

SLIFE IN A MAINSTREAM CLASSROOM

SLIFE in a Mainstream Classroom

by

Cassandra Minogue

July 26, 2022

A capstone project submitted to the Department of Education and Human Development of The College at Brockport, State University of New York in partial fulfillment of the requirements for

MS. Ed. in TESOL

Table of Contents

Abstract.....	2
Chapter 1: Introduction.....	3
Chapter 2: Literature Review.....	7
Chapter 3: Description of the Product and Tool.....	29
Chapter 4: Conclusion.....	43
References.....	49
Appendices.....	54
Appendix A “Rising Number of ELLs”.....	54
Appendix B “ELL Proficiency Level Graphic”.....	55
Appendix C “Description of ELL Proficiency Levels”.....	56
Appendix D “Content and Language Objectives”.....	57
Appendix E “Creating Content and Language Objectives”.....	58
Appendix F “Language to Use for Objectives”.....	59
Appendix G “Scaffolding Techniques”.....	60
Appendix H “Example Fairy Tale Lesson Activities”.....	63
Appendix I “Example Scaffolds and Differentiation for Fairy Tale Lesson”.....	65
Appendix J “Seeing ELL Students Through a New Lens”.....	66

Abstract

This capstone project aims to support mainstream classroom teachers as the English Language Learner (ELL) population grows in the United States. Students of interrupted formal education (SLIFE), a sub-category of the ELL population often struggles in school from their past experiences migrating from war-torn countries and leaving their families behind. John M. Marshall Elementary School has a growing population of ELL students; teachers need support and resources to adequately accommodate their students' needs. To increase knowledge of the ELL population, teachers must understand their student's past experiences, the affective filter hypothesis, and zone of proximal development. They should also learn what ELL proficiency levels are, how to form relationships with students' families and bilingual colleagues, how to allow students to use language as a resource, how to create language objectives, how to properly scaffold and differentiate instruction for ELLs, reflect on lessons, and continue their education. In this project, I propose a professional development, "Seeing ELL Students Through a New Lens" aiming to help teachers to gain a better understanding of their SLIFE and the importance of continuing their education. As teachers grow their knowledge, the ELL population has a greater chance of achieving success. Teachers who continue their education to learn about the rising population of ELL students and their needs are more likely to accommodate for them properly, helping them to learn in a mainstream classroom setting.

Keywords: English Language Learner (ELL), Students with Interrupted Formal Education (SLIFE), Zone of Proximal Development (ZPD), Affective Filter Hypothesis

Chapter 1: Introduction

In the United States, the English Language Learner (ELL) population continues to rise in our schools each day. The population has grown about 34% from the year 2000 to 2019 and is continuing its upward trend (See Appendix A) (Duffin, 2022). ELL students enter school in the United States with various socioeconomic backgrounds, cultures, formal education, and attitudes toward schooling, indicating a diverse population. ELL students who were not born in the U.S., newly arrived adolescents, and need to learn about their new culture and language are known as newcomers (Marsh, 2018). Newcomers vary in the amount of formal schooling they have attended in their home country; some arrive on grade level or above, while others have missed months to years of school. Students who have missed a significant amount of schooling may be coming from a state of political upheaval, warfare, or a migratory lifestyle are known as SLIFE (students with limited or interrupted education). SLIFE typically function about two years behind their peers (Hos, 2016; Marsh, 2018) and may struggle to adjust to their new school environment and culture.

States gather information about ELL students English Language Proficiency to support their diverse educational backgrounds. For example, in New York State, families of ELL students complete a questionnaire and an interview with the school district to understand what language(s) are spoken at home and if the student is required to take the New York State Identification Test for English Language Learners (NYSITELL). After the students take the NYSITELL, they can be placed in one of five proficiency levels: entering, emerging, transitioning, expanding, and commanding.

Once ELL students' proficiency levels are assessed, and they enter school, they are placed into classrooms with varying levels and models of support, including English as a Second

Language (ESL), bilingual, or no formal support (Marsh, 2018). Each year every ELL student takes the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT provides schools with needed information about the English language development of ELLs (NYSED, 2019). Based on the NYSESLAT, teachers are given the student's updated proficiency levels and can modify their instruction depending on the students' English language development throughout the school year.

English proficiency of ELL students in listening, speaking, reading, and writing influences what students can be expected to do with content. Providing students with sensory supports such as manipulatives and modeling, differentiated rubrics, and allowing extra wait time is essential to differentiated instruction for ELLs (Fairbairn & Jones-Vo, 2019). Scaffolds may include graphic organizers, visuals, bilingual glossaries, sentence stems, and word banks (Fenner & Snyder, 2017). Differentiation and scaffolding for English learners also include understanding background factors, prior schooling, home language literacy, cultural orientation, refugee status, and other difficult experiences.

Many factors can change what support these students need to succeed. SLIFE often migrate from their home country, leaving them with trauma, stress, anxiety, and uncertainty; the experiences that have been present in their lives can manifest in the classroom and create challenges in language learning and general school success (Ridley et al., 2019). At the same time that SLIFE adolescents are going through unique changes physically and emotionally, they are also faced with dealing with the trauma they have experienced in their past, adjusting to a new country, and learning a new language and culture (Hos, 2020). Teachers who understand the challenges the students have faced and are aware of how to appropriately scaffold and make their classroom a comfortable place to learn are helping SLIFE adjust to the United States.

Trauma and stress of SLIFE indirectly affect their second language learning, whereas their prior schooling experience has a more direct influence (Hos, 2020). Prior school experiences have been found to impact English language learning and literacy practices (Ridley et al., 2020). Refugee SLIFE are faced with challenges in adjusting to a new life while learning a new language, academic skills, and completing graduation requirements. It is essential that we create a welcoming, accepting, and caring environment for the students as they enter a new school with new expectations (Hos, 2020).

ELL students who are also SLIFE are a subgroup of students with unique academic, linguistic, cultural, and socioeconomic challenges (Cohan & Honigsfeld, 2019). Many students in this unique group of SLIFE are enrolled in urban, overcrowded schools with peers who are also economically disadvantaged, learning English, and taught by un-or-under-qualified teachers (Hos, 2020). Students with such significant challenges in their lives must be able to adapt to their new location, have a feeling of belonging and comfort, and form relationships with their teachers and peers. Research has found that a key to SLIFE's success is to create a caring environment between teachers and students and create a classroom of mutual trust and respect where students can express their ideas and thoughts while interacting with others (Hos, 2016). SLIFE that do not adapt to their new location in the United States are at a higher risk of dropping out of school (Hos, 2016). Providing students with a comforting environment helps lead them to success in language learning and adapting to their education in the United States.

SLIFE students face many difficulties that other ELLs and non-ELLs do not face throughout their education. It is imperative that teachers understand the challenges that these students have been through to adequately accommodate for them and help them to feel comfortable in school. Understanding the student's linguistic repertoires, background knowledge,

proficiency levels, cultures, and past experiences can help students and teachers alike work together to provide an environment where all students feel welcome and accepted.

Thus, teachers need support in understanding ELL students that enter the classroom. Professional development to help teachers learn how to connect and form relationships with ELLs and the families of various backgrounds, cultures, and socioeconomic statuses can help the students lower their affective filter to become comfortable in the classroom setting and work within their zone of proximal development (ZPD). Theories such as Vygotsky's ZPD and Krashen's affective filter hypothesis will be explained in-depth to help teachers better understand how to support ELL students. In Chapter 2, I will review the literature on SLIFE experiences and how they learn in a mainstream classroom while drawing on Vygotsky's (1978) ZPD and Krashen's (1970) affective filter hypothesis. In Chapter 3, I will describe the professional development titled "Seeing ELL Students Through a New Lens" that aims at helping teachers gain a better understanding of their SLIFE and the importance of continuing their education. In Chapter 4, I will conclude with implications for teaching SLIFE in a mainstream classroom.

Chapter 2: Literature Review

This Chapter includes research about SLIFE students entering school in the United States and often being placed in mainstream classrooms. As mentioned in Chapter 1, SLIFE students often enter the United States with various backgrounds, socioeconomic statuses, and challenging experiences and need support and accommodations throughout several aspects of their day (Baker & Wright, 2021). To help students succeed, teachers must understand how their backgrounds and previous school experiences affect how they learn in the classroom. Drawing on the zone of proximal development (ZPD) (Vygotsky, 1978) and affective filter hypothesis (Krashen, 1970), I discuss the emerging themes in literature: struggles SLIFE students have when entering U.S. schools and factors that contribute to their struggles. These theories help teachers better understand SLIFE past experiences, their struggles when entering a U.S. school, and ways to learn about resources available to help them teach this unique group of ELLs.

The Zone of Proximal Development (ZPD)

Teachers who understand how to help students work within their ZPD are helping them to learn at a level that may not be possible independently (Vygotsky, 1978). As stated in Wright (2019), the ZPD is known to be the "domain or metaphoric space where children can reach a higher level of knowledge and performance with the support of an adult or other more knowledgeable person" (p. 59). Students need specific accommodations throughout the school day based on their proficiency levels, backgrounds, cultures, learning styles, and prior schooling experience. Although students are learning in the same environment as their peers, their success has several different outcomes depending on their developmental and proficiency levels. Willingness to participate, enthusiasm about school and learning, and students' backgrounds all affect what they may learn inside their zone (Eun, 2018). To support all students in a mainstream

classroom, teachers need a complete understanding of their students and how to work inside each individual student's zone through scaffolding and differentiation. While scaffolding is temporary support to enable the student to perform a task independently (Fenner & Snyder, 2017), differentiation refers to adapting instruction to meet the need of individual students (Fairbairn & Jones-Vo, 2019).

The Affective Filter Hypothesis

SLIFE adolescents are in need of a caring environment, caring teachers, and established mutual trust as they adapt to school in the United States. This environment allows them to express ideas without judgment and respectfully interact with peers and teachers (Hos, 2014). Teachers who create a caring environment help decrease students' anxiety and lower tension (Lightbown & Spada, 2017). When students are comfortable, their affective filter is lowered, and they are more likely to succeed (Krashen, 1970; Lightbown & Spada, 2017). As stated in Lightbown & Spada (2017), affective filter is a "metaphorical barrier that prevents learners from acquiring language even when appropriate input is available" (p. 106). Affect refers to the feelings of anxiety, and filter refers to students who are tense or anxious, filtering out input, making acquisition unavailable (Lightbown & Spada, 2017). Therefore, creating an environment that helps students to allow input in is vital to their success in language learning.

Overall, Vygotsky's zone of proximal development and Krashen's affective filter hypothesis explain the importance to understand SLIFE past experiences, their struggles and potential when entering a U.S. school, and ways to learn about resources available to support them. Such an understanding can foster students' ability to engage in classroom activities and use what they have learned in the classroom in new situations. Teachers who understand the students' challenges and know how to appropriately scaffold within their ZPD and make their classroom a

comfortable palace to learn are helping SLIFE adjust to the United States. Next, I will provide research to support that students' past experiences affect the way that they learn in school in the United States. Teachers must understand that ELL students, specifically SLIFE, have unique backgrounds and learning experiences that must be understood to teach them in a way they will succeed.

Factors that Contribute SLIFE Struggles in U.S. Schools

Many factors contribute to SLIFE struggling to adapt to a new environment and culture including dealing with the stress of migrating and dealing with emotional trauma from their past (Hos, 2020; Newcomer et al., 2020), learning new expectations and routines that are in place in U.S. schools (Cho et al., 2019; Hos 2016; Ridley et al., 2019), learning a new language and content simultaneously, which will inevitably affect their learning (Hos, 2020; Song & Park, 2021). In addition, many of these students' teachers are from different cultures and backgrounds than their immigrant and refugee ELL students, making it difficult for the students to form relationships with their teachers (Martin, 2019; Mills, 2020). Many of these teachers are unprepared to teach SLIFE according to their needs (Hos, 2020; Song & Park, 2021). Therefore, SLIFE endure many struggles that affect how they learn in the classroom.

In principle, the stress of migration, acculturation, and emotional scars from their experiences of violence and war affect their learning in the new environment (Hos, 2020; Newcomer et al., 2020). Among the 23 students, including SLIFE and other immigrants from Georgetown High School (GHS), Hos (2020) observed a SLIFE named Ray, a 15-year-old male from Thailand, who struggled to pay attention in class because of his past experience fighting in a war where his friends were killed. Ray pointed to a gun wound on his stomach and stated, "Burmese soldiers kill people. I fought with them. I had a gun. They killed my friend. My friend

died. I want to go back and fight them" (Hos, 2020, p. 1031). Similarly, at Williams Elementary School, Newcomer et al (2020) found many refugee students endured traumatic experiences. For example, Kylee, a White, monolingual, native English fourth-grade teacher, had 29 students, 13 of which were ELLs, and 8 were of refugee backgrounds. One of her refugee students from Syria endured particularly traumatic experiences, similar to Ray. Kylee stated, "The boy had seen too much. [...] He had no control over the things that came out of his mouth, or his immediate reaction to things" (Newcomer et al., 2020, p. 424).

Such past experiences of immigrant and refugee ELL students affect many aspects of their life in U.S. schools. Like Ray in Hos's (2020) study, Than, also a 15-year-old male from Thailand with similar background experiences, often became frustrated and did not interact with other students or teachers. Than stated, "I don't like the people in the classroom. I don't understand what is happening, so it's frustrating" (Hos, 2020). Students that experienced traumatic situations, such as Ray, Than, and the 2nd-grader from Newcomer et al. (2020), often cannot focus and become frustrated with teachers and peers as they struggle to receive the psychological and language support they need to succeed. That is, these traumatic experiences can manifest themselves in the classroom and exacerbate refugee ELL students' challenges to language learning and general school success (Ridley et al., 2019).

This, teachers of these students take the role of helping overcome traumatic experiences and acculturative stress when psychological support is not readily available (Hos, 2020; Newcomer et al., 2020). While Mrs. Smith, Ray's teacher (Hos, 2020) was unable to support Ray, Kylee was able to open up a space for her students to share his personal experiences (Newcomer et al., 2020). Mrs. Smith, however, would send Ray to the school counselor, where sometimes he would receive services, and other times he would be sent home. Dina, a Latina

bilingual 6th-Grade teacher, and Kylee from Williams Elementary School found that acculturative stress, specifically in boys, was common (Newcomer et al., 2020). Many of their refugee students, who were also boys, would shut down in frustration at the beginning of the year. Dina and Kylee found that lowering students' affective filter by allowing everyone to share family traditions and things they celebrate at home helps them form a relationship with their students. Indeed, these students' past experiences contribute to their struggles in U.S. schools; as they work through ways to deal with their emotions, they are also learning a new language and coping with new cultural norms.

Emotional and personal challenges that refugee SLIFE face often distract them from their school work and potentially slow their academic achievement. Cho et al.'s (2019) study of six female White American elementary school teachers described refugee ELL students as having "negative" and "depressive" attitudes, including "not trying to find good in anything" and "refusing to do better or try." Indeed, many immigrant and refugee ELLs have several responsibilities outside of school that other young adolescents typically do not have (Hos, 2020; Mills et al., 2020). Hos found that many ELL students cook, help their families financially, or take care of younger siblings after school. These experiences lead to students' inaccurately assessing their own strengths and limitations (Cho et al., 2019). For example, Sunita, a 15-year-old from Nepal, cooked for her family because her father worked and her mother was in school (Hos, 2020). Similarly, Hoah, an 18-year-old from Thailand, took on many responsibilities from a young age; Hos (2020) held an interview with Hoah where he stated, "I went to school for three years and then didn't go to school because I did masonry work. I worked in a small place. I didn't go to school because we needed money" (p.1034). Experiences that students such as Sunita and Hoah have outside of school may interrupt and distract them from

their academics and the routines that they are attempting to keep in place, such as completing homework. The emotional and personal challenges that ELL students have may lead them to be distracted and less self-aware of the school's expectations (Cho et al., 2019). It is vital that teachers learn and understand what their students are experiencing outside of school and their academic needs based on those experiences.

ELL students' academic needs and past experiences differ from their monolingual counterparts. The fact that the teaching force has remained predominately White, monolingual English-speaking, and middle class has resulted in misinterpretation of ELLs' experiences outside of school and their academic needs (Mills et al., 2020). These teachers may interpret ELL students' responses to their life changes as being aggressive, withdrawn, unable to concentrate, or anxious (Cho et al., 2019). With this knowledge, researchers have found that English-speaking teachers often believe that students from linguistic and cultural minoritized groups lack academic potential and/or motivation for learning, jeopardizing their academic performance (Mills et al., 2020). Moreover, mainstream teachers' views of their refugee ELL students then affect their instructional decisions, such as providing less advanced instruction or fewer opportunities to collaborate with peers, leading to missed opportunities for learning (Cho et al., 2019; Mills et al., 2020). Students need teachers who take the time to understand their experiences and backgrounds to integrate their funds of knowledge into classroom practices and help them to overcome the struggles they are experiencing in their lives and at school.

ELL students' families play a large role in their achievement in U.S. schools. Saleh, a 16-year-old Yemeni immigrant student from Hos (2020) study, had not experienced trauma of war but struggled to be in school because of his situation being away from his parents. "Saleh reported: I really miss my mom. I live with my uncle and work in his store after school and on

the weekends" (Hos, 2020, p. 1033). In contrast, teachers in Cho et al. (2019) found that their ELL students' who had their parents with them purposefully gave misinformation to their parents. For example, ELL students may tell their parents they do not have to do their homework, knowing they have the upper hand because they are the ones that know English (Cho et al., 2019). Therefore, students who had to leave their families behind are suffering from acculturative stress and the stress of being away from their parents, leading to incomplete assignments and not taking school seriously (Hos, 2020). Whereas ELL students' who have their families with them often hold more authority in their homes because of their knowledge of English which also leads to incomplete assignments and behavior issues when the dynamic changes and adults are in charge in school (Cho et al., 2019).

Students who come from limited or interrupted formal education or come to the U.S. from a significantly different culture may struggle to understand the school expectations and routines. Expectations in school that may be unfamiliar to refugee ELL students may include completing homework each night, understanding appropriate behaviors in school, lining up, making eye contact, asking for help, and adapting to cultural norms such as saying the Pledge of Allegiance each morning (Cho et al., 2019; Hos, 2016). Hos (2016) found that at the beginning of the year, students were not familiar with behaviors considered acceptable in U.S. schools; therefore, teachers modeled hallway, lunch room, and classroom behaviors. SLIFE who do not know the different ways of school or the expectations can quickly become overwhelmed and frustrated as they transition into a new country with a new educational system (Hos, 2020; Ridley et al., 2019). Ms. Campbell, a monolingual Kindergarten teacher from Cho et al. (2019) study at Plainfield Elementary school, discussed that some of her refugee ELL students' had difficulties lining up:

Sometimes, they don't know right away that something's not okay. They don't know that when you line up, you go behind the net person. So, they might budge to the front of the line... I think of this one little friend too in my class who would keep budging or kind of moving kids aside. (p. 47)

Both ELL and non-ELL students would get frustrated in situations where SLIFE do not understand these expectations. Cho et al. (2019) mentioned that the teachers found refugee ELL students would then have difficulty getting along with others, blaming others, or tattling, potentially out of frustration. These teachers that Cho et al. (2019) observed noticed a difference in ELL student behavior when students were specifically taught the expectations. Similarly, Than, from Hos' (2020) study, prevented him from acquiring the necessary schooling experiences to help him transition into school here in the United States. Therefore, not knowing the different ways of school and the expectations, Than became overwhelmed and frustrated when faced with challenges. Past trauma and acculturation stresses of refugees, like Than, may take years to overcome, hindering their ability to focus on academics (Hos, 2020).

Along with ELL students' incomplete knowledge of school expectations, many high school refugee and immigrant ELLs also have misunderstandings about the educational system. This lack of sufficient knowledge about the U.S. education system leads to students projecting unrealistic future goals, including graduating from high school (Hos, 2020). In New York State, all students, including ELLs at all proficiency levels, must pass five Regents exams to earn a high school diploma (Lee, 2012). In Hos' (2020) study, Hoah, an 18-year-old male from Thailand, did not know the requirements to finish high school or if he was receiving credit for his classes. Misinformation or incomplete knowledge of requirements often leads to a higher dropout rate, specifically for SLIFE in U.S. schools (Lee, 2012). Although teachers typically do

not want to overwhelm students with requirements, it is crucial that they receive information about graduation requirements, so students are not marginalized (Hos, 2020). Students may be relieved from these misunderstandings if teachers negotiate challenges while simultaneously maintaining a commitment to a curriculum that is culturally responsive (Lee, 2012). Students' benefit from teachers who are honest about requirements especially at the high school level so they do not hold unrealistic goals about their futures.

Mainstream teachers do not always have a positive perception of the ELL students in their classroom, which affect academic success and the general classroom environment. Martin's (2019) study focused on two elementary school teachers who were not certified in English as a second language (ESL) or bilingual education. Martin (2019) found that although to both teachers, it is essential that ELL students feel comfortable in the classroom, they often hold negative views toward their students. These negative views jeopardize the outcomes of academic success and hold deficit views toward ELLs (Mills et al., 2020). Jessica, a novice teacher, believes that "helping her students feel comfortable is influenced by her belief in the importance of student socialization" but referred to her ELL students as "coming in without language" in her interview (Martin, 2019, p. 139). For example, Jessica stated that it is hard to communicate when her students do not speak the same language; her students then become frustrated, inevitably affecting their success in a mainstream classroom.

Whereas Lucile, an experienced teacher, believes positioning ELL students in a space of comfort in school is necessary for their learning but referred to her ELLs as students "who don't know the same language" in her interview (Martin, 2019). Lucile stated that the challenge comes in when her students do not understand her, and she wants to say, "it's okay." Therefore, Lucile's main focus is then on what her ELL students cannot do; this negatively affects student learning.

Although potentially subconsciously, teachers who hold these views are not creating an environment where different cultures and backgrounds are welcome. It is probable that this environment leads to students being nervous or uncomfortable in their classroom. As stated, most teachers are white, monolingual, and middle-class. Some of these members, who are perceived as the dominant group, believe that students from linguistic and cultural minoritized groups lack academic potential and motivation for learning (Mills et al., 2020). Most teachers who have negative perceptions of ELLs have cited four common problems; (a) lack of time addressing the needs of ELLs, (b) lack of training in ELL education, (c) lack of sufficient materials to help ELLs, and (d) lack of knowledge in SLA (Guler, 2020). Students in these situations are not given the opportunity to lower their affective filter, learn about the new education system they have entered, and bring their cultures into the classroom.

Understanding SLIFE and what they need to succeed in school in the United States takes time and preparation. ELL students enter school with various previous life experiences, cultures, backgrounds, and English proficiency levels (Hos, 2020; Song & Park, 2021). Teachers must create an environment where students gain the opportunity to lower their affective filter and be aware of the past challenges the students in their classroom have faced and continue to face. Next, I will further discuss the need for proper scaffolding, differentiation, and a welcoming environment where SLIFE feel comfortable learning and socializing with their peers (Martin, 2019; Song & Park, 2021). I will also go in-depth on the effectiveness of working with partners or small groups of students with mixed language ability in several content areas throughout the day can help students lower their affective filter while their peers work with them within their ZPD.

Resources to Help Support Struggling ELL Students

Research has shown that mainstream teachers are now held accountable for teaching diverse populations of ELL students, and they may not always be equipped to teach them with the proper resources. Mainstream teachers must understand that their SLIFE may be attending school without understanding the expectations and routines that are considered the “norm” in U.S. schools (Banse & Palacios, 2018). These teachers must be well equipped with the proper knowledge of theoretical constructs of Second Language Acquisition (SLA) and first language acquisition while also providing students with a classroom environment that promotes cultural and linguistic positivity (Li & Peters, 2020). Therefore, mainstream classroom teachers who take the time to attend professional development courses or take classes specifically for teaching ELL students are more likely to understand their student's needs and reflect and modify lessons accordingly (Guler, 2020).

Another way teachers can support immigrant and refugee ELL students is to look at bilingual colleagues or administrators to help support the diverse population of the class and to better understand ELL students' needs; this can help teachers understand how to support students using their L1 as a resource and establish relationships that create a welcoming environment and lowers the student's affective filters (Martin, 2019; Ridley et al., 2019; Song & Park, 2021). Preparing teachers to support ELL students by scaffolding and differentiating creates a supportive environment that promotes collaborative learning for all students in the classroom (Ferlazzo & Sypniewski, 2022; Martin, 2019). Furthermore, this theme will introduce and give in-depth information on how to prepare teachers to properly accommodate and teach struggling ELL students, specifically SLIFE, in a mainstream classroom.

Teachers are the main supporters in helping SLIFE to overcome the traumatic experiences that lead to students struggling emotionally in school. Emotions in language learning

often focus on the student's affective variables in their L2, such as anxiety and confidence (Song & Park, 2021). Song and Park's (2021) study focused on two teachers with differing personalities and teaching styles. Kendyl, an experienced mainstream teacher, believes promoting exciting activities related to her students' life experiences can help build student confidence and engage in language learning. For example, Kendyl always gives students hands-on experiences before completing a worksheet. One lesson she created involved solid, liquid, and gas forms of water. Kendyl stated, "The worksheet is just a worksheet. If they have no experience, it doesn't mean anything to them. So that's why I gave them the ice before doing the worksheet. Each of them had ice this morning and some water in their little cup, and they got to see it melting. [...] This makes the worksheet come alive" (Song & Park, 2021, p. 262). Than, from Hos (2020) may have benefitted from a teacher like Kendyl. Than, struggled with anxiety and frustration because he did not always understand what was going on in class, leading him to not interact with others. Although Than had difficult experiences in his past, Kendyl may have found positive emotions and scaffolding techniques to help Than focus and promote confidence to help his language learning. Moreover, the emotions that immigrant and refugee ELL students experience can significantly affect their motivation and participation in the classroom.

SLIFE need support when transitioning into a new country and school to understand the expectations and routines. To help these students, teachers may use strong routines throughout the day that can ease tension while learning new expectations such as how to behave and how to complete work. Teachers who understand ELL students' home expectations and routines and mirror that in a way appropriate for a classroom can help establish a smoothly functioning classroom (Banse & Palacios, 2018). Creating connections with parents helps teachers better understand the student's backgrounds while simultaneously helping parents feel valued by their

child's teacher (Ridley et al., 2019). Warmth and nurturance are common parent practices in Latino family culture; therefore, demonstrating warmth is also important for student engagement and achievement in upper elementary classrooms (Banse & Palacios, 2018). Mirroring expectations in the classroom and involving parents in their child's education allows parents and teachers to create mutual respect (Ridley et al., 2019) while providing a space of comfort for the students. Moreover, understanding ELL students' home cultures and practices can help teachers bring common understandings into the classroom to lower their affective filter and achieve in a mainstream setting.

Many mainstream teachers lack preservice preparation or professional development to teach ELLs. Therefore, teachers' experiences interacting with linguistically diverse students are diminished, and they indicate a preference not to have ELLs in their classrooms (Martin, 2019). For the most part, teacher preparation programs are working to prepare all teachers, not just specialists, to teach the linguistically diverse population that continues to grow in the United States. This includes infusing attention to issues of languages into pre-existing education courses and adding courses on language diversity (Mills et al., 2020). The issue lies within the experiences of mainstream teachers who have not received the proper training to understand ELLs backgrounds, cultures, proficiency levels, and learning needs.

Teachers must understand ELL students and their backgrounds to properly accommodate for their needs. Li and Peters (2020) focused on 48 K-12 teachers participating in research, service, and professional development. Mainstream teachers play a significant role in the academic success of ELLs, and oftentimes, their degrees are completed with an overwhelming lack of knowledge of SLA, multicultural education, and English as a second language (ESOL) pedagogy (Guler, 2020). Of the selected teachers by Li and Peters (2020), they all had ELL

students in their classrooms yet lacked the formal preparation needed to teach ELLs. The teachers attended professional development and conducted research generating descriptive data, including writing reflections to document progress and roadblocks. Li and Peters (2020) found that "a professional development program that infuses research and service geared toward the ELL is more effective" (p. 1502).

At the same time, Guler's (2020) study focused on 11 elementary, middle, and high school teachers with varying levels of experience teaching ELL students. Guler (2020) found that before these 11 teachers took online courses, they were not fully aware of ELL students' struggles in U.S. public schools. The teachers acknowledged how the courses helped them to teach ELLs better and changed their teaching methods accordingly. They also recognized the importance of modifying their instructional methods according to ELL students' needs and SLA theories. Online classes and professional development courses that infuse research geared toward ELLs are most effective. Guler (2020) stated, 'even a little appropriate training can go a long way in preventing and improving negative teacher attitudes toward ELLs' (Walker et al., 2004). As previously stated, Guler (2020) conducted research that many teachers who hold negative views of ELL students have these views because of their lack of training and knowledge on SLA. Li and Peters (2020) and Guler's (2020) research proved that teachers' knowledge of L2 theories and teaching strategies improved after attending professional development specifically for teaching ELL students. Mainstream teachers need to take time to learn and prepare how to teach the influx of ELL students entering the United States to properly accommodate and help to change potential negative views.

Many teachers that are accustomed to teaching culturally and linguistically homogeneous classes; are now tasked and held accountable to teach academic content to students of diverse

language backgrounds while also supporting their English language development (Martin, 2019). To support the diverse population in their classrooms, teachers must understand themselves as teachers, also known as their professional identity, to gain a new, positive perspective on the students they serve. Teacher identities are shaped and reshaped through interactions with teachers, administrators, parents, and students (Martin, 2019). Teachers who desire to see ELL students succeed in school need to create this network of supportive relationships (Ridley et al., 2019). As teachers understand their professional identity, it will help to mitigate the educational opportunities and experiences they provide to their students (Martin, 2019). Newcomer et al. (2020) found that when Kylee connected her social studies lesson on pioneers to her refugee ELL student's journey here to the United States, her ELLs were more involved and participated in the lesson. Therefore, Kylee created relationships with her students to understand her professional identity better and create meaningful lessons for her students. Martin's (2019) study on two elementary school teachers, Jessica and Lucile, found that from a sociocultural perspective on identity, engagement with ELL students in their mainstream classrooms in conjunction with personal values helped to inform their teacher identities. Interacting with colleagues, administrators, and families can also help teachers understand their professional identities to help support the diverse population of students they serve.

Seeing language as a resource in the classroom is essential to the success of ELL students. Scholars argue that language is the vehicle for social interaction, and communicating effectively can help form meaningful relationships between peers, teachers, and students (Meng, 2020). Providing time and space for ELL students to use their home language and create supportive relationships is crucial in multiple domains of their lives (Ridley et al., 2019). Five key relationships involving different people lead to academic achievement: peer-to-peer,

teacher-to-student, teacher-to-teacher, teacher-to-parent, and teacher-to-administrator (Ridley et al., 2019). Ridley et al. (2019) helped to explain why these relationships are vital to ELL students' success as follows. Peer-to-peer relationships help students share their languages and culture while negotiating the meaning of new learning. Teachers, like Jessica and Lucile, from Martin's (2020) study, who promote students working together and speaking their L1, show respect and value for the students' full linguistic repertoires. Genuine teacher-to-student relationships that show interest in students' lives, past and present, and celebrate their strengths help ELL students; feel a greater sense of belonging. For example, in Newcomer et al. (2020) study, Dina offered social support by building strong teacher-to-student relationships; Dina would over share personal stories, including helping her son with his homework.

Fundamentally, teacher-to-teacher relationships promote English language learning through academic content and help ELLs to build grade-level content knowledge and skills. Teachers who encourage parent engagement in their child's education, initiate and cultivate trusting relationships with parents, and have mutual respect and partnership lead to a positive teacher-to-parent relationship. Finally, teacher-to-administrator relationships are vital because administrators can advocate for ELLs school-wide and set a positive tone about their education. The administration can also provide necessary training and professional development to help mainstream teachers succeed in working with ELLs. Forming relationships with many people inside and outside of the building help teachers gain a better understanding of their teacher identity and what their students need to achieve grade-level criteria while also learning a new language.

Relationships in school can encourage students to build confidence in speaking and learning English. Creating a strong bond between teacher and student can help students to lower

their affective filter, and teachers understand where to work with them within their ZPD. Teaching is about student learning; using deliberate strategies such as repeating verbal expressions to validate feelings and ideas can promote confidence in ELLs work (Song & Park, 2021). Martin's (2019) study observed teachers scaffolding in such a way that allows students many opportunities to express themselves. Teachers who allow students to communicate in one-word answers or phrases and do not always correct their errors help to lower students' affective filter and grow in the classroom. Lucile from Martin's (2019) study explained, "no expression of understanding is too small, as students can simply nod their heads, point, or use pictures" (p. 140). Adjusting the use of language given to the students (Esch & Kananagh, 2018) and allowing students to use various forms of communication helps ELL students to remain comfortable and confident in the language they have.

Creating a space of comfort for SLIFE opens more opportunities for communication as their affective filters are inevitably lower. Than, from Hos' (2020) study, was easily frustrated by challenges that occurred, which led to him feeling uncomfortable and unwilling to speak to his classmates or teachers. Song and Park (2021) researched the importance of allowing non-verbal clues and resisting the urge to push students to speak English to help minimize the emotional discomfort that ELL students receive while learning English. Eisenbruch (1988) claims schools play a large role in SLIFE success; teachers who support students and use effective programs can help students to overcome barriers easier. For instance, providing students with opportunities to communicate in a way they are comfortable by providing scaffolding within their ZPD throughout all subject areas can help SLIFE overcome the frustration and anxiety they may be encountering. Struggling students can be supported by creating an affirmative and welcoming

relationship (Martin, 2018) while simultaneously drawing on the different cultures in the classroom (Banse & Palacios, 2018) to help ease the stress they may be under while in school.

Working with ELL students does not only require a welcoming environment for them to work in but also an environment that shows respect for their culture, language, and previous experiences. Research has begun to explore the many positive ways ELL students can draw on their previous educational experiences and unique linguistic and cultural backgrounds while developing English (Ridely et al., 2019). For example, Ridley et al. (2019) stated that ELL students, specifically SLIFE, can use their home language and English to negotiate new content and complete reading and writing assignments (Smyth, 2006). Martin's (2019) study described how Jessica and Lucile allow their students to work in small groups or with partners throughout the day. These small groups have students who speak the same L1 allowing them to communicate in both English and their native language. Using language as a resource helps ELL students to lower their affective filter while learning. Teachers are also able to draw upon ELL students' oral storytelling background as a resource when teaching writing, leading to growth in English language skills and confidence in themselves (Ridley et al., 2019). Language should be used as a resource in school and at home. Parents should be encouraged to use home language skills to explain picture books at home and promote emerging literacy skills while helping their children develop English (Singh et al., 2015). Language has been proven to transfer from the L1 to the L2; therefore, allowing students the opportunity to draw upon their linguistic repertoire will promote confidence and success in the mainstream classroom.

Teaching ELLs requires discipline-specific knowledge, such as knowing their needs and developmental levels (Song & Park, 2021). The cultural and linguistic differences between the students and teachers often lead to a divide among them. Suppose teachers do not take the time

to learn about immigrant and refugee ELL students' needs, emotions, and educational backgrounds. In that case, it can be easy for teachers to view their classroom engagement through a negative lens. When taking the time to reflect on cultural differences, teachers are more likely to create opportunities for learning and help ELLs use their preferred mode of engagement and their strengths in the classroom to help them learn (Ridley et al., 2019). For example, "Teachers can encourage refugee students to engage their funds of knowledge by designing projects and lessons that acknowledge and incorporate the diversity of their experiences, knowledge, and backgrounds" (Ridley et al., 2019, p. 166). Drawing upon their backgrounds and experiences, ELL students will gain opportunities to think critically and participate in a meaningful way. When ELL students' home cultures are not incorporated, teachers can be constraining opportunities for them to participate, leading ELLs to feel powerless and uninvolved during instruction (Banse & Palacios, 2018). Teachers must understand the cultural and linguistic differences between themselves and their students to create culturally diverse lessons, proper scaffolding techniques, and create an environment where their affective filters are low.

ELL students can receive support from many teachers and service providers throughout their day at school, but their mainstream teachers must also understand what they need to thrive in the classroom. Co-planning, co-teaching, reflecting, and making modifications is essential when working with other teachers in the classroom. The purpose of this process is to continually refine instructional practices through reflection and revision while fostering the skills of pedagogical reasoning and professional judgment (Esch & Kavanagh, 2018). Co-planning and co-teaching are most effective when content and language objectives have been set, and teachers have identified the academic language that can potentially be problematic for ELLs. This

planning strategy to identify academic language is a planning routine to help teachers achieve efficiency (Esch & Kananagh, 2018). In Li and Peters's (2020) study the teachers reflected on their knowledge of L2 theories and skills learned during their professional development courses and how they incorporated them into the classroom. By reflecting on lessons that were taught, both teachers can make modifications when co-planning that will help ELL students succeed. Before and after teaching lessons, teachers should reflect on the modifications for ELLs that worked and modifications that should have been implemented so that students succeed in future lessons in the classroom.

Mainstream teachers who look to their bilingual colleagues and administrators for guidance in helping ELL students succeed can provide an environment where students are comfortable. It is essential for ELL students to have teachers who are trained while also offering meaningful and challenging education (Hos, 2020). When this is not possible, using colleagues as resources for strategies to incorporate different cultures, languages, and ethnic identities into the classroom can help ELL students succeed. Hos (2020) studied 23 secondary schools at GHS to find similar frustrations that ELL students encounter when acquiring general and academic English language while transitioning into the mainstream classroom. Hos (2020) found that ELL students often have difficulty coping with failure, need psychological support to help with problems or stressful situations they encountered in their past, and acculturative stresses while adapting to their new environment. Bilingual colleagues not only support the ELL students in the classroom but can also help communicate with families at home (Mills et al., 2020). Forming family connections can help teachers understand what students are experiencing outside of school and how to support them in school. Using other teachers and bilingual educators for guidance can help relieve the stress of ELL students in the classroom for various reasons.

Bilingual educators help ELL students to see that it is evident that they are able to use their home language and talk about their culture, backgrounds, and experiences openly with their teachers and peers.

Emotions such as frustration and anxiety can play a large role in ELL student's success in a mainstream classroom. To help these students work through their emotions, teachers must focus on the complex and dynamic nature of each student's emotions that are embedded within specific contexts. In Song and Park's (2021) study of two teachers with differing personalities and outlooks on teaching, both teachers found it essential to scaffold students' emotions. In other words, the teachers created a safe space for young ELLs to express genuine emotion to help students feel more at ease about language learning and evoke a sense of excitement in the classroom that promotes students' participation and learning. Hos (2020) focused on a male Yemeni student, Saleh, who is 16 years old. Saleh needs emotional scaffolding to help work through his emotions at school. Saleh stated, "I want to tell my feelings. Sometimes my mom and dad fight at home. I feel angry and sad" (Hos, 2020, p. 1033). If Saleh's teachers understood how to create a space of comfort where he can express and understand how to cope with his emotions, Saleh would more likely adapt while receiving support within his ZPD. Indeed, providing ELLs with scaffolds, a sense of security, and a space to express themselves and their cultures (Song & Park, 2021) can help relieve some stress students may be encountering. Scaffolding for both academics and emotions is essential for SLIFE's success while transitioning to a new language and culture. Therefore, classrooms with many immigrant and refugee ELL students need a safe and welcoming atmosphere that lowers their affective filter to help them adjust to school academically, emotionally, and socially (Hos, 2020).

Scaffolding and differentiating can take many forms, and as mainstream teachers understand the theoretical framework involved, they are able to modify instruction to meet the needs of their ELL students. For example, slowing the rate of speech and allowing extra wait time for students provides students an opportunity to think and process what is being said (Ferlazzo & Sypnieski, 2022). "Many researchers have found the quality and quantity of responses improve when that wait time is increased to between three and five seconds" (Ferlazzo & Sypnieski, 2022, p. 13). Nonlinguistic cues such as visuals or graphic organizers and cooperative learning strategies such as think-pair-share, small group projects, and jigsaw strategies are supported by Ferlazzo and Sypnieski (2022) and Martin (2019) to help bilingual students work with their peers to strategize and use their L1 as a resource. Finally, sentence starters and writing frames can reduce stress levels allowing students to focus on key aspects of the lesson and introduce academic vocabulary (Ferlazzo & Sypnieski, 2022). Each of these scaffolding techniques, plus many more, can be better understood when teachers have an understanding of their students. Professional development and other courses for ELL development will help teachers modify instruction to support their student's English language development.

In Chapter Three, I will describe my professional development plan that will help teachers understand how to support ELL students in a mainstream classroom. Teachers will learn about the importance of knowing ELL students' backgrounds including struggles they may have endured before moving and upon arriving into the United States. Teachers will gain knowledge and opportunities to grow on their previous lessons to help the ELL students in their classrooms succeed.

Chapter 3: Description of the Product and Tool

In this Chapter, I will present a professional development strategy that will encourage teachers to form relationships with their students, families, and bilingual colleagues to help struggling SLIFE students achieve in a mainstream classroom. As discussed in Chapter 2, teachers are often unprepared to teach students with traumatic experiences in their lives that affect the way they learn (Hos 2020; Newcomer et al., 2020). “For immigrant students with limited or interrupted formal education, traditional program models of bilingual education alone may not be sufficient to fully address the students’ linguistic and academic needs, and may require creative solutions tailored to the needs of individual students” (Baker & Wright, 2021, p. 128), making this transition difficult for the students and mainstream teachers alike. Therefore, new and experienced teachers are in need of professional development courses to help them better understand and accommodate the students in their classrooms.

In the following sections, K-5 grade teachers at John M. Marshall Elementary School will be presented with solutions to help teach the growing number of ELL students on the East End of Long Island. First, an overview of the professional development will be provided. Then, teachers will gain knowledge of SLIFE past experiences that may affect the way they learn in the classroom. Teachers will then gain opportunities to understand SLA theories to help their ELL students succeed in their mainstream classrooms. To work within these SLA theories accurately, teachers need to know their student's proficiency levels and understand how to scaffold and differentiate based on their needs. For example, teachers that know their students’ funds of knowledge and which proficiency level would benefit from sentence starters or writing frames can help to reduce the stress levels of their students, lowering their affective filter, which allows them to focus on the key components of the lesson and share their own expertise on the topic

(Ferlazzo & Sypniewski, 2022; Ridley et al., 2019). Teachers will gain opportunities to understand the importance of forming relationships with their colleagues, students, and family members to accurately teach and allow students to use their native language as a resource in the classroom. Next, the importance of reflecting on lessons and modifications for ELL students will be discussed to ensure that language and content objectives are met and students achieve their goals each day in a mainstream classroom setting. Finally, teachers will explore the importance of continuing their education through professional development, inservice, or graduate-level classes to keep up to date on their students' needs and how to accommodate them properly.

Description of the Professional Development

The ELL professional development plan will be presented in the John M. Marshall library on our scheduled development days, August 31, 2022 and September 1, 2022, from 8 am to 10 am. Each faculty and classroom staff member from grades K-5 will be invited to learn more about the needs of ELL students that are present in our classrooms. Along with classroom faculty and staff, the ENL director Sara Smith, the principal Ali Hansen, and the assistant principal Alec Ban (pseudonyms used for privacy purposes) will be present to answer questions and contribute to dialogue throughout the session. This professional development will be presented via Google Slides with several handouts to engage teachers and help them understand ELL students' needs (See Appendices B, C, D, E, F, G, H, I). The name of my professional development is Seeing ELL Students through a New Lens; the purpose is to help teachers understand their ELL students and provide a caring, welcoming environment for them to learn.

Day 1: August 31, 2022

Day 1 of Seeing ELL Students through a New Lens will provide clarification on the following topics: background experiences of SLIFE, understanding the affective filter and zone

of proximal development, ELL proficiency levels, and forming relationships. The teachers of John M. Marshall Elementary School will gain opportunities to build on the knowledge of Day 1 to better support immigrant and refugee ELL students in Day 2.

Background Experiences of SLIFE

SLIFE live through many traumatic experiences that many other ELL and non-ELL students experience. These experiences may include fleeing war-torn countries, leaving family and friends behind, and understanding the new culture and language of the United States (Hos, 2020). Therefore, many SLIFE have a difficult time adjusting to their new homes and cultures. As stated in Chapter 2, students such as Than and Ray had many experiences that distracted them from completing their school work. Teachers need to understand that refugee SLIFE attitudes towards school are not always because of what is happening in the present moment and to help support them in a time of need.

In this segment of Seeing ELL Students Through a New Lens, teachers will gain a better understanding of SLIFE past experiences that may be affecting the way they learn in the classroom. Then, teachers will brainstorm ideas together on how to support these students with their potential frustrations about being in school in the United States. After 10 minutes of brainstorming in small groups, each group will complete this [questionnaire](#); this will help to open a whole group discussion. I will lead this discussion by starting with the most common theme that emerged after completing the questionnaire; the goal is to engage a majority of the teachers in the discussion as an open forum of communication. By the end of this segment, teachers will have an understanding of what frustrations SLIFE experience and a few ways to support them while in school. This will lead us into the following segments to understand important strategies

to help teachers support struggling refugee and immigrant ELL students in our mainstream classrooms.

Understanding the Affective Filter and Zone of Proximal Development

Creating a safe and welcoming environment for students to learn will inevitably lower their affective filter and provide opportunities to work within their ZPD. Children need to be comfortable in their classroom for learning to take place; in other words, being comfortable and welcomed is a necessary condition or a precursor for learning (Martin, 2019). When students are comfortable in their classroom setting, they are more likely to allow language input in, clarify for understanding, and practice using their target language. By providing a space of comfort for ELL students, their language use will be significantly higher, leading them to more success (Lightbown & Spada, 2017).

Research has also shown that ELL students who have support from a teacher or a more knowledgeable peer are more likely to succeed in a mainstream classroom. Vygotsky's (1978) ZPD argues that there is a new level of potential for students who problem solve under the guidance in collaboration with teachers or more capable peers (as cited in Baker & Wright, 2021). Students need several opportunities throughout the day to practice reading, writing, listening, and speaking in their target language with the appropriate scaffolds for their proficiency levels. Providing opportunities for ELL students, specifically SLIFE, to work within their ZPD throughout all areas of their day can help their affective filters remain low and achieve in a mainstream classroom.

For teachers to achieve the goal of lowering ELL students' affective filters and understand how to work with them within their ZPD, they must understand their backgrounds, cultures, past experiences, and proficiency levels. Emotional and personal challenges often

distract immigrant students from their schoolwork; therefore, understanding and forming relationships with the students will help to teach them in a developmental rather than a deficit manner which allows students to build on their existing knowledge and provide positive learning experiences (Hos, 2020).

Teachers must be aware of the ZPD and the affective filter hypothesis to help their ELL students achieve in their mainstream classrooms. This segment of Seeing ELL Students Through a New Lens will include faculty participation. Teachers will work within their grade level team to discuss ways in which they can lower students affective filters. They will have the opportunity to sit within their group and come up with ways to ensure that students are comfortable in the classroom. Each faculty member will type one way to lower students affective filter into [Word Cloud Generator](#). After 10 minutes of small group discussion, we will view the word cloud while one member or each group discusses their ideas. Following our discussion on Krashen's affective filter hypothesis, I will open a discussion about Vygotsky's ZPD. This will allow teachers to talk openly with the group of ways to work within a students' ZPD and make connections between the affective filter hypothesis and the ZPD. To help teachers gain a better understanding of how to support students using SLA theories, explanations, and scaffolding techniques will be placed into John M. Marshall's shared Google Drive to help support teachers in need. Therefore, as teachers need support, this information will be readily available and updated throughout the school year.

ELL Proficiency Levels

As discussed in Chapter 1, knowing and understanding students' English proficiency levels will help ELL students to achieve in a mainstream classroom. With linguistically mindful pedagogy according to students' proficiency levels, ELL students can benefit from learning

language and content simultaneously (Fairbairn & Jones-Vo, 2019), creating an environment of success for ELL students in a mainstream classroom. Researchers have argued that mainstream teachers need the knowledge of basic theoretical constructs of SLA, nature of language proficiency, and role of first language and culture in learning for students to produce successful classroom participation (Li & Peters, 2020). Teachers must be equipped with this knowledge to provide opportunities for all ELL students to succeed in a mainstream setting. John M. Marshall Elementary School has several resources available to provide teachers with the knowledge needed to help ELL students; Seeing ELL Students Through a New Lens will provide teachers with access and knowledge of where to find such resources.

A schoolwide list of ELL students is currently shared and updated with the classroom teachers at John M. Marshall Elementary school. The ELL list is shared in Google Drive for teachers to access throughout the school year without any explanation other than the students' names, proficiency levels, and the date they entered the district. Each proficiency level: entering, emerging, transitioning, expanding, and commanding, as shown in Appendix B: Description of ELL Proficiency Levels, must be understood by teachers to gain more opportunities to work within each student's ZPD appropriately by understanding the expectations of what they can do independently and with the help of a teacher or more knowledgeable peer when reading, writing, listening, and speaking. Throughout this segment, teachers will work with the cooperating teachers, teacher assistants, ENL teachers, special education teachers, or paraprofessionals that are present in their classrooms. The teachers will first think of lessons that they have taught and how they accommodated for their ELL students. After viewing both Appendices B and Appendix C, each group of teachers will consider if they accommodated for their students properly. They will then complete [this question](#) to consider how often they accommodate for their ELL students.

This will help all teachers better understand their students and their needs by brainstorming ways to group students and accommodate them.

Seeing ELL Students Through a New Lens will give time to explain each proficiency level and the expectations, as shown in Appendix C, explore their class lists in Google Drive and share what students may be expected to do within each proficiency level. The teachers must understand the proficiency levels to refer back to throughout the scaffolding and differentiation segment of this professional development, where we will create example scaffolds for each proficiency level.

Forming Relationships

SLIFE enter schools in the United States with various past experiences that affect the way they learn in the classroom. Teachers are responsible for forming relationships with their students, families, colleagues, and administrators to gain a better understanding of their students' needs. Building a supportive network of relationships from multiple domains of our students' lives can lead to great success for refugee and immigrant students as they work their way through emotional and traumatic experiences, living in a new country, and learning new content and language (Ridely et al., 2019). Throughout this segment of Seeing ELL Students Through a New Lens, John M. Marshall Elementary School's teachers will better understand the importance of forming these relationships for their students.

As stated in Chapter 2, there are five key relationships that teachers can make that help to support refugee and immigrant ELL students. These five key relationships shown in Chapter 2, Resources to Help Support Struggling ELL Students, are: peer-to-peer, teacher-to-student, teacher-to-teacher, teacher-to-parent, and teacher-to-administrator (Ridley et al., 2019). Throughout this segment, we will discuss these relationships and why they are vital to student

success. Following the explanation of each, the group will be divided into two subgroups, grades K-2 and grades 3-5. The purpose of this activity is to allow the ENL teachers to perform a Q&A about these relationships and how they are there to support monolingual mainstream teachers to form relationships with their ELL students and their families to gain a better understanding of their backgrounds and needs. This session opens a door for mainstream classroom teachers to look to their bilingual colleagues for support; that way, one of the five relationships is already beginning.

With the conclusion of Day 1, Seeing ELL Students Through a New Lens, the teachers of John M. Marshall Elementary school will be asked to consider previous lessons they have taught where they accommodated for their ELL students. Questions teachers should consider while looking back on previous lessons are: Did I group my students in a way that is beneficial for them to work within their ZPD? How did I form a relationship with my students to lower their affective filter and know their needs at the present moment? Did I work with colleagues to ensure that all my student's needs were met based on their proficiency levels? The teachers will consider these questions to bring one lesson that they believe they accommodated for their students best in for tomorrow's professional development.

Day 2: September 1, 2022

The teachers at John M. Marshall Elementary School will attend Day 2 of Seeing ELL Students Through a New Lens in the library from 8am to 10 am. We will work off the knowledge we built yesterday on immigrant and refugee ELL students background experiences, SLA theories, proficiency levels, and forming relationships to work on our knowledge of using language as a resource, creating content and language objectives, scaffolding and differentiation, reflecting and modifying, and continuing education.

Language as a Resource

Teachers need a clear understanding of how ELL students native language transfers while learning their target language. As SLIFE continue to be placed into mainstream classrooms, their knowledge of bilingualism should be seen as an asset both in their classroom community and for themselves individually (Baker & Wright, 2021). As Baker and Wright (2021) put it:

Language-as-a-resource orientation can open space for the use of students' home languages in schools, even in non-bilingual classrooms. Teachers who adopt this orientation recognize that students' home languages are a strength they bring into the classroom and a valuable resource upon which they can build. (p. 229)

Throughout this segment, teachers will brainstorm ideas of what it means to use students' L1 as a resource and how they can incorporate it into their classrooms. At the beginning of this segment, the Google Slides presentation will show three key aspects of language learning that teachers need to consider independently: Language as a problem, language as a right, and language as a resource. Each teacher will have time to write notes about each of these topics and what it means to them; the teachers should be considering the ELL and SLIFE students they have had in the past while considering each topic. After teachers have had time to consider each orientation on their own, they will use their knowledge of teaching ELL students to complete a [poll](#), I will ask: based on your knowledge working with ELL students, what do you think is best to incorporate into your classroom? This poll will open a whole group discussion on why using language as a resource helps ELL students succeed and how to incorporate it into a mainstream classroom.

Language and Content Objectives

Creating objectives for students to understand what must be understood by the end of a

lesson is common practice for teachers. With the ELL population continuing to rise, creating language objectives for ELL students is just as important. When it comes to writing language objectives for immigrant and refugee ELL students:

teachers must apply an understanding of what students can be expected to do with language at different ELP [proficiency] levels, and they must take into account the cultural backgrounds of these students to get the best "read" on their knowledge and skills. (Fairbairn & Jones-Vo, 2019, p. 54)

Therefore, teachers must understand what students need to accomplish when reading, writing, listening, and speaking in a particular lesson. These language objectives should be differentiated according to students' proficiency levels to create success for all students.

In this segment of *Seeing ELL Students Through a New Lens*, teachers will gain an opportunity to practice writing language objectives, for example lessons and lessons they have taught in the past. First, the whole group will discuss the differences between a content and a language objective, as shown in Appendix D: Content and Language Objectives and Appendix E: Creating Content and Language Objectives. Then, teachers will view an example lesson about writing fairy tales in a second-grade classroom (See Appendix H: Example Fairy Tale Lesson Activities). In partners or small groups, teachers will use Appendix F, Language to Use for Objectives, to brainstorm what possible language objective(s) would be appropriate for ELL students in this Fairy Tale lesson. Teachers should be reminded to consider what students must be able to do with reading, writing, listening, and speaking throughout the lesson to come up with language objectives adequately. After working with partners or small groups, teachers will each write a language objective in [this forum](#) to create a whole group discussion about all the possible language objectives for this Fairy Tale lesson.

Following this whole group discussion on language objectives, I will ask teachers to consider the lesson they were asked to bring from Day 1 of Seeing ELL Students Through a New Lens. Each teacher will have 10 minutes to create at least two language objectives for their own lessons. Lastly, teachers will share objectives they were able to create to provide all teachers opportunities to consider language use in their own lessons. This segment on understanding language objectives will segue into understanding how to scaffold and differentiate according to proficiency level and how this lesson may be changed for students at an entering, emerging, transitioning, or expanding level, as illustrated in Appendix C.

Scaffolding and Differentiation

ELL students need support from teachers within their ZPD to properly scaffold and differentiate their work according to their proficiency level so that they can be successful in a mainstream classroom. According to Fairbairn and Jones-Vo (2019):

Teachers who use gradual, incremental scaffolding gather evidence of what students can do with content and language, and they are mindful of students' developing oral and written language use over time. Teachers should never allow students to stagnate at a certain language development level, as in the case with ELLs who get stuck around the intermediate level, with higher levels in listening and speaking and lower levels in reading and writing. Rather, these teachers always push students to the next level, which requires vigilance and finesse. (pp. 55-56)

Therefore, it is vital that teachers understand each proficiency level to scaffold and differentiate within their ZPD while keeping their affective filter low. Throughout this segment of Seeing ELL Students Through a New Lens, teachers will view Appendix I Example Scaffolds and Differentiation for Fairy Tale Lesson. Each teacher will take the time to compare the original

lesson with the scaffolded and differentiated lesson for the entering and transitioning level students. This will help teachers to acknowledge the differences between the proficiency levels and what their students should be expected to complete accordingly.

Finally, in this segment, teachers will be provided with before, during, and after reading strategy scaffolds in Appendix G, Scaffolding Techniques. I will ask teachers to create a lesson for a small reading group in their classrooms during this time. This lesson must incorporate the proficiency level(s) in the reading group, the content and language objectives, and how they will use the appropriate scaffolds accordingly. The teachers will then share their lessons and ideas with the whole group to explain why they believe it will work according to students' proficiency levels in their classrooms.

Reflecting and Modifying

It is essential that teachers take the time to reflect on their lessons to see what could have been improved, specifically for the SLIFE in the classroom. SLIFE need opportunities to use the language they have in their L1 and L2 to participate and feel successful throughout each lesson. As teachers take the time to reflect on their lessons, they should consider student work samples and focus on strategies that worked well and challenges that occurred to help them improve the lesson (Li & Peters, 2020). When teachers take the time to reflect and consider the challenges they encountered, they can now make modifications based on their instructional methods and the needs of their students according to SLA theories (Guler, 2020). Therefore, scaffolds, differentiation, proficiency levels, background knowledge, and the use of bilingual educators in the building are essential to making the proper modifications for immigrant and refugee ELL students in the classroom.

Throughout this segment, teachers will look at the lesson they previously taught and made new language objective for. They will then reflect and modify instruction for ELL students to ensure success for everyone. Each teacher will consider the aspects of the lesson that went well and aspects they believe could have been improved. Therefore, as they reflect on their lessons, they will modify them to properly accommodate all students in their classrooms.

Continuing Education

Teachers must see the importance of continuing their education as the population and classroom demographics continue to change. According to Li and Peters (2020):

Mainstream education programs generally conduct all instruction in English and do not normally require teachers to be prepared to teach ELLs. However, with the context of the rapid increase in ELL enrollment in public schools, the preparation of K-12 teachers becomes critically important. Thus, effective professional development training programs designed for the K-12 mainstream teachers become necessary (p. 1490).

New and experienced teachers need the training to accommodate the needs of the students they serve in their classrooms. Moreover, regular professional development courses, graduate classes, or inservice classes can benefit the teachers and the students to succeed in mainstream education.

In this segment of *Seeing ELL Students Through a New Lens* provides an opportunity for teachers to participate in a dialogue on the importance of continuing their education and how it can impact them and their students. Throughout this dialogue, teachers are encouraged to discuss difficulties they have encountered when attempting to take classes that improve their professional growth so we can make improvements in those areas. Once this dialogue has come to a close, I will ask teachers to complete [two forum questions](#) for John M. Marshall to consider helping teachers continue on with their professional growth.

Intended Outcomes

Seeing ELL Students Through a New Lens allows mainstream educators to understand each student in their classroom's past experiences and how these experiences affect the way they learn. John M. Marshall Elementary School teachers will learn about important SLA theories such as ZPD and the affective filter hypothesis to help them better accommodate their students according to their proficiency levels. Following these SLA theories, teachers will understand the importance of relationships and creating connections. By forming relationships with students, their families, colleagues, and administrators, teachers are able to advocate for their immigrant and refugee ELL students.

SLA theories help teachers create content and language objectives that are appropriate for their students' proficiency levels while allowing students to use their L1 as a resource in their classrooms. SLA theories such as ZPD and the affective filter hypothesis changes the way that teachers scaffold, differentiate, teach, reflect, and modify their lessons. Therefore, each segment of this professional development plan utilizes the needs of immigrant and refugee ELL students to provide opportunities for teachers to participate in open dialogue and learn about what is best for their students.

Chapter 4: Conclusion

Throughout this capstone project, I have researched ways mainstream classroom teachers lack the knowledge to accommodate and help ELL students, specifically SLIFE, achieve in a mainstream classroom setting. This lack of knowledge by teachers often leads to students becoming frustrated and potentially dropping out of school (Hos, 2020; Lee, 2012). This project also shows ways to help support teachers to gain knowledge about their ELL students, their backgrounds, and experiences to better accommodate their needs, helping them to thrive in a mainstream setting. Fundamentally, teachers need a complete understanding of how to lower students' affective filters to work with them within their ZPD (Baker & Wright, 2021; Lightbown & Spada, 2017); use their proficiency level to scaffold and differentiate (Fairbairn and Jones-Vo, 2019); form relationships with families and colleagues (Ridely et al., 2019); use their L1 as a resource in the classroom, know how to create language and content objectives (Baker & Wright, 2021); and reflect and modify lessons to acknowledge what has worked and what has not to help ELL students succeed (Li & Peters, 2020, Guler, 2020).

To understand all of these topics, teachers must continue their education to help their ELL students achieve in their mainstream classrooms. These themes work together to understand the struggles that SLIFE face in U.S. schools and give teachers the resources to help these struggling students. Questions that arose while completing research on struggling SLIFE in mainstream classrooms are as follows:

How do SLIFE past experiences affect the way they learn?

What are ways teachers can lower students' affective filters?

Why is it important to gain a full understanding of students' proficiency levels?

How can teachers use their bilingual colleagues for support?

What does it mean to use language as a resource?

What is the difference between a language and content objective?

How can teachers appropriately scaffold and differentiate?

Why is it important to reflect on previous lessons?

How can teachers continue their education to understand the support their students need?

In this Chapter, I will summarize the research that has been found to help SLIFE achieve in a mainstream classroom. Then, I will discuss the implications, including how students and teachers will benefit from continuing education and gaining knowledge about ELL students.

Summary

I have researched various studies focusing on ELL students and their struggle to succeed in a mainstream classroom setting. These studies include understanding the stress of migration, acculturation, and the emotional scars our ELLs' have from experiences of violence and war (Hos, 2020; Newcomer et al., 2020), the past experiences that immigrant and refugee ELL students endure, and how it affects their learning (Hos, 2020; Newcomer et al., 2020; Ridley et al., 2019), the emotional and personal challenges that distract ELL students from their work (Cho et al., 2020; Hos 2020), ELL students academic needs and how they differ than their monolingual counterparts (Cho et al., 2020; Mills et al., 2020), family involvement for ELL students (Cho et al., 2020; Hos, 2020), the struggle to understand expectations and routines (Cho et al., 2020; Hos, 2020; Ridley et al., 2019), misunderstandings of the educational system, especially for high school level ELLs (Hos, 2020; Lee, 2012), and teachers negative views toward ELL students (Guler, 2020; Martin, 2019; Mills et al., 2020). Based on this research, I was able to conclude that teachers are the main supporters of struggling ELL students (Hos, 2020; Song & Park, 2021).

Several conclusions have been made based on the research throughout this study. Teachers who continue their education are more likely to understand that new expectations in U.S. schools can be overwhelming (Banse & Palacios, 2018), acknowledge theoretical constructs and SLA theories such as the affective filter hypothesis and ZPD and help promote cultural and linguistic positivity (Li & Peters, 2020), understand how to reflect and modify lessons according to ELL students proficiency levels (Guler, 2020), form relationships with families and bilingual colleagues (Martin, 2019; Ridley et al., 2019; Song & Park, 2021), and understand how to properly scaffold and differentiate for their students based on their needs (Ferlazzo & Sypniewski, 2022; Martin, 2019). Each of these themes can be successfully accomplished by mainstream classroom teachers as they continue their education by attending professional development, graduate, or inservice classes specifically for teaching English Language Learners (Guler, 2020; Li & Peters, 2020).

In response to these findings, I created a two-day professional development course, *Seeing ELL Students Through a New Lens*. This professional development is designed for mainstream classroom teachers to better understand the needs of their ELL students. ELL students will benefit from their mainstream classroom teachers attending courses such as this because the teachers learn more about SLA theories, reflect on lessons and students' background experiences, form relationships, and understand proficiency levels to help their struggling ELL students achieve in a mainstream classroom.

Creating Opportunities for ELL Students in a Mainstream Classroom

Immigrant and refugee ELL students' can benefit from teachers who have a better understanding of their backgrounds, past experiences, and linguistic repertoires. Teachers who attend classes or professional development similar to *Seeing ELL Students Through a New Lens*

that focuses explicitly on ELL students are opening more opportunities for ELLs to succeed in their mainstream classrooms. Students will see significant benefits in teachers who form relationships with them, learn about them, and find ways to lower their affective filter. When their affective filter is lowered, students are more likely to allow input in and try speaking in their L2 (Baker & Wright, 2021). ELL students may not realize it, but as their teachers learn more about them and lower their affective filter, the teachers can then work with them within their ZPD, helping them to succeed in their mainstream classroom. Moreover, the relationships that ELL students create with their teachers and peers can affect their attitudes and desire to learn in their L2.

Additionally, students benefit from their teachers understanding their proficiency levels and allowing them to use their L1 as a resource in the classroom. Students should be encouraged to use their L1 to help them learn their L2. Language transfers from one language to the other; therefore, students who are able to work with peers who speak the same L1 are given the opportunity to use their full linguistic repertoires to learn (Martin, 2020). ELL students are more likely to participate and add to the conversation when their L1 is recognized as a form of communication in their classrooms. Therefore, as mainstream teachers continue to educate themselves about language learning, they are also helping their ELL students to achieve in their classrooms.

The Importance of Understanding ELL Students Needs

Many mainstream teachers are now held accountable to successfully teach ELL students in their classroom. As the demographic continues to change in the United States, teachers' knowledge of their students must grow with the population. Teachers can learn about how to form relationships with their students who come from different background experiences,

understand how to create language objectives based on their students' proficiency levels, and know the needs of their ELL students if they attend classes or professional development courses that are designed specifically for teaching ELL students.

Mainstream classroom teachers will notice a difference in their students' attitudes toward school when they know how to adequately accommodate for them. Creating an environment for students where their affective filter is low and they are able to share about their backgrounds, experiences, and cultures open opportunities for SLIFE to succeed. Teachers must be taught how to create this environment in a mainstream classroom. *Seeing ELL Students Through a New Lens* helps to open the eyes of mainstream teachers to understand their needs and accommodate for them accordingly. Teachers will benefit from this tool because they are able to use their own students to better understand what each proficiency level means (Fairbairn & Jones-Vo, 2019; Li & Peters, 2020), reflect on previous lessons with their students in mind to modify according to their proficiency levels and the language needs (Guler, 2020; Li & Peters, 2020), and form relationships with colleagues and bilingual families to help support and understand ELLs (Hos, 2020; Ridley et al., 2019). Each of these themes helps teachers to support the struggling SLIFE in their classrooms.

How to Continue Providing Success for ELLs

Seeing ELL Students Through a New Lens opens opportunities for teachers to learn more about the SLIFE in their classrooms. Implementing several professional development opportunities and plans for teachers to engage in can help students and teachers alike. Teachers must grow their knowledge as the population shifts and diversifies in the United States. To help teachers gain this knowledge, schools such as John M. Marshall Elementary school may implement a professional development plan each trimester of the school year. This plan will help

teachers to learn, bring new theories and concepts into their classrooms, and know that questions can be answered in a few short months. Further, teachers and administrators can look into having "Back to School Nights" in their family's native languages to help involve the community and better understand the needs both in the classroom and at home. As research continues to develop, teachers can learn by attending professional development regularly and creating these home-to-school connections.

References

- Baker, C., & Wright, W. E. (2021). *Foundations of bilingual education and bilingualism* (7th ed.). Multilingual Matters.
- Banse, H., & Palacios, N. (2018). Supportive classrooms for Latino English language learners: Grit, ell status, and the classroom context. *The Journal of Educational Research, 111*(6), 645–656. <https://doi.org/10.1080/00220671.2017.1389682>
- Block, N., & Vidaurre, L. (2019). Comparing attitudes of first-grade dual language immersion versus mainstream English students. *Bilingual Research Journal, 42*(2), 129–149. <https://doi.org/10.1080/15235882.2019.1604452>
- Cho, H., Wang, X. C., & Christ, T. (2019). Social-emotional learning of refugee English language learners in early elementary grades: Teachers' perspectives. *Journal of Research in Childhood Education, 33*(1), 40–55. <https://doi.org/10.1080/02568543.2018.1531449>
- Cohan, A., & Honigsfeld, A. (2017). Students with interrupted formal education (SIFES): Actionable practices. *NABE Journal of Research and Practice, 8*(1), 166–175. <https://doi.org/10.1080/26390043.2017.12067802>
- Duffin, E. (2022, March 31). *Number of English language learner students in U.S. public schools 2019*. Statista. Retrieved May 24, 2022, from <https://www.statista.com/statistics/236285/english-language-learner-students-in-us-public-schools/>
- Fairbairn, S., & Jones-Vo, S. (2019). *Differentiating instruction and assessment for English language learners: A guide for K-12 teachers* (2nd ed.). Caslon.

- Ferlazzo, L., & Hull-Sypniewski, K. (2022). *The ESL/ELL teacher's survival guide: Ready-to-use strategies, tools, and activities for teaching English language learners of all levels*. Jossey-Bass.
- Genesee, F., Lindholm-Leary, K., Saunders, W.M. and Christian, D. (2006). *Educating English language learners: A synthesis of research evidence*. Cambridge University Press.
- Gibbons, P. (2015). *Scaffolding language, Scaffolding Learning: Teaching English language learners in the mainstream classroom*. Heinemann.
- Guler, N. (2020). Preparing to teach English language learners: Effect of online courses in changing mainstream teachers' perceptions of English language learners. *Innovation in Language Learning and Teaching*, 14(1), 83–96.
<https://doi.org/10.1080/17501229.2018.1494736>
- Haas, E., & Brown, J. E. (2019). *Supporting English learners in the classroom: Best practices for distinguishing language acquisition from learning disabilities*. Teachers College Press.
- Hos, R. (2016). Caring is not enough. *Education and Urban Society*, 48(5), 479–503.
<https://doi.org/10.1177/0013124514536440>
- Hos, R. (2020). The lives, aspirations, and needs of refugee and immigrant students with interrupted formal education (SIFE) in a secondary newcomer program. *Urban Education*, 55(7), 1021–1044. <https://doi.org/10.1177/0042085916666932>
- Lee, S. J. (2012). New talk about ell students. *Phi Delta Kappan*, 93(8), 66–69.
<https://doi.org/10.1177/003172171209300816>

- Lightbown, P. M., & Spada, N. (2021). *How languages are learned* (4th ed.). Oxford Univ. Press.
- Li, N., & Peters, A. W. (2020). Preparing K-12 teachers for ELLs: Improving teachers' L2 knowledge and strategies through innovative professional development. *Urban Education, 55*(10), 1489–1506. <https://doi.org/10.1177/0042085916656902>
- Marsh, V. L. (2018, July). *Best practices for educating English language learners: History, controversy, and a path forward*. Retrieved June 5, 2022, from https://www.rochester.edu/warner/cues/wp-content/uploads/2018/10/ELLS-brief_FINAL-.pdf
- Martin, A. D. (2018). Teacher identities and English learners in mainstream classrooms: A discourse analysis. *Critical Inquiry in Language Studies, 16*(2), 130–151. <https://doi.org/10.1080/15427587.2018.1471693>
- Meng, C. (2018). Effect of classroom language diversity on head start ell and non-ell children's social-emotional development. *Applied Developmental Science, 24*(3), 230–241. <https://doi.org/10.1080/10888691.2018.1461015>
- Mills, T., Villegas, A., & Cochran-Smith, M. (2020). *Research on Preparing Mainstream Teachers for Linguistically Diverse Classrooms*.
- Newcomer, S. N., Ardasheva, Y., Morrison, J. A., Ernst-Slavit, G., Morrison, S. J., Carbonneau, K. J., & Lightner, L. K. (2020). “whoa... welcome to America!”: Supporting refugee background students' socioemotional well-being, English language development, and content area learning. *Journal of Research in Childhood Education, 1*–21. <https://doi.org/10.1080/02568543.2020.1734697>

- New York State Education Department. (n.d.). Retrieved May 28, 2022, from <http://www.nysed.gov/state-assessment/new-york-state-english-second-language-achievement-test-nyseslat>
- New York State Education Department. (n.d.). Retrieved May 28, 2022, from <http://www.nysed.gov/state-assessment/new-york-state-identification-test-english-language-learners-nysitell>
- Ridley, J., Kim, S., & Yoon, E. (2019). Working with refugee ELLs: Moving beyond the challenges. *Kappa Delta Pi Record*, 55(4), 164–168. <https://doi.org/10.1080/00228958.2019.1659062>
- Shields, M., & Behrman, R. E. (2004). Children of immigrant families: Analysis and recommendations. *The Future of Children*, 14, 4-15.
- Singh, S., Sylvia, M. R., & Ridzi, F. (2015). Exploring the literacy practices of refugee families enrolled in a book distribution program and an intergenerational family literacy program. *Early Childhood Education Journal*, 43(1), 37–45. <https://doi.org/10.1007/s10643-013-0627-0>
- Smyth, G. (2006). Multilingual conferencing: Effective teaching of children from refugee and asylum-seeking families. *Improving Schools*, 9(2), 99–109. <https://doi.org/10.1177/1365480206064726>
- Song, J., & Park, M.-H. (2021). Emotional scaffolding and teacher identity: Two mainstream teachers' mobilizing emotions of security and excitement for young English learners. *International Multilingual Research Journal*, 15(3), 253–266. <https://doi.org/10.1080/19313152.2021.1883793>

Von Esch, K. S., & Kavanagh, S. S. (2017). Preparing mainstream classroom teachers of English learner students: Grounding practice-based designs for teacher learning in theories of adaptive expertise development. *Journal of Teacher Education*, 69(3), 239–251.

<https://doi.org/10.1177/0022487117717467>

Walker, A., J. Shafer, and M. Liams. 2004. ““Not in my classroom”: Teacher attitudes towards English language learners.” *NABE Journal of Research and Practice*, 2(1), 132–160.

http://www.mville.edu/images/stories/Graduate_Academics

Education/ChangingSuburbs/ELLStrategiesAndResources/

Teacher_attitudes_in_classrooms.pdf.

Wright, W. E. (2019). *Foundations for teaching English language learners: Research, theory, policy, and Practice*. (3rd ed.) Caslon.

Appendix A

Rising Number of ELLs

Rising Number of ELLs	The following link provides charts and graphs to help better understand the nations English Language Learners. https://www2.ed.gov/datastory/el-characteristics/index.html
-----------------------	---

Appendix B**ELL Proficiency Level Graphic**

<p>On the top of page 3 you will see ELL Proficiency Levels</p>	<p>http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/nyseslatparentinfobrochure-english.pdf</p>
---	--

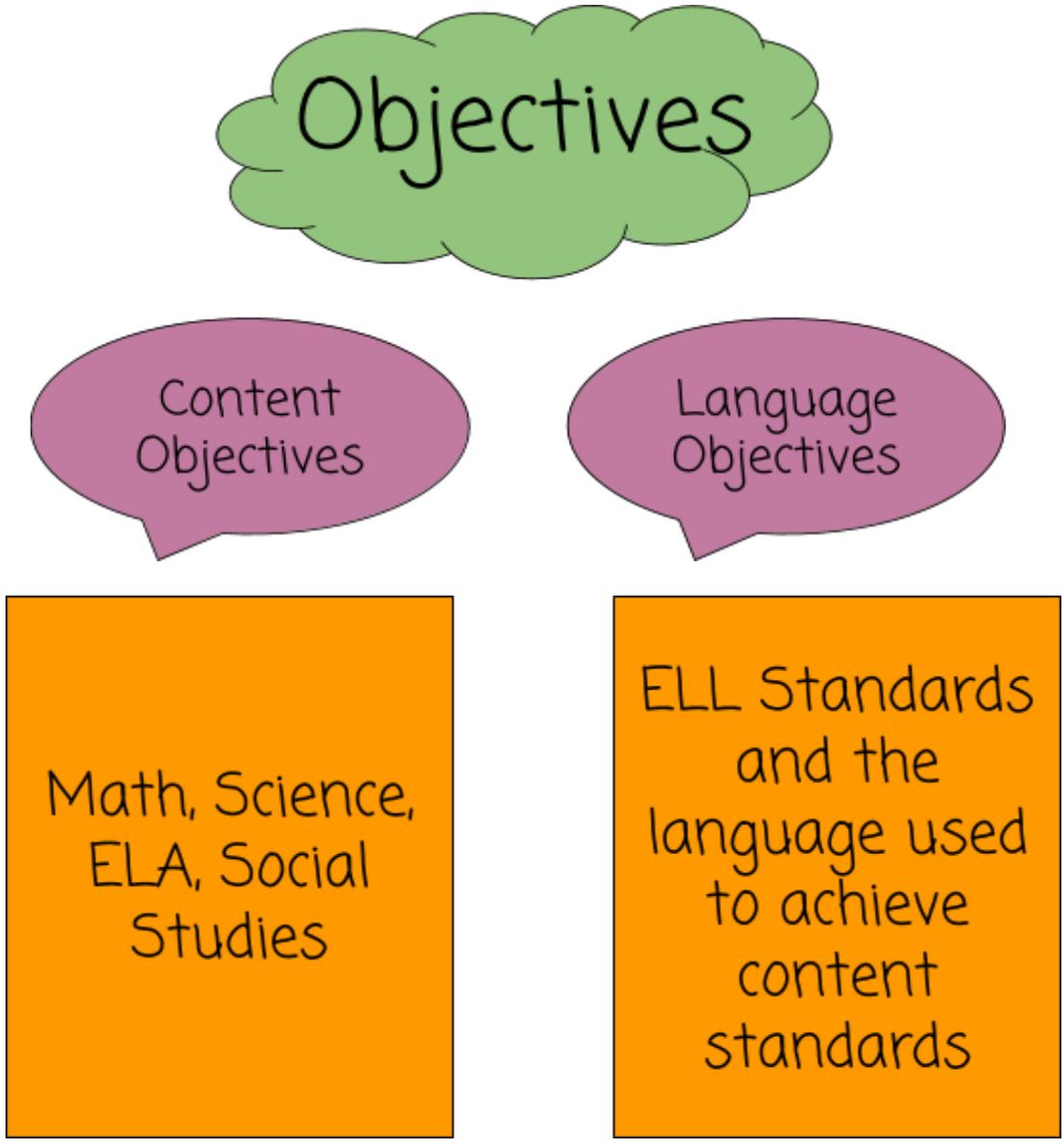
Appendix C

Description of ELL Proficiency Levels

<p>On the bottom of page 3 you will see what each proficiency level means.</p>	<p>http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/nyseslatparentinfobrochure-english.pdf</p>
--	--

Appendix D

Content and Language Objectives



Appendix E**Creating Content and Language Objectives**

Understanding Objectives

Content Objectives	Language Objectives
<p>The "What"</p> <ol style="list-style-type: none">1. What students will know2. What students must be able to do3. What the teacher will assess	<p>The "How"</p> <ol style="list-style-type: none">1. How the L2 will be used to learn the content2. How language will be used expressively

Content and language objectives should be measurable and use kid-friendly language.

Appendix F

Language to Use for Objectives

<u>Speaking</u>		<u>Listening</u>	
Retell	Explain	Listen for	
Summarize	Comment	Look for	
Discuss	Describe	Think about	
Share	Report		
Tell	Argue		
Persuade			
<u>Reading</u>		<u>Writing</u>	
Sort	Organize	Write	Create
Read	Review	Copy	Fill in
Find	Match	Compare	Print
Predict	Identify	Contrast	Summarize
Confirm	Sequence	Type	Sort
		Label	Edit

Appendix G

Scaffolding Techniques

Scaffolding Technique	Explanation
Sequencing Illustrations or Diagrams (Before Reading Activity)	<p>An independent or small group activity:</p> <p>Students will use a set of pictures to tell a simple story or illustrate a sequence, such as a butterfly cycle. (Gibbons, 2015)</p>
Story Telling in the Mother Tongue (Before Reading Activity)	<p>Invite families or colleagues that speak the same native language as the students to tell the story in their native language. This will position ELL students as proficient language users and show respect and acceptance towards other languages. (Gibbons, 2015)</p>
Predicting from a Visual (Before Reading Activity)	<p>Partner work or small group activity:</p> <p>Students will view an image about a topic that will be discussed. They will then discuss in partners or small groups what they believe the topic will be about.</p> <p>Complete a whole class discussion about the predictions while the teacher introduces new vocabulary words in the context of the conversation. (Gibbons, 2015)</p>
Predicting the Main Idea (Before Reading Activity)	<p>A small group activity:</p> <p>Teachers will choose four or five keywords from a paragraph. Students will then predict the information and ideas they think will be in the text.</p> <p>Complete a class discussion about the predictions that were made. Read the paragraph as a whole group. (Gibbons, 2015)</p>

Modeled Reading (During Reading Activity)	<p>A small group or whole group activity:</p> <p>Read the text the first time through aloud using appropriate pausing and expression.</p>
Jigsaw Reading (During Reading Activity)	<p>A small group activity based on reading level:</p> <p>Teachers will prepare 3-4 reading groups based on reading level.</p> <p>Students will read the text together as a group and become “experts” on that topic. After allotted time, students will be regrouped so that each group member read a different text. All students will then share the information they have learned into the mixed group. (Gibbons, 2015)</p>
Skimming and Scanning (During Reading Activity)	<p>An independent task: Often used for informational texts</p> <p>Skimming- “Reading quickly to get an idea of the general content” (Gibbons, 2015, p. 154)</p> <p>Scanning- “Reading quickly for the purpose of looking for particular information” (Gibbons, 2015, p. 154)</p>
Hot Seat (After Reading Activity)	<p>A role-play activity that can include small group or whole-class discussion:</p> <p>Students sit in a circle with one student in the “hot seat” portraying a character from a book that has been read as a class. All students who are not in the “hot seat” will ask questions to find out more about the character’s life. (Gibbons, 2015)</p>
Key-Ring Words (After Reading Activity)	<p>Students will use index cards or small sentence strips to write a keyword and draw a picture to help them remember and understand the meaning of the word.</p> <p>Key-ring words are meant to help students remember the meaning of complex words. The keywords may be taken from a text</p>

	<p>students have read or words that have been introduced to the students about a topic of study. (Gibbons, 2015)</p>
Readers Theatre (After Reading Activity)	<p>A small group or whole group activity: Each student reads the dialogue of one of the characters in the text. This can be practiced and then performed to the class. (Gibbons, 2015)</p>

Appendix H

Example Fairy Tale Lesson Activities

Time	Teacher/Student Activity
20 Min	<p>Explain to students that we are going to be noticing similarities and differences between different things today.</p> <p>Show students an apple and an orange and ask them to look at the two objects and turn and talk to a partner about all of the differences.</p> <p>Write them on an anchor chart under the word contrast separating what they say about the apple and what they say about the orange.</p> <p>Now, take one minute to think about what the similarities are between the two objects with your partner.</p> <p>Write the similarities in the middle of the anchor chart under the word compare.</p> <p>What do you think these words compare and contrast mean on top of our lists? Think, pair share.</p> <p>Introduce the Venn Diagram.</p>
10 Min	<p>Show an image of the playground by my house.</p> <p>Turn and talk about the similarities between my playground and the playground at the school. Complete the inside of the Venn Diagram together as a class.</p> <p>Now, think, pair, and share the differences between the two. Start with the school playground and list the differences while completing the Venn Diagram. Then move onto the playground that I live by.</p>
20 Min	<p>What two fairy tales have we read this week?</p> <p>Give me a thumbs up if you think there are similarities between the two fairy tales. Do you think there are differences too? If so, can we use a Venn Diagram to compare and contrast them?</p> <p>Have a class discussion about the features we saw in Cinderella, the setting, what happened, who was in it, etc.</p>

	<p>Now, have a class discussion about Adelita, the features in the story, the setting, what happened, who was in it, etc.</p> <p>Hand out a Venn Diagram to each student.</p> <p>Work with a partner to find at least one similarity to put in their Venn Diagram. "Remind me where we put similarities. Why do you think they go in the center of the two circles?"</p> <p>Go over everyone's similarities as a class while writing them on an anchor chart Venn Diagram. Students will add each similarity to their own diagram. "Are there any other similarities that we have not yet mentioned?"</p> <p>Go through the same process for contrasting Cinderella and Adelita.</p>
10 Min	<p>What other books have we read in class that we can use a Venn Diagram for?</p> <p>Is there anything else we can use a Venn Diagram for?</p> <p>Exit Ticket- What does it mean to compare two things?</p>

Appendix I

Example Scaffolds and Differentiation for Fairy Tale Lesson

Exit Ticket-

A. What does it mean to compare two things?

B.

Same	Similar	Similarity	Different	Differences
------	---------	------------	-----------	-------------

What does it mean to compare two things?

Comparing two things means _____

C. **Comparing** means to:

 <p>Find Differences</p>	 <p>Find Similarities</p>
---	---

Appendix J

Seeing ELL Students Through a New Lens Professional Development

<https://brockport.voicethread.com/share/20378494/>