

DOWNLOAD PDF MEETING THE NEEDS OF SECOND LANGUAGE LEARNERS

Chapter 1 : Welcoming Second Language Learners | Responsive Classroom

ASCD Logo. North Beauregard St. Alexandria, VA MISSION: ASCD is dedicated to excellence in learning, teaching, and leading so that every child is healthy, safe, engaged, supported, and challenged.

Contact Us Listen to this post as a podcast: A note on terminology: 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. You have a new student, and he speaks no English. 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. 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? So that means we have a problem here: Build in more group work. Communicate with the ESL teacher. 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. 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. Look out for culturally unique vocabulary. Use sentence frames to give students practice with academic language. Keep these posted in a highly visible spot in your classroom and require students to refer to them during discussions and while they write. Kim remembers one time when she had to set the record straight about the diverse South American population at her school: Make a commitment to be someone who bothers to get it right. 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. They all roared with laughter while I stood there with a What?? I told them that laughing was fine because sometimes mistakes are really funny, but ridicule is never okay. In addition to offering an overview of the research on second-language learners and best practices in teaching ESL, it also includes a whole section on teaching ESL in the content areas and another specifically geared toward teaching ELL students in mainstream classrooms. Impact of L1 use in L2 English writing classes. If you thought this was helpful, stick around. Join my mailing list and never miss another post. I look forward to getting to know you better!

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Chapter 2 : English Language Learners with Special Needs: Effective Instructional Strategies | Colorín Colorado

Meeting the Needs of Second Language Learners. by Judith Lessow-Hurley. Table of Contents. Chapter 1. Who is the Second Language Learner? Fueled by immigration, the number of children in the nation's public schools has been increasing steadily over the last 20 years and is also becoming increasingly diverse (Jamieson, Curry, & Martinez,).

As they take up a larger and larger percentage of classroom students, it means that educators need to become skilled in accommodating and reaching these students. However, unlike ESL teachers who have intensive training on how to reach these students, classroom teachers receive very little training concerning how to properly accommodate these new English speakers within their classrooms. This can create a difficult situation for both the teacher and the ESL student. It can be challenging to address the needs of ELL students within the same classroom, as they can each differ in their first language, as well as in the degree of their English language skills. Therefore, the key to meeting the needs of English Language Learners is to plan lessons that are accessible to a wide range of students and that utilize language-focused instruction. Guided Interaction Teachers structure lessons to enable students to work together to understand what they read by listening, speaking, reading, and writing collaboratively about the academic concepts in the text. By working collaboratively, ELL students can work off of other students to help them comprehend and learn what is being asked of them. Explicit Instruction Utilize clear instructions or direct teaching of concepts, academic language, and reading comprehension strategies to complete classroom tasks. Explicit instruction refers to task-specific, teacher-led instruction that overtly demonstrates how to complete a task and can be used to teach students both basic and higher-order reading skills. Research shows that when students are interested in something and can connect it to their lives or cultural backgrounds, they are more highly motivated and learn at a better rate. It provides clues and visual cues to the language context to help English Language Learners grasp concepts, thereby making the content more accessible to the students. Visual aids used in the classroom are essential for English language learners. Visual aids provide a different form of explanation and provide the students with information that they may not have understood if it was presented to them in written or spoken form. If a student cannot read or understand spoken English, drawings, videos in their native language, graphs, etc. You can implement a variety of visual aids, such as graphic organizers, pictures, diagrams, and charts. Authentic Assessment Teachers model and explicitly teach thinking skills metacognition crucial to learning new concepts. Therefore, allowing ESL students other outlets to show their knowledge can help them succeed in the classroom. Examples of some authentic assessments include performance-based assessments, project-based assessments, criterion-referenced assessments, and methods that allow students to show and practice knowledge in non-language dependent ways such as Venn diagrams, charts, drawings, mind maps, and PowerPoint slides. There are many, many different accommodations available for your students. What works for one student may not work for another and what worked at one point in time may lose its effectiveness over time. This will help you know whether your accommodations and modifications are effective or not. Keep in mind that the ultimate goal of your instructional accommodations is to make the learning process easier for your ELL students. Put forth the time and effort necessary to carefully select effective accommodations and you will see how these small changes can make a world of difference!

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Chapter 3 : Meeting the Needs of Second Language Learners: An Educator's Guide by Judith Lessow-Hur

meeting the needs of second language learners ESL/ELL In six chapters, all very interesting and readable, the author has laid out the most important issues (and some misconceptions) about the way best to work with a second language population.

Conclusion Students fail in school for a variety of reasons. In some cases, their academic difficulties can be directly attributed to deficiencies in the teaching and learning environment. For example, students with limited English may fail because they do not have access to effective bilingual or English as a second language ESL instruction. Students from lower socioeconomic backgrounds may have difficulty if instruction presumes middle-class experiences. Other students may have learning difficulties stemming from linguistic or cultural differences. Unless these students receive appropriate intervention, they will continue to struggle, and the gap between their achievement and that of their peers will widen over time. Still other students need specialized instruction because of specific learning disabilities. English language learners who need special education services are further disadvantaged by the shortage of special educators who are trained to address their language- and disability-related needs simultaneously. Improving the academic performance of students from non-English backgrounds requires a focus on the prevention of failure and on early intervention for struggling learners. This digest presents a framework for meeting the needs of these students in general education and suggests ways to operationalize prevention and early intervention to ensure that students meet their academic potential.

Prevention of school failure Prevention of failure among English language learners involves two critical elements: Preventing school failure begins with the creation of school climates that foster academic success and empower students Cummins, Such environments reflect a philosophy that all students can learn and that educators are responsible for helping them learn. Positive school environments are characterized by strong administrative leadership; high expectations for student achievement; challenging, appropriate curricula and instruction; a safe and orderly environment; ongoing, systematic evaluation of student progress; and shared decision-making among ESL teachers, general education teachers, administrators, and parents. Several other factors are critical to the success of English language learners, including the following: A shared knowledge base Teachers must share a common philosophy and knowledge base relative to the education of students learning English. They should be knowledgeable about all of the following areas: Language development should be the shared responsibility of all teachers, not only those in bilingual and ESL classes. Collaborative school-community relationships Parents of students learning English must be viewed as capable advocates for their children and as valuable resources in school improvement efforts Cummins, By being involved with the families and communities of English learners, educators come to understand the social, linguistic, and cultural contexts in which the children are being raised Ortiz, Effective instruction Students must have access to high-quality instruction designed to help them meet high expectations. Teachers should employ strategies known to be effective with English learners, such as drawing on their prior knowledge; providing opportunities to review previously learned concepts and teaching them to employ those concepts; organizing themes or strands that connect the curriculum across subject areas; and providing individual guidance, assistance, and support to fill gaps in background knowledge. Early intervention for struggling learners Most learning problems can be prevented if students are in positive school and classroom contexts that accommodate individual differences. However, even in the most positive environments, some students still experience difficulties. For these students, early intervention strategies must be implemented as soon as learning problems are noted. The intent of early intervention is to create general education support systems for struggling learners as a way to improve academic performance and to reduce inappropriate special education referrals. Examples of early intervention include clinical teaching, peer and expert consultation, teacher assistance teams, and alternative programs such as those that offer tutorial or remedial instruction in the context of general education. Clinical teaching Clinical teaching is carefully sequenced. Teachers conduct

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curriculum-based assessment to monitor student progress and use the data from these assessments to plan and modify instruction. ESL teachers can help general education teachers by demonstrating strategies to integrate English learners in mainstream classrooms. In schools with positive climates, faculty function as a community and share the goal of helping students and each other, regardless of the labels students have been given or the programs or classrooms to which teachers and students are assigned. These teams, comprised of four to six general education teachers and the teacher who requests assistance, design interventions to help struggling learners. The classroom teacher then implements the plan, and follow-up meetings are held to review progress toward resolution of the problem. Alternative programs and services General education, not special education, should be primarily responsible for the education of students with special learning needs that cannot be attributed to disabilities, such as migrant students who may miss critical instruction over the course of the year or immigrant children who may arrive in U. General education alternatives may include one-on-one tutoring, family and support groups, family counseling, and the range of services supported by federal Title I funds. Such support should be supplemental to and not a replacement for general education instruction. Referral to special education When prevention and early intervention strategies fail to resolve learning difficulties, referral to special education is warranted. The responsibilities of special education referral committees are similar to those of TATs. The primary difference is that referral committees include a variety of specialists, such as principals, special education teachers, and assessment personnel. These specialists bring their expertise to bear on the problem, especially in areas related to assessment, diagnosis, and specialized instruction. Decisions of the referral committee are formed by data gathered through the prevention, early intervention, and referral processes. The recommendation that a student receive a comprehensive individual assessment to determine whether special education services are needed indicates the following: If students continue to struggle in spite of these efforts to individualize instruction and to accommodate their learning characteristics, they most likely have a learning disability Ortiz, Conclusion Early intervention for English learners who are having difficulty in school is first and foremost the responsibility of general education professionals. If school climates are not supportive and if instruction is not tailored to meet the needs of culturally and linguistically diverse students in general education, these students have little chance of succeeding. The anticipated outcomes of problem-prevention strategies and early intervention include the following: Teacher assistance teams-A model for within-building problem solving. A theoretical framework for bilingual special education. Knowledge, power, and identity in teaching English as a second language. The whole child, the whole curriculum, the whole community" pp. Cultural contexts that influence learning and academic performance. National Clearinghouse for Bilingual Education. Learning disabilities occurring concomitantly with linguistic differences. School effectiveness for language minority students Resource Collection Series No. A special case of bias. Issues of culture and diversity affecting educators with disabilities: A Change in demography is reshaping America. Educators with disabilities in the education enterprise. Reprints For any reprint requests, please contact the author or publisher listed. More by this author.

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Chapter 4 : How to Meet the Needs of English Language Learners

She examines the popular myths about educating students in a multilingual society and introduces the key issues: • The demographics of second language learners • The theory underlying language instruction • Desirable qualifications for bilingual teachers • Effective teaching methods and programs • Language and politics • Language.

Basic Definitions There is often confusion about the terms used to describe students who speak a language other than English. Some of this confusion is rooted in the fact that many terms overlap, and that some terms may even mean the same thing. This section defines commonly used terms such as language minority and limited English and analyzes language proficiency and the challenge of assessing it. **Language Minority Students** School districts often begin the process of figuring out which students will need help learning English by identifying language minority students. Language minority students are those who have a language other than English in their home background. A language minority student may come from a home where English is rarely or never spoken. Or a language minority student may share a household with a parent or a grandparent who speaks a language other than English. Language proficiency testing determines whether a language minority student is a monolingual English speaker, bilingual, or limited English proficient. **English Language Learners or Limited English Proficient Students** A limited English proficient LEP student is a student who by some measure, usually a standardized proficiency test, has insufficient English to succeed academically in an English-only classroom. **What Is Language Proficiency?** One of the difficulties in identifying students with limited English proficiency is the lack of agreement among theorists on a definition of proficiency. At a minimum, theorists tend to agree that the ability to use a language is related to the context in which it is used. For example, if you have studied French extensively in college, you may be capable of writing essays in French on topics related to literature or philosophy. Stepping off a plane in Orly, however, you may find your French insufficient to the demands of changing money, finding a bus to Paris, or registering at your hotel. Conversely, you may have been born in the United States and consider yourself a native Spanish speaker. In the absence of academic support for your native language, however, you may not have strong Spanish literacy skills. Your ability to use Spanish is perfectly adequate for the requirements of daily life, such as shopping, phone calls, and social events, but you might have difficulty making a professional presentation or writing a research paper in Spanish. The shortage of bilingual and biliterate speakers of Spanish in the United States has had an effect on the availability of qualified teachers to staff bilingual classrooms. Even Native-born Spanish-speaking teachers who are not biliterate cannot themselves offer a fully enriched literacy program to their Spanish-speaking students. This self-replicating problem results from an apparent ambivalence in our civic conversation about American multilingualism and our ongoing inability to formulate sensible educational and language policies. **Language Proficiency and Schooling** Schooling appears to require particular kinds of language proficiency because school is a highly specialized context. Cummins has clarified the issues of language proficiency and context for educators. In ordinary daily communication we can often extract meaning from the situation or context, which gives us lots of clues. Shopping and eating in restaurants are contexts that are comparable from place to place. When you go into a restaurant and look at the menu, or enter a store and look at the merchandise, everyone understands what you have in mind. In addition, you can use gestures and facial expressions to communicate. That is to say, they are highly contextualized. It is easy to understand and be understood in highly contextualized situations, even if you have limited language skills, or BICS. On the other hand, it is difficult even for fairly competent speakers of a second language to follow a university lecture about abstract ideas. An instructor may provide a lecture outline or make notes on the board or projection screen, but print is, by definition, extremely abstract. University lectures are decontextualized. That is to say, few communication clues exist in the lecture context. Attending a university lecture requires a particular set of highly sophisticated academic language skills, or CALP. Even early primary classrooms are

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decontextualized. Children can go outside and stand in the rain or feel the warmth of the sun. And mathematics manipulatives can provide direct experience with numbers. But schooling becomes increasingly less contextualized as it becomes more advanced. Although upper primary and secondary teachers may be skilled at providing hands-on experiences across the curriculum, at higher grades much of what is taught relies on listening, reading, and writing. And finally, what appears simple and straightforward to an adult may be abstract and difficult for a youngster. The demands of 3rd grade may not seem as challenging as those of a university class, but 3rd grade is and should be challenging for a 3rd grader. Put yourself in the shoes of a 3rd grader with limited English skills trying to participate in a social studies lesson. For instance, imagine yourself in a university classroom in Beijing or Cairo trying to take notes on a history or political science lecture in preparation for an examination or a research paper. In sum, academic experiences and activities at every level are generally more abstract and lacking in context than day-to-day, real-life communication, so they present difficulties for students who have not developed academic language skills, or CALP. And commonly used proficiency tests do not always assess CALP. As a result, children who have playground English are often judged as English proficient even though they may not be able to handle the demands of schooling in their new language. Failure to distinguish between contexts unfairly sets up those students for failure. Cultural Diversity in the Public Schools Linguistic diversity is one simple indicator of the unprecedented cultural diversity in our public schools. But even as classrooms diversify, public school teachers tend to be overwhelmingly white and middle class. And though very few Americans can claim indigenous roots, teachers are most often from highly assimilated backgrounds characterized by mainstream values and mores. Human beings are cultural by their very nature. We engage our world through the manufacture of artifacts, the practice of behaviors, and the development and adherence to values and beliefs. We share our culture with others in our groups and communicate our culture to our children in an ever-evolving response to the circumstances and challenges of our worlds. Culture is what human beings believe, think, make, and do to adapt to their environments. Bullivant posits three basic environments to which we all adapt: All human beings create dwelling spaces, but not all of them do it the same way. The physical environment has a direct impact on how people design and build houses. But beyond the physical demands of the environment, houses respond to and reflect social environments. Family rooms are more casual, usually contain a television, and get far more use than living rooms, which are considered formal. When heating a home was difficult or central heating was unavailable, congregating in a warm kitchen made sense. This harks back to the physical environment, but most certainly shaped and was shaped by family dynamics as well. All our environments interact and overlap. The social dimensions of housing are complex. Wealthy people often live in big houses in desirable locations. The response to a metaphysical environment may be harder to discern than responses to physical and social environments, but such adaptations are no less real. Realtors in areas with large populations of Asian immigrants often keep lists of houses that oblige the principles of feng shui, a metaphysical system that considers the placement of houses and the configuration of interiors and furnishings essential to good fortune. For example, houses with front doors that open to face staircases are considered unlucky, as are houses on T-intersections. Orthodox Jews may have two kitchen sinks, one for meat products and another for milk products, in keeping with the requirements of kashruth, a metaphysical system that requires, among other things, the separation of meat from dairy. And almost all of us, regardless of our ethnic or religious heritage, take pride in the look of our houses and do things simply to beautify our homes. To place a flower arrangement on a table, hang a painting, or choose a colorful rug all engage us in aesthetics, which is a response to the metaphysical environment. Multicultural Education The need to respond to children from many different cultural backgrounds has led some educators to express a need for multicultural education. Multicultural education, however, has been interpreted in a variety of ways. The weakest and probably the least effective approach to multiculturalism is the scatter-shot insertion of holidays and celebrations related to various ethnic groups into the curriculum. Of course, nothing is wrong with including attention to personalities and holidays in the curriculum. But culture is more than feasts and celebrations. Strong multicultural

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education implies the reform of schools in such a way that schooling can facilitate the academic success of students from all backgrounds Banks, And the strongest versions of multicultural education suggest that students be prepared to identify issues and challenges in their own environments related to social justice, and that they learn the skills needed to effect societal change Howard, This is easy to say, but difficult to do. Historically, schooling in the United States has generally supported the status quo and assimilation of newcomers and traditional minorities into mainstream culture. The scope of this book does not allow an exploration of the dimensions and tensions of multicultural education. The key issue for educators is to understand that schooling is more than the 3 Rs schools are brokers between home cultures, school culture, and all the cultures of the larger world. Schools need to be reflective of and responsive to the histories, values, and beliefs of students from a variety of backgrounds. And teachers need to examine their unstated and often unacknowledged assumptions and carefully consider the purposes and outcomes of schooling. Only then will schools be able to serve students from diverse backgrounds well. Issues and perspectives 2nd ed. Its nature and meaning for educators. California State Department of Education Limited English proficient students and enrollment in California public schools, through The role of primary language development in promoting success for limited English proficient students. In Schooling and language minority students: National Clearinghouse for Bilingual Education. White teachers, multiracial schools. Social and economic characteristics of students U. Census Bureau Publication No. Department of Commerce, Economics and Statistics Administration. The growing numbers of limited English proficient students. The number and distribution of second language learners at www. This site is a rich resource for information about services to second language learners. Current information about demographics and policies is available on a state-by-state basis. The handbook provides an overview of issues related to language proficiency testing and describes five frequently used tests, from both theoretical and practical perspectives.

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Chapter 5 : Differentiated Instruction for English Language Learners | Colorado Colorado

A: In addition to meeting the educational needs of second language learners, many teachers struggle to understand cultural differences, communicate with families, and help students and their families feel welcomed in school. Below are some general guidelines to help classroom teachers meet these challenges.

As either immigrants or the children of immigrants from many different countries, they are each learning the language of their parents at home while struggling with English in their child care setting. She is used to having a few second-language learners in her group. Most often, they have been Hispanic and over time, she had learned a little Spanish. This year, although the groups include some Hispanics, most of the newcomers are from Asia or Africa. Somehow, she will have to provide them with a meaningful, high quality program every day, and do her best to get the older children ready for school. Katie is not alone, nor is she wrong thinking that there are more newcomers now, and that they have more varied backgrounds than in the past. Researchers report that the children of immigrants are the fastest growing component of the child population; one in five children in the United States lives with at least one foreign-born parent Capps et al. Furthermore, Katie is right to describe her goal in terms of readiness for school and future outcomes. Limited language proficiency LEP is a barrier to achievement at school. Since most English language learners ELLs are immigrants, many are from families whose characteristics include factors associated with lower performance in school, such as low incomes, limited English, and little formal education Capps et al. Not all immigrant groups have the same characteristics. The need to meet the challenge of second language learners is increasingly urgent in preschools and other early childhood programs. What Can You Do? A better educated, multi-lingual early childhood workforce is better equipped to meet the challenge of serving second language learners and their families. If you are working with young newcomers, you can get more information and better tools to provide culturally appropriate care for all of the children in your group. You can take advantage of professional development opportunities and resources and incorporate what you learn into your daily program. Many researchers see relationships among language, culture and cognitive development Garcia, They believe that as children learn a language, they also come to understand their social situation and improve their thinking skills. From their perspective, first language development is a foundation for further knowledge. Second language learners bring with them not just knowledge of their home language, but also ideas about their world that are shaped by their cultural experience. To teach them most effectively, therefore, it is important to respect what they already know, and instead of trying to replace it, build upon it. The first task is to observe the children; watch how they interact with their parents, and be conscious of how parents interact with you and with the child care setting. Do not assume that what you are observing means the same thing to them as it does to you. Establish a foundation for second-language development and new knowledge by supporting home culture and first language learning. Even if you do not speak the languages of the children and families, you can introduce some words into your setting. You can also help families understand the importance of ensuring their children learn their first language at home. Ask another speaker of the language how to welcome and comfort the child in his or her own language; learn a few key words. If possible, record the parent saying or a few words to the child or singing a familiar song. Look for commercial recordings for example, DVDs in that language and play them. Working with Families Let parents know the importance of building on foundation skills learned at home and the value of interacting with the children in their first language. Learn what you can about their cultural background. Meet with parents where they are most comfortable “ in the child care setting, in their home or in a neutral setting. Each cultural group will be different. For example, Schwartz notes that it is especially important to meet personally with Hispanic parents since face-to-face communication is more effective than written communication, even when written communication is in Spanish. It takes time to build mutual trust and understanding. Educational settings may be intimidating, because they are very different from the schools they attended themselves or because they

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have little or no experience with a child care center or school. Although all parents may be conscious of their lack of second language skills, those with low education levels are likely to feel especially uncomfortable. When approaching immigrant parents, it is therefore important to consider their experience in early childhood settings and the potential for embarrassment that stems from differences in customs and abilities, including language skills. Work to establish a positive climate for interactions and learning new ways. If the challenge seems too great, ask someone to act as a translator.

Meeting Readiness Goals When the National Education Goals Panel established criteria for school readiness, they organized them within five categories, including both social and emotional development, and approaches to learning: Physical well-being and motor development. Social and emotional development. Approaches to learning – dispositions to use skills. Language development – verbal language and emerging literacy. Cognition and general knowledge. All early childhood programs use non-verbal strategies to ensure that children like being in a group learning situation and develop dispositions to use the skills they acquire there. They also provide physical activities. Even when first-language resources are lacking, programs can still help children make gains in language development and general knowledge. Side by side with supporting first language learning, you can promote readiness in all categories by introducing children to English through games and other activities. Group activities promote peer interactions and provide opportunities to build social emotional skills. They allow children to have fun and enjoy learning. They create situations where every child has a chance to succeed. You can help all children, but especially second language learners, by including a variety of everyday items in your setting and taking every opportunity to name them orally and label them with clearly printed signs. If possible, items should be real and not pretend, so that children are not confused when they encounter the actual item after learning about it as a toy. For example, include a discarded real telephone, not a toy. When real items are not available, cut out and label pictures for posting on the wall. Tell stories using picture books. Encourage children to make up stories of their own, if their language skills permit. Use these opportunities to learn about what interests each child and what happens at home. Be patient as children attempt to communicate. Remember that language has a cultural component. A child born to English-speaking parents in the United States is likely to think of a house as a structure with a roof and four walls. Some roofs may be slanted, others flat. Some walls will be built of wood or wood, others of adobe or plaster. A child from a refugee camp may have known only a paper shack or a fabric tent. When you communicate, speak naturally. Be consistent and try to use the same words to say the same thing each time. Use a number of strategies, involving both verbal and non-verbal skills. Act out what you mean with gestures – like a game of charades. Create a puppet play to illustrate your meaning. As you use these skills, remember that communication styles are different. Cross-cultural communication depends on varying practices that involve not just words, but also other elements such as touch, use of personal space, body movements and eye-contact. For example, some cultures favor touch while others are more reserved. Some are comfortable in confined spaces that might be unbearable for others. Some cultures encourage children to interact verbally. They value eye-contact, expressions of opinion and lively debate. Others expect children to remain silent until asked to speak. They view the lowering of the eyes as a sign of respect and do not encourage children to state their own minds. In some cultures, it is common practice to answer questions indirectly, with a long narrative story. In others, where communication is more direct, short answers with little detail are preferred.

Meeting the Challenge Given these differences, it is important to give children opportunities to communicate and observe closely as they respond. Learn from them, the strategies that will be most effective in helping them bridge the gap between what they already know and what they must learn to function in their new environment. So important is learning how to respond from others that researchers have suggested that differences in language between teachers and children are less detrimental than differences in the way language is used at home and at school and in the community Garcia, Second language learners are a challenge, but there are ways to meet that challenge. Go to your library, read about other cultures. Reach out to others in the language community – look for translators, ask leaders in that community about customs and language usage. If circumstances permit, ask someone from a local

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college, a neighborhood church or an immigrant community group to facilitate an informal meeting. Build a support network for yourself and your families. Communicate with other child care organizations, like Head Start or Pre-K, or contact your local elementary school. Work together to create a community. Finally, recognize your limitations and your strengths. Judith Colbert, PhD, is a consultant who specializes in early care and education who is currently developing best practices for the care of young immigrant and refugee children. The health and well-being of young children of immigrants. Immigrant Families and Workers: Facts and Perspectives, Brief No. Accessed 27 December on the World Wide Web at <http://www.nationalacademies.org/pubs/immigrant-families-and-workers-facts-and-perspectives/>: Teaching and learning in two languages: Bilingualism and schooling in the United States.

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Chapter 6 : 12 Ways to Support English Learners in the Mainstream Classroom | Cult of Pedagogy

needs of children working to learn the English language, students with disabilities, Native American students, homeless students, the children of migrant workers, and neglected or delinquent students.

August 01, Categories: The number of students speaking English as a second language ESL is steadily increasing. These children come to the classroom with diverse cultural backgrounds and varying degrees of proficiency with English. In addition to meeting the educational needs of second language learners, many teachers struggle to understand cultural differences, communicate with families, and help students and their families feel welcomed in school. Below are some general guidelines to help classroom teachers meet these challenges. Learn about the values, traditions, and customs of the cultural groups represented in the classroom. Many cultural community groups have speakers who will make presentations to teachers. Also, there is a lot of information available on the Internet. Be aware of potential self-image problems in students who begin to reject their own ethnicity in the process of adopting American values. Promote classroom and school activities that celebrate cultural diversity. Avoid making assumptions about what children already know, particularly related to cultural values and activities for example, not all children may have had a birthday party. Take advantage of any training offered in your district on language acquisition, cultural diversity issues, and differentiated learning. When talking with second language learners, use the following guidelines: Cultural Differences and Social Skills Instruction: She has taught grades , bilingual and special education. She leads workshops for K-8 teachers on teaching second language learners and is a Responsive Classroom certified consulting teacher. The key to helping second language learners is to provide a supportive, nonthreatening, and language-rich environment. Language emerges naturally in such an environment. Here are a few ideas for welcoming these children into a new school. Encourage children to comment on how the student might be feeling and to brainstorm ways to be welcoming. Arrange for another student to give the child a guided tour of the school. The guide or adult translator can also take photos of various school locations, staff members, and classmates, which the new student can then share with family and friends. Finally, listening to unintelligible talk for long periods of time can be tiring. Second language learners need opportunities to take breaks from this, especially during their first few weeks in a classroom. The bag includes items such as Lotto and Memory, daily schedules with clocks, clay, coloring books, tracers, play money, books on tape, and picture dictionaries. She has been a classroom teacher for five years and is in the process of becoming a presenter for The Responsive Classroom approach. It was a great way for all of us to get acquainted and for non-English speaking students to begin to learn English. This unit could be adapted for use in any primary classroom. I began by sharing photographs of my family, along with magazine photos of diverse family groups. Using these photos, I introduced family vocabularyâ€”mother, father, baby, brother, sister, grandmother, etc. I then asked children to draw a portrait of their own family. For non-English speaking students, I demonstrated what I wanted them to do. We displayed the finished drawings on a bulletin board, leaving space beside each one for a photo. These photos and drawings became the reference material for a wealth of language instruction, both oral and written. We used them to practice vocabulary, handwriting, and sentence writing. Students also made books about their families that were cherished both at school and at home. It helps ESL students grow in language proficiency while everyone grows to know one another. Conversations of Miguel and Maria: She is a former kindergarten and ESL teacher, grades Kâ€”6. This allowed the ESL teacher to work with these children within their regular classroom, helping the students to feel less isolated and more connected to their classroom community. Early in the year, Morning Meeting provided many opportunities for helping ESL students feel a sense of belonging while helping English-speaking students develop understanding and empathy for their non-English speaking classmates see The Morning Meeting Book. During group activity and news and announcements, the ESL students became familiar with many common English words and phrases along with songs, chants, and raps. Throughout the year, English-speaking students paired up with ESL students to help

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them learn to use areas or materials in the room. Family members of ESL students visited the classroom and taught us how to count, speak, or write in their language. Children made red Chinese scrolls and used black paint to write their phone numbers in Chinese. This involved a guided tour of the school and classroom and an introduction to routines and materials.

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Chapter 7 : Who is the Second Language Learner?

To help second language learners keep up in the classroom, educators must understand the challenges that bilingual students and schools face. In this concise guide, former bilingual teacher Judith Lessow-Hurley dives right into the language debate swirling in school systems large and small.

Differentiating Instruction for ELLs Each student comes to school, not only with unique academic needs, but also with unique background experiences, culture, language, personality, interests, and attitudes toward learning. They suggest that this balance is achieved by modifying four specific elements related to curriculum: Content may be modified for students who need additional practice with essential elements before moving on; however, the expectation is that modifications in other areas will ultimately allow all students to master the same key content. Thus, "differentiated instruction is not the same as individualized instruction. Every student is not learning something different; they are all learning the same thing, but in different ways. And every student does not need to be taught individually; differentiating instruction is a matter of presenting the same task in different ways and at different levels, so that all students can approach it in their own ways" Trujo, It is important to recognize that differentiated instruction is an approach to teaching, not simply a collection of strategies or activities. Differentiating Instruction for ELLs With the recent emphasis on standards-based instruction, there has been much discussion about what constitutes appropriate content, instruction, and assessment for English language learners. As educators have grappled with this issue, it has become clear that educational parity can only be achieved if ELLs have an opportunity to learn the same rigorous academic content as native English speakers. For this reason, the same general principles that apply to differentiated instruction for native English speakers also apply to ELLs. Teachers are successful at differentiating instruction for ELLs when they: Get to know as much as possible about each student " ELLs represent a wide range of academic skills, interests, languages, English language proficiency levels, and cultures. Have high expectations for all students " Content should not be "watered down" for students who are still developing English language skills. Creative teachers think of ways to help students understand key material and "show what they know" in ways that match their language proficiency levels. Have a variety of research-based instructional strategies at hand " Experienced teachers know that "one-size-fits-all" instruction is rarely successful. There are many different learning profiles in any given classroom, and students learn best when instruction matches their needs and learning styles. Differentiate homework " If all students have the same homework assignments, some are doing busy work while others are struggling with work that they cannot possibly complete successfully Tomlinson, Collaborate " Instruction is most successful when all of the professionals who work with ELLs work together Use flexible grouping " Small group instruction is a very effective way of making sure that all students can access important content, and keeping groups flexible allows teachers to match students with different peers for different types of activities. ELLs call attention to the incredible diversity that is characteristic of American schools in the 21st century. Differentiated instruction offers teachers an effective method of addressing the needs of this diverse population in a way that gives all students equal access to learning. Making content comprehensible for English learners: The SIOP model 3rd ed. Differentiating instruction and Assessment for English language learners: A guide for K teachers. We can no longer just aim down the middle. Middle Ground, 9, Leading and managing a differentiated classroom. For commercial use, please contact info colorincolorado. More by this author.

Chapter 8 : NEA - English Language Learners

Therefore, the key to meeting the needs of English Language Learners is to plan lessons that are accessible to a wide range of students and that utilize language-focused instruction. The good news is that you can apply certain teaching

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methods and instructional strategies to better meet the needs of your ESL students.

Chapter 9 : ESL/ELL Professional Development | MEETING THE NEEDS OF SECOND LANGUAGE LEARNERS

Differentiated instruction, by definition, is instruction that is designed to support individual students' learning in a classroom of students with varied backgrounds and needs. For this reason, the same general principles that apply to differentiated instruction for native English speakers also apply to ELLs.