What Educational Services Do Developing Multilingual Learners/English Language Learners?

Developing MLLs/ELLs receive targeted English language instruction and support depending on their NYSESLAT scores. Bilingual programs such as Transitional Bilingual (TBE) and Dual language (DL) are the default programs for MLL/ELL students in New York State. If there are 20 or more students on grade level within a language group a school is mandated to create a bilingual program. The availability of bilingual programming is an important factor in determining if Developing MLLs/ELLs receive educational services bilingually (TBE/DL) or in primarily in English (Stand Alone ENL).

guideline is for teachers to use materials and instructional resources that are linguistically, age and grade appropriate and are aligned to the Next Generation Learning Standards. Finally, by collaborating with school support personnel and community-based human resources, schools can successfully address the multiple needs of ELLs.

Building a school-wide multilingual ecology. Creating and maintaining a school

Classroom-based practices

Scaffolding Tasks. When working with Developing MLLs/ELLs, it is important to keep expectations high and to scaffold tasks for students (Gibbons, 2002). As an example, teachers can provide opportunities for Developing MLLs/ELLs to engage in meaningful speaking activities before writing. This added step of talking it out, in English and in home languages, can provide students with a chance to generate and build on more ideas as seeds for writing (Fu, 2009). A multilingual turn-and-talk and think-pair-share (Celic & Seltzer, 2013; Hesson, Seltzer, & Woodley, 2014) are valuable ways to integrate brief, but meaningful, moments of discussion within a larger lesson and as a scaffolded step before a written task.

Developing Academic Language. Typically, Developing MLLs/ELLs speak English fairly fluently and have developed what Cummins (2008) describes as conversational language. Academic language, on the other hand, takes longer to develop and involves talking, reading, and writing about school subjects. It is the language MLL/ELL students need to understand and use in order to be successful with grade level curriculum. Unlike conversational language, it is typically used to discuss abstract or unfamiliar concepts. It uses more academic vocabulary and sentence structures are typically more complex.

Academic language is best learned in context when content specific vocabulary is used and focused on within its discipline. Academic language, however, goes beyond vocabulary and extends to the forms of writing that are used in different academic disciplines. Developing academic language includes understanding the different genres or writing used in different academic fields. As students have opportunities to use language for authentic purposes, in different content areas, they learn how to use language as mathematicians, scientists, social scientists and as literary scholars. Developing MLL/ELL students can develop the academic language they need for school success as they are immersed in the language of different content areas. Teachers can further support academic language by developing language objectives which specify the language students should use when demonstrating understanding of content (Freeman & Freeman, 2009; Gibbons, 2009).

Heterogeneous groupings. Purposeful grouping benefits Developing MLLs/ELLs as they progress in their language, literacy, and content skills and grow in their abilities to lead and
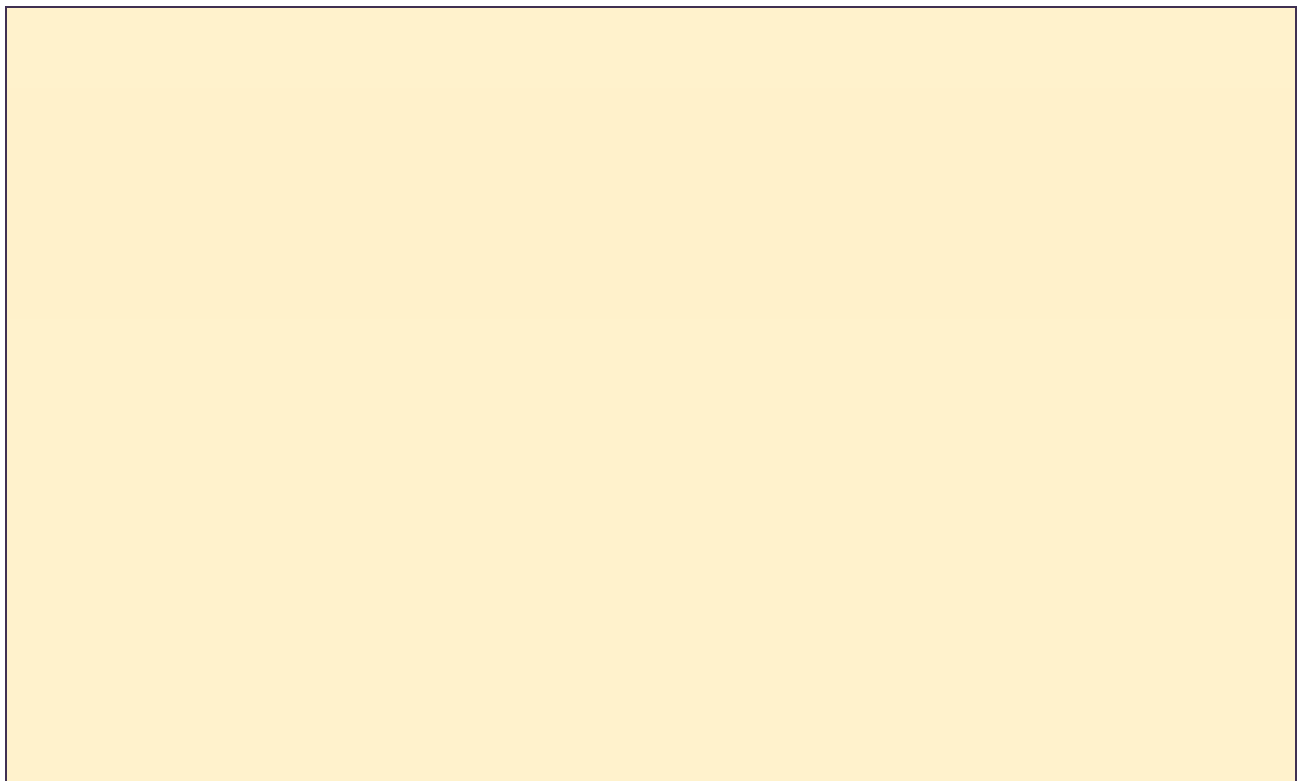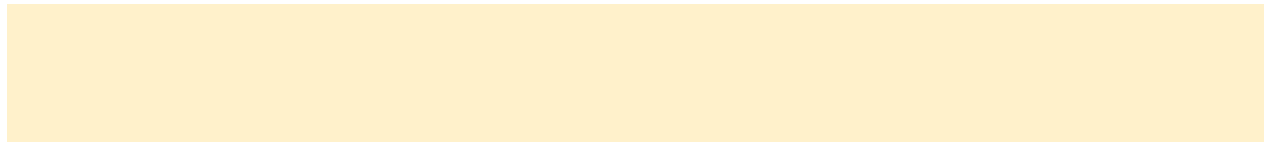
•−"ƒ−‡Š‰ƒ›− Šƒ• Šƒ‡Ž•ƒ†"'˜‡Š‡™"‹−ƒ•"‰' ƒ‹•− ˆ.Žšƒ•'Š … ƒ•'‡Šâ‡ó"•ƒ•‡Ž of a paint swatch from the hardware store, students write basic, everyday words. On the second panel, students write sophisticated synonyms for those words that they come across in their reading and classwork. On the last swatch, they write definitions. When Fatima writes essays, her teacher encourages her to keep her paint swatches by her. This activity has motivated her to take the risk to incorporate new words into her writing.

Tahj, 11th Grade Student from Bangladesh

Tahj is a 16 year old student from Bangladesh who arrived to New York at the beginning of 8th grade. He was identified as a Developing MLL/ELL because he has been receiving ENL services for the fourth consecutive year. He2 (E) (6) (i)-36ns(t)6 11 1ie5E EMC rade. He

- o] v[š oo}Á MLLs/ELL to take mainstream courses thus separating them from interacting with mainstream students;
- o made students physically tired, interfering with their ability to pay attention in class.

<u>Classroom and/or school-based recommendations for supporting Developing MLLs/ELLs:</u>

- x Policies that isolate ELLs from mainstream and bilingual peers may stunt Developing MLLs/ELLs' opportunities to master academic English.
- x School policies should aim to bring Developing MLLs/ELLs into collaborative learning communities of practice that build on their strengths and skills as valued members of their academic community.

Cisco, B. K., & Padrón, Y. (2012). Investigating vocabulary and reading strategies with middle grades English language learners: A research synthesis. *RMLE Online, 36*(4), 1–23.

The authors embark on a review of research to address the fact that the majority of adolescent MLLs/ELLs have only a basic literal-meaning comprehension of texts, which impacts their ability to participate in mainstream content-area classes as well as standardized testing. The authors sought to connect this issue to the role of home-language transfer, the importance of vocabulary development, and the need to identify instructional approaches that would improve the current situation. The authors do not specify different subgroups of MLLs/ELLs, but this article has been included because the suggested strategies may be helpful for Developing MLLs/ELLs.

<u>Challenges in serving Developing MLLs/ELLs:</u>

- ” Teacher preparation on how to serve MLLs/ELLs is lacking; likewise, the relatively limited research about middle-school-age MLLs/ELLs contributes to a lack of information about these students.

<u>Classroom and/or school-based recommendations for supporting Developing MLLs/ELLs:</u>

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- ” Leverage home-language skills to help students comprehend texts by providing instruction

Classroom and/or school-based recommendations for supporting Developing MLs/ELLs "

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