

Working with Multilingual Learner (MLLs)/English Language Learners (ELL) 1 Resource Guide

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icient in English. New York State uses the term Multilingual Learner interchangeably with English Language Learner, and generally refers to this population as Multilingual Learners/English Language Learners (or, MLLs/ELLs). This abbreviation is used in guidance and other public materials.

Introduction

This guide aims to provide educators with information and strategies to support Multilingual Learners/English Language Learners (MLLs/ELLs) in their classrooms. It offers practical ideas about how to get to know and assess students and provide effective instruction for MLL/ELL success. This guide is divided into three parts:

- x Part I: Getting to know your students
- x Part II: Understanding Language Proficiency Levels
- x Part III: Designing Instruction with MLL/ELL Students at the Center,
- x Part IV: Using Strategies to Support Learning

Part I: Getting to know your students, provides teachers with helpful information for learning more about their MLL/ELLs. It begins with a discussion of how language and bilingualism works through case studies of students with different language backgrounds. The various subgroups into which MLL/ELL students are classified are also described.

Part II of the guide describes the different levels of language proficiency educators can use to begin to assess where their students are on the continuum of language proficiency. The following section, Part III of this guide, focuses on designing meaningful instruction for MLL/ELL students. It begins with how to set up a classroom for effective instruction, including how to create a multilingual ecology and a culturally relevant learning environment. Next, this section details how to plan integrated units of study where language and literacy are taught through meaningful content.

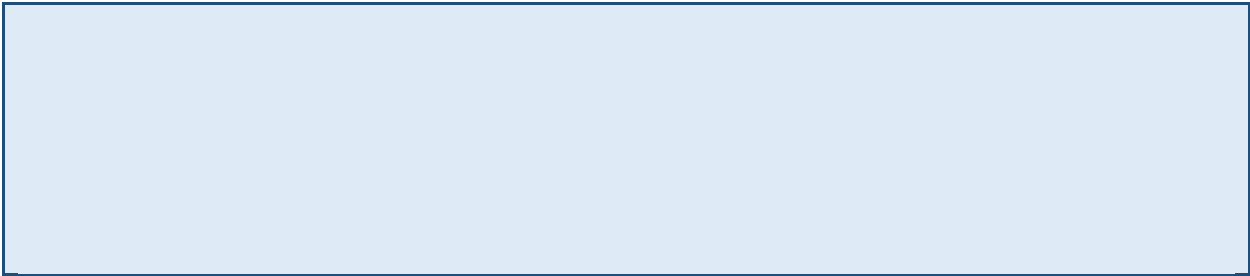
Finally, Part IV of this guide provides specific strategies teachers can incorporate into their instruction. These strategies have been adapted from *Translanguaging in Curriculum and Instruction: A CUNY-NYSIEB Guide for Educators* (Hesson, Seltzer, and Woodley, 2014). Each strategy is briefly explained and then illustrated through elementary, middle and high school classroom examples linked to a relevant Next Generation Learning Standard for English Language Arts or Mathematics.

A series of Group Activities, Discussion Questions, and Learning Partners are provided throughout the guide. Pedagogical staff using this resource as a professional learning guide can use these engagements to extend their learning through reflection, discussion and action. Included in this guide are pictures of activities and classroom wall displays from CUNY-NYSIEB schools. Other pictures, including book covers, have been obtained from the Internet.



I. Getting to know your students

With more than 200 languages spoken within its borders, New York State is one of the most culturally and linguistically diverse places in the world (New York State Education Department, 2018). Because ELLs/ELLs make up a growing percentage of the student population, New York State Education Department (2018) Tw 14585 0d [5s bof





At soccer practice after school, coaches speak Spanish to the kids. Maya speaks in Spanish with the coaches but then uses mostly English.



bilinguals are said to speak two languages, from their own perspective, bilingual speakers have just one bank of language. This language repertoire includes linguistic features that are associated socially and politically with one language or another and are named as English, Spanish, Chinese, Russian, and so on. Bilingual speakers pull features from their language repertoire, or bank, to communicate in what are called different languages

Code-switching is a term that has been used to refer to the practice of switching between two languages. This term assumes that bilinguals are switching between two separate codes or languages stored in their brains. García and Wei (2014) however, use the term translanguaging. They argue that bilingual speakers do not switch between two linguistic codes. Rather they have one linguistic system and use features of this single system as they communicate.

When bilingual speakers bring in words from both languages, they enrich conversation much in the same way that having a large vocabulary in one language allows a person to express herself more fully. Just as bilingual families use multiple languages in everyday conversations at home, teachers can use two or more languages in their classrooms as well. By facilitating the extension of this use of multiple languages into their classrooms, ELL/ELL can use all of their language for learning in school.

The story of Zhang, a 13-year-old 7th grade student from China, helps us further understand the idea of bilingual students having one bilingual repertoire with language features students use, or support the use of his English. Zhang is a 13-year-old who immigrated to the U.S. from Fuzhou, China at the end of 5th grade. He is a Newcomer ELL in a standard English as a New Language class. Zhang attends a large, urban middle school.

When he arrived from China, his teachers found Zhang to be quiet and reserved. He had taken some English at his school in China, yet struggled to understand all but very simple words and looked to Mandarin-speaking peers to help him communicate. In the last two years, however, as his teachers have invited Zhang to use whatever language he feels most comfortable with to help him accomplish classroom activities, he has come out of his shell and has even experimented more with English.

Inviting Zhang to use Mandarin to accomplish classroom tasks also alerted teachers to his well-developed academic abilities in the language: he can write whole stories and essays with ease and often reads novels in Chinese. Zhang also uses the web-based translation software on a class computer, for instance, when he responds to class tasks partially or wholly in Mandarin and translates them. His teachers also use Chinese-language videos, and peers in the class to support Zhang as his English language proficiency develops. Zhang now does not shy away from speaking to classmates and teachers, even in English. He has also developed a great deal of confidence at the end of 6th grade, he stood up in front

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2 Source: CUNY NYSIEB website.



of his social studies class and P. À presentation in Mandarin about the Spartans and Athenians in Ancient Greece. While he still needs to use machine translation software for as much as possible in English. He is expected to pass the state exam by the end of 7th grade.

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for him to participate in the class and check his understanding with other students. The
 and to work in small groups of students who share a home language. While he is making
 significant progress, Nazir does continue to struggle to conceptualize what he is supposed to
 do in his class work, particularly if an activity has more than one component.

Like Zhang, Nazir was paired with students who spoke his home language and could help make



Resources on Long-Term English Language Learners:

- x Meeting the Unique Needs of Long English Language Learners (Olsen, 2014). Available from https://www.roe.us/educational-services/files/2012/08/NEA_Meeting_the_Unique_Needs_of_LTEs.pdf
- x A CUNY & CE u Á } CE I (} CE } § Z g p μ CE ũ] } w P o] • Z 12 Grade • (Ascenzi, Moreno, L., Kleyn, T., & Menken, K., 2013) Available from <http://www.cunynysieb.org/wp-content/uploads/2016/05/CUNY-IEB-Framework-for-LTEs-Spring-2013-FINAL.pdf>
- x Supporting Multilingual Learners, Long English Language Learners in New York State (Ebe A. & Vogel, S., 2019) Available from <http://www.nysed.gov/common/nysed/files/programs/bilingual/topic-brief-long-term-ells-a.pdf>

MLLs/ELLs Students with Disabilities

MLL/ELL students with Individualized Education Plans & 1 T receive both mandated English as New Language (ENL) support as well as services for a documented learning need as an IEP. These students are an incredibly diverse group] v š CE u • } (o v P μ P v } P v] š] } v X o • } U μ % CE (} CE u v • (o μ š] š μ ũ š ž À Ç CE v š μ o o Ç • š Z ^ Ç u CE š] (š] Z CE } μ P Z š Z • Z } } system. Therefore, it is crucial to emphasize the talents, literacies, and intelligences of MLLs/ELLs with IEPs, even as we acknowledge their particular needs. For more information on identifying, monitoring,



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Level	Emerging (Low Intermediate)

Part III. Designing Instruction with MLL/ELL students

Setting up a Classroom for MLL/ELL Students

Learning Partners

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Learning Partners

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Learning Partners

K. P. ... 116





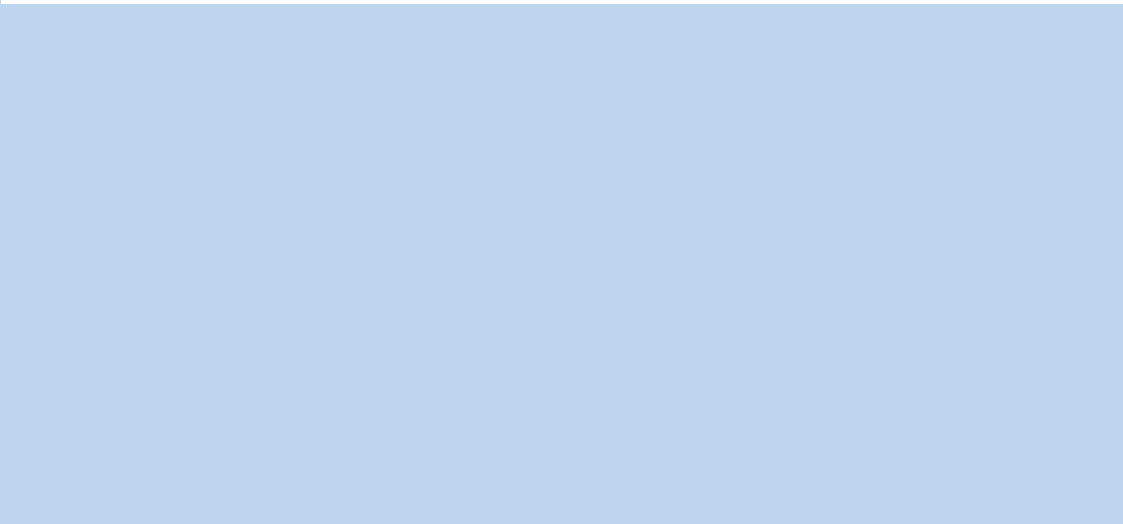
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Engage effectively in a range of collaborative		



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partners can help each other make sense of difficult concepts. At the end of each class, students can report back to each other on what they read using both languages.

Standard	Multiple Language Use in Action	Bridge to NYS NGLS
<p>NYS Next Generation ELA: 3R1</p> <p>Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.</p>	<p>Elementary school</p> <p>To prepare for a Science unit on the rock cycle, students in a 3rd grade ELA class read background material with reading partners in their home languages. Together, the students carried out many tasks, including answering one very academic vocabulary and new content and comparing notes to check for understanding.</p>	<p>Asking and answering questions with a multilingual reading partner increases comprehension of complex material and gives students more opportunities to meet the standard.</p>
<p>NYS Next Generation ELA: 6R4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.</p>	<p>Middle school</p> <p>During a memoir unit in a 6th grade ELA class, French-speaking students in the class read the original French book alongside the English version. Bilingual reading partners grapple with metalinguistic questions such as, does the book have a different feel in English and French? Is anything lost in translation? Do certain words, scenes, or characters work better in one language than the other? Did you find any cognates? How did reading both versions enhance your experience?</p>	<p>Bilingual partners may look at sentences, paragraphs, chapters, or sections in side-by-side translations to analyze how they fit into the structure of the text overall, as well as how they work differently in different languages.</p>
<p>NYS Next Generation ELA: 11-12R2</p> <p>Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text.</p>	<p>High school</p> <p>In a 12th grade American History class, reading partners read primary and secondary source documents about present day Navajo life. Then reading partners seek out a blog written by someone with their shared cultural background and/or home language. While reading the blogs, reading partners help each other identify themes across blogs and summarize their findings.</p>	<p>Students are able to practice the skill of summary and finding key details in their home language, and through bilingual discussion navigate the meaning of the text.</p>



Vocabulary

Multilingual Word Walls

Multilingual Word Walls provide opportunities for MLLs/ELLs and English proficient students to visually engage with words and learn new vocabulary. The visual display can be created using a variety of materials and formats including:

- x Word cards side-by-side in multiple languages
- x Pockets with the target word displayed on the front, and several word cards in the pocket.
Inside the pocket can be 0 Tc 0 Tr 11 0 0 11 197.58 6ith A6r0 c



Determine the meaning of words and phrases as they are used. 25 ref 287.63





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Standard	U O y inAction	BridgetoV' oV80
<p>MS ES 1-5 6-8 9-10 11-12</p>	<p>Elementary school 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th</p>	<p>MS ES 1-5 6-8 9-10 11-12</p>
<p>MS MS 6-8 9-10 11-12</p>	<p>Middle school 6th 7th 8th 9th 10th 11th 12th</p>	<p>MS MS 6-8 9-10 11-12</p>
<p>MS MS 9-10 11-12</p>	<p>High school 9th 10th 11th 12th</p>	<p>MS MS 9-10 11-12</p>

Preview/ View/ Review


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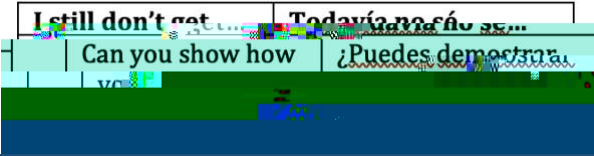
	<p>v μ • Á Z š š Z Ç [À o to create their brochure in English.</p>	
<p>NYS Next Generation ELA: 7R7</p> <p>Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and subject.</p>	<p>Middle School</p> <p>In a 7th grade ELA class, students are exploring making change in their communities. They go out into their communities and gather authentic community materials in multiple languages, such as maps, menus, healthcare pamphlets, and brochures. They choose one in their home language, and then find that information online in English (or choose material in English and go online for home language information). Students then evaluate the two mediums for content, language, and personal preference.</p>	<p>Comparing multilingual texts adds a layer of language for students to use as a springboard for evaluation of two texts. It also opens doors for r.6 3BT0 g(g)-5 (89ei-</p>


Multilingual Reading Responses

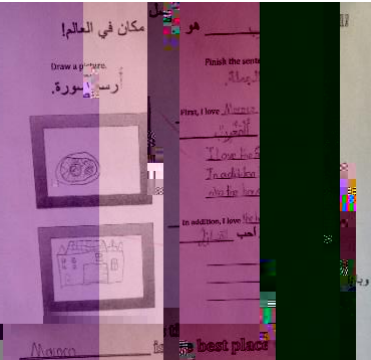
When we think more flexibly about how MLL/ELL students can respond to what they read, we can begin to see what these students truly understand. When the pressure of getting the language



<p>NYS Next Generation Mathematics NY8G3</p> <p>Describe the effect of dilations, translations, rotations, and reflections on two dimensional figures using coordinates.</p>	<p>Middle School</p> <p>An 8th grade math teacher creates a classroom poster that lists sentence prompts and gives students copies of the list to keep in their binders. The prompts are in English with Spanish. In groups, students use the home language prompts to discuss their work. When sharing out their work with the whole class, however, students use the English prompts. This structure helps students develop their language for academic purposes.</p> 	<p>As students engage in content area learning, they learn to describe what they are learning using their languages for academic purposes. Thus, students are not only learning new</p>

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- f* Students are able to develop an authentic writing voice that includes all of their language abilities
 - f* Students are able to write for wider audiences, including their peers, families and communities
 - f* Students have the opportunity to write about their knowledge in the language they feel most comfortable and competent using
 - f* Students are encouraged to explore how language affects point of view and understanding.

Standard	Description	Notes
<p>NYS Next Generation ELA 3W1</p> <p>Write an argument to support claim(s), using clear reasons and relevant evidence.</p>	 <p>Elementary school</p> <p>In a 3^d grade unit on Persuasive Essay students use a bilingual graphic organizer to think through their ideas on paper before creating a brochure and then use this brochure to write a persuasive essay on the topic. Using a bilingual graphic organizer has many benefits:</p> <ul style="list-style-type: none"> • Gives students the opportunity to use richer vocabulary in their home language as they develop English • Allows side by side comparison of grammatical structures • before writing 	<p>Using a bilingual graphic organizer serves as a stepping stone to writing in multiple genres in both English and Arabic. Further, one organizer can serve as a jumping off point for multiple writing pieces in this case, a brochure and a persuasive essay.</p>
<p>NYS Next Generation ELA 7W4</p> <p>Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience</p>	<p>Middle school</p> <p>In a 7th grade ELA fiction unit on survival, students use both languages to draft a two-voiced poem based on the survival experiences of 2 characters in</p>	





Appendix

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