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Informing Educators on Effective Strategies for LTELs

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Integrating Effective Instructional Strategies for Long-Term Hispanic ELLs in the

Secondary Schools

by

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DEDICATION

To my husband and kids for your continuous encouragement and support. Thank you to my Capstone content expert Amy Tervola Hultbeg. Your feedback, guidance, and patience helped me to complete this project. Special thanks to my twin sister who encouraged and helped me shape this Capstone.

"The best way to predict your future is to create it." - Abraham Lincoln

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CHAPTER ONE

Introduction

The number of English Language Learners (ELLs) enrolling in public schools is continuing to grow. ELLs are the fastest expanding part of the school population, according to Li and Peters (2020). Building relationships, content area passion, student advocacy, and classroom facilitation are all part of teaching. According to Lucas et al., (2008), students who do not speak English are becoming more common in American classrooms. A subgroup of students known as Long-term English Learners exists among this group of students (LTELs). These students are often students who have been in the English Language Learner program for the majority of their schooling. Schools have increasingly large numbers of LTELs. The term refers to LTELs who have attended U.S. schools for seven years or more (Menken et al., 2012). Despite their numbers, LTELs are mostly ignored in schools or, even worse, misunderstood and misconstrued as failures, which is why this LTELs research is so essential to me. This chapter one narrates some of the memories that led me to a career in teaching ESL (English as a Second Language).

Several common traits emerge that describe this student demographic, according to Menken and Kleyn (2009). LTELs are most common in grades 6–12. Despite the fact that their demands differ from those of recently arrived ELLs, language programming at the secondary level is often geared toward newcomers. Furthermore, because most educators are unfamiliar with this population's particular demands, this LTEL field of research may be of interest to other ESL teachers who have LTELs in their classes. Students who meet the above criteria bring with them a unique set of needs, especially at the secondary level. However, LTELs, the majority of them speak Spanish, which makes

it difficult for schools and educators to help them. This capstone project aims to answer the question, *what are effective instructional strategies for Long-Term Hispanic ELLs in Secondary Schools?* This chapter describes my background in secondary ESL education, teaching memories, the purpose for researching this topic, and a summary of the capstone project.

Personal and Professional Background

Teaching ESL has been an awesome experience. The job is both challenging and rewarding. ESL, like all positions in education, presents challenges, and knowing this made me feel that my most crucial role is to advocate and support the ELL students, so they can be successful in life. Due to my teaching experiences and the achievement gap trends seen within my school district, there is a need to advocate and to learn strategies in order to support the Long-Term Hispanic students. In the literature review, my goal is to better understand multiple aspects of the Long-Term ELL Hispanic population in order to more effectively advocate for them. This may be of interest to other ESL teachers or any teacher in general classes who want to learn how to work and serve LTELs students.

During the 2018-2019 academic school year, and accepting the ESL position at a High School level. I found out these students had been in the ESL program since their elementary years, or middle school years. Looking at their ACCESS scores, and finding out these students are known as long-term ELLs. My classes were class periods to serve ten Hispanic students who needed extra support in their academic classes. Some students were born in the US, and have been living in the US their whole lives. I introduced myself in the classroom; they were happy to have a Hispanic ESL teacher in their classroom. The first week of school was a getting to know you week, sharing my own

experience as an ESL student in high school. Teaching is not like it used to be twenty years ago where the students were lined up in desks and the teacher stood at the front lecturing. This was my first teaching job where I was the sole instructor responsible for the creation of the lessons, choice in materials, assessments of knowledge, and adherence to school and state standards. According to Menken and Kleyn (2009), the vast majority of immigrants to the United States get only English-language teaching, with the mistaken belief that this will help pupils acquire English more effectively and rapidly. Not having an ELL coordinator or an ESL team in my district, I reached out to other ESL teachers in other districts to ask them questions, and learn from their experience. Other teachers gave significant assistance through emails, and pdfs in regards to instruction methods, teaching practices, and classroom management. The High School ESL teacher from Pelican Rapids Minnesota shared with me new lesson ideas, provided advice when challenging situations arose, and helped me become a better ESL high school teacher. It is also worth noting that my own personal K-12 schooling experience was remarkably the same as the experience of many of my English Learners.

Teaching Memories

Since being a little girl in Mexico, my dream was to be a teacher. My memories of playdates where my sister and I pretended to be a teacher and taught pretend students the alphabet, and read alouds are in my heart. My enthusiasm for going to school to learn new things, and growing up in Mexico, all my teachers spoke Spanish. In second grade, I had a teacher who took the time to get to know my interests. She built a relationship with me, and in turn my feelings turned out like I could trust her. She was an inspiration to me to become a teacher, and to help students learn new things. Years passed, and my family

moved to the US. I was in 6th grade when entering a Newcomer's school in Los Angeles, California was like a roller coaster. My ESL teacher made a huge impact in my life, by teaching me English as a second language. My memories of Mrs. Sabino, she was the nicest teacher I met in 6th grade. She read books to the class, she used as many engaging activities as possible. Then, I went to middle school, and had wonderful ESL teachers who taught me more English, and showed me that teaching ESL students is rewarding. Attending school as a bilingual student, and acquiring English as a second language while speaking Spanish was a journey. I entered a newcomer's school in Los Angeles California, then attended middle school in California, where the majority of students were Hispanic. My family moved to Minnesota in 2000 and I attended and graduated from Pelican Rapids High School in 2004.

Having an ESL teacher throughout my high school years was of great support, even though during those years, it wasn't required to take the ACCESS Tests to check my growth in my second language. Knowing that my schooling experience is the same as that of my students, constantly reflecting on the classroom experience to create effective lessons for my students. In addition to my personal school experience, the support and compassion that I was shown while beginning my teaching career has also impacted the ways in working with my own students and striving to be an adult they can come to with both academic concerns and celebrations. During my time as a high school ESL teacher, I learned about my school and students while developing relationships with students and a passion for helping them close gaps in their education so they can reach grade level proficiency as soon as possible, ultimately opening doors to more college and career opportunities. Learning about their lives and hearing the connections they could make

from their unique backgrounds to the learning material was a joy. Some of my ninth and tenth grade students were reading at a second grade or lower reading level, but they had no desire to pick up the children's books that were shared with the ESL classroom. In my early experience, taking the high school ESL students to the high school library, and having them choose high school level chapter books, we went back to class, and they quickly became bored and disinterested in not being able to read and comprehend the upper grade level book. Secondary ELs are at a unique point in their education because they are aware that they are academically behind their grade level peers. They are often caught between being motivated to learn and catch up to their peers and not wanting the attached stigma of reading low or beginner leveled books. This project will aim to provide teaching strategies, general information about the long-term EL population, and literature supporting best ESL teaching practices in order for ESL teachers to be better prepared for working with long-term ELLs in the secondary level. This information will benefit the ESL field, and many ESL teachers working with LTELs.

Overview of Project

Research for this capstone project focused on reviewing the current best practices for teaching ESL classes and determining the key components that are necessary for an effective ESL class. I have created a presentation slide for ESL teachers to access information regarding teaching strategies, and ways to prepare for LTELs in the classroom. The vision was for this presentation to have information for new ESL teachers to long-term ELLs through instructional strategies from researchers in the field. This presentation provides teachers a place to find best practice teaching strategies. These students deserve to have culturally relevant, age appropriate instructional strategies that

match their needs. By having more research supported teaching strategies available to ESL teachers, long-term ESL students will be getting lessons from teachers who have more time to individualize and scaffold each lesson and collaborate with mainstream content teachers. All of this has the potential to result in a better and more relevant academic experience, and help seamlessly transition the LTELs students into mainstream classrooms as they progress through school.

Rationale

After earning my teaching license, and starting working as an ELL teacher at a high school building. The class, which has inspired me to learn more about best practices for LTELs, is designed for students who still qualify to get ESL services. During my first year teaching, realizing that about a third of my students were considered long term ELLs made me want to learn how to effectively support them. Feeling like I was failing my students and not meeting their needs in the ways they needed me to; creating relatable assignments connecting to their past experiences, and struggling in meeting their unique needs. It was clear that I needed to do research and find the best practices to serve these long-term English language students. As students deserve education that meets their needs and supports their academic growth, it was clear that I needed to do more in depth research and answer the research question: *What are effective instructional strategies for Long-Term Hispanic ELLs in Secondary Schools?* Realizing that there were few resources compiled for teaching long-term ELLs. For this project, I have provided a presentation slideshow that other ESL teachers will be able to use in their ESL classroom. The presentation slide follows best practices and strategies and is a resource that will save other ESL teachers time from having to search through website resources.

Chapter Summary

In this chapter it's provided background information on my experience teaching high school long-term ELLs, as well as a personal background experience as an ESL student. I shared some teaching memories and I also demonstrated a rationale as to why this research is necessary in the ESL field. My journey started from wanting to become a teacher and to advocate for others at a young age. Finally, teaching in an ESL classroom with many LTELs pushed me to want to find the best practices to teach them. The following chapters will outline the literature review, presentation, and reflections for my capstone project. In chapter two, the literature surrounding ESL education best practices and strategies are thoroughly discussed and reviewed.

Chapter two focuses on defining long-term English learners, and addresses the LTELs' school performance and the obstacles they face. The hispanic demographics are given in chapter two. A description of the ESL Classroom in Secondary Schools is examined, the program models in high school, effective instruction is addressed, as well as the classroom environment. Lastly, strategies to use with long-term ELs are named, and categories of strategies are specified. Chapter three provides a description of the presentation, describing outcomes of the presentation, and strategies used in the presentation. It includes the presentation as the support material, and the participants for whom it is intended. Chapter Four reflects on the creation of the presentation and its usefulness. It concludes the capstone project by discussing the success of the presentation as well as determining its use in the future. My capstone project aims to provide a presentation with information regarding teaching strategies for the ESL high school classrooms, benefiting ESL teachers, and LTEL students.

CHAPTER TWO

Literature Review

Introduction

This capstone project aims to answer the question, *what are effective instructional strategies for Long-Term Hispanic ELLs in Secondary Schools?* This section provides a summary of the literature used to build my knowledge base about the needs of LTELs. This chapter describes the long-term EL students, their school performance, and obstacles they face being LTELs. It gives a definition and lays out the formal criteria for LTELs in the United States educational system. The second section discusses the demographics on Hispanic students and their performance at the secondary level. The importance of connecting with their families and how to connect with these students' families are also addressed. The third section explains how the ESL classroom in secondary schools looks like, and the program models offered in high school levels. The importance of having a positive student-teacher relationship is covered. The last section discusses the strategies to use with LTELs, the importance of effective instruction and classroom environment are vital, along with modeling, scaffolding, and clarification; suggestions on modifications, and accommodations to use in the ESL classroom. These themes build on each other to lay a foundation for the best instructional practices for LTEL students.

Long-Term English Learners

English language learners have worse academic results compared to their English peers (Flores et al., 2009). Because LTEL does not perform well, understanding the unique obstacles they face can shed light on the ways in which schools can adapt and adapt curricula, as well as provide additional support to give students the help they need

to succeed (Menken et al., 2012). Today, most English students spend time in regular classrooms with teachers who feel they are not ready to meet their needs (Calderon et at., 2011) The following section explores what it means to be a LTEL student in the United States education system.

Defining Long-Term Learners

There are more and more students who speak languages other than English (Lucas et al., 2008). These students, known as LTEL, are defined as students who have been attending school in the United States for 7 years or more and continue to require language support services at school (Menken et al., 2012). About 80 percent of second-generation immigrant children, who by definition are native-born U.S. citizens, are what schools call long-term English learners (LTELs). According to Colorin Colorado students who have been in ELL programs for the majority of their schooling are considered long-term ELLs. These students have attended school in the US since kindergarten, and they are still getting ESL services in high school and middle school.

Calderon et al (2011) strongly suggests that programs given in the elementary school are not addressing the needs of these language learners. LTELs is an important group of students to pay attention to and understand in the education system in the US. Brooks (2018) states in her article that Kibler and Valdes (2016) defined the LTEL category as produced to describe students who failed the language tests used to measure English proficiency in American schools. Brooks (2018) went on to say that the mainstream narratives portray LTELs as having less than "complete" proficiency in two languages (Freeman & Mercury, 2002; Olsen, 2010). Furthermore, LTELs are not recent newcomers; they have lived in the United States for at least seven years, and many are

American-born. These kids are usually misunderstood as ESL and bili failures.

According to Kibler et al., (2017), even after several years of US schooling, these pupils

are unable to score as proficient on these examinations, implying that they have not fully

mastered English (Kibler et al., 2017). One remarkable feature of these LTELs is that

they are frequently fluent in English and sound like native speakers (Ruiz de Velasco &

Fiz, 2000). In order to establish a comprehensive understanding of students who are

designated as LTELs, instructional leaders must ask four sub-questions (Brooks, 2018,

Figure 1).

1. What are the racial, linguistic, or other socially-significant demographic characteristics of students who are identified as LTELs?
2. For what bureaucratic reasons are students remaining in the EL classification?
3. What are the educational histories of students who are identified as LTEL?
4. What are the linguistic experiences of students who are identified as LTELs?

It is critical to comprehend their academic performance in order to know how to

assist these students. The LTEL category, according to Kibler and Valdes (2016), is

"created" to identify kids who have failed language exams used to assess English ability

in American schools. According to Flores et al., (2009), ELLs are not merely recent

immigrants; a huge majority are native-born kids who have spent practically their entire

academic career in high school and have never moved out of English learning programs.

LTEL children had been enrolled in the same school district from kindergarten and had

received the same English-as-a-second-language (ESL) curriculum throughout their

previous schooling, according to Kibler et al., 2017,p.760. The concept of LTELs leads to

the analysis and comprehension of some common experiences within this group of ELLs.

While teachers should never assume that every student has the same background,

research can help teachers recognize some typical LTEL experiences. Several common traits emerge that describe this student demographic, according to Menken and Kleyn (2009). LTELs:

- Grades 6–12 are the most common.

- They come from all over the world and speak a variety of languages.

- They are frequently bilingual over the phone and sound like natural English speakers. They usually have low literacy skills in their original language, and their academic literacy skills in English are not as advanced as their spoken skills.

- Students who have moved back and forth between the United States and their family's country of origin and have attended school in both countries fall into two categories: (1) transnational students who have attended school in both countries; and (2) students who have received inconsistent schooling in the United States, moving in and out of bilingual education, English as a second language, and mainstream programs in which they received no language instruction.

- Despite the fact that they were born in the United States, they have rarely lived in the country for an extended period of time. As a result, the designation "born in the United States" can be deceptive.

- They have had inconsistent schooling as a result of repeated movements or incoherent language programming both within and across institutions. As a result, many people have substantial gaps in their education.

- Reading and writing skills are below grade level, and as a result, students struggle in all curriculum areas that require literacy. Long-term English language learners have poor overall school performance, with poor grades and grade retention being

common, putting them at a greater risk of dropping out.

- Despite the fact that their demands differ from those of newly arrived English language learners, language programming at the secondary level is often designed for them. Furthermore, most educators are inexperienced with the unique needs of this demographic, which is exacerbated by the lack of information about these pupils in their school records.

School Performance & Obstacles for Them

Students' continuous categorisation, according to Kibler et al., (2017), could be due to a variety of variables, such as insufficient or improper instruction (Menken & Kleyn 2010), notably in literacy (Brooks 2015, 2016), rather than "incomplete learning" of English. Despite their conversational bilingualism, LTEL students and instructors agree that literacy in English is the most difficult issue they confront in school. Teachers who are aware of their students' experiences are better able to construct lesson plans and resources that are tailored to their specific requirements. Long-term English learners, on the whole, struggle with reading, writing, and academic language—the oral, written, auditory, visual language proficiency and understanding required to learn effectively in academic programs—and as a result, they have fallen academically behind their English-speaking peers. According to research, it takes an ELL anywhere from three to seven years to gain the requisite English abilities to succeed in mainstream classrooms, and it takes ELLs five to seven years to learn English with native fluency (Flores et al., 2009). LTELs are more likely than their classmates to face educational failure as a group. The problem for these pupils is that the traditional high school ESL or bilingual education curriculum is not designed to fulfill their special demands. Students differ greatly in

terms of educational backgrounds, social class, gender, place of origin, and home language and literacy, particularly at the secondary level. Language acquisition/development is also influenced by classroom interactions, teacher-student interactions, and peer interactions. Peer effects are expected to play an especially essential role in learning and development for adolescents (Kibler et al., 2017), citing Chu et al., (2010). When kids are frequently moving and placed in different programs, the overall outcome is subtractive, with neither language developing fully in the academic setting. For students from immigrant families, schooling can be a detriment; similarly, Menken and Kleyn (2010) argue that the prevalence of English-only instruction rather than bilingual instruction is "a significant contributing factor" in the time it takes for students to acquire or develop English appropriate for schooling contexts. These LTELs are an underserved population, placed in educational programs that "do not address the unique needs of the Long-Term English Learner" (Menken et al., 2012).

These kids have low levels of academic literacy in both English and their native language, notwithstanding their spoken English fluency (Menken & Kleyn, 2010). The kids' marks reflect the fact that they are not "doing well" and are performing at the C and D levels on average. Standardized tests are another stumbling block for LTELs in the classroom. For LTELs, poor academic performance leads to grade retention, and many pupils have been retained in grade, which has led to a loss of confidence and drive (Menken et al., 2012). Middle and high school English learners pose a unique challenge for schools; these students are expected to grasp complicated course content with little or no prior knowledge or preparation (Calderon et al., 2011). The second theme will address the hipanic ELL demographics in secondary schools. It is important to note that the

majority of LTEL students are hispanic, and speak Spanish as their home language.

Hispanic Language Learners

In the United States, almost 79 percent of English learners speak Spanish as their first language (Calderon et al., 2011). According to the Minnesota Department of Education (2019), Spanish remains the most commonly stated home language other than English. This is crucial to know because ESL teachers want to serve these kids effectively, and children with first-language literacy have an easier time learning a second language and its content (Potochnick, 2018). Students from all racial and ethnic backgrounds make up the population of English language learners, but one group in particular, Latino/a youngsters, is of great concern (Jimerson et al., 2016). Between 2000 and 2010, the number of Hispanic children enrolled in schools increased by 39% (National Center for Education Statistics [NCES], 2009; O' Hare, 2011).

Demographics

In the spring, ELLs in grades K-12 are reviewed to see if they should stay in the program or be removed. According to Kim and Garcia (2014), 50 percent to 70 percent of ELLs in secondary school were born in the United States, according to various sources. Students who have been struggling year after year continue to fall further behind (Callahan, 2006). According to Albers and Frederick (2013), English learners are the fastest growing portion of the public school student population in the United States, particularly in middle and high school (Short & Fitzsimmons, 2007). The findings of Kim and Garcia (2014) revealed that the participants' experiences were similar. Their findings revealed that half of the participants were born in the United States and that they had all learned Spanish as a first language and used it as their major mode of communication

with their parents at home. Teachers typically saw these LTEL pupils as well behaved but unengaged in class, according to Kibler et al. (2017). In both languages, their reading and writing are below grade level, and they frequently have poor overall academic performance and high course failure rates as a result of their inability to achieve the literacy needs across curriculum areas (Menken & Kleyn, 2010; Olsen, 2010; Ruiz de Velasco & Fix, 2000.) Recent arguments argue that such students should be thought of as complete bilinguals rather than partial monolinguals, because they participate in complex, creative, and dynamic language and literacy practices (Menken 2013; Flores et al. 2015) and have high post-secondary aspirations (Kim and Garcia 2014). The case study (Kibler et al., 2017) revealed a complex set of factors for students' continued categorization as ELs. Students got consistent English-only education in a school with a high overall reputation, so it's not just a problem of inconsistent programming or utterly insufficient instruction.

This opens up a number of possibilities, including but not limited to: students' progress could reflect the impact of no bilingual instruction, as suggested by Menken and Kleyn (2010); students' performance on the assessment used to determine re-designation could be an artifact of misunderstanding or disengagement during testing rather than a true reflection of their actual abilities; students' performance on the assessment used to determine re-designation could be an artifact of misunderstanding or disengagement during testing rather than a true reflection of their actual abilities to meet the language demands of schooling. One distinguishing feature of ELs is that they are orally bilingual for social reasons but have weak academic oral or literacy skills in both English and their native language as a result of subtractive earlier schooling experiences (Menken et al.,

2012). According to the Minnesota Department of Education (2019), English learners are less likely than non-English learners to finish in four years, however a large number of those who do not graduate are continuing students who will graduate in a later year. Most American schools with large populations of Spanish-speaking English learners have established various types of programs to teach English learners in both Spanish and English since the 1960s (Calderon et al., 2011). Furthermore, according to Li and Peters (2016), ELL kids perform even worse than the already low performance levels of other K-12 pupils. Albers and Frederick (2013) investigated the work of two Latino instructors and discovered that their teaching techniques were influenced by their family and cultural identity, educational and professional experiences, and commitment to Latino pupils.

Conversations with long-term ELLs regarding their language and academic learning experience yielded two primary themes, according to Kim and Garcia (2014): First, their narratives and reflections portrayed them as driven, engaged students who no longer identified as ELLs. Second, they described their educational experiences as favorable but difficult. This is significant because ESL teachers want to know why these students are performing so poorly. Conversations with long-term ELLs regarding their language and academic learning experience yielded two primary themes, according to Kim and Garcia (2014): First, their narratives and reflections portrayed them as driven, engaged students who no longer identified as ELLs. Second, they described their educational experiences as favorable but difficult. This is significant because ESL teachers want to know why these students are performing so poorly.

Connecting with ELL Families

It is important to understand the connection with families is vital. As an ESL

teacher, learning about my ELL families gives me an important foundation for everything else I do at the school and in the classroom. I want to find out their country of origin, language spoken at home, educational background of families and the school system of their countries. Another thing to consider is if any of the ELLs are migrants, refugees, students with interrupted formal education (SLIFE), or dealing with any traumatic events in their life is important to know and understand the students' background in order to help and support ELs. Breiseth et al., (2011) advise that ESL teachers incorporate cultural traditions of ELL households throughout the school year, such as festivals and festivities, according to the Colorin Colorado website. Ramadan, Chinese New Year, and Dia de los Muertos are just a few examples. The goal is to make the school a more pleasant and welcoming place for all students. A friendly setting, according to Breiseth et al (2011), can make a significant difference for all families, especially ELL families. Posting signs in several languages, showing maps and flags of the students' original countries, having bilingual material available for parents, and being nice and friendly to them are all ways to provide this inviting environment for families.

Some potential protective factors, according to Jimerson et al., (2016), include parental involvement, which is defined as parents' participation in their children's educational process (Jeynes 2005), parent expectations, which is defined as how much education parents expect their child to achieve, and parent-child communication. Making a personal connection with ELL families, according to 'A Guide for Engaging ELL Families' (2011), develops a vital relationship built on trust, which can pave the path for student achievement (Breiseth et al., 2011). One of my first years as an ESL teacher, one of my colleagues proposed having a special end-of-year event for ELL families at a park

where they could meet me and other staff members—it was a fantastic experience.

Another way to connect with ELL families is by showing that you value families' native

languages, encourage native language use at home, and discuss with parents the value of

strong native language skills and being bilingual (p14). One of the most important things

to consider when connecting with ELL families is to find ways to communicate with

them because parent communication is necessary. Breiseth et al., (2011) recommends

hiring a translation or interpreter, as well as using the language connection and asking

parents how they wish to communicate (phone, e-mail, text message, etc.). The

information about ESL classrooms in secondary schools will be covered in the next

theme.

ESL Classroom in Secondary Schools

Educators and educational systems must work to tear down obstacles and build

classrooms where LTELs can succeed and get a diploma. This topic is about secondary

school programs for ESL pupils. Educators and administrators should foster bilingualism

and biliteracy development in grades K–12 to guarantee that ELs have the opportunity to

build a firm foundation in their original languages and to facilitate their acquisition of

English, according to Menken and Kleyn (2009). Secondary schools should also create

specialized programs for long-term English language learners, adjust English as a second

language lessons to students' needs, and focus on literacy development across curriculum

areas and languages, according to the authors (Menken & Kleyn, 2009).

Program Models in High School

Classes in the ESL programs are small, with plenty of personnel to help create a

learning environment (Nesselrodt, 2010). According to Harklau (1994), the ESL program

at the school is important in the establishment of peer connections among immigrants from varied linguistic and cultural backgrounds. Secondary school English learners have traditionally been grouped together in the same ESL classroom, with one teacher addressing the requirements of pupils with widely varying English proficiency levels in reading and writing (Calderon et al., 2011). Meeting the needs of a diverse group of students is not a new problem. According to DeCapua and Marshall (2010), ELs, particularly those in high school, are a difficult population for educators to work with since they have a limited amount of time to improve literacy skills while still studying content. Teachers often expect pupils in middle and high school to have a knowledge base that allows them to read and comprehend texts (Roy-Campbell, 2012).

Menken et al., (2012) propose that high school programming for LTELLs must be unique. Because the demands of LTELLs in high school differ from those of other emerging bilinguals, programming for them must be tailored to their specific needs. Language programs and services that do not adequately enhance students' native language, English language fluency, and academic skills restrict their learning prospects (Callahan, 2005). According to Kim and Garcia (2014), formal and informal programs to meet the specific needs of long-term ELLs are scarce to non-existent, and support for these students are severely constrained (Zehr, 2010). The utilization of a variety of learning activities, according to Ajayi (2008), is a key mediating factor in ESL meaning-making courses. She stated that such events offer pupils with the required opportunity to engage in debate and collaboration. Secondary English language support programs for ELLs are usually created for students who have recently arrived in the United States and are based on the assumption that the kids got enough education in their

home country (Menken et al., 2012; Zen, 2001). In addition to intense academic education, ELLs require a systematic and high-quality language development program that accelerates their language acquisition and effectively supports learning (Kim & Garcia, 2014). To move beyond a deficit perspective of kids labeled as LTELs, researchers must assess their classroom experiences holistically, where interaction with peers and teachers is a critical environment for language acquisition/development and academic learning. Despite the fact that considerable numbers of such pupils already attend U.S. schools, according to Menken et al. (2012), there has been virtually little research done on them to date, and no specific educational programs exist to fulfill their needs. Emergent bilinguals with weak native language literacy abilities, such as LTELs, are not well served by traditional high school ESL or bilingual programs (Meltzer & Hammann, 2005; Ruiz de Velasco & Fix, 2000).

The majority of high school programs were created to fulfill the demands of emerging bilinguals who enter high schools in the United States with acceptable prior schooling and native language reading abilities (Y. Freeman et al., 2002; O. Garcia, 1999). Secondary instructors' personal relationships with pupils are more often described in terms of acknowledgement and respect (Hargreaves, 2000). ESL programs, which educate only in English, have been adopted in schools that serve children from a variety of language backgrounds (Calderon et al., 2011). ESL teaching professionals must be prepared to teach English reading, writing, speaking, and listening abilities to ELL students as part of the ESL program (Li & Peters, 2020). The following theme focuses on the necessity of a positive student-teacher interaction that promotes student learning and achievement.

Student-Teacher Relationship

To encourage graduation, it is critical to provide education that meets the needs of LTELs, as previously indicated. Positive student-teacher interactions have been linked to academic competency and accomplishment in studies (Henry & Thorsen, 2018). The motivation of students is one of the aspects to consider while considering graduation. It's critical to recognize the significance of excellent student-teacher connections and a positive attitude. Spilt et al., 2011 provides a lens through which to consider how specific teacher-student relationships may influence teachers' professional and personal self-esteem. The effective quality of the teacher-student interaction is clearly a significant determinant in students' school engagement, wellbeing, and academic performance (Roorda et al. 2011). The goal is to make vocabulary, reading comprehension, and writing abilities a part of every math, social science, and language arts subject (Calderon et al., 2011). Despite attending schools in the United States for a long time and receiving inadequate English language development and academic instruction to meet their needs, research suggests that positive student-teacher relationships result in higher self-esteem and lower drop-out rates for students (Flint et al., 2019).

Long-term ELLs are often blamed for their academic failures (Jacobs, 2008; Reeves, 2006). Teachers' wellbeing is dependent on a healthy teacher-student interaction, according to descriptive and correlational research. Shan (1998) looked at teacher satisfaction and found that of 14 critical criteria, instructors regarded teacher-student interactions as the most important, and that positive teacher-student relationships were likewise ranked as the most rewarding (Spilt et al., 2011). Teachers and students can establish task-focused exchanges, which can range in nature from difficult to good and

constructive, despite the fact that they are more monologic than dialogic (Kibler et al., 2017). With these LTELs, the goal is to provide them with the most effective and relevant training available (p.762). Spilt (et al., 2011) proposed that the impact of student misconduct on teacher stress could be better understood via the lens of relationships. In her study, Ajayi (2008) proved how crucial it is for teachers to become familiar with matters of importance in their students' lives. Both the teacher and the student learn to collaborate in order to uncover the link between classroom learning and broader social and political circumstances. Teachers must have a working knowledge and comprehension of L2 development, cultural diversity and awareness, and certain instructional practices in order to serve ELLs (Li & Peters, 2020).

It is critical for instructors to do all possible to improve academic competence and accomplishment. Translanguaging can also be utilized to foster positive relationships between students and teachers, which can help to boost motivation and confidence in the classroom. Teachers that incorporate examples from their students' native cultural background into their lesson, according to Nesselrodt (2010), demonstrate an awareness for their uniqueness and provide emotional and psychological safety for ELLs. The greatest ESL instructional tactics to use in the ESL classroom will be discussed in the following topic.

Effective Instructional Strategies

The following strategies were chosen to reflect five research-based principles of scaffolded instruction for English language learners, and could be used with LTEL students. The following chart is retrieved from The GO TO strategies by Levine et al. (2013, p. 19):

The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	• Use physical gestures to accompany oral directives. • Modify *Teacher Talk. • Label visuals and objects with target vocabulary. • Introduce **Cognates** to aid comprehension. • Ask for **Signal Responses** to check comprehension.	• Give two step **Contextualized** directions. • Restate/rephrase and use *Patterned Oral Language routines. • **Model Academic Language** and vocabulary. • Ask for **Total Physical Responses** from students.	• Provide graphics or objects to sequence steps in a process. • **Check Comprehension** of all students frequently. • Use *Wait Time. • Provide **Anticipation Guides** for previewing content reading.	• Compare/contrast relationships from auditory information using a **Venn Diagram**. • Require students to restate and rephrase from auditory input as in *Paraphrase Passport.	• Outline lectures on the SmartBoard. • Use *Video Observation Guides. • Confirm students' prior knowledge of content topics. • Extend content vocabulary with multiple examples and non-examples.
Speaking	• Provide wall charts with illustrated academic vocabulary. • Ask simple WH (who, what, when, where), yes-no or either-or questions. • Elicit *Choral Responses. • Encourage participation in group chants, poems, and songs.	• Use **10-2** structures. • Assign roles in group work. • Use **Clock Buddies**. • Use **Numbered Heads Together**. • Use *Think-Pair-Share-Squared. • Develop **Key Sentence Frames** for pair interactions.	• Provide **Graphic Organizers** or notes to scaffold oral retelling. • **Prompt** for academic language output. • Use **Think-Pair-Share**. • **Repeat** and **Expand** student responses in a *Collaborative Dialogue.	• Require full sentence responses by asking open ended questions. • Use **Varied Presentation Formats** such as role plays. • * Scaffold oral reports with note cards and provide time for prior practice. • Use **Reader's Theatre** to scaffold oral language growth.	• * Structure debates requiring various points of view with graphic organizers and/or outlines. • Require the use of academic language. • Require oral reporting for summarizing group work. • Include oral presentations in the content classroom.
Reading	• Preview the text content with pictures, demos, charts, or experiences. • Pair students to read one text together. • Preview text with a **Picture Walk**. • Use **Choral Reading**. • Use *Teacher Read Alouds.	• Use **Card Sorts**. • Use **K-W-L** charts before reading. • Use the **Language Experience Approach**. • Provide a list of important concepts on a graphic organizer. • Use *Shared Reading and/or simplify the text.	• Provide a content vocabulary **Word Bank** with non-linguistic representations. • Teach skimming for specific information. • Use **Teach the Text Backwards**. • Use **4 to 1** for main ideas from text. • Use *Guided Reading.	• Model the creation of a **Story Map** from a narrative. • Provide **Question Answer Relationship** questions for student pairs to research. • Use **Directed Reading Thinking Activity**. • Use **Cornell Notes**. • Use *Jigsaw Reading to scaffold independent reading.	• Require computer and library research. • Ask students to analyze text structure and select an appropriate **Graphic Organizer** for summarizing. • Use *Reciprocal Teaching to scaffold independent reading.
Writing	• Require students to label visuals and/or create language balloons. • Require vocabulary notebooks with L1 translations or non-linguistic representations. • Provide *Key Sentence Frames with word and picture banks.	• Teach note taking on a **Graphic Organizer**. • Use a **Roving Chart** in small group work. • Use **Interactive Journals**. • Use *Think-Write-Pair-Share. • Provide **Cloze** sentences with a **Word Bank**.	• Require **Learning Logs** for summaries of learning. • Use **Text to Graphics and Back Again**. • Teach **Signal Words** (comparison, chronology, cause -effect, and listing) for academic writing. • Provide *Cloze paragraphs with a *Word Bank.	• Provide **Rubrics** and exemplars to scaffold writing assignments. • Teach and utilize the writing process. • Provide an outline for the standard five-paragraph essay. • Provide *Report Frames for independent, structured, content writing.	• Require academic writing and the use of target academic vocabulary. • *Teach the process of writing a research paper. • Address students' cultures in differing genres of writing. • Hold frequent writing conferences with teacher and peers.

* Starred strategies are described in the summary document on the following page, "The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels."

These strategies focus on academic language, literacy, and vocabulary; link background knowledge and culture to learning; increase comprehensible input and language output; promote classroom interaction and stimulate h (Levine, Smallwood, & Haynes, 2012 a, 2012 b). Calderon et al. (2011) recommend using a range of cooperative learning practices to provide a safe environment in which students can practice their new language with peers. Teachers should provide explicit vocabulary training, direct and explicit comprehension technique instruction, and use text-based cooperative learning to allow for lengthy debate of text meaning and interpretations, as well as the application of new terminology. Li and Peters (2020) share Figure 3 ' Teacher observation form sample'. They encourage teachers to use instructional strategies for three reasons:

1. Provide ample opportunities for ELLs to use learning strategies.
2. Use scaffolding techniques throughout the lesson.
3. Use of a variety of question types to promote critical thinking skills.

Effective Instruction & Classroom Environment

According to Harklau (1994), the ESL program assists students in assimilating to life and society in the United States. Current L2 teaching methods push teachers to move away from the traditional teacher-centered classroom and toward a learner-centered one (Kayi-Aydar, 2013, p.334). According to Anton (2002), learner-centered discourse allows for negotiation, which is critical for L2 learning and development. Teachers who provide rich and varied language experiences, teach individual words, noun phrases, and idioms, teach word-learning strategies like looking for prefixes and root words, and foster word consciousness, which emphasizes the importance of learning as many words as possible throughout the day, benefit students the most (Calderon et al., 2011).

Ajayi (2008) looked at how important it is for both the teacher and the students to learn to collaborate in order to uncover the link between classroom learning and outside learning. (Kibler et al., 2017) suggest that oral interactions in the classroom are important for both spoken and written literacy because so much reading and writing teaching is done and mediated through oral language (Kibler 2010, 2011). (Kibler et al, 2017) touched on severe criticisms of the title 'LTEL' through the lens of classroom interaction and peer and teacher-student connections in their article. Classroom interactions functioned to construct linguistic and academic identities for the teenagers in their study in ways that also built and re-constructed their linguistic acquisition/development and academic learning. Kibler et al. (2017) urge that teachers assess how they might wish to make place for interactions with students that both engage them socially and establish

paths for academic learning through short moment-to-moment exchanges and whole-class conversations. Language teachers should arrange their classrooms so that learning is a socially mediated process that incorporates communicative activities, according to Kayi-Aydar (2013). Teachers could serve as role models for school-based language and give pupils a valuable opportunity to hear and use language that is highly valued in schools through dialogic dialogues. ESL students, according to Ajayi (2008), employ multimodal resources to transmit their identity/subjectivity in meaning-making activities. Ajayi proposes a meaning-making theoretical framework and classroom practices that connect English language learners with the socio-contextual frame of learning, critique and challenge social power relations between migrant English learners and society, and emphasize transformation as the goal of pedagogical processes in the classroom.

Multiplicity of learning activities, according to Ajayi (2008), is a key mediating feature in ESL meaning-making lessons because such activities allow students to engage in debate and collaboration. The findings of Kayi-Aydar (2013) show that student and teacher questions helped scaffold language learning and use, and that they had a good impact on students' participation in teacher-led whole-class interactions. According to Kayi-Aydar (2013), classroom duties changed over the semester but mainly consisted of three types: formal lectures, small group work, and student-led whole class discussions, all of which bring students together with one another and with their teacher in various ways. According to Calderon et al. (2011), the most important factor in educating English learners is the quality of instruction. They focus on school structures and leadership, language and literacy instruction, integration of language, literacy, and content instruction

in secondary schools, cooperative learning, professional development, parent and family support teams, tutoring, and monitoring implementation and outcomes. Harklau (1994) placed a special emphasis on the social opportunities provided by ESL classrooms, claiming that they are the only location in the school where students communicate in English on a daily basis, albeit with nonnative speakers. According to Menken and Kleyn (2009), their curriculum for long-term English language learners takes a three-pronged approach to supporting the development of students' reading abilities in English and Spanish:

1. Students will take Spanish language and literacy classes to help them build a firm foundation in academic Spanish.

2. Long-term English learners are taught separately from newcomers in English as a second language classes so that training can focus on literacy rather than oral language competency improvement.

3. Content-area classes that focus on both content and literacy learning, such as math, science, and social studies

Modeling, Scaffolding, and Clarification

In order to educate English learners, the most important factor is the quality of education (Calderon et al., 2011) this section will provide you with an introduction of how to use modeling, scaffolding, and clarifying in a high school ESL classroom. Rather than a lack of English proficiency, these pupils suffered from insufficient literacy teaching (i.e. oral and teacher-centered reading instruction that did not aid to foster the autonomous silent reading skills necessary by examinations) (Kibler et al., 2017). For pupils studying English in schools, dialogic interactions are especially effective (Haneda

& Wells, 2008). Teachers can adapt the tactics indicated for a certain competency level for pupils at other proficiency levels (either lower or higher). Students are encouraged to use political literature, images, and a campaign film clip in class by Ajayi (2008). Learners discuss meanings of selected vocabulary items and phrases in the text utilizing a variety of learning activities such as meaning guessing, campaign advertisement, and cartoon strips; group and whole-class activities, according to Ajayi. The GO TO strategies: Scaffolding solutions for English language learners' teachers in grades K-12 by (Levine et al., 2013) Because of their utility in assisting teachers in scaffolding content and linguistic input to students learning English as a second language, techniques were chosen as the project's emphasis. Successful instructors have knowledge of a wide range of instructional tactics, according to the PDF (Levine et al., 2013), and they choose the most effective ones for certain teaching and learning situations (Marzano, 2003; Marzano, Pickering, & Pollock, 2001).

In classroom interactions, Kayi-Aydar (2013) suggests teaching and highlighting elements of good scaffolding, exploring and discussing students' views, teaching students to ask "pursuit questions," and encouraging students to keep scaffolding logs. Knowing 85 to 90% of the words in a sentence, a question, a paragraph, or any text is required for comprehension. Time and attention must be divided among word meaning, decoding, grammatical structures, background information, and comprehension abilities for English learners (Calderon et al., 2011). According to Ajayi (2009), the following activities benefit secondary school students because the integration of diverse modalities alters the structure of knowledge and learning in the classroom: Pre-teaching exercise, The action is being scaffolded, Practicing in a group and Representation.

Categories of Strategies

A teacher's teaching strategies are used to structure the learning process and increase student comprehension of oral or written language. Teacher Talk and Wait Time are two examples of these tactics. L. N. Levine, L. Lukens, and B. A. Smallwood (2013). The teacher teaches reading strategies to help pupils improve their academic writing skills. Language Experience Approach and Anticipation Guides are two examples of reading techniques. (The GO TO strategies by Levine et al., 2013). Writing Strategies are taught by the teacher to enable students to develop academic writing abilities. Examples of writing strategies are Text to Graphics and Report Frames (Levine et al., 2013). Interactive Strategies are organized by the teacher to promote oral language development in the classroom. Example of an interactive strategy is Paraphrase Passport (see more in The GO TO strategies by Levine et al., 2013). As an ESL instructor, I want to know how to learn what ELs know and how to differentiate and scaffold instruction (Campbell, 2012). Teachers were able to utilize more tactics following their training, according to Li and Peters (2020) (Urban Education, Table 1). The top strategies suggested by teachers are shown below.

1. Modeling	6. Repetition/Clarification
2. Graphic Organizers	7. Simplify language
3. Pre-teaching	8. Thinking aloud
4. Pair, share, and repair	9. Incorporate content and language objectives
5. KWLS chart	10. Visual aids

According to Li and Peters (2020), the teachers who took part in their study learnt a variety of new tactics and were able to apply them to better engage their ELLs. Teachers,

according to Campbell (2012), should give rich language experiences and extensive

vocabulary exposure in meaningful circumstances. This research intended to answer the

research question: *what effective instructional strategies for long-term hispanic ELLs in*

secondary schools? ESL teachers need an awareness of how to acquire knowledge of

what these LTELs know as well as how to differentiate and scaffold instruction. The next

theme will look at how to adapt, accommodate, and distinguish assignments and

assessments for LTEL or ESL pupils in general. The American Federation of Teachers

(2015) noted on the Colorin Colorado website that cooperative learning has been

demonstrated to be effective for all sorts of children since it improves learning while also

fostering respect and friendships among varied groups of students. However, it is critical

to establish classroom norms and protocols that encourage kids to contribute, stay on

target, assist and support one another, share, solve problems, and give and accept peer

evaluation (Colorin Colorado) (n.d).

Modifications, Accommodations, and Differentiation

Each student arrives at school with unique academic demands, as well as diverse

prior experiences, culture, language, personality, hobbies, and attitudes toward learning,

according to Ford (2016) from Colorin Colorado. Effective teachers know that all of

these aspects have an impact on how kids learn in the classroom and alter, or

differentiate, their curriculum to match students' needs, according to her. Meeting all

students where they are and then structuring instruction to assist them advance to where

they need to be, according to Roy-Campbell (2012), is a critical step. As ESL teachers,

we must be aware of our ELs' knowledge and skills in order to serve as a bridge to help

students build the necessary skills. According to Kayi-Aydar (2013), scaffolding is

especially important in language classrooms since students' language growth depends on meaning negotiation and linguistic help. To help English language learners co-construct content knowledge, teachers deliver scaffolded instruction utilizing various dialogue tactics such as questioning, reformulation, repetition, or elaboration (Kayi-Aydar, 2013, p.325). According to Li and Peters (2020), educating K-12 teachers to provide high-quality services and activities to ELLs is a significant investment in American education (Li, 2015; NEA, 2013). Ford (2016) offers modifications such as prolonged test time and periodic check-ins for understanding, according to the website Colorin Colorado. There are several ways to improve an existing test; for example, Ford (2016) advises removing one multiple choice response and simplifying short-answer questions' grammatical difficulty. Furthermore, the Colorin Colorado website quoted Tomlinson and Imbeau (2010), who define differentiation as striking a balance between academic material and pupils' unique needs.

They propose that this balance be reached by altering four specific curriculum elements: Content refers to the knowledge and abilities that students must acquire. The process by which students comprehend the material being taught. The way pupils demonstrate what they've learned is referred to as the product. Affect – the emotions and attitudes that influence a student's ability to learn. Finally, Ford in Colorado demonstrates how teachers might differentiate instruction for ELLs when they accomplish the following:

- Learn as much as you can about each pupil.

- Set high standards for all kids.

- Have a variety of research-based teaching methods on hand.

- Continuous assessment should be used to direct training, and there should be a variety of assessment kinds available.

- Differentiate homework – If all students have the same homework assignments, some will be completing busy work while others will be laboring to complete work that they will not be able to finish (Tomlinson, 2005).

- Collaborate and make use of a versatile grouping system.

- Make the topic understandable to all students (Echevarria, Vogt, & Short, 2008)

Differentiating activities and assignments can be done in a variety of ways. I'll continue with a synopsis of Chapter 2 and discuss what will be addressed in Chapter 3.

Conclusion

The first theme defined LTELs and gave an overview of their common background experiences, their school performance, as well as some of the barriers and obstacles they face in their education system. It gave an overview of the hispanic demographics. The research also addressed the importance of connecting with these ELL students' families, the effectiveness of instruction, the classroom environment, and how the student-teacher relationship is essential. Lastly, chapter two covers the strategies needed to use with LTELs and wraps up suggesting modifications and differentiations in the classroom. The themes addressed in Chapter three, I will be using this information to create a presentation that meets the needs of the LTELs. The background knowledge and common experiences of these students guides the presentation to make it relevant to their common obstacles, and experiences.

CHAPTER THREE

Project Description

Introduction

This project's goal is to answer the following research question: *What are effective instructional strategies for Long-Term Hispanic ELLs in Secondary Schools?* This presentation serves as a resource to all ESL teachers who have long-term ELLs (LTELs) in their classrooms. The product presentation seeks to begin to close a gap in the resources available to teachers of the unique subgroup of ELs that are LTELs in the secondary level. LTELs come with a variety of background experiences and knowledge. This chapter discusses the development of a presentation that uses the best instructional practices to teach LTELs. I provide details of my project presentation, including a description of the project format— which is a Google Slide presentation—along with the target audience and setting. These details are followed by reasons for choosing a presentation format, principles of a good presentation, and how the presentation will be designed to meet the target audience's needs.

Principles of Adult Learning

The project's target audience is ESL teachers who will be working with and assisting LTELs at a secondary school. This population of educators is made up entirely of college-educated professionals with prior teaching experience. Merriam (2001) defines andragogy as "the art and science of assisting adults in learning," as defined by Knowles (1968). The adult learner, according to Merriam (2001), has an independent self-concept and can direct his or her own learning, has accumulated a reservoir of life experiences that is a rich resource for learning, has learning needs that are closely related to changing

social roles, is problem-centered and interested in immediate application of knowledge, and is motivated to learn by internal rather than external factors. According to Knowles (1992), the higher the interaction inside and among the many aspects of a large conference, the greater the likelihood of learning. According to Knowles' theory of large meetings, interactions can be influenced in three ways: the platform itself, the audience, and the relationship between the platform and the audience. In order to understand and grasp information from the speaker, there must be a link between the speaker and the audience. According to Meriam (2001), the first two attempts by adult educators to identify adult education as a distinct field of practice were andragogy and self-directed learning (SDL). Knowles (1992) recommends beginning the presentation with the participants' origins, needs, interests, issues, and concerns and building on them.

Knowles (1992) invites the attendees to converse in groups and requests that a reporter be present during the conference. He concludes his paper by claiming that no audience has ever failed to get "turned on" to the adventure of collaborative thought. Students' academic learning will be supported if these effective tactics are implemented as a school team. In implementing professional development for school improvement, Ferguson (2006) identifies five barriers to gaining and maintaining social and intellectual engagement. The five challenges include:

1. Introducing new activities in ways that inspire buy-in.
2. Balancing principal control with teacher autonomy
3. Committing to ambitious goals
4. Maintaining industriousness in pursuit of those goals
5. Effectively harvesting and sustaining the gains.

Ferguson (2006) adds that failure to successfully address the first three challenges is among the reasons professional development programs fail. See Ferguson (2006) Responses to the 5 challenges Table (p.50)

The challenge	A	B	C
	School leaders' actions regarding a professional development program.	**Teacher's classroom leadership** over the course of a school year.	**Engagement responses to leaders** by teachers and students.
1	Select and introduce ideas for professional development.	Begin the school year with classroom icebreakers.	Feel trustful and interested, versus mistrustful, insecure or uninterested.
2	Assign associated responsibilities and define accountability for participation. Design feedback and monitoring mechanisms.	Establish rules and classroom management routines.	Achieve a balance (versus imbalance) of personal autonomy in relationship to the power and control of the leader, teacher, or group.
3	Refine and clarify school and personal goals for instructional improvement.	Define goals for learning.	Resolve to be ambitious about achieving goals, versus ambivalent, lacking commitment.
4	Implement activities and help teachers to be successful; monitor and assist the unsuccessful or disengaged.	Implement teaching and learning activities and work with students to help them succeed.	Be relentlessly industrious and resilient, versus discouraged and disengaged.
5	Codify, celebrate, and reward accomplishments.	Recognize, celebrate, and reward accomplishments.	Achieve, consolidate, and sustain positive changes, versus getting lost in confusion and lack of coherence and squandering gains.

Effective professional development, according to Darling-Hammond et al. (2017), is systematic professional learning that leads to changes in teacher practices and, eventually, improved student learning outcomes. DH discovered seven common characteristics of excellent professional development.

1. Content focused

2. Incorporates active learning

3. Supports collaboration

4. Uses models of effective practice

5. Provides coaching and expert support

6. Offers feedback and reflection

7. Sustained duration

Effective professional learning contains most or all of the seven shared elements, according to their research (Darling-Hammond et al., 2017). The deployment of effective learning systems requires careful planning. WIDA provides a variety of tools and resources that educators can use to differentiate instruction for English Learners (ELs) and enhance their academic language development, according to WIDA standards (2020) & (MDE- Minnesota Department of Education).

Outcome of the Project

The project presentation is intended to equip educators with strategies and resources to better serve and support LTEL students or ESL students in general. Educators may already have resources and tools to scaffold ELs. By drawing on past experiences and available resources, the task becomes much more attainable for the professional educators. The final sections of this chapter provide the timeline for developing the presentation and the methods to be used for assessing the presentation. The presentation covers five main topics to be discussed in a section below. They are:

1. A foundational understanding of who the Long-term ELs are, their performance at school and the obstacles they encounter.

2. Hispanic Language Learners, demographics, and how to connect with these families.

3. ESL classroom in secondary schools and the importance of student-teacher relationships.

4. Effective instruction and classroom environment

5. Strategies to use with ELs, modifications and accommodations in the classroom.

Although there are many wonderful resources available, the two I most often referenced in my actual presentation are enclosed at the end. They include *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12* (by Levine, L. N., Lukens, L., & Smallwood, B. A. 2013), some resources found on the website Colorin Colorado (no specific authors and date given). In my experience, schools are not implementing effective strategies to meet the needs of LTELs; this presentation is designed with the intention of addressing the need to provide specific strategies to use in the ESL classroom with LTELs. The levels (1 to 5) are aligned to the WIDA (2020) Performance Definitions for levels of English language proficiency.

Context and Audience

This presentation is created for high school teachers, support staff, ESL paras, and administrators. (the presentation is given in smaller groups of 8-10 staff). The district in which this presentation will be presented is a northwestern rural city of Perham MN. This district, like many other rural districts, such as Pelican Rapids MN, is experiencing a continuous growth in English language learners numbers. EL students in Perham high school currently range in different levels of language proficiency in reading, writing, speaking and listening from entering to reaching level. Staff development in this high school is normally conducted in a large group, face-to-face format. That was the intended format for this presentation; however, due to Covid-19 still around us, the presentation was moved to an online format (Google Meet). The presentation lasts approximately 40-45 minutes in length, allowing staff members to ask questions at the end of the

presentation. The target audience for the presentation is the ESL professionals. A review

of the literature revealed that there are different and wide varieties of ways to support

LTELs in the secondary schools. The intent of the presentation is for ELL instructors to

consider what changes can be easily made and continue to implement additional practices

with these LTELs in their classrooms. The format for the final product of this capstone

project is a presentation slide. The reason that I have chosen to use a presentation is to

make the content accessible to as wide an audience as possible. My hopes are that new

ESL teachers, especially those who are new in teaching LTELs, can have a starting point

for learning more about the needs of these unique EL students and how best to support

them in their academic careers. The project presentation offers effective teaching

strategies as well as links to relevant research and literacy on teaching ESL Hispanic

ELLs. The information is geared towards EL teachers working with LTELs, but all

teachers who have ESL students in their classrooms will find the information beneficial.

Need for Project

The necessity for the presentation occurs on several levels, each of which I

address within the topics I shared at the beginning of chapter three. Defining LTELs is

intended to provide teachers with a fundamental understanding of who these particular

students are. The information is vital to teachers because these LTELs experience barriers

in their academic learning, and their school performance is low. Hispanic ELL students-

provides teachers with background information on demographics. In this section, I cover

information regarding their motivation and age which play a big role in their academic

learning. As was covered earlier in chapter two, it is important to understand how to

connect with these ESL students' families. The next topic- effective instruction and

classroom environment- gives ESL teachers effective tools to support LTELs or any ESL student in their classrooms. As mentioned previously, student-teacher relationships are so important in order to have effective learning environments, making the instruction given more productive to ESL students and also encouraging them to graduate from high school. By providing these factors in a daily routine will enhance student learning and build relationships. The fourth and final topic- strategies to use in the ESL classroom, and modifications and accommodations- provide teachers with the necessary means of answering the research question: What *are effective instructional strategies for Long-Term Hispanic ELLs in Secondary Schools?* This section of the presentation is for suggesting best practices, and effective modifications for assignments and assessments. These allow ESL teachers to focus on specific strategies depending on the ELL WIDA level of the ESL students.

Introduction of Presenter and Topic

Finding out in previous presentations that beginning with a personal experience or a personal introduction makes a connection with the audience, and that is important to me. Beginning with my own experience as an ESL student, education background, and teaching experience to initiate some credibility is an ice breaker during the presentation. Even though I have worked in this district for almost three years, I am still new to many staff members. My background as an ESL student, as well as an ESL teacher may help bridge that relationship with some staff members. In my experience, sharing personal experiences helps in establishing and connecting with others, building that relationship as a team before the learning experience begins. The introduction will take from 4-5 minutes of the allotted time. During the introduction, I will also establish the relevance of the

chosen topics in the next 35 minutes or so. Knowles (1984) suggests that the following are important aspects of adult learning: personal connections to learning goals, authenticity, trust, and mutual respect between the facilitator and the learner. After setting up myself as a coworker teacher, asking each teacher to take a moment to picture an EL student they know, ask what materials, strategies, scaffolds etc. are needed to support this student will hopefully engage them during the presentation. I hope this gives a worthy purpose, and goal for each teacher participant. I will then talk about the four topics to be addressed, and set the purpose of better serving and meeting the needs of the ESL population in our district.

Foundational Understanding of Long-Term English Learners

The discussion defining LTELs and the obstacles they encounter in their academic learning will take approximately from 5-7 minutes of the presentation time. This section outlines and describes characteristics of LTELs. In addition to defining the LTELs, I discuss the obstacles, and barriers they face in our classrooms, factors that affect their progress in their academic learning. It is still important for staff who work with ELs to have a basic understanding of who the LTELs are, the many factors that affect each EL student on their academic journey and what they face daily in their classes.

Hispanic Language Learners

For the time allotted, 5 minutes of the total time will give a brief demographic information on the district Hispanic population. Some ways to connect with these hispanic families will be addressed. Colorin Colorado suggests some ways to engage with ELL families (Breiseth, Roberton, & Lafond, 2011) with their " guide for engaging ELL Families: Twenty Strategies for School Leaders".

ESL Classroom in Secondary Schools

This subtopic of the presentation will take 3-4 minutes. It only addresses information on the programs offered in high school ESL classes. It will also give effective information on student-teacher relationships.

Effective Instruction & Classroom Environment

This portion of the presentation will take from 6-8 minutes. I will cover information on effective instruction and suggestions for a positive environment. The suggestions given here are designed to increase LTELs participation in the classroom, and also comprehension input. I will also address the importance of student-teacher relationships in 1-2 slides of the presentation.

Strategies to Use, Classroom Modification & Accommodations

The last portion of the presentation guides participants through several strategies to use in their classroom. This section of the presentation will take the most time to go over the effective practices to use with ESL students (20-25 minutes). Differentiated Instruction for English Language Learners (n.d.), which can be found on the Colorin Colorado website includes suggestions for staff to make accommodations and modifications.

Assessment

The presentation project will be assessed using self and peer feedback. For a more specific assessment, a question is added in the presentation requesting feedback from participants as to whether the presentation was helpful. In addition, the presentation has a slide in which asks teachers to share their experiences on support methods that have been most effective. My goal is to share those strategies and add them to the presentation as

further encouragement for other ELL professionals to implement practices to LTELs in secondary school. The presentation is completed and available for the public to view and contribute to as of August 2021. It is the hope that ESL teachers have found the presentation resource to be helpful in their teaching and professional development. As ESL teachers begin to use this presentation and submit their own resources and examples of effective lesson plans, the presentation has transformed into a community resource where teachers know they can go to for inspiration and strategic ideas. Additionally, as more research continues to be published, the presentation will be adding new information and will be updated as needed so that it is always representing the most relevant and effective instructional strategies and approaches to use in the ESL classroom.

Conclusion

The final project of my capstone, a presentation, offers key information to educators looking to better serve, and support EL students in their classrooms by using best practices and strategies. By introducing, teaching, and discussing these four essential sections, I am able to better equip these educators with strategies and effective ways to teach ELL students. This section of chapter three provided a description of LTELs, their school performance, and obstacles. It discussed demographics on Hispanic Els, and how to connect with these ELs' families. Effective instruction and classroom environment is also discussed, as well as the importance of student-teacher relationship. Lastly, strategies and best practices to use in the ESl classroom are addressed, along with some modifications and accommodations to use in the classrooms, and tests. In order to assess this presentation's effectiveness I will use self and peer feedback. First, I will detail through the presentation and write down all of the ways and parts of the presentation that

contribute to answering the question. Afterwards, I will request feedback from my content evaluator and peer evaluator to gain outside feedback on the project presentation ability to answer the capstone question. Chapter three of this capstone project gave an overview of the project presentation. I indicated the need for more attention to this population of long-term ELLs in secondary schools. Researchers recognize the lack of rigor in gathering data to track the journey of these students. Without measurements to serve as concrete evidence on how many long-term Hispanic ELLs drop out, there is less likelihood that new practices are employed to increase the retention rate and reduce the dropout rate. In Chapter Four, I will reflect on my learnings from the entire process of completing this Capstone Project. I provide a detailed reflection of the capstone writing process, project creating, literature review, and possible next steps. Although this project provides essential foundational information needed to support ELs in the ESL classroom, there is still much that can be learned and expanded upon to better serve these LTELs in their academic learning. Additionally, I set goals on how to ensure that the project presentation slide is maintained so that other ELL professionals and I continue to learn and collaborate together.

CHAPTER FOUR

Critical Reflection and Conclusion

Introduction & Overview

The concluding chapter of this capstone project reviews the effectiveness of the project in its aim to answer the research question, *what are effective instructional strategies for Long-Term Hispanic ELLs in Secondary Schools?* The purpose of this capstone project was to provide a resource, in the form of a presentation, to assist teachers in educating LTELs. When starting this capstone project, I wanted to find out how to inform educators on effective strategies for long-term ELs. Studying about long-term EL students, their struggles, obstacles, and weaknesses that many of these students face. Looking at the Hispanic population since this is the biggest minority group in many schools. Wanting to look for tools and strategies teachers could use to work with these LTEL students. In my third chapter, the paper shows research on how adults best learn and how to assist educators in learning. All of this research was used to design my project, which is a presentation slide that informs all of the above learning.

I faced challenges while doing this capstone, the biggest challenge was completing the literature review. In this fourth and final chapter, an explanation on what I have learned and reflected on in creating my presentation slides is provided. This presentation was created for all educators who work with LTELs in secondary schools, and also middle schools. In this chapter discussions how my research literature impacted my project presentation is provided and the limitations of the capstone project presentation. This is important for understanding this chapter and the project as a whole, because the presentation slide has limitations in the audience that it may reach and the

usability of the resources available. I discuss future research possibilities and the benefits this project gives to the profession. Review areas that should be researched further. A review of how this project benefits the educational profession; specially the EL profession and a review of the literature on LTEL Hispanic students is addressed, and at the end, leaving notes for those who want to do further study on this topic.

My Learning

Throughout this project, I have learned the complex and long task of completing literature reviews. With so much information available online, learning the importance of being thorough while searching for relevant information. Additionally, I learned that research surrounding secondary students known as LTELs is still quite limited. There is a large base of research regarding the unique needs of ESL students; however, there is little in terms of providing concrete strategies for instruction. Another learning component to completing this project was creating the presentation slide project. This is an area plan to continually develop as I work to update the presentation slide as new research, local, and federal policies on LTELs become available. Working as an ESL teacher, and being a Hispanic person involved in the Hispanic community, I realized that two keys to student learning is family connection and teacher understanding.

ESL Educators need to know the WIDA standards, but they also need to know the students in the ESL classroom. When it comes to working with students who have been in the ESL program for many years, students who have moved back and forth between the United States and their family's country of origin and have attended school in both countries, teachers must have knowledge on how to help these students. That is why I planned on creating a project presentation slide with strategies to use to help these

students. The presentation brings more awareness to understanding of who the Long-term ELs are, their performance at school and the obstacles they encounter. Other slides bring information on Hispanic language learners, their demographics, and how to connect with their families. I include visuals, and links for additional support to ESL teachers. The project contains slides on the ESL classroom in secondary schools and the importance of student-teacher relationships. Lastly, the most important slides are on effective instruction, classroom environment, strategies to use with LTELs, modifications and accommodations to use in the ESL classroom and even to share them with content teachers. In writing this capstone and creating this project I have been a learner, researcher, reader, brainstormer, writer, analyzer, and reflector. At the beginning of this process, I was reminded of how important it is to be interested in the research question. I chose to study LTELs because of relationships in my own life and my desire to help others grow. Much of my research was very interesting to me, and I constantly looked for ways to apply the learning to my own practice or share it with others.

Learning is meant to be shared and I cannot wait to share my project with other ESL teachers. At first it was difficult and I was nervous about my question. After taking a look at other capstones, I realized that my research question was on a good approach. While other studies were largely focused on elementary ESL students, I wanted to focus on secondary students, having in mind educating ESL teachers as well. I think many people have studied beginning or newly arrived ESL students, but I have not seen as many on LTELs and strategies to use to support them, and teacher training for these students. It was this realization that pushed me to focus not only on the students, but also on the educators. I used to think that doing research was just doing an assignment for a

class. Now I see how research really validates the work I do. If I want to encourage others to teach in a similar way, I better know that it works. My opinion is not strong enough when I am trying to persuade my principals and staff. The following section focuses on the literature I reviewed to create this project and answer the question *What are effective instructional strategies for Long-Term Hispanic ELLs in Secondary Schools?*

Revisiting the Literature Review

The literature review was essential to the understanding and completion of this project. Each major findings in my literature review became an important part of my presentation slides including: defining long-term Els, how to connect with the hispanic EL's families, the ESL classroom in secondary schools, the importance of student-teacher relationship, and effective instructional strategies to support LTELs. Below are some sources that influenced my project. In the first theme on defining long-term EL students, I learned that LTELs are students who have attended school in the United States for 7 years or more, and continue to require language support services in school (Menken et al., 2012). Additionally, I learned that many are in fact U.S.-born, one interesting fact about these LTELs is that these students are usually orally proficient in English and often sound like native speakers (Ruiz de Velasco & Fiz, 2000). Along with learning about these students, I learned about their school performance, and obstacles they face being LTELs. For example, they typically have limited literacy skills in their native language, and their academic literacy skills in English are not as well-developed as their oral skills are. Also, these students experience inconsistent schooling because of frequent moves. I was a little surprised by these findings and want to be more aware and educated in how to be an

advocate for my students. In the second section about the Hispanic demographics, I learned that about 79 percent of English learners in the United States speak Spanish as their native language (Calderon et al., 2011) and that the Minnesota department of education (2019) states that Spanish continues to be the largest reported home language other than English. I have also learned that a welcoming environment can make a tremendous difference for all families, including ELL families (Breiseth et al 2011). This is covered in the section about connecting with EL families, 'A Guide for Engaging ELL Families'(2011) suggests that making a personal connection with families builds an important relationship based on trust, which in turn can pave the way to student success (Breiseth et al., 2011). I learned that high school teachers expect middle and high school students to have a knowledge base that enables them to read and comprehend texts(Roy-Campbell, 2012). The last section discusses the strategies to use with LTELs, effective instruction and classroom environment are vital, along with modeling, scaffolding, and clarification; suggestions on modifications, and accommodations to use in the ESL classroom. I learned that Calderon et al., (2011) suggest using a variety of cooperative learning strategies to create a safe context to practice the new language with peers. Make content comprehensible for all students (Echevarria, Vogt, & Short, 2008) The findings in my literature review were impertantent to the foundations of my project: *Informing educators on effective strategies for long-term English language learners*.

Implications and Limitations

Implications. As educational leaders are making decisions about students who are spanish-speaking students or Hispanics in the US, they need to keep laws in mind. According to the Supreme Court decision of Plyer v. Doe from 1982 " school districts

must not consider a child's immigration status a factor for enrollment" (Custodio & O'Loughlin, 2017, p.32) We are here to serve all children who come through our doors regardless of immigration and educational background. We should inform ourselves on their culture, history, and best practices. My recommendation to state and federal policy makers is to have long-term English language learners on their minds when they are making policies about immigration and education. Those who have listened to someone who has left their country that they love, you know that it was not an easy decision to leave their home, culture, family, and way of income.

Especially for those who risked their own safety, it is obvious that their need and desire to move to a land of more opportunity was necessary. Policy makers should have empathy in understanding and wisdom in planning for a better future. There are many residents of the U.S who are Hispanic, immigrants, and are looking to leave difficult situations from their home country and also the hope of a better future. Today's Hispanic population comes with many of the same hopes. Hispanics are often vulnerable in our society. I recommend policy makers financially support schools that are supporting ESL Hispanic students and fund research on best practices for the LTELs.

Limitations

This project has limitations in its impact and usability. The presentation slide is mainly geared towards ESL teachers. Teachers in other states may find the general information useful; however, they would have to do their own research on their state's standards and policies related to ESL education. Additionally, the resource is a Google Slide presentation containing effective strategies that teachers can use in their ESL classrooms with their LTEL students or ESL students in general. If there are many ESL

teachers willing and able to read and open the slides, and add ideas and strategies to the slides, it will be a beneficial resource. However, if there are no teachers using this presentation project, the Google Slides will not be relevant. Additionally, as I wrote this paper, our policies towards hispanic immigrants and the spanish-speaking people have drastically changed. We are getting more hispanics into the country, and in writing the first three chapters, my focus was on hispanic students who had been in the ESL program for many years. While finishing my third chapter, planning the final project, I realized I need to expand the focus of all students who have immigrated to the US such as Somali, Hmong etc.

Future Research

In the future, it would be beneficial for further research to be developed regarding LTEL literacy development. Throughout my review of current literature, it was clear that there is not one research-backed method for teaching foundational literacy skills to secondary LTELs. Additionally, further research on how mainstream teachers can best collaborate with sheltered ESL teachers and courses so that LTEL students are engaged in the broader school environment and being properly prepared for the demands of mainstream content courses should be done. This research would be impactful for helping bridge the gap between English language teachers and mainstream content teachers at the secondary level. Also, for future research I would like to research long-term English learners as adults or other ethnic groups in the LTEL' category. Many of my students have their own parents who are still learning English as their second language, and they have been in the US for many years. I also want to know from other ethnicities' learners, not just from the Hispanic group. Our schools have a diverse range of students, and I look

forward to learning from the Somali, Hmong, and other Ethnicities falling in the LTEL'

subgroup. I would also like to better understand and know how to implement effective

classroom management, and positive behavior interventions and supports (PBIS). LTELs

need consistency in standards, supports, and discipline policies across a school, not just in

one teacher's classroom.

Future Goals

In the future I would like to train ESL teachers across the USA, and even outside

of the United States. I would like to serve in an area where students have had limited or

informal education and ESL services. I may work in an area where the ESL student

population is increasing, and they are in the United States. Currently, I am working with

Hipsanic students and families in Minnesota. There has been an influx of students from

central america, and south america, and there is a great need for ESL teachers. My dream

would be to help educators feel more capable and encouraged to work with students with

these unique needs. One difficulty in many schools is the lack of ESL teacher training.

Creating this capstone is one of the first tangible steps to seeing this dream of

training other educators of ESL students. For the purpose of this capstone project, I put

most of my focus on my current school in the US. I would like to use my education

background to help develop a community and bring more opportunity and hope to people.

I am interested in doing a few things when teaching ESL students in the US: learn

another language other than Spanish and English, teach English, and train teachers in

effective teaching and best practices. If possible I would like to do this in an area with

ESL students or LTELs so I be;lieve my current research will have a positive impact for

years to come. This is what I reminded myself of when the hours of research and writing grew long. This research is not only for myself; it will impact many people.

Benefits

This project has the opportunity to greatly influence and benefit the teaching profession. First, it will be useful to teachers who are new to the ESL field. Often, as I personally experienced, EL teachers are not adequately prepared to serve the diverse LTELs or ESL learners that are in schools. Searching for ESL lesson materials and best practice information can be daunting yet limited in success, especially when teachers need to find information specific to Minnesota. This presentation slide will allow new teachers a landing place to gain insight into ESL effective practices and strategies, and how to incorporate best practices strategies into their teaching. This presentation project will greatly benefit the educators who are a part of the professional development session. It will benefit the staff as a whole because everyone will be able to gain information, and to have a deeper understanding and learnings about LTEL students.

Not only could this presentation be impactful for new ESL teachers, but it will also serve as an excellent resource to mainstream and co-teachers at the secondary level. It appears lately that Minnesota districts are attempting to increase professional development for ESL instruction. However, this often does not go as far as developing teachers on strategies for students who are LTELs. This presentation may help to close that gap in education. The adult learners will also benefit from choosing from the effective strategies given in the professional development session. This professional development will also encourage leadership and collaboration. The speaker on the panel will be empowered to be an expert. Grade level teams will collaborate to create units they

will use with their students. This presentation project/ professional development on informing educators on effective strategies for long-term language learners will greatly benefit the educational community. All of this information and collaboration amongst teachers will directly benefit the students we serve. When teachers are more prepared and supported by one another, students benefit.

Conclusion

This final chapter of the capstone project summarized challenges, key learnings, limitations, future research, and the benefits that this project provides to the education profession. The challenges of completing an effective literature review as well as creating the presentation slides were discussed. Lastly, this chapter provided information about areas of future research as well as the benefits this project provides to the teaching profession. In conclusion, teachers need to be equipped to understand long-term ELs. Educators need to learn strategies that will allow them to teach ESL students or LTELs who may be lacking in their educational backgrounds. There are resources available, but educators may not know where to begin looking and how to learn and use the strategies. This presentation is based on a literature review that focuses on LTELs, Hispanic ELLs, ESL classrooms in secondary schools, and effective instructional strategies. The slide presentation was created with adult learners in mind and used many of Knowles practices (Knowles, 1992). All of these findings will greatly impact my practices with students and educators; all students need to be taught, and all educators need effective strategies and effective professional development. This capstone and project inform educators, especially ESL teachers on effective strategies and best practices for long-term english language learners (LTELs).

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