

¡Bienvenidos! Welcoming ELLs to Your CTE Program

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Studies show that CTE should be a great fit for English Language Learners because of all the hands-on, see-and-learn, action. But is your tech career classroom ready to serve and support ELLs? If you have an ELL in your classroom, then you ARE an ELL instructor. Receive tips and ideas for best supporting this special, fabulous population.

Focus of this session will be on best practice suggestions for supporting and accommodating English Language Learners (recent immigrants/refugees) at various English-ability levels in the CTE classroom. Participants will learn about the WIDA (language test), creating a Language Acquisition Plan, and appropriate accommodations (not modifications). Participants will learn the importance of names/identity, cultural awareness, and incorporating the "other" (culture) into the CTE classroom.

I. WHO ARE THEY & WHERE ARE THEY FROM?

A. Michigan overall – numbers, nations, languages

In 2016, 96,874 refugees entered the U.S. (legally). 5% or 5,039 came to MI. Over half were from Syria and Iraq.

After the 2016 election of Donald Trump and his vow to severely restrict immigration, especially from certain Middle Eastern countries, the number of refugees settled in MI plummeted 75%. (Info per the U.S. State Dept., quoted in the Detroit Free Press.)

This is worrying to advocates for immigrants who point out that our state has greatly benefited from the labor, the entrepreneurship, and the economic activity of refugees. They often come as whole families, they bring unique and necessary skill sets with them, and they work very hard, often at jobs that others do not want to do.

In FY 2018, MI only took in 647 refugees—the lowest # since 2006.

MI now has about 704,000 foreign-born residents, ½ are naturalized citizens. The 704,000 includes undocumented persons.

Primarily from: India, China, Iraq, Bangladesh and Yemen. Notice that Mexico and Central American nations are not in the top 5, for MI.

1. West Michigan about 8% foreign-born in Kent County
2. Southeast MI—largest influx, ranging from 10 – 12% in counties around Detroit.

3. KCTC—

- a. Latinos/Hispanics—Mexico, Central America--Spanish
- b. African nations/languages: Swahili, Kinyarwanda, Kisigua, French, and more;
- c. Asian nations/languages: Nepali, Burmese, Karen, Vietnamese, the Philippines.

4. Other Areas—see map.

B. Why have they come? How did they end up in the Mitten?

1. Refugee/immigrant agencies—placement—Samaritas, Bethany
2. Fleeing war, gang violence, extreme poverty, other

C. Receiving immigrants is good for the community

“The Economic Impact of Refugees in Southeast Michigan,” Global Detroit, 2017.

<https://www.samaritas.org/Portals/0/UM%20Re-Issued%20Final%20Copy%20-%20Draft%205.pdf>

1. Today’s immigrants are assimilating to the American way of life just as quickly as immigrants in the past. Assimilation takes time.

2. Immigrants are not stealing Americans’ jobs. To the contrary, they fill job shortages, perform jobs that others do not want to do, and / or create jobs by starting new businesses. They also pay taxes, yet as non-citizens, may not receive back the benefits of those taxes.

3. Contrary to popular belief and sensationalist rhetoric, today’s immigrants are not all criminals and terrorists. In fact, you are more likely to win the lottery (1 in 258.9 million) or die in a plane crash (1 in 11 million) than be murdered in a terrorist attack by an illegal immigrant. (Source: Foundation

for Economic Education <https://fee.org/articles/3-common-immigration-myths-debunked/>)

Also: from Michigan State University study:

https://www.canr.msu.edu/news/immigrants_in_michigan_what_do_you_know_about_them

D. My Disclaimer: The point of this presentation is not to lean one way or the other on immigration policy. We could find studies and facts to support any opinion and policy decision. My position as an educator is: They are here; I will help them to the best of my ability to be the best that they can.

Therefore:

II. WHY CTE CAN / SHOULD BE A GOOD FIT / OPTION FOR ELLs AT ANY LEVEL

1. It has been well documented that ELLs perform better when they are engaged in meaningful activities grounded in contexts that they can relate to in some way.

2. The coherent sequence of courses in CTE programs should allow ELLs to build on prior knowledge and experiences as they advance in the program. Just as the students who start out in the first-year construction class begin at the foundation and build upwards, adding skill upon skill, so the ELL should see a similar progression in comprehension.

3. Because CTE does not focus on the theoretical, does not focus on intangibles, but instead includes real-world activities and practices in the classroom, ELL students are able to make the connection between the vocabulary and knowledge presented and the actual use of that vocabulary and knowledge. In addition, it is reinforced daily.

4. CTE is also excellent for training and integrating new immigrants into society, to familiarize them with the American system of work, and to aid them to more quickly become productive for their sake and their family's sake.

5. Finally, your Tech Center needs to be committed. If your Career and Tech Center is a viable option for ELLs, then it must provide them with the necessary space, tools, instructors, and proper instruction to accommodate them.

III. FIRST STEPS: GETTING TO KNOW ONE ANOTHER

A. Names* / Identity

*****ACTIVITY: IDENTITY SHIELD*****

Draw the shield any shape you desire. Write your name on it somewhere, in any style you wish. Add your nickname if you ever had one. If it's a nickname you don't like, write it on the back. Write at least 4 descriptive words on the shield that tell who you are, that identify you in the way that YOU want to be identified. Draw pictures if you wish. On the back of your shield, write at least 2 things that you do NOT want others to know about you. Now share your identity shield with 2-3 persons near you, particularly if they are persons that do not already know you. Explain the meaning of your name, if you know it, and the reasons you chose the identifying words that you chose. Teach how to pronounce your name. Shields are a defensive weapon; they are used to protect us from harm. The outside faces the enemy. The inside or back side is what we keep hidden, what we are trying to protect. We all have these invisible shields in front of us. Just like these newcomers, it may take time to get past the shield.

1. Learn how to pronounce their name. Do the best you can. Remember, if it's hard for you to learn one word—their name—how difficult is it for them to learn hundreds of words in English?

2. Names have meaning. Part of their cultural identity. Do not minimize their names, mispronounce them, or give nicknames without their consent. (Herminia, Anyieth)

B. Home Country, Culture, Languages

1. Maps

2. Learn whatever they're willing to share. May not want to speak of traumatic events. Those are the things on the backs of their shields, that they are hiding and protecting.

3. Research a little of the country, the culture, the history.

4. Value their beliefs and religion.

C. Prior Education and English knowledge

- 1. Level and consistency of schooling may vary.**
- 2. May not be literate in native languages.**
- 3. Which language(s) are spoken at home?**
- 4. WIDA score—English level (more on this later)**
- 5. How long have been in U.S.**

D. What support base do they have?

- 1. Here with family, with a refugee agency, on their own?**
- 2. Sending school ESL support? Counseling? Community?**

IV. WIDA and LAPs

A. WIDA—administered in spring; mandatory for all students coded ELL.

- 1. Oral Language (Listening and Speaking)**
- 2. Literacy (Reading and Writing)**
- * 3. Comprehension (Listening and Reading)**
- 4. Overall (combination of all 4 language domains)**

**B. CAN DO descriptors for grades 9-12 for understanding WIDA scores
(show example in ppt)**

- 1. I'm mostly interested in the listening, comprehension, speaking.**

C. LAPs (Language Acquisition Plan)

- 1. (various examples)**
- 2. Should at least include: country of birth, home language(s), length of time in U.S., WIDA scores, support provided at sending school including contact person, specific obstacles, suggested helps for instruction, testing, etc.**

V. IN THE CLASSROOM

A. ELL Support---Your Tech / Career Center probably does not have dedicated ESL staff or an ESL classroom. Therefore, it's up to the instructors and the paraprofessionals or classroom aides. If you have an ELL in your classroom, you have become an ESL instructor.

*****1. First and Foremost: Get to know the ELLs you have, their names, their home language, their English capability, and other skills they may possess. What are their strengths that can make up for their lack in English? (Similar to dealing with students w/ IEPs).**

2. Ideal: Pair with someone who is bilingual in English and in the student's language. More frequently possible with Spanish-speakers due to greater numbers.

3. Pair with another student (English-speaking) who is patient and understands the material.

4. Become aware of your use of slang and idioms. Repeat instructions or information with different words and slow your speech, but not to the point of absurdity. We use so many idioms naturally, we are not even conscious of them in our daily speech, but they can really throw off a student whose native language is not English. (Example: Wardat—backseat to the baby.)

5. Encourage ELL participation in oral Q & A, oral discussions and debates, and oral presentations. May simplify the Q. or make it a direct Q. May simplify or shorten the rubric for the presentation. Allow the ELL to read from notes. However, do not force public speaking: may be too far outside of ELL's comfort zone, cultural boundaries, or sense of safety.

6. Write legibly on board.

7. Provide written version of lectures and print-outs of powerpoint presentations so that the ELL doesn't have to copy but can highlight.

8. Try to learn a few phrases in their language to welcome them each day.

9. Provide LOTS of visuals. Vocab on walls, lists of classroom policy and procedure, pictures and how-to instructions. Models to point at and to examine: tools, parts of car, skeleton, handcuffs, model houses, baking pans

and measuring cups. **SHOW** and **EXPLAIN**. If student still looks confused, use different vocabulary, gestures and more pictures. Ask them for words that they do know. Also, make connections to home: ask what the tool or part would be called in their language (if there is such a word).

10. Begin with lower order questions >> to higher order Qs.

11. Lecture material may be simplified but not dumbed-down. Maintain same standards for ELLs as for the other students in the class, but make accommodations for their language barrier.

*******GAME: GUESS THE PROVERB*******

*******ALSO: MAD GAB*******

12. Post vocab around the room with plenty of pictures of procedures. Quiz frequently on vocab.

13. Watch your body language. Some gestures may be offensive in other cultures. Your reactions could signal disapproval of the student. Recognize personal space, propriety of touch, and male-female relationships.

In Certified Nursing Assistant courses, much hands-on work on each other. Some cultures may not allow males and females to touch or certain body parts may be considered “dirty.”

14. Create fun activities that translate across cultures, that don't require knowledge of English. Health Careers: jumping rope activity.

15. ELL support: can push in or pull out; pros and cons; neither is ideal, neither is always feasible.

16. Nice to have a dedicated testing-study space so that they always know where to go for help.

17. Help them discover and develop their strengths. They may feel overwhelmed, intimidated and incapable.

18. May lack background in writing/reading in native language or lack knowledge of basic math. Interrupted schooling. May need to teach to read a tape measure in Construction class.

19. Avoid singling out the ELL as being different or asking too many personal questions. If they and/or their parents are undocumented, they may fear being discovered.

20. Work on building relationship. Slower to open up but then become very close; value friendship. On other hand, beware of creating dependency.

21. *Seek ways to incorporate ELL's knowledge and background into the CTE classroom. For instance, in Auto Mechanics, ask how are cars repaired in their home country, which make and model are more popular, what is similar or different about the cars and tools between the U.S. and the home country.

Or in Health Sciences, enquire how the elderly are cared for or about birthing practices, natural medicines, and common diseases in their native home.

In Agriscience class: talk about different fruits and vegetables, different gardening techniques, and favorite foods or about raising livestock or small animals.

22. Make sure their résumés include the languages they speak and the degree of fluency in each.

B. Accommodate (Not Modify)

1. Same level of required knowledge and expertise. Test accommodations can include: private testing space, read alouds, translation, elimination of 1 or 2 options on multiple-choice tests, oral instead of written testing, portfolio or demo instead of written, a different test format (same material but simplified questions), shortened test or project, word banks, extended time.

2. Writing assignments and note-taking: difficult trying to use correct grammar, vocab and spelling on top of deciding what to say. Take dictation: ask the student questions and type their answers. This allows them to concentrate on an answer rather than the spelling and grammar.

VI. WORK-BASED LEARNING

A. North Star services:

- 1. must be low income and have one other barrier: ELL, homeless, pregnant, refugee, unaccompanied minor, for instance.**
- 2. teaches employability; it's the step between no job and a real job; they receive training and excellent supervision**
- 3. more likely to graduate high school b/c see the connection between school and work**
- 4. Disadvantages: limited term—6-7 wks in summer; maybe some work during school year; not always in the desired career path.**
- 5. ELLs tend to be just as successful as any other student placed in work-based learning.**
- 6. Bigger barrier than language: reliable transportation.**

VII. OBSTACLES / ISSUES

A. Attendance can be spotty due to

- 1. Serving as family interpreter at medical and legal appointments**
- 2. Culturally different concept of time**
- 3. Working to support family; 2nd or 3rd shift**

B. History

1. Trauma from past experiences—more horrific than most of us can imagine (Wardat, Binti). Make an effort to be aware of the trauma that most have gone through. We have poverty, homelessness, suicide and murder in the U.S. and I don't want to minimize that at all. We do not, however, face events like ethnocide. Entire families or villages are wiped out. Families flee on foot to other countries. Living in refugee communities for months or even years. Basic needs may not be well met. Education may be spotty. Medical assistance may be non-existent.

2. Lack of / interrupted prior education: weak in writing and math

C. Other

1. loss of home / country / family
2. lack of home base support
3. finances
4. lack of knowledge of how to succeed in U.S.

D. Undocumented

1. fear of being discovered, deported
2. ineligible for any government funding for education
3. can still attend college: many colleges accept undocumented students, have private financial aid
4. cannot become state-certified in a career (no valid SSN)

VIII. SEAL OF BILITERACY

A.

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

B. Created to encourage English-speakers to study and become proficient in other languages and to encourage speakers of other languages to maintain proficiency in and pride in their native languages. Recognizes the achievement of being multilingual.

IX. ADVOCATE

Above all, we must be advocates for our ELLs. They may not have the words, the confidence, or the knowledge to speak up for themselves.