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# What To Know Before Working With English As A New Language Students.

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*What To Know Before Working With English As A New Language Students.*

A Project  
In Creative Studies  
By  
Caterina Antonacci

Submitted in Partial Fulfillment  
of the Requirements  
for the Degree of  
Master of Science

May 2018

Abstract of a Project

What to know before working with English as a New Language students. In the current immigration status, immigrants are not only relocating to major cities in the United States they are locating to small and rural areas as well. School districts are now experiencing an increase of students who do not speak English are enrolling in their schools. Educators are not sufficiently prepared in teacher preparation course to instruct the English as a New Language Students. The survey shows items to consider.

Keywords: ENL (English as a New Language), education

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Date

What to know before working with English as a New Language Students.

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## Introduction

In the school district that I work in, the students identified as English as a New Language (ENL) are housed in one elementary school. Eight years ago (2008), the administrators at our central office decided to move the ENL students, along with the ENL teachers, and house the students at the elementary school I work in. The staff was concerned with how we were going to be able to meet the needs of the students. The ENL teachers facilitated a two-hour staff meeting prior to the start of school. It was informative and answered any questions we had. Thinking back, we really did not know what questions to ask. We felt we were going into this blind. We did not feel prepared. Many worried about teacher evaluation score, the behavior of the students and the changes in teaching practices.

The first year was a big learning year, for the students, staff and the support staff. Concerns came up throughout the year, how do we effectively communicate or teach the students who do not speak English, being culturally sensitive, learning about the customs of the students, building relationships with parents who are new to the country, dietary needs, religious/cultural observances. Some families did not celebrate Halloween and Christmas, Ramadan was during the school year that first year and many students fasted. The ENL staff was extremely helpful with our transition. For the past eight years, we as a staff learned a lot. This past year a teacher transferred to our building and she has never taught ENL students. I recently asked her, what is one thing you wished you would have known? She responded with, "How to appropriately grade the students who were limited in speaking English." This got me thinking; what is something about teaching ENL students that I wish I would have known or been trained in before the start

of the first school year they were housed in my building for me to be a better teacher for the ESL students?

Since our building is the only elementary school in our district that has ENL, we cannot turn away any ENL student. (When a new student registers into the district and the home-school grade level is at contract limit-the new student attends another elementary school with a lower number of students that is closest to the home school. This is not the case when the student is ENL.) Since the population of immigrants is increasing, the school population has increased significantly. Because of this, a committee recently began to discuss options for an International School. If the ENL program moves entirely or partially to another elementary building, a new group of teachers will have the same concerns we first had. As to date, the decision was made to house the ENL program in two of our elementary buildings. One being the current school and the other located in opposite part of the city to create more of a “home” school feeling/location.

With this in mind, I wanted to ask the staff: teachers, administrator, nurse, kitchen staff, guidance counselor, etc., what training/workshops/information they wish they had before working with ENL students? With the findings from the survey/questionnaire it could serve a quick guide to staff members that will be working with students who receive ENL services. This could be beneficial for any new colleagues entering the building or to staff members if the ENL program is to move to another elementary school.

## Questionnaire

To gather information about what the staff at my building would have liked prior to teaching students who identified as Students as English as a New Language, I distributed a questionnaire to be completed anonymously by the staff. See Appendix A. The questions I posed were:

1. What training/workshops/information do you wish you would have had prior to working with ENL students that you feel would have been the most beneficial to you in your position?
2. What surprised you about working with ENL students?
3. Explain how you had to adjust the way you do your job.
4. What advice/information would you give someone who would be new to working with ENL students?

There were common themes with the first and last question. Question 1, the number one response was the staff felt that knowing about the cultures of the students would have been very helpful in their working with ENL students. Students from various countries and cultures have passed through the building, large number of our ENL students come from Puerto Rican, Pakistani, Indian and Chinese cultures. Knowing cultural difference between staff and the students makes for a smoother transition for all. Misconceptions could be avoided, as well as “lack of respect” from an American culture point of view. For example, in the American culture we expect individuals to look at each other in the eye as a form of respect; in certain cultures that is disrespectful.

A close second was visuals of commonly used terms such as bathroom, drink, etc., would be helpful for students who are entering with little or no English language. By having visuals for commonly used terms would give students and staff less stressful situations of trying to figure out the needs or wants of the students. One response suggested the idea of having part of the school day, every day, set aside, for students with little or no English to learn the new language. Currently, students are placed in a mainstreamed classroom where there may or may not be another student that speaks the same language. The student is totally immersed, no transition.

Another important piece of information would be the reasoning as to why the family relocated to the United States. Was it a desire for a better life, warfare in their home country, religious and/or political freedoms, etc.? Socioemotional needs may need to be addressed as the students transition into their new home.

## Question 2

There were a variety of responses for the surprises that staff members had in working with ENL students. A few that stood out the most was how transient the ENL population seemed to be. They moved around the city/state and to other states quite often. This interrupted their education. Another interruption of the students' education are cases when students go visit their family in their home country and leave for more than a month during the school year. Many ENL students are at grade level and then have an absence of education which increases the learning gap. See Appendix B.

Another negative surprise was the view of the American parents to the ENL students. Many said that they did not want their child to be in the same class as those students. This was the most concerning to the staff the first year the ENL program was in our building. We could

not believe that some parents felt this way. And how discriminating it was. The staff knew we had to show the positives, the students learning about new cultures, learning to work with people who look, dress, and speak differently, being tolerant of differences.

### Question 3

The most common response for how staff had to adjust in doing their job had to deal with communication. Slowing down, paraphrasing, pair students that share the same language when possible. One notable response stated, “It took longer to get my point across”. Having to reword or use simple vocabulary words to communicate the message to the parents when language was a barrier.

### Question 4

Nearly all responded to the last question by saying “having patience”. Be patient. Remember the fact that the students are in a new environment. For many, this is a new country. They have a new school, language and culture that they have to adjust to. For a few, it is the first time in a formal educational setting. See Appendix C and D for ways to support ENL students in the classroom.

The responses to the questionnaire from my colleagues were not surprising. For the majority of us, little to no courses were required in teacher preparation coursework. One 3-credit course on Multiculturalism was the only requirement. While the course was informative, it was not enough to prepare the candidates who may possibly work with ENL students in the future. Teacher candidates are not prepared, or evaluated through college course, teacher certification exams or teacher observations sufficiently to effectively identify and/or teach ENL students. According to Samson and Collins, “To date, there has been relatively little attention paid to the

essential standards, knowledge, and skills that general education teachers ought to possess in order to provide effective instruction to ELLs placed in their classrooms.” The questions that arises; What am I to do? How can I effectively instruct ENL students? Where do I begin?

The future of ENL in the aspect of challenges is teacher training. In order for teachers to be more effective when working with ENL is to take professional development courses that include how to be culturally sensitive, aware, to include parental involvement and various strategies that are useful in instructing ENL students. Another change that would have to happen is in the Education Programs at the college/university level. In the education programs, teacher candidates are required to take Multicultural, Special Education classes, workshops in Drug Abuse, Child Abuse and DASA. With the increase of immigrant/ENL students, Education programs should also include a class on English as a Second Language to better prepare a teacher candidate that will most likely encounter an ENL student in their career (Samson and Collins, 2012)

Ask questions! Speak to the general education teachers and the English as a New Language teachers who have experience working with ENL students. These colleagues can provide a wealth of knowledge and insight.

Being patient is very important in the classroom setting to foster student achievement. Students are learning new concepts and skills and it may take time to master these concepts and skills and become proficient in transferring the knowledge. A student that is learning a new language will need more time to master these concepts and skills. In order for a student to feel comfortable, they have to feel safe and accepted in their classroom/learning environment. A situation may arise where two ENL students' home country's relationships are strained are in the same classroom. It is the teacher's responsibility to be aware of these strained relationships and

help the students to develop personal connections and relationships and set cultural tensions aside. One way of doing this is through Intercultural Communicative Competence (ICC). “ICC is a framework for intercultural learning that prepares foreign language students for meaningful interactions with those from other cultures by addressing the attitudes, knowledge, and skills needed for effective intercultural communication” (Nugent and Catalano, 2015). In most cases, students will realize that they are more alike than are different. Families leave their home country for many reasons; escaping warfare, poverty, job opportunities, etc. ENL students are in a new environment and may feel alone, feel like they are different. Teachers can help this transition by guiding students, helping them feel comfortable. Teachers should get to know the whole student, not just the academic side of the students. Get to know the students’ likes and dislikes, interests, family life, learn about their culture, reason for their relocation to a new country. Teachers can get to know the students by talking to the students themselves, family members or friends, colleagues, and community members. Teachers can help make connection to other students or families to help the new family (Gonzalez, 2014).

Answers from the following questions can help a teacher know more about their students, Where is the student from? What are their cultural and religious traditions? Social behavior and communication? The reason for the family relocation? What should I know about the family? What language(s) does my student speak? What is the educational background of my students? Answering these questions will help teachers prioritize which is more important, the student’s academic needs or emotional needs (Breiseth, 2016).

Teachers and native speakers should also be aware of the stages of language acquisition of ENL students. The students may know no English or had some English instruction in their home country. However, students may not feel comfortable speaking in English until they feel

proficient in the language to communicate effectively. Teachers should provide many opportunities for students to practice English in low structured settings with people whom they feel comfortable.

### Stages of Second Language Acquisition

According to Towell and Hawkins (1994), Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) are the stages of Second Language Acquisition. BICS can take 6 months to 2 years and CALP can take 5 to 7 years to acquire. During BICS, the learner goes through the stages of Pre-Production, Early Production and Stage Speech Emergence. During CALP, the learner goes through the stages of Intermediate Fluency and Advanced Fluency.

In the beginning stages of BICS the student has no and/or limited English. In this stage the learner is becoming comfortable and adapting to their new surrounds, new language and new culture. At first, the learner is learning survival vocabulary, able to follow classroom rituals and routine, but may not be comfortable to speak the new words. Gradually the learner will start to understand the gist of instruction but not fully understand everything. The learner will be able to answer questions using yes, no questions or few words. The learner may feel more comfortable to attempt the new language but will have grammatical errors. At the end stages of BICS, the learner is becoming more comfortable to speak in simple sentences and be able to understand what is read. The learner will begin to answer questions verbally and written but will still have grammatical errors.

During the BICS stage, the teacher should be sensitive to the learners needs. In the classroom many visuals should be used during instruction. The teacher should speak in a more monotone voice and at a slower speech pattern. In ELA, the learner should begin with pre-emergent picture books with one or two words per page, to emergent books with a sentence on each page to more challenging books that have one to two sentences on the page. The student should practice reading in a low anxiety grouping. The teacher should also incorporate a student picture dictionary and have labels placed around the classroom. The teacher should also not force the student to speak and try not to correct grammatical errors. The teacher and other classmates can encourage the learner to participate in whole/small group discussion if the learner is comfortable. In addition, the teacher should modify assignments and assessments for the L2 learner.

During CALPS, the learner is transitioning from literal comprehension to comprehension that is more abstract. In the beginning stages of CALPS, the learner is beginning to think in English (not in their native language and translate to English like in BICS). The learner is able to read stories that are more complex and understand other content area material. The learner is able to transfer knowledge and interact with others in discussions both in social and academic situations. The final stage of CALPS the learner has mastered the language. The learner is able to communicate effectively in verbal and written expression. Learners are using higher-level comprehension skills, such as critical thinking and inferencing.

In CALPS stage, the teacher does not have to modify assignments or assessments. The teacher can continue with visuals, but it is not necessary. The teacher can encourage the learner to participate more in whole group discussions. In small group cooperative

groups, the learner should be given a “job” that is more complex than in previous stages of language acquisition. At this stage, the learner is able to effectively express their ideas and thoughts, able to complete summaries, reports and research papers. The importance is the learner goes through these stages and teachers have to be sensitive and aware of these stages. As teachers, we want to encourage, not discourage, our students to take risks. At the BICS stage teachers should let L2 learners work at their pace and minimize corrections. At CALPS, teachers can challenge the L2 learners more in higher-level thinking and encourage the use of Tier 2 and T3 vocabulary (Antonacci, 2015).

## Summary

With the population of students from other countries entering our schools, classroom diversity is changing. Teacher preparation needs to change the required course work to meet the needs of these changes. ENL students are experiencing a variety of changes when entering our schools, communities and country. Educators need to create a safe and comfortable learning environment to ensure the student feels welcomed. It is also necessary for the educator to have patience and to learn as much as they possibly can about the student themselves and their culture. Finally, when possible seek advice from others who have the knowledge and experience to guide the adjustment of instruction.

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Explain how you had to adjust the way you do your job.

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What advice/information would you give someone who would be new to working with ENL students?

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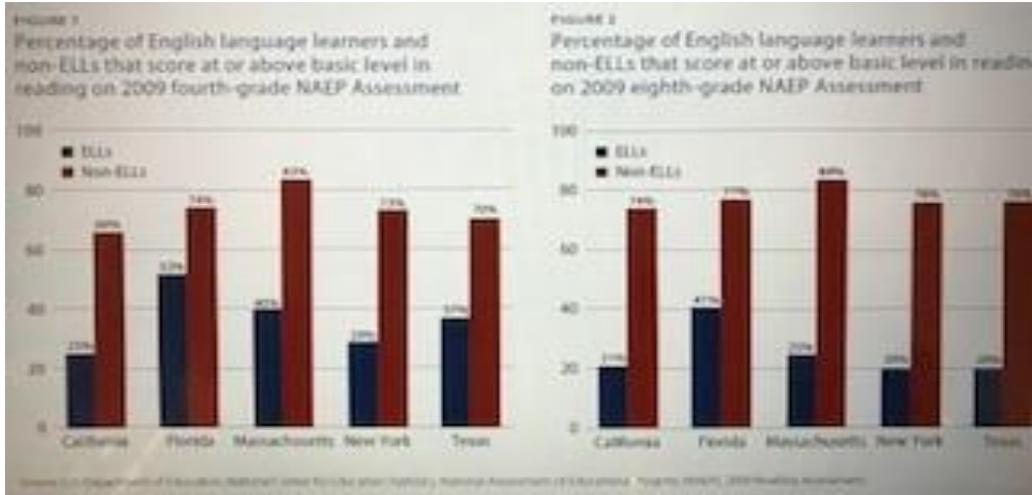
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## APPENDIX B

### ACHIEVEMENT GAP



APPENDIX C

12 WAYS TO SUPPORT ENGLISH LEARNERS IN THE MAINSTREAM CLASSROOM.

DECEMBER 11, 2014



JENNIFER GONZALAZ

"Okay, so after you draft the first paragraph of your analysis, you should write the second paragraph. But don't forget to include a summary of the main points. Write your conclusion in a clear and concise manner. Use appropriate transitions and supporting evidence. Remember to proofread your work for errors. Good luck!"

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12 WAYS TO SUPPORT  
ENGLISH LEARNERS  
IN THE  
MAINSTREAM CLASSROOM

CULT OF PEDAGOGY

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**Listen to this post as a podcast:**

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**A note on terminology:** The acronym ESL is used less often now in schools than it used to be, because we recognize that many students who are learning English already speak several other languages, so English would not be a “second” language. I use it several times in the post because schools sometimes refer to the teachers as ESL teachers, and the term is still widely used as a search term for this topic. My intent in using the acronym is to make this post easier to find online.

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**You have a new student, and he speaks no English.** His family has just moved to your town from Japan, and though he receives English as a Second Language (ESL) support, he will also be sitting in your room every day to give him more exposure to his new language. How can you be a good teacher to someone who barely understands you?

According to the [National Center for Education Statistics](#), an average of 9 percent of students in U.S. public schools are English Language Learners (ELLs); that number is closer to 14 percent in cities. Although many of these students start off in high-intensity, whole-day English programs, most are integrated into mainstream classrooms within a year, well before their English language skills would be considered proficient.

How prepared are you to teach these students? If you’re like most classroom teachers, you have little to no training in the most effective methods for working with English language learners (Walker, Shafer, & Iiams, 2004). So that means we have a problem here: Lots of ELL kids in regular classrooms, and no teacher training to ensure the success of that placement.

**Below, three ESL teachers tell us what they know** about the things regular classroom teachers can do to improve instruction for ELL students. These 12 strategies are simple, they are not very time consuming, and best of all, they will help *everyone* in your class learn better:

## 1. MAKE IT VISUAL

“Avoid giving instructions in the air,” says [Melissa Eddington](#), an Ohio-based ESL teacher. “ELL kids have a harder time processing spoken language.” So instructions – even basic directions for classroom procedures – should be written on the board whenever possible. Challenging concepts should be diagrammed or supported with pictures. And modeling the steps of a process or showing students what a finished product should look like can go a long way toward helping students understand. “Sometimes *showing* our students what to do is all they need in order to do it,” Eddington says. Not only will this kind of [nonlinguistic representation](#) improve comprehension for ELL students, it will help all of your students grasp concepts better.

## 2. BUILD IN MORE GROUP WORK.

“Kids aren’t just empty glasses that we pour stuff into and then at the end of the day they dump it back onto a test,” says Kim, an ESL teacher who was the subject of [my very first podcast interview](#). “If you really want the kids to learn, they’ve got to be engaged.” That means less teacher-led, whole-class instruction, and more small groups, where students can practice language with their peers in a more personal, lower-risk setting. And if ELL students attend your class with a resource teacher, make use of that person: In most cases the resource teacher doesn’t have to work exclusively with the ESL students; they can work with smaller groups that happen to contain these students, helping to improve the teacher-student ratio and give kids more time to practice.

## 3. COMMUNICATE WITH THE ESL TEACHER.

Mary Yurkosky, a former ESL teacher in Massachusetts, credits much of her students’ success to the strong relationship *she* had with the regular classroom teachers. “The classroom teachers were always talking to me about what they were doing in their classes,” she says. “They made it so easy for me to support them: If a teacher was going to be doing a unit on plants, I could make sure we used some of that same vocabulary in the ESL class.”

Ideally, this could be systematized, where ESL teachers could regularly get copies of lesson plans or collaborate with regular classroom teachers to build solid back-and-forth support, but “it doesn’t have to be that much work,” Yurkosky insists. “Just talk to each other. Talk about what’s going on in your classrooms, invite each other to special presentations, share what your students are learning, and the words will naturally find their way into the ESL class.”

#### **4. HONOR THE “SILENT PERIOD.”**

Many new language learners go through a [silent period](#), during which they will speak very little, if at all. “Don’t force them to talk if they don’t want to,” says Eddington, “A lot of students who come from cultures outside of America want to be perfect when they speak, so they will not share until they feel they are at a point where they’re perfect.” Just knowing that this is a normal stage in second language acquisition should help relieve any pressure you feel to move them toward talking too quickly.

#### **5. ALLOW SOME SCAFFOLDING WITH THE NATIVE LANGUAGE.**

Although it has been a hotly debated topic in the language-learning community, allowing students some use of their first language (L1) in second-language (L2) classrooms is [gaining acceptance](#). When a student is still very new to a language, it’s okay to pair him with other students who speak his native language. “Some students are afraid to open their mouths at all for fear of sounding stupid or just not knowing the words to use,” Yurkosky says. “Letting them explain things or ask questions in their first language gets them to relax and feel like a part of the class.”

And this doesn’t only apply to spoken language. If you give students a written assignment, but the ELL student doesn’t yet have the proficiency to handle writing his response in English, “Don’t make them just sit there and do nothing,” Eddington says. “Allow them to write in their first language if they’re able. This allows them to still participate in journal writing or a math extended response, even if you can’t read what they write.” There has even been some evidence that allowing second-language learners to pre-write and brainstorm in L1 results in higher-quality writing in L2 in later stages of the writing process (Yigzaw, 2012).

#### **6. LOOK OUT FOR CULTURALLY UNIQUE VOCABULARY.**

“For most of these kids, their background knowledge is lacking, especially with things that are unique to American or westernized culture,” says Eddington. It’s important to directly teach certain vocabulary words: “Show them videos of what it looks like to toss pizza dough, show pictures of a juke box or a clothing rack – things that are not common in their own language.”

One way to [differentiate](#) for ELL students is to consider the whole list of terms you’re going to teach for a unit, and if you think an ELL student may be overwhelmed by such a long list, omit those that are not essential to understanding the larger topic at hand.

## **7. USE SENTENCE FRAMES TO GIVE STUDENTS PRACTICE WITH ACADEMIC LANGUAGE.**

All students, not just English language learners, need practice with academic conversations. Sentence frames – partially completed sentences like “I disagree with what \_\_\_\_\_ said because...” – show students how to structure language in a formal way. Keep these posted in a highly visible spot in your classroom and require students to refer to them during discussions and while they write.

For this kind of language to really sink in, though, Kim says it has to become a regular part of class. “They won’t do it if it’s not the norm in the class, because they’ll be embarrassed to use it among their peers,” she says. “But if they can put it off on the teacher and say, *Oh, well, you know, Miss Kim makes me talk like this*, then they don’t look as hoity-toity as they would otherwise.”

## **8. PRE-TEACH WHENEVER POSSIBLE.**

If you’re going to be reading a certain article next week, give ESL students a copy of it now. If you plan to show a YouTube video tomorrow, send a link to your ESL students today. Any chance you can give these students to preview material will increase the odds that they’ll understand it on the day you present it to everyone else. “That kind of thing is wonderful,” Yurkosky says. “The kids feel so empowered if they’ve had a chance to look at the material ahead of time.”

## **9. LEARN ABOUT THE CULTURAL BACKGROUND OF YOUR STUDENTS...**

Our second-language populations grow more diverse every year. Taking the time to learn the basics of where a child comes from — *exactly*, not ‘somewhere in the Middle East/South America/Asia/Africa’ — tells the student that you respect her enough to bother. Kim remembers one time when she had to set the record straight about the diverse South American population at her school: “I was listening to the teachers talking about the ‘Mexican’ kids in our building,” she says, “and I was like, ‘We don’t *have* any Mexicans.’” Not taking the time to at least correctly identify a child’s country of origin, much like not bothering to pronounce their name correctly, is a kind of [microaggression](#), a small, subtle insult that communicates hostility toward people of color. Make a commitment to be someone who bothers to get it right.

Once you have the country straight, take things up a notch by learning about students’ religious and cultural practices. If he is a practicing Muslim, he should be

told if one of the pizzas you ordered for the class party has sausage on it. If she comes from a culture where eye contact with adults is viewed as disrespectful, you'll know not to force her to look you in the eye when she's talking.

## **10. ...BUT DON'T MAKE A CHILD SPEAK FOR HIS ENTIRE CULTURE.**

In her [podcast interview](#), Kim shared a story about watching a teacher ask a new Iraqi student how he felt about the war in his country, right in the middle of class. "That's not cultural inclusiveness," she explains. "I've seen teachers do this and then pat themselves on the back. The students' English is limited so they can't express themselves very well, and they don't want to 'represent'; they just want to be there." If you anticipate a theme coming up in your class that's going to be relevant to one of your students, have a conversation with them in advance, or check with your ESL teacher to see if they think it's appropriate for in-class discussion.

## **11. SHOW THEM HOW TO TAKE *THEMSELVES* LESS SERIOUSLY...**

By modeling the risk-taking that's required to learn a new language, you help students develop the courage to take their own risks, and to have a sense of humor about it. "I tried to say the word 'paint' (*pinta*) in Portuguese and instead I said the word for 'penis' (*pinto*). They all roared with laughter while I stood there with a *What??* look on my face," Yurkosky says. "When they explained what I'd said, I laughed so hard! I told them that laughing was fine because sometimes mistakes are really funny, but ridicule is never okay."

## **12. ...BUT ALWAYS TAKE *THEM* SERIOUSLY.**

One of Kim's pet peeves about how teachers interact with English language learners is the way they often see students' efforts as 'cute,' missing the whole point of what the student is trying to say. "A student will be desperate to communicate, and the teacher will get distracted by the delivery and miss the message," she says. "That's painful for me to watch." It bothers her when teachers mistake a lack of language for a lack of intelligence or maturity. When a child can't express themselves as well as they would in their native language, it's far too easy to assume the concepts just aren't in their heads.

"It breaks my heart when I hear teachers say (ELL kids) don't know anything," says Eddington. "These are brilliant kids and they know a lot. They just can't tell us in English yet." Make a conscious effort to see past the accent and the

mispronunciations and treat every interaction — every student — with the respect they deserve.

“They’re doing twice the job of everybody else in the class,” Kim adds, “even though the result looks like half as much.” ♦

## APPENDIX D

## ESSENTIAL KNOWLEDGE FOR TEACHERS OF ELLS

**Essential knowledge for teachers of ELLs**

**Support oral language development**

- Oral language proficiency allows students to participate in academic discussions, understand instruction, and build literacy skills.
- Students with more developed first language skills are able better able to develop their second language skills.
- Vocabulary knowledge plays an important role in oral language proficiency. ELLs require direct teaching of new words along with opportunities to learn new words in context through hearing, seeing, and saying them as well as during indirect encounters with authentic and motivating texts.
- Building oral proficiency in a second language can be supported by the use of nonverbal cues, visual aids, gestures, and multisensory hands-on methods. Other strategies include: establishing routines, extended talk on a single topic, providing students with immediate feedback, opportunities to converse with teachers, speaking slowly, using clear repetition, and paraphrasing supports oral communication.
- Students should receive explicit instruction and preparation techniques to aid in speaking with others by teaching words and grammatical features that are used in academic settings.

**Explicitly teach academic English**

- Academic language is decontextualized, abstract, technical, and literary. It is difficult for native speakers and even more difficult for ELLs.
- Academic language is not limited to one area of language and requires skills in multiple domains, including vocabulary, syntax/grammar, and phonology.

- Understanding the differences of informal language and academic language is important. Opportunities to learn and practice academic language are essential. Students must be exposed to sophisticated and varied vocabulary and grammatical structures and avoid slang and idioms.
- Opportunities and instruction on using academic language accurately in multiple contexts and texts is of critical importance for all English language learners.
- Schoolwide efforts and coordination of curriculum across content area teachers helps build on a foundation of prior knowledge.

**Value cultural diversity**

- ELLs typically face multiple challenges in the transition from home to school as most are from culturally diverse backgrounds. Schooling experiences should reaffirm the social, cultural, and historical experiences of all students.
- Teachers and students should be expected to accept, explore, and understand different perspectives and be prepared as citizens of a multicultural and global society.
- Opportunities for teachers and students to interact with diverse cultures can be created in multiple ways through inclusive teaching practices, reading and multimedia materials, school traditions and rituals, assembly programs, and cafeteria food that represent all backgrounds.
- Involving parents and community in a meaningful way with outreach and letters to homes, bulletin boards, and staff helps build appreciation of diversity.

11 | Center for American Progress | Preparing All Teachers to Meet the Needs of English Language Learners

## APPENDIX E

### ADDITIONAL READINGS AS A RESOURCE

The following articles are useful articles in assisting teachers working ELL students.

Friend, M. (2015, December). Welcome to co-teaching 2.0. *Educational Leadership*, 73, 17-22.

Honigsfeld, A., and Dove Maria, G. (2015, December). Co-teaching ELLs: riding a tandem bike.

*Educational Leadership*, 73, 56-60.

Kusuma-Powell, O. and W. (2015, December). Lifting the status of learning support teachers.

*Educational Leadership*, 73, 62-67.

Murdock, L., Finneran, D., and Theve, K. (2015, December), Co-teaching to reach every learner.

*Educational Leadership*, 73, 42-47.