



Supporting and Teaching ELLs and Bilingual Learners

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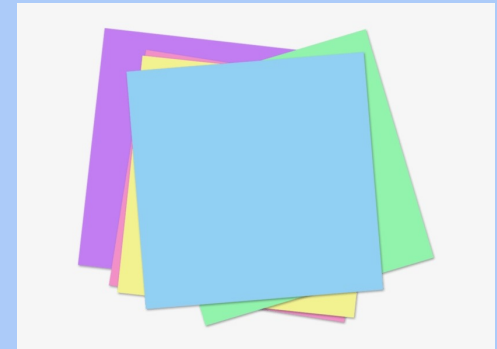
School: Washington Heights Academy

October 1, 2023

Welcome Educators!

DO NOW:

- As you enter the room, please take a colored sticky note. This will be used to help seat you at a table for our learning today.
- NOTE: make sure to take a different color than the colleague that came in before you.
- Sit at the table with the color label that matches your sticky note



Agenda



1. Review problem & Essential question
2. Review learning objective
3. Warm up activity
4. Explore Theories
5. Discuss challenges surrounding our issue
6. Gallery walk activity
7. Discuss possible solutions
8. Turn and Talk activity
9. Closing and summary

Essential Question:

Problem: As ELL and Bilingual students are entering into schools in the U.S., there is a push to learn English and “fit” in. ELL and Bilingual students are having a hard time maintaining use of their native language (L1). As well as pride and celebration of their culture (Chao & Waller, 2021).

Essential Question: How can we as educators help to facilitate a learning environment that supports ELL and Bilingual students maintaining use and pride of their native language and culture ?

Learning objective:

Educators will be able to...

- Gain a better understanding of CRT and Funds of Knowledge how they relates to our essential questions and problem.
- Learning about challenges ELL and Bilingual students face
- Share personal and professional experiences around this problem.
- Learn about possible solutions for the problem.
- Actively Engage in activities to deepen learning
- Leave PD with new knowledge and

Warm up activity:

5:00

Directions: On your warmup activity hand out, answer the 2 thinking questions. You will have 5 minutes to work. Once the timer goes off, go around your table and share out your answers.

Questions:

- 1) Do you think there is value in ELL and Bilingual students maintaining their native language and culture? If so, why or why not?
- 2) In what ways do you think students might want to assimilate “fit in” to American culture, and do you think that is a good or bad thing?

Warm up activity: Sharing

15:00

You now have 15 minutes to go around the table and share your ideas with your colleagues.

Warm up ticket:

Name: _____ Date: _____

Directions: On your warmup activity hand out, answer the 3 thinking questions. You will have minutes 5 minutes to work. Once the timer goes off, go around your table and share out your answers.

- 1) Do you think there is value in ELL and Bilingual students maintaining their native language and culture?
- 2) In what ways do you think students might want to assimilate "fit in" to American culture, and do you think that is a good or bad thing? |

Theory: Culturally responsive teaching (CRT)



- What is CRT? Students' customs, experiences, language, characteristics and perspectives to inform teaching practices and tools (Landson-Billings, 1995).
- Both a Theory and pedagogical method.
- Not a one size fits all education method, tools and resources. – Creating learning experiences that celebrate and incorporate who students are; ex- language, race, culture
- Building Home and school connection
- Students see themselves represented in learning experiences. Particularly important for ELL and bilingual students.
- Tool to help students continue to celebrate who they are and use language and culture.

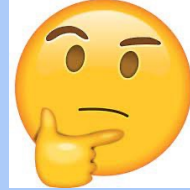
Funds of Knowledge

- What: refers to the essential cultural practices and knowledge that are embedded in the daily routines and practices of families (Moll et al., 1992).
- Importance of home and school connect to support ELL and bilingual learners (Baker & Wright, 2021) .
- Ex: Home visits, skills students use at home, language
- Important for making cross-cultural connections and implementing students experience into learning.
- Support for ELL and bilingual students, maintaining pride and use of language and culture through connections being made through school
- Creating resources that are reflective of students.

Stop



think



discuss



Directions: You will have 6 minutes to stop, think & discuss the theories we just learned about. Discuss the thinking questions below with a partner at your table.

Question:

- 1) Why do you think the two theories are important for our learning today?
- 2) How do you think they are connected to each other?

Challenges for ELL & Bilingual students, as well as their educators

1. Struggle to maintain native culture (e.g., Alharbi, 2023; Chao & Waller, 202)
2. Pressure to assimilate (Ali-Khan, 2013; Watts, 2014)
3. Lack of educator training and preparation in teaching ELLs (Thelma de Jager, 2019; Szpara, 2017).

Brain break

- Great learning so far. We will take a 10-minute brain break!
- We come back after the timer goes off, get ready to jump into a writing and moving activity!
- Feel free to walk around, get coffee, chat with a colleague

10:00

Personal experiences and learning activity:

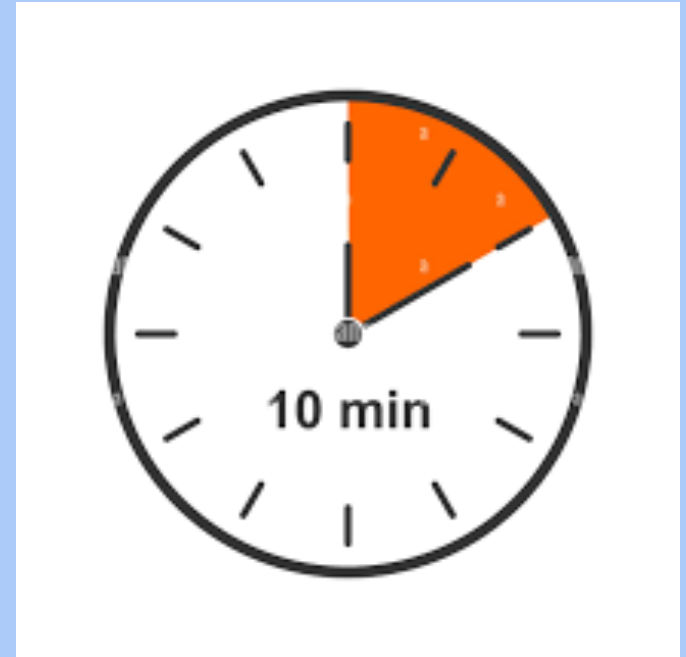
Welcome back! Please come find your seats....

Directions: you will get a 4 sticky notes On it there will be a few thinking questions to answer. The purpose is to connect to our learning today and learn from your colleagues. Please take the next **10** minutes to answer the questions.

Then You will walk around the room. In each corner of the room there is a piece of chart paper with a question from your sheet on it the sticky note on the corresponding chart paper. (*You may choose to include your name or not*)

Gallery walk

Directions: As you Walk around the room to stick your answers read and reflect on those of your colleagues. Please do this silently.



Turn and talk based on gallery walk,

Directions: With a partner at your table take 10 minutes to share and discuss ideas you answered during our activity or ideas, perspectives you saw posted around the room.

1)Have you ever been told to "Act White"- If so, share about the experience?	2)Have you ever has an ELL or Bilingual student in your class that your struggled to support?
3)What are ways you have or might support culturally or linguistically diverse students in your class?	4)Have you seen any of the challenges or concepts we have discussed so far today play out in your own teaching?

Solutions to the problem

1. Translanguaging
2. Code Switching
3. Culturally Responsive Teaching

1. Translanguaging

- What is ...Translanguaging is the method of using linguistic and learning resources to include a person's L1 to support them:
 - Academic growth in a language they are beginning to learn. (e.g., Vogel & Garcia, 2017).
 - Improve students' self-confidence (e.g., Stille et al. (2016)



2. Code Switching

- (Like translanguaging, code switching is a method using multiple languages during communication.)
 - It supports ELL and bilinguals with
 - Language
 - content knowledge
 - cultural background

(Fachriyah, 2017; Jiang, 2014_

3. Culturally responsive teaching

- Theory and method of teaching (Ladson-Billings, 1995)
- Effective way to incorporate student's diverse cultures, languages, and lived experiences into classroom learning (Elfers et al., 2013)
- Allows ELL and bilingual students to celebrate their culture and language.
- Ex: in the classroom: Working with diverse topics of study that represent the students in your class.
- Ex: in the classroom: Classroom set up and visuals represent the students you teach.

Summary

- (Volunteers)

- Today we learn...

- Example:

About CRT and Funds of Knowledge. Challenges ELL and Bilingual students face, and how to support them in maintaining pride in their native language and culture.

Exit Ticket

Directions: On the sheets being passed around, answer the questions below based on our learning today

- What is something that you found interesting from today's learning?
- What action step will you take this week to support ELL and Bilingual students?- surrounding our essential question

Questions or Comments?



References

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Thank you for hard work and dedication to our students!

** This slide deck is being emailed out to you as a resource, as well as printed copies in the front of the room for you to take as you leave.

