How can I help ELLs in my mainstream classroom?

Lauren Marcus
Renville County West
Kindergarten Teacher
lmarcus@rcw.k12.mn.us
Did you know...
There were **4.6 million** English Language Learners enrolled in U.S. public schools as of the 2014-15 school year. That is nearly 10% of all students. In Minnesota, ELLs account for more than **7%** of all students.

In Renville County West, ELLs account for **11%** of our population.
Vocabulary page

**ELL**: English Language Learner

**L1**: a child’s native tongue; the first language they acquire

**LEP**: Limited English Proficiency; a student’s English is not yet native-like

**Background Language**: a student’s home language and culture of that language
Q: Who exactly are ELLs and how and why are they enrolled in ELL services?

A: Any parent who responds “yes” to any part of the home-language questionnaire that signifies the child or someone at home speaks a language other than English will qualify to be tested for any language needs. If the student qualifies, they are identified as an English Language Learner (ELL).
Q: Our ELL population continues to grow, why is that? What brings families to our community?

A: The industries in our area require a significant amount of laborers. Many job opportunities in our rural communities are seasonal and do not provide the employees with year-round work. Migrant families need to move on to another location to find more seasonal employment.
Q: How can I help ELLs in my mainstream classroom?

A: That’s why you’re here! Let’s find out.
Pretest
Outline

- Introduction
  - Who is this presenter + Learning goals

- Second Language Learning
  - Theories... why? how?

- Background Language Information
  - Hispanic culture

- Modifications in the Classroom
  - Is it ok to do?

- Inclusion
  - How do I handle this?!

- Inspiration!
  - We can always use that!

Let’s Begin!
Introduction

_experience:

Preschool (2 yrs) ESL (3 yrs) Kindergarten (2 yrs)

_education:

BS...Birth-3rd Grade (SDSU)

MA...English as a Second Language

_goal 1: SWBAT feel confident teaching ELL students

goal 2: SWBAT understand the value of positive relationships with ELLS
Before we begin...

Consider yourself in Moises’ shoes.
Have you been in this teacher’s shoes?
Second language learning is the process in which a person *acquires* and *learns* a second language.

SLA (second language acquisition) is the acronym commonly used.
A teacher’s lack of awareness towards SLA may affect their response towards an ELL student and can ultimately reduce the ELL’s likelihood of communication.

- McCann, Miles, and Mitchell (2009)
What do the experts say?
What do the experts say?

*It takes 1-3 years to develop Basic Interpersonal Communication (BICS)

*It takes 7-10 years to develop Cognitive Academic Language Proficiency

Linguistically Responsive Teachers should know...

Academic ≠ Conversational

Academic and conversational language do not develop at the same rate

Social interactions encourage development of both conversational and academic proficiency

Lucas et al. (2008)
Cummins’ Iceberg Theory

BICS  Basic Interpersonal Communication Skills
The language necessary for day to day living, including conversations with friends, informal interaction

CALP  Cognitive Academic Language Proficiency
The language necessary to understand and discuss content in the classroom

Context embedded
Context reduced (fewer non-verbal cues and the language is more abstract)

(De Wit, n.d.)
Let's watch Bob.
What do the experts say?

ELLs who are more proficient in their L1 are more likely to achieve native-like proficiency in their L2

- Cummins (2000)

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What do the experts say?

ELLs learn best in an i+1 formula. Teach one step beyond current linguistic stage

-Motivation, self-confidence, & anxiety can inhibit/enhance learning

-Krashen (1981)- Input Hypothesis

-Krashen (1981)- Affective Filter
What do the experts say?

- Krashen (1981) - Input Hypothesis

ELLs learn best in an i+1 formula. Teach one step beyond current linguistic stage


How do I know what my student knows and what +1 should look like?

- Have a basic understanding of theory. This will create a developmentally appropriate and academically demanding environment.

- Language Learning Characteristics:
  - Active or passive?
  - Do they use monitor language?
  - Do they practice English?
  - Do they ask for help?
  - Do they seem to have anxiety associated to using English?
  - Are they confident in using English?
5 MIN GUIDE: COMPREHENSIBLE INPUT

- EXPLAIN
  - Academic tasks

- PROVIDE VISUALS
  - Realia, videos, pictures, infographics

- SPEAK
  - Clearly at natural rate of speech

- ACTIVATE SCHEMATA
  - Build background, prior learning, global concepts

(Lopez, 2016)
What do the experts say?

Motivation, self-confidence, & anxiety can inhibit/enhance learning

-Krashen (1981)- Affective Filter

Value + self-efficacy + attribution = Positive Learner Motivation

⇒ Students are more likely to be motivated by tasks that are interesting, culturally relevant, and valuable. This reflects how you value your students.

⇒ Teachers can encourage self-efficacy by developing learning tools to problem solve, which will instill confidence.

⇒ Attribution develops over time and teachers can encourage healthy attribution by providing meaningful learning experiences through authentic and challenging tasks that allow for success

-Yang 2008)
High Affective Filter = Decrease in learning and attaining comprehensible input
Background Language

What is it? The culture surrounding a student’s home language.

Why do I need to understand it? There is a significant correlation between what teachers know about their students and quality of instruction (Sullivan, 2016).
Background Language

What can we do about language backgrounds?

Develop culturally responsive classrooms

How?

Get to know our students’ heritage and their personal histories.

Be aware of our own biases.

Hold all students to a high academic standard.

Respect how students speak and interact at home.
Please rate yourself.

**Culturally Responsive Survey**

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<th></th>
<th></th>
<th>How well do I know my students?</th>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>Does my classroom reflect my student body?</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>2</td>
<td></td>
<td>Do I attempt to form a relationship with ALL families?</td>
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<td>3</td>
<td></td>
<td>Do I address difficult conversations about current events and culture?</td>
<td></td>
<td>1</td>
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<tr>
<td>4</td>
<td></td>
<td>Do I embrace each student’s language background and identity?</td>
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**How can I improve?**
Modification and Strategies

Modifications = Any way you modify your teaching, assignments, expectations, etc. for a student

Teachers generally disagree on appropriate strategies.

Let’s watch this teacher...

What are your thoughts?
Common misconceptions of “modifications”:

- Simplifying coursework
- Allowing ELLs more time
- Including ‘effort’ as a part of a final grade

BUT, how do I justify modifications to other non-ELLs?
Modification and Strategies

Blogs and resources for more information:

- Strategies for combining Common Core & ELLs
- Standards: Framework for coming ELL standards and content standards
- 7 Modification strategies for ELLs
- Quizlet – help your students learn vocabulary with flashcards and games
- Studyblue – students develop on flashcards and quiz
- Studystack – students play games with flashcards
- Presentation, Process, Product – watch this video for wonderful ideas no matter what kind of instructional method you prefer
- Strategies for ELLs in the classroom – watch this video for awesome modification and differentiation tips
Would you want to be a student in your classroom?
Inclusion

Inclusion= creating classroom community

- Predictable routines
- Be as visual as possible
- Learn about their culture
- Build background information, don’t assume your student’s already know
- A smile is international
- It’s the law

It’s the law
Inclusion

Inclusion = classroom community

What makes your classroom a community?

What does the research say? Let’s watch and find out...

Please take one number and type on that number in the Google Doc link here.
Ideas for Inclusion

Read 12 ways to include ELLs in your classroom

See how a classroom teacher includes a new-to-country learner

See former ELL students discuss their learning experiences
Ted Talks & YouTube

Every Kid Needs a Champion: See Rita Pierson talk about how relationships with your students change their education

Don’t Insist on English: See Patricia Ryan discuss the need for maintaining native languages in the classroom

Grit: The Power of Passion and Perseverance: See Angela Lee Duckworth discuss how grit is the greatest predictor of success

What Makes a Good Teacher Great?: See Azul Terronez explain his research and findings in learning about what makes a good teacher great

Pep Talk to Students and Teachers: Kid President delivers a motivational pep talk for students and teachers alike
Blogs and Websites:

Kayla Delzer: Top Dog Teaching

Thank-you notes

Kids who don’t make the honor roll

Preparing all teachers

Community of learners

Partnering with parents
Posttest