to Help ELL and ESE Students?

Bay County Schools contain at least 883 ELLs (English Language Learner) and 5248 students with IEP's (Individualized

Does Individualized Instruction impact ESE and ELL students?

Are Native Language Barriers presenting ELL students from learning Short Vowel sounds?

Do ELL Students benefit from Explicit Instruction regarding Short Vowel Sounds?





Research Questions



Does Specified Intervention Improve an ELL and Struggling Readers ability to recognize and use Short Vowel Sounds?/



How Are ELL's alike or similar to struggling native language speakers?



What reading skills are prevalent in a Second Grade ELL student?



Methods

Case Study Participants: Two Second-Grade Student

- Student 1: ELL
 - Venezuelan
 - Student receives tier 3 (intense individual intervention) in reading throughout the week
 - Student also receives accommodations such as: Translator, Spanish to English Dictionary, Extended Times, Shortened Assessment.
- Student 2: Struggling Reader
 - Tier 3 MTSS (Multi Tiered System of Support)
 - Receives Speech Therapy 3 times a week
 - Has an IEP (Individualized Education Program) with accommodations that include extended reading time, small group instruction, and individualized assignments with the teacher.



Methods

1. Administration of the Diagnostic Assessment of Reading- DAR
2. Development of 3 Intervention Lessons
3. Administration of Pre and Post Test Assessments to Measure Intervention Effectiveness



Results

Diagnostic Assessment of Reading	
Print Awareness	6/6
Rhying Words	5/8
Segmenting	3/7
Hearing Initial Con	7/8
Hearing Final Con	4/8
Auditory Blending	4/5
Naming Capital	11/14
Naming Lowercase	15/20
Matching Letters	5/6
Matching Words	6/6
Writing Words	4/5
Consonant Sounds	17/21
Consonant Blends	3/12
Short Vowels	10/30
Silent- E	0/8

Diagnostic Assessment of Reading		
Subtests		ELL Student
Phonological Awareness		✓
Print and Letter Awareness		✓
Phonics Skills		
Consonant Sounds		×
Consonant Blends		×
Short Vowels		×
Vowel Digraphs		×
Diphthongs		×
Vowels with R		×
Two Syllable Words		×
Polysyllabic Words		×

Roswell F.G., Chall, J.S., Curtis, M.E., & Kearns, G. (2005). *Diagnostic Assessments of Reading: Second Edition technical manual*. Chicago: The Riverside Publishing Company.



Pre and Post Testing

Subtests	Number of Items
Identifying Short Vowel Sounds	5
Reading Real Words containing the Vowel Sounds	20
Decoding the Vowel sound and matching	5
Encoding Nonsense Words	10
Total Score	40

NAME _____

Read the Sound Out Loud

A	CAP	GAL	JAM	DAB
I	DIG	PIN	FIB	KID
O	LOB	FOG	MOP	NOT
E	BED	MEN	SET	PEP
U	CUB	HUG	MUD	BUN

Say the name of the picture out loud and circle the word that has the same vowel sound.



LOG RAN BET HUB



BAT RUG BOP DIP

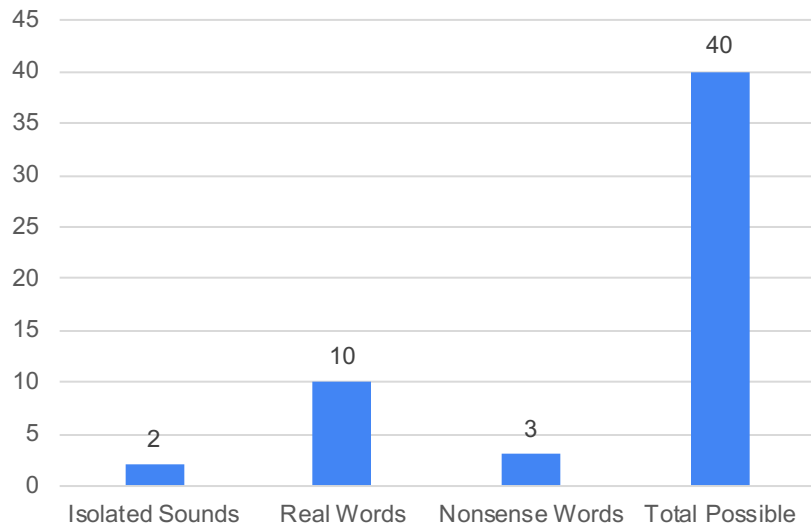


HOB MAP DUB LET

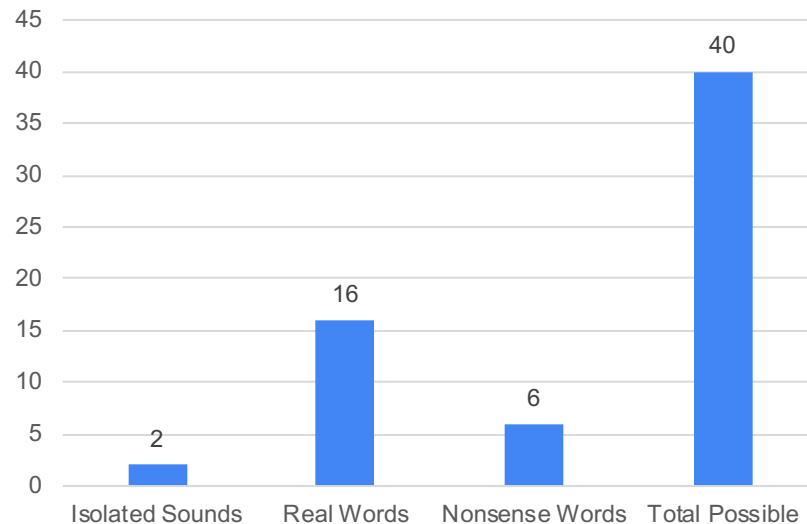


Short Vowel Pretest Results

ELL Pretest Results



ESE Pretest Results





Intervention

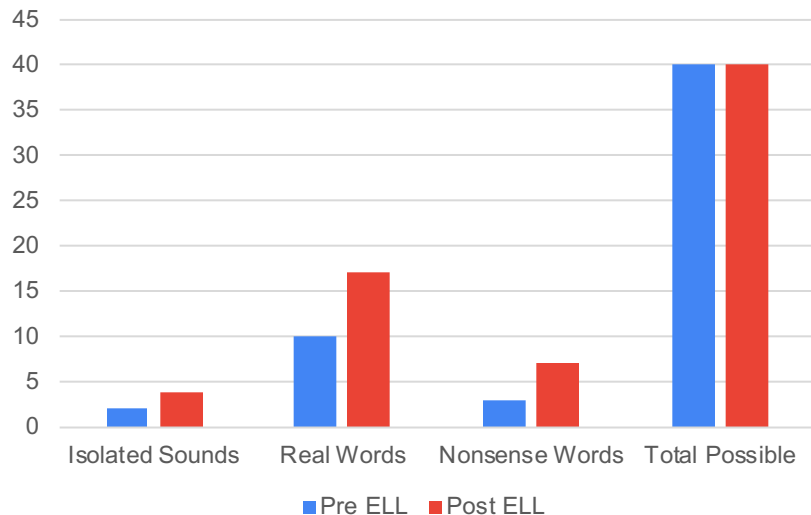
- Phonological Awareness
 - Identify vowel sound present in common CVC words
- Phonics and Fluency
 - Read a list of Real and Nonsense words containing the Vowel Sounds
- Encoding
 - Encode CVC nonsense words using Short Vowel Sounds
- Lesson Schedule
 - Lesson 1: Short Vowel Sounds I and U
 - Lesson 2: Short Vowel Sounds A and E
 - Lesson 3: Short Vowel Sound O

Honig, B. (2018). *Teaching Reading Sourcebook (Core Literacy Library)* (2nd ed.). Academic Therapy Publications.

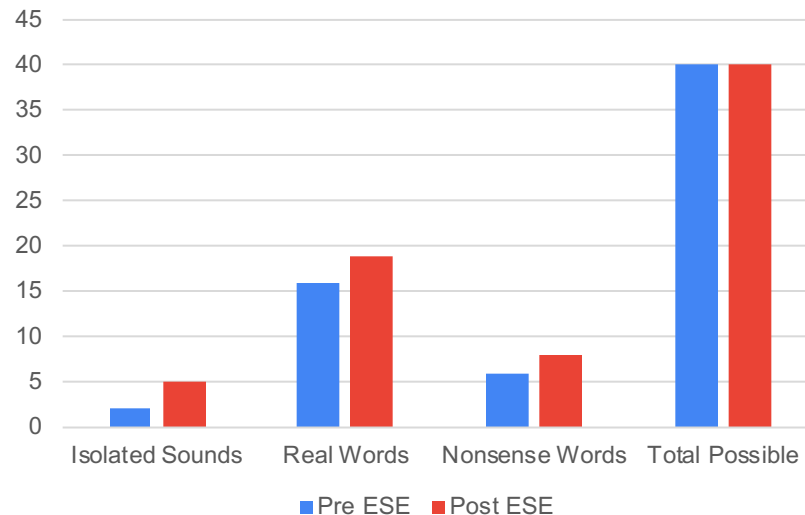


Pre and Post Test Results

ELL Pre/Post Results



ESE Pre/Post Results





Discussion & Conclusions

ELLs and Struggling Readers do benefit from Explicit instruction on Short Vowel sounds

- ELL and Struggling Readers are similar in their learning process
- ELLs struggle with the pronunciation and specific sounds compared to their native language
- Increased usage of nonsense words proved to be helpful
- Increased Encoding during the lesson allowed for more elaboration on the struggling areas
- Using a variety of images and comparative words/spellings would have helped instead of a specific list.



Thank You!



References

- Honig, B. (2018). *Teaching Reading Sourcebook (Core Literacy Library)* (2nd ed.). Academic Therapy Publications.
- Roswell, F.G., Chall, J.S., Curtis, M.E., & Kearns, G. (2005). *Diagnostic Assessments of Reading: Second Edition technical manual*. Chicago: The Riverside Publishing Company.