# Virtual Workshop Series for New Teachers of English for Speakers of Other Languages (ESOL)

Session Three: September 29, 2022, 3:00-4:00 pm

Presenter: Rebecca Carey, ESOL Consultant

Maine Department of Education

# Community Agreements

- Remain muted when not speaking.

- Work to develop community by ensuring your name is properly displayed. (Indicating your school district or organization is helpful.)

- Ask questions, share resources, and contribute to the conversation through the chat. There will be time to respond to your questions and contributions at the end of the presentation.

- Respect diversity of opinion and perspective. This is a safe place to ask

- Please be present and minimize distractions.

- The sessions are not recorded. The PowerPoint will be available in the Professional Learning Section of the Maine DOE Multilingual Learner Professional Learning page.

# Introductions

- Please type in the chat where you teach, what grade levels you work with, and if you are working in one school or multiple schools. If you want to include your years of teaching multilingual learners, please do, but that is your choice.

# Overview

1. ILAP: Creating Language Proficiency Goals using the WIDA 2020 ELD Standards Framework

2. Supporting Multilingualism
   a. Leverage Primary Language in the Classroom
   b. Asset-Based Approach
      i. Creating Student Profiles
      ii. Activities: Getting to know students
   c. Uses for instruction

3. Identifying available resources
   a. Maine DOE ML website
   b. Maine DOE ML Padlet
   c. Maine DOE ML Listserv
   d. Free WIDA Self-paced
   e. eWorkshops

# Individual Language Acquisition Plan (ILAP): Writing Language Goals

# Individual Language Acquisition Plan (ILAP): Writing Language Goals

1. Use [WIDA 2020 ELD Standards Framework](#)

2. Locate pages 334- 350 (336-352 if searching using online pdf search tool)

3. Locate the grade level cluster needed

4. Revisit your student's individual  ELP language domain scores from the WIDA Screener or ACCESS testing

5. Based on your student's ELP scores, choose multiple goals from both interpretive communicate modes and expressive communication modes, but you need not choose one from every category.

6. Copy and paste into your ILAP.

# Individual Language Acquisition Plan (ILAP): Writing Language Goals

[Sample Student ILAP with Language Goals](#)

# Promoting Multilingualism

- Primary or home languages are one of the student's greatest assets and an integral part of the student's identity.

- Leveraging primary or home languages is an essential practice for engaging multilingual learners.

- When primary languages are reflected in the school community, students are empowered as contributing members.

# Simple ways to promote multilingualism

- Embrace the perspective of "additive multilingualism"

- Embrace all the languages spoken in the school, both in word and in deed. Use visual support around the school, verbal support in and out of class, and affective support to let all children know that their first/home language has value.

- Learn a few key words and phrases in your students' primary languages

- Incorporate your students' primary languages into daily routines.

# More ways to promote multilingualism

- Encourage children to share together their different languages, and to understand how they are different and similar.

- Show through positive modeling that all languages are of equal value in the school environment

- Let children use their first/home languages together to help them learn content and ensure understanding when they are still learning the school language.

- Never make language a source of punishment or other consequences.

# What does the research say?

There is undeniable and growing evidence that the home language of MLs is of considerable benefit to their overall academic success.

(Genesee & Lindholm-Leary)

# What does the research say?



Lindholm and Aclan (1991) found a significant positive relationship between individual student's level of bilingual proficiency and their achievement in math and reading in English.

# What does the research say?



Bilingual children exhibit significant cognitive advantages in comparison to monolingual children.

e.g., Bialystok 2006; Chin & Wigglesworth, 2007; Kovaacs & Mehler, 2009).

How can schools and teachers, *even those who are monolingual*, act on evidence that clearly shows the personal, cognitive, linguistic and educational value of using the linguistic resources that MLs bring to school?

# Leveraging Primary Languages in the Classroom

- Learn about the student's primary language(s) proficiency levels in all 4 domains.
- Build primary language into the morning routines/chants.
- Ask students to read/write in their primary language first, then in English.
- Ask students to use their primary language in groups or pair activities.

# Leveraging Primary Languages in the Classroom

Encourage students to see connections between their languages and, thus, to better understand how languages are structured and organized, talk to MLs about their primary language(s) — ask them or research:

- How is the primary language the same and how it is different from English?
- Are there words in the primary language that sound the same and mean the same thing in both languages?
- Are there words in the primary language and English that sound the same but mean different things?

"The Home Language: An English Language Learner's Most Valuable Resource" By Fred Genes from colorincolorado.org

# Leveraging Primary Languages in the Classroom

As part of phonological and metalinguistic awareness exercises to facilitate reading acquisition, ask students:

- to say words that start with the same sound(s) in English or the L1.

- Ask or research how words are changed and formed in the home language — singular and plural forms, present tense and past tense forms of verbs — to enhance their word knowledge

- Ask or research those who are new to your class, to read books in their home language to show you what they know about reading.

"The Home Language: An English Language Learner's Most Valuable Resource" By Fred Genes from colorincolorado.org

# Leveraging Primary Language in the Classroom

- "Think/Pair/Share" task

- Partner work

- Small group work

The more you allow students to engage authentically using their primary/home language (or a combination of their primary/home language and English), the more ML students will gain confidence and build proficiency in both languages and content mastery.

# Using Technology to Leverage Primary Language

- Let students utilize technology (like [Google Translate](#)) to translate small items on their own, discreetly, during low-stakes tasks or independent work time.

# Using Technology to Leverage Primary Languages

- Examples and resources:
  - [Google Translate Snap](#): Besides translating a text, Google Translate's Snap feature instantly translates an image using a camera. The Talk feature enables users to have live bilingual conversations. The Google Translate Chrome extension translates an entire webpage.
  - [Microsoft Immersive Reader](#): Students can hear the text read aloud, use a picture dictionary, to look up words, and translate part of or the entire text into multiple languages in Word, OneNote, PowerPoint, and on several creation apps such as [Buncee](#) and [Flipgrid](#).

  From [Teaching Multilingual Learners Online | WIDA (wisc.edu)](#)

# Using Technology to Leverage Primary Languages

- Examples and resources:
  - Infographics: [Google Drawing](#), [Piktochart](#), [Canva](#)
  - Animated videos: [Adobe Spark](#)
  - Presentations: [Buncee](#)
  - Websites: [Google Sites](#)
  - Publishing Books: [Book Creator](#)

[From Teaching Multilingual Learners Online | WIDA (wisc.edu)](#)

# A word about technology

Using technology to engage students is an important piece of instructional planning.

However, *meaningful interactions, meaningful activities and useable supports are the keys for multilingual learner engagement.*

# More Professional Learning

[ExcEL Leadership Academy](#): Administered by UCLA Center X Northeast Region: Free micro-credentials and the opportunity to earn graduate credits, as well as a $250 stipend for each micro-credential completed!

# More Professional Learning

[WIDA Self-Paced eWorkshops](): Ten free courses for all Maine educators

Topics include:

- Home Languages in the Classroom
- Classroom Teachers: Engaging Multilingual Newcomers
- Developing Language for Learning in Mathematics
- Engaging Multilingual Learners in Science: Making Sense of Phenomena
- Social Studies: Engaging Multilingual Learners through Inquiry
- Making Language Visible in the Classroom: Explore the Key Language Uses

# More Professional Learning

[Teacher Leaders: Planning with the WIDA English Language Development Standards Framework](#) Hybrid Workshop: Teacher Leaders – Planning with the ELD Standards Framework (Virtual session on 10/30/22 from 3-4 pm and Face-to-Face Session on 12/6 in Augusta from 9am-3pm)

Virtual Learning from Maine DOE

[Maine DOE Multilingual Learner Professional Learning List](#)

[Engaging Multilingual Learners PLC](#)

[Maine DOE Multilingual Learners Professional Learning Request Form](#)

# Resources

- [Padlet from the Maine DOE ML Office](#)

- [Maine DOE Multilingual Learner Toolkit](#)
  - Sample ILAP
  - Sample Schedule and scheduling support
  - Service provision guidelines
  - Parent communication sample forms
  - Measuring ELP Progress
  - Sample Lau Plan

- Sign up for the [Maine DOE ESOL Listserv](#) to receive a weekly newsletter with professional learning offerings and more.

# Questions??

- We will try to answer questions written in the chat.

- ESOL-related questions may be sent to April Perkins, Rebecca Carey, and/or Robin Fleck.

- April.Perkins@maine.gov

- Rebecca.Carey@maine.gov

- Robin.Fleck@maine.gov

- Please feel free to send any questions related to ACCESS for ELLs or Alternate ACCESS for ELLs to: Jodi Bossio-Smith, Jodi.Bossio-Smith@maine.gov

# Feedback Survey

# Thank You!!

Thank you for your interest and dedication to your students. These workshop sessions are designed to be of benefit to you. Our next session will be on Thursday, October 13th @ 3pm.

We will discuss:

1. Understanding acculturation and how to  support students in this process

      a.  Strategies for culturally responsive teaching

2.  Questions/Needs of the group

I look forward to meeting with you next time and plan to have time for participants to share their successes and challenges.

*See you in two weeks!*