Supporting ELLs in the Mainstream Classroom

Session 1

# Session 1 Agenda

Learning Target:
    In this PD session, teachers will learn about their own feelings of comfort and preparedness to teach ELLs, and will understand the daily experiences of ELLs in English speaking classrooms.

Activities:
- ❏ Opening Question
- ❏ Initial Survey
- ❏ Compassion Building Exercise - Video
- ❏ Final Survey

Opening Question

With the teacher or teachers sitting next to you, discuss one aspect of middle school that was easy for you and one aspect that was difficult.
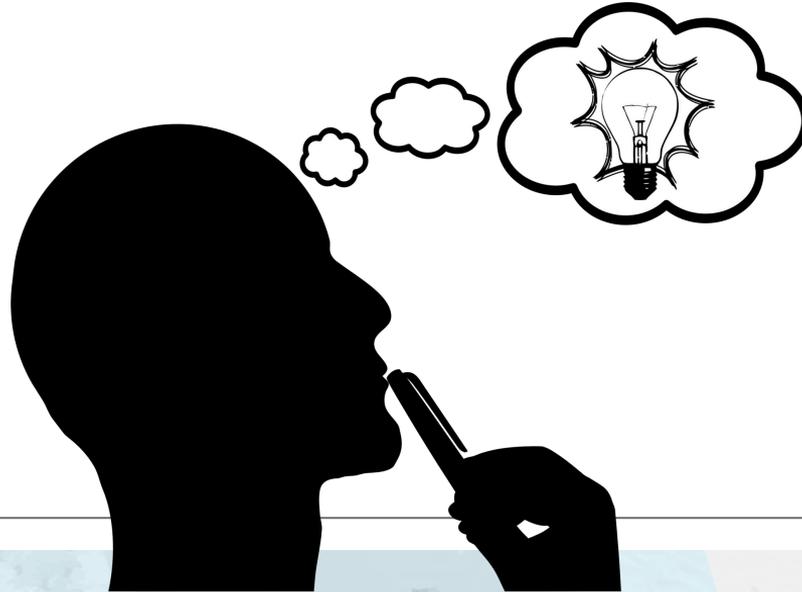
Initial Survey

Compassion Building Exercise

The following 10 minute video is an announcement from the Samoan prime minister. While watching the video, pay attention to the thoughts and emotions that come up.

https://www.youtube.com/watch?v=J_crSf7v7Fg&t=81s

Final Survey

Contents:
➔ Video reactions
➔ Experiences and needs of ELLs
➔ Your responsibility to ELLs

Rationale:
➔ Zhang and Pelttari (2013)
➔ Experiencing the challenges faced by ELLs
➔ Understanding the need for a supportive environment

Thank you for your participation!

Supporting ELLs in the Mainstream Classroom

Session 2

Session 2 Agenda

Learning Target:

In this PD session, teachers will learn about the ELL population in US schools, as well as the needs of ELLs in English-speaking classrooms. Teachers will also learn several strategies for supporting ELLs academically and linguistically, and should understand how these techniques can theoretically be used.

Activities:

❏ Opening Question
❏ The Needs of ELLs - Slideshow
❏ Challenge Scenarios

Opening Question

With the teacher or teachers sitting next to you, discuss a challenge you have faced and how you overcame it.
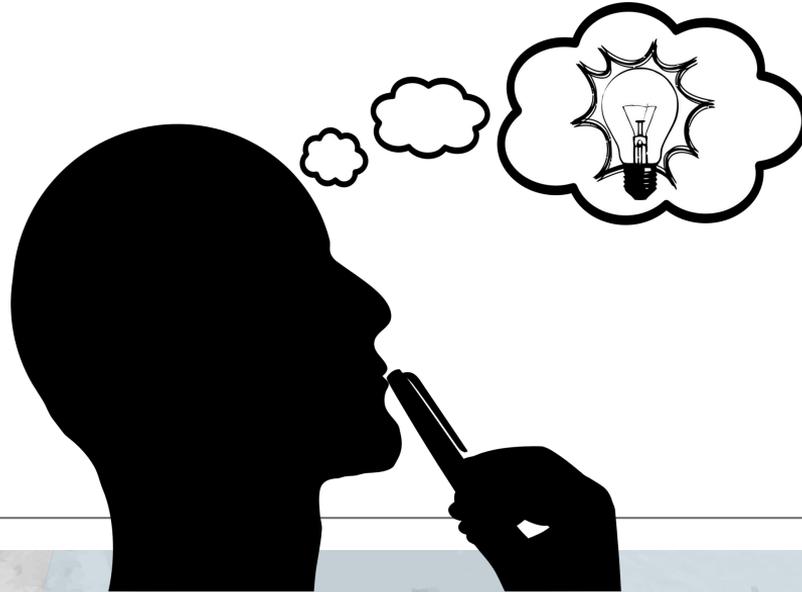
Between 1998 and 2008, 11 US states saw an increase of over 200% in the enrollment of ELLs in school (Braden et al., 2016).

ELLs are the fastest growing segment of the student population in the United States (Hiatt & Fairbairn, 2018).

As of 2018, over 4.8 million children attending US public schools were entitled to TESOL services, and this number is predicted to rise (Johnson, 2019).

As of 2014, there were over 30 states in the US that had no requirement for TESOL training for teachers (Irby et al., 2018).

The Needs of ELLs

➔ Academic and linguistic support in both TESOL and general education classes

➔ A positive and supportive classroom climate

➔ Multimodal input during lessons and activities

➔ Individualized scaffolding based on specific strengths and needs

➔ Opportunities for self-advocacy and input into learning plans

➔ Equal academic opportunities

Support Strategies

➔ Provide clear language and content objectives

➔ Use a variety of techniques to deliver input

➔ Check for comprehension and make adjustments accordingly

➔ Utilize technology for linguistic support

➔ Implement techniques like literacy-infused instruction

➔ Offer vocabulary and text-comprehension support

➔ Make input comprehensible, contextualized, and meaningful

Identifying and Meeting the Needs of ELLs

Pettit (2011b)

➔ This can be a difficult task that leads to classroom frustrations

➔ Many teachers are unsure of how to identify these needs

➔ Attitudes impact outcomes

◆ Continual training and practice

◆ Developing positive views of ELLs

Scenario 1

Yolanda is a long term ELL in Ms. Richman's science class. Yolanda is having a hard time understanding the teacher's lectures in class and is falling behind her classmates. She understands some of the words, but there are lots of new words and phrases that are confusing and difficult to remember. Ms. Richman tries to repeat herself often during the lectures, but Yolanda still does not understand. Both Yolanda and her teacher are feeling frustrated and do not know what else to do.

Scenario 2

Tamara has recently moved to New York from Ukraine and is taking a 6th grade ELA class with Mr. Goodwin. The students are taking turns reading sections of a novel out loud in class. When it is Tamara's turn to read, she refuses to participate. Mr. Goodwin is frustrated and the other students are laughing at Tamara. After class, Tamara tells Mr. Goodwin that she could not read aloud in class because she has not learned to read in English.

Scenario 3

Mrs. Clarke is getting frustrated with one of her students because he leaves the room several times each class period to use the bathroom or get a drink. Aidroos moved to the US three years ago from Yemen and is generally very confident and talkative among his peers. In class, Aidroos is quiet and shys away from participating. He often asks to leave right before class discussions or during group work. Mrs. Clarke does not understand why such an outgoing student behaves this way in the classroom.

Thank you for your participation!

Supporting ELLs in the Mainstream Classroom

Session 3

Session 3 Agenda

Learning Target:

In this PD session, teachers will review what they have previously learned and share how they have put their knowledge of TESOL to use in the classroom.

Activities:
- ❏ Opening Question
- ❏ Group Discussion - Successes and Challenges
- ❏ Needs, Challenges, and Support Strategies Review

Opening Question

With the teacher or teachers next to you, discuss the following scenario. What is the problem? What can be done to remediate the problem?

Marwa loves learning about history, but she is having a difficult time in her social studies class. She loves looking at the slideshows about historical events and contributes to class discussions as often as possible. However, Mr. Jensen requires students to read a chapter from their textbooks every week, and the chapters seem really long and confusing to Marwa. She wants to be successful in class, but she can not complete some of her assignments because she struggles to read the information in the textbook.

Group Discussion

➔ What have your experiences with ELLs in your classroom been like this year?

➔ What are some of the challenges you and your ELLs have faced?

➔ What are some of the successes you and your ELLs have had?

Review: Needs and Strategies

The linguistic and academic needs of ELLs:

➔ Support across subject areas

➔ A supportive environment

➔ Multimodal input and scaffolding

➔ Student voice and choice

➔ Individualized differentiation

➔ Equal academic opportunities

Review: Needs and Strategies

Strategies for supporting ELLs:
➔ Develop confidence through a supportive classroom climate
➔ Individualized scaffolding, such as:
- ◆ Vocabulary interventions
- ◆ Multimodal input
- ◆ Text comprehension interventions
- ◆ Comprehensible input and repetition
- ◆ Meaningful and contextualized input
- ◆ Technology supports
➔ Attend frequent PD opportunities to keep up with new research, strategies, and best practices

Thank you for your participation!

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