English Language Learners Face Unique Challenges

English language learners are the fastest-growing student population group in our schools. Providing them with high-quality services and programs is an important investment in America's future.

—NEA President Dennis Van Roekel

English Language Learners (ELLs) are the fastest growing segment of the public school population. Over the past 15 years, the number of ELL students has nearly doubled—to about 5 million. By 2015, ELL enrollment in U.S. schools will reach 10 million and, by 2025, nearly one out of every four public school students will be an English Language Learner. [1]

Where do these students come from? Despite common assumptions to the contrary, native-born U.S. citizens predominate in the ELL student population: 76 percent of elementary school and 56 percent of secondary school English Language Learners are native-born, and more than half of the ELLs in public secondary schools are second- or third-generation U.S. citizens. [2]

What else do we know about them? Two-thirds come from low-income families and three out of four ELLs are Spanish-speaking.[3] But what is most significant—and troubling—is that these students' academic performance is well below that of their peers and that ELLs have excessively high dropout rates. NEA believes that closing the achievement gap for ELLs must be a priority.

ESEA/NCLB: The law's effect on ELL students

The No Child Left Behind Act (NCLB) is drawing some much-needed attention to the achievement gap of ELL students, but the way the law treats these students is not helping anyone. Under the law, each district and school must show that the student body as a whole, as well as each subgroup of students such as ELLs, must meet the same academic standards in reading and math. (A subgroup is made up of students who share certain characteristics—students who are economically disadvantaged, students of color, students with disabilities, and students with limited English proficiency, for example. These groups are not mutually exclusive, so the test results for a student who is economically disadvantaged, Hispanic, and has limited English proficiency could be counted in all three sub-groups.

To make adequate yearly progress (AYP), each district and school must generally show that each subgroup has met the state proficiency goal in reading and math. Accurately assessing these students in English—required by the law—is challenging. ELLs are expected to master content in English before they have reached a certain level of English proficiency. Accommodations provided during the testing are often of limited value and questionable validity. On top of the math and reading tests, ELLs also must meet certain English proficiency benchmarks.

What are the issues facing teachers of English Language Learners?

ELL students come from very different backgrounds and often face multiple challenges in the classroom. To complicate matters further, teachers

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much needed practical guide for ESL ELL instructors Written by experienced teachers of English Language Learners this book provides a sequel to the highly regarded ESL ELL Teacher s Survival Guide and is designed to help teachers implement the Common Core in the ELL classroom You ll find a digest of the latest research and developments in ELL education along with comprehensive guidance in reading and writing social studies math science Social Emotional Learning and more The Common Core is discussed in the context of ESL including the opportunities and challenges specific to ELL students Ready to use lesson plans and reproducible handouts help you bring these ideas into the classroom and expert guidance helps you instill the higher order thinking skills the Common Core requires The Common Core standards have been adopted in 43 states yet minimal guidance has been provided for teachers of English Language Learners This book fills the literature gap with the most up to date theory and a host of practical implementation tools Get up to date on the latest stats and trends in ELL education Examine the challenges and opportunities posed by Common Core Find solutions to common issues that arise in teaching ELL students Streamline Common Core implementation in the ELL classroom The ELL population is growing at a rapid pace and the ELL classroom is not exempt from the requirements posed by the Common Core State Standards ESL ELL teachers know better than anyone else how critical language is to learning and ELL students need a specialized Common Core approach to avoid falling behind Navigating the Common Core with English Language Learners provides specific guidance and helpful tools that teachers can bring to the classroom today *Implementing Response-to-Intervention to Address the Needs of English-Language Learners* Holly S. Hudspath-Niemi,Mary Lou Conroy,2013-06-26 There is considerable concern surrounding the complex issue of how to meet the learning needs of English language learners within general and special education programs Implementing Response to Intervention to Address the Needs of English Language Learners increases school psychologists knowledge of intervention strategies related to ELLs through its examination of the challenges associated with evaluating ELLs and by providing a collaborative framework to enhance educational identification and placement in special education It accomplishes this by incorporating research based intervention approaches for ELLs and offering a comprehensive guide to the processes and tools that school teams should consider when utilizing a response to intervention model to support the academic and behavioral needs of ELLs With a strong focus on alternative assessment collaboration and parental involvement this volume in a definitive touchstone in the quest to provide culturally responsive pedagogy and appropriate adapted classroom instruction for English language learners of various proficiency levels

Teaching English-language Learners with Learning Difficulties Russell Monroe Gersten,Scott K. Baker,Susan Unok Marks,1998 This guide provides practical information for teachers and others working with students who have learning difficulties such as learning or language disabilities and for whom English is a second language Emphasis is on productive instructional strategies and approaches The book is based on results of focus groups comprised of practicing teachers as well as a review of the research literature on effective instructional practices with English language learners Following an

introductory chapter the underlying concepts of comprehensible input and meaningful access to the general curriculum are explained in the next two chapters Chapter 4 addresses problems in trying to provide meaningful access through comprehensible input whereas chapter 5 considers approaches to increasing meaningful access through comprehensible input Chapter 6 focuses on the teaching of academic language and chapter 7 offers useful initial teaching strategies The following chapter considers what teachers can do to provide meaningful access to the general curriculum Chapter 9 offers specific strategies to build comprehension and other language abilities The final chapter explains key instructional principles such as teacher think alouds and modeling use of concrete examples to explain concepts importance of consistent language the need to balance cognitive and language demands and the value of peers in language development Contains 54 references DB **English Language Learners with Special Education Needs** Alfredo J. Artiles,Alba A. Ortiz,2002 Because procedures are not in place in many schools and school districts to successfully determine academic placement of English language learners many of these learners are placed inappropriately Some who don t need special services other than English as a second language may find themselves in special education classes Others who need special services may be placed in regular classes without the extra supports and services that they need Working with English language learners and with students requiring special education services requires collaboration among teachers school psychologists speech pathologists and assessment personnel with expertise in general bilingual and special education **English Language Development Standards for California Public Schools, Kindergarten Through Grade Twelve** California. Department of Education,2002 "Code of Massachusetts regulations, 2016" ,2016 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 **Language Learner** ,2005 Literature-based Instruction with English Language Learners, K-12 Nancy L. Hadaway,Sylvia M. Vardell,Terrell A. Young,2002 This book takes a literature based approach to how children learn language and how it is taught in today s diverse K 12 classrooms The material is based on the belief that literature offers the most effective instructional approach for English language learners The book offers meaningful reading writing speaking and listening activities as well as new understandings about the forms and functions of written language This is the first book that offers instructors guidance in expanding the range of materials they use for teaching ESL by going beyond the standard texts to include books of all kinds children s literature trade books magazines and other media Voices from the Classroom Scenarios from K 12 classrooms with English language learners are provided throughout the chapters offering practical stories from teachers points of view K 12 Educators with diverse student populations *English Learners in California Schools* Christopher Jepsen,Shelley De Alth,2005 **"Code of Massachusetts regulations, 2012"** ,2012 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 "Code of Massachusetts regulations, 2015" ,2015 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law

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