

TAPESTRY

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Tapestry: A Multimedia Journal for Teachers and English Learners, 2024

Tapestry: A Multimedia Journal for Teachers and English Learners is a professional, refereed open access journal for multilingual learners at all levels and ages and research-based literacy development.

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Note from the Editors

Welcome to TAPESTRY. Our journal is more than a collection of papers; it is a dynamic tapestry woven with the threads of research-based literacy development, diverse narratives, and insightful explorations. Here, we embrace a spectrum of contributions, from research briefs and conceptual articles to storytelling and book/resource reviews. Whether conveyed through written articles, podcasts, videos, or a blend of these mediums, each submission enriches the tapestry.

Within the vibrant pages of TAPESTRY, every contribution undergoes a double-blind peer review. We acknowledge the uniqueness of submissions presented in video or audio formats, recognizing that the author's voice or image may influence anonymity considerations. Our reviewers, guided by evaluation rubrics, review submissions to ensure a fair assessment.

Published annually, TAPESTRY offers timely and insightful content, guided by our commitment to accessibility. We proudly operate under an Open Access policy, where accessing and publishing work incurs no fees. Authors retain their copyright, contributing to the open exchange of ideas.

TAPESTRY is more than a journal; it is a community. As you explore, you will encounter narratives that inspire, research that enlightens, and perspectives that challenge in a positive way.

Editors

Gilda Martínez-Alba
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Danielle Turner
Elizabeth Nevill

Trending Topics



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ML Hub for Teachers and Families of Multilingual Learners

Clare Krufft

Join us to explore many open-access resources being gathered and offered through Towson University (with generous funding through the Kahlert Foundation). The Multilingual Learners Hub (ML Hub) houses links to wonderful websites, webinars, classroom video clips, family resources, and learning games. One key feature of the ML Hub is an archive of over 25 learning modules on topics of interest for teachers of multilingual learners. Many learning modules are open now, with more being developed over the next year. These learning modules include:

- Content Areas for MLs
- Early Childhood and Elementary Education for MLs
- General Interest for All Classrooms with MLs
- Literacy Practices – Listening, Speaking, Reading, and Writing for MLs
- Range of Learners – Newcomers through Long-Term MLs
- Secondary Education for MLs
- Supporting MLs – Social-Emotional Learning, Trauma-Informed Practices, and Wellness

Each Learning Module contains ten short content components with practical teaching ideas, including short videos, articles, website links, and more. Teachers completing a module simply take a few notes on what they are learning or want to try in their classrooms, answer three self-check questions for their understanding of the content in the module, and download a Certificate of Completion for two professional learning hours (and insert their name) granted by the College of Education at Towson University. Teachers can use these certificates as part of their professional portfolios or to demonstrate their participation in professional learning for their teacher evaluation processes. Educators can work

independently or collaborate with colleagues to explore the modules they find most intriguing.



Use this link to access the website, which is funded by [The Kahlert Foundation](#) and the ELEVATE grant through the [Office of English Language Acquisition](#): <https://wp.towson.edu/tesol/>

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Nurturing Auditory Wellness in Multilingual Learning Environments

Nkechi Nwagbara

In the complex world of education, hearing health is paramount. It serves as the gateway to learning, laying the groundwork for effective communication, and understanding. For multilingual learners, clear auditory input is not just convenient but a vital necessity. It acts as a bridge, enabling them to engage in meaningful conversations. Accurate hearing is pivotal for both academic success and fostering a sense of belonging in multicultural environments. Research consistently emphasizes the crucial link between auditory health and language development (Mueller et al., 2012). The auditory system acts as a gateway for absorbing pronunciation, intonation, and linguistic nuances, essential for navigating diverse languages (Mueller et al., 2012). In addition, hearing loss poses significant obstacles, impeding the accurate processing of language and cultural acquisition.

Untreated hearing issues can hinder comprehension, participation, and overall engagement with educational content (Hornick & Kraus, 2011). Recognizing this interplay is vital for creating an inclusive learning environment. Educational institutions need to adopt a comprehensive approach, including screenings, interventions, and ongoing support, to ensure multilingual learners thrive (Martínez, 2018). This not only enhances academic outcomes but also contributes to the holistic development of each student within the diverse educational landscape. Classroom communication difficulties may lead to confusion and frustration, affecting both academic and social integration (Kasper et al., 2021). In the digital realm, multimedia materials become hurdles for those with auditory impairments, potentially affecting academic outcomes. Addressing these challenges is crucial for creating an inclusive learning environment.

Prioritizing auditory wellness involves comprehensive strategies, ensuring all learners, regardless of linguistic or auditory abilities, can thrive academically and socially (Kasper et al., 2021). Implementing routine audiological screenings in multilingual educational settings is essential for student well-being (Kachlicka et al., 2019). These screenings serve as early detection, enabling timely interventions for auditory challenges (Parving, 1999). This empowers students and cultivates community understanding of auditory well-being's impact on academic achievement. The awareness extends to parents, creating a collaborative network involving educators, healthcare professionals, and the community (Kasper et al., 2021). This shared responsibility ensures seamless integration of preventative measures and interventions for multilingual learners.

Cultural competence in audiological practices within multilingual communities requires understanding cultural norms, beliefs, and attitudes toward hearing healthcare. Audiologists must navigate these nuances with sensitivity to build trust (Kasper et al., 2021). This awareness is not optional but integral to effective interventions. Attuned to cultural context, audiologists can align interventions with community values. Understanding cultural beliefs aids in conveying the importance of preventative measures and screenings (Martínez, 2018). Cultural competence allows tailoring interventions to individual needs, making interventions clinically effective and culturally relevant.

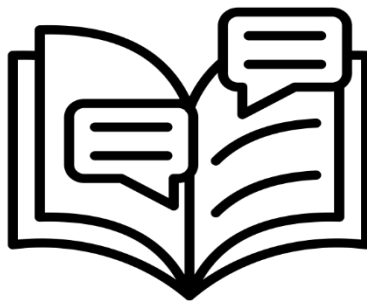
Audiologists can conduct regular screenings, provide timely interventions, and offer resources (Deng et al., 2020). Parents can play a vital role in extending audiological care beyond the classroom, fostering a partnership with educators for continuous support. Engaging community stakeholders raises awareness, reduces stigmas, and enhances access to audiological resources (Kasper et al., 2021). A collaborative model ensures that every student, regardless of linguistic background, receives support for a fulfilling educational experience (Deng et al., 2020). Prioritizing hearing healthcare empowers multilingual learners, fostering an inclusive environment where every voice is celebrated.

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Storytelling



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Understanding Older Adult Language Learners: Two Stories from an EFL Classroom

Karolina Czopek

In 2020, there were 1 billion people aged 60 or older globally. By 2050, experts predict this number will double (Bloom et al., 2015). About one in every six people will be 65 or older by 2050, and those reaching 100 years old are expected to more than double by 2030 (UN, 2019). In the European Union, the number of adults aged 65 and older is expected to increase from 90.5 million in 2019 to 129.8 million by 2050. This means more people will enter this stage (called third-age adults) potentially pursuing personal interests, maintaining a strong social circle, achieving economic independence, and enjoying the freedom that comes with reduced societal responsibilities (Derenowski, 202; Laslett, 1987, 1996). Many third-age adults become more enthusiastic about learning after retirement, as seen in countries like Finland, Sweden, Switzerland, and China (Jenkins & Mostafa, 2015; Ogg, 2021; Zhang et al., 2022).

Research shows that learning a new language in late adulthood has positive effects. Enrolling in foreign language (FL) classes is one of the most popular educational activities for older adults (Antoniou & Wright, 2017; Bak et al., 2016; Borella et al., 2010; Nguyen et al., 2019; Park & Bischof, 2016; Pfenninger & Polz, 2018; Wong et al., 2019). However, there is limited research on the experiences of older adult language learners and corresponding teaching methods. Educators often struggle with how to engage older learners, sometimes treating them like children or using approaches designed for other age groups without considering the unique needs of older adults. When I started teaching English as a foreign language (EFL) to older adults in 2019, I felt unprepared. This article shares the insights I gained and provides research-based suggestions for teaching older adult language learners.

In this section, I'll share stories of two EFL students in Poland, Meg and Judy (pseudonyms), highlighting key characteristics observed while working with older learners. I met both students in 2019 when I started teaching English as a foreign language to older adults.

Meg

Meg, a 65-year-old woman, was in the A2 (beginning level) group. She learned English many years ago in high school and at the university but had been a stay-at-home mother for two decades. Despite her positive attitude in class, Meg harbored negative emotions from her past education, which hindered her self-confidence. Meg believed she was an average learner and lacked talent for languages, especially in older age. She associated the classroom with anxiety and wanted to escape feelings of infantilization. As the course progressed, Meg began to think more favorably about herself. Communicative activities revealed her potential, and learning strategies made her more lenient towards her past struggles. Meg aspired to take responsibility for her learning journey, overcome anxiety, and prioritize important aspects of her language learning.

Judy

Judy, a 62-year-old retiree from finance, joined the A1-level (beginning level) course after five months. Despite being labeled as lazy, Judy believed she was a fast learner based on her high school achievements in Russian. She struggled with taking charge of her learning journey and associated it with tedious activities. A turning point for Judy was the introduction of a mobile language learning app in class. This empowered her to take control of her learning, becoming a confident and self-aware student. She developed a habit of learning English every day, using various strategies such as notebook revisions and voice recognition software. Judy claimed her previous laziness was due to a lack of awareness of suitable learning strategies and a lack of support, coupled with stereotypes about adult learning abilities. Positive feedback from the app and a supportive classroom environment motivated her to overcome these challenges.

Lessons Learned

Meg and Judy's stories reveal that older learners, like all learners, bring experiences and feelings into the EFL classroom. While excited about learning a new language, they may also face long-held beliefs and negative emotions. Teachers may not immediately notice these influences but ignoring them can have significant consequences. Teachers must be aware of learners' attitudes to avoid infantilizing or discouraging them. Critical Foreign Language Geragogy (CFLG) suggests tailoring courses to older adults, dispelling ageist stereotypes, using evidence-based practices, promoting self-directed learning, and addressing misconceptions (Gómez, 2016).

For Meg and Judy, addressing negative self-images was crucial. Meg's early negative experiences were counteracted by a supportive classroom and new activities, leading to positive emotions. Judy, initially at risk of feeling like a failure, discovered her learning path through self-directed strategies. Socio-emotional learning (SEL) provided valuable insights for supporting these older learners. Prioritizing competencies like self-awareness, self-management, social awareness, relationship skills, and responsible decision-making was essential (Pentón Herrera & Martínez-Alba, 2021). The complex socio-emotional experiences of older learners were addressed through activities fostering self-reflection and self-care. Empowering these students to question limiting beliefs and recognizing their growth potential enhanced their well-being, contributing to a positive and fulfilling learning experience.

Final Thoughts

In this article, I shared two stories from my EFL classroom, where older learners had to face their fears, reevaluate their beliefs, and be open to new experiences. These stories show that older learners, just like learners of any age, bring with them a rich combination of experiences, desires, and challenges. However, unlike younger generations, they also carry age-related stereotypes about their ability to learn. Moreover, their previous educational experiences often date back several decades, when teaching approaches, learning aids, and the position of students were markedly different.

In Meg's case, her lifelong beliefs, influenced by societal stereotypes and prior educational experiences, shaped her self-image as a learner. Addressing these misconceptions through positive classroom experiences was essential in her evolving positive attitude to language learning. Judy's journey shows the transformative power of personalized, self-directed learning strategies. Her initial perception as a lazy learner was reshaped using new methods, instilling a sense of agency and confidence in her abilities.

These narratives show that by creating an inclusive and supportive learning environment that encourages self-reflection, allows self-directed learning, and fosters socio-emotional growth, teachers can empower older learners to thrive in their language learning journey. By acknowledging the complexities of learning in late adulthood and combining it with openness, responsiveness, and understanding, we can build a supportive, inclusive classroom climate where students unlock their potential for growth.

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From Principal to Author: Nurturing Multilingualism in Children

Pat Goldys

During my tenure as a principal working with multilingual learner (ML) students, I discovered that using bilingual texts was a productive method for learning English. These texts offered the unique advantage of empowering ML students to become teachers of their language for their English-speaking peers, fostering improved collaborative skills and creating a more multilingual learning environment.

When the pandemic hit, I turned to writing children's books as a retired principal. I began writing stories tailored to my granddaughter's interests and self-published them on Kindle Direct. This period of isolation became my "pen" demic. I wrote the book, *Arthur Becomes an Author*, which outlines ten steps for children to write their own books. I invited a kindergarten group of ML students to draw the illustrations for the text. This exercise helped them connect the text to their drawings, and their fellow students provided feedback by listening and looking for what was missing in the illustrations. This not only encouraged the students but also invited parents to celebrate how their children were learning English through writing.

When I visited schools to read my books, I noticed that the ML students were only exposed to the English version. This sparked the idea of demonstrating respect for and the value of other languages by incorporating side-by-side translations in my books. My first bilingual book titled, *José Moves Today*, encapsulates the experience of speaking a language in a neighborhood where people may not comprehend your words. The protagonist, José, learns English and volunteers to teach his classmates Spanish, creating a setting where all students become bilingual. In the bilingual books featured on my

website, the left page presents the English version, while the right page offers the Spanish translation. Students can hear and see both languages as they read together.

During a visit to an ESOL classroom to read my bilingual book, I read the English text while the teacher read the Spanish text. Smiles, expressions of surprise, and understanding of the story radiated from the students. The confidence shone through comments made during our reading session, and their responses to questions in a combination of English and Spanish, showcased comprehension and the building of vocabulary in English and Spanish.

It is crucial to have children's books translated into different languages. Having different versions to read strengthens vocabulary development, comprehension, fluency, and confidence. When both a ML and English-speaking student share reading of the same bilingual story, they begin to teach each other and can learn another language. This process can cultivate multilingualism, a superpower for all the learners.

Creating English Courses for Learners with Diverse Disabilities: A Personal Journey

Nataliia Schcerba

As a mother to a wonderful daughter with cerebral palsy, I have connected with many parents facing similar challenges in clinics, rehab centers, and camps. In 2017, during a camp activity, the idea of teaching our kids English for a better future came up. Though I, a postgraduate student, initially felt unsure, parents were interested. They suggested I could make it part of my research work and learn along the way. So, I embraced the challenge to create an English course for beginners with diverse abilities.

Starting the Initiative

After thinking about it for a few months, I realized I needed a support team, a place to work, resources, and a clear understanding of the needs of students with diverse abilities. On Facebook I found two certified English teachers willing to assist for free. The team, consisting of these two teachers and me, was enough to get started. Later, several parents also agreed to assist their children, making our initiative a collaborative effort.

We asked for a classroom at a local church in Ukraine and got a surprise offer from an educational center for our English course. We let the parents decide, and they chose the local church because of its special atmosphere, the school's staff, the central location, and the proximity to public transport, which was crucial for children in wheelchairs. With a classroom on the first floor, we were set to meet our learners. Not knowing how many to expect, we prepared tests and questionnaires for kids aged 12-16. Twelve students joined, with diverse abilities, creating two groups based on their English levels. In the first group, we had students with intellectual disabilities, hearing loss, and speech disorders. We chose an

English book suitable for them, included language games, visual aids, and adjusted the pace as needed.

The second group included students with cerebral palsy, vision loss, and speech disorders. We ensured the classroom was accessible and adjusted the teaching pace for them as well. Once again I asked the teachers on our team to choose suitable English textbooks, considering the various learning needs, preferences, and English levels.

First Group

For students at the beginner level (0-A1), the teachers recommended using *Fly High 1* for learning English. Later, we added a spelling notebook for extra practice. For students at the A2 level, teachers suggested *Enterprise 1* and *Blockbuster 1*, but we switched to *Blockbuster 1* because it suited our students better. We decided to hold classes three times a week at 6 p.m. and 7 p.m.

In the first group, we faced challenges like inattentiveness. To help, we asked parents to assist their children during class, to improve outcomes but extra challenges emerged. Some parents completed their children's work, while others disagreed with certain assignments. For example, one mother objected when her son was asked to write on the blackboard due to his weak hand. We continued to encourage him.

Later, we found that students struggled with some activities like oral dialogue communication and identifying mistakes in words. To help them, we simplified tasks. When students skipped words while answering questions, we used a finger-bending technique to improve their awareness. For a student with immediate echolalia, who could only repeat sentences with slight skips, this method was especially effective.

Supporting students with hearing loss was difficult. However, writing down key words improved pronunciation for one student. Looking back, a microphone and headphone system might have been helpful. Another student with a severe speech disorder did not participate in oral communication, but

excelled in vocabulary and grammar exercises, coloring, and drawing, which we celebrated.

Second Group

In the second group, all 14-to-16-year-olds were at the same A2 level in English. One student had severe vision loss; he could only read materials in Braille which we could not provide. So, we had his mother help him understand printed texts. Another student spoke loudly commenting on other students' appearances, refusing to do assignments, and standing up when he was supposed to read or write. To solve these problems, we changed modes of interaction or switched activities every 7-12 minutes. It was also helpful to call the student out to the blackboard and encourage him for correct answers.

Lessons Learned

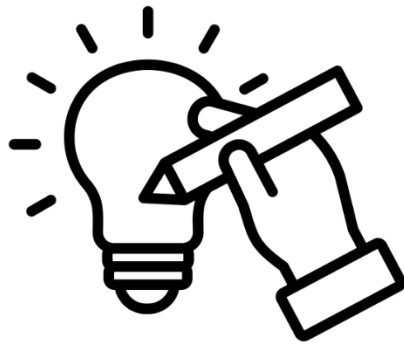
In this teaching experience, we learned three key lessons that I'll share here.

1. Building rapport is vital (Booker, 2024). We praised their achievements and highlighted their strengths, boosting their confidence, which helped them meet the goals on time.
2. Universal Design for Learning is essential (CAST, 2024). We applied universal design principles to support linguistic, physical, and intellectual diversity, extending these practices to curriculum design, school resources and methods.
3. Multimodal learning is crucial (Gunther & Van Leeuwen, 2001). By offering online and offline materials and using visual, auditory, and tactile formats, we enhanced accessibility and student engagement.

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Conceptual Articles



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Shifting Gears: Driving New Literacies Home

*Kate Miller
Amanda Kremnitzer*

Paving the Way for Community

Literacy is how we engage with the world itself (Peterson, 2020). So, when we think about students, we must ask, How do they understand the world around them? How can we help them feel at ease connecting with their new community and practicing literacy in this context? How do their daily interactions in this environment lead them to success in another language? These are important questions as we explore the world of literacy, which leads to the ideas presented next.

Putting Students in the Driver's Seat

Emerging language and literacy skills can sometimes make English Learners (ELs) feel excluded from academic and school activities. However, it is important for students to realize they have power. They are not just passive receivers of language and knowledge; they actively make meaning. In our English classes for adolescent students, they can choose activities, do literacy tasks for real readers, set and review their learning goals, and use strategies like translanguaging to understand and respond to texts.

We use a teaching method called multiliteracies, which encourages student empowerment (New London Group, 1996). This approach lets students interact with and create different kinds of texts (Rajendram, 2015). For example, in English 9 classes, students worked on a project using art to promote change in our community. They identified areas in our school that needed artwork, suggested designs, considered how it would represent our school, and planned how to put it into action.

They learned about art by talking about pictures, learned art-related words, and practiced making persuasive arguments through sales pitches. Then, they used these skills in real-life situations, like

analyzing a Banksy mural in a war-affected area like Ukraine. Then, they displayed their projects in a gallery walk, and school leaders and students voted for the best art project that would benefit our community. This experience let every student show a part of themselves, making our community stronger and reflecting our school's values: care, community, communication, and consistency. Here are a few examples of student ideas in Figure 1 and 2.

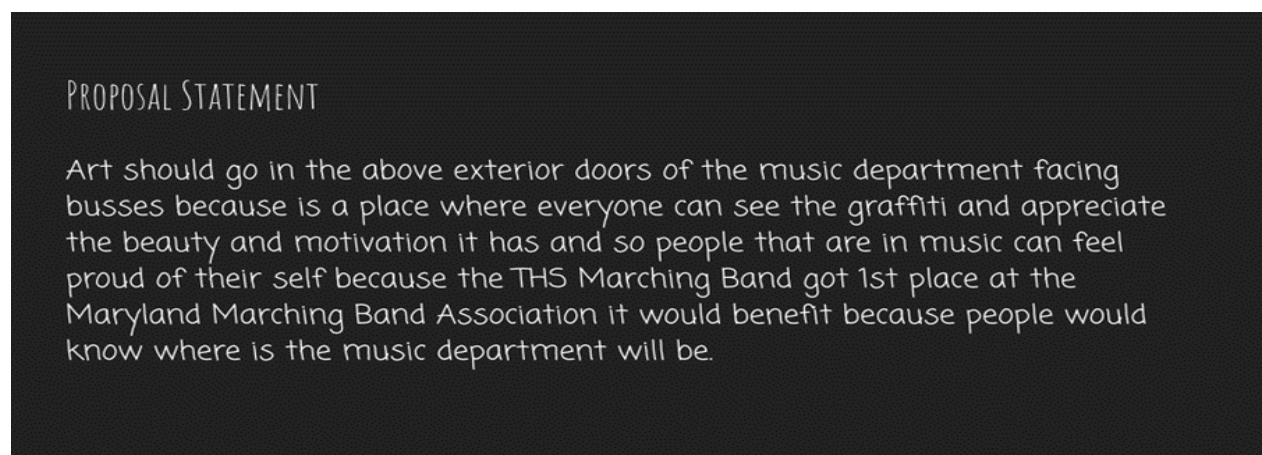
Figure 1

Help Wanted Ad



Figure 2

Proposal Statement for Placement



Create Time for Reflection – Pump the Brakes and Reflect

Another concept we emphasize is how students learning English can benefit from self-assessment and reflection. To enhance their growth, it is helpful to provide enough time for revisions (Jamrus & Razali, 2019). You can take this a step further by using media to trigger and facilitate reflection. For example, in a project for an English 12 / ESOL 100 dual enrollment class, students who had been learning English for three or four years explored language, culture, and identity. They read "The Secret Language," a personal narrative by Nicaraguan poet-revolutionary Daisy Zamora (2014), about her experiences learning English. They also watched the documentary film "God Grew Tired of Us" (2006), showing how some lost boys from Sudan dealt with culture shock in the U.S. Afterward, the students made presentations with slides reflecting on their own journeys with English and acculturation, and how these experiences shaped their identities. There were no specific questions or formats. Students talked about what mattered most to them, guided by prompts such as:

- What challenges and successes did you have in learning English?
- What are your thoughts about your first language and English?
- What other languages do you speak or want to speak? Why?

- Describe your home culture and how it compares/contrasts with U.S. culture.
- What challenges and successes did you have in acculturation?
- How does your culture shape your identity?
- Do you belong to any subcultures?
- How do you live in multiple cultures (including subcultures) and languages?
- Which languages and/or cultures fascinate you?

A Smoother Ride

We also organized a special field trip for English 10 and English Learner students. We went to see a play called *El Otro Oz* (2022), inspired by *The Wizard of Oz*. It was a bilingual play with both English and Spanish. Taking over 400 students to the theater and arranging lunch afterward was a big job, but it turned out to be something special. During the play, something interesting happened. Some jokes were in Spanish, and students who only speak English didn't quite get them. It made the students realize how our ELs feel when they do not understand everything.

They also thought knowing Spanish could help them understand more, and some were interested in learning it. As we walked to the restaurant, students were excited, talking about the play. The excitement continued during lunch and all the way back to the buses. For those 400 students and some very tired chaperones, the trip showed how our hard work in building a community is paying off. It was more than just a fun day out: it brought us all closer together. It is all about helping our students succeed in literacy as they explore new worlds.

English Learner Program Scenario

We would like to end this article by sharing the following scenario, which demonstrates the culture we are working toward and are proud of building.

The loud music echoed through the hallway as students gathered for our high school's end-of-the-year pizza party. It was lively, and soon it was time for a speech. "Sofia" spoke to the students,

with one student interpreting her words into Spanish. She talked about how the school's English Learner (EL) program began five years ago with thirty students, but the interpreter mistakenly said thirteen. The crowd playfully teased him for the mix-up. In that moment, the students took charge, adding their own spirit to the words and emotions. This moment allowed them to be themselves in a place that was not always so welcoming. This sense of ownership continued when it was time for a group photo. Everyone squeezed together so that everyone would be part of the picture. Then the music started again, and bachata music filled the air. The student photographer, who had been plucked from the hallway, found himself surrounded by teenagers eager to teach him their dance. "This is not how they do it at the BBQ!" He laughed as he tried to follow the 1-2-3-4 rhythm. It was hard not to join in the laughter, both with him and the students teaching him. Soon, more students came to see what was happening. A bigger circle formed, and students danced in the center. They pulled others into the circle, showing them the steps. It was an incredible energy, a vibe that could only come from leaders who genuinely care about the students as individuals, not just learners. In the five years since starting the EL program, the greatest achievements have been making students feel welcome, encouraging them to try new things, and helping them feel like they belong. They are comfortable so they can confidently navigate their journey to success in literacy and beyond.

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Research Brief



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Text Analysis for Classroom Resources and Materials: Considerations for English Teachers

Saurabh Anand

Many English teachers see the benefit of analyzing texts. Through text analysis, the structure, vocabulary, and words used in fiction or non-fiction texts can be organized and leveled. Text analysis is especially important for English teachers, as it involves reviewing classroom resources to match students' age, interests, and language skills. This helps students who are just starting to learn English by adjusting the texts selected to their reading level. This approach also fosters a positive attitude towards reading and writing (Häikiö et al., 2011), which can directly improve students' understanding of content (Perfetti & Stafura, 2014) and lead to better assessment results (De Zeeuw, 2019). However, some teachers might not know how to effectively carry out text analysis (Accurso & Meg Gebhard, 2021). In hopes of creating a balance between content and language goals, this article guides English teachers in how to conduct a thorough text analysis for the materials they use to ultimately benefit students' learning outcomes.

Considering and Utilizing Text Analysis

Before children begin school, they often learn creative ways to understand text and communication at home by, for example, reading together and sharing stories. Understanding how early readers develop their foundational skills is crucial (Eagleton & Dobler, 2007). These skills include decoding, fluency, and vocabulary knowledge. Reading experts also stress the importance of primary school in shaping a person's lifelong reading abilities in their native language (Verhoeven & Perfetti,

2001). English teachers help children become part of a complex reading community (Gee, 2015).

Text analysis empowers English teachers to dig deeper into the material they bring to the classroom. It allows them to understand how practical and useful a text resource might be (Biemiller et al., 2014). This knowledge ensures that classroom resources align with the learning environment teachers want to create (Kim, 2017). Text analysis plays a role in helping English teachers maintain a balance between content and language goals (Williams et al., 2009). Without it, teachers might unintentionally focus more on content, leaving learners disconnected due to limited vocabulary and decoding skills.

To build comprehension skills from an early age and instill long-term language self-sufficiency (Alsaif & Milton, 2012), English teachers could use individualized text materials. By individualizing materials, English teachers can help build linguistic competence in a second language (Canga Alonso, 2015). Text analysis ensures that the resources English teachers plan to use, align with their teaching goals (Cobb, 2021). Text analysis also prompts English teachers to reflect on their teaching methods and other classroom instruction materials. It helps ensure that materials offer understandable content (Krashen, 1982) and are suitable for the students they teach. This is especially beneficial for teachers working with diverse student populations, including pre-readers and students with limited or interrupted formal education (SLIFE). By tailoring content to students' comfort levels, teachers can better prepare today's readers to become successful academics in the future (Krashen, 1982).

Text Analysis Process and Example

PebbleGO, a Hi-Lo (high interest-low level text) resource, was used for the text analysis process. Hi-Lo resources are designed to provide "highly engaging age-appropriate subject matter at a low reading level for struggling readers" (Reading Rocket, 2016, paras. 1). Throughout this detailed text analysis, the aim is to empower English teachers to ensure that the content they bring into their

classrooms is accessible to all students, including pre-readers. The next section provides an example of how a text analysis can look.

Step 1: Format

Access PebbleGO's dataset (Earth and Spaces Science sub-module and Life Sciences sub-modules), saving the information in Plain Text format (.txt). This format is readable by various software applications.

Step 2: Use text analysis tools

To gain a deeper understanding of the text, the following software tools can be used:

1. AntConc: This software is freely available and is a tool used to help generate a list of words along with their frequencies. This was completed for both sub-modules.
2. Text Lex Compare Software: This tool is useful in identifying the shared vocabulary between the two sub-modules.
3. Vocabprofiler: This software is used to sort words based on how often they show up in English text (Friginal, 2018). The software classifies words broadly into four categories:
 - *Category 1*: The most frequent 1000 words of the English language (K1 words).
 - *Category 2*: The most frequent 2000 words of the English language (K2 words).
 - *Category 3*: Academic Word List (AWL) from the English language.
 - *Category 4*: Words that do not fall in the above categories, such as content words. Gardner (2008) has referred to this specific kind as a specialized words.

Step 3: Calculate Norming Value

In this example, the two sub-modules did not have the same text length. Therefore, to make them suitable for further analysis, 1000 words were used from each text. The formula recommended by Friginal

(2018) was used: $N(f) = (\text{number of occurrences} \div \text{total number of words}) \times 1000$.

Step 4: Summarize the Data

The percentages of each vocabulary type (K1, K2, AWL, and content words) are quite similar. Notably, the AWL vocabulary is the least prevalent. Instead, we see a higher presence of high-frequency vocabulary (K1 and K2). This inclusion of common words helps make the content more accessible, especially for readers who may need additional support (Schmitt & Schmitt, 2014). It is evident that these texts are not ideal for promoting academic language growth among students. They contain much K1 and K2 vocabulary, which makes them easy to read and boosts fluency. However, there is also a large amount of science vocabulary. Readers who have access to these resources should learn about the science vocabulary before reading the text. This exposure can help them read other texts in the same content area and participate in discussions (Gardner, 2004, 2008).

Table 1 lists 133 content words that are common to both sub-modules. This repetition means that students who read across these modules encounter these content words multiple times. Many researchers suggest that this recycling of vocabulary can be highly beneficial for language learners, especially during the early stages of language acquisition. It also supports reading and fluency development without causing undue stress (Chang and Pang, 2020).

Table 1

Total Shared Off-list Words between Earth and Space and Life Sciences Sub-Modules

| | | | | | | |
|------------|-------------|-------------|-------------|----------|-----------|-------------|
| acorn | burrow | dinosaur | hawk | monarch | prey | soak |
| Africa | butterfly | dioxide | hibernate | moss | raspberry | spice |
| ant | cactus | dwarf | huge | munch | reef | sponge |
| Antarctica | camel | earthworm | hummingbird | nectar | reptile | sprout |
| arctic | Canada | equator | hump | oak | robin | squid |
| Asia | canopy | evergreen | India | oats | sac | squirrel |
| asparagus | carbon | evergreens | kelp | opossums | salmon | swamp |
| bacterium | cattails | fern | lawn | owl | saltwater | tentacle |
| beaver | cauliflower | finger nail | Lianas | oxygen | seaweed | tiny |
| bee | climate | fog | lichen | pacific | seep | toad |
| beetle | continent | forever | lily | pea | shark | tropics |
| blend | coral | fox | lion | petal | shrimp | tundra |
| bloom | crab | freshwater | lodge | pine | shrub | turtle |
| blowhole | crocodile | frog | mammal | polar | sip | underground |
| bog | crunch | fungus | mangrove | pole | skeleton | understory |
| bud | cypress | giant | maple | pollen | slippery | underwater |
| bug | dam | gills | marsh | pond | snack | vegetable |
| bulb | den | grassland | Mexico | prairie | snail | vine |
| bump | dew | hatch | microscope | predator | sneak | wetland |

Conclusion

Text analysis can play an important role in making sure resources meet both content and language objectives. For example, depending on the frequency of a word, teachers could find strategies to ensure dedicated instruction is provided about those words before students read. Alternatively, teachers can look

for alternative or background text to prepare students before the actual text, depending on their students' language and reading abilities.

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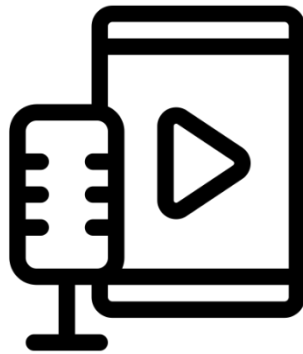
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Three Tips Teachers Can Utilize for Multilingual Learners

Stephen Krashen

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Lene Rauland

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