

	<h1>English Language Learners in Your Classroom</h1>	
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Attitude is everything.

- **Monitor yourself.** Your new student may not know a word of English, but body language and intonation does translate to both the student and to the rest of your class. Consider the fact that as long as you use language in your classroom you have a responsibility to be a language teacher.
- **Prepare/Involve your whole class.** Help your entire classroom understand that, except for the language barrier, they are very similar. Encourage them to talk to the student and help teach English all day long. Flood the student with opportunities to "negotiate meaning"—to interact with others and come to understand what is going on.
- **Get the parents involved.** The parents are probably more nervous than you are. Make them welcome. Get an interpreter (not the child) for meetings and translate all notes going home.

Learn about Language

- **Oral language comes first.** In the beginning focus on building oral language skills until a comfort level is reached. The student may go through a "silent period" that, depending on age, may last several months. Comprehension skills will begin to develop at this time.
- **Academic language is much different than casual conversation.** Even if students seem to understand and speak without an accent, they may not have the reading/writing/vocabulary ability needed to succeed in your classroom. English ability needs to be continually assessed.
- **Languages are not learned overnight.** It takes a minimum of 6-10 years to become fluent in a language and the process depends on age, environment and language use. *(2005. Cummins, Jim)*

Teach for Success

- **The student did not live in a vacuum.** This student has probably had many of the same experiences and much of the same background as your other students. Find out what the student knows and build on it to develop their English and academic ability. You can also use the student (or a parent) as a resource of valuable information about language, culture, and geography.
- **Use Researched Teaching Methods.** ELL students need to be held to the same high academic standards as all students. Use hands-on manipulatives, visuals-pictures and graphic organizers, contextualized language, multiple intelligence teaching techniques, differentiated instruction techniques and alternative assessments to convey concepts and assess understanding.
- **Be reasonable in your expectations.** It takes a long time to read a question, translate it, find an answer, translate it back into English and check grammar and spelling. Reduce the length of assignments, especially when it involves a greater use of language skills.
- **Find resources.** Look in your textbook for resources and additional materials. Also, develop your own resources including flashcards, supplementary texts at lower reading levels or web resources in the native language.
- **Ask for help!** The district is responsible to provide English Language Learning services for all students who need them. These services are designed to explicitly teach language skills including vocabulary, grammar and pronunciation.
- **Make sure the district ELL coordinator knows the child is in your class and seek assistance in providing services.**

For further assistance, information and resources please contact:
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