



Professional Development for Non Public Schools: **SUPPORTING OUR ELL STUDENTS** **JULY 13, 2017**

FORDHAM UNIVERSITY
ABBY BARUCH AND DIANE HOWITT



Institute Objectives

Purpose

- Use the foundational principles of ENL to develop a common understanding of how to support culturally and linguistically diverse learners for academic success

Process

- Identify strategies for creating developmentally appropriate classrooms that support culturally and linguistically diverse learners, specifically through carefully designed classroom environments, learning centers, small and whole group activities, and individualized supports.

Pay-Off

- Identify meaningful ways to provide all ELL students' with instructional experiences grounded in best practices that simultaneously celebrate the cultural and linguistic diversity of their communities.

AGENDA

- **Welcome**
- **Pathways to cultural competency**
- **Language acquisition and proficiency**
 - **Myths, theories and practice**
- **Strategies for working with ELL students**
- **Assessment**
- **Reflections**



Hi! I am an ELL child in your classroom...

I need one year to listen and adjust. *(the silent period)*

It may take me five to seven years to read and write my second language. *(model for me)*

Even though I have mastered conversational English, I'm still an ELL.
(model for me)

Start me out with yes or no questions. *(rephrase for me)*

Remember to go from concrete to abstract.

This is very important. Remember how you taught or how you learned your first language.

Naturally!

Ask me about my culture. Learn something about my culture – please!

I did not come to you knowing nothing.

Thank you for reading.

From your ELL student.



As you come in please answer the following questions on two different post-its:

- What comes to mind when you think of **culture**?
- What comes to mind when you think of **language**?



Place your post-its on the appropriate chart.

Cultural and Linguistic BINGO

Find someone who lives in the same neighborhood	Find someone who has taught someone with a disability	Find someone whose family has more than one ethnicity	Find someone who is a twin
Find someone who has traveled to a different continent	Find someone who speaks two languages	Find someone who is going to teach for the first time	Find someone who celebrates a holiday that you don't celebrate
Find someone whose family eats dinner together.	Find someone who has taught for over 15 years	Find someone who can use chopsticks to eat.	Find someone who dances
Find someone who is an only child	Find someone who has researched their family tree	Find someone who has family in another country	Find someone who is an artist or singer

CULTURAL COMPETENCY



We must ask ourselves...

- What do I think about Culturally and Linguistically Diverse (CLD) people?
- What do I know about these people's cultures/languages?
- Do I place a value on real differences?
- How do I get to know these people?

McLetchie



How are the cultures of your students' community reflected in your classroom?



Every child has unique cultural experiences to honor and welcome



Getting to Know Your ELLs

- Get to know more about each ELL
- The ELLs story tells a lot about
 - ✓ how he/she learns,
 - ✓ why he/she learns the way he/she does,
 - ✓ and how his/her cultural views impact learning



VALUABLE QUESTIONS

- Who are these students?
- Where are they from?
- Mobility
- What is the family background?
 - linguistic
 - social
 - economic
- What is the educational level of the parents?
- How well do students do in school and what is their progress over time?
- What can you do to improve student performance and literacy skills?



Culture

**YOU MUST UNDERSTAND THE IMPACT OF CULTURE ON YOUR OWN
LIFE**

ALL HUMAN BEINGS ARE RAISED WITHIN A CULTURAL CONTEXT

Activity: What's in a name?



CULTURE

CULTURE IS DEFINED AS THE PATTERNS OF DAILY LIFE LEARNED CONSCIOUSLY AND UNCONSCIOUSLY BY A GROUP OF PEOPLE.

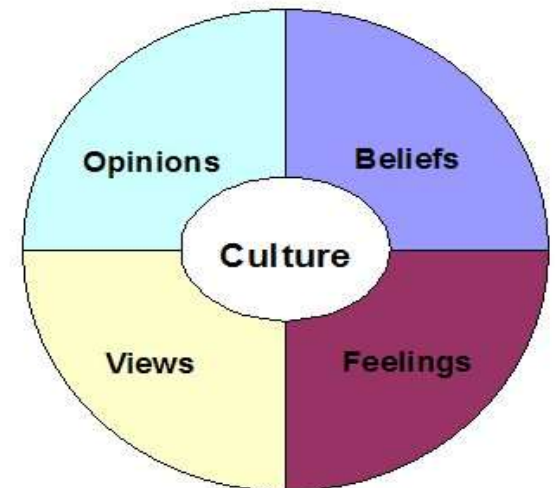
THESE PATTERNS CAN BE SEEN IN LANGUAGE, GOVERNING PRACTICES, ARTS, CUSTOMS, HOLIDAY CELEBRATIONS, FOOD, RELIGION, CHILD REARING PRACTICES, DATING AND MARRIAGE RITES , RITUALS, CLOTHING, ETC.



CULTURE

CULTURE IS DYNAMIC...

- **NO TWO INDIVIDUAL MEMBERS OF A CULTURAL GROUP SHARE THE SAME SYSTEM OF CULTURAL KNOWLEDGE.**
- **IT IS WHATEVER IT IS THAT ONE HAS TO KNOW OR BELIEVE IN ORDER TO OPERATE IN A MANNER ACCEPTABLE TO MEMBERS OF A GROUP.**
- **IT IS A FORM OF THINGS PEOPLE HAVE IN MIND, AND THEIR MODELS OF PERCEIVING, RELATING AND OTHER INTERPRETING THEM.**



Culture is...



“Culture involves shared and learned patterns of human behavior, social interactions, perceptions, and beliefs which are transmitted from one generation to another...

However, cultural patterns are not limited to people’s ethnic heritage alone. Families develop their own unique cultural attributes depending on many factors including their economic class, religious beliefs, urban/rural setting, generation, and country of residence. Cultural identity is rarely simple in diverse societies such as the United States.”

(Derman-Sparks & Edwards, 2010)

What you need to know

PEOPLE REARED IN A DIFFERENT CULTURAL ENVIRONMENT WILL HAVE...

- **LEARNED A DIFFERENT BODY OF KNOWLEDGE AND...**
- **WILL HAVE LEARNED IT IN DIFFERENT WAYS.**



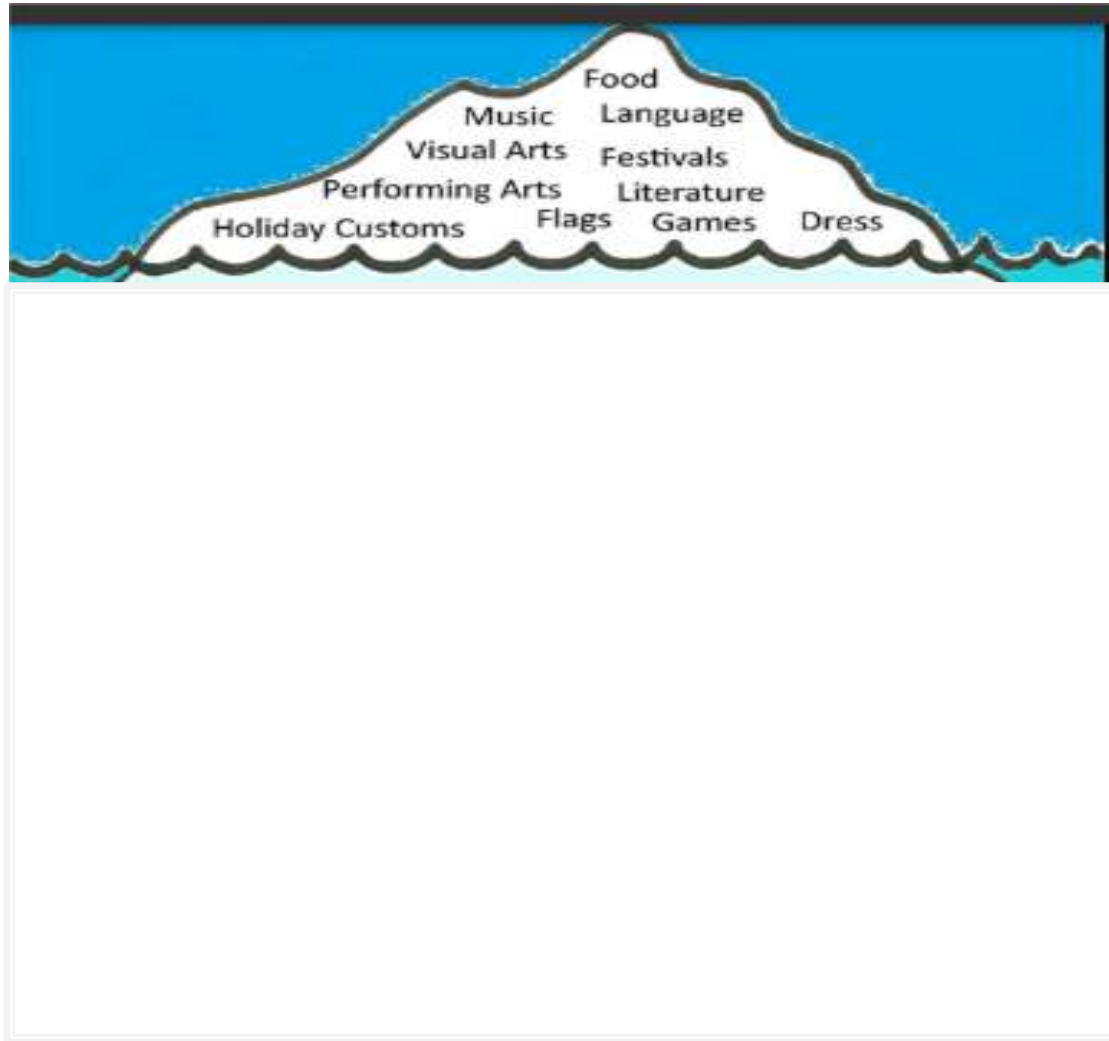
Catherine Collier

NYC RBE-RN Fordham University



“The Cultural Iceberg”

(<http://opengecko.com/interculturalism/visualising-the-iceberg-model-of-culture>, 2015)



What do you think?

Turn and talk with your partner

- How important are cultural differences when you are communicating with others?
- How important is non-verbal communication in your communications with others?
- What messages are you sending which you really do not want others to pick up?
- How can you improve your effectiveness as a communicator to enhance interactions?
- What do you need to do so as to improve your ability to “listen” to the non-verbal cues of others, especially those from other cultural groups?

4 STAGES of CULTURE SHOCK

1. **Newness:** when the ELL likes his/her new environment.
2. **Dislike** of the new surroundings- ELL finds faults, noticing discomforts and problems
3. **Adjustment:** realizing the differences that do exist; understanding and accepting them
4. **Assimilation/Adaption:** New self-confidence, merging of identities



ELL's Point of View – Culture Shock



New time
concept

New language



new
customs

ELLS MUST LEARN

Subject content



Classroom methodology



New social relationships

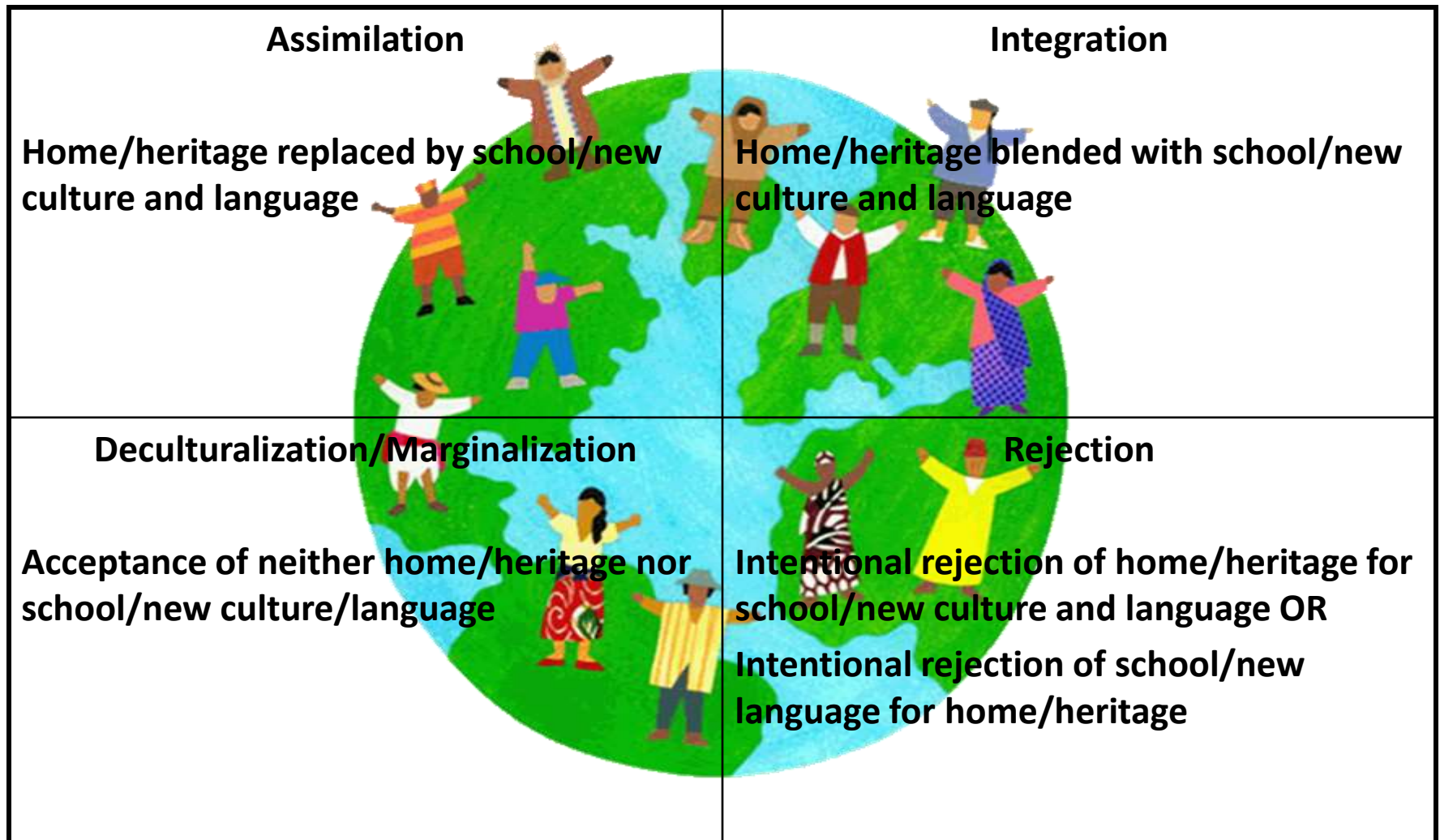


WHY ADDRESS CULTURE SHOCK?

- Culture shock produces a feeling of disorientation,
- May manifest itself as home-sickness, imagined illness or unreasonable fear
- Children who experience culture shock may want to remain isolated to protect themselves from an unfamiliar environment
- The Solution? Help the ELL:
 - Become familiar with environment & expectations,
 - Give many different ways to experience culture
 - Be patient & understanding
 - Give time to process what he/she sees & hears
 - Let him/her share about native culture



What are the stages of cultural acclimation?



(Collier)



“By incorporating what families know, what they value, and how they communicate their cultural knowledge, programs can increase home–school congruencies and build on what young people already know.”

Espinosa, 2010



Open, Ongoing, Two-Way Communication between Programs and Families

A. Ensure that families have opportunities to give input to programs regarding their policies and practices. Families should not solely be recipients of information.

B. Plan ahead to address language barriers. Provide translational and interpretation resources for program staff.



Pathways to Cultural Competence Principles

- Teacher Reflection
- Intentional Decision-Making and Practice
- Strength-Based Perspective
- Open, Ongoing, Two-Way Communication



Language Acquisition



GERMAN COAST GUARD



germancoastguard-sinking.mpeg (germancoastguard-sinking.mpeg.MPE)

Thoughts about language...

- No language is inherently better or worse than another.
- People who are not proficient English speakers experience isolation:
 - because they are unable to clearly communicate
 - because others may judge them as different and/or inferior
- The linguistically diverse may be teased, excluded, avoided, misunderstood.



More Thoughts about Language...

- Some people avoid speaking so as not to be teased.
- Others who become proficient in English reject their native language in order not to appear different to their peers.
- When you criticize a person's language you are devaluing them as a person because language is part of our personal identity.
- One can teach standard English without suggesting that a home language, dialect, accent is inferior.



Misconceptions about Language Acquisition, Learning and Development



- Accent is not an indicator of proficiency
- Children DO NOT learn languages faster and better than adults do...they only seem to because they have better pronunciation and they have a smaller fund of vocabulary
- Language development CAN NOT be accelerated...but having developed another language to a high degree does help in learning a second language more easily
- Learning 2 languages DOES NOT lead to linguistic confusion
- Learning 2 languages DOES NOT lead to poor academic performance
- Code switching IS NOT an example of a language disorder or poor grammatical ability

Samuel Ortiz

Jigsaw Read

“Home Language Advantage”

(Escobar, 2013)

- As you read, underline phrases or sentences that resonate with you
- Everyone reads up to the first question
- Group 1 reads the 1st myth
- Group 2 reads the 2nd myth
- Group 3 reads the 3rd myth
- Group 4 reads the Music insert



“Home Language Advantage”

(Escobar, 2013)

After reading the article, think about these questions:

- Did anything the author say about supporting a child’s home language in the classroom surprise you?
- How do you, or might you, address these myths in your own practice?

Share out

*“As a student
in my country,
I could talk.*

*I could express my ideas and
opinions. When I came to this
country I became mute.”*

- A second year ELL



6 Stages of Second Language Acquisition

1. Pre-production
2. Early Production
3. Speech Emergence
4. Beginning Fluency
5. Intermediate Fluency
6. Advanced Fluency



Stages of Second Language Acquisition

Stage	Characteristics	Approx. Time Frame	Teacher Prompts
<i>Preproduction</i>	<p>The student:</p> <ul style="list-style-type: none"> ✦ Has minimal comprehension ✦ Does not verbalize ✦ Nods “Yes” and “No” ✦ Draws and points 	0-6 months	<ul style="list-style-type: none"> ✦ Show me... ✦ Circle the... ✦ Where is...? ✦ Who has...?
<i>Early Production</i>	<p>The student:</p> <ul style="list-style-type: none"> ✦ Has limited comprehension ✦ Produces one- or two- word responses ✦ Participates using key words and familiar phrases ✦ Uses present-tense verbs 	6 months – 1 year	<ul style="list-style-type: none"> ✦ Yes/no questions ✦ Either/or questions ✦ One- or two-word answers ✦ Lists ✦ Labels

Stages of Second Language Acquisition

Stage	Characteristics	Approx. Time Frame	Teacher Prompts
<i>Speech Emergence</i>	The student: <ul style="list-style-type: none"> ✦ Has good comprehension ✦ Can produce simple sentences ✦ Makes grammar and pronunciation errors ✦ Frequently misunderstands jokes 	1 – 3 years	<ul style="list-style-type: none"> ✦ Why...? ✦ How...? ✦ Explain... ✦ Phrase or short-sentence answers
<i>Intermediate Fluency</i>	The student: <ul style="list-style-type: none"> ✦ Has excellent comprehension ✦ Makes few grammatical errors 	3 – 5 years	<ul style="list-style-type: none"> ✦ What would happen if...? ✦ Why do you think...?
<i>Advanced Fluency</i>	The student has a near-native level of speech	5 – 7 years	<ul style="list-style-type: none"> ✦ Decide if... ✦ Retell...

BICS

CALPS



BASIC
INTERPERSONAL
COMMUNICATION
SKILLS

COGNITIVE
ACADEMIC
LANGUAGE
PROFICIENCY
SKILLS

Word Facts and Figures

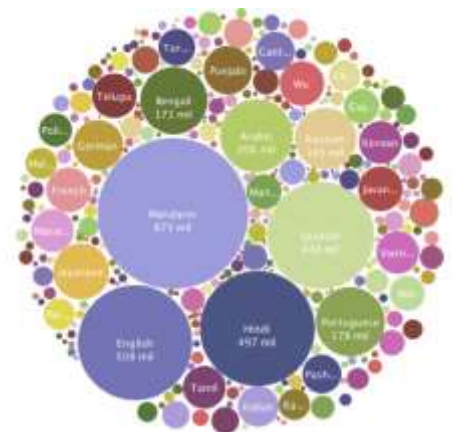
101 10,000 57 100,000 2,000
1,000,000 50% 3,000

Match the numbers above to the vocabulary facts below

1. Language learners need to hear or be exposed to a word this many times before they can use the word freely. _____
2. The number of words in the English language. _____
3. The number of words the typical college graduate understands. (passive vocabulary) _____
4. The number of words the average native speaker uses. (active vocabulary) _____
5. The number of words an ESL student needs to be considered “fluent” in social situations. _____
6. The number of words English speakers use for 90% of their everyday conversations. _____
7. The percentage of words that are NOT spelled phonetically in the English language. _____
8. The number of meanings of “get” in Webster’s Dictionary (**not including “get real”**).

Confusing to ELLs

- Words with several meanings
- Word order
- Translation from L1 to L2
- Idioms
- Many languages have NO article or articles have a gender
- Native background/knowledge –Material often interpreted through ELLs cultural understanding, NOT ours
- Jokes can be hard to understand
- Passive voice



What do ELLs experience in schools?

Listening comprehension and receptive language

“I pledge a lesson to the frog of the United States of America, and to the wee puppet for witches hands. One Asian, under God, in the vestibule, with little tea and just rice for all.”

AFRIKAAN: WOEF WOEF ALBANIAN: HAM HAM ARABIC:
HAM HAM BENGALI: GRAUE GRAUE BULGARIAN: BAU
BAU CATALAN: BUP BUP CHINESE MANDARIN: WANG
WANG CROATIAN: VAU VAU CZECH: HAF HAF DUTCH:
WOEF WOEF ENGLISH: WOOF WOOF ESPERANTO: BOJ
BOJ ESTONIAN: AUH AUH EUSKERA: ZAUNK ZAUNK
FINNISH: VUH VUH FRENCH: OUAH OUAH GALLEGLO:
GUAU GAU GUERMAN: WUFF WUFF GREEK: GAB GAB
HEBREW: HAV HAV HINDI: BHO BHO HUNGARIAN: VAU
VAU ICELANDIC: VOFF VOFF INDONESIAN: GUK GUK
ITALIAN: BAU BAU JAPANESE: WAN WAN KOREAN:
MUNG MUNG MONTENEGRIAN: AV AV NORWEGIAN:
VOV VOV POLISH: HAU HAU PORTUGUESE: AU AU
ROMANIAN: HAM HAM RUSSIAN: GAV GAV SLOVENE:
HOV HOV SPANISH: GAU GAU SWEDISH: VOY VOY
THAI: HOANG HOANG TURKISH: HAV HAV UKRAINIAN:
HAV HAV VIETNAMESE: MAU MAU URDU: WOOF WOOF



It Can Happen To You

Listening comprehension and receptive language

MONDEGREENS

What About Those Lyrics?

- “There’s a bathroom on the right”= “There’s a bad moon on the rise” (Credence Clearwater)
- “The girl with colitis goes by”= “The girl with kaleidoscope eyes” (Beatles)
- “Midnight after you’re wasted”= “Midnight at the Oasis” (Maria Muldauer)
- “Excuse me while I kiss this guy”= “Excuse me while I kiss the sky” (Jimmy Hendricks)
- “I’ll never leave your pizza burning”= “I’ll never be your beast of burden” (The Rolling Stones)

Source: Samuel O. Ortiz

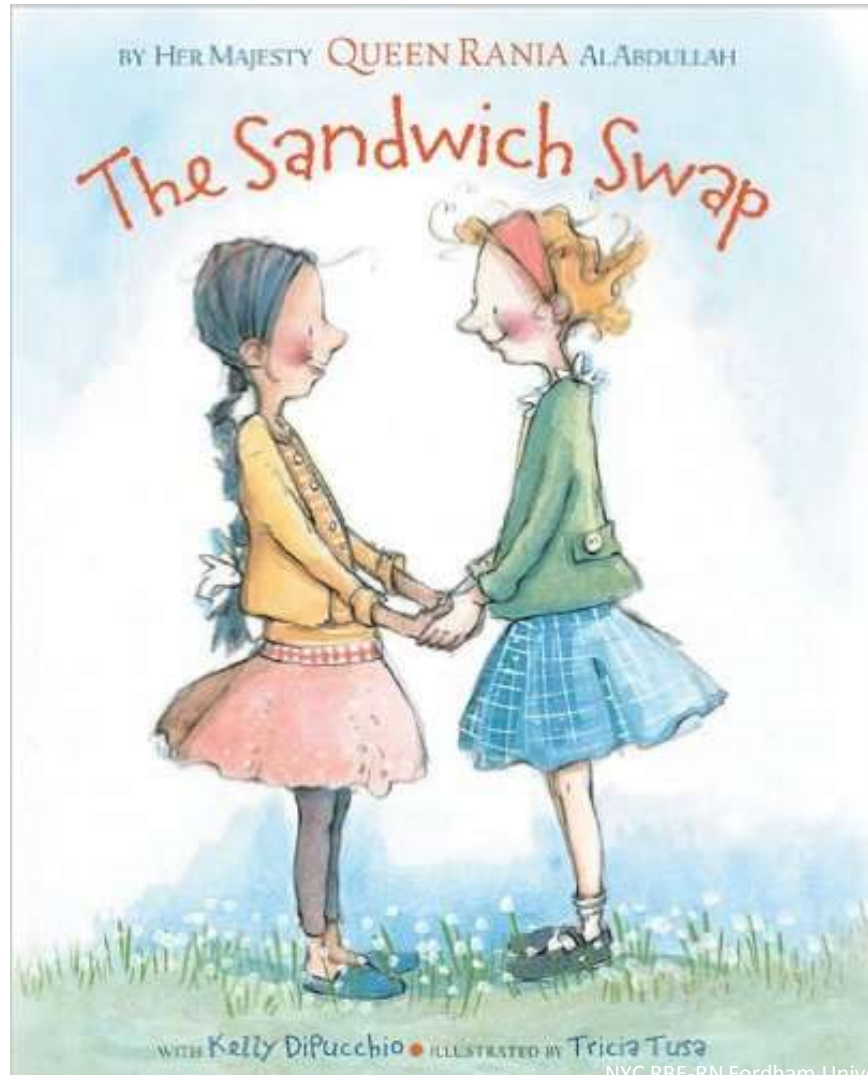


Open, Ongoing, Two-Way Communication between Programs and Families

- A. Ensure that families have opportunities to give input to programs regarding their policies and practices. Families should not solely be recipients of information.
- B. Plan ahead to address language barriers. Provide translational and interpretation resources for program staff.



Read Aloud to Support Culturally and Linguistically Diverse Learners



- ☐ Preview Vocabulary
- ☐ Show Pictures
- ☐ Check for Understanding
- ☐ Have fun!

Read Aloud to Support Culturally and Linguistically Diverse Learners

- Preview Vocabulary
- Show Pictures
- Check for Understanding
- Have fun!



Word Consciousness: Polysemous Words

“The trunk with the elephant’s trunk was found under the tree trunk and put in the trunk of the car along with our swimming trunks.”



Scaffolding for ELLS



Helping the ELL learn in the Classroom: Keys to Success

- General Suggestions
- Classroom Instructional Strategies
- Instructional Accommodations
- Modified Assessments
- Grading Guidelines



KNOW THE ELLs PROFICIENCY LEVEL

➤ 5 English Proficiency Levels:

1. *Entering*
2. *Emerging*
3. *Transitioning*
4. *Expanding*
5. *Commanding*

At each Proficiency level:

What can your ELL do?
What can you expect?

Use proficiency levels to determine expectations & outcomes as you plan appropriate instruction

How do we accomplish this?

Turn and Talk



TIP

Identify what your ELL's proficiency level is and how he/she learns best.

STRATEGIES

- Activate prior knowledge
- Use visuals/realia
- Use TPR
- Integrate the teaching of word meaning within the content area context
- Address basic vocabulary that is difficult to visualize
- Provide deep, guided discussions with opportunities to use rich vocabulary (socializing intelligence)
- Use culturally relevant texts



Chunking

A strategy used to assist in building and extending vocabulary and content knowledge

A person's capacity to remember chunks or groups of information is generally greater than his/her ability to remember individual bits of information.

Chunking is the grouping of words and sentences into manageable, short, meaningful phrases. Chunking helps students identify key words and ideas, develops their ability to paraphrase, and makes it easier for them to organize and synthesize information.



CHUNKING ACTIVITY

Cut out the sentence strips.

Count off for groups to participate in the activity with enough strips for each person to receive one apiece. (or more depending upon the number of participants)

Encourage collaboration and tell groups to stand in the order of their conversations: based upon the understanding of the text, words, context, story components, etc.

Groups will all practice reading their dialogues aloud and determine if the story is in the correct order.

Each group will present and others will listen.

Share out: How can this activity prepare our students?



CHUNKING ACTIVITY

Distribute the sentence strips to the participants.



Generic Scaffolding Tips

- **Reduce # of objectives & key concepts. Focus on 2 to 3 key ideas.**
- **Provide visuals such as graphic organizers: diagrams, timelines, story maps, etc.**
- **Provide hands-on exercises, demonstrations, and activities.**
- **Reduce amount of required reading and writing according to ELL's needs. Provide close reading strategies.**
- **Provide a study guide or notes before beginning the unit or chapter. Hold the ELL accountable for the reduced # of objectives.**
- **Have non- or very limited-English ELLs compile a picture dictionary of content and high frequency words from the unit. This can later be used for assessment.**
- **Make connections to students' background.**



Scaffolding for ELLs... Amplifying Language

- Model the target content vocabulary in context;
- Use synonyms, appositives and descriptive language instead of simplifying or translating;
- Make use of environmental print: *men/women, Burger King, EXIT*
 - Label items, locations, activities/centers on bulletin boards and on display tables
 - Write directions, schedules, calendar information, names, and work duties



Scaffolding for ELLs: Amplifying Language

- Use language experience activities to describe events in the classroom (Feeley, 1983);
 - Bridge the content vocabulary to students' experiences;
 - Think/Pair/Share (Walqui, 2004)
 - Write dialogues/role play/dramatize



Additional Scaffolding for ELLs CONT. ...

- Provide students with a place to keep track of important words (e.g., individual notebook-dictionaries, personal thesaurus, flash cards, pocket charts, listening center);
- Accept invented/temporary spelling in word recognition activities (Boyle & Peregoy)
- Avoid instantaneous translation



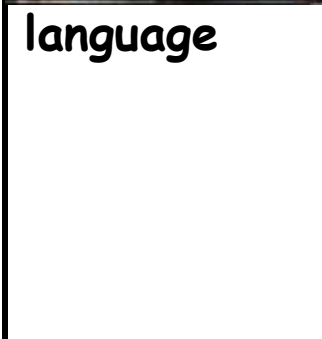
Expanding Word Wall
(...after the reading, note-taking, and team discussion)

Word Wall: Community

classroom



district



New ELL-What Do I Do First?

- Provide a welcoming, safe environment.
- Assign a willing buddy and give a school tour.
- Check textbook kits; many publishers have resources designed so that ELLs may participate in lessons even if they have limited English.
- ELLs may not speak for weeks. This “silent phase” is normal. Be patient and don’t force him/her to talk.
- Learn ELL’s level of language proficiency; check with your ENL teacher.
- Learn about the student’s language and culture; introduce ELL’s home country to the class.
- **GRADES:** Modify content, assignments, and assessments to allow ELLs to succeed.



Ideas for English: Reading & Writing

- **Activate prior knowledge**
- **Reading material should be at student's instructional level... scaffold it for comprehension.**
- **Pre-teach academic vocabulary**
- **Tape record information for ELL & let him/her listen to it**
- **Teach reading strategies that enable ELLs to predict, question & visualize the story**
- **ELL may not know cursive or may not know how to print because in some countries cursive is taught at a very early age. They may need to be taught**
- **Post a list of basic sentences or words (with pictures) most frequently used in the classrooms. Label objects in the room.**
- **Allow ELLs to write about topics about which they have background knowledge. Consider permitting the child to write in his home language**
- **Allow ELLs to work together when possible during the writing process**



Ideas for Social Studies

- Be mindful that children from other countries DO NOT have background knowledge of local and U.S. history
- Teach the language of social studies: historical terms, governing processes, social studies specific vocabulary
- History textbooks have a cultural focus
- Be aware that social studies utilizes passive voice, complex sentence structure, extensive use of pronouns that are difficult for students learning English
- Be aware that scientific terminology often have cognates in the students' home language
- Use many visual aids: puzzles, computer, maps, graphic organizers
- Teach key concepts and Academic Vocabulary
- Density of text



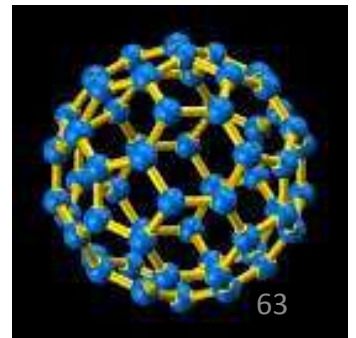
Ideas for Math

- Teach the language of mathematics. Many mathematical concepts have cognates.
- Understand that mathematics is taught differently in many countries
- Americans uses a different measurement system (versus metric)
- Understand that number formation may be different from country to country
- Understand that students from other cultures may learn math by rote memory
- Know that the manner of writing symbols may differ from country to country.
- Show completed assignments and projects
- Print assignments & directions on the board.
- Provide manipulatives: counters, # lines, etc.
- Rewrite story problems in simpler English.
- Use many visual aids: pictures, illustrations, realia
- Show ELLs how to prepare a card file of number words
- Mental math is often the norm in other countries. Students may not show work work as we do



Ideas for Science

- Be aware that scientific terminology often have cognates in the students' home language
- Science vocabulary: multiple meanings
- Allow entering students to use drawings, graphs, charts, and journals to show knowledge of concepts
- Students should work in groups or pairs whenever possible to solve & do experiments
- Visual, icons and symbols may be unfamiliar and/or confusing
- Show sample or models of completed project.
- Use hands-on activities
- Use many visual aids: puzzles, computer, maps, graphic organizers
- Teach key concepts and Academic Vocabulary
- Prepare large charts that summarize the steps involved in experiments



Beginner (Entering) Learning Styles

- Most new ELL students learn best visually and kinesthetically.
- Don't expect them to sit and listen to lectures. (auditory learning)
This is very difficult for ELLs.
- Use gestures, drawings, smart boards or other visual aids.
- Give students hands-on activities to complete.
- <http://busyteacher.org/14192-how-to-teach-visual-learners-9-ways-esl-learning.html> Visual Learning Strategies
- http://www.education.com/magazine/article/kinesthetic_learner/ Kinesthetic Learning Strategies



<https://www.youtube.com/watch?v=Y09E-bLIPwg>

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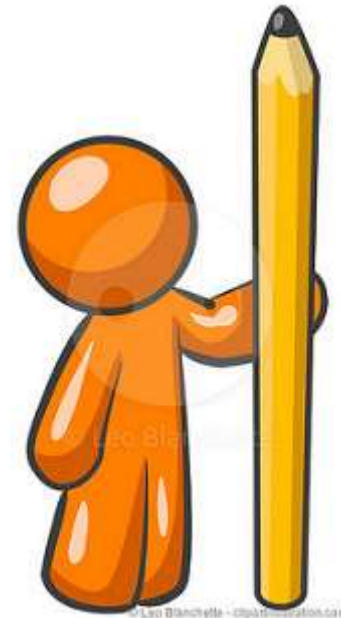
Modify Assessments

- Modify tests and quizzes
 - Break down, amplify – don't simplify
- Make expectations brief and clear
- Use cognates and existing pre-taught vocabulary
 - Make sure words have been defined and explained
 - Word banks



Modify Assessments (cont.)

- When writing
 - use summary sentences instead of essays
 - Use sentence starters and sentence frames
 - cloze activities
 - word banks
 - matching exercises, groups of
 - allow more time
- When giving oral responses
 - allow use of notes
 - record responses
 - allow practice time
 - Use sentence starters and sentence frames



GRADING

- ELL's should not fail a grade based on their language skills
- Grades should be based on content knowledge
- Use of performance tasks
- Put passing grades on papers with explanations re. rubrics
- Grade mastery of content, not grammar/ spelling(unless that is the target) {entering- expanding}
- Give as much positive feedback as possible
- Acknowledge effort as well as mastery
- If the answer appears to be wrong, ask the ELL to explain it



Goal Setting for September 2017

- What do you need to do as a teacher to get yourself and your classroom ready to support culturally and linguistically diverse learners and their families in September?
 - Create one goal for yourself
 - Create one goal for your classroom
 - Create one goal for your relationships with families
- What support do you need from your leaders to accomplish your goals?



Scaffolds Used Today

- Read-Aloud, Interactive Read-Aloud, Think Aloud (Metacognitive)
- Jig-Saw (Text-Representation, Metacognitive)
- Round Robin Read (Metacognitive)
- Novel Ideas Only (Metacognitive, Schema Building)
- Visual Supports (Contextualization)
- Audio/Video (Contextualization, Schema Building)
- Think-Pair-Share (Bridging)
- Anticipatory Guide (Bridging)
- Compare-Contrast, True-False (Schema building)
- Sentence Chunking, Completing tasks, Demonstrating (Modeling)
- Use of post-its (Meta-Cognitive, Contextualization, Text-representation)
- Collaborative dialogues: T & T, Bingo (Metacognitive)
- Goals, Reflections (Metacognitive)



Multi-Cultural Bibliography/Suggestions

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감사합니다 Natick
 Danke Ευχαριστίες Dalu
 Grazie Thank You Köszönöm
 Tack
 Спасибо Dank Gracias
 谢谢 Merci Seé
 ありがとう

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