E. Drake ELL Reflection

Reflection

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

Teachers need to know the social economic history of the student. Teachers should determine the level of English proficiency of the student. Teachers also should learn the level of exposure to content by the student. All teachers should be exposed to the challenge video. I assumed that my student would stay in the ELL program, but did not realize that as students show gains, that they are exited from the program and formal scaffolds are removed. This leaves students with a gap. They no longer have the “label” as Limited English Proficient but could benefit from some continued scaffolding.

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

When teachers are instructing students, who are learning to speak English, they should include images, realia, diagrams, and scaffolding. Additional helpful instructional practices including finding resources connected to content and the student’s native language, encouraging students to discuss content in small groups in their native language and providing translations for vocabulary or key words. Teachers can also modify their language to use shorter less complex sentences, clear speech and repetition of key terms and phrases while gesturing to visual examples as appropriate. When I first provided instructions to my student on a particular assignment I did not use visual cues or record the instructions for future reference. I understand now the benefit in doing so. When best practices are used all students benefit.

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

When teachers are testing students, who are learning to speak English, they should ensure that the students understand how to complete the assessment they are planning to use. They should make sure that students understand all the vocabulary words used in the assessment and review the terms with students prior to their receipt of the assessment. Teachers can also collaborate with an ESOL teacher to help students complete the assessment. Lastly, teachers can provide alternate versions of assessments for students who are learning to speak English or allow a student to present the information in a format that is more beneficial for the student.