



CREATING A PATH FOR SOCIAL GROWTH IN AN INTEGRATED ENL CLASSROOM

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Some useful acronyms

- ENL: English as a New Language
- ELL: English Language Learner
- MLL: Multi-Language Learner
- LEP: Limited English Proficiency
- SIFE: Student with Interrupted/Inconsistent Education
- L1: First (or Home) Language
- L2: Second (in this case English) Language
- TESOL / ESOL: (Teaching) English as a Second Language
- HLQ: Home Language Questionnaire (used to determine a students' home language)
- SIOP: Sheltered Instruction Observation Protocol
- BICS: Basic Interpersonal Communication Skills
- CALP: Cognitive Academic Language Proficiency
- RBERN: Regional Bilingual Education Resource Network



True or False?

Diversity refers only to a person's race



True or False?

All levels of ELLs benefit from additional supports



True or False?

Anyone who speaks a second language is an ELL



True or False?

Newly arrived ELLs can produce at the same level as their mainstream peers



True or False?

Newly arrived ELLs can demonstrate comprehension of content in a mainstream class with support



Can you read this right the first time?

- 1. The bandage was wound around the wound.
- 2. The farm was used to produce produce.
- 3. He could lead if he would get the lead out.
- 4. The soldier decided to desert his dessert in the desert.
- 5. Since there is no time like the present, he thought it was time to present the present.



Common Misconceptions Educators have of ELLs

- They have had prior schooling
- The level of schooling in their native country is equivalent to the education given in our schools
- They understand classroom procedures (i.e. asking to use the bathroom, knowing what to do during a fire drill, how to walk in a line...)
- If they do not respond to a question, it means they don't understand you
- If they can maintain a conversation with you in English, they no longer need ENL services
- They are familiar with the same cultural norms as American students
- They have knowledge of and access to technology
- All bilingual students are English Language Learners





What makes an ELL's needs unique?

- **Stress** - students may suffer from post-traumatic stress disorder, may be under severe distress, or may be completely overwhelmed by the need to assimilate to a new school environment in a new language.
- **Literacy and academic gaps:** Students may not be able to read or write in their native language, and may also lack an understanding of the basic concepts, content knowledge, and critical thinking skills
- **Frustration:** students may be very excited to finally attend school regularly, and may have high hopes for his ability to work and support his family; however, the discovery that he is in fact far behind his peers can be a source of great frustration
- **High risk of dropping out:** ELLs, and SIFEs, are considered to have a high risk for dropping out of high school. Here is an important statistic for our schools - "At-risk Hispanic students aged 16-19 who judged themselves as not speaking English well were four times more likely to drop out of high school than were their peers who spoke English well." (Fry, 2003 as cited in Spaulding, Carolino & Amen, 2004, p.8)

Culturally Responsive Classrooms foster social growth.

So...what is a culturally responsive classroom?

Culture:

The beliefs, customs, and identity of a particular society, group, place, or time

Responsive:

Responding in a desired or positive way

Classroom:

Area where compassionate, innovative, positive, inspiring, and open-minded individuals work as a team



How can we help promote social growth and create culturally responsive environments?

Build supportive environments that embrace cultural diversity and respond to the social, cultural, and linguistic needs of the adolescents in the room.

An educational environment that is supportive of students' needs will have staff members who are well-educated on the needs and backgrounds of their students, and highly attuned to their differences and special needs. For example, many ELLs experience emotional experience as they adjust to a new country, language, and customs. Students may be facing complex identity issues, culture shock, and a sense of loss of having left their home behind, particularly if they didn't want to move to a new country (Spaulding, Carolino & Amen, 2004, p.11).

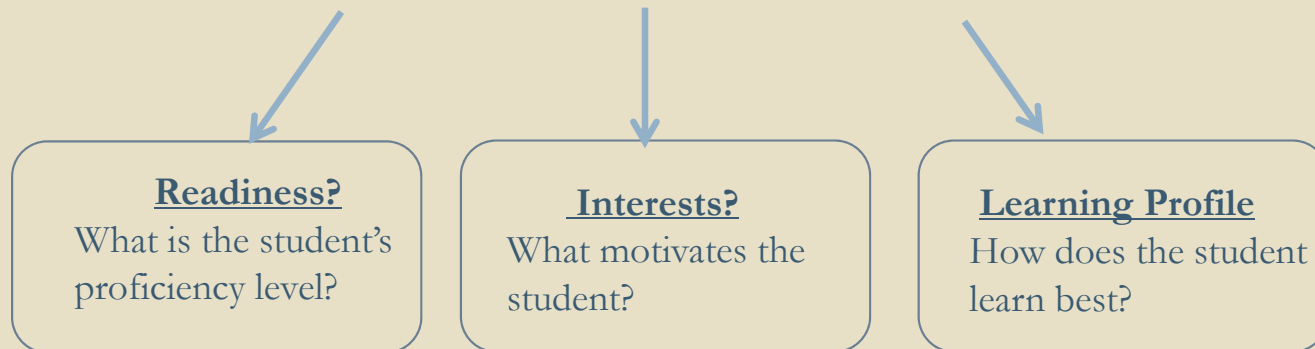


The Big Question on everyone's mind...

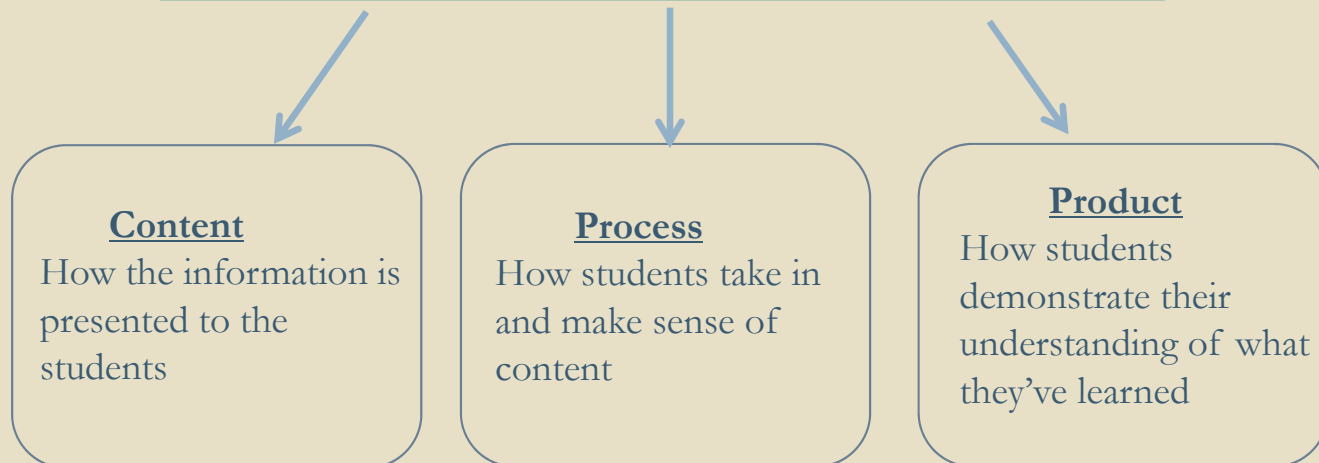
How do we differentiate to meet the needs of the English Language Learners in a culturally responsive and integrated classroom?



What to Consider When Planning a Lesson...



Teachers can differentiate through...



Some Ideas for Providing Support to Students in an Integrated ENL Classroom

Teach students learning strategies that they can use in the future

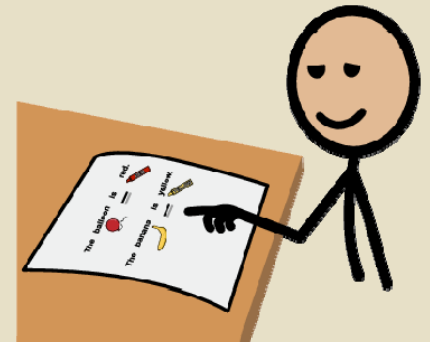
*"Every student can learn.
just not on the same day.
or the same way."*

George Evans

- Remember that sometimes ELLs struggle with the basic skills that many students have learned at a young age, or may have no background knowledge in the areas that you expect them to have learned.
- Useful strategies that have benefits in all classes may include school readiness, how to recognize cognates, looking for the heading of a chapter in pre-reading exercises, using a dictionary, or how to take effective notes.

Useful Reading Strategies that benefit students in all subject areas

- Visuals, visuals, visuals
- Wordless books/leveled texts / Adapted books
- Pre-teaching vocabulary/phrases/idioms
- Building schema / Building background knowledge
- Word parts (prefix, root, and suffix)
- Guided questions
- Matching (picture/picture, picture/word, word/word)
- Reading for information (maps, menus, advertisements...functional literature)



Some Ideas for Providing Support to Students in an Integrated ENL Classroom

Engage students in hands-on learning so students are physically involved.

- *Differentiate the delivery and the process* - Have students write, illustrate, or record their own books, let them create their own picture dictionaries and flash cards, incorporate drama to act out events and stories, use interactive activities on a SMART Board, use manipulatives, reciprocal teaching, teach to the multiple intelligences, etc.

When assessing understanding, be open-minded.

- *Differentiate the product and assessment* - Provide multiple opportunities to demonstrate understanding (instead of writing: explain, act out, discuss, defend, draw, compare, predict, etc.). Emphasize formative assessment versus evaluative assessment and individualize what you ask students to do.

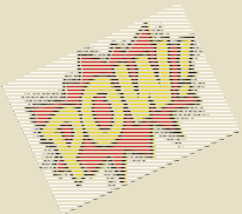




Differentiating the product



- modified assessments
- choice boards
- information guides / brochures
- mind mirrors
- story boards
- foldable/flip books
- PowerPoint presentations
- collaborative posters
- verbal explanation/oral presentations
- comic book / collage
- poems / skits / songs
- video



Some Ideas for Providing Support to Students in an Integrated ENL Classroom

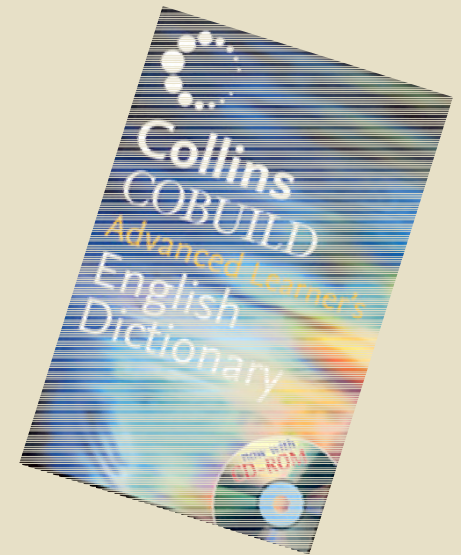
Try to limit the amount of new vocabulary in the beginning.

- When assisting students in class using new vocabulary or explaining new concepts, you may need to rephrase, define in context, or simplify your explanation.
- When conversing outside of class, try to limit your sentence length, but don't patronize students by raising your voice as if they were hard of hearing. Instead, use intonation and pauses for emphasis.



Collins COBUILD Learner's Dictionary

- Most dictionary definitions are too difficult for ELLs. We need to teach them dictionary skills
- www.collinslanguage.com **Free** Website that provides student friendly explanations for Tier 1, Tier 2, and Tier 3 words.



Applause, Applause!

For this activity, students clap to signal their approval in being described by target words, for example: *flexible, organized, judgmental, diligent...* A follow-up discussion should address, “Why?” they clapped or didn’t clap.

Let’s try it...

Are you organized?

Are you judgmental?

Can you be flexible?

(Discuss as a group, whole class, or with a partner)



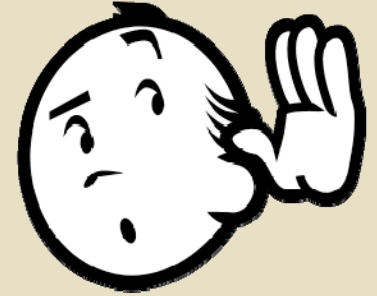
Some Ideas for Providing Support to Students in an Integrated ENL Classroom



Give frequent checks for communication.

- Ask that students summarize what they understood.
- Increase your wait time, because students will need extra time to process your question, think of the answer, and for ELLs, find the words they need in English.
- Actively listen to their responses

Are we good listeners?



- Most people are not good listeners. In fact, research suggests that we only remember between 25 percent and 50 percent of what we hear.

That means that when you talk to your boss, colleagues, students, friends, or spouse for 10 minutes, they pay attention to less than half of the conversation.

- Research also shows that when we communicate, we spend around 40-50% of our time listening, 25-30% speaking, 11-16% reading and only 9% writing (although that last one might have changed in recent years due to the rise in social media).

How can we engage in Active Listening?

- <https://www.youtube.com/watch?v=4VOubVB4CTU&index=3&list=PLLTRx2n5eYMXHcpnIrwDNBpHf4YVmjUp->
- Active listening is where we make a conscious effort to hear not only the words that another person is saying but, more importantly, try to understand the **complete** message being sent.
- In order to do this we must pay attention to the other person very carefully.
- We need to let kids try to express themselves without putting our preconceived ideas on them
- Don't get distracted by whatever else may be going on around us, or by forming counter arguments that we'll make when the other person stops speaking.
- Don't lose focus on what the other person is saying.
- Make eye contact with the speaker, watch their lips.



Some Ideas for Providing Support to Students in an Integrated ENL Classroom

Keep your expectations realistic at the beginning of the year.

- Raise your expectations up as students reach them and keep them high enough that students will stretch to reach for them, but not too high that they give up. If you expect success from your students, supply them with the necessary tools, remain optimistic, and offer to help as they need it, they will gain the self-confidence to be successful.



Everybody needs a Champion

- <https://www.youtube.com/watch?v=SFnMTHhKdkw&t=44s>

"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."





“Of primary importance in any culturally responsive classroom is the teacher’s belief that children from culturally diverse backgrounds can and actually want to learn.”
– Winifred Montgomery

