

Limited Resources for Language Learners and Teachers

by

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Abstract

This project aims to support teachers and staff members who work closely with English Language Learners (ELLs). The need for teachers who have background, training, and knowledge in educating incoming language learners has increased substantially. This is due to the growing ELL student population in the United States. Many educators experience a sense of unpreparedness in their ability to educate and support incoming language learners. This feeling stems from their inadequate training and education in working with English Language Learners (ELLs). Therefore, educators may feel discouraged or frustrated when faced with the task of teaching incoming language learners. In the Kings Park School District, staff members are not provided with professional development opportunities, training, or teacher preparation programs regarding working with ELLs. In this project, a professional development is designed to support ELL students and teachers. Recommendations include incorporating additional school events, where families can be included and involved in their child's learning experience, where also teachers can connect with students' families and home-lives.

Keywords: English language learner (ELL), professional development (PD), incoming language learners, instructional materials, academic performance

Chapter 1: Introduction

Among the growing population in America, the fastest-growing students through grades K-12 are our English Language Learners (Jiménez-Castellanos & García, 2017). According to the National Center for Education Statistics (2023), the ELL population in U.S. public schools increased from about 9% (or 4.5 million) to about 10% (or 5 million) students in 2020. The growth of such a population requires that districts need to be ready to provide appropriate materials to both the students and teachers. In particular, materials for our incoming language learners should be seen as an essential factor in the ELLs learning career. However, for both the teachers and students, these materials and resources are being treated as an option for educating these specific students (Loewus, 2016; Venketsamy & Sibanda, 2021).

When it comes to the lack of resources for our incoming language learners, educators are also left not knowing what the best route to go down in educating these students appropriately (McIntyre, 2016; Anokye, 2022). Some teachers are simply taking content out of books that they think are critical teaching points for these learners without having any knowledge on their students' very specific learning and language needs (Back, 2020; Skarin & Zahner, 2022). Additionally, students are not using appropriate materials in and outside of the classroom to help learn their new language (Skarin & Zahner, 2022). For instance, they may not have textbooks in their native language, books from the library are not up to their current vocabulary understanding, and even math word problems are not introduced until much later.

Incoming language learners go through academic differences that lead into their struggles with listening, reading, taking notes in class, and simple oral communication (Jiménez-Castellanos & García, 2017). More specifically, research has shown that materials and resources for ELLs are too simplified and not in their appropriate grade-level area (Furr & Garcia, 2018;

McIntyre, 2016). For these learners to reach grade-level expectations, they need to be pushed to what they are most capable of doing and some (Cárdenas, 2018). Following this claim, confidence can be a struggle for our incoming language learners because they may not feel a sense of their culture within the classroom, or they may feel timid among the other native language speaking students.

Through personal experiences, I have noticed that it is very difficult to truly educate our ELLs. I have watched experienced teachers go through many changes with the education system and be left to fend for themselves with little to no curriculum. In the district I currently teach in, however, ELL teachers are not being provided with appropriate, grade-level curriculum that should be used for their ELLs. There has been a constant change in resources, and they seem to never be appropriate for the ELLs. These teachers feel underprepared for educating their multilingual learners. The materials are either too challenging or not challenging enough, which hinders their learning. When teaching high school ELLs, there was no specific curriculum in teaching them.

For instance, we had to use the guided resource manual with our students, but this did not meet all their needs. Some teachers needed to be pushed more while others needed to be guided below grade level. With this, we had to create our own lessons and plans as the days went on according to our students. This especially was the case when it came to the speaking portion inside of the manual. The speaking did not push our students out of their comfort zones to try their new language and grow with what they were learning. Teachers have begun collaborating with their colleagues to better educate their English-learners.

However, when teachers have been doing this, they have faced challenges that they do not know how to overcome. They are dealing with simply the lack of training, unable to make

use of technology inside the classroom, and the tools on how they are going to work towards appropriately educating these students each day (Hansen-Thomas et al., 2014). I am hopeful that the district I am in takes the time and consideration to focus on what is best for our students and teachers regarding our students and teachers regarding these issues.

To address the limited resources for language learners and lack of appropriate techniques for teachers, I plan to design a professional development program for teachers of ELLs as described in Chapter 3. The professional development will discuss instructional materials needed to give multilingual learners a successful education. Some of the instructional materials I will be discussing are vocabulary builder flashcards, phonics playing cards, and interactive websites for learning. Holding a professional development opportunity that addresses multiple bilingual instructional strategies will provide teachers with more insightful ways on educating their incoming language learners. The important insights learned during this shows professional development (PD) is extremely beneficial for teachers that may be teaching incoming language learners. Next, Chapter 2 will review the literature and themes that address resources for teachers and incoming language learners, and the way districts withhold the way our students are being taught each day they come to school.

Chapter 2: Literature Review

This Chapter includes a review of quantitative and qualitative literature that pertains to the lack of resources and materials for incoming language learners and teachers. As described in Chapter 1, language learners are the fastest growing population in schools throughout the country. However, they are not being taught by trained teachers and receiving appropriate resources to better their second language skills (Loewus, 2016; Skarin & Zahner, 2022). Thus, it is imperative to consider all the ways we can work towards improving the educational systems for our language learners. In this Chapter, I will explain the theoretical framework that underpins the research examining the lack of materials and resources for incoming language learners and the lack of preparation for teachers.

This conceptual framework incorporates Lev Vygotsky's (1980) Zone of Proximal Development (ZPD) and Krashen's (1985) input hypothesis can help educators understand the underlying factors contributing to the problem surrounding incoming language learners' education. While ZPD describes what the learner can do without adult assistance and what they can do with adult/peer collaboration, the input hypothesis focuses on the learner's progress in their knowledge of the new language being acquired. Next, I will discuss the following themes emerging from the literature: lack of materials and resources for incoming language learners, and the lack of preparation for teachers when it comes to educating these students.

Conceptual Framework

Both the Zone of Proximal Development (ZPD) and the Input Hypothesis can explain the importance of necessary materials in an ELL students' educational experience. Vygotsky's (1980) ZPD describes the range of abilities different learners can accomplish independently or with someone who has knowledge of the new language being acquired. Krashen's (1985) input

hypothesis highlights how language learners progress in knowledge as they begin to understand knowledge that is above their current academic level. That is, both theories are pushing our incoming language learners to progress their language abilities in ways they may feel is more advanced. However, the more they can do on their own with appropriate materials and resources, the better their language acquisition will be.

Vygotsky's Zone of Proximal Development

Vygotsky's (1980) ZPD is a central concept to his sociocultural theory, which suggests that learning is done through social interactions and requires an individual knowledgeable of the native language. In other words, Vygotsky emphasizes the role of social interactions and language in learners' cognitive development using speech as their main tool for learning and thinking. He highlighted the concept of ZPD, which refers to the gap between a learner's current development level and their potential level of development with the assistance of a more knowledgeable other. In this sense, ELLs can benefit from learning experiences guided by experienced native speakers and teachers. In fact, interacting with native speakers exposes ELLs to authentic language use and cultural practices (Ortega, 2013).

In addition, teacher guidance and instruction are crucial for ELLs' cognitive development, especially at the beginning stages of ELLs learning. At these foundational language development stages, educators can use instructional practices and offer scaffolding techniques to support their ELLs' learning (Venketsamy & Sibanda, 2021). For example, teachers include group work and any form of pair and share learning with peers for them to interact and learn from one another (Le et al., 2017). Vygotsky (1980) also believes that educators should provide verbal instructions or model specifically what they want the children to

do to enhance their learning. Overall, the interactions made within the classroom are crucial so that a child can master more skills and enhance their overall mastery of language knowledge.

Krashen's Input Hypothesis

Krashen's (1985) input hypothesis, or comprehensible input, suggests that learners are processing their second language to make meaning, but are not yet grammatically making connections. In this sense, ELLs are taking in knowledge and understanding language just beyond their academic level. Incoming language learners are taking all this input in through listening to what others are saying around them and reading written texts they are observing during their everyday lives. Krashen posits that when our language learners are processing what they hear and see, they are processing for meaning to the best of their reasonable ability. Furthermore, what comes naturally out of this is the grammar of this new language (Ortega, 2013). This becomes crucial for the comprehensible part of the hypothesis, which is when the language learners begin acquiring other parts of the new learned language.

Teachers are faced with challenges inside the classroom when it comes to appropriately educating their diverse learners. Stephen Krashen (1985) stated that language learners should gain the knowledge of language through comprehension. The importance of educators creating substantial engaging materials for their diverse learners has been emphasized through numerous researchers. According to Bailey and Fahad (2021), engaging and appropriate materials can only be established when teachers understand their learners' social identities and willingness to learn their second language. Studies have shown that teacher's preparation of materials for language learners has fallen short. Teachers feel that districts are not providing appropriate instructional materials and professional development hours towards teaching these students. Materials do not

support our language learner's language development because of the lack of cultural relevance. Teachers are falling into these patterns hindering ELLs overall language development.

Overall, while the concepts of ZPD and input hypothesis emphasize the importance of social interactions in learning both differ in their scope. Vygotsky's (1980) ZPD suggests helping students develop cognitive skills through language and social interaction, while Krashen's (1985) input hypothesis posits that learners acquire language by being exposed to compressible input that is slightly beyond their current level of proficiency.

Barriers that Influence ELLs' Second Language Learning

This section explains three major barriers limiting ELLs second language learning based on the limited resources and materials provided to teachers, districts, and our incoming language learners. The barriers include: 1) materials not building from previous learning; 2) lack of teacher training; 3) limited strategies; and 4) technology.

Instructional Materials

Building on background knowledge becomes crucial for incoming language learners because it increases their vocabulary and helps them catch up with their native speaking peers inside the classroom. There is a shortage of updated materials and curriculum for teaching our incoming language learners (Hansen-Thomas et al, 2014; Ottow, 2023). These challenges prevented students from learning inside the classrooms and hindered the teachers from teaching English the proper way. Hansen-Thomas et al. (2014) surveyed 159 elementary and secondary teachers on how properly trained they felt in teaching language learners and found that these teachers lacked communication skills with their ELLs and families due to their district not providing specific training. Teachers expressed that they were unsure of how to properly keep families in the loop of what was happening during the school day. According to Venketsamy and

Sibanda (2021), teachers lack support and knowledge to appropriately develop students' foundational literacy skills. Venketsamy and Sibanda (2021) interviewed six foundation teachers from two schools from one district in South Africa. A semi-structured questionnaire was given to the group of foundational teachers during the interview process. The study showed that teachers' lacked understanding of literacy, the importance of literacy development for ELLs, and specific strategies to use to help incoming learners develop foundational literacy skills.

When ELL students are learning something new, or they are being reintroduced to a topic previously taught, they need to first build upon background knowledge. Kim (2014) found that many students find it difficult to research a topic when they are not familiar with what they are researching. According to Kim (2014), 48 ELL students in three different high school classes, (a theme class, and two different biology classes), were asked to be involved in different types of research projects. The 48 ELL students in the three classes reported that they had difficulty finding specific information, understanding vocabulary, evaluating information, summarizing, and writing. This was because they were not knowledgeable on how a research project went in either their native or newly acquiring language. ELLs lack exposure to higher order thinking when they are inside their classroom (Köksal et al., 2023). Köksal et al. (2023) explained that students need appropriate modeling, and effective ways to retrieve, retain, and apply content.

In addition, Bloom's taxonomy is a ranking of order model that is composed of learning objectives on varying levels of complexity. The taxonomy ranges learning objectives from basic knowledge and comprehension to advanced evaluation and creation. In keeping with Köksal et al. (2023), a group of 9th, 10th, 11th, and 12th grade ELL students reported that their ELL textbooks lacked both lower and higher order cognitive reading questions to enhance their language learning skills. Students find it difficult to understand reading questions in their ELL textbooks.

Based on results, ELL textbooks lacked higher level cognitive abilities, which hindered the ability of the ELL students to understand the content. This leads these incoming language learners to lack the appropriate techniques in furthering their language skills.

The achievement gap between incoming language learners and their native speaking peers in reading and science has posed a serious challenge for literacy and science educators (Zhang et al., 2017). In the DISCUSS (Dialogic Inquiry for Socioscientific and Conceptual Understanding in School Science) research project, researchers and teachers work to improve students' science content knowledge, reasoning, and overall academic content knowledge through dialogic inquiry questions. Students expressed that they are unable to get near the academic level their native speaking peers were at due to the lack of instruction of content and language disjoint. According to Zhang et al. (2017), the DISCUSS curriculum adopts Collaborative Reasoning (CR), a dialogic approach with a small-group and whole-class inquiry dialogue to cultivate critical and reflective thinking while making use of deeper understanding of science concepts. This research study was conducted for four weeks with 20 lessons.

Written texts linked to space exploration issues, technology, and environment were given to the participants. Zhang et al. (2017) discussed curriculum and resource struggles with incoming language learning teachers. Furthermore, Köksal et al. (2023) revealed that textbooks and informative literature books were not adequately appropriate for high school students and students become discouraged when they are unable to use classroom textbooks and materials because they are unsure of the information given. Students have begun turning to Google for gaining knowledge and understanding of a topic. For these students to do well with a challenging research assignment, teachers need to address what the students already know about the topic.

Giving them more background knowledge and explanation on their topics and a sample research paper can guide incoming struggling students immensely.

Lack of Teacher Training

As mentioned in Chapter 1, across the nation there has been an influx of language learners through grades K-12, which has affected hiring qualified teachers. This influx of the ELL population has not been matched by the sufficient growth in teachers who are trained in how to best educate these students. To Back (2020), employing TESOL-specialized staff or even giving training to mainstream teachers was lacking due to the increasing number of ELLs into school districts. 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. According to Shreve (2005), many teachers who teach mostly ELL students have not gotten more than one in school training sessions in over 5 years. These sessions were directed on how to properly instruct these students. Similarly, Weisman and Hansen (2007) found that educators have a major challenge when it comes to communicating with both the ELL students and their parents.

These two researchers surveyed a group of elementary school teachers to see if they presented challenges around social studies curriculum. Continuing the need for professional development training of appropriate teaching for ELL students, teachers find it challenging working with ELLs demographically. In Anokye's (2022) study, 250 students participated in a survey and reported that the main problem in learning English was due to their teachers. Students stated that their teachers' resources and teaching styles lacked in depth, there was no quality in their teaching, classroom activities were not engaging, and self-learning attitudes were never addressed.

It is optimal to an ELLs learning career that classroom teachers and ELL teachers work with one another. Aldana and Martinez (2018) address the fact that there is a lack of community within buildings when it comes to educating incoming language learners. When there is a disconnect amongst teachers teaching the same students, there becomes a lack of appropriate strategies being shown. In their study of four urban and rural schools, Aldana and Martinez (2018) found that school staff members share challenges when sharing practices and common challenges with other school staff members. Educators across the researched district struggle with supporting incoming language high school learners, which include teachers, counselors, and administrators.

Furthermore, according to Gallego and Busch (2017), incoming teaching assistants (TAs) are not meeting appropriate requirements due to the lack of professional training programs. Gallego and Busch (2017) facilitated training programs to incoming TAs with joint help from staff and program directors. Findings saw that more than half of the incoming TAs participating in the study were not offered proper training prior to this study. Educators who are teaching incoming language learners still face challenges due to the lack of appropriate training, which becomes critical to these students' future in learning their second language (Aldana & Martinez, 2018). When too much data and strategies are shared, then more challenges are faced with what exactly should be taught to which group of specific incoming language learners.

Teaching culturally and linguistically diverse students can be challenging. According to Furr and Garcia (2018), teachers have expressed their concerns when attempting to create, model, and incorporate ELL strategies appropriately into their lesson plans. Researchers Furr and Garcia (2018) collected teacher surveys, student surveys and observed two 3rd grade classrooms composed of diverse learners. The study wanted to achieve what strategies and techniques

teachers view as effective for their incoming language learners. Additionally, the study wanted to find what strategies and techniques the incoming language learners view as effective for themselves (Furr & Garcia, 2018). Schools have increasing numbers of language learners, and teachers must know effective ways to teach these students. Colombo et al. (2013) expressed the concern of the lack of qualified teachers' preparation in teaching incoming language learners in the No Child Left Behind era. In Colombo et al.'s (2013) study of 20 middle school teachers to understand their goals for student success, participants expressed their concerns that ELLs needed to have passing scores on tests and felt pressure from administrators. The 20 middle school teachers cared deeply for their ELL students, spent countless hours planning, and spent their own money on supplies to only benefit these children (Colombo et al., 2013).

Problems Hindering ELLs and Teachers

Due to the lack of professional development and education programs for teachers, there comes a negative feeling towards working with ELLs. Without specific teacher education opportunities, their attitudes are less likely to change in a positive way. Moreover, the rate of student success is low when teachers do not know enough about working with ELLs to perform their jobs confidently and effectively (Colombo et al., 2013). When teachers and staff members are not adequately trained to support their students from diverse backgrounds, the school district suffers. Due to teachers not having the necessary skills and resources to teach their incoming language learners, many teachers hold bad feelings towards their students from diverse backgrounds.

As a result, ELLs do not feel comfortable with or trusting their teachers when they do not know how to support them (Back, 2020). Students often feel in the dark and not prioritized in their classrooms when their teachers do not know how to interact with them.

English Language Learners immigrate from another country hoping for a better life. Similarly, AlAjmi (2022) suggested that the impact of COVID hit schools tremendously, leaving a substantial number of technical challenges for schools to face when they returned. The issues that the schools were having was the overwhelming mental insurance of literacy that teachers needed to obtain. However, they are not aware of the fact that many school districts lack appropriate materials and strategies to teach them appropriately for two reasons. First, teachers are intimidated when it comes to teaching specific strategies related to a given subject. For example, social studies is one of the top subjects that teachers are anxious about teaching their incoming language learners (Will, 2023). According to Weisman and Hansen (2007), the language used when teaching social studies concepts can be decontextualized and abstract, which makes it challenging for ELLs to develop proficiency in English language arts. If teachers do not utilize multiple strategies in the classroom for teaching ELLs, they will not be successful in acquiring language, or more specifically, social studies vocabulary (Daffern & Mackenzie, 2019; Smith & Zhou, 2022; Venketsamy & Sibanda 2021; Vintan & Gallagher, 2019).

Along with the increasing numbers of ELLs, comes the need to support educators with ensuring that ELLs are exposed to rich academic content along with the ability to develop disciplinary language in their second language, which is English. Many students are not taught proper strategies from their teachers when it comes to learning a second language and using specific language engagement skills. Daffern and Mackenzie (2019) explained that content area subjects, spelling for instance, can be especially challenging when teaching incoming language learners. The analysis of interviews with 1,198 8- to 12-year-olds revealed that the student's confidence in spelling stemmed from their limited strategies and skills taught by their teachers in spelling unfamiliar words.

If students lack the understanding of linguistic terms, they are going to not understand how to interpret textbooks, reading materials, the difference between phonemes, syllables, and graphemes. Similarly, Smith and Zhou (2022) address the strategies that teachers lack when teaching their ELL students in all aspects of the teaching foundation. Smith and Zhou (2022) conducted their research with two diverse students and two diverse teachers through teacher/student surveys, teacher/students' observations, and just teacher strategies. With the ever-changing overflow of incoming language learners, researchers discovered significant differences between the two participants. Teachers are adapting, changing, and creating new materials each year.

However, they are lacking the very specific strategies that their ELL students need to become better native speakers. 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). Teachers must always be under the impression that their students are learning at all different levels and are at all different abilities (Daffern & Mackenzie, 2019).

Linguist and math word problems are found to be another language barrier for our incoming language learners. Martiniello (2008) found that fourth-grade math ENL students lack access to functional skills and resources to uplift them in their new language learning. The linguistic study showed that their prior knowledge needed more consistent help from their educator. Students were given math-word problems and hoped to see their math proficiency. Teachers were not fairly taught the appropriateness of information about ELLs' math knowledge. Our incoming language learners struggle with solving word problems, and they also have struggles with English Language art and math. These skills go beyond and need to increase the overall incoming language learners struggle with solving word problems and number reasoning.

Incoming language learners do not feel motivated trying to learn a new set of rules and curriculum. According to Hanus (2016), several academic expectations can hinder learning aspects for the incoming language learners. The gaps that ELL students are faced with prominently are the different behavioral and academic expectations, new social customs, and different cultural values. Research shows that these learning gaps not only academically affect these incoming language learners, but also their feelings of confidence, capabilities, and attitude towards learning. Teachers struggle with creating positive teacher-student relationships because they have a lack of overall training, and they do not have the parents on the same page (Hanus, 2016). Research also showed that teachers were not creating classroom climates that were culturally inclusive and supportive (AlAjmi, 2022; Bailey & Fahad, 2021). With this, students began losing interest and became disengaged with learning. Differentiated instruction and assessments were not being correctly implemented for each ELL.

Hanus (2016) found that second language learners have the same needs as students in the mainstream classes, but they were not being treated as equals inside and outside of their classrooms. Similarly, Yunus et al. (2011) stated that teachers do not truly understand that students come from all different cultures and backgrounds. Each student is unique in their own way, and they should be treated and looked at as an individual supporting their own learning needs. Yunus et al. (2011) also found that teacher-student relationships were not being established which hindered the way incoming language learners looked at school. According to Yunus et al. (2011) six pre-service teachers were interviewed to see the student-teacher relationship as a factor affecting students' motivation and academic achievement inside the ESL classroom. Motivating students inside the classroom has a counter effect on academic performance in ESL classrooms. Yunus et al. (2011) also found that teachers are unsure of how

to maintain student motivation and encourage positive self-evaluation, and students who have positive relationships with their teachers feel motivated to learn. In principle, teacher-student relationships contribute to students' increased level of motivation to learn and enhance their academic achievement.

Technology

When ELLs come into their new classrooms, they may be intimidated by everything around them. When they come into the classroom, educators need to understand that they are going to be coming in with a range of needs, differentiated tools, and unique adaptations for their language acquisitions. The Smart-Board will give our students technology such as Jack Hartmann, Danny Go, and any online sites to let them use. However, technology may not have been a big part of their schooling when they were back in their home country (Barazani et al, 2021; Weisman & Hansen, 2007). Educators should make sure they utilize technology as much as possible when they are teaching. For instance, our incoming learners will need visuals when they are hearing and learning about a new topic. Technology provides ideas, activities and managing things at home and in school for ELLs (Barzani et al., 2021).

Today, classrooms are making use of different tools including Smart Boards, Chromebook, online learning systems, and tablets. Incoming language learners have the stress of not knowing how to use their technology in their new schools. The analysis of observing schools that utilize technology inside their classroom, Barzani et al. (2021) found that these schools have a higher rate of language acquisition and proficiency. This finding is in line with other research (Carrier, 2005; Decapua & Marshall, 2009) in that technology in classrooms ultimately helps language learners learn their second language at a better pace.

During times of disasters such as the COVID-19 pandemic, the use of technology inside classrooms has had a significant impact on ELL and their learning experiences. COVID has impacted the way our incoming language learners see their learning and how it affects them through technology. Similarly, AlAjmi (2022) suggested that the impact of COVID hit schools tremendously, leaving a substantial number of technical challenges for schools to face when they returned. The issues that the schools were having was the overwhelming mental insurance of literacy that teachers needed to obtain. They were unsure that they were able to provide and produce sufficient resources through technology to their ELL students. Furthermore, AlAjmi (2022), two surveys were done with 113 school principals and 404 schoolteachers. The study was done to see what impact digit teaching was on their ELLs academic career. Moreover, it was revealed that it had a positive impact on students when technology was integrated during the COVID-19 pandemic (AlAjmi, 2022).

In addition, AlAjmi (2022) revealed two surveys that were done with 113 school principals and 404 schoolteachers. The study was done to see what impact digit teaching was on their ELLs academic career. Through this research, it was revealed that it had a positive impact on students when technology was integrated during the COVID-19 pandemic (AlAjmi, 2022). Districts should be providing teachers with more professional development to feel more linguistically and culturally confident with their language learners. According to Back (2020), three educators with no prior TESOL training participated in trans-linguistic pedagogy training, applied what they were gaining from the training to their own classrooms and reflected on the ineffectiveness or effectiveness of the training. These teachers collaboratively trained for nine months focusing on a trans-linguistic and multilingual ecology. The goal of this research was to

shape the way educators think towards the way they teach, respond and practice TESOL learning standards for their incoming language learners (Back, 2020).

This review of literature has informed my understanding of the needs of ELLs, as well as the rationale for the professional development that will be created to resolve these identified problems. In Chapter 3 I will discuss my professional development plan. It is designed to consider the importance of the lack of resources and materials for both incoming language learners as well as educators for our incoming language learners. ELL students will be provided with background knowledge they will understand prior to doing any research paper they are given at any age (Ruhl, 2023). Teachers will be given enough services that will benefit them in every way with their language learners (Back, 2020). Furthermore, the professional development I have designed will assist the school in presenting itself as a technological school that will give teachers access to technology to increase students' learning (Barzani et al, 2021). This will not only benefit ELL students, but the other native speaking students. This will be done for our ELLs to feel welcomed and not called out due to the population factors. By planning and implementing new strategies and guidelines, materials and resources of ELL students will be better attainable within the Kings Park Central School District.

Chapter 3: Description of the Product and Tools

In this Chapter I will present a professional development strategy and its corresponding rationale that seeks to improve the lack of instructional strategies and resources for incoming language learners and teachers at Kings Park High School in Kings Park Central School District. Working in the district for 8 years as an English as a New Language (ENL) high school teacher, Annita Buffa states that the lack of instructional strategies and resources has been a struggle for English Language Learners (ELLs) taught in the Kings Park Central School District for the past five years (personal communication, March 22, 2023). I have reviewed the problem in accordance with literature. It became apparent that several areas of deficit within the school environment work against instructional strategies and resources for ELL students and teachers. The components of the product were chosen based on areas that are high needs and actions that can be readily achieved to set in motion the changes that are needed.

In the following segments, solutions to the problem of the lack of instructional strategies and resources at Kings Park High School are presented. First, an overview of the professional development plan is provided. Subsequently, newly developed tools for students and teachers are described. The professional development plan will include a survey to identify deficits within the school's faculty and administration regarding ELL training, ELL lesson plan templates, students' use of their native language inside the classroom, specific resources that can be brought into the class, intents, and outcomes of the professional development. The professional development will be hands-on, interactive, engaging and use collaborative skills to provide teachers with strategies and skills they can bring into their classrooms to use with their incoming language learners.

Description of the Professional Development

The professional development will be called “Lack of Teacher Readiness in Teaching Language Learners”. The professional development will be held at Kings Park High School in Kings Park, NY. The total number of students within the district from grades Kindergarten to 12th is approximately 2,799. Demographically, there are around 53 Kindergarten through 12th ELL enrolled students in the Kings Park School District. Among the one high school, one middle school, one intermediate school, and two elementary schools, there are six ENL teachers. The Kings Park school district holds numerous professional developments throughout the school year for all teachers and staff within the district.

This development, “Lack of Teacher Readiness in Teaching Language Learners”, will be incorporated within the other developed frameworks of teacher training created by the Kings Park school district. All teachers and staff members, regardless of their content-area specialty, will be invited to participate in these professional developments. I have created it this way because no matter what you teach within the school setting, you will work with incoming language learners from all different backgrounds each day. This also goes for teaching assistants who assist classroom teachers daily. There will be three professional developments throughout the school year; one prior to the school year starting, one in the middle of the year, and at the conclusion of the school year.

The goal of this professional development is to help the Kings Park staff become better teachers and more readily prepared to teach incoming language learners. According to the researcher Back (2020), professional development in TESOL training is a necessity for all teachers working with linguistically and culturally diverse students. These specific three professional development sessions offer the different staff members a chance to talk and

collaborate with one another relating to teaching these very specific learners. Additionally, they will be able to have the chance to bond with one another, share specific stories or challenges that they have encountered, which will eventually lead to the creation of ideas and strategies amongst everyone. This professional development also focuses on Lev Vygotsky's (1978) Zone of Proximal Development (ZPD), which states that peer interaction is essential during the learning process. To make certain that the Kings Park school district is doing everything they can to continuously educate their staff, these professional developments are vital.

The professional development plan and first meeting will be held on Saturday, September 2nd, 2023. This will be a paid, mandatory professional development day for the staff members. The professional development will take place in the Kings Park High School computer center from 8 AM to 11 AM. Holding this professional development prior to the school year beginning will allow the teachers and overall entire staff to see what they are going to be needing to do for incoming language learners once the school year officially begins. The three-hour session will allow me to first go over my professional development plan, explain the significance of it, and provide the staff members with the best strategies and skills they can use inside their classrooms daily. ENL teachers from the Kings Park High School, Annita Buffa and Nicole Keicher will be in attendance. They will be there to assist, discuss and review throughout the meeting regarding the best strategies when teaching ELLs.

The Kings Park School District's attempts to prepare students for the ever-changing global economy. With that being said, the district has been trying to increase student proficiency in the four modalities of communication by involving parents to participate in their children's education and by providing an articulated and sequenced program to every child. This specific three-part professional development is presented in the form of a Google Slideshow, along with

hands-on resources, handouts, worksheets, other materials, and appendices (see Appendices A, B, C, D) to further follow along through the discussion. Each component of my professional development will be discussed independently throughout this chapter. It will include descriptions of what I will talk about, rationale and solutions to the lack of teacher strategies and resources when it comes to teaching their incoming language learners.

Staff Survey

At the beginning of the professional development, staff in attendance will fill out a two-part Google Form survey (see Appendix A) to see how they feel regarding ELL training within the Kings Park school district. The survey will ask them eight “yes” or “no” questions where they will have to read the question being asked in column one, and then select “yes” if they feel it applies to them or “no” if they cannot relate to it. The survey also asks the staff members how many years they have been teaching, the grade level they teach, and the school they currently work in within the district. After completing the eight-question survey part one, they will be asked to answer part two. Part two simply asks participants to provide any additional comments related to how to work effectively with ELL students.

The rationale for this staff member survey is to get an idea on how prepared the staff is on educating their ELLs and what knowledge they already possess in terms of strategies and resources for their language learners. Additionally, after they all submit this survey, it will act to show how well the Kings Park district already is at preparing their teachers and staff, or the lack of preparation that they give. The results of this two-part survey will reveal what needs the teachers and staff specifically need from the district in moving forward with specific strategies, preparation, and overall comfort level with all ELL students. With the growing rate of ELLs, elementary schools lack the need for effective pedagogical support. With this, teachers in

classrooms lack professional planning materials such as daybook plans, lesson plans, professional readings, and instructional resources (Vintan & Gallagher, 2019). Within New York State, it is required that all students identified as limited English proficient students receive ENL instruction appropriate to their proficiency level. It is crucial that our educators feel well trained and prepared for these students to climb proficiency levels and make keeps in their learning journey.

The outcome of the survey will not only dictate to the district that most staff members feel underprepared to work and support language learners but will also make them feel less alone and heard. This survey is working towards small steps in acknowledging the worldwide issue of underprepared staff members and the lack of training and professional developments that are readily available. Once the Kings Park School district staff, faculty, and administrators become aware of the issue that is much larger than they think, they can work together to put a stop to this internal struggle. Overall, the data displayed by the two-part survey can demonstrate that more professional developments and training must take place. After the survey section of the meeting, the professional development will then move into the information portion of the training program.

ELL Lesson Plan Template

Teachers continue to struggle when it comes to properly educating their language learners, because they lack the proper strategies on how to appropriately teach these students. It has not been made a priority that all staff members are trained in ELL instruction, which unfortunately hinders ELLs academic growth. In this current era, the student demographics within schools and classrooms is changing immensely. Furr and Garcia (2018), attempted to consider the best practices in teaching culturally and linguistically diverse students.

Unfortunately, it was found that teachers lacked knowledge of ESL strategies. Furthermore, they found that without infusing engaging and understanding strategies into lessons, there was a gap between ELLs and native speaking students. Another study revealed that incoming teaching assistants (TAs) too are not receiving proper training and are getting limited professional pedagogical training (Gallego & Busch, 2017).

Clearly, the preparation among new staff and veteran staff members regarding supporting language learners is extremely uneven at most. This study also showed that postsecondary faculty and TAs may not have received systematic training in differentiated instruction (Gallego & Busch, 2017). This can show us that many teachers may have some experience or educational background on appropriately helping ELLs, but others may not have this proper training or updated professional training. This concludes why professional developments should be made mandatory for staff members every few months. At the Kings Park school district, teachers do not use any specific ELL lesson plan template. Simply, all the lesson plans follow the same formatted template and only write out what specific students struggle with that is indicated through their 504 plan or IEP.

The rationale for this part of the professional development is to compare the lesson plan template that the Kings Park school district uses (see Appendix B) compared to the ELL lesson plan template I used for my ELL based lesson (see Appendix C). I will start off this portion of the professional development by asking the teachers to write down the main components of a lesson plan. They will do this on a post-it note, which I will collect and place them on to an anchor chart. Once all the post-it notes are collected and on the anchor chart, we will review what everyone wrote. Next, I will project on the Smartboard the example of my lesson plan template created specifically for ELLs. I will give the participants five minutes to turn and talk

with a partner near them. Together they will discuss what they notice from the lesson plans they are used to compared to this ELL center-based lesson plan template. In content area classes, ELLs are faced with a challenge. They 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. With that being said, based on the different stages of English proficiency and literacy, ELLs will benefit from the skills that a well-designed lesson can address (Colorado, 2021).

While making an ELL lesson plan, teachers must remember that it is crucial to incorporate differentiated instruction and scaffolds. Scaffolding is the support that the teacher gives to students in understanding the grade-level content. Simply, scaffolding is what the teacher does with the specific student. On the other hand, differentiated instruction refers to how the teacher changes or alters specific tasks to further help the struggling student. By modifying instruction for struggling students, it gives them another opportunity to understand the grade level-content in another way. Some specific ELL scaffolding and differentiation strategies can include graphic organizers, modeling, visuals, sentence starters, small group or partner work, and use of first language.

Graphic organizers and sentence starters can be used as a tool to help students organize their thinking when responding to a text. This will allow students to tap into prior knowledge and lessons to help further their understanding of the new information being taught. Modeling helps bring your words to life during any lesson being taught. The use of visuals can help build ELLs self-confidence by assisting them in absorbing the content and being able to be more interactive in the classroom. Pairing up students and creating small groups to work in will allow the language learner more room to grow and use their second language in a more informal group

setting. By providing the staff with this information, it will allow them to use one or more of these suggested scaffolds in their classrooms to see if it aids in appropriately teaching their ELLs.

Use of Students' Native Language

ELLs native language can be an essential resource they have throughout their learning journey. 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). It provides language learners additional support and comfort which allows them to work at a more diligent level. Genesee and Lindholm-Leary (201) also found that allowing students to use their L1 inside the classroom increased achievement for ELLs, namely, (a) oral language development, (b) reading development, and (c) academic achievement. Differentiated instruction using L1 can naturally assist students' understanding of the content at hand. Following this, it assists ELLs in accomplishing a learning activity or concept that may initially be too difficult for them to complete independently. There are specific things that educators should do to benefit their students regarding the use of their L1.

For this part of the professional development, I will have the participants think of one specific students' L1 they have had in their classrooms. With the other staff members around them, I will have them brainstorm ways in which they can integrate their students' native language into the classroom. Additionally, I want them to think of how integrating their student's native language into the classroom will increase their understanding, confidence, and willingness to learn grade-level content. After eight minutes, I will have the participants share allowed ideas

that they came up with for the others to hear. While staff members share aloud, I will encourage others to write down ideas and strategies they hear that they would like to implement into their classrooms this upcoming school year. Lev Vygotsky's (1978) sociocultural theory views human development as a socially mediated process. He believes that children acquire cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society.

Additionally, the use of L1 inside the classrooms allows ELLs to work within their specific Zone of Proximal Development (Mcleod, 2023). Spoken interactions, whether casual or in a formal setting, becomes crucial for language learners when they are learning their L2. L1 vocabulary provides students with the chance to use language they may not necessarily have in L2, which increases their confidence in slowly becoming exposed to L2. A student's attitude towards L2 learning can impact their learning experience in the classroom. With that, it is imperative that teachers receive appropriate teaching, and they personally feel prepared to help students move into learning language rather than forcing it upon them. Helping nurture our ELLs L1 and showing them that it is valued and important, they will feel less pressure and resentful about learning their L2.

Specific Resources

With the rapid growth in diversity amongst districts world wise, teachers are expected to adapt their teaching to meet all the diverse backgrounds, interests, and academic abilities. However, with such rapid growth, teachers have been left short of resources needed to appropriately teach these students. When teachers bring collaboration, creativity, and choice into assignments and assessments, anxiety and dread give way to confidence and joy as students show off what they have learned. Technology plays an integral role in presenting material in a

variety of different and engaging modes. As stated above, with the growing population of English Language Learners in the classroom, many teachers feel underprepared to support the individual learning needs of ELL students. Fortunately, online resources are available to help teachers explore strategies and give learning opportunities to these students (Jankoski, 2018).

Before I present some resources, ENL teacher Annita Buffa will present some of her personal experience with using technology in her own classroom. Since this is not a Bilingual district, I can only speak for the ENL and mainstream classrooms. Resources for the ENL classroom and the mainstream classroom are very similar. She will begin by explaining how technology plays an integral role in presenting material in a variety of different and engaging modes. A teacher should have multiple translating apps at their disposal. Google translate has an app for phones, a translating tool in Google Classroom as well as the ability to upload and translate documents and pdfs online. Xerox also makes a translating printer that also allows for translating to be done digitally. In addition, where possible and if necessary, teachers should have access to textbooks, novels, and other content materials in students' native language. Videos presented to students should be presented with captions and translated where possible. Teachers should use lots of pictures and videos. Resources such as Brainpop, Nearpod, and Flocabulary are all useful in helping with comprehension and some offer resources in multiple languages. Immersive readers and/or audio versions of large text is also very helpful to those learning the language. I will then present links and images of each resource she spoke about (see Appendix D).

Intents and Outcomes of Product

This professional development will provide all faculty and staff at the Kings Park school district with valuable information, suggestions of best practices and data-proven strategies they

can use in their classrooms. With that being said, implementing these strategies in hope it resolves the issue of lack of teacher preparation when working with their ELLs and incoming language learners. With anticipation, participants will leave now feeling confident knowing background knowledge when working with ELLs. Throughout my professional development, I have included a description of the activities, rational to why I included it in my professional development, and how it helps in resolving the issue of lack of teacher preparedness when working with their ELLs and incoming language learners. I also included recent and up-to-date information and resources for all staff members, which provides them with further implications they can bring to their classrooms at the beginning of the upcoming school year.

Making use of ELL lesson plan templates, scaffolding, and differentiated ideas, using visuals, the use of ELLs L1 in the classroom, ENL teacher sharing her personal experience with technology ultimately will lead to success of ELLs and the staff of the Kings Park district. I will be sure to revise 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.

Chapter 4: Conclusion

This project has examined the extreme lack of teacher preparation and resources for incoming language learners across United State school districts, including the Kings Park School District in Long Island, New York. Professional development for teachers and staff members is an ever-changing situation, but becomes crucial for teachers to create an effective, inclusive classroom environment (Back, 2020). Moreover, this capstone addressed the effects of the lack of teacher preparation working with incoming language learners on their learning and success. In this project, I have claimed that all teachers, regardless of their certification, should be provided with numerous forms of professional development, teacher-training, and overall staff-education opportunities. This is due to the fast-growing influx of incoming language learners in schools. In this Chapter, I summarize the reviewed literature and the many conclusions drawn from research, discuss the implications and conclude with recommendations for future research on this topic.

Summary of Findings

The literature review in this project identified the main issue that result in deficits in teacher-training when working with ELLs including: (1) a shortage of updated materials and curriculum for teaching our incoming language learners (Hansen-Thomas et al., 2014), (2) 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), and (3) the 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).

Teachers are finding it difficult to teach incoming language learners due to the lack of instructional strategies and resources. Additionally, students are not using appropriate materials

in and outside of the classroom to help learn their new language (Skarin & Zahner, 2022). When it comes to reading material in English, ELLs face challenges such as an abundance of idioms and figurative language in English texts, unfamiliarity with the connotative and denotative meanings of words, difficult text structure with a topic sentence, supporting details and conclusion, and many others. Not having textbooks in their native language, books from the library are not up to their current vocabulary understanding, and even math word problems are not introduced until much later. For instance, challenges faced with math include formation of numbers varies from culture to culture, word problems may not be introduced until much later, and estimating, rounding, and geometry are not often taught as early in other cultures. More specifically, research has shown that materials and resources for ELLs are too simplified and not in their appropriate grade-level area (Furr & Garcia, 2018).

Teachers and staff members are not experienced enough or well prepared to handle the ongoing challenges of diverse classrooms and challenging regulations. Additionally, inadequate teacher preparation programs along with lack of support for new teachers puts them at risk for being ineffective for students from diverse backgrounds (Venketsamy & Sibanda, 2021).

Teachers simply cannot be expected to teach what and who they do not know. Teacher education programs often state confrontations on what to teach and what to expose, however, all staff members, including TAs, are not given appropriate exposure and opportunities to do so (Gallego & Busch, 2017). With that being said, many pre-service teachers felt as if they have not had many opportunities or exposure to ELL-related content in their coursework, resulting in them feeling unequipped to teach their diverse students (Daffern & Mackenzie, 2019).

Due to the lack of preparedness to work with ELLs and incoming language learners from a variety of backgrounds, teachers tend to focus on potential developmental delays ELLs face

rather than considering the complexity of their lives. As a result, educators have a major challenge when it comes to communicating with both the ELL students and their parents (Weisman & Hansen, 2007). Additionally, not feeling fully prepared in teaching incoming language learners can lead to inappropriate teaching when working with these specific students. Therefore, professional development opportunities must be widely offered to teachers to help resolve this issue. Without consideration of where teachers feel unprepared, this trend will continue.

I have found that many teachers have negative attitudes working with ELLs. These attitudes are a result of feeling “in the dark” and inadequately prepared to work with students from diverse backgrounds. While many teachers may begin the school year feeling optimistic and excited to work with a diverse group of learners, surveys show that negative attitudes toward ELLs emerge when unprepared teachers encounter difficulties and challenges with teaching ELLs. With that being said, teachers reported not knowing how to address their English learner students' needs while meeting those of non-English learners in the same class (Furr & Garcia, 2018). Teachers expressed frustration over not being able to communicate with students and parents, lack of appropriate materials, and a lack of accurate information about exactly what academic content their students already know and what they need to learn (Shreve, 2005).

Ultimately, many teachers hold negative feelings and negative beliefs toward ELLs, because of not having taken any multicultural or diverse education courses and not having the opportunity to take any professional development courses or teacher-preparation classes in their school districts. Overall, several studies have revealed that many teachers feel inadequately prepared to support their ELL students (McLeod, 2017), because of their own background being

so different from their students (inability to relate), and lack of experience in creating a culturally responsive classroom.

By reflecting on this research, I was able to determine the most beneficial and appropriate approaches to offer to the teachers and staff members in the Kings Park School District. By providing faculty and staff of the Kings Park School District with professional development and teacher-education program opportunities, teachers will gain the knowledge and skills necessary to create an inclusive classroom environment. The goal of my professional development is to improve teachers' knowledge of ELLs, become exposed to best practices and ultimately implement these practices into their classroom. This professional development aims at resolving the underlying issue of teacher unpreparedness/anxiety when working with ELLs and other students from diverse backgrounds. It will expand teachers' knowledge, increase their involvement and communication with colleagues and contribute to the overall success of the school.

Implications for Teaching

ENL, Bilingual, non-ENL and non-Bilingual teachers will all benefit greatly from the concepts, ideas, research, and product that I have presented in my project. Regardless of what someone teaches and regardless of a teacher's specialty, background, and certifications they hold, every single person working in a school will have some sort of interaction and relationship with ELL students. Staff members will see that showing diverse learners any type of affection and attention will greatly benefit their educational journey. Once students feel a sense of warmth, comfort and cultural respect, incoming language learners will want to come to school, and their overall academics will increase immensely.

The information that teachers gain from the information I have presented and from the professional development opportunities is crucial. As a result of my research, teachers will now have strategies they can use when working with their ELL students, backed by research. For example, they will know how to create an inclusive classroom environment, regardless of their educational background. Teachers will now know and understand the benefits of using ELL-specific lesson plan templates, how and when it is appropriate to use student native language (L1) in the classroom and specific resources that will meet all the diverse backgrounds, interests, and academic abilities. Giving teachers the opportunity to learn about these funds of knowledge allows them to bring these practices to life in their very own classrooms.

Implications for ELLs' Learning and Success

English Language Learners, Bilingual students, and any students from diverse backgrounds will ultimately benefit from the research I presented and from the professional development opportunities their teachers now have. Through their teachers' attendance and implementation of the best practices I have shared with them, ELLs will see a drastic change in the way they view school. When this is the case, ELL have a different approach and outlook on when they are inside the classroom learning. This is because they feel that they are welcomed into the classroom rather than feel that they are an outcast amongst their other peers. Furthermore, while many incoming language learners and students from diverse cultural backgrounds may initially feel uncomfortable, unsure, shy, and intimidated of school, providing their teachers and the staff members they are surrounded by daily with the means to serve them in ways that take their unique backgrounds and celebrate them, they are sure to have an effective and enjoyable educational career.

Recommendations for Future Research

Based on the literature review, I have found multiple ways a school can improve their teachers' preparation and feelings toward working with ELL students. As a district, Kings Park would benefit from considering their population of ELLs, components of culturally responsive teaching, their teachers' views on working with ELLs, their teachers' feelings about professional development opportunities and best practices for working with ELLs. Unfortunately, it is extremely difficult for teachers to find professional development opportunities considering these teachers encounter barriers such as a lack of training, technology, and tools to facilitate collaboration and limited time to do so. This resulted in limited and informal, surface-level collaboration while there is a growing number of ELLs (Vintan & Gallagher, 2019).

While professional development opportunities are a massive step in the right direction, this is only the beginning. One way to continue to improve the issue is to require pre-service teachers that interview and receive a job offer in your district, to take an ELL training course prior to starting their first year in the district. This way, going into the school year, the teachers in your school district will have some sort of background coming in, rather than trying to learn as they gain experience (Gallego & Busch, 2017).

Another area of research that was not deeply explored is parental involvement in school and among teachers. Parents of ELL students should be involved with their children's educational journey and feel that they are welcomed into the classroom when they can as well. By involving these parents using communication they feel comfortable using, they can build a meaningful relationship with their children's teachers and potentially be provided with insight as to how their children feel most comfortable and what they ultimately look for in a teacher. In a professional development involving parents, teachers and ELL parents can potentially explore

ways parents can support their children at home, ways to become involved inside and outside of the classroom and teachers can learn more about their students' diverse backgrounds, including their students favorite school subjects, how they learn best and what makes them feel comfortable in an academic environment. Conclusively, increased professional development opportunities will benefit teachers, students, faculty, and staff.

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Appendix A

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:

Appendix B

Lesson Plan Comparison: Kings Park Standard Lesson Plan Template

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:

Appendix C

Lesson Plan Comparison: ELL- Specific Lesson Plan Template

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?

Understandings – “Big Ideas”:

What are the “big ideas” and understandings you’d like students to leave with that will be applicable in future learning beyond this lesson? How might what they learn influence them in their lives?

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)? These are open-ended questions that prompt students to discover answers of their own through inquiry.

How will students “demonstrate the desired understandings” and how will this be measured? (Wiggins & McTighe, 2003, p. 2) **How will the assessment assess for achievement of objectives and standards of the lesson? What counts as evidence of student learning and how does it align with objectives? How do assessment results inform instruction within and beyond this lesson?***

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 and 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” – including knowledge from their lives outside of school.)

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? (Remember to show how you will include yourself in the learning community as well.)

Teaching & Learning Activities

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

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

It can be helpful to put it in table format (below):

Content Objective(s):

Students will be able to verb OR I can verb

Language Objective(s):

Students will be able to verb OR I can verb

Standards Addressed in the Lesson:

What NYS and National (TESOL) 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):

Time	Teacher/Student Activity	Differentiation/ Scaffolding	Resources
mins.	What are the teacher and students doing at this point in the lesson? What is happening? Imagine it as a script....	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)

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

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? Be specific.

Supporting Materials & Resources

***Please include all materials used in the lesson, with the lesson plan (e.g., worksheets, links to videos or other websites used in the lesson, tickets out the door, anchor charts (photos), visual supports (photos), PowerPoints)

Appendix D

Links and Images of Resources

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

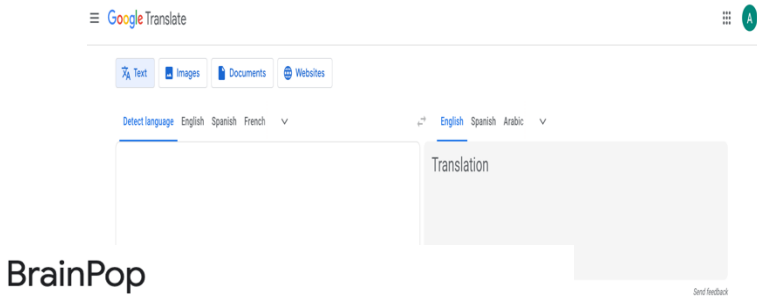
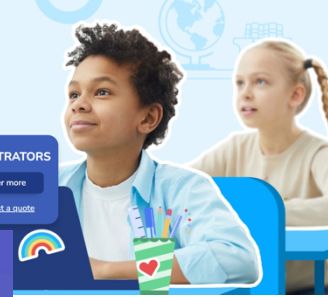


Xerox® Translate and Print App

However you teach,
it's in Nearpod

Real-time insights into student understanding through interactive lessons, interactive videos, gamification, and activities — all in a single platform.

STUDENTS Join a Lesson Enter CODE	TEACHERS Sign up for FREE or Log In	ADMINISTRATORS Discover more or Request a Quote
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BrainPop

Website



An inspired student can reach their full potential

Hip-hop videos and instructional activities that promote literacy and spark creativity.

[START FREE TRIAL](#) [START AS A STUDENT](#)

The image is a banner for the Flocabulary website. It features a dark blue background with a white play button icon and a photo of two young students, a boy and a girl, smiling and looking at a tablet. The text is white and yellow.

Appendix E

Professional Development Presentation

<https://brockport.voicethread.com/share/23290376/>