



# THE ESL KIDS IN MY CLASS

*Students with diverse language needs in regular classrooms*



September 5, 2008

**The Kids In My Class**

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## THE KIDS IN MY CLASS

Student diversity is a reality in Delta classrooms! When Special Programs surveyed parents and staff, both groups raised the issue of needing more information about how best to address student learning in Delta classrooms.

To this end, we have created this booklet on ESL students to accompany the previously published document describing students with learning and behaviour challenges.

Teachers are encouraged to share their concerns with the ESL specialist assigned to their school as an initial step in receiving support.

We hope you find this information useful in helping you develop an inclusive classroom where all students are active, successful learners.

*Kathy Guild*

Director – Special Programs

Should you have any specific questions please don't hesitate to phone (604 946-4101) or email any of the following support people in Special Programs:

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## English Language Learners (ELLs)

*English as a Second Language students are those whose primary language(s) or language(s) of the home, is other than English and who may therefore require additional services in order to develop their individual potential within British Columbia's school system. Some students speak variations of English that differ significantly from the English used in the broader Canadian society and in school; they may require ESL support.*

English Language Learners (ELLs) come from many linguistic and cultural backgrounds and have had a wide variety of life experiences--attributes that can significantly enrich the life of the school and help enhance learning for all students. Not all require the same types of support:

- Some are Canadian-born, but enter school having had varying degrees of exposure to the language and cultural norms of the majority of English-speaking Canadians.
- Some have immigrated to British Columbia with their families after having received some formal education in their home countries. In some cases, they have learned English as a foreign language in school.
- Some arrive in Canada as refugees. These students may have received little or no schooling in their home country. They may also have experienced the traumatic conditions caused by political, social, and economic upheaval. They have often left their country involuntarily, perhaps leaving key members behind. In addition to ESL support, these students may need specialized counselling and literacy training in their home language(s).

ELLs should be integrated into the mainstream school program as soon as feasible as they must continue to develop socially and academically as they acquire English language skills.

Some students who require ESL support also have special needs associated with mental challenges, physical challenges, behavioural difficulties, and/or giftedness (having English as a second language or dialect does not in itself make a student "special needs").

from: ESL Policy Framework, Ministry of Education, 1999



## Support From the ESL Teacher

All schools in Delta have the services of an ESL specialist who is the first person to consult with questions about supporting English Language Learners in the regular classroom. This person is trained in second language acquisition and is the school resource person for ELL advocacy and multicultural issues. You will find the ESL specialist knowledgeable and helpful in areas such as:

- providing specialized instruction for all levels of ELLs
- collecting family information
- liaising with parents and outside agencies about assessment, instructional issues and educational expectations and practices
- facilitating communication through interpreters and translations
- facilitating the involvement of parents in the school
- cultural differences
- consultation and suggestions for placement, programming, and service for ELLs
- strategies to improve listening, speaking, reading and writing
- strategies to best support ELLs in a broad range of subjects (language arts, social studies, science, math, fine arts, etc.)
- introducing basic concepts and language in specific subject areas
- materials and resources appropriate for ELLs
- assessing the needs and language levels of ELLs
- suggestions and help in planning adaptations to the classroom environment or curriculum
- assuming the role of 'case manager' for ELLs, collecting and keeping records of their background, support by specialists and progress
- helping with behavioural difficulties that may arise, especially when they seem to be of a cultural nature
- advice and support for students who seem to be experiencing stress, pressure, trauma or other risks

Your ESL teacher is able to provide a full range of service delivery models, including student monitoring, small group and 'pull-out' situations, consultation, demo lessons and direct service through 'in-class collaborative teaching', when possible. Talk with your ESL specialist to determine the best way to support your ELLs.

### **The ESL Kids In My Class**



## Students who are Beginners

*Faruq is a 7 year old boy who lived in rural Pakistan before coming to Canada. He and his family were sponsored by their uncle, whom he has never met. While growing up in Pakistan, he did not attend school regularly. Although his oral skills are strong, he is illiterate in his first language.*

*Faruq's introduction to school was a challenge. He found it difficult to attend to teacher's instructions and interact with his classmates. In the initial stages Faruq was unable to remain at school for the entire day. He had difficulty adjusting to the new learning environment and would 'escape' regularly by running home during recess. In order to alleviate his frustration, the principal and ELL specialist decided that Faruq begin his schooling experience by attending for half a day until he adjusted to the new setting.*

### Characteristics -

#### Reading & Writing

- very little English vocabulary
- may recognize some topics
- focuses on one idea, usually limited to topics of personal information
- recognizes and tries to decode some letters/words
- is developing phonemic awareness
- understanding is mainly gained from illustrations & graphics
- may read, respond and retell primary level or low-intermediate materials with guided support
- able to connect material read to personal experiences
- copies letters and phrases or uses pictures or some familiar words and phrases to express ideas
- emergent writing
- no correct use of verb tenses or agreement
- little awareness or understanding of punctuation and capitalization

#### Listening & Speaking

- understanding is very limited and may range from no apparent comprehension to comprehending short phrases or key words
- speaks in isolated words or phrases; frequently repeats & uses gestures in order to be understood
- difficulty understanding classroom directions

### Behavioural Observations

Students may:

- undergo a silent period or may speak quietly
- avoid eye contact
- appear inattentive
- tire easily as language learning is intense and stressful
- not actively participate in group work
- appear nervous or uneasy
- exhibit discomfort or embarrassment at being singled out
- exhibit 'strange' behaviours that reflect different cultural experiences and expectations



## The ESL Kids In My Class



## Working With Newcomers

A buddy or cross-grade tutor who speaks the newcomer's language is a worthwhile asset at the beginning of the school year. During the adjustment phase, the buddy or cross-grade tutor can explain what's going on. You may want to rotate buddies so that the bilingual buddy does not miss too much work.

### *Teach about fire drills*

*Schools in many countries do not conduct fire drills and the noise made by the bell can be frightening for a newcomer*



### Try to learn a few new words

- Try to learn a few words in your newcomer's native language. When you show your good humor about making mistakes and risking smiles and laughter, your newcomer will be more willing to risk speaking in English.

### Pronounce that name correctly!

- Don't let your new student lose his/her name. Write it on the board with a phonetic translation. Practice until you can say it correctly. Don't anglicize a student's name unless requested.

### Learn that name correctly!

- Determine which part of a newcomer's name is the given name and which is the family name. Two-part first names are common in many cultures and may appear to be a first name and a middle name. Ask.

### Where should newcomers sit?

- Put a new student near your desk so you can provide help or near a student who has been trained as a buddy. Avoid front-row center. If your class sits in groups, place newcomers with sociable English speakers.

### Avoid drawing unwanted attention to newcomer

- If you have something important to convey, speak one-on-one to the newcomer rather than in front of the class. The anxiety of being in the spotlight interferes with comprehension.

#### **Make an I.D. card for elementary newcomer students**

More than one newly arrived student gets lost during their first few days of school and this is a terrifying experience. Write the newcomer's name, home address, telephone number and school address on an index card to keep in his/her pocket.

### Allow translation time

- Newcomers are translating the language they hear back to their native language, formulating a response and then translating that response into English. Allow extra time for this translation.





## ***Working With Newcomers cont'd***

Wai Lung is a ten-year-old student who has arrived from Hong Kong with his parents and older sister. He has gone to school regularly and has received English instruction since preschool. Even with this extensive introduction to English, his reading comprehension is low and he still requires considerable assistance with the language. This is frustrating for both him and his parents. His father intends to spend the next two years flying between Vancouver and Hong Kong on business; his mother may join her husband in Hong Kong on occasion.

### **Anxiety impedes learning**

- If ELLs do not feel secure in school, their learning will be hindered. Conversely, the more positive the newcomers' experience in school, the more rapid their acquisition of language.

### **Respect newcomers "silent period"**

- Don't force your newcomers to speak before they are ready. Allow students a "silent period" during which they acquire language by listening and understanding English.

### **Provide a variety of activities for newcomers.**

- Set limits on the amount of time English language learners listen to tapes or work on a computer. They need to interact with real speakers of English. Social acceptance is a powerful motivator for learning a new language.

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### **Enlist parent volunteers**

If possible, have parent volunteers or older students who speak the newcomers' languages take your new students on a tour of the important places in your school. Have a bilingual student or parent show newcomers immediately where the washrooms are and explain what the rules are for leaving the classroom.



## Students at an intermediate language level

Karanvir is a sixteen year old student who lived in rural India. He was sponsored by his aunt and uncle. While growing up Karanvir's school attendance was irregular. He lived far from his school and transportation to and from school was challenging. Although his first language oral skills were strong, he is illiterate in his first language. Karanvir's aunt wants him to attend high school, but Karanvir wants to find a job.

Natalie is a happy six year old who lives with her extended family near the school. Natalie's parents realize the importance of literacy and have exposed Natalie to story books and many experiential opportunities. At the end of Natalie's Kindergarten year her mother contacted the English language specialist about Natalie's strong accent and her English language proficiency. The specialist recommended popular children's pattern books and enrolling her in after school activities that require Natalie to interact with others.

### Characteristics

These students may be able to:

#### Speaking and Listening

- Initiate and possibly sustain a conversation
- Retell a story or event
- Ask and respond to simple questions
- Use limited to adequate vocabulary but with many errors
- Use limited verb tenses (mostly present tense) often with grammatical errors
- Understand much classroom discussion, especially with repetition and rephrasing

#### Reading and Writing

- Read simple text and make some inferences
- Understand plot, character and setting
- Write simple sentences to an entire paragraph
- Use high-frequency words, although word order may be incorrect
- Use punctuation and capitalization
- Begin to use conventional spelling
- Errors may interfere with meaning

Benefit from full participation in group activities with some adaptations

### Behavioural Observations

- *gradually work toward resolution of feelings*
- *sense of being torn between the new and the old abates*
- *begin to accept their new home*
- *begin to find friends*
- *discover that there are good things about where they are living*
- *adjust to their lives by coming to terms with both the old and the new ways of living*



*This is a long process, fraught with feelings of great anxiety in some, because to many, accepting the new means rejecting the old.*

## The ESL Kids In My Class



## Students at an advanced language level

Amandeep is a bright and talkative student who immigrated from India. Her social language skills resemble that of a native speaker. Amandeep enjoys schools and works hard to please her teachers. Even though she reads fluently; science and social studies are a challenge. She experiences difficulty answering questions in her text books. Amandeep also struggles to explain her understanding of new concepts and to participate in class discussions. This extends into her seatwork and lab experiment write-ups.

Zahara is a talkative student who was born in Canada. Zahara received five years of English language support. The English language specialist provides support for two other students in Zahara's class. Through daily communication with Zahara's classroom teacher, the English language specialist decided to include Zahara in her content-support group because Zahara was not completing her homework and was having difficulty with science and social studies assignments. Also, it was evident that Zahara's parents were not supporting her with her learning needs at home. At a team meeting it was decided that Zahara would receive English language support and learning assistance support.

### Characteristics

These students may be able to:

#### Speaking and Listening

Participate in social and class discussions

Speak with increasing fluency, although hesitations may be evident

Use a variety of sentence structures with occasional grammatical errors

Use a varied vocabulary

#### Reading and Writing

Read independently and possibly for pleasure

Use a variety of reading strategies

Relate reading to personal experience and knowledge

Read an increasing variety of texts

Write multiple paragraphs with main ideas and details

Use a variety of verb tenses with minimal errors

Use a varied vocabulary appropriately

Make minimal mechanical errors

Benefit from full participation in group activities with minimal adaptations



### Behavioural Observations

- *Finally, the newcomers become assimilated*
- *where they live is their home*
- *they accept that they are here to stay.*

*This last stage may be years in coming, and for some will never take place.*



## LANGUAGE IS FOR COMMUNICATION

### *Conversational competency does not equal academic success*

Your ELLs may interact well with classmates but be floundering academically. BICS (*Basic Interpersonal Communication Skills*) may be learned quickly. However, CALP (*Cognitive Academic Language Proficiencies*) may take 5 to 10 years to acquire. If your students are unable to understand your language arts or social studies lessons, they have acquired BIC skills but lack CALP.



### **Comprehensible input**

Students do not acquire language in a vacuum. The learner must understand what is said, in language that is appropriate to their age and language level. Teachers can help by developing background knowledge, delivering content that is contextualized, and using gestures, pictures and realia to make input comprehensible. ELLs will find lectures in the front of a classroom especially difficult to follow.

### **Provide ELLs with a source of natural communication**

Children acquire language through a subconscious process during which they are unaware of grammatical rules. They get a feel for what is and what isn't correct. In order to acquire language, the learner needs a source of natural communication.

### **Help ELLs negotiate meaning**

Provide ELLs with opportunities for negotiating meaning. Your students need the opportunity to interact in a meaningful way with peers who speak English.

## GRAMMAR

Children acquire language through a subconscious process during which they are unaware of grammatical rules. They get a feel for what is and what isn't correct. In order to acquire language, the learner needs a source of natural communication, not isolated exercises.



## Social Times are Important Learning Times!

*Before school, recess, lunch and out of school activities are contexts in which important natural learning takes place, not to mention developing friendships and Canadian cultural awareness. The, confidence and sense of belonging generated through social interaction with peers go a long way in facilitating academic success. Talk to parents about the importance of encouraging their children to participate in these endeavors.*

## IMPORTANCE AND TRANSFER OF L1

### Literacy strategies are universal

Students who are already literate in native language learn to read at a higher level in English than those who are not. Literacy related skills are transferred from one language to another even if the writing systems are quite different. However, only concepts that are completely learned will make that transfer. Building native language literacy is important.

### Help students develop cognitive skills

Encourage the parents of your English language learners to use their native language(s) at home. Explain that cognitive growth in native language helps their children develop English academic language. It is easier to teach the water cycle, for example, if the student has already learned it in their own language.



## Behavioural Challenges

Of course, ELLs will display the same range of behaviours as all children, but it is important to determine the function of any perceived misconduct. The actions may well be a result of anxiety and frustration at learning a new language and culture, fear of failure or ridicule, lack of awareness of expectations, cultural differences or avoidance of stressful situations. If you have concerns in this area consult with your ESL teacher and the child's parents.



## COOPERATIVE LEARNING

**Some ELLs may be unfamiliar with cooperative learning strategies or even culturally predisposed to question their effectiveness. The rationale for cooperative learning may consequently need to be explained, and the related strategies may need to be explicitly taught.**

***Cooperative learning fosters social interaction and academic success.***

ELLs need opportunities to practice language at their level of English language competency. Cooperative learning groups provide such opportunities for interacting orally with peers in a small, non-judgmental forum. They are able to hear others use the language of the subject to review key points and ask questions they might be reluctant to pose in front of the whole class.

A small group setting allows for more comprehensible input because the teacher or classmates modify or adapt the message to the listener's needs.

Research studies show that the use of carefully structured learning groups has many positive outcomes in terms of academic achievement, communication skills, race relations, the development of socially responsible and cooperative behaviour and attitudes, and self-esteem.



Exercises in grammatical structures that fragment language at the word or sentence level and neglect the 'discourse' level are often ineffective. Structured Cooperative Learning activities provide the interaction and discussion necessary to make grammar learning more effective.



## INSTRUCTIONAL STRATEGIES

**These strategies work equally well for your mainstream learners.**

Functioning all day in a second language is exhausting and demanding.

Homework can take these students two to three times longer to complete.



**Write key words on the board and use visual and other non-verbal cues, wherever possible, to present key ideas**

**Provide written notes, summaries, instructions, and prereading –**

- ELLs may not be able to process oral information quickly enough to understand fully or to make their own meaningful notes; your notes can highlight key ideas, new words, etc.; written instructions are particularly useful to students when homework or major projects are assigned.

**Use the students' native languages to check comprehension and clarify problems** when possible

**Give feedback and evaluation** on their language development as well as on the other aspects of their learning related to particular subjects.

**Respond to students' language errors.**

- When students produce incorrect grammar or pronunciation, rephrase their responses so as to provide feedback on the content of what they say as well as a model of correct usage.

**Use directed reading activities -**

- Guided or directed reading assignments will help them read purposefully and more effectively than if they simply attempt to wade through a chapter with the help of a dictionary. With ELLs it is often better to discuss before they read, rather than the reverse. Consider:
- Previewing the text
- Providing pre-reading questions as a focus for reading
- Having students locate key words
- Providing follow-up questions

**Encourage students to paraphrase information or instructions orally** - in small groups to explain or reinterpret instructions.



## Peer Tutoring

programs are especially helpful for ELLs. They work best if the students being paired are compatible and specific responsibilities are assigned. Some training and recognition for the tutor helps provide and maintain motivation. Tutors can be selected from older classes or the same class; or they can often be integrated ELLs with well developed language skills. The pair can work together with the tutor acting as a scribe, completing homework, other assignments, or on collaborative projects. If the newcomer is able to process and verbalize the concepts, the task has been successfully completed.

## Use peer tutoring

### Use audiotaped texts

#### Teach the text backwards –

- It is very difficult for ELLs to understand a textbook if it is taught in the traditional sequence. For example, do an application such as a science experiment first. Then discuss the material in class, and answer the questions at the end of the chapter. *Reading the text is the last thing you have students do.*

#### Check comprehension frequently.

- If you ask "Do you understand?" you may not receive a reliable response. Many students will answer "yes" when they do not understand. Your question should be more specific. Allow a response in the form of drawing, pointing, gestures, and mime.

**Provide opportunities for material to be read aloud** to minimize the reading barrier whenever possible

**Encourage a variety of ways of presenting and representing learning**, such as charts and diagrams

**Teach point form notes and single word answers**



If kids are engaged in their learning at an appropriate level there will be fewer behavioural issues.

Explanations and expectations need to be clearly and explicitly articulated. Do not assume ELLs will pick up on subtle or unstated premises, expectations or directions.





## TEACHER TALK

In order to acquire language and engage with content, learners need frequent, sustained time to read, write, listen and talk every day!



***Quality, authentic conversations are the basis for learning - across the curriculum and about real issues.***

- **Be an active listener!** - give feedback, nods, encouragement, and praise. Give your whole attention when trying to understand the communication.
- **Provide additional "wait time" for responses to questions** - ESL students typically translate the question into their first language, formulate an answer in their first language, and translate an approximation of the answer into English, before giving their response. They accordingly need more time to respond than do students whose first language is English.
- **Be conscious of the vocabulary you use.**
- **Teach the language of the subject** -In some subjects students may encounter specialized vocabulary (e.g., *photosynthesis* in Biology)
- **Give clear simple directions** - break complex directions down into simple steps. Ask students to retell, in their own words, what you are asking them to do before they attempt it.
- **Simplify sentence structures and repeat sentences verbatim before trying to rephrase.** Short, affirmative sentences (no negatives) are easiest for new learners of English to understand.
- **Rephrase idioms or teach their meaning**

There is no 'right' age or sequence for learning language, but there is a 'developmental continuum' that students follow at their own rate and pace.

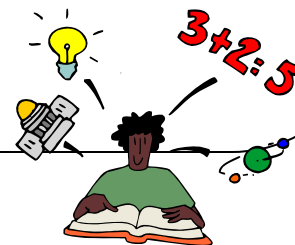


## Teacher Talk cont'd

### Alexa

Alexa is a fourteen-year-old student who recently arrived in Canada from Bosnia-Herzegovina. Although her schooling was interrupted by the strife in her home country, she has been able to acquire a solid elementary education. Her parents have also helped her to continue with informal studies outside of school. Although she has not yet studied English formally, she has acquired some conversational skills that will help her in her schooling here. The loss of family members and friends, however, is an ongoing source of distress for her, causing her to feel despondent and unhappy.

- **Clearly mark transitions during classroom activities**
- **Encourage participation** - Let them know which question you are going to ask in advance, giving them time to prepare a response.
- **Print clearly and legibly.** - Many of your students will not be able to read cursive writing.
- **Foster social interaction**
- **Focus on the positive** - Give lots of encouragement and praise for what the student can do. Create frequent opportunities for their success in your class.
- **Make lessons visual and kinesthetic** - Provide plenty of visual clues to meaning and assign "hands-on" tasks.
- **Provide frequent "time-out from English" periods, especially for newcomers.**
- **Teach to your newcomer's learning mode** - Most ELLs learn best kinesthetically. Don't expect them to sit and listen to incomprehensible auditory input for long periods of time. Use gestures, drawings, sketches, drama, or other visual support.
- **Be generous with thanks and praise** - point out the progress they have made.



## The ESL Kids In My Class



## Adapting Lessons to Include ELLs

Supported integration of ELLs into age-appropriate classrooms is the ideal. They cannot wait until they have fully mastered the language to pursue development in other areas. As they learn a new language comprehension precedes production and successful progress is made when they are given sufficient time to absorb new input without the pressure to complete assignments or meet usual age-level expectations.

Given supportive instruction, extra time, adapted assignment expectations and reading support ELLs can be very successful in acquiring new concepts and language in regular classroom

### Try adapting lessons by:

- providing models (e.g., provide an example of a compare-contrast essay when asking students to create one)
- providing photocopied notes or text for the student to highlight
- allowing students to work in pairs to complete assignments
- having students keep a log of key vocabulary, ideas or concepts rather than the class assignment
- extensive use of picture cards - categorization exercises; identification games; finding pictures beginning or ending with specific sounds; picture description tasks.
- providing pictures related to content being taught (e.g. SS/Sc) help students feel connected and included. Create booklets with the pictures.
- providing sentence patterns or other cloze type activities.  
e.g. This is \_\_\_\_\_. These are \_\_\_\_\_.
- using catalogue/magazine pictures - categorize and paste into a beginning "dictionary."
- providing taped stories - picture or pattern books are ideal because they provide visual clues.
- having students create their own books following the pattern.
- allowing daily journals to be pictorial or written (L<sub>1</sub> or L<sub>2</sub>)
- having students illustrate classroom or content-based objects, and labelling them.
- assessing work for content only
- have student only do part of the assignment
- have them complete a project on something they have a lot background knowledge on e.g. Korea instead of Canada



## Assessing and Evaluating Learning

- The classroom teacher's assessment and evaluation of students' language progress is mainly designed to:
  - complement assessment/evaluation related to subject-specific learning outcomes
  - serve as a planning tool, enabling the teacher to better decide which language skills or capacities to focus on with a particular group of students and in what order to proceed
  - provide information that can be used to communicate with the parents or guardians of ELLs concerning their son's or daughter's progress
- It is important to have a sense of what to expect of students at each language level so you can judge content appropriately. Delta has developed a set of Matrices or performance descriptors that give an overview of this. These are found in the ESL Resource Binder, Reaching for Success available from your ESL specialist.



Information for these purposes is best gathered from in-class observation of class performance and short "tests" which yield useful information about students' understanding of both subject matter and language, but remember to:

- avoid heavy reliance on multiple-choice and true/false assessment instruments with ELLs (these involve a lot of reading and often depend on comprehension of subtle shades of meaning)
  - provide extra time on tests for ELLs to process the questions in English, think about them in their first language, and respond in English.
  - allow students to represent their learning in a variety of ways (visually and orally).
  - use oral reading retell and describe a picture depicting content to assess content language
  - give a word bank with the test cloze exercise as a test.
- Students receive regular marks if they are able to demonstrate understanding of the concepts taught despite any adaptations to the assessment process. Otherwise they receive '\*\*'. *The AIP serves as an IEP in this case.*

### The ESL Kids In My Class



## ELLs Who Struggle

When assessing ELLs for learning difficulties, all avenues must be explored. It is important when to supplement the traditional testing model and to collect data in a portfolio. Input from the ESL, the classroom teacher, and the parents should all be considered during the assessment process. Students should be tested in native language whenever possible.

### Consider:

- **family situation**
  - immigrant status,
  - siblings?
- **the language(s) used in the home**
  - parent's command of English
- **first-language proficiency** -
  - has the student's first language proficiency been assessed?
  - Is the student literate in a language other than English?
  - when did the child begin to speak the first language?
- **proficiency with language**
  - interpersonal communication proficiency?
  - cognitive academic language proficiency?
- **relevant health records**
  - available/complete?
  - pertinent information?
- **educational experience** -
  - interruptions in schooling?
  - past learning history?
  - difficulties acquiring his or her first language?
- **learning style and preferences** –
  - best instructional approach?
  - comfort in cooperative groups?
  - perceived responsibility as a learner?
- **nature and extent of family support** –
  - actively involved parents or guardians?
  - role of other family members?
- **parents' or guardians' goals**
  - expectations with respect to the child's future?
  - parents' or guardians' goals differ from the student's goals?
- **culturally based behaviours**
  - possible cultural explanations for behaviours?



Adapted from ESL Policies, Guidelines and Resources for Teachers; Ministry of Education, 1999.



## **Mohammed**

Mohammed is a thirteen-year-old student who was born in Somalia. During the time he spent in that country his schooling was very disrupted by civil strife. He and his family fled Somalia together, but Mohammed and his father became separated from other family members as they were trying to reach a refugee camp in Kenya. After they had arrived at the camp, his father went to look for the other family members and failed to return. Mohammed was in the refugee camp for three years before authorities located a distant relative who had made it to Canada. He now lives with her and her four children. Mohammed's parents and five siblings have not yet been located.



### **Byung Soo**

Byung Soo is a fee-paying student from Korea, who has been placed in a Grade 10 class. His parents want him to graduate from a Canadian high school and go on to university here. A high achiever, Byung Soo was accustomed to receiving good grades in Korea. His first few months in a Canadian school, however have caused him to feel frustrated and disappointed.

**Make your classroom a haven for taking risks.**



# Appendices

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# Classroom Success

<b>Supportive Teacher Talk</b>	<b>Instructional Support</b>
<ul style="list-style-type: none"> <li>• Use clear, Predictable language</li> <li>• Talk more slowly</li> <li>• Provide additional "wait time" for student responses to questions</li> <li>• Use an active voice and positive sentences</li> <li>• Be conscious of the vocabulary you use</li> <li>• Teach the language of the subject (specialized vocabulary)</li> <li>• Simplify sentence structures</li> <li>• Be conscious of the idioms you use</li> <li>• Reduce the number used rephrase or teach their meaning</li> <li>• Supplement your talk with gestures</li> <li>• Include ELLs in extra-curricular activities</li> <li>• Have a whole-class plan but plan specific, adaptations</li> </ul>	<ul style="list-style-type: none"> <li>• Periodically check to ensure ELLs are understanding</li> <li>• Watch for body language, facial expression, signs of frustration</li> <li>• Clearly mark transitions during classroom activities</li> <li>• Use cues or attention getters such as "watch", "This is important."</li> <li>• Model appropriate language and behaviour</li> <li>• Use more than one method of presentation</li> <li>• Allow extra "wait time" for students to hear, understand and formulate their answers.</li> <li>• Give feedback so students know how effective they are being</li> <li>• Establish clear criteria for success</li> <li>• Accept gestures, pantomime or drawings whenever possible</li> <li>• Maximize student's exposure to natural communication situations</li> <li>• Respond to students' language errors but don't over-correct grammatical or pronunciation errors</li> <li>• Encourage students to rehearse information or instructions orally</li> <li>• Use peer tutoring</li> <li>• Establish a homework club</li> <li>• Provide models (e.g., provide an example of a compare-contrast essay when asking students to create one)</li> <li>• Picture Cards - categorization exercises; identification games; finding pictures beginning or ending with specific sounds; picture description tasks.</li> <li>• Pictures related to content being taught (e.g. SS/Sc) help students feel connected and included. Create booklets with the pictures.</li> <li>• Re-enforce sentence patterns. e.g. This is _____. These are _____.</li> <li>• Catalogue/magazine pictures - categorize and paste into a beginning "dictionary."</li> <li>• Taped stories - picture or pattern books are ideal because they provide visual clues.</li> <li>• Students may create their own books following the pattern.</li> <li>• Journals - daily journals may be pictorial or written (L<sub>1</sub> or L<sub>2</sub>)</li> <li>• Illustrating classroom objects, and labelling them.</li> <li>• Teach students how to use the school library. Teacher-Librarians can encourage students to select books which challenge and stimulate</li> </ul>
<p style="text-align: center;"><b>Emotional Support</b></p> <ul style="list-style-type: none"> <li>• Establish a supportive environment for language learning</li> <li>• Clearly demonstrate a appreciation of diversity</li> <li>• Promote friendships</li> <li>• Demonstrate interest in students' linguistic development</li> <li>• Maintain high expectations for success</li> <li>• Make the students feel secure – that it is safe to take risks in their learning</li> <li>• Avoid forcing the students to speak</li> <li>• Make ELLs feel an integral part of the group</li> <li>• Make cooperative learning an important part of the class</li> </ul>	
<p style="text-align: center;"><b>Content Support</b></p> <ul style="list-style-type: none"> <li>• Use explicit, sequential instruction and directions</li> <li>• Use visual and other non-verbal cues to present key ideas</li> <li>• Use directed reading activities (e.g., previewing text, pre-reading questions, locate key words, vocabulary notebooks, follow-up questions)</li> <li>• Provide written notes, summaries, and instructions</li> <li>• Write key words on the board</li> <li>• Allow students to verbalize their understandings in their native language</li> <li>• Use the students' native languages to check comprehension and clarify problems</li> <li>• Incorporate process-writing</li> <li>• Use audiotaped text to combine aural and visual cues</li> <li>• Use hands-on, manipulative resources and interactive lessons</li> <li>• Use key visuals and advance organizers to help students access text</li> </ul>	

## The ESL Kids In My Class

# Cultural Considerations

Adapted from ESL Policies, Guidelines and Resources for Teachers; Ministry of Education, 1999.

Perceived Behaviour	Possible Cultural Explanation
Avoiding eye contact.	In many cultures this is a way of showing respect. Direct eye contact may be considered disrespectful and a challenge to authority.
Smiling when disagreeing being reprimanded.	This may be meant as a gesture of respect to avoid giving offense in difficult situations.
Responding poorly to apparently inoffensive forms of physical contact or proximity.	In many cultures there may be taboos on certain types of physical contact. Buddhists, for instance, regard the head and shoulders as sacred and would consider it impolite to ruffle a child's hair or give a reassuring pat on the shoulder. There are also significant differences among cultures with respect to people's sense of what is considered an appropriate amount of personal space.
Refusal to eat with peers.	This may not be part of the child's personal experience
Lack of participation in group work or collaborative assignments.	Cooperative group work is not the norm in many cultures. Students may not understand the purpose or may view sharing as "giving away knowledge."
Misbehaviour in informal learning situations or situations involving open-ended learning processes	For students who are used to strict formality, an informal classroom atmosphere may seem chaotic and undemanding. Such students may also be uncomfortable with process-oriented learning activities.
Refusal to participate in extra-curricular or in various physical education activities	Extra-curricular activities may not be considered a part of learning or may even, along with some physical education activities, be contrary to a student's religious or cultural outlook. Some students may also be required to use after-school hours to generate income.
Apparent inattention.	observing and imitating rather than listening and absorbing are often highly valued learning modes in many cultures
The student does not ask for assistance or re-explanation	In some cultures, expressing a lack of understanding or asking for help from the teacher is interpreted as a suggestion that the teacher has not been doing a good enough job of teaching and is considered impolite.
The student is unresponsive, uncooperative, or even disrespectful in dealing with teachers of the other gender.	Separate schooling for boys and girls is the norm in some cultures and expectations for males and females are quite different. The idea of equality and respect may run contrary to some students' cultural conditioning.
Reluctance to engage in debate, speculation or argument,	In some cultures, it is considered inappropriate to openly challenge another's point of view, or there may be a high value attached to being prepared, knowledgeable, and correct when speaking
Discomfort or embarrassment at being singled out for special attention or praise.	in some cultures, the <i>group</i> is considered more important than the <i>individual</i> and personal praise is not considered appropriate
The student fails to observe the conventions of silent reading.	Some students may be culturally predisposed or conditioned from previous schooling to see reading as essentially an oral activity

## The Kids In My Class

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## Useful Classroom Resources

**REACHING FOR SUCCESS: SUPPORTING ESL LEARNERS.** Delta District Publication

**ESL: POLICIES, GUIDELINDS AND RESOURCES FOR TEACHERS,** 1999.

Ministry of Education

Resource document published by the Ministry outlining ESL policies and guidelines as well as providing a wealth of strategies and ideas for both classroom and ESL teachers.

**PROMOTING SUCCESS IN YOUR CLASSROOM: INSTRUCTION AND ASSESSMENT OF ESL LEARNERS,** Brownlie, F., McCarthy, V., Feniak, C.;

Collaboration Works

**THE MORE-THAN-JUST-SURVIVING HANDBOOK: ESL FOR EVERY CLASSROOM TEACHER**

428.LAW

LAW, BARBARA. PEGUIS PUBLISHERS, 1990.

This book provides regular classroom teachers with the kind of vital support needed by all who teach ESL students. It presents the most up-to-date theories and practices in ESL teaching in friendly, easy-to-read language.

**SECOND LANGUAGE LEARNING THROUGH COOPERATIVE BEHAVIOR**

428.HIG

HIGH, JULIE. KAGAN COOPERATIVE LEARNING, 1993.

This book provides tools to take a cooperative communicative approach to foreign language/ESL instruction. It is a rich guide to cooperative learning for language acquisition, providing a wealth of do-tomorrow activities.



# ESL in Delta

## FREQUENTLY ASKED QUESTIONS



**SPECIAL PROGRAMS**

TEL: (604) 946-4101

### **The ESL Kids In My Class**

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The number of students with diverse language needs continues to grow in all Delta classrooms! Some of these English Language Learners (ELL) will be working directly with an ESL specialist teacher, but this will be, at best, a small portion of their day. The rest of the time will be spent included in regular classrooms with the classroom teacher being responsible for devising the curriculum and instructional strategies to best facilitate both content and language learning for these students. When Special Programs surveyed parents and staff a few years ago, both groups raised the issue of needing more information about how best to address language learning needs in Delta classrooms.

To this end, we have compiled this list of Frequently Asked Questions about ELLs. As is typically the case in supporting students with diverse needs, answers are seldom definitive and clear cut, as language development is a complex, multifaceted and individual progression, but we hope they provide general information that will be useful.

We have framed the answers in the context of Ministry and District policy as outlined in the Ministry of Education's ESL Policies, Guidelines and Resources for Teachers, Ministry of Education, 1999, and the Delta School District ESL Binder, [Reaching for Success](#), which are available at each school. Please consult these references for further information.

We hope you find this information useful in helping you develop an inclusive classroom where all students are active, successful learners.

Should you have any specific questions please don't hesitate to contact any of the following support people in Special Programs by phone (604 946-4101) or by email:

Gladys Rosencrans	Coordinator	<a href="mailto:grosencrans@deltasd.bc.ca">grosencrans@deltasd.bc.ca</a>
	High Incidence support	
Raffy LaRizza Evans	Learning Support Teacher	<a href="mailto:rlarizzaevans@deltasd.bc.ca">rlarizzaevans@deltasd.bc.ca</a>



## ESL in Delta

<b>Staffing</b>	
<b>How is staffing done for ESL?</b>	ESL staffing is allocated to schools based on a formula which considers the number of ELLs combined with their language levels.
<b>How much TA support do my ELLs receive?</b>	<ul style="list-style-type: none"> <li>• Generally schools are not allocated Teaching Assistance support for ELLs.</li> </ul>
<b>Ministry Regulations</b>	
<b>Are ELLs eligible for adjudication on provincial exams?</b>	no
<b>Do ELLs count for class size grievance?</b>	<b>No, there is no cap on the number of ELLs assigned to a class.</b>
<b>Do ELLs have to write provincial exams?</b>	Yes. ELLs are responsible for completing all requirements of the Graduation Program.
<b>Do ELLs need a separate report card?</b>	If students are identified as ESL, there must be an English Language Development evaluation included at each reporting period. This can take the form of an attachment to the regular report card or it can be a collaborative comment on the regular report card specifically relating to the student's progress in English acquisition.
<b>Do ELLs need an AIP if they receive 'in class' service?</b>	All students who are listed on the Ministry 1701 form must have an Annual Instruction Plan. For audit purposes, we must be able to articulate the service given to students even those who receive 'Indirect Service'
<b>Do ELLs need an IEP?</b>	If it is determined that the student's learning needs are beyond typical language learning challenges and they are receiving support beyond the classroom level, they do need an IEP. The IEP would take the place of an AIP.
<b>Do ELLs write the FSAs?</b>	Generally students who are level 3 and above write the FSAs

### **The ESL Kids In My Class**



<b>Student Support &amp; Service</b>	
<b>Can ELLs get both LA and ESL?</b>	Technically they are eligible for both services. If it is believed that the student is having difficulty for reasons other than second language learning they may need the services of the Learning Assistance Teacher. However, the allocation of services is generally decided through the school based Team.
<b>Can ELLs get Speech/Language services?</b>	As above, technically they are eligible for both services. If it is believed that the student is having difficulty for reasons other than second language learning they may need the services of the Speech/Language Pathologist. However, the allocation of services is generally decided through the school based Team
<b>Do we provide ESL support for Level 4&amp;5 students?</b>	Students at level 4&5 may appear to be fluent but still have significant needs in developing content language and skills. The language needs of these students must still be addressed but the support may take many different forms. The English Language specialist may provide direct support with class assignments or may collaborate with the classroom teacher in providing effective reading and writing strategies.
<b>How much ESL support time should my students receive?</b>	<p>The amount of support time ELLs receive is dependent on their level of language and the service delivery model of the school. Students may receive pull-out support, classroom focused support or a combination of both.</p> <p><i>General guidelines:</i></p> <p><b>BEGINNERS:                    4+ HOURS OF SUPPORT PER WEEK</b></p> <p>Intermediate:                2-5 hours of support per week</p> <p>Advanced:                    1-3 hours of support per week</p>
<b>What happens to ELLs who have been here for more than 5 years?</b>	ESL funding from the Ministry ends after 5 years. However that does not mean we cannot provide support for students. Priorities are decided by the ESL Teacher, the Classroom teacher and the School-based Team based on level of need, other available support and time availability. Often, if students continue to require support after 5 years, it is an indication they may have learning needs beyond just language learning and may need the support of the LA.
<b>Who do I call for</b>	There is a very supportive and active ESL network group in



<p><b>support?</b></p>	<p>Delta. Calling any of the group members will give practical and friendly advice. For other specific questions, support or advice, call:</p> <p>Gladys Rosencrans, Coordinator 946-4101  Raffy LaRizza-Evans, Literacy Support Teacher 940-3876 (#7524)  Gurpreet Aujla, Multicultural Worker 596-3148 (#407)  Avis Lam, Multicultural Worker 596-3148 (#406)  Gurrinder Roy, Multicultural Worker 596-3148 (#409)  Daljit Sidhu, Multicultural Worker 596-3148 (#410)  Rupinder Sidhu, Multicultural Worker 596-3148 (#411)</p>
<p><b>Assessment &amp; Evaluation</b></p>	
<p><b>How do I calculate a mark for ELLs?</b> <b>Do ELLs get marks?</b> <b>What should s/he get grades in?</b></p>	<p>The criteria for assigning marks for ELLs is the same as for other students. If an ELL is not able to demonstrate their understanding of the curriculum learning outcomes they should not receive a mark but rather should receive **. If, however, they are able to demonstrate their learning with adaptations of materials, time, assistance etc. legitimate grades should be given</p>
<p><b>How do I assess learning?</b></p>	<p>Mark for content and not for mechanical correctness or quantity produced. Look for understanding of the concepts being taught and base your assessment on that. Your ESL specialist can help you with this as well as with specific language development.</p> <p>It is important to have a sense of what to expect of students at each language level so you can judge content appropriately. Delta has developed a set of matrices or performance descriptors that give an overview of this. These are found in the ESL Resource Binder <i>“Reaching for Success”</i>, available from your ESL specialist.</p>
<p><b>When can ELLs get a psych-ed evaluation?</b></p>	<p>Psychologists are available to consult about a student at any time. It is important to remember that traditional tests and the numbers they generate are not valid descriptors of ELLs. They can provide valuable information as one part of a comprehensive learning profile that directs instruction.</p>
<p><b>Who tests ELLs?</b></p>	<p>Most ELLs are assessed by the English Language specialist at their home school. Although at times it is possible to have district personnel assess new students it is most valuable for the person who will be working with the student to assess.</p>

**The ESL Kids In My Class**





## Instruction

<p><b>What should the ELLs be doing in class?</b></p> <p><b>How much work do I expect of them?</b></p>	<p>Again this depends on the student's capabilities and language level. Students should be encouraged to participate in class activities to the greatest extent possible to the level that they are able even though they may not do the activity the same as everyone else. As long as the activity is stimulating and motivating and allowances are made for their limited language, they will benefit from the activity, both academically and socially.</p>
<p><b>Should ELLs be allowed to speak their first language in class or on the playground?</b></p>	<p>Yes. It is important to maintain a strong first language base and the language skills are transferable to English. It is also beneficial for them to process new concepts and ideas in their first language. Speaking in their native language will be a stress relief. However it is also important for students to have adequate time to use and practice listening, speaking and thinking in English.</p>
<p><b>How do I communicate with parents?</b></p>	<p>When talking with parents who may have limited English it is a good idea to have work samples to support your discussion. Use short , simple sentences and emphasize key points you want to make. Have them bring a trusted interpreter or your ESL specialist can often arrange for an interpreter to come in.</p>
<p><b>How do I communicate with Level 1 students?</b></p>	<p>Smile lots! Be patient and don't expect them to understand everything at once. Developing comfort and confidence in their new situation is the primary goal. When possible find a buddy that speaks the language. Speak slowly and clearly in short phrases. Use repetitive phrases instead of new words so the student learns to recognize them. Demonstrate or point to pictures as you speak. Give prompt feedback, modeling the language. With your student develop a 'school pictonary' using pictures, illustrations or symbols for common articles, places and actions.</p>
<p><b>Can ELLs audit courses?</b></p>	<p>ELLs often benefit from participating in courses without the stress of having to do all the same assignments or obtain a passing grade.</p>
<p><b>Are they able to do what the others can do?</b></p>	<p>This depends on their language level background knowledge, literacy experiences and exposure to school. Some children may not have had any experience with formal schooling for a variety of reasons.</p>



<b>What should I be doing for my beginner students?</b>	<p>Develop emergent literacy skills through language rich activities. Supported speaking such as chants, poetry and choral speaking. Listening games and activities are important to develop awareness for the sounds of English.</p> <p>Teach school and classroom routines and expectations.</p>