



Accommodations, Assessment, and Cultural Sensitivity for ELL's

Tips for Teachers in Accommodating
and Embracing the Unique Needs of
ELL's

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Goal of Today's Presentation

- Understand the unique needs of English Language Learners
- Provide ideas, resources, and understanding to meet these needs





Acronyms

- ESL = English as a Second Language
- ELLs = English Language Learners
- ESOL = English to Speakers of Other Languages
- TESOL = Teaching English to Speakers of Other Languages
- L1 = First Language



North Allegheny ESL Program

- 4 years
- 5 teachers & 6 site schools:
 - Kim Bernardo – HES & PES
 - Melissa Zarra – McK, IES & FES
 - Aliceann Boyle – CMS & NAI
 - Marcy Marshall – MMS, IMS & NAI
 - Sangeetha Ramakrishna – MES & BWE

MES & BWE ESL Population





Understanding Second Language Learning

- Learning a 2nd language
 - Difficulty
 - Age
 - Conversational Skills ≠ Language Proficiency
 - Silence
 - Errors = indicate progress
 - Try restating correctly, rather than correcting

ESL Language Proficiency

Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare/contrast functions, relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Draw conclusions from oral information Construct models based on oral discourse Make connections from oral discourse 	
SPEAKING	<ul style="list-style-type: none"> Name objects, people, pictures Answer WH- (who, what, when, where, which) questions 	<ul style="list-style-type: none"> Ask WH- questions Describe pictures, events, objects, people Restate facts 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Retell stories or events 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples and justify responses Express and defend points of view 	
READING	<ul style="list-style-type: none"> Match icons and symbols to words, phrases or environmental print Identify concepts about print and text features 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Conduct research to glean information from multiple sources Draw conclusions from explicit and implicit text 	
WRITING	<ul style="list-style-type: none"> Label objects, pictures, diagrams Draw in response to a prompt Produce icons, symbols, words, phrases to convey messages 	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms/ genres of writing 	

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.

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“Do you speak all of those languages?”

“If you don’t speak their language, how do you teach them?”





Where To Begin

- Classroom environment
- Classroom routines
- High expectations for all students & ELLs
 - Classroom activities
 - Responsibilities



How to Accommodate

- Allow extended time
- Introduce key vocabulary
- Use flash cards
- Copy of notes for ELL
 - Type handouts
- Provide highlighted text
- Use visuals
- Write key words on the board



How to Accommodate

- Read aloud *daily*
- Plan ahead for your ELL's
- Have a bilingual dictionary available
- Divide large pieces of information into small chunks
- Use hands-on activities and manipulatives

How to Accommodate

- Put text on tape or CD
- Number paragraphs in text
- Pair or group work
- Graphic organizers
- High interest, lower level reading





How to Assess

- Grade completed work
 - Unanswered questions \neq wrong
- Answer key concept questions
- Limit answer choices in multiple choice
- Grade for content
 - Overlook spelling & grammar mistakes



How to Assess

- Work up to more difficult methods of testing (in order):
 - True/False* or Yes/No
 - Matching in groups less than 10
 - Multiple Choice with 2 choices
 - Fill in the Blank with Word Bank
 - Fill in the Blank
 - Complete sentences
 - Questions and answers
 - Short Paragraphs
 - Essays



Wording Test Questions

- SIMPLIFY test questions
 - “Take out the ‘fluff’”
 - Complex English
 - Unnecessary language
 - Multiple meaning words
 - New vocabulary
 - Reword test questions
 - Assess the concept in the most straightforward manner possible

Assessment and Grading



Remember that an English Language Learner cannot fail a course because of a lack of English proficiency.



ELP Standards

- The ELP Standards are a requirement for all content area teachers who have English Language Learners in their classroom.
- These standards are an overlay to the PA Academic Standards, not a replacement.
- The ELP Standards can be accessed at:
<http://www.pde.state.pa.us/esl>

What does it mean to be culturally sensitive?

- Cultural sensitivity means being aware that cultural differences and similarities exist and have an effect on values, learning, and behavior.

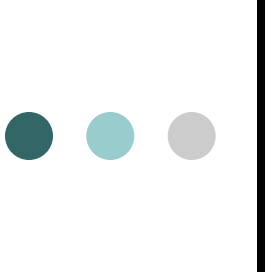


-Stafford, Bowman, Eking, Hanna,
and Lopes-DeFede (1997)



Where do you stand in terms of cultural sensitivity?

- Do you make assumptions?
- Do you have a conscious or unconscious bias?
- Do you form opinions about students or co-workers before really getting to know them?
- Do you have predetermined feelings or notions about a particular culture without truly having an understanding of that culture?



Activity: Pre-assessment

- What are some of the different cultures in my school? (List three to five)
- What characteristics come to mind when I think of each group? (Write a word or two next to each culture.)
- Where did these impressions come from? (TV, family, media, religion, travel, etc.)
- How do I treat people based on these assumptions?

The Statistics



- In 1984, approximately one in four school children were minority students.
- By 2020, that figure likely will increase to nearly one in two, and many of these students will be poor (Pallas, Natriello, & McDill, 1989).
- In the 25 largest American school districts, minority students comprised about 72 percent of the total school enrollment in 1994 (National Center for Education Statistics, 1997).



Be Aware of Cultural Differences

- Culture influences....
 - time
 - personal space
 - body language
 - voice volume
 - small talk
 - eye contact
 - hygiene
 - eating
- Take the time to understand the differences!

Cultural Awareness

- Do not interpret the behavior of others through the eyes of your own culture.
- Do be aware of how much culture affects language acquisition and behavior.





What Educators Can Do

- Teachers have the pivotal role in facilitating a child's adjustment to culture.
- The key to success encompasses the learning of behaviors, skills, and norms appropriate to function within the cultural paradigm.



What Educators Can Do

- Express positive value in whatever appears “foreign” to the native English speaker.
- Demonstrate a positive attitude of new cultures.
- Plan instruction that includes the integration of cultural histories.
- Develop lessons that spark questions, discussions and critical thinking.
- Foster feelings of “being at home.”



What Educators Can Do

- Focus on the uniqueness of each person.
- ASK the student what he/she needs.
- Don't expect one minority student to speak for the entire minority group.
- Use a checklist for grading papers.
- Show samples of good work to the whole class.



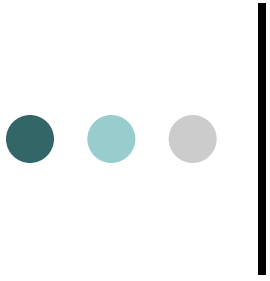
In Summary

- Creating a school and/or classroom environment that is accepting, appreciative of differences, and free of stereotypes and judgments will benefit ALL students.
- Knowing how to sensitively communicate with families will foster their confidence in the school system and benefit the student in a variety of ways.



Resources

- Everything ESL
 - www.everythingsl.net
- Google Translator
 - <http://translate.google.com>
- Pennsylvania Dept. Of Education – ESL Department
 - <http://www.pde.state.pa.us/esl>
- Allegheny Intermediate Unit
 - <http://www.aiu3.net>



Thank You!