

An open book is shown from a top-down perspective, lying on a lush green field. The pages of the book are open, and the green grass of the field is visible through the pages, creating a frame. In the background, a bright blue sky is filled with white, fluffy clouds, and a vibrant rainbow arches across the upper right portion of the sky.

Teaching Tips for ELL Students

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Austin Uzama and Fritz Dean Firgo

Some possible difficulties encountered by ELL students in the classroom...

- ❑ Teacher's lack of passion and care for the students.
- ❑ Lack of CRP (Culturally Relevant Pedagogy) and boredom expressed by students (Howard, 2003).
- ❑ Assessment based on content and grades [Test taking]. (Gunderson et. al., 2013)
- ❑ Teacher's Empathy as against Sympathy.
- ❑ Urge to use mother tongue (Duff, 2001).
- ❑ Over-reliance on teachers.
- ❑ Hindrance to ask questions and lack of proper understanding of English/vocabulary proficiency from the teacher.

Teaching tips/strategies for ELL students

❑ Relationship Building

Teachers should be able to develop and build a good relationship and communication with the student in and outside the classroom.

❑ Integrating Culturally Relevant Pedagogy (CRP) and students' individual interests in the lesson:

For example, we should always try to relate the ELL student's cultural background as well as their individual interests (such as music, movies) into the subject discussed in the classroom to make the students more interested in the lesson.

❑ **Formative Assessment as against Summative Assessment**

ELL student should be assessed based on the student's continuous progress and performance in learning. Students should not be assessed by test or graded by numbers because it doesn't actually measure student's overall development and progress in English.

❑ **Empathy as against Sympathy:**

We will like to work with students on a one-to-one basis, even before or after school on the topics that they do not understand and show difficulties comprehending in the classroom. Instead of feeling 'sorry' for the student, we think it will be best if we work out a plan with the student on how best to manage their English studies, than sympathizing with the student on their learning difficulties.

❑ **Light Penalty System/Class Rules.**

An English-only rule should be established during class times. The urge to speak in mother tongues during English lessons should be further discouraged by the use of light penalties. For example: The teacher could ask an ELL students to share with his/her partner what the student did last weekend/their own hobbies/other specific topics. If the student is not shy to speak in front of the class, s/he may be ask to share with a larger group or with the whole class. This further hones their speaking skills.

❑ **Helping students to be problem solvers.**

Do not give students the impression of us going to directly provide an answer to every question they have (e.g. definitions, correcting wrong answers). Instead, guide the students by asking them back several questions that give clues/hints that will lead them to the answer. This encourages students to think critically.

❑ **Encourage the Students and Provide In-class Resources.**

Some students might sometimes be afraid to ask the teacher lesson-related questions or even to answer a question imposed for them due to several reasons (intimidation, fear of making mistakes in front of their peers, lack of resources). To solve this, always provide the students with encouragement and positive attitude in class and especially when they are asking questions. The goal should be that there will be no intimidation, but compassion in student-teacher interaction in the classroom.

If funding is available, it will be convenient and helpful to provide a dictionary/electronic translator in class to be readily available for students to use regarding vocabulary -related questions.

References

- Duff, P.A. (2001) Language, Literacy, Content, and (Pop) Culture: Challenges for ESL Students in Mainstream Courses. *The Canadian Modern Language Review*, Vol. 58 No 1, Pg. 103-132.
- Gunderson, L., D'Silva, R.A., & Odo, D. M. (2014) *ESL (ELL) Literacy Instruction: A Guidebook to Theory and Practice*, 3rd.Edition. New York: Routledge.
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