

Take-Home Manual for Teachers on Research-Based Strategies for Newcomers in the Mainstream Classroom



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Introduction

Newcomer students are students who are new to a country, culture, and language. They may arrive with little to no formal education and lack English proficiency. It has been researched and proven that student success is influenced by the preparation and dedication of their teachers. “The American Educational Research Association published an article showing that the most important influence on student success is what teachers learn” (Roblero, 201, p.104). Newcomers require intense focused educational support as they are working towards acquiring English skills as well as content knowledge.

According to Haynes (2007), what teachers do and do not do in the classroom influences the success of ELLs. She states that there are five essential practices effective teachers implement in their work:

- Creating a thriving learning environment
- Differentiating instruction
- Encouraging flexible groupings
- Using diversity as a resource
- Developing alternative assessments



IDENTIFICATION OF TERMS

English Language Learners (ELLs)- students who come from non-English speaking homes and backgrounds who are unable to communicate fluently or learn effectively in English

Newcomers- students who are English Language Learners and are new to the United States and arrive with limited or interrupted formal schooling

Diverse learners- students from racially, ethnically, culturally and linguistically diverse families

Culture shock- feeling of confusion and distress felt by an individual who is suddenly exposed to a new, strange, or foreign social and cultural environment

Culturally and Linguistically diverse- an individual who comes from a home environment where a language other than English is spoken and whose cultural values and background may differ from the mainstream culture

Immigrant- a person who leaves their native country and moves to another country to live permanently, in hopes of having a better life

ENL- (English as a New Language) a specialized instruction program for students whose first language is not English to help them develop English language skills

Creating a Thriving Learning Environment:



- How is your classroom arranged?
- Is it organized in a way that allows for collaboration, and active learning?

★ A thriving learning environment promotes and encourages participation of Newcomers!

- Recognize and promote acceptance of cultural differences.
- Label the classroom in both English and in the students' language to help identify areas; If possible, label the school as well!
- Assign classroom buddies; if there is a student who speaks the same language as the Newcomer, they should be buddied together.
- Speak slowly and clearly; Remember to provide wait time for responses. (Newcomers are beginning to think in two or more languages.)
- Maintain a consistent structure to classroom routines, schedules, and activities.
- Describe and model activities and directions by using gestures and visuals.
- Use wall space! Display student work as much as possible so that Newcomers can see their progress and that their teacher is proud of their accomplishments.
- Post visual reminders or list activities for the day and cross off as they are completed.
- Use timers for transitions or teach non-verbal transition signals. (play a song, turn light on and off, stand in front and put up your hand)

Differentiating Instruction

- Use visuals for everything!
- Choose essential vocabulary (pair it with a visual)
- Summarize text:

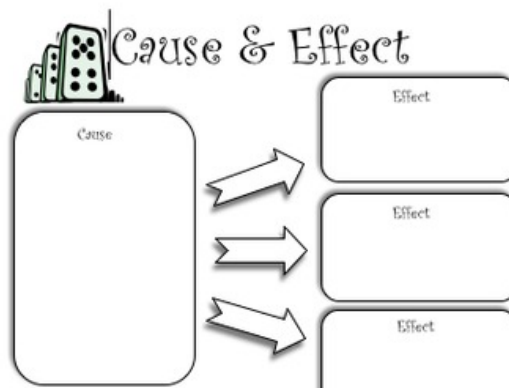
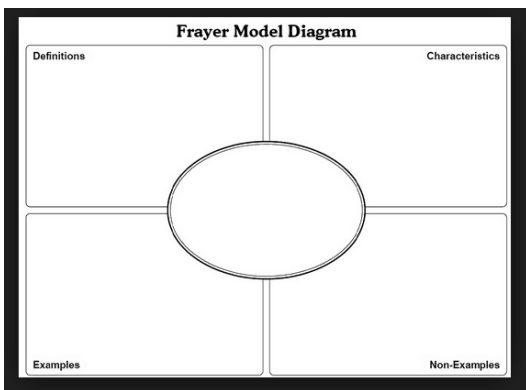
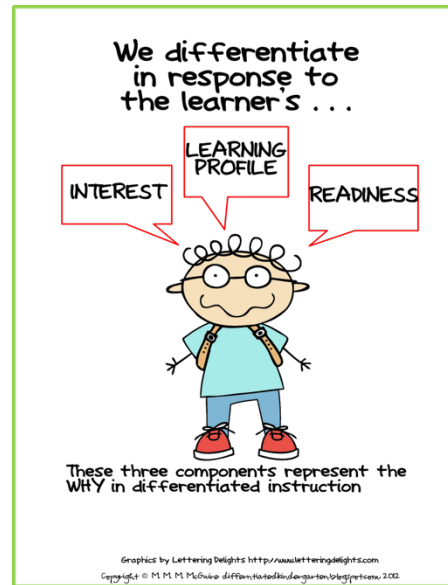
If text is summarized, vocabulary words can be defined in context; Main idea can be highlighted for each paragraph.

- Newcomers can be asked to complete cloze activities (fill-in-the-blank) and vocabulary matching at the end of each chapter.

*These activities will encourage students to own their learning!

- Use of graphic organizers for all subjects!

Can be used for vocabulary words



Name: _____

Hamburger Writing

Topic Sentence: _____

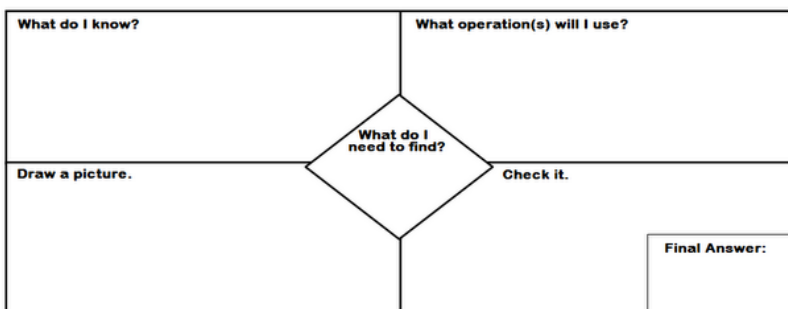
Detail #1: _____

Detail #2: _____

Detail #3: _____

Closing Sentence: _____

Super Teacher Worksheets - www.superteacherworksheets.com





Flexible Grouping:

- Seat Newcomers near peers who can provide appropriate modeling of the English language.
 - Arrange seating so that Newcomers can hear and see without any distractions.
 - Desks should be arranged in groups of 4-5 so that Newcomers feel they are part of the classroom community.
 - Change grouping formats on a regular basis:
(counting off, color of shirt, random traits, birthday, interests)
 - Pair a skilled reader with a Newcomer; Buddy reading will help Newcomers to develop fluency and expression.
 - Create different ways to ask questions: For example, use the strategy **think-pair-share**; Students will have an opportunity to think about their responses; then share and discuss with a partner. This allows Newcomers to see the thinking process of peers.
- *Cooperative learning groups provide support and reduce anxiety.
- *Small groups increase the time that Newcomers speak and interact
- *Newcomers benefit from flexible groupings because of the language modeling experiences and meaningful interactions that occur.



Diversity as a Resource:

- Exemplary teachers understand that having English Language Learners in their classroom is an asset.
- It helps their native-English speakers learn to respect other cultures
- Teachers understand that Newcomers with diverse linguistic and cultural backgrounds have unique experiences to share with the class.

Developing Alternative Assessments for Newcomers:

- Ask Newcomers yes/no **or** either/or questions; accept two-word responses



- Allow Newcomers to point to or circle the correct picture in response to teacher's questions.
- Have students point, gesture, or act out key vocabulary and concepts
- Provide cloze activities using sentences from the text
- Supply a word bank so that students do not have to generate English vocabulary.
- Use hands-on tasks such as drawings, dioramas, graphs, maps, charts to demonstrate comprehension.

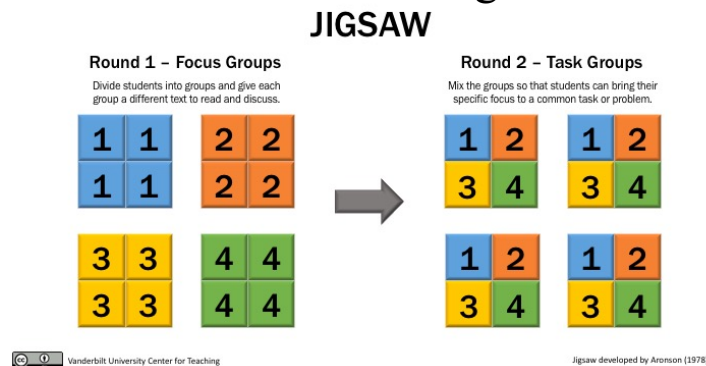
- Have students work in cooperative groups to complete class projects
- Use a K-W-L chart to record student progress:
(What I Know-What I Want to know-What I Learned)
- Have students role play to show understanding of a topic.
- Have students design a cover or a bookmark instead of writing a book report.
- Allow Newcomers to answer essay questions orally
- Read questions aloud, simplify the language, and break into manageable parts.
- Use of highlighters (different colors) to identify main idea of a text and the key details that support the main idea.

Haynes, J. (2007). *Getting started with english language learners : How educators can meet the challenge*. Retrieved from <https://ebookcentral.proquest.com>

Other Research-Based Strategies for Newcomers:

Preview-View-Review: This strategy uses students’ native language to facilitate instruction. The teacher introduces the lesson in a student’s home language, teaches the lesson in English, and then summarizes the lesson in the student’s home language.

Jigsaw: This strategy allows students to become “experts” in a section of a text. Student will read a section assigned by the teacher and when given the direction, will then teach to other students who have become experts in different portions of the text. All students take turns teaching their classmates.



Sentence Starters/Writing Frames: Helps with writing and classroom discussions. They can reduce student stress levels, allow student to focus on key parts of the lesson, and helps introduce academic vocabulary.

Accountable Talk/ Discusión responsable	
Popular prompts:	
I agree because...	Estoy de acuerdo, porque...
I do not agree because...	No estoy de acuerdo, porque...
In my opinion...	En mi opinión...
This reminds me of...	Esto me recuerda de...
I was confused when...	Yo estaba confundido cuando...
I did not like...	No me gustó...
I think that...	Yo pienso que...
I like...	Me gusta...
I discovered that...	Descubrí que...
I predict that...	Mi predicción es que...
Can you show me?	¿Me puedes enseñar?

Ferlazzo, L., & Sypniewski, K.H. (2018). Teaching English Language Learners: Tips from the Classroom. *American Educator*, 42(3), pp.13-14.

Online Resources Available for Teachers and Students:

Reading Rockets:

<https://www.readingrockets.org/>

Reading A-Z:

<https://www.readinga-z.com/>

Colorín Colorado:

<https://www.colorincolorado.org/>

Arbol ABC:

<https://arbolabc.com/>

Recursos docentes: Grade 1- Grade 6

<http://recursosdocentes.cl/>

Starfall: Available for Grades 1-3

<https://www.starfall.com/>

Kahoot: *Will need a login; Can use for review game

<https://kahoot.com/>