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

Flags of Vietnam, Mexico, Ethiopia, China, Germany, and Croatia.
Understanding Second Language Learning

- Learning a 2\textsuperscript{nd} language
  - Difficulty
  - Age
  - Conversational Skills $\neq$ Language Proficiency
  - Silence
  - Errors = indicate progress
    - Try restating correctly, rather than correcting
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:

<table>
<thead>
<tr>
<th>Level</th>
<th>Entering</th>
<th>Beginning</th>
<th>Developing</th>
<th>Expanding</th>
<th>Bridging</th>
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</thead>
<tbody>
<tr>
<td><strong>LISTENING</strong></td>
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<tr>
<td>Level 1</td>
<td>Point to stated pictures, words, phrases</td>
<td>Sort pictures, objects according to oral instructions</td>
<td>Locate, select, order information from oral descriptions</td>
<td>Compare/contrast functions, relationships from oral information</td>
<td>Draw conclusions from oral information</td>
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<tr>
<td>Level 2</td>
<td>Follow one-step oral directions</td>
<td>Follow two-step oral directions</td>
<td>Follow multi-step oral directions</td>
<td>Analyze and apply oral information</td>
<td>Construct models based on oral discourse</td>
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<tr>
<td>Level 3</td>
<td>Match oral statements to objects, figures or illustrations</td>
<td>Match information from oral descriptions to objects, illustrations</td>
<td>Categorize or sequence oral information using pictures, objects</td>
<td>Identify cause and effect from oral discourse</td>
<td>Make connections from oral discourse</td>
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<tr>
<td>Level 4</td>
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<td>Level 5</td>
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<tr>
<td>Level 6</td>
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</tbody>
</table>

| SPEAKING | Name objects, people, pictures | Ask WH- questions | Formulate hypotheses, make predictions | Discuss stories, issues, concepts | Engage in debates |
| Level 1 | Describe pictures, events, objects, people | Describe processes, procedures | Give speeches, oral reports | Explain phenomena, give examples and justify responses | Explain phenomena |
| Level 2 | Restate facts | Retell stories or events | Offer creative solutions to issues, problems | Express and defend points of view | |
| Level 3 | | | | | |
| Level 4 | | | | | |
| Level 5 | | | | | |
| Level 6 | | | | | |

| READING | Match icons and symbols to words, phrases or environmental print | Locate and classify information | Sequence pictures, events, processes | Interpret information or data | Conduct research to glean information from multiple sources |
| Level 1 | Identify concepts about print and text features | Identify facts and explicit messages | Identify main ideas | Find details that support main ideas | Draw conclusions from explicit and implicit text |
| Level 2 | Select language patterns associated with facts | Use context clues to determine meaning of words | Use context clues to determine meaning of words | Identify word families, figures of speech | |
| Level 3 | | | | | |
| Level 4 | | | | | |
| Level 5 | | | | | |
| Level 6 | | | | | |

| WRITING | Label objects, pictures, diagrams | Make lists | Produce bare-bones expository or narrative texts | Summarize information from graphics or notes | Apply information to new contexts |
| Level 1 | Draw in response to a prompt | Produce drawings, phrases, short sentences, notes | Compare/contrast information | Edit and revise writing | React to multiple genres and discourses |
| Level 2 | Produce icons, symbols, words, phrases to convey messages | Give information requested from oral or written directions | Describe events, people, processes, procedures | Create original writing | Author multiple forms/genres of writing |
| Level 3 | | | | | |
| Level 4 | | | | | |
| Level 5 | | | | | |
| Level 6 | | | | | |

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.
“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 ≠ 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 Lopoes-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?
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.everythingsesl.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!