**HELP! I DON’T SPEAK SWAHILI, KINYARWANDA, SPANISH, ARABIC … \*How to Support English Learners in Your CTE Program**

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**Studies show that CTE should be a great fit for English 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. If you have not already encountered an English Learner in your program, it is highly likely that you will in the near future as new groups continue to arrive. Today we will look at immigrant influxes, rights to education, and why CTE helps integrate newcomers into the U.S. workforce.**

**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. You will learn about the WIDA (language test), creating a Language Acquisition Plan, and appropriate accommodations (not modifications). We will also discuss 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**

 **B. Why have they come?**

**II. WHY CTE SHOULD BE A GOOD FIT FOR ELLs AT ANY LEVEL**

* **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.**

**III. FIRST STEPS: GETTING TO KNOW ONE ANOTHER**

 **A. Identity / Names**

 **B. Home Country, Culture, Languages**

 **C. Prior Education & English Knowledge**

 **D. Support Base**

**IV. WIDA and LAPs**

 **A. WIDA**

 **B. LAPs (Language Acquisition Plan)**

**V. IN THE CTE CLASSROOM / LAB**

 **A. Helpful Tips**

**VI. WORK-BASED LEARNING**

**VII. OBSTACLES / ISSUES**

 **A. Attendance**

 **B. History**

 **C. Other**

 **D. Undocumented**

**VIII. SEAL OF BILITERACY**

**IX. ADVOCATE!**