

# **Working with ELLs - Best Practices for CTE Teachers**

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- Objectives
  - Why Ells?
  - Results of our survey
  - List what CTE teachers' challenges are.
  - Present an overview of our module and strategies
  - Activity

# Why ELLs?

# Federal Law – Special Populations in CTE

- The Carl D. Perkins Career and Technical Education Act which was reauthorized in 2006 continued and strengthened its commitment to
  - preparing women and men for occupations that are non-traditional,
  - ensuring access to CTE programs for special populations who face unique challenges and
  - prepare all students for careers that lead to self-sufficiency.

# Special Populations

- In the current text of the Act, six groups have been identified as special populations. These include:
  1. Individuals with disabilities:
  2. Individuals from economically disadvantaged families, including foster children
  3. Individuals preparing for non-traditional fields
  4. Single Parents, including single pregnant women
  5. Displaced Homemakers
  6. Individuals with limited English proficiency (English Language Learners)

# TAC Provisions –Special Populations

§ 75.1023. Provisions for Individuals Who Are Members of Special Populations.

- An individual who is a member of a special population as defined in 20 [23] United States Code (USC) , § 2302(29) [ § 2302(23)] , shall be provided career and technical education in accordance with all applicable federal law and regulations, state statutes, and rules of the State Board of Education (SBOE) and commissioner of education.

# Increasing Population

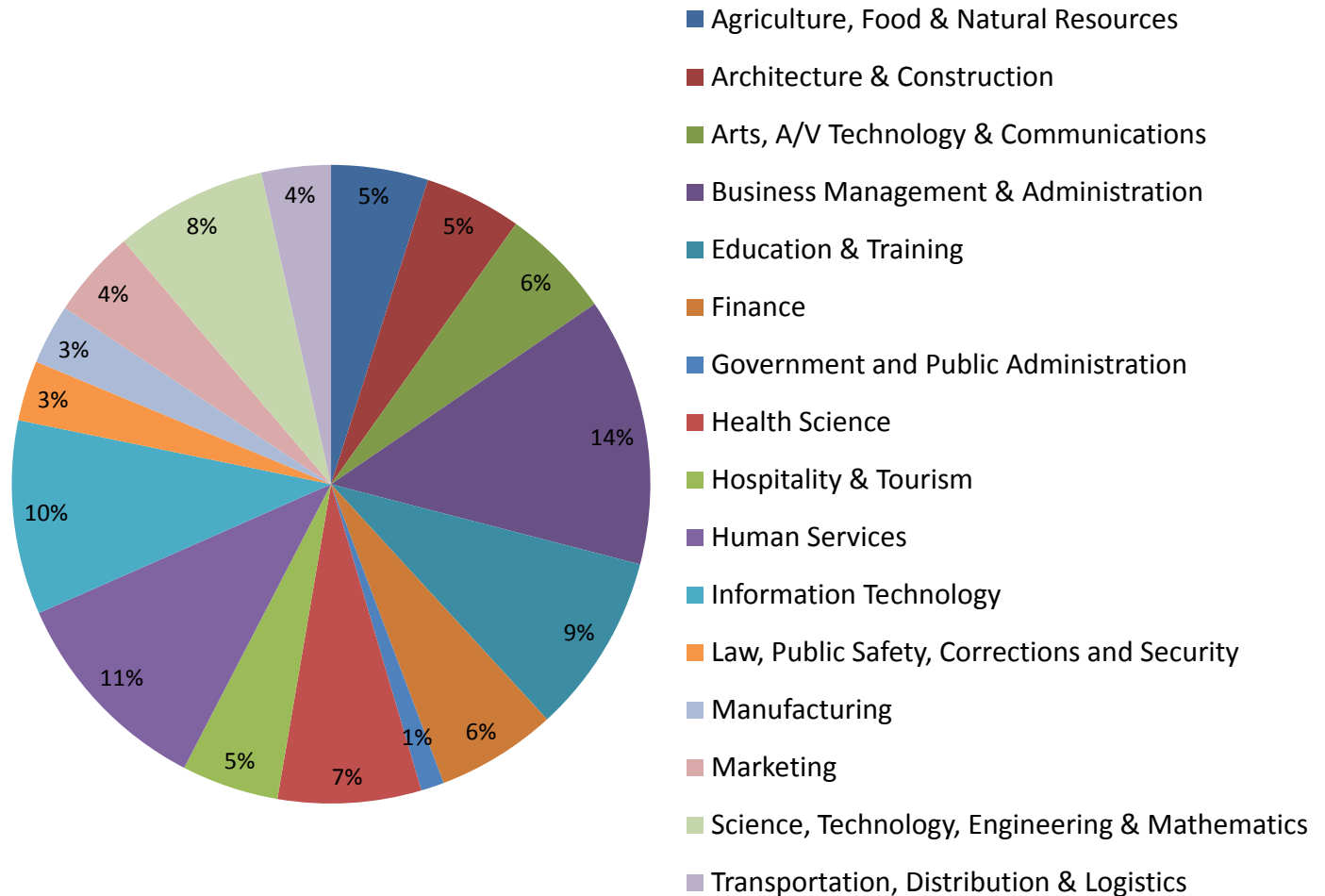
- The number of students identified as English Language Learners in Texas grew by 47.1 percent between 1999 and 2010.
- Hispanics had the largest numerical increase in enrollment between 1999 and 2010, rising by 771,504 students, or 48.8 percent.
- Asian/Pacific Islander students had the largest percentage increase in enrollment over the same 10-year time period (73.6%).
- In the 2009-2010 school year,
  - ELLs made up 17% of Texas' total enrolled students.
  - Hispanic students accounted for the largest percentage of total enrollment (48.6%), followed by Caucasian students (33.3%).

# NEEDS ASSESSMENT

# Needs Assessment Survey - Demographics

- We conducted a survey using the CTSP listserv (N=1400)
  - Number of participants – 200
    - Response rate – 14%
  - All 16 programs of study were represented
  - Approximately 0 to 70% ELL population

# Survey - Programs of Study Represented



## ■ **Stresses/Challenges:**

- Are students understanding both spoken and written English?
- Lack of communication.
- Lack of prior information.
- Do not have grasp of simple everyday vocabulary.
- Appear disinterested/not motivated.
- Not personally fluent.
- Working with a blended classroom.
- Do not understand technical language.
- What instructional strategies will work?
- Needing a translator (designating another student).

# MODULE DESCRIPTION

- Made it practical for all teachers
- Involved real situations/actual teacher needs
- Conducted a prior consultation to address specific concerns
- Discussed strategies and provided tools/plan for implementation within a unit
- Filmed teachers implementing our suggested strategies.
- Demonstrated 9 strategies
- Also identified other best practices teachers were doing
- Listed a total of 43 usable strategies
- Included supplemental material

- Toolkit addressing instruction and assessment
- Checklist
  - Training Manual
  - Pre/Post Tests
  - FAQs

# Video Participant Concerns

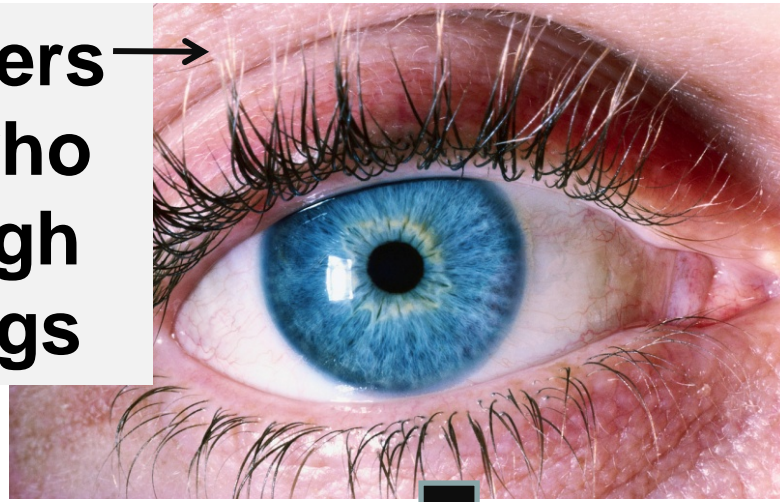
- Understanding technical language
- Developing higher-order thinking skills
- Breaking down difficult concepts
- Reading comprehension
- Assessment – formal/informal assessment
- Vocabulary
- Teaching intangible concepts
- Keeping students engaged
- Taking into account cultural influences and pre-existing culture-specific knowledge
- Increasing English oral proficiency

# STRATEGIES

- Preview-Review Strategy
- Use of Realia
- Think-Alouds
- Individualized Instruction
- Leveled Questions
- Student-Led Think Aloud
- Using Case Studies
- Engaged Academic Time
- Reading Comprehension Strategies
- Decoding Words Using Cognates
- Engaged Academic Time - Closure

- Examples of our teachers' best practices
  - Encouraging participation
  - Real-life Application
  - Positive Reinforcement
  - Encouraging Humor
  - Activating Prior Knowledge
  - Stating objectives
  - Using Real-world Applications

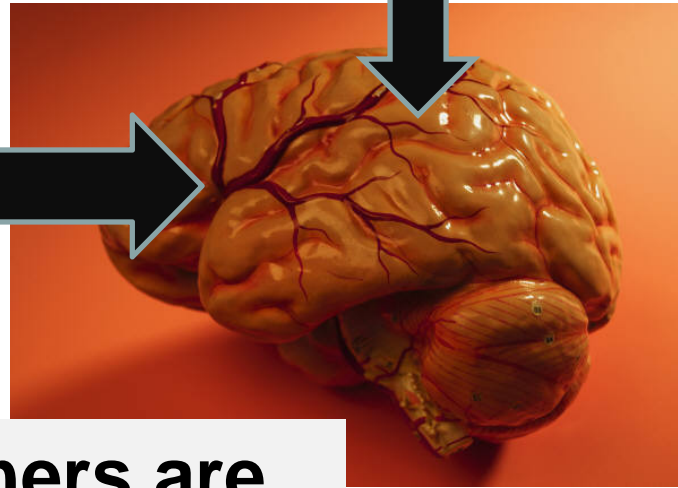
**Visual learners**  
are those who  
learn through  
seeing things



**Kinesthetic learners**  
are those who  
learn  
through  
doing things



**Auditory learners**  
are those who learn best  
through hearing things





# Talk Show

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## Historical and Personal Timeline



Examples of Realia





**The real thing  
is better than a  
picture!**



# Advanced Organizers

- Help organize new material by outlining, arranging and sequencing the main idea of the new material based on what the learner already knows
- Don't have to be lengthy or complex, just clearly understood and related to the material.

# Anticipated Guides

- A structured series of statements given to students before instruction.
- Students choose to agree or disagree with the statements either individually or in groups.
- After instruction, students revisit the statements and discuss whether they agree or disagree with them after having learned about the topic.

# Backwards Book Walk

- Students scan a non-fiction text briefly looking at headings, illustrations, captions, key words, and other text features.
- After the scan, students discuss what they believe they will learn from the text.

- Students are given a series of question stems ranging from the lowest to the highest level of Blooms taxonomy so that they can participate in discussions about a topic.
- For example: "What is..." , "How do..." , "What would be a better approach to..." , "How do you know that..." .

- Cognates are words in two languages that share a similar meaning, spelling, and pronunciation.
  1. Read the unfamiliar word in English.
  2. Note the spelling of the word
  3. Think of a word that looks or sounds like the English word, a cognate, in your primary language
  4. Talk about what the cognate means in your primary language
  5. Guess the unfamiliar word in English

# Compare, Contrast, Analogy and Metaphor Frames

■ Sentence frames used to help students organize schema for new words. For example:

1. Compare: \_\_\_\_\_ is similar to \_\_\_\_\_ in that both...
2. Contrast: \_\_\_\_\_ is different from \_\_\_\_\_ in that...
3. Analogy: \_\_\_\_\_ is to \_\_\_\_\_ as to \_\_\_\_\_
4. Metaphor: I think \_\_\_\_\_ is like/is because....

- Students form two lines facing one another.
- Students in each row share ideas, review concepts, or ask one another questions.
- After the first discussion, one row moves and the other remains stationary so that each student now has a new partner.

- A simulation involving two students.
- One student takes on the role of an expert and the other a novice in a particular situation.
- The expert responds to questions asked by the novice.
- The procedure can be used for lower level cognitive activities such as having students introduce one another to classroom procedures, and higher level activities such as explaining content area concepts at greater degrees of depth.
- The procedure can also be used to model the difference between formal and informal English, with the expert speaking formally and the novice informally.

# Famed Oral Recap

- An oral review involving two students using sentence starters. Students are given stems such as: "Today I realized...", "Now that I know...", and "The most significant think I learned was...."
- They pair up with a partner to discuss what they have learned in a lesson or unit.

# Using Multimedia Presentations

- Multimedia presentations refer to the use of media such as audio and video equipment, computers and related software and Internet sources to do research, publish and make presentations (present lectures).

- A strategy for keeping students engaged and focused while they process viewed material at a deeper level.
- When watching a video clip or a movie, each pair is assigned a role.
  - For example, one partner might be responsible for identifying key dates while another is listing important people and their actions.

# What do you do?

## ■ CTSP Checklist

- For more information please go to:  
<http://ctsp.tamu.edu>

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# Questions ?