



**¡BIENVENIDOS! MURAHŌ.
KYAOSO. SVAGATA CHA.**

WELCOMING ENGLISH LANGUAGE LEARNERS TO YOUR CTE PROGRAM

ALANE ROZELLE, KENT CAREER TECH CENTER, GRAND RAPIDS

WHO ARE THEY & WHERE ARE THEY FROM?

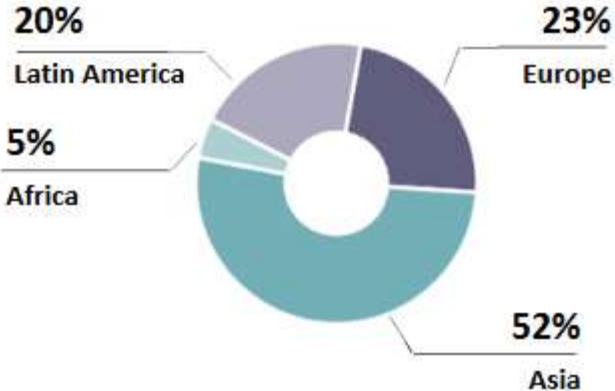
- MICHIGAN OVERALL—numbers
- Why have they come? How did they end up in the Mittens?
- Immigrants are good for the community



RECENT IMMIGRATION INTO MICHIGAN

IMMIGRANT CHILDREN

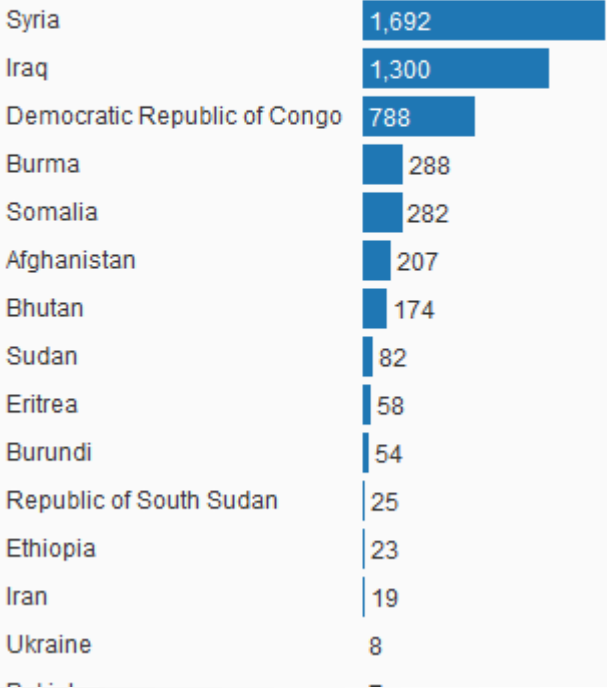
Immigrant children and youth living in Michigan come from diverse regions. They are the future thinkers and leaders of our state.



Source: 2015 American Community Survey 5- year estimates; 2000 Census data

Refugee Arrivals in Michigan by Nationality: 2016

Refugees from Syria and Iraq were the most common nationality to settle in Michigan last year.



WHY CTE SHOULD BE GOOD FIT FOR ELLS



- See and Do
- Developing vocab in desired career path
- Learning a marketable skill along with language-learning
- Giving graduation a purpose
- Developing relationships with adults in the career path and connections in industry
- Learning the “American” system of work

IMMIGRATION BENEFITS MICHIGAN

- <https://www.samaritas.org/Portals/0/UM%20Re-Issued%20Final%20Copy%20-%20Draft%205.pdf>
- 1. Immigrants want to assimilate into the American culture.
- 2. Immigrants fill shortages of jobs and pay taxes.
- 3. Immigrants are not all criminals or terrorists.

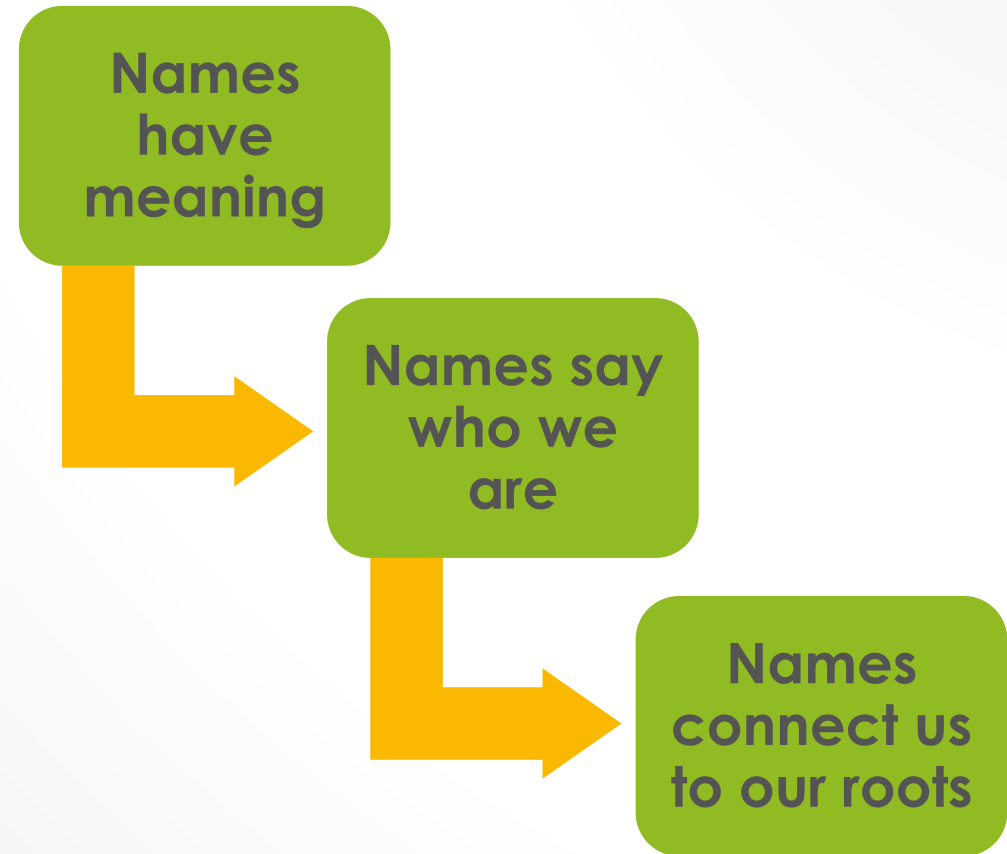


WHY CTE IS A GOOD FIT FOR ELLS

- 1. Great amount of hands-on experience. Usually not high academics or lots of book-reading. Can see/watch and copy/do. Learning vocab in context.
- 2. Excellent for integrating new immigrants into society, into becoming productive contributors, job-training.
- 3. Allows more space to show what they already can do / already know vs what they don't know / can't do.
- 4. Your Career Tech Center must be committed: in providing space, instructors, and correct instructional methods.

FIRST: GET TO KNOW ONE ANOTHER

- Names / Identity
- Home Country, Culture, Languages spoken
- Prior Education & English ability
- Support Base



WIDA AND LAPs


1. WIDA
2. CAN DO DESCRIPTORS
3. LANGUAGE ACQUISITION PLANS

WIDA

https://www.michigan.gov/mde/0,4615,7-140-22709_40192---,00.html

CAN DO DESCRIPTORS

<https://wida.wisc.edu/sites/default/files/resource/cando-keyuses-gr-9-12.pdf>



ACCESS for ELLs 2.0*
English Language Proficiency Test

Sample Student
Birth Date: mm/dd/yyyy | Grade: sample grade
Tier: sample tier
District ID: XXXXXXXXXX | State ID: XXXXXXXXXX
School: sample school
District: sample district
State: sample state

Individual Student Report 20XX

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level					Scale Score (100-500) and Confidence Band		
	1	2	3	4	5	100	200	400
Listening	4.0					368		
Speaking	2.2					320		
Reading	3.4					356		
Writing	3.5					355		
Oral Language <small>50% Listening + 50% Speaking</small>	3.2					344		
Literacy <small>50% Reading + 50% Writing</small>	3.5					356		
Comprehension <small>70% Reading + 30% Listening</small>	3.7					360		
Overall* <small>25% Reading + 25% Writing + 12% Listening + 12% Speaking</small>	3.4					352		

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	4	understand oral language in English related to specific topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> - Exchange information and ideas with others - Connect people and events based on oral information
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: <ul style="list-style-type: none"> - Share about what, when, or where something happened - Compare objects, people, pictures, events
Reading	3	understand written language related to common topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> - Classify main ideas and examples in written information - Identify main information that tells who, what, when or where something happened
Writing	3	communicate in writing in English using language related to common topics in school, for example: <ul style="list-style-type: none"> - Describe familiar issues and events - Create stories or short narratives

9-12

By the end of each of the given levels of English language proficiency English language learners can...

		ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
KEY USE OF RECOUNT	LISTENING	Process recounts by <ul style="list-style-type: none"> Matching everyday oral content-related words and phrases to pictures, diagrams, or photographs Selecting resources, places, products, or figures from oral statements and visual supports 	Process recounts by <ul style="list-style-type: none"> Matching oral descriptions of characters or main events in content-related topics Following modeled oral commands 	Process recounts by <ul style="list-style-type: none"> Identifying main ideas from short content-related oral presentations Classifying examples of genres read aloud (e.g., types of narration) 	Process recounts by <ul style="list-style-type: none"> Following the steps of content-related tasks or assignments given orally Identifying details from oral discussions (e.g., when, who, where, what, and why) 	Process recounts by <ul style="list-style-type: none"> Reconstructing past experiences or series of events based on oral discourse Recognizing nuanced meanings of words and phrases in extended oral discourse 	Process recounts by <ul style="list-style-type: none"> Categorizing perspectives of multiple speakers Identifying important information on specific events and concepts from lectures and presentations
	SPEAKING	Recount by <ul style="list-style-type: none"> Naming and briefly describing content topics using visual support (e.g., posters, diagrams, pictures) Answering select yes/no or Wh-questions 	Recount by <ul style="list-style-type: none"> Restating information using content-specific terms Providing examples of content-related information previously studied 	Recount by <ul style="list-style-type: none"> Posing and responding to questions in small group discussions Describing the sequence of processes, cycles, procedures, or events with details 	Recount by <ul style="list-style-type: none"> Presenting factual information on content-related topics to the class Paraphrasing and summarizing content-related ideas in large and small groups 	Recount by <ul style="list-style-type: none"> Engaging in extended discussion of effects, impacts, or events related to content topics Giving multimedia oral presentations on content-related material learned from various sources 	Recount by <ul style="list-style-type: none"> Adjusting presentation style, degree of formality, word choice, tone, and information to the context and audience Presenting information that follows discipline-specific organization (e.g., orientation to topic, sequence of events, conclusion)

*Except for level 6, for which there is no ceiling.

LANGUAGE ACQUISITION PLAN (LAP)

- Also called: Individual Language Plan (ILP), Language Development Plan (LDP), etc.
- Example:

<https://www.bismarckschools.org/cms/lib/ND02203833/Centricity/Domain/209/ILP%20BPS%202017-18.pdf>

IN THE CLASSROOM: TIPS FOR INSTRUCTION

1. PAIRING
2. LECTURING—SPEECH, IDIOMS, VOCAB
3. VISUALS—VOCAB, DEMOS, HANDS-ON
4. TESTING—EXTENDED TIME, SHORTENED ASSIGNMENTS, ALTERNATE MEANS OF DEMONSTRATING MASTERY
5. RELATIONSHIP—CONFIDENCE, TRUST
6. INCORPORATE ELL CULTURE IN CTE CLASS



GAME TIME! GUESS THE PROVERB

- A disposition towards inquiry deprived the feline of its vital state.
- There is illumination at the termination of the subterranean excavation.
- Elementary sartorial techniques initially applied obviate the need for repetitive similar actions to the square of three.
- Homo sapiens who inhabit abodes composed of pellucid substances containing silicon materials should be prudent of casting hard cobbles.
- The gyre that emanates shrill sounds receives the viscous lubricant.

MAD GABS

EYE

PILLOW

FIZZ

SIGH

OWL

FRAYED

HOSE

HOSS

WORK-BASED LEARNING

*NorthStar: must be low income and additional barrier such as ELL, homeless, unaccompanied minor, refugee, pregnant.

*Step between no job and a real job. Learning to be employable.

*Not always in desired career path.

*Limited term: 6-7 weeks in summer, some during school year.

*More likely to graduate.

Other WBL / OJT options at KCTC:

*Language has not been a large barrier

*Transportation can be an issue

OBSTACLES/ ISSUES

1. ATTENDANCE
2. HISTORY / TRAUMA
3. UNDOCUMENTED
4. OTHER: LOSS, FINANCES, LACK OF KNOWLEDGE OF U.S. SYSTEM



SEAL OF BILITERACY

https://www.michigan.gov/documents/mde/Michigan_Seal_of_Biliteracy_1.10.2017_610783_7.pdf

TO RECOGNIZE NATIVE SPEAKERS
OF LANGUAGES OTHER THAN
ENGLISH
AND
TO RECOGNIZE NATIVE ENGLISH
SPEAKERS WHO MASTER ANOTHER
LANGUAGE



ADVOCATE!

- Be a friend as well as a helper.
- Help find what's best for your ELLs.
- You may be the only one speaking up for them.

- **RECOMMENDED BOOK:**

“Teaching English Language Learners in Career and Technical Education Programs,” Victor M. Hernández-Gantes and William Blank, 2009.

