

Lack of Teacher Readiness in Teaching Language Learners



Kings Park School District
By: Amanda Howard



Agenda

01 Discussion of the Problem

02 Staff Survey

03 Lesson Plan Templates

04 Native Language Use

05 Resources

06 Final Thoughts & Questions





01

Discussion of the Problem



What is the Problem?



Teachers are finding it difficult to teach incoming language learners due to the lack of instructional strategies and resources.





Why do teachers feel this way?

1. Instructional Materials

There is a shortage of updated materials and curriculum for teaching our incoming language learners (Hansen-Thomas et al, 2014).



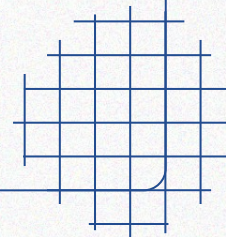
2. Lack of Training

Many teachers feel underprepared to teach the ELL population and claim the lack of appropriate training services on how to properly teach their incoming language learners (Back, 2020; Shreve, 2005).



3. Misunderstanding of cultural needs

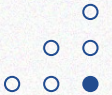
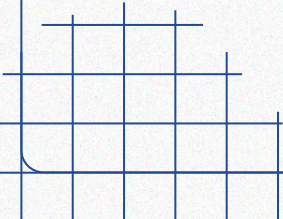
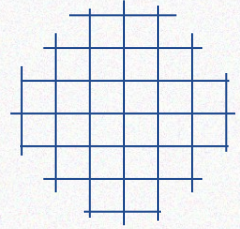
Each incoming language learner is learning at a different pace or style, which is where the learning content should change according to who is being taught (Smith & Zhou, 2022)





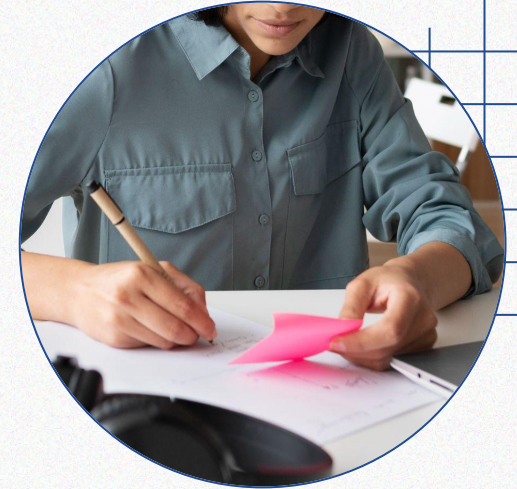
02

Staff Survey



Importance of knowing your ELLs

- Among the growing population in America, the fastest-growing students through grades K-12 are our English Language Learners (Jiménez-Castellanos & García, 2017).
- An understanding of the language acquisition process and levels will help teachers tailor instruction to meet the needs of a diverse group of learners (Colorado, 2021).
- It allows teachers to build upon the student's strengths and successes (Colorado, 2021).
- Provides an opportunity to create a welcoming classroom environment, engage the student and family, increase the student's confidence, and create opportunities for classmates to learn from each other (Colorado, 2021).
- Improves classroom management and teacher interactions with the student as certain behaviors are explained and understood (Colorado, 2021).



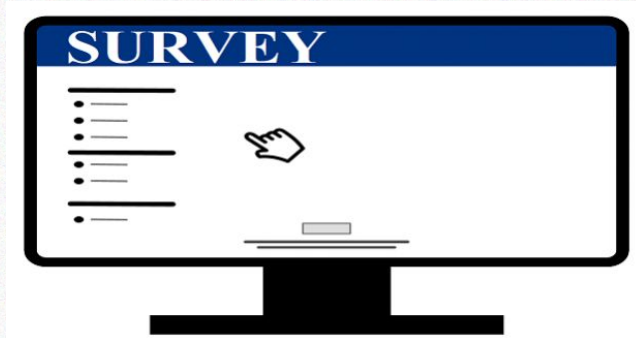
Staff Survey

Why?

- Identify deficits within the school's faculty and administration regarding ELL training.

What?

- Two-part Google Form survey to see how you feel regarding ELL training within the Kings Park school district.



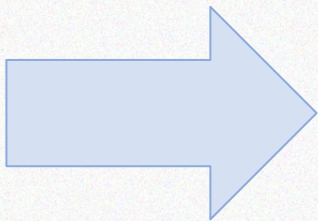
NEEDS ASSESSMENT: PROFESSIONAL DEVELOPMENT

Years of Teaching _____ Grade Level to Teach _____
School District _____

Part I. Please read the following questions carefully and provide your answer to each of these questions by marking your choice in the right column marked as "Yes" or "No."

QUESTIONS	YES	NO
1. In your teacher preparation program, did you receive explicit instruction in language acquisition through a dedicated course?		
2. In your teacher preparation program, did you receive strands of information regarding English Language Learners (ELL) woven throughout a variety of courses?		
3. In your teacher preparation program, were you required to take a course in teaching students of culturally diverse backgrounds		
4. If you did not have any formal coursework, would you have enrolled in any had it been available?		
5. Would you participate in professional development regarding English Language Learners if offered?		
6. Do you feel responsible to teach the English Language Learners in your classroom?		
7. Do you feel confident and prepared to teach ELLs in your classroom?		
8. Do you feel to possess second language acquisition knowledge and skills to teach English Language Learners?		

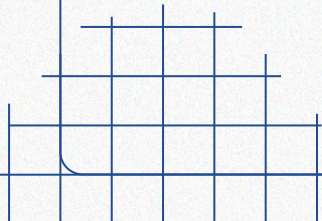
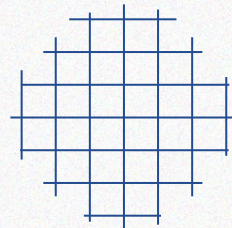
Part II. Please provide any additional comments related to how work effectively with ELLs:

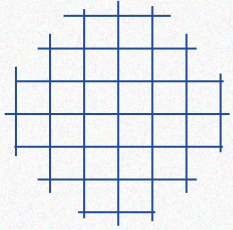




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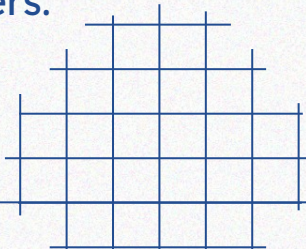
Lesson Plan Templates





Importance?

- In content area classes, ELLs are not just learning a new language, but they are also learning content at the same time. For this to be successful, teachers need to design their lesson plans based on their current language learners.





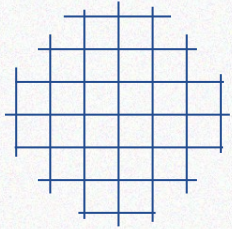
Stop & Jot!



What are the
main
components of a
lesson plan?



Lesson Plan #1:



Elementary Lesson Plan Template, Kings Park, NY

Teacher name:

Grade/department:

Teaching Point:

NYS Standards:

Materials:

Lesson Structure:

Connection:

Teaching:

Active Engagement:

Link:

Share:

Conferences:

Lesson Plan #2:



Lesson Plan Template for Language Learners

Teacher Name _____ Subject Area & Grade Level _____

Unit Topic _____ Lesson Topic / Title _____

Language(s) used in lesson _____ Lesson length _____

Content Area the Lesson Addresses:

What content area(s) will this lesson include (e.g. math, science)?

Lesson Goals:

Why are you teaching this lesson and why is it important?

Understanding - "Big Ideas":

What are the "big ideas" and understanding you'd like students to have with that will be applicable in future learning beyond this lesson?

Essential Questions:

What questions might you ask that will "foster inquiry, understanding, and transfer of learning" (Wiggins & McTighe, 2003, p. 2 - Overview of UbD and the Design Template)?

Objectives:

Language Objective:

Content Objective:

Standards Addressed in this Lesson:

What NYS and National Standards and/or performance indicators will be addressed through the lesson?

How are the standards in the lesson connected to the objectives of the lesson?

Assessment Evidence

Performance Task(s):

mins.	What are the teacher and students doing at this point in the lesson?	What are some scaffolding and differentiation techniques that will be used to help all students to participate?	What materials or resources are needed for this part of the lesson? (list)

Supporting Materials / Resources:

What supporting materials / resources will be used to enhance the lesson and students' achievement of the objectives? How will these materials and resources be used to enhance the lesson and student learning?

Key vocabulary:

What is some key vocabulary students will need to know for the lesson? Please focus on the most important vocabulary they should walk away knowing and being able to use.

Accommodations for Diverse Levels of Proficiency (Additional Strategies) /

Differentiation of Instruction:

How will you differentiate instruction to meet the needs of students with varying abilities, learning needs, and language proficiencies?

How will students "demonstrate the desired understandings" and how will this be measured? (Wiggins & McTighe, 2003, p.2)

Other Evidence:

"Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results?" and "How will students reflect upon an self-assess their learning?" (Wiggins & McTighe, 2003, p. 2)

Building Background Knowledge (Connect Prior Knowledge)

How will the lesson draw upon/connect to students' prior knowledge and relevant experiences? ("Funds of Knowledge")

Building and Being a Member of a Classroom Learning Community:

How will you build a learning community within the classroom and also be a member of that learning community (sharing and learning with others) during this lesson?

Teaching & Learning Activities

What will happen in the lesson (imagine this as a script - what will happen at each moment)?

What will be presented, practice/applied, reviewed, and assessed and how will it all play out?

What are some backup plans in case the lesson does not go as planned?

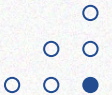
It can be helpful to put information in the table format below:

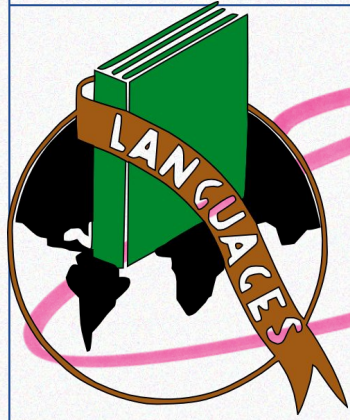
Time	Teacher/Student Activity	Differentiation/ Scaffolding	Resources



04

Native Language Use





Importance?

- Allowing students to use their native language (L1) inside the second language (L2) classroom has shown understanding and performance improvements.
- Research has shown that incorporating native language in the classroom not only increases the feeling of inclusion, but it also has contributed to higher academic achievement (Genesee & Lindholm-Leary, 2012).

Think, Pair, Share!

First:

Think of one specific ELL students you have had in your classrooms.

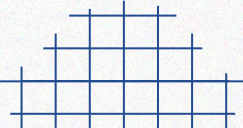


Second:

Brainstorm ways in which you can integrate your students' native language into the classroom.

Additionally:

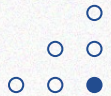
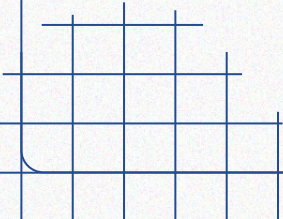
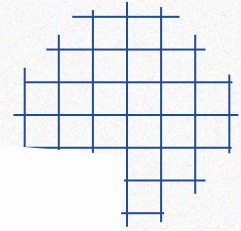
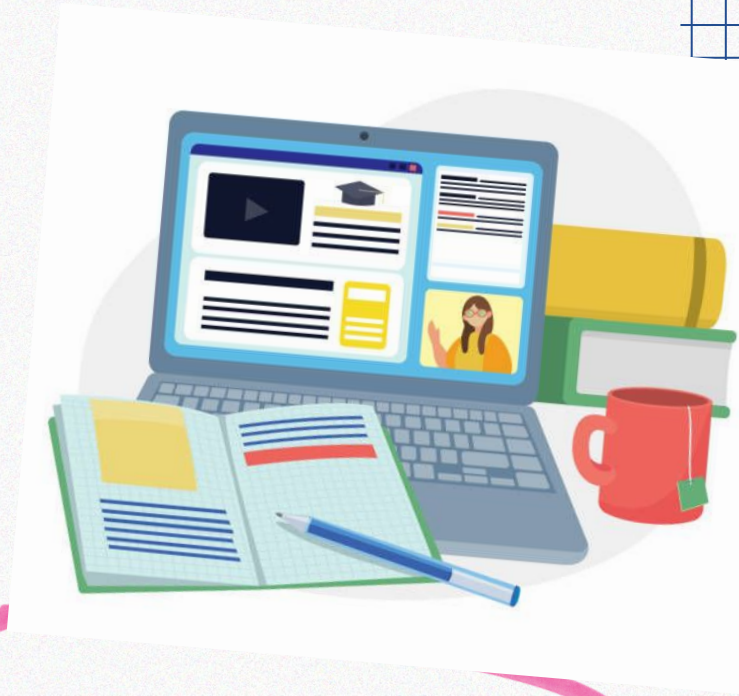
Think of how integrating your student's native language into the classroom will increase their understanding, confidence, and willingness to learn grade-level content.





05

Resources



Specific Resources

"I am here to help!"

Annita Buffa

St. John's undergrad
Majored in English and
minored in business.

Later on

Enrolled in Hunter College → dual
certification and masters program.
Got an MS in Education and
permanent certification in Pre-k
through 6th grade general education.



Following this

Took some time off
until beginning to sub
in Kings Park.

Eventually

After 8 years, decided maybe
ENL was for me.
Enrolled in Molloy's ENL
certificate program and got
hired right after completing
the program.
Been working as an ENL
teacher (middle/high school)
for the past 8 years.

“

Teaching is more than
imparting knowledge; it is
inspiring change. Learning is
more than absorbing facts; it
is acquiring understanding.

WILLIAM ARTHUR WARD

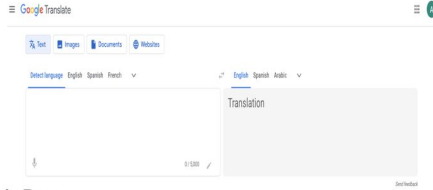
Specific Links



1. Google Translate: <https://translate.google.com/>
2. Xerox: <https://www.xerox.com/en-us/connectkey/workplace-apps/print-translate-app>
3. BrainPop: <https://www.brainpop.com/>
4. Nearpod: <https://nearpod.com/>
5. Flocabulary: <https://www.flocabulary.com/>

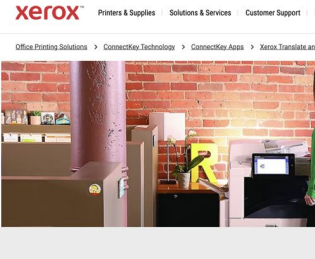


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3. <https://www.brainpop.com/>
4. <https://nearpod.com/>
5. <https://www.flocabulary.com/>

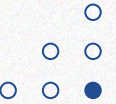
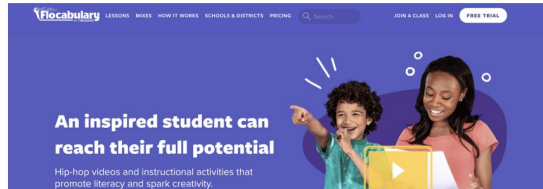
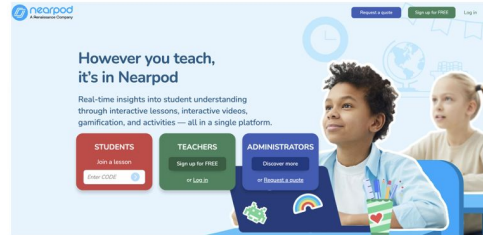


BrainPop

Website :



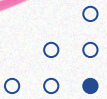
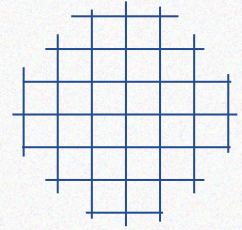
Xerox® Translate and Print App

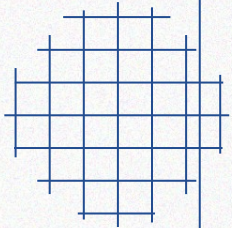




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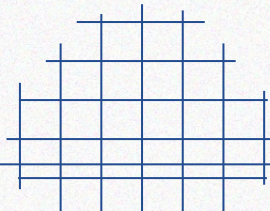
Final Thoughts & Questions



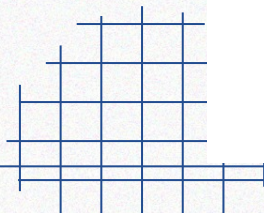
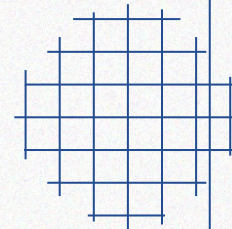


Outcomes

- Participants will leave now feeling confident knowing background knowledge when working with ELLs.
- Included recent and up-to-date information and resources for all staff members, which provides further implications to bring into your classrooms at the beginning of the upcoming school year.
- Revised information as needed based on up-to-date practices and research each year will continuously occur to allow the ultimate overall readiness and culturally accepted staff members.



Questions?



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