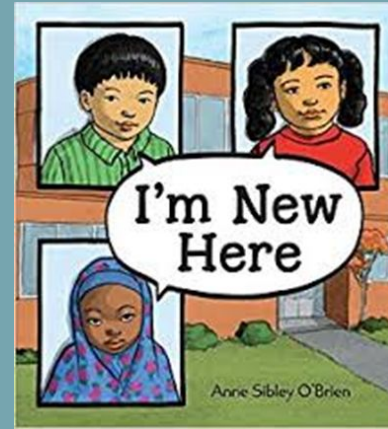

STRONG START



TIPS & TRICKS FOR ELLS IN THE CLASSROOM

ELLs in Strong Start



Our ELL students come from a variety of backgrounds and experiences and it is important to acknowledge and understand those aspects that contribute to each student's identity, language and culture. Taking the time to have some background knowledge of where they are from goes a long way.

10 Best Practices for Welcoming Newcomer Students



ILLUSTRATION: GETTY

1. Create a warm and **welcoming beginning**/introduction to the school – i.e. orientation for parents and students, tour of school facilities, help in understanding Canadian school culture.
2. **Buddy up** newcomer students with classmates to help them orient themselves to their new school and join into activities and programs.
3. **Help them understand**: keep vocabulary and sentences direct and simple, repeat, use visuals, picture dictionaries, Google Translate, etc.
4. **Be a safe person** for a newcomer. Make it clear they can come to you. Be patient and listen; be sensitive to their past.
5. Take time to **learn about their culture**, home life, country, town, family. Ask them about who they are as people – what they like to do in their free time, goals, family activities.
6. **Acknowledge all cultures** and religions in the classroom in a safe and respectful way – make all holidays known as important. Offer to have parents to come in and explain to the class and draw similarities.
7. **Include all students** in what you're doing, even if they're not fully capable in English. Give students an opportunity to show what they know in their own language.
8. **Make connections** between their country and Canada and show similarities rather than differences.
9. Speak of their future and **help students set goals**. Everyone works better when they know what they are working towards.
10. Be very clear throughout the school about **rules and expectations** – safety and respect being the cornerstone of all conversations.

Thanks to Caroline Lai and the staff at the Surrey School District English Language Learner Welcome Centre for their guidance in creating this poster.



Culture Shock

If you have ever spent an extended time in another country, you know that it takes time to overcome culture shock and find a new sense of "home". Below are the four stages of culture shock. Keep in mind that newcomers do not always progress through these stages at the same rate nor in a linear order; some may never actually reach the stage of full acceptance.

1. Honeymoon

Newcomers are excited about their new lives, are open to change, and enjoy exploring their new environment.

2. Culture Shock

The differences between the new and the native cultures become more apparent, and newcomers feel overwhelmed by all that they do not understand.

The lack of language skills leads to more frustration and confusion.

Students may exhibit irritability, tiredness, disinterest, depression, and aggression. Teachers may need to give more time, patience, and understanding to students at this stage.

4. Acceptance

Newcomers are now equipped to thrive in the mainstream culture. As they seek to find their identity, students may feel caught between the new and native cultures.

3. Integration

Newcomers start to deal with the differences between the old culture and new, as they find ways to integrate, replace, or find a state of coexistence for old beliefs and new.

Parents may be alarmed at their children's integration at this stage, and could become concerned about preserving the native language and culture. Reinforcing the value of the native culture alongside the new will go a long way in supporting parents.



Language Development Strategies:

Young ELLs use the following strategies as they learn English:

- using their first language
- not speaking (silent period)
- Repeating what others are saying
- using headlines and learned phrases
- producing more complex structures and vocabulary.



Based on the work of Tabors and Snow (1994)

<http://www.edu.gov.on.ca/eng/document/kindergarten/kindergartenELL.pdf>

Building Community with the Families

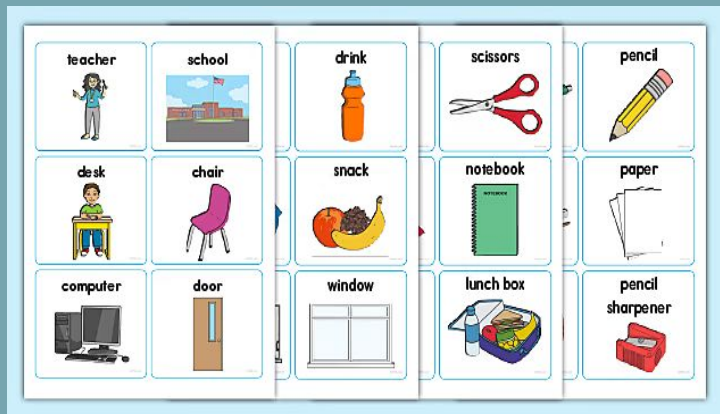
- Ask a regular parent to help welcome the new family
- If a family who speaks the same language is attending, ask them to support
- Encourage parents to model what routines they do in the class
- Give new families a job (handing out supplies, helping with food preparation)
- Allow time for parents to communicate with each other
- **Turn to your neighbor and share when and how you will have time in your class for parents to communicate with each other to build community.**



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Resources:
**some ideas and tips for the
classroom**

Picture Cards / Flash Cards



- Can express needs (student can point to a picture)
 - Use for:
 - class schedule (centres, snack etc)
 - needs (bathroom, water, etc)
 - Instruction (materials, supplies, etc)
 - Model and Repeat (when student points to a picture, say the word and have student repeat)
 - Place pictures around the classroom, have a keyring of picture cards available for student, wear a lanyard with picture cards
 - Create a match game to practice vocabulary
-

TEACHER TALK...

How You Talk:

- Slow pace of speech
- Simplified wording
- Wait time!!

How You Present Yourself:

- Friendly, supportive, positive
- Making intentional, daily connections (routines)
- Facilitating peer and parent connections

Using Google Translate for Communication:

- Cue the student for what's ahead or what's expected of them for this activity
- Pre-teaching
- Parent communication (newsletters)

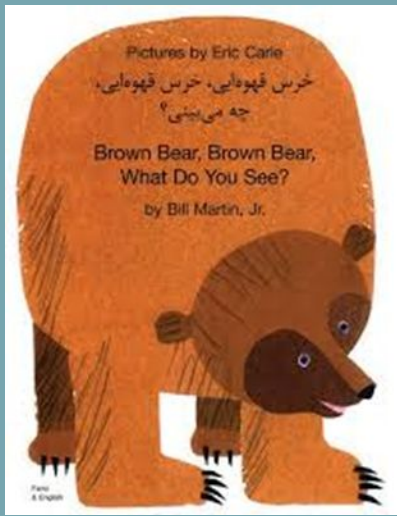
Google Translate (my best friend!)



Google Translate

- A quick way to express an instruction or immediate need
- Install the Google Translate Extension (on an iPad, laptop or phone)
- Use the “conversation” option, speak in English and have the message read out in the student’s L1
- Use the camera function to take a picture of printed text in English and translate to another language, then have the word read to the student

<https://youtu.be/0W1w04QrwHM>



Maintaining and Celebrating Cultural Identity

Family Support

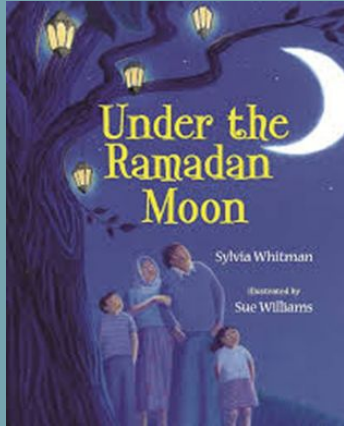
Encourage families to provide a rich first language environment at home.

- Tell stories in their first language
- Participate in first language community events
- Reading in first language

Foundation for second language

Borrow dual language book from the library

www.uniteforliteracy.com





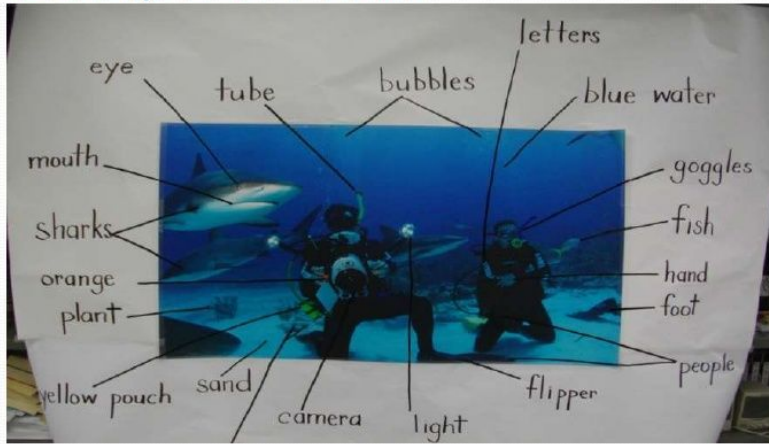
Storybooks Canada

- ❖ It can be EXHAUSTING listening to a foreign language all day.
- ❖ **Storybooks Canada** offers a variety of stories that can be read aloud in a number of languages. This also shows the students that you value their languages.
- ❖ If iPads and headphones are accessible, the student could listen to a story in his/her language.
- ❖ Select the story. Change the language to the student's L1 and select "autoplay."
- ❖ "Read" a story with the entire class - in both the ELL's L1 and in English.

<https://www.storybookscanada.ca/>

PWIM - Picture Word Inductive Model

Example of PWIM



tall

palm tree

laugh

Fun & Effective

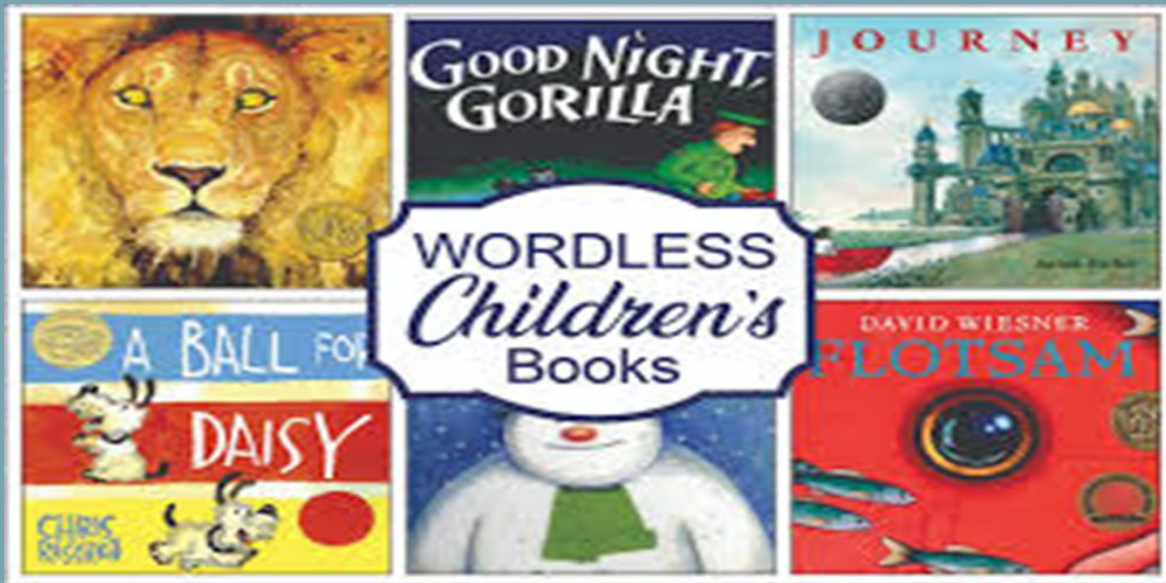
ESL Vocabulary Activities

**Picture Word Inductive
Model (PWIM)**

brown
sand

hot
barbecue
cook

KIC
Kid Inspired Classroom



Highly visual and accessible.

Varying levels of difficulty.

The student may not be able to express a story in English, but may be very capable of expressing complex ideas and details in their own language.

Further Thinking & Learning

- Ontario schools: “Supporting English Language Learners in Kindergarten”
<http://www.edu.gov.on.ca/eng/document/kindergarten/kindergartenELL.pdf>
- **Matt Hajdun: The Importance of Play** (pro-d session from online conference)
<https://www.mlsummit.net/ml-summit-21/july-24-session-d>
- Emily F. Calhoun: Picture Word Inductive Model <https://www.academia.edu/38341979>
- “Enhancing English Language Learners Development using Wordless Picture Books”
https://c81e4115-26cd-42c5-acd0-5f3dd8b05e03.filesusr.com/ugd/05c36e_33d20afb85c14be599e7933461a90366.pdf
- SD23 Dashboard - departments - ELL <https://dashboard.sd23.bc.ca/ResourceDetails?CatInfo=20>

Moving Forward...

Please connect with me!

Leigh-Ann Yanow - District ELL Support

leigh-ann.yanow@sd23.bc.ca

Cell: 250-869-7613 HRES direct line: 6181

- ❖ Do you have any questions?
 - ❖ What concerns do you have about your ELLs?
 - ❖ What resources do you need?
 - ❖ What has worked well for you?
-

