

English as a New Language In Service
Belle Fourche School District # 9-1

Belle Fourche School District

Belle Fourche Middle School Rm 712

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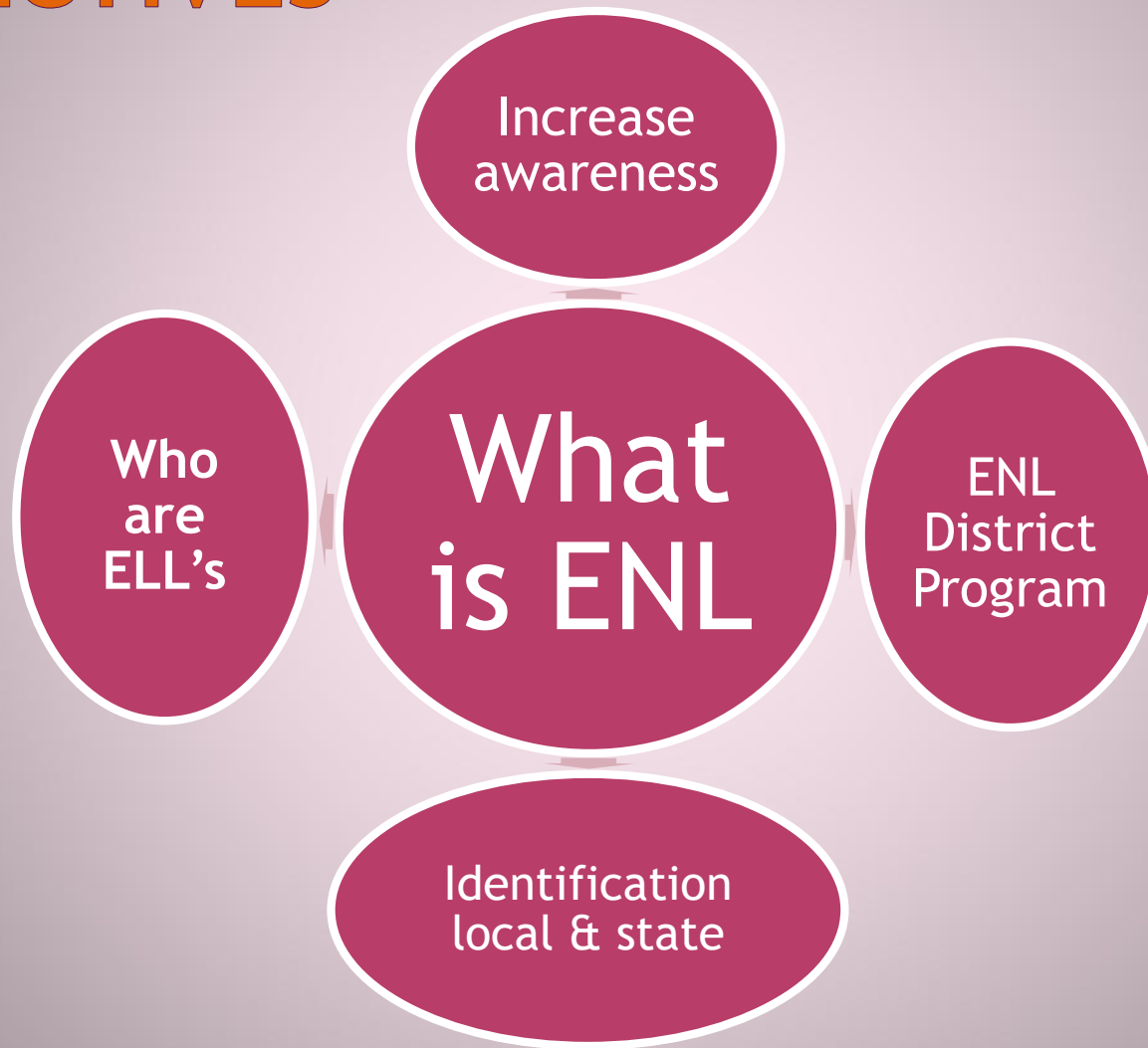
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WHAT MAINSTREAM TEACHERS
NEED TO KNOW ABOUT:

ENGLISH AS A NEW LANGUAGE
AND ENGLISH LANGUAGE
LEARNER'S





OBJECTIVES



WHAT IS ENL

English as a New Language

A Non-native English speaker studying English in an English Speaking country.

| What ENL is | What ENL is not |
|---|---|
| Speaking  | Not Grammar |
| Listening  | Not a threat but a plus |
| Reading  | Not Immersion or a disability |
| Writing  | Not eradicating the first language or culture |

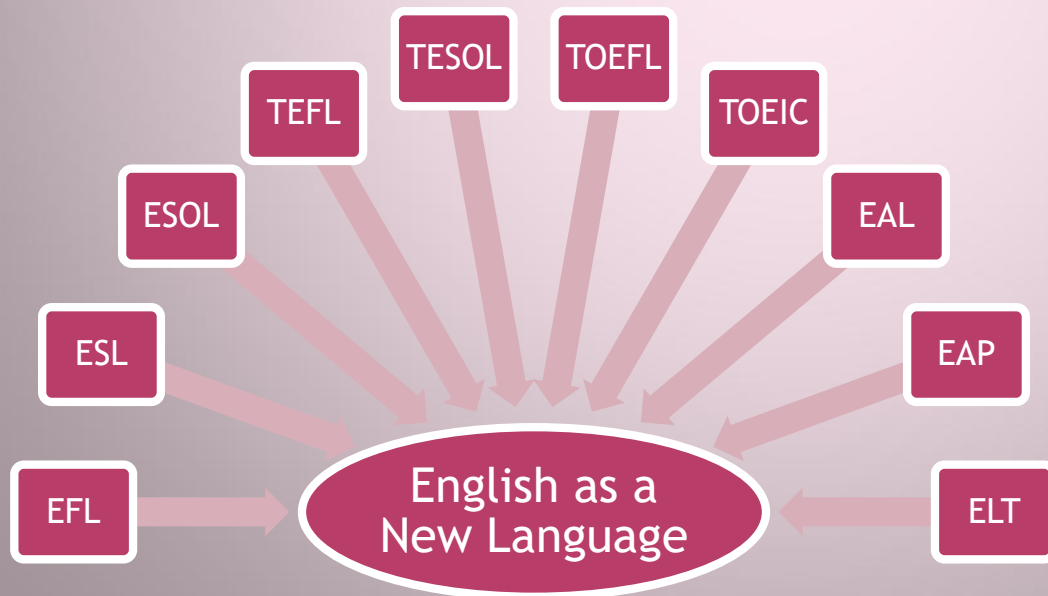
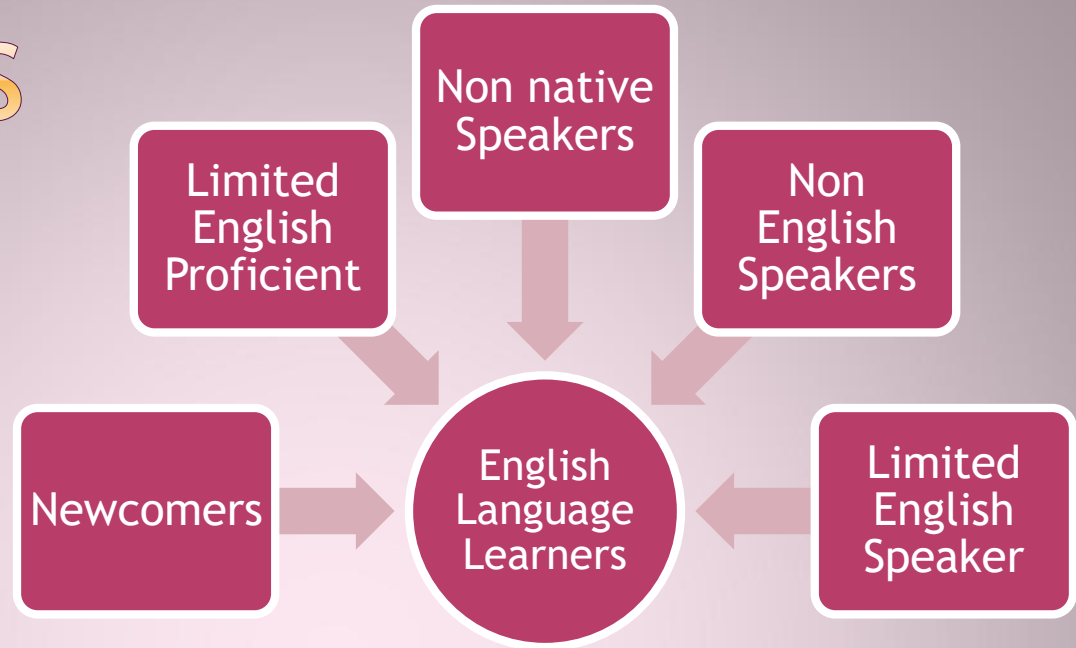
ACRONYMS

Newcomers

LEP

ELL

ENL



WHO ARE ELL'S (EMERGENT BILINGUALS)

English Language Learners

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graph LR; A((English Language Learners)) --- B((Federal definition)); A --- C((In General)); A --- D((Our District));
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Federal definition

- Who's native language other than English is dominant.
- Who's first language is one other than English.

In General

- Immigrants
- Refugees
- Newcomers to country
- Grown up with English not spoken
- Have a great variety of Life experiences and backgrounds

Our District

- Mexico
- Interrupted education
- Moved numerous times
- Hispanic/Latinos

JIM CUMMINS, STEPHEN KRASHEN, LEV VYGOTSKY

○ BICS & CALP

- Social English
- Academic English



○ Comprehensible Input

- Silent Period
- Neither too easy or too difficult



○ Zone of Proximal Development

- Most favorable conditions for student to learn English and subject content
- Relevant and Interesting



HOW ARE ELL'S IDENTIFIED BY DISTRICT

⦿ Home language Survey

Student's Name: _____ Grade _____

Is your home address your permanent address?

Student's Ethnicity:

(Choose one): No, not Hispanic/Latino Yes, Hispanic/Latino

Student's Race:

(Choose one or more)

American Indian Or Alaska Native

Asian

Black or African American

Native Hawaiian or Other Pacific Islander

White

What is the language most frequently spoken at home?

Which language did your student learn when he/she first began to speak?

Which language does your student most frequently speak at home?

What language do you most frequently speak to your student?

HOW ARE ELL'S IDENTIFIED BY STATE OF SD.

- Home language survey
 - Infinite Campus
- Who is the state Title III ENL program
 - State Director Yutzil Rodriguez
 - Retention
- Assessments ELL's take for the state
WIDA Assessment Placement Test (W-APT),
ACCESS, Smarter Balance, Maps



WIDATM

World-Class Instructional Design and Assessment

- Who is WIDA
 - World class Instructional **D**esign and **A**ssessment
- Standards
- ENL Levels
- W-APT
 - WIDA Assessment Placement Test

ENL PROGRAM FOR DISTRICT

- ◉ District website tab ENL
- ◉ Bilingual Library room 721
- ◉ Student portfolios
- ◉ Awareness
- ◉ 1 on 1 tutoring

WHAT NOT TO DO

Unnatural speech

Do not assume

Do not isolate

Don't limit access to authentic advanced materials

Don't put them on the spot

Do not correct grammar or pronunciation

Do not give out worksheets

Don't belittle

Don't confuse low English-speaking proficiency with low intelligence !!

WHAT TO DO AS A MAINSTREAM TEACHER

- ◉ Learn how to pronounce their name
- ◉ Give them time to adjust
- ◉ Focus on vocabulary
- ◉ Read aloud
- ◉ Cooperative groups effective
- ◉ Simplify language not content
- ◉ Speak directly to student
- ◉ Write objectives
- ◉ Model, model, model
- ◉ Write legible
- ◉ Recognize they will make mistakes
- ◉ Relax: make them feel valued and welcomed



CHALLENGES FOR ELL'S

- ◉ Density of unfamiliar vocabulary
- ◉ Use of regional U.S. dialects
- ◉ Fear of participation and interaction with mainstream students and teachers
- ◉ Many have not seen or worked with manipulatives
- ◉ They may show their work in a different way
- ◉ Material that is covered too quickly
- ◉ Too many concepts explained on a page
- ◉ Ell's lack background / experiences
- ◉ May not be used to expressing personal opinions / eye contact
- ◉ Concepts which do not exist in all cultures are difficult
- ◉ Difficulty with understanding routines



FEEDBACK FROM ENL STUDENTS

A FEW STATEMENTS

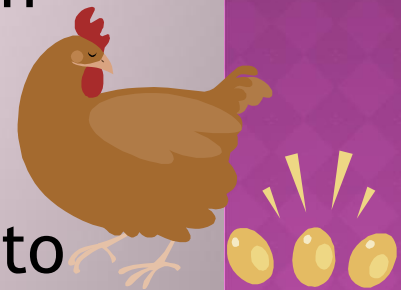


- Please use easier words
- Explain important words with smaller words
- Please speak slowly and clearly
- Please write more clearly on the board
- Repeat what other students say in question or answers
- Let us process in our own language before we can understand something.
- Give me more time to do my work
- Show me how to do work I haven't done before
- Stand near me when I must answer
- I don't have a disability, I just don't know the language

MYTHS' ABOUT ENL:



- ELL's have learning disabilities, not language problems.
- They speak English with their friends; they are just fine.
- Second language learners acquire academic English faster.
- The more time students spend immersed in English in the mainstream classroom, the faster they will learn English.
- You have to eradicate their first language to learn a second language.
- All students can learn language the same way.



WHAT CECI CAN DO TO

Help

- ◉ Tutor
- ◉ Reinforce
- ◉ Teaching strategies
- ◉ Translate
- ◉ Interpret (P/T conferences)



Don't FORGET!

Make it comprehensible

Find out who they are

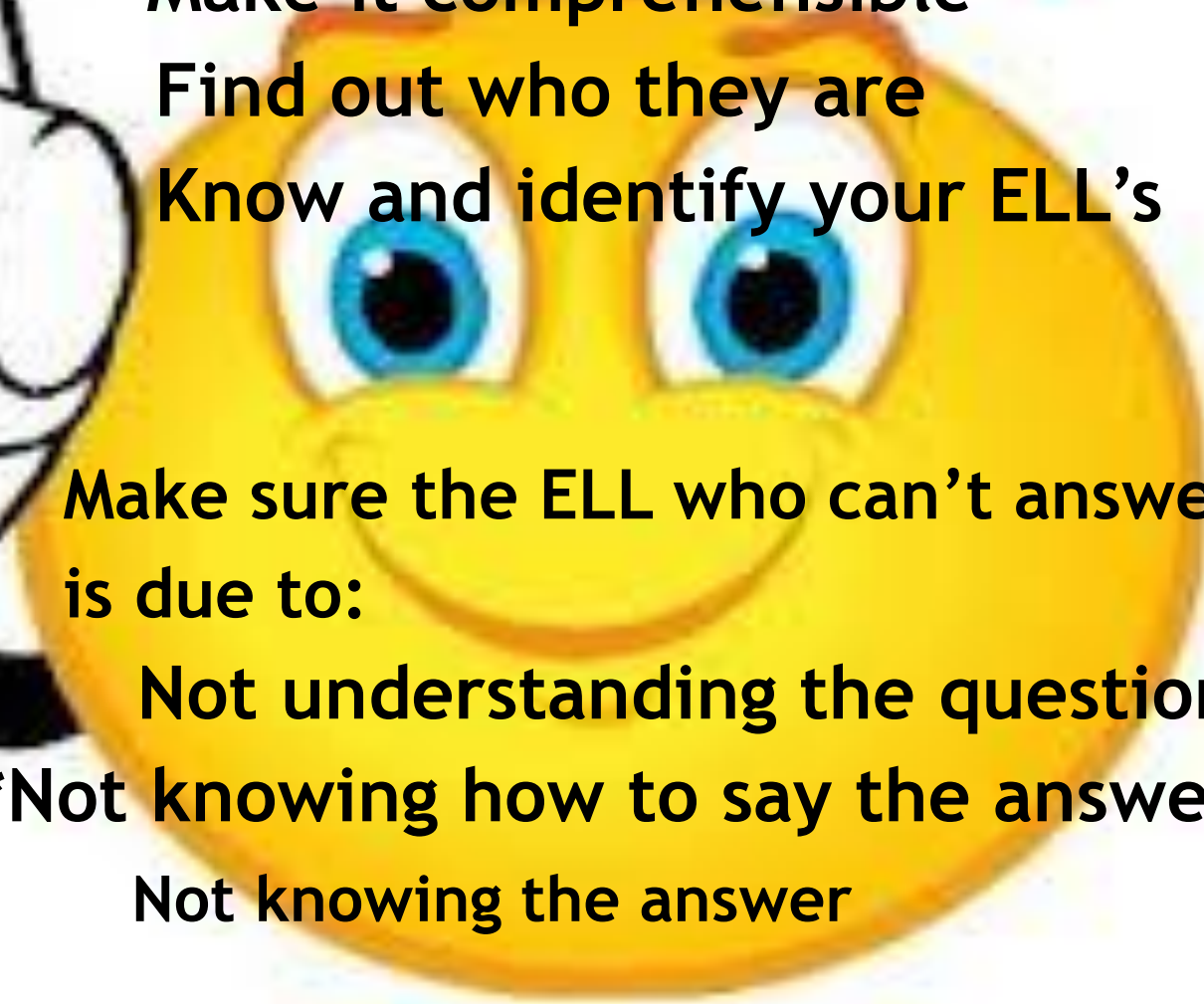
Know and identify your ELL's

**Make sure the ELL who can't answer
is due to:**

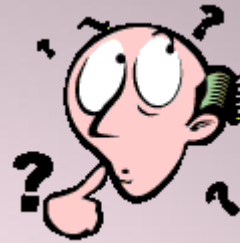
Not understanding the question

***Not knowing how to say the answer**

Not knowing the answer



QUESTIONS



HANDOUTS

- ◉ Essential tips for K-12 mainstream teachers.
- ◉ 13 things for K-12 mainstream teachers.
- ◉ 10 things the mainstream teacher can do.
- ◉ More advice about teaching ENL students
- ◉ Challenges for ELL's in content area learning

REFERENCES

- ◉ Steven Krashen Ph.D.
- ◉ Jim Cummins Ph.D.
- ◉ Lev Vygotsky Ph.D.
- ◉ Judi Haynes
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