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ABSTRACT
                Migrant children lag behind other students in learning to
read and in reading achievement, outcomes that negatively affect other areas
of academic achievement. This chapter examines the academic, social, and
emotional needs of migrant students in elementary classrooms and describes
strategies to facilitate language and literacy development for culturally and
linguistically diverse migrant students. Sections discuss the importance of
relevant language experiences to effective literacy instruction; creating an
attractive classroom environment rich with print materials in both the native
and second languages; the relationship of teacher attitudes and expectations
to student achievement; understanding and integrating what children already
know as a foundation for further learning and achievement; incorporation of
English-as-a-second-language standards; strategies for promoting vocabulary
development; writing instruction entwined with reading instruction; and the
influence of classroom grouping practices and cooperative learning on
children's self-esteem, motivation, and achievement. Addressing the
educational needs of young migrant students requires teachers to examine
their own assumptions about literacy and about students whose backgrounds
differ from their own. (SV)

CHAPTER 15

Effective Instruction:
Integrating Language and Literacy

BY ILIANA ALANÍS

During the past two decades, increases in the number of culturally and linguistically diverse children have had a major impact on our nation's classrooms. According to the 2000 U.S. Census, 9.8 million school-age children live in homes where languages other than English are spoken, representing 18.4 percent of the total student population. Of these children, 69.8 percent speak Spanish or Spanish Creole.[1]

These are highly significant statistics, especially in light of a recent analysis by the National Center for Education Statistics, which revealed that the academic performance of minority students continues to be considerably below majority norms. In all academic areas,

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[1] Data on persons aged 5-17 drawn from a data table based on the Census 2000 Summary File 3. U.S. Census Bureau, "PCT10. Age by Language Spoken at Home for the Population 5 years and Over," American FactFinder, http://factfinder .census.gov/servlet/DTTable?ds_name=D&geo_id=D&mt_name=DEC_2000 _SF3_U_PCT010&_lang=en/ (accessed November 7, 2003).

achievement gaps between Whites and minorities, whether U.S. or foreign born, appear early and persist throughout school.[2]

Reading, critical to student achievement in all subjects, continues to show the greatest achievement gap. In a technological society, the demands for higher literacy increase constantly, creating ever more negative consequences for those who lack reading and writing skills. This academic gap contributes to the widening economic disparities in our society. According to the National Research Council, failure to learn to read adequately is much more likely among poor children, non-White children, and English language learners (ELLs).[3]

The literacy gap occurs, in part, because ELLs must learn academic subjects simultaneously while learning to speak English. Among this population of linguistically and culturally diverse students are Mexican migrant children who follow their parents' agricultural work. In 1998-99, more than 780,000 migrant children and youth lived in the United States; about 30 percent attended school in California, with another 25 percent in Texas and Florida combined. In 1999-2000, the Texas Migrant Education Program (MEP) identified approximately 125,988 migrant students in Texas. Economic difficulties forced a very large percentage of these students to migrate outside Texas to 48 receiving states. In addition, a significant percentage moved within the state to some 550 school districts. Because these children enrolled temporarily in various schools, their education was not always a successful endeavor. For example, in the 1999-2000 academic year, migrant students averaged 73.2 on the reading section of the Texas Assessment of Academic Skills compared to the state average of 87.4.[4]

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[2]Phillip Kaufman and others, *Dropout Rates in the United States: 1999* (Washington, DC: National Center for Education Statistics, 2000) (ERIC Document Reproduction Service No. ED 452 308); and Grace Kao and Marta Tienda, "Optimism and Achievement: The Educational Performance of Immigrant Youth," *Social Science Quarterly* 76, no. 1 (March 1995): 1-19.

[3]Urie Bronfenbrenner and others, *The State of Americans: This Generation and the Next* (Old Tappan, NJ: Free Press, 1996); Keith E. Stanovich, "Matthew Effects in Reading: Some Consequences of Individual Differences in the Acquisition of Literacy," *Reading Research Quarterly* 21, no. 4 (fall 1986): 360-407; and Catherine E. Snow, Susan M. Burns, and Peg Griffin, eds., *Preventing Reading Difficulties in Young Children*, Committee on the Prevention of Reading Difficulties in Young Children, Commission on Behavioral and Social Sciences and Education, National Research Council (Washington, DC: National Academy Press, 1998), http://www.nap.edu/html/prdyc/ (accessed November 25, 2003).

3

Continuity of instruction for migrant children is a major challenge facing the entire education community.

Despite the negative effects of poverty and the migrant lifestyle, schools could offer these children an opportunity to realize their full academic potential. Migrant students, however, are inadequately served for a variety of reasons, including the diversity and complexity of their needs; a shortage of trained teachers; and a lack of cohesive, comprehensive program planning.

Recent research indicates that bilingually schooled students outperform comparable monolingually schooled students in academic achievement in all subjects after four to seven years of dual-language schooling. Although instruction in a child's native language continues to be the most effective means to educate ELLs, many migrant students find themselves in mainstream classrooms with teachers who are ill-prepared to meet their needs. Indeed, few teachers are adequately trained to work effectively with the linguistically and culturally diverse migrant student populations that have become increasingly common across the country. Given that these students spend a large proportion of their time in mainstream classrooms, it is not enough to educate only English-as-a-second-language (ESL) and bilingual teachers to work with these students; all teachers must be prepared to meet the needs of this distinctive group.[5]

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[4]Allison Henderson and Julie Daft, *State Title I Migrant Participation Information, 1998-99* (Rockville, MD: Westat, 2002) (ERIC Document Reproduction Service No. ED 468 509); Texas Education Agency, *Migrant Program Summary* (Austin, TX: Texas Education Agency, 2000); and Amy Siler and others, *Meeting the Needs of Migrant Students in School Wide Programs: Technical Report of the Congressionally Mandated Study of Migrant Student Participation in Schoolwide Programs* (Rockville, MD: Westat, 1999) (ERIC Document Reproduction Service No. ED 427 930).

[5]Catherine Minicucci and Laurie Olsen, eds., *Educating Students from Immigrant Families: Meeting the Challenge in Secondary Schools* (Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning, 1993) (ERIC Document Reproduction Service No. ED 360 826); Wayne Thomas and Virginia Collier, *Reform of Education Policies for English Learners: Research Evidence from U.S. Schools* (Santa Cruz, CA: Center for Research on Education, Diversity, and Excellence, 2002); J. David Ramirez, "Executive Summary of the Final Report: Longitudinal Study of Structure of English Immersion Strategy, Early-Exit and Late-Exit Transitional Bilingual Education Programs for Language-Minority Children," *Bilingual Research Journal* 16, no. 1-2 (winter-spring 1992): 1-62; Thomas and Collier, *School Effectiveness for Language Minority Students*, NCBE Resource Collection Series 9 (Washington, DC: National Clearinghouse for Bilingual Education, 1997), http://www.ncela.gwu.edu/ncbepubs/resource/effectiveness/ (accessed October 3, 2003); and Snow, Burns, and Griffin, *Preventing Reading Difficulties*.

Migrant students need the support of family and community and access to high-quality preschool and primary instruction to be sure of academic success. Curricula designed for migrant children should meet the same challenging academic content and student performance standards expected of all children. We must first educate ourselves about who migrant children are and what they need to succeed. This chapter addresses the academic, emotional, and social needs of migrant students in elementary English classrooms. It describes learning environments that encourage academic success, crucial teacher behaviors, and effective instructional approaches that facilitate language and literacy development for culturally and linguistically diverse migrant students.

The Connection between Language and Literacy

Reading is essential to success in our society. The ability to read provides social, academic, and economic benefits. As children learn to read, they learn how spoken and written language relate to each other. Children's concepts about literacy are influenced from the earliest years by observing and interacting with readers and writers. Literacy is no longer regarded as simply a cognitive skill to be learned. Rather, it is a complex interactive and interpretative process in which development is determined by the social and cultural context.[6]

Literacy is broader and more specific than reading. Literate behaviors such as writing and other creative or analytical acts invoke very particular bits of knowledge and skill in specific subject matter domains. Language experiences are central to effective literacy instruction. Children learn about themselves, one another, and the world around them from spoken language. Young children gain functional knowledge of the parts, products, and uses of the writing system by analyzing the external sound structure of spoken words. John Downing suggests language is not an object of awareness in itself for a child but is "seemingly like a glass, through which the child

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[6]Elizabeth Sulzby and William Teale, "Emergent Literacy," in Vol. 2, *Handbook of Reading Research,* ed. Rebecca Barr and others (New York: Longman, 1991), 727-57; Jerome Bruner, *Studies in Cognitive Growth: A Collaboration at the Center for Cognitive Studies* (New York: John Wiley & Sons, 1966); and Lev S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes,* ed. Michael Cole and others (Cambridge: Harvard University Press, 1978).

looks at the surrounding world . . . not suspecting that it has its own existence and its own aspects of construction." To become a mature reader and writer, a child must become increasingly aware of language and how it is constructed. For this awareness to grow, the reading program and instructional materials selected must relate to one another and be carefully organized into sequences.[7]

Classroom Environment

Students' attitudes about school and sense of self are shaped largely by what happens in classrooms and school as a whole. Ideally, instructional gains are best accomplished in an enrichment program that utilizes the child's native language. Mainstream teachers, however, can provide a natural learning environment with lots of rich language, both oral and written. Classrooms should be inviting, attractive places where students feel comfortable and welcome. Teachers can foster a sense of safety and trust by sharing some of their own experiences. Environments rich with everyday printed language resources, such as signs, schedules, calendars, books, magazines, and newspapers, help children realize that print serves many purposes and that printed language is all around them. In addition, students should have ample opportunities for long periods of reading, writing, and carrying on task- or topic-oriented conversations.[8]

A classroom library with an abundance of books and magazines in both English and students' native languages will stimulate a love of reading. Classroom libraries should offer a diverse array of bilingual and Spanish reading materials, varying from easy to read to more challenging and complex. One idea is to have children create classroom books, which can center on learning themes or events experienced by the whole class, such as field trips or guest speakers.

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[7]Richard C. Anderson and P. David Pearson, "A Schema-thematic View of Basic Processes in Reading Comprehension," in *Handbook of Reading Research*, ed. P. David Pearson and others (New York: Longman, 1984), 225-91; and John Downing, *Reading and Reasoning* (New York: Springer-Verlag, 1979), 27.

[8]Anne E. Cunningham and Keith E. Stanovich, "Tracking the Unique Effects of Print Exposure in Children: Associations with Vocabulary, General Knowledge, and Spelling," *Journal of Educational Psychology* 83, no. 2 (1991): 264-74; and Linda J. Dorn, Cathy French, and Tammy Jones, *Apprenticeship in Literacy: Transitions Across Reading and Writing* (York, ME: Stenhouse, 1998).

Likewise, children need access to many books they can take home and read with family members. Wordless books are avenues for parents and children to develop vocabulary in any language. Listening to and talking about books on a regular basis demonstrates to children the benefits and pleasures of reading. Student work displayed in the native or second language encourages writing, develops self-esteem, and promotes a community of learners engaged in supportive interactions. In short, classrooms and schools can minimize the cultural alienation felt by many Mexican American migrant students by providing a learning environment that encourages and motivates students to be successful.

Teacher Behaviors

Migrant students enter school with a variety of personal and social characteristics. Teachers need to be aware that various factors may affect students' lives and their behavior and achievement in school. Effective teachers know how to capture the potential of the positive factors and diminish the impact of the negative factors that affect student performance. When teachers have confidence in their students' abilities, the students are more likely to believe in themselves and be able to achieve. This theory is the basis for the Teacher Expectation and Student Achievement (TESA) behavioral change model for instruction, which can be used at all grade levels and in all subject areas. Teachers often make inferences about students' behavior and/or abilities based on preconceived notions or observations; such teacher inferences often are not equitable and can have potentially damaging effects on students. Results of classroom research indicate that improved teacher expectations reduce student discipline problems and improve academic performance, gender and diversity awareness, attendance, and classroom climate.[9]

An important aspect often omitted from discussions about teacher behavior is the need to prepare teachers for intensive work with families and communities. Heather Weiss writes that teachers are the critical link in making family involvement a reality and that they need

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[9]See the Los Angeles County Office of Education Web site for program overview, http://www.lacoe.edu/orgs/165/index.cfm?ModuleId=17/ (accessed October 3, 2003).

216

to be taught and encouraged to take on this challenging task. To help educators establish open communication with parents, bilingual assistants can be a valuable link between schools and migrant families and can help students and parents become more actively involved in school. Teachers should also consider that migrant parents have different needs, interests, schedules, and situations. What works for one group of parents may not work for another. As educators, it is important that our relationships with students and parents be characterized by tolerance, acceptance, and mutual respect. This often calls for a re-examination of the assumptions that have traditionally defined teachers' expectations for parent involvement. (See Chapter 11 for a description of various ways migrant parents supported the achievements of their children.)[10]

Activating Prior Knowledge

From research on brain theory, we have learned the importance of connecting individual sources of knowledge to a larger network of information. The activation of prior knowledge—bridging students' bilingual-bicultural knowledge with new knowledge across the curriculum—allows students to make important discoveries. During literacy activities, teachers use language to communicate specific knowledge, skills, and strategies to children. Teachers can monitor their own language by asking themselves two simple and important questions: (1) Is your language meaningful to the child? (2) Is your language relevant to the task at hand? These questions challenge teachers to identify what each child brings to the task and define what is important for accomplishing the task. If a child is expected to apply information without having the necessary background experience, the activity will be empty and meaningless. Teachers, therefore, must have a clear understanding of what children already know before guiding them toward higher levels of development. Teachers should tap into students' experiences and the richness of their cultures and languages. A good starting point would be to ask students to write or

[10]Heather Weiss, "Preparing Teachers for Family Involvement" (paper presented at the National Conference of the Family Involvement Partnership for Learning, New York, 12-13 April 1996) (ERIC Document Reproduction Service No. ED 396 823); and J. Howard Johnston, "Home-School Partnerships: Shall We Dance?" *Schools in the Middle* 4 no. 2 (November 1994): 5-8.

tell about their experiences, which can then be incorporated into subjects such as social studies and language arts.[11]

Research demonstrates a strong and positive correlation between literacy in a student's native language and learning English. Although the surface aspects of different languages are clearly distinct, an underlying cognitive proficiency is common across languages and makes possible the transfer of literacy-related skills from one language to another. Valuing native languages and building upon existing knowledge help migrant children develop cognitively and academically. The importance of valuing existing skills and knowledge, regardless of a student's native language, cannot be underestimated.[12]

Children must be given opportunities to practice the strands of language arts in connected and purposeful ways. Real-world problem-solving lessons tend to hold students' interest while developing their language, literacy, and critical-thinking skills. Teachers can develop thematic units and writing assignments based on the knowledge and experiences of students' families, thereby enabling parents to be involved in their children's homework. Additional techniques for teaching literacy and language include the use of visuals, gestures, songs, chants, poems, culturally relevant literature, and games that involve talking, listening, and following directions.[13]

Effective integration of prior knowledge requires teachers to have accurate materials that represent the diversity of the Mexican American experience. In essence, the teacher's role is to mediate learning through language and appropriate literacy opportunities that enable children to reach their highest potential.

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[11]Dorn, French, and Jones, *Apprenticeship in Literacy.*

[12]Virginia P. Collier, "Age and Rate Acquisition of Second Language for Academic Purposes," *TESOL Quarterly* 21, no. 4 (December 1987): 617-41; Thomas and Collier, *School Effectiveness for Language Minority Students*; and Jim Cummins, *Empowering Minority Students* (Sacramento: California Association for Bilingual Education, 1989).

[13]Luis C. Moll and others, "Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms," *Theory into Practice* 31, no. 2 (spring 1992): 132-41.

Incorporation of ESL Standards

During literacy activities, teachers use language to communicate knowledge, skills, and strategies to children. All teachers, not just bilingual or ESL teachers, should have some working knowledge of ESL methods and second-language acquisition and should become familiar with ESL standards. According to the national ESL standards, ELLs must use English for social purposes. They need to talk with peers and teachers and use English for their own enjoyment. Students should be encouraged to read magazines or picture books and then participate in literature circles. The second ESL goal advocates the use of English to achieve academically in all content areas. The ESL standards define the type of academic language proficiency that ELLs need. The final goal emphasizes that ELLs need to be taught explicitly the social and cultural norms associated with using English, such as when to use formal or informal language, what gestures are appropriate, and when humor is acceptable.[14]

Effective Instructional Approaches

Literacy instruction must meet students' developmental needs: linguistic, academic, cognitive, emotional, social, and physical.

Vocabulary Development

Words are the tools we use to access our knowledge, express ideas, and learn about new concepts. Students' word knowledge is linked strongly to academic success. Word knowledge is crucial to reading comprehension and determines how well students will be able to comprehend the texts they read in upper elementary grades, middle and high school, and college. Words are the very foundation of learning.

An effective way to expose children to more formal vocabulary is reading aloud from storybooks accompanied with discussion. Both younger and older children appear to benefit from read-aloud activities. Story reading introduces children to new words, new sentences, and new ideas. In addition, they hear the kinds of vocabulary,

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[14]Deborah Short, "The ESL Standards: Bridging the Academic Gap for English Language Learners," *NABE News* 24, no. 5 (2001): 8-10.

sentences, and text structures they will be expected to read and understand in their academic books. Reading aloud to children every day and talking about books and stories can expand oral language development and help students connect oral to written language. Quality audio books can introduce students to an array of language styles while they are learning about topics of interest. Storytelling is another way to increase the quality of students' oral language experiences.

Storytelling exposes students to richer language than they would hear in normal conversation. Pretend play likewise involves rich language use. Preschool children's conversations and teachers' use of a more sophisticated vocabulary also have been found to affect students' language and literacy development. The chosen strategy should be fun for students because the more they enjoy words, the more they will want to know about them.[15]

Writing

Studies by Marie Clay indicate that the development of writing and reading skills is rooted in oral language. Proficiency in a second language develops best when allowed to emerge naturally through functional and authentic language. Children must become expert users of the building blocks of written language. Written language places greater demands on children's vocabulary knowledge than does everyday spoken language. Consequently, students need to develop a feel for how written language is different from everyday conversation. It is valuable to draw their attention to the distinctive characteristics of written language, even when reading aloud, and to help them learn to read like a writer and write with an audience in

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[15]James F. Baumann and E. J. Kameenui, "Research on Vocabulary Instruction: Ode to Voltaire," in *Handbook of Research on Teaching the English Language Arts*, ed. James Flood, Diane Lapp, and J. R. Squire (New York: Macmillan, 1991), 604-32; Richard C. Anderson and Peter Freebody, "Reading Comprehension and the Assessment and Acquisition of Word Knowledge," in *Advances in Reading/ Language Research*, ed. Barbara Hutson (Greenwich, CT: JAI, 1983), 231-56; Steven A. Stahl, M. G. Richek, and R. Vendevier, "Learning Word Meanings Through Listening: A Sixth-Grade Replication," in *Learning Factors/Teacher Factors: Issues in Literacy Research (40th yearbook of the National Reading Conference)*, ed. Jerry Zutell and Sandra McCormick (Chicago: National Reading Conference, 1991), 185-92; and Michael F. Graves, Connie Juel, and Bonnie B. Graves, *Teaching Reading in the 21st Century* (Boston: Allyn & Bacon, 1998).

mind. Donald Graves' case studies of writing show the energizing effect of oral interaction surrounding literacy events. Graves has demonstrated that children who write instead of going through a basal reader can learn to read while they learn to write. Strategies include dialogue journals and interactive writing, where teachers use language prompts and adjust levels of support to enable children to accomplish writing tasks they would be unable to complete alone.[16]

Teachers should encourage children to write their own stories. As children write true and invented stories, they develop language fluency. Activities should encourage children to write with words they have learned in class and keep records of interesting and related words. Teachers should offer children opportunities to write for real-life reasons, including letters inviting parents and other community members to visit their classrooms or "thank you" letters to individuals and organizations. Writing can also be a collaborative effort between and among students.

Cooperative Learning

Grouping practices can affect students' perceptions of themselves and their worth. Most experts agree that grouping based on diagnostic information related to specific subjects can be beneficial. Membership in these groups should change as the children progress or as they experience difficulty. However, teachers should use ability grouping cautiously because research indicates the technique helps high-ability students academically but negatively affects low-ability students. The harmful effects of ability grouping for low-ability students are pronounced, including low expectations for their achievement and behavior, less instruction time resulting in less learning, less opportunity to experience higher level topics, and lowered self-esteem, all of which have a stigmatizing effect. These findings are particularly disturbing considering that migrant children from low socioeconomic backgrounds tend to score below average on the types of assessments often used to assign students to ability groups. If the ability grouping

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[16]Marie M. Clay, *Becoming Literate: The Construction of Inner Control* (Portsmouth, NH: Heinemann, 1991); and Donald H. Graves, *Writing: Teachers and Children at Work* (Exeter, NH: Heinemann, 1983).

system is very rigid, not providing for frequent reassessment of students and regrouping, migrant students are likely to be tracked into an inferior educational experience.

In contrast, positive results can accrue for all students placed in mixed-ability cooperative learning groups. Studies by David Johnson and Roger Johnson as well as Spencer Kagan indicate that cooperative learning has a dramatic positive impact on language and literacy acquisition. Cooperative learning supports comprehensible input, increased verbal interaction, contextualized language, reduced anxiety, and active involvement of the learner. The small-group setting allows a far higher proportion of comprehensible input and output because speakers can easily adjust their speech to an appropriate level for the listeners and check for understanding. Listeners can ask questions, make contributions to the discussion, and acquire differing points of view. Cooperative learning provides a supportive, motivating context for speech to emerge. Students in cooperative groups are motivated to speak and feel greater support for a variety of reasons: (1) they need to communicate to accomplish the cooperative learning projects, (2) cooperative learning structures demand speech, (3) peers are more supportive than in a traditional classroom, (4) students are taught to praise and encourage one another, and (5) students develop interdependence. Many students are comfortable talking to one another individually or in small groups but are not ready for the formal discussions of a whole-class setting. In addition, students in cooperative learning groups communicate about real events and objects. For example, students can generate a list of questions for research, respond to first drafts of writing, discuss the meanings of stories, decide how to prepare a group report, and plan a readers' theater. Such communication is functional as students refer to what is happening in the moment. As students converse, they provide immediate feedback. Feedback and correction in the process of communication lead to easy acquisition of vocabulary and language forms. Finally, cooperative-grouping tasks allow for consistently engaging students in challenging and higher level thinking. Nonetheless, teachers should monitor group interactions to ensure that all students contribute equally. Students with high academic ability should not be treated more favorably than low-ability students in the group.[17]

13

Conclusion

Research indicates that children who do not become successful readers by the end of third grade will have difficulty catching up with their peers in later years. For migrant students to become successful learners, teachers must be knowledgeable about the literacy process and provide constructive reading and writing experiences. Teachers also must become familiar with the cognitive, social, and cultural dimensions of learning because all students, particularly ELLs, learn more effortlessly when they can relate to the context of the material. In addition, teachers must erase their preconceived myths about students from lower socioeconomic households and/or homes in which English is not the primary language.

The future of migrant education requires a fundamental shift in thinking. Migrant students' languages, experiences, and histories have been excluded systematically from classroom curricula and activities. Schools must provide more opportunities for migrant students to engage in developmentally and culturally appropriate learning inside as well as outside the classroom.[18]

The collaboration between teachers and parents, the integration of students' home language and culture, and the accepting classroom climate are all key factors contributing to the achievement of migrant students. Parent involvement and support are significant for a child's initial adjustment and continued performance. Learning environments

[17]David W. Johnson and Roger T. Johnson, "Social Skills for Successful Group Work," *Educational Leadership* 47, no. 4 (December-January 1990): 29-33; Johnson and Johnson, *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning,* 4th ed. (Needham Heights, MA: Allyn & Bacon, 1994); Spencer Kagan, *We Can Talk: Cooperative Learning in the Elementary ESL Classroom* (ERIC Digest) (Washington, DC: ERIC Clearinghouse on Languages and Linguistics, 1995) (ERIC Document Reproduction Service No. ED 382 035); and Kagan, "Cooperative Learning and Sociocultural Factors in Schooling," in *Beyond Language: Social and Cultural Factors in Schooling Language Minority Students,* comp. Bilingual Education Office, California State Department of Education (Los Angeles: Evaluation, Dissemination, and Assessment Center, California State University, 1986) (ERIC Document Reproduction Service No. ED 304 241).

[18]Eugene E. García, *Hispanic Education in the United States: Raíces y alas* (Lanham: Rowman & Littlefield, 2001).

14

that offer children opportunities to read, listen, and speak for real-life purposes are important and meaningful to every child.[19]

Addressing the educational needs of migrant students requires teachers to examine their assumptions about literacy and their beliefs about students whose backgrounds may be different from their own. The more educators learn about the development and uses of literacy and the diverse sociocultural experiences of migrant students, the better prepared they will be to create appropriate environments for learning through literacy.

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[19]Nancy Feyl Chavkin, *Family Lives and Parental Involvement in Migrant Students' Education* (ERIC Digest) (Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools, 1991) (ERIC Document Reproduction Service No. ED 335 174).