

# Impact of Negative Perceptions in Educating ELLs on the Learning Environment

By Oscar Figueroa



# Agenda

## 1. Introduction of the Problem

- Causes of the Problem
- Activity #1: Put Yourselves in their Shoes
- Activity #2: Immersion Short Film Reflection
- Activity #3: Anonymous Poll

## 2. Solutions to the Problem

- Increase Positive Teacher and Student Interaction (Get to Know You Form)
- Increase Student Voice (Suggestion Box/Get to Know You Form)
- Collaborative Co-Teaching/Encourage Multilingualism (Lesson Plan Template)
- Continuing Professional Development (2023-2024 Professional Development Schedule)

## 3. Questions, Comments, Concerns.

# Introduction of the Problem

Negative perceptions towards educating ELLs leads to a learning environment that is unresponsive to diverse cultural and linguistic needs.

(Rizzuto, 2017)



# Causes of the Problem

## 1. Language Ideologies of Educators:

- Language Ideologies are defined as the “beliefs and assumptions individuals have regarding the language behaviors of others” (Walker, 2022)
- Language ideologies of teachers favorable of the dominant language causes a learning environment that is more responsive to those of the dominant language.





# Causes of the Problem

1. Language Ideologies of Educators (cont.)
  - Biases in favor of the dominant language leads to:
    - “English Only” Classroom Policies
    - Reject Instructional Input from ESOL Co-Teacher
    - “ELL Intolerance” (belief that presence of ELLs hinders progress of mainstream students).

(Dixon et al, 2019; Harper & DeJong, 2009; Rizzuto, 2017)



- **Effects of Teacher Language Ideologies on ELLs:**
  - **Hindrance of academic growth**
  - **Inability to meet linguistic demands**
  - **Increased anxiety in the classroom.**

(Walker, 2022; Whiting, 2017)



# Activity #1: Step Into the Shoes of ELLs

Language Immersion Simulation: You will be placed in groups of four and will be provided with an assigned L2.

Goal: Successfully order a meal at a restaurant in your assigned L2.

Resources: You will be provided with a handout showing key vocabulary words in L2 that may aid in your ordering process.

# Activity #1 Handouts

## Words and Phrases to Order a Meal in German

Hallo  
Guten Tag  
Gute Nacht  
Wie geht es dir?  
Wie geht es dir?  
Bitte einen Tisch für (eine/zwei/drei/vier) Personen  
Das Menü / das Menü - Das Menü  
Darf ich bitte den Brief sehen?  
Was empfehlen Sie?  
Ich möchte/ich möchte...  
Für mich... - Für mich...  
Haben Sie vegetarische Optionen?  
Gibt es heute einen Ausverkauf oder eine Sonderaktion?  
Kannst du mich bringen...?  
Ich kann mich ändern...?  
Haben Sie einen Take-Away-Service?  
Danke  
Haben Sie einen Take-Away-Service?  
Wie lange dauert die Vorbereitung meiner Bestellung?

## Words and Phrases to Order a Meal in French

Salut Bonsoir  
Bonne nuit  
Comment ça va?  
Ça va?  
Une table pour (une/deux/trois/quatre) personnes, s'il vous plaît  
Le menu / le menu - Le menu  
Puis-je voir la lettre, s'il vous plaît ?  
Que recommandez-vous?  
Je voudrais/Je voudrais...  
Pour moi...  
Avez-vous des options végétariennes ?  
Y a-t-il des soldes ou des promotions aujourd'hui ?  
Peux-tu m'apporter...?  
Je peux changer...?  
Avez-vous un service à emporter ?  
Merci Avez-vous un service à emporter ?  
Combien de temps faudra-t-il pour préparer ma commande ?

## Words and Phrases to Order a Meal in Spanish

Hola  
Buenas tardes  
Buenas noches  
¿Cómo estás?  
¿Qué tal?  
Una mesa para (una/dos/tres/cuatro) personas, por favor  
La carta/el menú  
¿Puedo ver la carta, por favor?  
¿Qué recomienda?  
Quisiera/Me gustaría...  
Para mí...  
¿Tienen opciones vegetarianas?  
¿Hay alguna oferta o promoción hoy?  
¿Me puede traer...?  
¿Puedo cambiar...?  
¿Tienen servicio para llevar?  
Gracias  
¿Tienen servicio para llevar?  
¿Cuánto tiempo tomará preparar mi pedido?






# Post Activity Reflection:

Did you successfully achieve the goal?

What supports would you need to be able to best complete the task?

## Activity #2: Short Film Reflection: Immersion





# Activity #2 (cont.) Immersion Film Reflection Questions

1. How would you describe the “language ideology” of the school that Moises attends?
1. How has Moises responded to the his learning environment?
1. What changes can be implemented by the school and the instructor in order to provide Moises with more culturally and linguistically responsive learning environment?



# Activity #3: Anonymous Poll

Select the statement that best fits how you feel:

- A. I feel the that I have sufficient knowledge and resources to support ELL students.
  
- A. I feel that I have a limited amount of knowledge and resources to support ELL students.



## Activity: Lesson Planning Process Discussion

1. What current steps do you take in your lesson planning process?
2. To what extent do you focus on cultural, linguistic, and differentiation components in your planning process?

# Causes of the Problem

## 2. Lack of Preparation to Teach ELLs:

- 30 states in the U.S. DO NOT have state mandated ELL education training for teachers (Lippert, 2017).

**AS A RESULT.....**

# Causes of the Problem

## 2. Lack of Preparation to Teach ELLs:

Many mainstream educators practice inadequate preparation in lesson development, feel the need for more professional development opportunities, and lack knowledge and exposure to the various cultures of ELLs (Buttram – Brownell, 2021).





**There is a “direct correlation between lack of knowledge of social cultural needs of ELL students and negative perceptions in their capabilities of learning” (Beches, 2021).**



# Solutions to the Problem



# Solutions: Increase Positive Interaction Between the Teacher and Students

- Mainstream teachers tend to have closer relationships with mainstream students than ELL students.
- This is due to “Cultural Barriers separating the student and the educator” (Sullivan, 2013).
- Being open to more knowledge of student’s cultural background can help close this gap.





## Solutions: Increase Student Voice

“There is frequently a significant mismatch between the perceptive preference of activities between the educator and the students” (Rakesh & Valizdeh, 2004)”

There is a common misconception that there is a correlation between language proficiency and intelligence among some educators.



# Solutions: Increase Student Voice

An ELL student participant in a study conducted by Shim and Shur (2018) on the perceptions of students of their current learning environments:

“Sometimes I feel as if my teacher believes that know nothing and attempted to teach me things that I learned years ago when I went to school in Mexico”



# Solutions: Increase Student Voice/Increase Positive Interaction



## GET TO KNOW YOU FORM

Directions: Fill out each question based on your own personal qualities.

1. Name:

2. Age:

3. Preferred Language/s:

4. What is your cultural background and/or national origin?

5. What is your favorite family tradition?

6. What are your favorite foods?

7. What are your favorite hobbies?

8. Which learning styles do you prefer the most (visual, auditory, kinesthetic, reading/writing)?

9. Share an example of a learning experience that you found enjoyable.

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## GET TO KNOW YOU FORM

10. Which resources for learning are most helpful to you? (Check all that apply)

- Textbooks
- Websites
- Educational Videos
- Other (Please specify):

11. Which forms of assessments do you feel most comfortable with? (Check all that apply)

- Written Exams
- Oral Presentations
- Group Projects
- Other (please specify):

12. When receiving feedback from your teacher, how do you prefer to receive it? (Check all that apply)

- Written
- Verbally (one-on-one discussion)
- Peer Reviewed
- Group Setting
- Other (please specify):

13. My goals this school year are to:

1.

2.

3.

# Solutions: Collaborative Co-Teaching Planning

A teacher participant in a collaborative co-teaching study by Bauler and Kang (2020):

**“When you provide ENL students the same equality, they thrive and learn” (p. 347).**



# Encourage Multilingualism

## Higher Implementation of Translanguaging

- Translanguaging allows learners to have a “fluid use of their linguistic repertoire”
- Translanguaging has resulted in increasing student confidence and aided in the deepening of their understanding of diverse literacy texts.



(Garcia & Kleifgen, 2020)

# Collaborative Co-Teaching Lesson Plan

## Content Area and ESOL Co-Teaching Lesson Plan Template

Subject/Content Area:

Grade Level:

Content Objectives:

Language Objectives:

NYSSED Content Area Standards:

AIM:

Motivation:

Lesson Activities:

Role of the Content -Area Teacher:

Role of the ESOL Co-Teacher:

Synthesis (Connection to modern events/experiences):

Differentiation/Modification:

Opportunities for Cultural/Linguistic Expression:

Closing Activity/Assessment:

Lesson Materials/Resources Utilized:

Lesson Reflection

Content Area Teacher Takeaways:

ESOL Teacher Takeaways:



# Solutions: Monthly Professional Development Opportunities

“There is a low level of expertise that teachers possess due to the scarcity in the availability of professional development opportunities designed to improve instruction of ELL students”

(Buttram-Brownell, 2021).



# Solutions: Monthly Professional Development Opportunities

On these dates there will be a professional development workshop on the listed topics in the **SHS Library** during your Productivity period.

## 2023-2024 PROFESSIONAL DEVELOPMENT SCHEDULE

Tuesday September 26th: Differentiating For ELLs

Tuesday October 31st: Supporting ELLs with Limited Formal Schooling

Wednesday November 15th: Technology in ELL Education

Friday December 22nd: Second Language Acquisition in Content Instruction

Tuesday January 16th: Effective Co-teaching Models

Thursday February 15th: Methods to Utilize Both L1 and L2

Wednesday March 20th: Culturally Responsive Teaching Strategies

Monday April 8th: Parent and Family Engagement for ELLs

Tuesday May 13th: Project Based Learning For ELLs

Friday June 21st: Assessment and Data Driven Instruction



ANY QUESTIONS,  
COMMENTS, OR  
CONCERNS?



RAHMET

OBRIGADO

GRAZIE

谢谢

HVALA

KIITOS

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TAK

DANK JE

THANK YOU

SHUKRAAN

ευχαριστώ

GRACIAS

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