

# Teaching English Language Learners as a General Classroom Teacher

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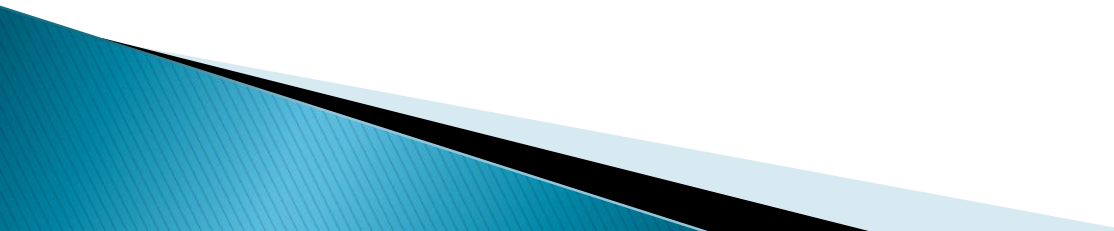


# It's All In the Name

- ▶ It's not called ESL anymore...**why do you think that is?**
- ▶ TESOL – Teaching English to Speakers of Other Languages
- ▶ EFL – English as a Foreign Language
- ▶ LEP – Limited English Proficient
- ▶ ELL – English Language Learners

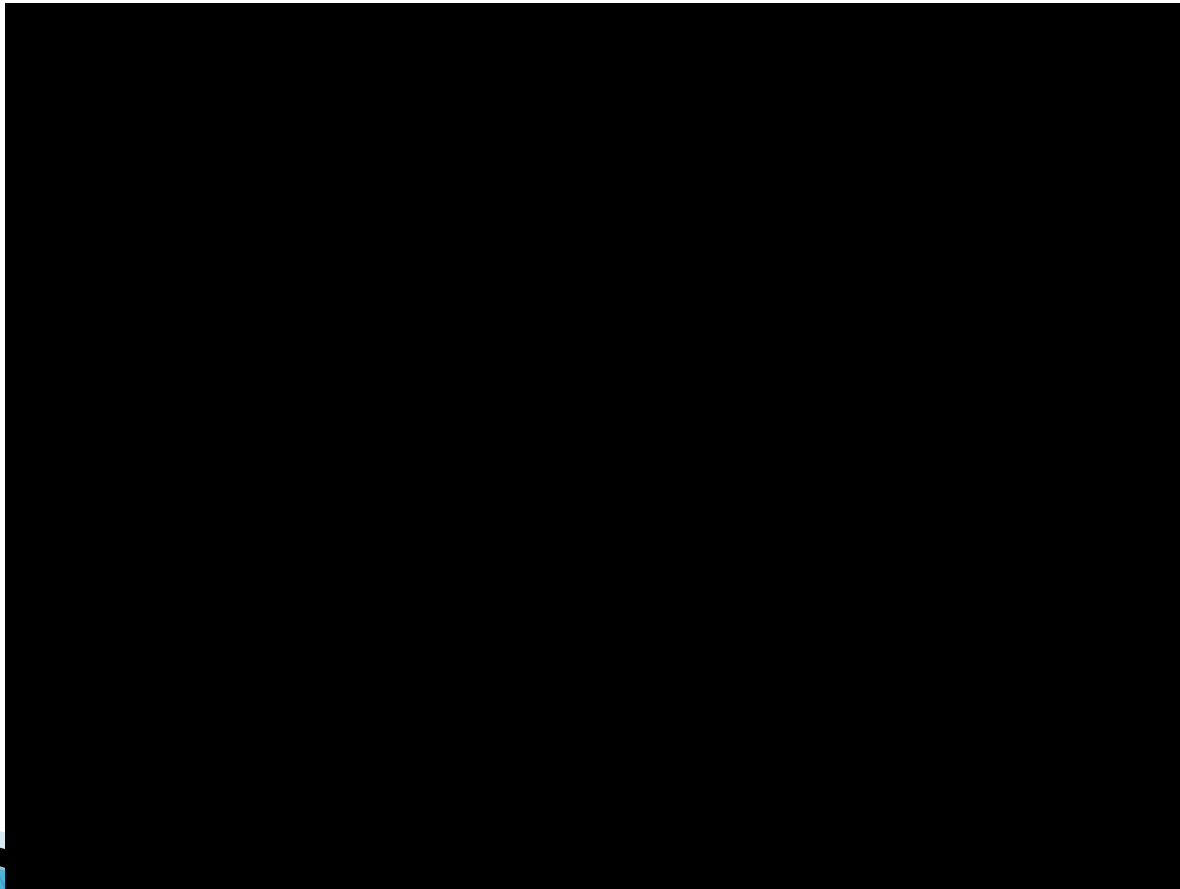


# Imagine...

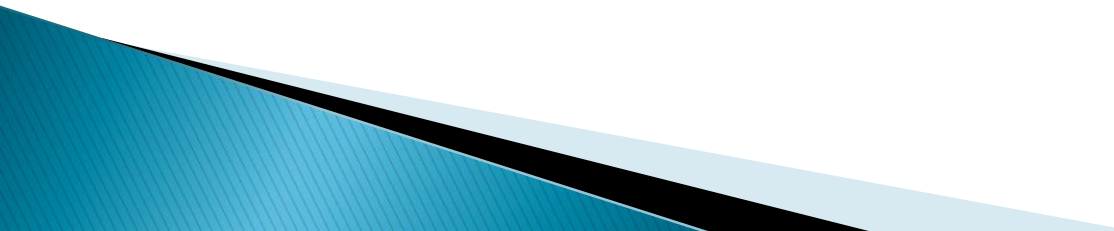
- ▶ You are 5 years old, and your parents tell you you're moving to Mexico!
  - ▶ You go to a kindergarten where the students and teachers only speak Spanish, and you've only ever learned a few words
  - ▶ Your teacher shows this video in a lesson on numbers
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How much could you learn from  
this video, even though it isn't in  
your native language?

<http://www.youtube.com/watch?v=7DV1UgWl63w>



# Video reflection

- ▶ Did you understand all the words?
  - ▶ Did you understand the basic concepts?
  - ▶ Did you draw parallels with the numbers and the objects in the video that would still help you learn?
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# Language Learning Facts

- ▶ As a native speaker, how long did it take you to learn basic communication? Academic language?
- ▶ Basic Interpersonal Communicative Skills (BICS): 2–3 years
  - Interacting with others, routine in classroom
- ▶ Cognitive Academic Language Proficiency: 5–7 years
  - Presenting, writing a paper, responding to a book

# Culture: Do Your Research!

- ▶ Encourage students to **share** about their native culture
- ▶ Recognize that students' backgrounds, especially refugees, may be **far different** from yours and other students
  - E.g., story of refugee student
- ▶ Research **native language differences**
  - E.g., tonal languages, sentence structure
- ▶ Make sure you see each student as an **individual**, rather than a **cultural stereotype**

# Culture Shock

|           | Student                   | Parents                                 | Peers                                 | Teachers   |
|-----------|---------------------------|---|---------------------------------------|--|
| Academic  | Sudden regression         | Very high expectations                  | Slower academic pace                  | Slower teaching pace   |
| Emotional | Identity crisis           | Upset                                   | Frustration                           | Frustration  |
| Cultural  | Shock; conflict in values | Shock; conflict in values, family roles | Lack of understanding; non-acceptance | Shock  |
| Social    | Alienation                | Isolation; demands to assume new roles  | Disassociation                        | Difficulty in developing relationships with students and parents |

Source: Helmer, S., & Eddy, C (1996). *Look at Me When I Talk to You: ESL Learners in Non-ESL Classrooms*. Toronto: Pippin. Page 15

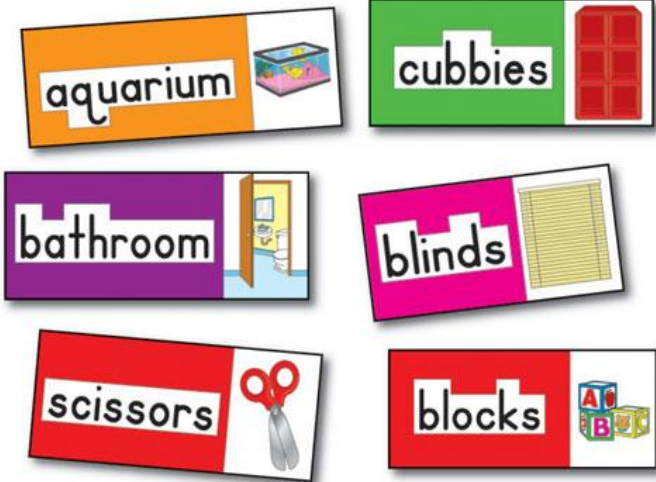


# Cultural Conventions and Expectations

- ▶ Body language
  - E.g., Bulgarian nodding/shaking head
- ▶ Personal space
- ▶ Coverbal communication: “yes, uh–huh...”
- ▶ Do not expect students to immediately feel comfortable with you
- ▶ Different cultural values
  - E.g., competition vs. cooperation; view of time
- ▶ **Make your expectations clear**

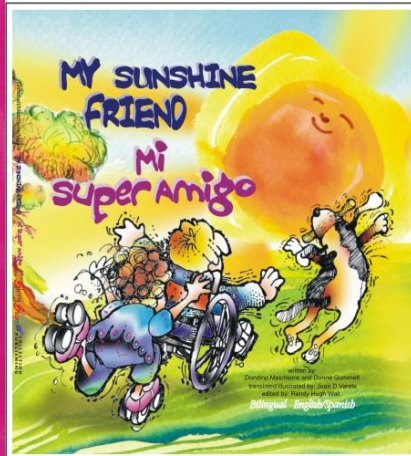
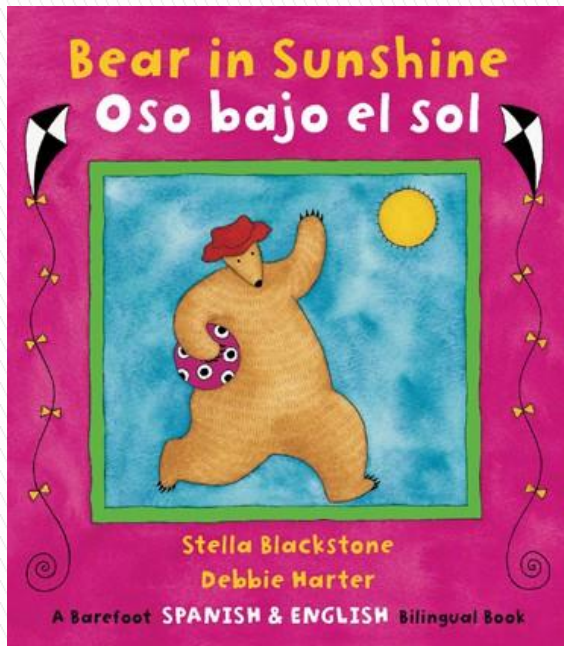
# Some tips...

- ▶ Label everything, but in stages (5 per week)
  - The more your students see it, the better
- ▶ Incorporate students' native languages
- ▶ Familiarity and routine
- ▶ Use lots of visuals: environmental print, pictures, videos

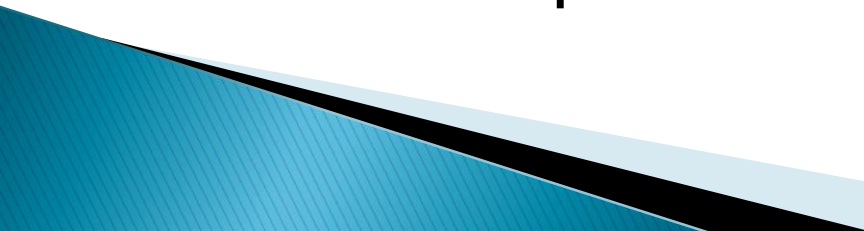


# Reading Instruction

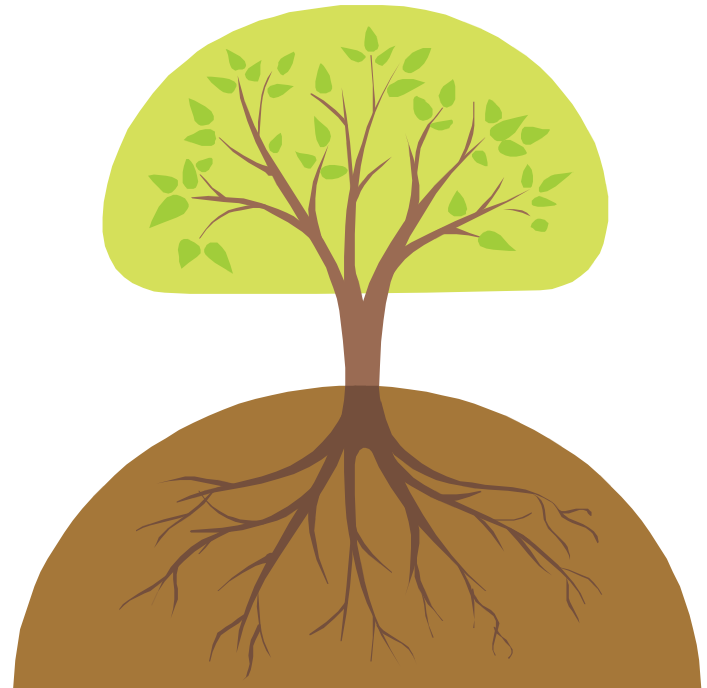
- ▶ Bilingual books
- ▶ Multi-cultural books
- ▶ Environmental print
- ▶ Adapt from popular culture
- ▶ Predictability (rhyming)
- ▶ Oral language: read aloud, audio books, acting out, play centers
- ▶ Reading: use wordless books, graphic organizers, sequence story, retell in native language
- ▶ Writing: print-rich environment, model concepts of print
- ▶ Word study: start with alphabet books to interact with student



# Testing and Accommodations

- ▶ Try to find another ELL or bilingual student who speaks the native language to help a new ELL student
    - Caution: be aware of cultural differences
  - ▶ Give simplified and/or oral tests
  - ▶ Use more manipulatives, pictures, simple study guides, graphic organizers, etc.
  - ▶ Speak slowly and clearly
  - ▶ Avoid idioms
  - ▶ Make sure your voice is loud enough, or even use an amplification system
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- ▶ *“Picture your ELL student like a tree/sapling being replanted. If they are chopped down flush to the ground and are planted in your room they will not survive. They need their roots and all the nurturing that goes with the plant. Allow them to share and use all of their culture, language, beliefs, foods, religion, traditions.... to thrive, survive and bloom!” ~ Eileen W.,  
local ELL teacher*



# Photo and video credits

- ▶ <http://childcare.scholarschoice.ca/products/Four-Blocks-1760/Print-Rich-Classroom-Labels-Bulletin-Board-Set-p420/pstart1/>
- ▶ <http://www.io.eiu.edu/~saeyc/ellconferencehomepage.html>
- ▶ <http://eder671nonprofit.pbworks.com/w/page/18541475/ESL%20-%20Essential%20Conditions>
- ▶ <http://www.earlylearninghq.org.uk/popular-resources/multilingual-%E2%80%98welcome%E2%80%99-poster/>
- ▶ <http://mybarefootbookshelf.blogspot.com/2011/01/bilingual-books-for-kids.html>
- ▶ [http://www.gifttrap.com/gallery-main/image\\_full/2586/](http://www.gifttrap.com/gallery-main/image_full/2586/)
- ▶ <http://www.youtube.com/watch?v=7DV1UgWI63w>

# Other sources

- ▶ Barone, D.M., Mallette, M.H., & Xu, S. H (2005). *Teaching Early Literacy: Development, Assessment, and Instruction*. New York: Guilford.
- ▶ Helmer, S., & Eddy, C (1996). *Look at Me When I Talk to You: ESL Learners in Non-ESL Classrooms*. Toronto: Pippin.
- ▶ Personal communication, Eileen W., Marta F., Pam N.
- ▶ [http://www.diversitycouncil.org/toolkit/Resources\\_TipSheet\\_NonverbalCrossCulturalCommunication.pdf](http://www.diversitycouncil.org/toolkit/Resources_TipSheet_NonverbalCrossCulturalCommunication.pdf)

# Case Studies

- ▶ Divide into four groups. Each group will receive a case study.
  - ▶ You will have five minutes to come up with two possible factors for your child's actions, and two ideas for how to help the child.
  - ▶ Each group will present their ideas to the class.
- 
- ▶ Ami
  - ▶ Ben
  - ▶ Dani
  - ▶ Sam
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