English as a New Language In Service
Belle Fourche School District # 9-1
Belle Fourche School District
Belle Fourche Middle School Rm 712
cestes@clc.tie.net
Ceci.estes@k12.sd.us
605.381.5598
605.723.3367
WHAT MAINSTREAM TEACHERS NEED TO KNOW ABOUT:

ENGLISH AS A NEW LANGUAGE AND ENGLISH LANGUAGE LEARNER’S
OBJECTIVES

What is ENL

Increase awareness

Who are ELL’s

ENL District Program

Identification local & state
**WHAT IS ENL**

**English as a New Language**
A Non-native English speaker studying English in an English Speaking country.

<table>
<thead>
<tr>
<th>What ENL is</th>
<th>What ENL is not</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>Not Grammar</td>
</tr>
<tr>
<td>Listening</td>
<td>Not a threat but a plus</td>
</tr>
<tr>
<td>Reading</td>
<td>Not Immersion or a disability</td>
</tr>
<tr>
<td>Writing</td>
<td>Not eradicating the first language or culture</td>
</tr>
</tbody>
</table>
WHO ARE ELL’S (EMERGENT BILINGUALS)

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

English Language Learners
JIM CUMMINS, STEPHEN KRASHERN, 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
Who is WIDA

World class Instructional Design and Assessment

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

- Tutor
- Reinforce
- Teaching strategies
- Translate
- Interpret (P/T conferences)
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
- Joan Wink Ph.D.
- www.esl.fid.edu
- www.nwrel.org
- www.everythingESL.net
- www.cal.org
- www.joanwink.com