Chad miller
ITEC 7430
Dr. Clark
Post Reflection for ELL


**What do teachers need to know about students who are learning to speak English?**

Learning to speak English is an extremely difficult process that develops over time. ELL students, depending on their language proficiency, are going to have difficulty understanding basic instructions and directions. Teachers should be aware that language acquisition is a process and that social language will develop more quickly than academic language. This is why a student may be fine speaking with friends and classmates, but has difficulty understanding lectures, assignments, quizzes, and tests. The academic language or CALP usually takes five to seven years to develop. It is also important for teachers to realize that all ELL students are different and will develop at different rates. Depending upon the ELL student's previous exposure to formal education their development will be very different. Establishing trust and a willingness to work with the student is very important. The ELL student's are going to need additional time, support, instruction, and resources to help them be successful in the classroom.

**What are some general instructional practices that can be beneficial to students who are learning to speak English?**

I still feel that preferential seating close to the teacher can be beneficial for the ELL student. This can be helpful because the teacher will need to spend additional time with the student offering explanations, directions, and strategies. I think that using the research-based strategies that have been proven to assist ELL students is important. I personally think the sheltered instruction techniques are extremely valuable and will help the student learn and retain more information. If your school has the resources to incorporate a two-way immersion classroom this would be the most beneficial for the ELL student. However, I know that most schools are not able to accommodate this program. Some basic things that teachers can do that will be beneficial to ELL students are: include lots of context in lessons, activate the student background knowledge to help them relate to the material, teach vocabulary, work on reading comprehension in English and native language, differentiate instruction, and give lots of practice opportunities. One suggestion that I can offer from my experience is getting to know the student's and showing them that you care. If the ELL student's know that you care, are learning about them, and are willing to help them they will be more comfortable and willing to try.

**What should teachers consider when testing students who are learning to speak English?**

Because of more difficulty in learning academic language ELL students are (depending upon their level of language proficiency) usually going to have a difficult

time with test and quizzes.  The ELL student will need extended time on test, might need test modifications, and possibly translation aids (dictionaries, online tools, etc.) to be successful on the test.  Having someone read the test and/or offer simpler descriptions and explanations of the questions might be needed.  It might be better to give the students an oral version of the test in some instances.  Make sure you are measuring what the student knows about the content and not how well they know the language.

**What would I have done differently?**

If I could go back I would have finished this module the first week of school and began working more closely with my ELL students.  I would have incorporated strategies and methods that would have made my class easier for them and probably would have benefited my other students as well.  I would have offered additional testing methods and ways to ensure that I am evaluating the ELL students on the content and not how well they know the language.  I would also incorporate more technology that could benefit them with the lessons and instruction.

**What questions do I still have?**

I guess my main question is how can I incorporate the methods and strategies that I learned in this module into my classes.  Because of the sizes and varying levels of my classes I am not sure how I can make all of these strategies a reality.  In many situations I can use them, but in others I do not know how I will make it work.