

Strategies for English Language Learners in Literacy Instruction

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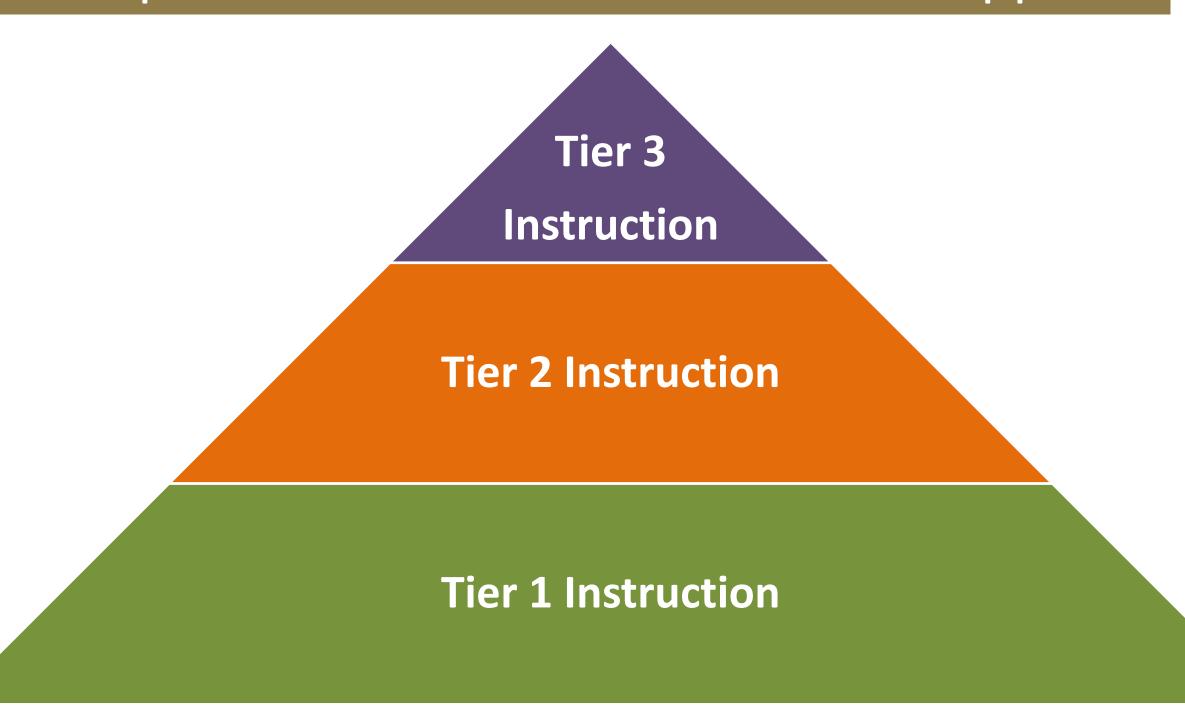
Abstract

With many schools managing state standards, teaching interests, and interactive research-based lesson plans, there are many needs to be met because not all students have the same learning abilities in the classroom. Many schools observe a growing population of English Language Learners in their environments due to the growing diversity in our society. These ELL students are at a decreased advantage when literacy instruction is involved in many school environments. ELL students are of need of more instruction and strategies to assist them in reading, writing, spelling, oral language, and other components of literacy. This poster explores the research-based strategies teachers can implement to help effectively teach ELL students in the classroom. The objective of this poster is to aid teachers and school staff to teach ELL students with equality and help boost achievement in their learning of literacy.

Methods

As an upgrade to the Intermediate Literacy course, I researched the strategies for English Language Learners based on Literacy Instruction. I explored several research-based and-peer-reviewed articles and textbooks to show the best practice-based strategies for educators to use in their diverse, ELL-inclusive classrooms.

Response to Intervention Levels of Support



Results

5 Best Strategies for ELL's

Replace words with icons

Icons

Replacing words with icons helps students by providing a nonverbal gesture since communication can be challenging for them to process and express. Encouraging emojis and other hand gestures supports their participation in the classroom. Icons make the learner feel engaged and provides comfort for their learning of the content and a new language.

Label visual aids in the classroom

Labels

Labeling posters, pictures, diagrams, and any other visual aids in the classroom benefits ELL's. The label allows students to break down the information into "captions" and obtain the main idea of the topic. Labeling also allows students to see what each item is within a graphic to relate the items into a full understanding to master learning concepts.

3

Encourage all cultures to be represented

Culture

Teachers should ensure that all cultures are represented in the classroom with some type of aid. This component could be a visual aid or a topic discussed to the class during social emotional learning activities. This differentiation consists of holidays, foods, celebrations, clothing, societal differences, and any other cultural aspect that should be welcomed in the classroom.

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Recognize cognates in the native & English language

Cognates

Emphasis on cognates in a student's native language notifies the student that the teacher cares about their background and their native language. Providing cognates as examples allows the student to compare-and-contrast the two words by sound, writing, and understanding. This also helps relate the information between the two words and with other words in the first and second language.



Allow students to work in collaborative groups

Groups

Teachers that allow ELL students to work in groups or partnerships obtain a student-directed learning style. This learning style focuses on the students in the learning setting and their needs. Emphasis on group work allows ELL's to discuss the material with another person before sharing to the class or the teacher. This strategy increases confidence and self-esteem of the student and lifts their participation in classroom activities.

Reasons for Teaching

Diverse language populations are increasing with differing languages

• "By 2025, according to U.S. government estimates, as many as one in four students in the United States will come from a home where a language other than English is spoken" (Coleman & Goldenberg, 2010, p. 1).

Schools in the US will be teaching students with varying language backgrounds to the dominant English language

 By 2030, "'language minority students' (students who speak a language other than English at home and who have varying levels of English proficiency) will comprise 40% of students in U.S. schools" Watkins & Lindahl, 2010, p. 23).







Conclusion

Strategies for English Language Learners can be beneficial to their overall learning performance and achievement in the classroom. Effective teaching and scaffolding practices can also supplement the strategies for students to enhance learner performance. These strategies are helpful for teacher and education personnel to use because they allow for ELL students to learn at their fullest potential to help avoid the learning gap. This helps students gain confidence and a passion for learning as teachers focus on their strengths, not their language barrier. These strategies support strength-based learning and help the students create a growth mindset for learning and participation in the classroom. There are many strategies for ELL's to help them perform at their optimal learning level and obtain achievement to support their growing passion for learning.