



English Language Learners: Balancing the L1 and the L2 in the Classroom

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LINKS TO THE CASE

You are now thinking about how best to move forward as a reflective practitioner and an **ELL specialist** who may not have their class right away.

You have been scrupulous in ensuring that **students are encouraged to use L1** to negotiate content and L2 learning in the classroom – best practice in teaching English Language Learners. At the same time, you have paused to reflect that **this practice has ceased to be the resource it should be**. You've noticed a **small group of ELLs** are increasingly **using their first language** for what you suspect is **off-task, perhaps even bullying behaviour**.



INTRODUCTION

As the case suggests, the teacher is an ELL specialist who fully supports the use of the L1 in the classroom. But what happens when the **L1 is overused or used inappropriately**? There is much debate on whether or not the L1 should be included in an L2 classroom. Our research package investigates how to **balance both L1 and L2**, so that students can **“negotiate content” and maximize opportunities to speak English** at the same time. Now that we are familiar with teaching strategies for ELL students, we will explore the **judicious use of the L1**. We will also address how to **counteract off task behaviour** from ALL students and **reasons for disengagement**. Finally, we consider possibilities of **bullying behaviour** from **ELL students**.

GUIDING QUESTIONS AND CONSIDERATIONS



How do we achieve a balance between L1 and L2 use in the mainstream classroom?



What happens when the teacher speaks the L1? When is it appropriate to speak it with the student(s)?



How do we engage ELL students, and all students for that matter, to stay on task? How do we modify tasks to benefit the class as a whole?



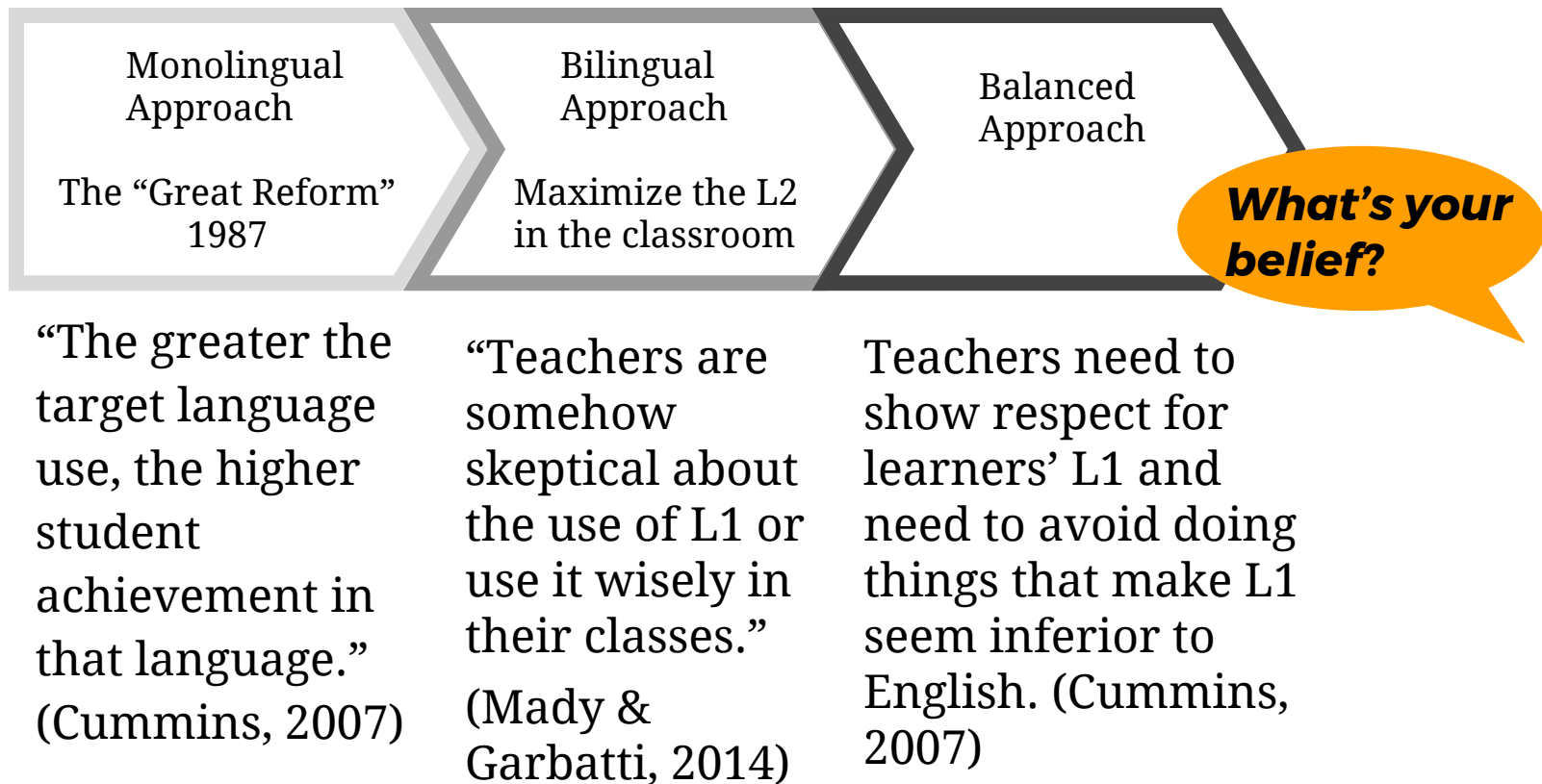
How do you address bullying behaviour from (an) ELL student(s)?



History on L1 Use in L2 Classrooms

The Different Approaches

HISTORY ON L1 USE



Monolingual Approach

The "Great Reform"
1987

"The greater the target language use, the higher student achievement in that language."
(Cummins, 2007)

Bilingual Approach

Maximize the L2 in the classroom

"Teachers are somehow skeptical about the use of L1 or use it wisely in their classes."
(Mady & Garbatti, 2014)

Balanced Approach

Teachers need to show respect for learners' L1 and need to avoid doing things that make L1 seem inferior to English. (Cummins, 2007)

What's your belief?



English Language Learners: A Guide for Classroom Teachers

L1 Focused

(Ministry of BC, 1999)

ELL: A GUIDE FOR CLASSROOM TEACHERS

What use, if any, should students be allowed or encouraged to make of their first language as part of classroom learning?

There are clear educational benefits to maintaining a student's first language(s): student learning is enhanced by **judicious use** of two or more languages.

How?

Collaborate with the **ELL specialist** to enhance students' target language with the use of their L1.

(i.e. if the classroom teachers informs the ELL specialist that they will be learning about plants, then the ELL specialist could preload relevant vocabulary during ELL support.

Why?

To facilitate learning, students should wherever possible see their history, literature, and cultural experiences in general reflected in the classroom.

When?

- Use the students' L1 to check comprehension and clarify problems. If you or some of your students speak some of the native languages of your ELL students.
- Use the L1 to clarify instructions, provide translations of keywords that are difficult to explain in English, and find out what the students know but cannot express in English. Most ELL students will only need this additional support for a limited time or in rare situations.



The ELL Specialist

What are their roles?

(Ministry of BC, 1999)

THE ELL SPECIALIST

The **ELL specialist** is an important source of assistance for classroom teachers. While this individual's role is multifaceted, it typically has 3 aspects:

Language Teacher	Resource Teacher	Family Liaison Contractor
<ul style="list-style-type: none">• Instructs ELL students (including special needs students with particular gifts or challenges) whose English proficiency ranges from beginner to advanced• Teaches English as an additional language using strategies to improve listening, speaking, reading, and writing• Introduces ELL learners to basic concepts (and the language that accompanies understanding) in various subject areas	<ul style="list-style-type: none">• Assesses the needs of ELL students, using appropriate means• Helps resolve any apparent behavioural problems that arise (difficulties may sometimes reflect a cultural misunderstanding)• Acts as an advocate for ELL students, for multicultural understanding in the school and community, and <i>for the idea that continued growth in students' first languages should be supported</i>	<ul style="list-style-type: none">• Ensures a warm welcome to new ELL students and their families• Facilitates communication with parents or guardians through interpreters and translations• Facilitates the involvement of ELL parents or guardians in school activities <p>(Ministry of BC, 1999, p.26)</p>



Affordances of Using the L1 (First Language) in the Classroom

Second Language Acquisition and Benefits

Stages of Second Language Acquisition and Literacy Development

ELL learners move through stages that are predictable as they move towards native English proficiency. Language acquisition comes in a series of steps and are not set to one specific grade.

Stage 1

“Using English for Survival Purposes”

Students become familiar with sounds, rhythms, and patterns of English. In this stage students try to make sense of the messages and show a limited amount of comprehension. ELL students understanding is based on the dependence on visuals. In addition, ELL students respond with single words or short phrases.

Stage 2

“Using English in Supported and Familiar Activities and Contexts”

ELL students in this stage listen with more understanding and use everyday expressions independently Also, ELL students in this stage show confidence and use personal relevant language.

SECOND LANGUAGE ACQUISITION

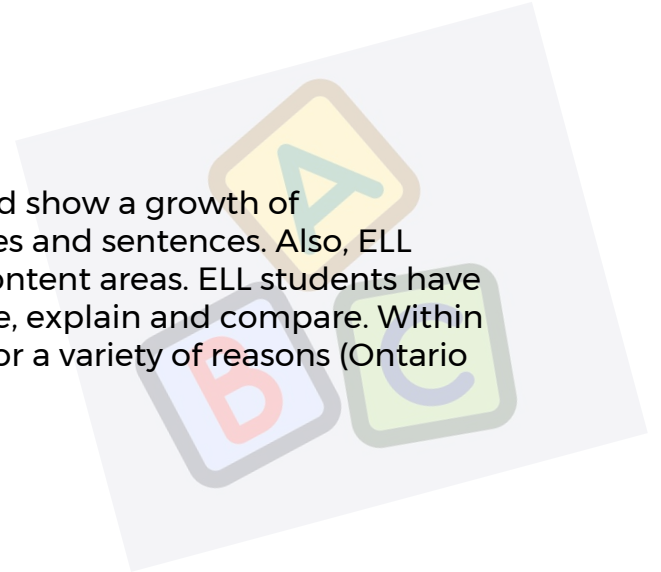
Stage 3

“Using English Independently in Most Contexts”

In this stage ELL students when speaking are less hesitant and show a growth of understanding. In addition, ELL students create longer phrases and sentences. Also, ELL students engage more in activities that relate to academic content areas. ELL students have the ability to use newly acquired vocabulary to retell, describe, explain and compare. Within this stage ELL students read independently and use writing for a variety of reasons (Ontario Ministry, 2001).

Stage 4

“Using English With A Proficiency Approaching That of First- Language Speakers” In this stage language acquisition is the longest in this process. Also, in this stage there is substantial difference between ELL students at the beginning of this stage and the abilities of students at the end of the stage. ELL students have larger range of vocabulary with accuracy and correctness. ELL students in this stage are able to use reading and writing skills to explore concepts in greater depth and their language proficiency is still developing (ESL and English Literacy Development, 2001).



BENEFITS OF L1 USE

Students are better off academically and socially and they have increased self-esteem when they are encouraged to maintain and develop proficiency in their first language while learning English.

Language and conceptual knowledge are transferable from one language to another.

Why First Languages?

First language lay the foundation for developing proficiency in additional languages.

First language provide a link with their families and cultural backgrounds.

Also, first languages provide a strong sense of family identity (Many Roots, Many voices, 2005).

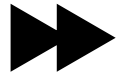
BENEFITS OF L1 USE

A **strong foundation** in a first language helps students in six different ways:

- ✓ Develop mental flexibility
- ✓ Build problem solving skills
- ✓ Experience a sense of cultural stability and continuity
- ✓ Understand their own cultural and family values
- ✓ Be aware of the value of cultural diversity and multiple perspectives
- ✓ Expand their career opportunities

(Many Roots, Many Voices, 2005)

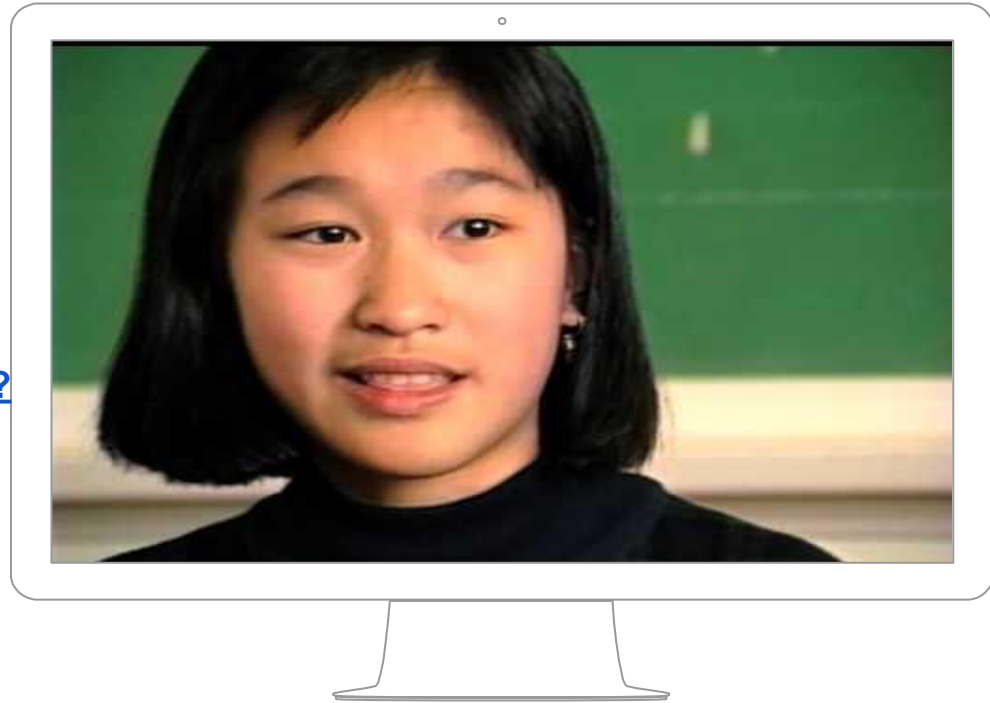
VIDEO



***“Our Voices,
Our Actions,
Ourselves”***

<https://www.youtube.com/watch?v=dQTs6kmpfck>

(Vancouver School Board, 2013)



VIDEO



“ESL Challenges”

<https://www.youtube.com/watch?v=Se9T3ZaBwRQ>

(Mane, 2015)



The Monolingual Approach

Why might a teacher prohibit the first language in a classroom?

According to Cook (2001), these are some of the fundamental principles of the Monolingual Approach:



1. The learning of an L2 should model the learning of an L1 (through maximum exposure to the L2).



2. Successful learning involves the separation and distinction of L1 and L2.



3. Students should be shown the importance of the L2 through its continual use.

Other possible reasons:



4. Teachers may not feel comfortable allowing its use if they don't understand or speak students' L1.



5. State policies (i.e. 1980 - 1993, Florida).



6. Can be disrespectful for other students.



The Balanced Approach

What L1 Strategies can Monolingual Teachers Use to Support
ELLs and Rest of the Class?

Grouping

Based on Lesson Objectives

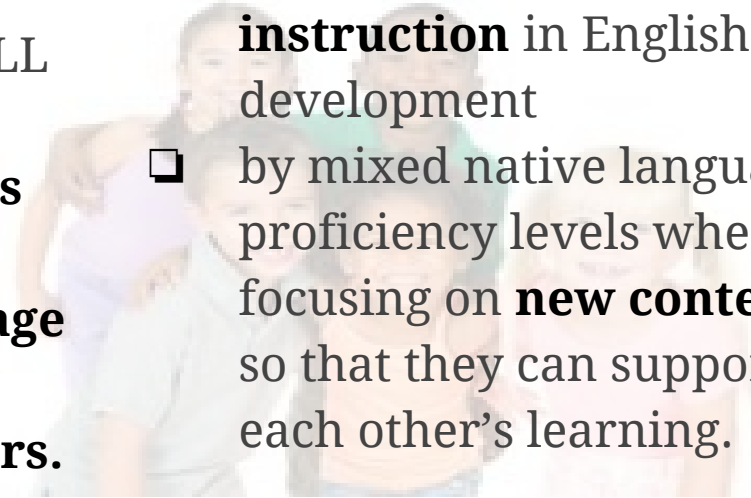
If the focus is....

- ❑ **higher order thinking skills or prior knowledge connections**, ELL students should probably work together in their **native languages**
- ❑ for EL students to practice using some of their **new English language structures** and **vocabulary**, pair them with **native English speakers**.

Based on Proficiency Level

Group students...

- ❑ by similar second language proficiency levels for **targeted instruction** in English development
- ❑ by mixed native language proficiency levels when focusing on **new content**, so that they can support each other's learning.



(Brook & Karathanos, 2009)

BALANCED APPROACH STRATEGIES

L1 Study Buddies

This strategy is most easily implemented when several children in the classroom share the same L1.

- ❑ In this strategy, teachers can **take advantage of L1 peers** whose second language proficiency is more **advanced** than others.
- ❑ L1 study buddies allow ELLs the opportunity to develop **schema** for new vocabulary that then can be **transferred** into the target language environment of the class.

***How does it benefit
rest of the class?*** >>

★ *The important part of this strategy is the extended discussion!*

For example, a Grade 3 classroom teacher allows her three Chinese-speaking ELLs the opportunity to discuss the topic on **Matter**. She knows that one of the students (Bob) has a higher enough English proficiency to understand the explanation. Bob then can have a fairly **in-depth conversation** with his lower proficiency level classmates (Sandy and Gary), helping them to build schema for these two new vocabulary terms. When the class comes together to complete a hands-on project, Bob has further developed his knowledge **by teaching** something to his peers and Sandy and Gary are able to take better advantage of the demonstration and hands-on activity.

(Pappamihiel & Lynn, 2014, p.4)

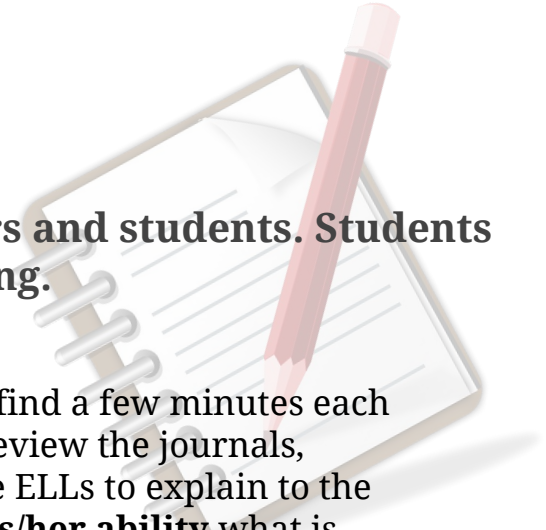
L1 Dialogue Journals

This strategy facilitates communication between teachers and students. Students write on a topic and their teachers then respond in writing.

- ❑ In these dialogue journals, ELLs write in their L1, using their new language when they know the **approximate words** and **illustrations** to **scaffold** their message.
- ❑ The teacher then writes a response to their journal, **highlighting** new vocabulary using the ELL students' own illustrations.
- ❑ Teachers find a few minutes each week to review the journals, asking the ELLs to explain to the **best of his/her ability** what is happening in the journal entry.
- ❑ This type of strategy allows the ELLs to take advantage of fluid **writing** time without spending so much time with the dictionary.

With using the same process, dialogue journals have been used with both native and non-native speaking students and have multiple benefits for both groups.

(Cook, 2011, p.28)



Coding the Text

Consider how much reading an ELL does for a social studies assignment when the objective of the assignment is content-related rather than a language arts exercise.

- ❑ Help ELLs **highlight** main ideas ahead of time, teachers can reduce the linguistic burden placed on them, especially when the focus of the reading is content learning.
- ❑ Teachers **help identify** the sentences or paragraphs that contain the important points related to the lesson objectives and place **sticky note sheets** or **blank thought bubbles** onto the ELL's copy (Activity application).
- ❑ The ELLs can **fill in** the bubbles and sheets with L1 notes.
- ❑ This strategy helps ELLs develop **schematic connections** that are meaningful to them on both linguistic and cultural levels

(Pappamihel & Lynn, 2014, p.4)

BALANCED APPROACH STRATEGIES

Cognates

Cognates are words that have the **same root word** in two different languages. (It is common to find many cognates between **Spanish-English, Arabic and English, German and English**, and even **Japanese and English**.)

- EL students can benefit from **explicit instruction** in using cognates as a **meaning making strategy**
- word pairs help establish familiar **territory** and **schema** for ELLs who are expanding their reading skills in a second language.
- The use of cognates also can help teachers **increase word awareness** in ELLs, a task highly associated with the development of academic English.
- **Caution:** There are **false cognates**, in which a word is similar to an English word but not related in meaning: bigote—moustache; embarazada—pregnant.

How does it benefit rest of the class?

For Example: Grade 5 students are studying **Newton's First and Second Law of Motion**. An ELL (Level 2) student from Mexico paired with other 3-4 native English-speaking students who are also having trouble with the assignment, the teacher instructs the group to look for **cognates** in the reading. Discussion of the vocabulary allows both the language learner and the native speakers to flesh out the gist of the class assignment.

(Pappamihel & Lynn, 2014, p.5)

Word Walls

Organized collections of **high-frequency words** or words that relate to a particular **theme** being studied in class.

- They are visible reminders, and help students see **patterns** and **relationships** among words.
- With word walls, use of the ELLs' L1 is made public. The ELL's language becomes **visible** for all to see because the L1 is on display and an **integral part** of the classroom environment. This visibility allows **all students** in the classroom to become familiar with the ELL's L1 and helps provide a more supportive learning environment for bilingual children (Example of 'Balanced Approach').

How does it benefit rest of the class?

In a recent study of vocabulary instruction, Carlo et al. (2004) suggested using word walls to increase vocabulary development in both native and non-native English speakers.





Cautions with L1 Use

Considerations for Judicious Use

“Why don’t they speak English?”

Teachers need to invest time in both teaching ELLs to **collaborate effectively** and helping native English speaking students to **understand why** bilingual students need to use their first language.

To mediate their understanding and generation of complex ideas as they prepare to produce an oral or written end product in the target language.

Lower Grades:
Perspective-taking

Higher Grades:
See benefits on
slides 15-16

Judicious Use of the L1

It is a good idea to agree a policy on its use together with the students at the beginning of the school year and decide **when** (is helpful to use it and when is not) and **why** mother tongue will be used and by **whom**.

In deciding **how** and **when** to provide L1 support, it is important for teachers to understand their students' **characteristics** and **needs** and ensure that they have opportunities to learn in both their native languages and English.

The mother tongue can be probably more beneficial to **beginners**. As they progress in their learning the target language will take the lead.

EL students can't overly rely on their L1 in learning L2; they need frequent opportunities to interact with native English speakers and to read/write in English.



Just keep in mind that always putting EL students together is just as ineffective as never putting them together for collaborative group work and that we should vary the grouping of our students. (Brook & Karathanos, 2009)



Shared Language: When the Educator Can Speak the L1 of the ELL Student

When is it appropriate to speak it?

When and Why to Use Students' L1 to Them?



To provide a **shortcut** for giving instructions and explanations where the cost of the L2 is too great.

To build up **interlinked** L1 and L2 knowledge in the students' minds.

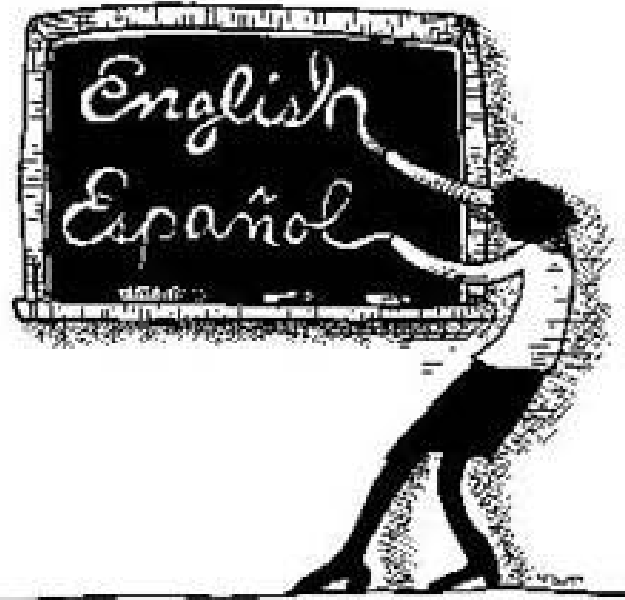
To carry out learning tasks through **collaborative dialogue** with fellow students.

Establish a brief period when teacher and students can use English to **clarify material** or discuss any problems that arose during class from a lesson. A great prevention strategy for bullying!

Let the students speak English when necessary. Even though teachers should use as much L2 as possible, much of the literature stresses that **low-level learners** should not be forced to produce the L2 prematurely. By allowing the students to ask questions in their L1, teachers can help **reduce** the level of **anxiety** in classrooms

SHARED LANGUAGE

- ★ With too much L1 used by the teacher, students may overly rely on teacher's translation.
- ★ If the teacher opts to explain in the L1 of the students, and again is not very adept or fluent in their language, then he/she could easily miss much-needed nuance. He/she may even provide the incorrect meaning of a word or grammar structure, thereby causing greater confusion.





Stephen Krashen's Monitor Model

Theory Behind Second Language Acquisition

KRASHEN'S MONITOR MODEL

There are **five hypotheses** that make up Stephen Krashen's Monitor Model on Second Language Acquisition. The *affective filter hypothesis* could be applied to the ELL students in the case; to address their increased amount of L1 spoken in the classroom.

Acquisition-Learning Hypothesis - We acquire language through exposure of the second language (subconscious.) We learn language through attention to form and rule (conscious.)

Monitor Hypothesis - We self correct or "edit" spontaneous language. However, sufficient time is needed for this process.

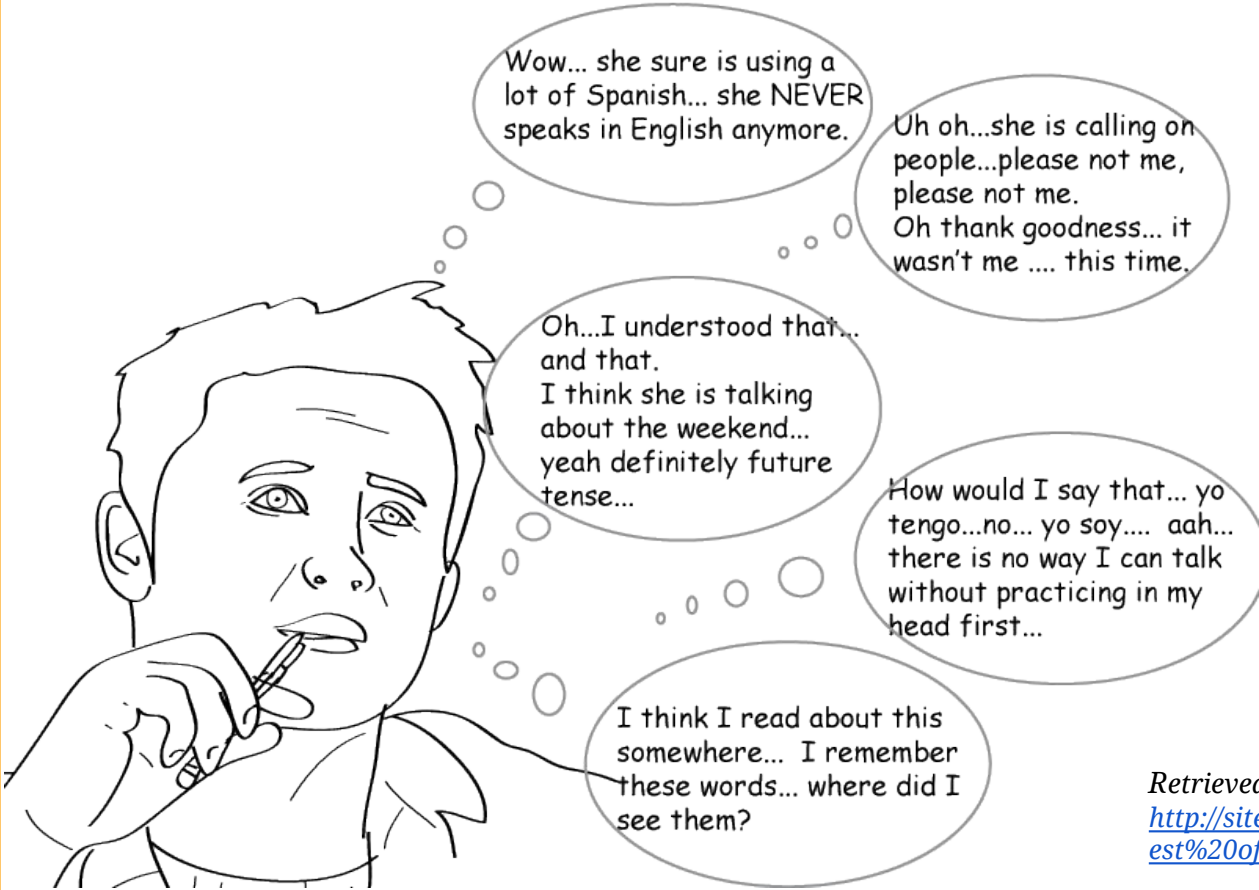
Natural Order Hypothesis - The predictable sequence of language acquisition. English as a Second Language learners for example may learn 'yes or no' questions before learning 'wh' questions.

Input Hypothesis - Second language acquisition requires "comprehensible input"; structure that is "a little behind" current understanding.

Affective Filter Hypothesis - Factors such as fear, anxiety, embarrassment contribute to low motivation and "filter out" language acquisition and learning.

(Lightbrown and Spada, 2006)

KRASHEN'S MONITOR MODEL



Wow... she sure is using a lot of Spanish... she NEVER speaks in English anymore.

Uh oh...she is calling on people...please not me, please not me.
Oh thank goodness... it wasn't me this time.

Oh...I understood that... and that.
I think she is talking about the weekend... yeah definitely future tense...

How would I say that... yo tengo...no... yo soy.... aah... there is no way I can talk without practicing in my head first...

I think I read about this somewhere... I remember these words... where did I see them?

What Krashen's Hypotheses may look like in a classroom *(from the perspective of a student who is acquiring a second language.)*

Which one is the **affective filter hypothesis?**

Retrieved from

<http://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/Images/krashenstudent.gif>



Off-Task Behaviour and Disengagement

Strategies to Counteract

OFF TASK BEHAVIOUR AND DISENGAGEMENT

*Why are the ELL
students off task in
the first place?*



We explore possible reasons for off task behaviour and disengagement and strategies to consider in our teaching practice for not just ELL students, but ALL students.

- “Flat” or challenging curriculum
- Unauthentic materials
- Early completion of tasks/activities
- Low motivation

Language Exchange

It is a common strategy to **establish multicultural greetings** at the beginning of the school year (having them displayed around the classroom, for example.) (Government of Ontario, 2007, pg. 40)

The educator in the classroom could take the initiative to learn some basic expressions from the ELL student's L1.

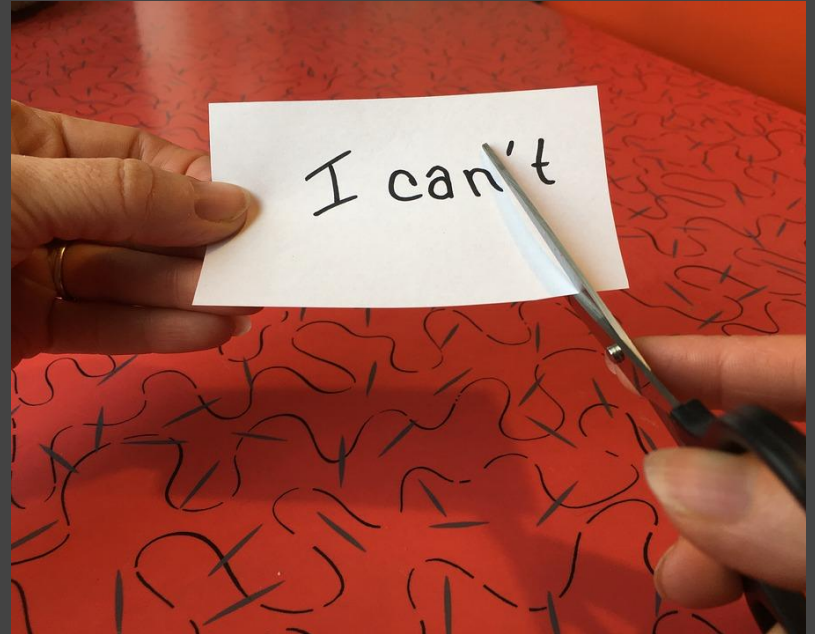
Why not take it a step further and involve the whole class? Have all the students learn simple classroom phrases. This will demonstrate to the ELL students the interest by both teacher and fellow peers on their L1. Thus, the L2 use may increase to reciprocate the efforts. This also gives reassurance that the L1 is not intended to be “erased.” (Retrieved from

<http://www.teachhub.com/ell-strategies-mainstream-classroom>)



Remember **intrinsic motivation**?

Show **ALL students** that **you care** and have great interest in their success. This in turn will build their “desire to learn and participate.” (Lile, 2002)



Task Based Activities

To teach ELL students in a mainstream classroom, task based activities can be used to maximize L2 use, while using the L1 to negotiate content. The main goal of task based learning is for students to use **authentic target language in a meaningful way**.

The Task Based Approach Framework in an ESL (English as a Second Language) context can be **adapted** for a classroom with ELL students in a mainstream classroom. Here are the six stages that make up this framework:

1. The first stage is the pre-task where the **teacher introduces the topic** and provides **clear instructions** on what they will have to do at the task stage. As well as help the students to recall some language that may be useful for the task. Within this stage it includes playing a record of the people doing the task. In addition, this gives students a clear model of what will be expected of them. In this stage students can take notes and spend time preparing for the task.
2. The second stage is the task where students **finish a task together in pairs or groups** using the language resources they have as the teacher monitors and offers encouragement.

(Frost, 2005)

Task Based Activities

3. The second stage is the task where students **finish a task together in pairs or groups** using the language resources they have as the teacher monitors and offers encouragement.
4. The fourth stage is the report where students report back orally or read the written report. Also the teacher decides the order of when students will present their reports and give the students some quick feedback on the content. Within this stage the teacher will play a recording of others doing the same task for the students to compare.
5. The fifth stage the teacher highlights the relevant parts from the text of the recording for the students to analyse . The teacher could possibly help the students notice the interesting features in the text. Also, the teacher can highlight the language that students used during the report phase for analysis.
6. In the final stage practice the teacher chooses language areas to practice based upon the needs of the students and what emerged from the task and report phases. Also the students practice activities to increase their confidence and make a note of useful language (Frost, 2005).

(Frost, 2005)

Examples of Task Based Activities



Restaurant role play in which students have to use a mother tongue menu so that natives have to explain the dishes to English speaking guests (Voicu, 2012).

Mainstream Class Modification: Have all students create a menu for a restaurant or cafe in a time period studied in a unit. ELL students can use examples of cultural dishes for inspiration and share with the class.



Conversation starters using mother tongue newspapers for conversation practice. In addition, choose or get students to choose an article from today's and explain what it is about in English. In addition, depending on the difficulty of the text this may generate vocabulary work as the students work on communicating key points of the text to the teacher. Also, this similar to using pictures. Finally, the L1 text like the picture is a fast way of stimulating ideas for conversation (Voicu, 2012).

Mainstream Class Modification: Newspaper study and answering the “Five W’s”

Examples of Task Based Activities



Shadow and a Doubt Activity in which the students rehearse a communicative activity (shadow) in mother tongue before attempting it in English and then afterwards compare. Also, this can be a very effective way of challenging advanced learners as it helps to raise specific awareness of the difference between their ability to express themselves in English and in the mother tongue (Voicu, 2012).

Mainstream Class Modification: Situational role play dialogue or script with relevance to theme units studied - bartering, negotiating, travelling to a country, interviewing, etc.



Also! Planning an event: Students have to create a real or hypothetical event related to a theme study using criteria of time and location. Multimodality encourage with poster making or use of technology to promote the event.

“Fast Finishers”

The cause of off task conversation could be due to fast completion of assignments or activities. It is important to consider tasks to occupy ALL students (commonly known as “fast finishers”) should they complete the designated activity earlier than others. Early completion can lead to boredom or distracting/inappropriate behaviours. (MacMillan, n.d.)



Retrieved from
http://www.macmillanelt.es/teachers_corner/fast-finishers/#.WKOUSTKZOTd

The following activities are not limited to ELL students alone:

- ★ Add to vocabulary dictionary (new words learned) accompanied by visuals
- ★ Games to help with literacy like Boggle, Scrabble, Bananagrams
- ★ Corrections, revisions, feedback from finished activity/lesson
- ★ Reflection or journal writing
- ★ Read or draw
- ★ Worksheets as extensions of finished activity/lesson

🔗 Click this link for additional, creative “Fast Finisher” tasks
<http://www.teachhub.com/classroom-management-keeping-early-finishers-task>

Other considerations that we must not forget as teachers!

- ✓ Multimodality (visual aids, technology, props, project/place based learning)
- ✓ Cooperative Learning
- ✓ Speaking Speed
- ✓ Cultural Awareness
- ✓ Dual Language Libraries





Bullying Behaviour from ELL Students

Some Considerations

What happens when ELL students become bullies?

The case suggests possible bullying behaviour from the “small group” of ELL students.

Interestingly, most research indicates ELL students as the victims, rather than the bullies.

As teachers, we need to be aware of bullying behaviour and victimization among ELL students.

When we try to understand the background of classroom bullies, there are **similar conditions** to consider for ELL students:

- Lack of care at home
- Feeling of isolation
- Retaliation of being bullied by others. (Erase Bullying, 2012)

Some of our ELL students may also come from **refugee backgrounds**.

There are many stages that occur when students from refugee families resettle in a new country. Feelings of **anger, frustration or fear** could be possible reasons of bullying behaviour. (BC Ministry of Education, 2015)

BULLYING BEHAVIOUR

Observe your students.
Who is showing signs of
“power”? Who is showing
signs of victimization?

For the teacher that
cannot speak the L1,
body language can tell
you a lot! (Hermann, n.d.)

Things to consider when
addressing bullying behaviour
from ELL students:

Vary group or seating
arrangements

Take classroom
“temperatures” (establish
vocabulary to help ELL
students)

Use human resources in
your school community
should any serious
concerns arise



CONCLUSION

With the increasing linguistic diversity of students in many classrooms around the world, classroom teachers need to be well-equipped with strategies to address the learning needs of students with limited proficiency in the dominant language of the classroom. Our research package proves how **moderate** and **judicious** use of the L1 can aid and facilitate the learning and teaching of the L2, and that the proper **balance** between L1 and L2 use depends on such factors as task difficulty, student level, socio-cultural issues, and the specific goals of a particular activity.

OUR PRESENTATION ACTIVITY

http://www.openingnewcaledonia.ca/leson_plans/fur_trade.pdf

GLOSSARY

Cognates: words that have the same root word in two different languages. (It is common to find many cognates between Spanish-English, Arabic and English, German and English, and even Japanese and English)

English as a Second Language: non native speakers learning English in an English speaking environment.

Intrinsic Motivation: internal rewards; behaviour risen from within the individual

Second Language Acquisition: a series of predictable stages as they move towards to native proficiency in English. In addition, these stages are part of a continuum of language acquisition and are not tied to one particular grade or subject.

Word Walls: are organized collections of high-frequency words or words that relate to a particular theme being studied in class.

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BC Ministry of Education. 2015. Retrieved from

<http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/diverse-students/students-from-refugee-backgrounds-guide.pdf>

A government-produced guide updated as of 2015 providing information and support of students of refugee families to educators and school workers. The guide gives background information on the experiences of refugees, strategies to support the students of these families, and helpful resources for members of the school community – both before arrival and ongoing. A list of characteristics in regards to the life experiences of refugees, possible anxiety triggers and post-traumatic stress disorder give the reader perspective of the fragile state these individuals may be arriving with. Most importantly, the guide highlights resilience as a way to create a safe atmosphere for everyone in the classroom, and especially to the student going through adjustment/transition. A good starting point for research in supporting students of refugee families for the case study, and reference for future/current teaching practice.

BC Ministry of Education. Erase bullying: Expect Respect and a safe education. Retrieved October 05, 2016, from <http://www.erasebullying.ca>

An accessible and practical resource for all educators, caregivers and students. The website categorizes bullying into 4: physical, verbal, social/emotional, and cyber. Although not a lot of information is given on each individual “type”, the cause and effects as well as the difference between bullying and conflict are explained (suited for students.) For educators, the “Safe Schools Communities” section provides a “3

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C's" criteria to keep in mind: connectedness, climate and culture. This resource is a more practical approach to bullying, not research heavy. One could consult this article to explore the tools available for the students and the community, and for further information on what is expected for schools (in regards to anti-bullying) in Canada.

Brooks, K & Karathanos, K.A. (2009). Building on the cultural and linguistic capital of English learner (EL) students. *Multicultural Education*: 47-51.

This article indicates how students benefit academically, socially, and emotionally when they are encouraged to develop and maintain proficiency in their first language while they are learning English. It also shares strategies on how to encourage mediate and judicious use of L1 use in mainstream classrooms. The highlight of this article for our research package is that while L1 doesn't hinder L2 learning, but by putting EL students together is just as ineffective as never putting them together for collaborative group work and that we should vary the grouping of our students.

Cummins, J. (2007) Rethinking monolingual instructional strategies in multilingual classrooms, *Canadian Journal of Applied Linguistics*, 10(2), 221-240

Cummin's article explicates the benefits of bilingual instructions for EL learners. In particular, the bilingual strategies outlined in the article are not only for EL specialist but also for other monolingual teachers who don't speak students' L1. This resource is extremely helpful for our topic because it explains how L1 strategies can bring positive impact on the native-english speakers.

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Cook, V. (2001). Using the First Language in the Classroom, in *The Canadian Modern Language Review*, 57/3: 402-23.

This is a highly recommended resource on the re-examination of the time-honoured monolingual view which is the first language should be avoided in the classroom by teachers and students. Cook calls for a balanced approach in using L1 in L2 classrooms. He explicitly explains when is it appropriate, how it be should done and whom should be allowed when it comes to using L1 use in a mainstream classroom. Most importantly, he talks about teachers need to discuss with rest of the class why L1 is used judiciously and how it should be respected.

English as a Second Language and English Literacy Development: A Resource Guide. (2001). Retrieved February 15, 2017, from <http://www.edu.gov.on.ca/eng/document/curricul/esl18.pdf>

This source is an Ontario Ministry of Education document. This source discusses stages of Second- Language Acquisition for ESL students. This source explains that ESL learners move through a series of predictable stages as they move towards to native proficiency in English. In addition, these stages are part of a continuum of language acquisition and are not tied to one particular grade or subject. The four stages of Second- Language acquisition are: stage 1: Using English for Survival Purposes, stage 2: Using English in Supported and Familiar Activities and Contexts, stage 3: Using English Independently in Most Contexts, stage 4: Using English With a Proficiency Approaching That of First-Language Speakers. The reason this source is important to the case is because as teacher you have ensured and encouraged your students to use L1 to negotiate content and L2 learning in the classroom.

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Frost, R. (2005). A Task Based Approach. Retrieved February 13, 2017, from <https://www.teachingenglish.org.uk/article/a-task-based-approach>

This source comes from the web site source run by the British council. The source explains that task based learning offers an alternative for language teachers. Also, in a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. It follows six certain stages which are: pre-task, task, planning, report, analysis, and practice. The reason this source is important to the case is because as teacher you have ensured and encouraged your students to use L1 to negotiate content and L2 learning in the classroom.

Hermann, Erick. (n.d.). Help or hindrance? use of native language in the english classroom. Retrieved from http://www.multibriefs.com/briefs/exclusive/help_or_hindrance.html#.WKdMUBIrLVp

The article addresses the benefits and challenges of L1 use in the classroom. A “scenario” approach helps addresses issues that arise when using the L1 in the classroom; these issues are then supported with strategies. The article highlights the importance of paying attention to “body language” from ELL students for indications of struggles, disinterest or insecurity.

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Lightbown, P., & Spada, N. M. (2006). *How languages are learned* (3rd ed.). New York;Oxford [England];: Oxford University Press.

As the book title suggests, Lightbown and Spada provide an overview on language acquisition. From the early childhood stages, to language learning in classrooms, theories, approaches, pedagogies, models and strategies are provided. What was particularly useful in researching for the case was the look at Stephen Krashen's Monitor Model Approach. The five hypotheses of this model helped identify a possible reason to why the ELL students in the case were overusing their L1.

Lile, William T. (2002, January). *Motivation in the esl classroom*. Retrieved from <http://iteslj.org/Techniques/Lile-Motivation.html>

Lile explains the difference between intrinsic and extrinsic motivation; it is important to consider when teaching English Language Learners. The author provides anecdotes to support his claims on the importance of motivation and what a "caring teacher" looks like. In regards to the case, raising motivation could be a way to address off task behavior for all students, not just limited to ELLs.

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M. (2015, September 05). EsL Challenges. Retrieved February 22, 2017, from <https://www.youtube.com/watch?v=Se9T3ZaBwRQ&index=4&list=FLhSIlbKjx2F4gBVh-b06FbQ>

This source is a YouTube video in which the news anchor Katie Couric explains that English is America's official language in 28 states. She explains there aren't enough teachers to help immigrants learn the English language and more immigrants have to wait months for an opening in an English class. In this video different students are interviewed and explains the problems which they face in class which are: teacher-student miscommunication, teachers speaking too quickly, and student frustration. In addition it is explained in the video that math is not all numbers because word problems require vocabulary which is in English. Finally a real world class scenario is given where an ELL student is struggling with English math word problems. The reason this source is important to the case is because as a teacher you have ensured and encouraged students to use L1 to negotiate content and L2 learning in the classroom.

Mady, C. & Garbatti, J. (2014) Calling Upon Other Language Skills to Enhance Second Language Learning: Talking

Taboo about First Language, What Works?

The authors hold an antithesis view of monolingual approach. Although classroom exposure to the target language is essential for student success, but sole use of the target language has also resulted in neglecting students' prior knowledge. Like other bilingual activists, they also reviewed the importance of students' L1 in L2 learning. The highlight of this article for our package was the need for collaboration with colleagues and administrators about providing students with first language support outside of the second language or mainstream classrooms.

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Many Roots Many Voices. (2005). Retrieved February 16, 2017, from <http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf>

This source is an Ontario education document. In this source it explains the benefits of the first language. Through first languages students benefit academically and socially and their self-esteem is enhanced when they are encouraged to maintain and develop proficiency in their first language while learning English. In addition, research shows that language skills and conceptual knowledge are generally transferrable from one language to another. First languages provide a foundation for developing proficiency in additional languages. The source explains six additional benefit when a student has a strong foundation in their first language. The reason this source is important to the case is because as a teacher you have ensured and encouraged your students to use L1 to negotiate content and L2 learning in the classroom.

Ministry of B.C, 1999. English Language Learners: A Guide for Classroom Teachers. Retrieved from <http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/english-language-learners/classroom.pdf>

Although this guide has been created in 1999, the content in the guide are still applicable to today's classrooms. Classroom teachers will acknowledge that there are clear educational benefits to maintaining a student's first language - student learning is enhanced by judicious use of two or more languages. This guide suggests classroom teachers to collaborate with the ELL specialist to enhance students' target language with

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the use of their L1. for example if the classroom teachers informs the ELL specialist that they will be learning about plants, then the ELL specialist could preload relevant vocabulary during ELL support.

Ministry of B.C, 1999. English Language Learners: A Guide for ELL Specialists. Retrieved from <http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/english-language-learners/special.pdf>

The highlight of the guide for me was the examination of the roles ELL teachers play in EL students' lives. I learned that they are not only there to teach English to students, but to ensure students are well supported in academically, socially, and emotionally (process of silent phase, assessments, parental involvement etc).

Pak, Rosshalde. (2009-2017). *ELL strategies for the mainstream classroom*. Retrieved from <http://www.teachhub.com/ell-strategies-mainstream-classroom>

A useful website in looking at strategies to support ELL students in the “mainstream” classroom. The featured article emphasizes the importance of integration of the L1 and recognition/celebration of students cultural backgrounds. Strategies for classroom management are also provided. The website as a whole was also useful in looking at strategies to occupy “fast finishers.”

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Pappamihiel, E. & Allen, C. (2014) How can monolingual teachers take advantage of learners' native language in class? *Childhood Education* July 2014.

With the increasing linguistic diversity of students in many classrooms around the world, every classroom teachers need to be well-equipped with strategies to address the learning needs of students with limited proficiency in the dominant language of the classroom. This article outlines various strategies that might help teachers reach that goal by taking advantage of students' proficiency in their first language, although the research was conducted in the United States, the empirical findings are relevant to us as well. The most important advice from this article is that mainstream teachers need to be willing to try something new.

V. (2013, April 15). *Our Voices, Our Actions, Ourselves*. Retrieved February 22, 2017, from

<https://www.youtube.com/watch?v=dQTs6kmpfck&list=FLhSI1bKjx2F4gBVh-b06FbQ&index=5>

This Youtube video was produced in 1995 the students that were interviewed were newcomers to Canada. In particular the students that were interviewed were of Asian descent from Hong Kong. Also, the students discussed their frustrations trying to learn and make new friends. The students explained to fellow immigrants coming to Canada that they should make friends with Canadian students. In addition, students feel the pressure from their parents to do well in school even though they lack speaking the English. The students interviewed suggested to newcomers learning to speak English that they should watch English television shows, borrow and read English books from the library, volunteer and join clubs. The students suggested that teachers start teaching students basic things and not to go to fast. In addition, they suggest that teachers

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should encourage their students and not to embarrass them for having lack of English speaking skills. Also, the teachers should help include the students into Canadian culture events like Halloween. The interviewed students suggested parents should encourage their children to interact and make new friends and that parents should make an effort to adjust to the Canadian culture. The students interviewed attended Maple Grove elementary school and Magee Secondary School. Finally a real world class scenario is given where an ELL student is struggling with English math word problems. The reason this source is important to the case is because as a teacher you have ensured and encouraged students to use L1 to negotiate content and L2 learning in the classroom.

Voicu, C. (2012). Overusing Mother Tongue in English Language Teaching. *Cultural and Linguistic Communication*, 2(3), 212-218.

This source is a journal article. The journal article source focuses on the students' use of the mother tongue as well as the teachers' use of the mother tongue during the English classes. Also, a number of dimensions are addressed: students' perspective on mother tongue use, strategies for encouraging use of the target language and relevant implications for teaching methodology. Also, the reliance on similarities between the language being learnt and the mother tongue can be both a help and a hindrance, and will often lead to correct guesses. This can help the learner to get things right. The author Voicu explains she wants to concentrate in this paper on providing solutions which have to overcome the overuse of the mother language. Finally, the conclusion of the article focuses on a balanced and flexible view of student use of the mother tongue. The reason this source is important to the case is because as a teacher you have ensured and encouraged your students to use L1 to negotiate content and L2 learning in the classroom.