

**A PROFESSIONAL DEVELOPMENT WORKSHOP FOR
MAINSTREAM CLASSROOM TEACHERS TO SUPPORT ENGLISH
LANGUAGE LEARNERS (ELLS)**

by

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Abstract

As Canadian classrooms become more diversified, there is a rising need to train mainstream classroom teachers to provide adequate support to English language learners (ELLs). Despite the extensive previous research and publications on the support of ELLs, mainstream classroom teachers have not received sufficient training, support, or guidance for implementing various strategies and pedagogies on how to effectively support ELLs in mainstream classrooms (Brewer & McCabe, 2014). This project is an exploration of effective teaching pedagogies that can be used to guide mainstream classroom teachers in creating an optimal learning environment for ELLs. A review of current academic literature was undertaken to identify the challenges faced by ELLs in Canadian mainstream classrooms and research informed strategies that can provide assistance to mainstream classroom teachers in teaching their ELLs. To best prepare the many mainstream teachers to meet the needs of ELLs, a workshop was created to enhance professional development opportunities for educators interacting with ELLs. The workshop seeks to encourage mainstream teachers to employ effective and informed teaching practices when providing support to ELLs. The workshop has been broken into a four-session series to be offered consecutively over two days in a way that professional learning builds and solidifies over the course of each session. The workshop should be administered with the people who are not specialists, as a way of enhancing accessibility.

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Table of Contents

Abstract.....	ii
Acknowledgements.....	iii
Chapter 1.....	1
Introduction to the Research Study.....	1
Research Problem: Lack of Professional Development	3
Purpose of the Study	5
Definition of the Project	6
Overview of the Project	7
Chapter 2.....	8
Literature Review	8
Fostering inclusion in the classroom: creation of a warm environment to lower their anxiety and the improvement of the social interactions.....	8
Using Culturally Relevant Pedagogy.....	11
Engaging English Language Learners’ Prior Knowledge	14
Affirming English Language Learners’ Identities.....	16
Summary.....	19
Chapter 3.....	21
Overview and Purpose.....	21
The Workshop	21
Workshop Themes	22
Theme 1: Fostering Inclusion in the Classroom.....	22
Theme 2: Culturally Responsive Teaching.....	22
Theme 3: Engaging Prior-Knowledge.....	23
Theme 4: Affirming Identities	23
Workshop Day 1: Session 1: Fostering Inclusion in the classroom (Activity Plan).....	24
Facilitator’s Notes to be used with Power Point slides.....	24
Objectives	24
Purpose	24
Timing.....	24
Materials	24
Content.....	24
Slides # 1-4: Introduction with Workshop Title	25

Slide # 5: Ice-Breaker – (Get to know you Bingo)	25
Slide # 6: Session Theme.....	25
Slides# 7, 8, 9: Big Group Discussion	25
Slide# 10: Small Group Discussion.....	26
Slides# 11, 12: Big Group Discussion.....	26
Slide# 13: Coffee Break.....	26
Slide# 14: Individual Read and Reflect	26
Slide# 15: The “New Moves” Documentary.....	26
Slide# 16: The Small Group Discussion.....	26
Slides# 17, 18, 19: Responsibilities of a Teacher	26
Slides# 20, 21: Resources and Conclusion to the Session.....	27
Slide# 22: Lunch break.....	27
Workshop day 1: Session 1: Fostering Inclusion in the classroom (PowerPoint Slides)	28
Workshop day 1: Session 2: Culturally Responsive Teaching (Activity Plan)	39
Facilitator’s Notes to be used with Power Point slides.....	39
Objective.....	39
Purpose	39
Slides # 23: Session Theme	40
Slide # 24-26: Big Group Discussion	40
Slide # 27: Small Group Discussion.....	40
Slide# 28: Individual Read and Reflect	40
Slide# 30: Big Group Discussion	40
Slide# 31: Personal Assessment	41
Slides# 32: Conclusion to the Session.....	41
Workshop day 1: Session 2: Culturally Responsive Teaching (PowerPoint Slides).....	42
Workshop day 2: Session 3: Engaging Prior-knowledge (Activity Plan)	48
Facilitator’s Notes to be used with Power Point slides.....	48
Objective.....	48
Purpose	48
Timing.....	48
Materials	48
Content.....	48
Workshop day 2: Session 3: Engaging Prior-knowledge (PowerPoint Slides)	52
Workshop day 2: Session 4: Affirming Identities (Activity Plan)	62

Facilitator’s Notes to be used with Power Point slides.....	62
Objective.....	62
Purpose	62
Timing.....	62
Materials	62
Content.....	62
Workshop day 2: Session 4: Affirming Identities (PowerPoint Slides)	65
Chapter 4.....	70
Conclusion	70
The Optimal Classroom Practices	71
The Workshop	73
References.....	75
Appendix A Table 1: Plan for Workshop Day One: Day One Agenda.....	79
Appendix B Table 2: Plan for Workshop Day Two: Day Two Agenda.....	81

Chapter 1

Introduction to the Research Study

Canada is a country that has a longstanding history of welcoming newcomers and many immigrants, international students, and refugees from all over the world enter Canada each year. Today, the majority of students in Canadian classrooms are from outside Canada with diverse language, cultural, and ethnic lines. As a history, Canadian education system recorded low figures of the English language learners in its early days as compared to other nations. However, overtime, the figures have increased significantly creating the need for a better teaching system that considers them. In 2017, 63% of Canadian elementary and 58% of Canadian secondary students were (ELL) (People for Education, 2017).

A study that looked at mainstream classroom teachers' impressions of English language learners in their classrooms found that "English language learners were shy, withdrawn, quiet and subdued" (Yau, 2012, p. 12). The study further concluded that teachers' lack of interest in getting to know the ELLs combined with insufficient training from schools, ELLs experienced a disconnect from their teachers and peers in mainstream classrooms and in the school environment as a whole (Darling-Hammond & Bransford, 2007; & Brewer & McCabe, 2014). In a similar study that observed ELLs' adjustments into Canadian schools found that teachers often had insufficient or no understanding of ELLs' cultural and linguistic backgrounds, and therefore found it challenging to provide meaningful support and teaching for their needs (Yau, 2012). Another study that looked at experiences of immigrant parents with their children's schools and teachers found that many parents felt that teachers and schools had inaccurate preconceived notions about immigrants and their children that prevented them from providing proper support to the learners (Yau, 2012, Gagné, Khan, Lopez-Gopar, & Suley, 2012). Along with the social

adjustment and language barriers, many English language learners also faced racial discrimination and marginalization at the hands of their peers in addition to their mainstream classroom teachers (Brewer & McCabe, 2014). In a study that interviewed immigrant and refugee parents about their perception of Canadian education and teachers found that many ELLs faced discrimination from teachers in the form of lack of interest in supporting them and stereotyping their identities and learning skills (Brewer & McCabe, 2014).

Unlike their native English peers, ELLs face challenges in mainstream classrooms related to linguistic, social and academic adjustments (Cummins & Early, 2015). They often experience emotional stress, feelings of frustration, and isolation, due to lack of integration and inclusion. Additionally, feelings of embarrassment and low self-esteem due to their poor English language communication skills lead them to feel disconnected from their peers and teachers (Brewer & McCabe, 2014; & Rance-Roney, 2008; Gagné 2012).

Another, significant challenge that many ELLs face in most classrooms is the marginalization of their first language in order to perfect their English. Often, well intending teachers force ELLs to communicate only in English and discourage use of their first language, however, because the ELLs have not yet developed sufficient confidence to communicate in English, they become quiet (Mohr, 2004). They go through both the social and academic pressures all at the same time because “The laughter that greets the newcomers with Imperfect English, and the scorn that greets them when they are overheard speaking their native tongue are daily occurrences for most [ELLs]. Learning English becomes coupled with Shame of their home language” (Olsen, 2000, p. 198). This leads to the bigger issue of feeling insecure about one’s own identity and self. A study that looked at how ELLs transit into the new academic and social culture of the school found that many of the ELLs felt insecure about their cultural identities, accent, and poor English (Bashir-Ali, 2006).

It is clear ELLs face discrimination in biased mainstream classrooms stemming from teachers and peers lack of knowledge. With these unique challenges faced by English language learners in Canadian mainstream classrooms, it is essential to provide educators with the culturally relevant knowledge and teaching strategies necessary to support ELLs.

Research Problem: Lack of Professional Development

As Canadian classrooms become diversified there has been a significant decline in the number of specially trained English language teachers in all grades from elementary through high school (Cheng, 2012; People for Education, 2009). Due to this, mainstream classroom teachers have become responsible for teaching and supporting English language learners (ELLs) (Zamel & Spack, 2006). At the heart of the matter is that many mainstream classroom teachers feel overwhelmed and ill equipped, they lack the knowledge, experience, and proper professional training necessary to meet the linguistic, social and academic adjustment needs of ELLs (De Oliveira, 2011; Yoon, 2008; Webster & Valeo, 2011). Further studies have emphasized the idea above that teachers lack preparedness and confidence in teaching ELLs (Bashir-Ali, 2006; Harper & de Jong, 2005; Karabenick & Clemens Noda, 2004; Webster & Vaelo, 2011). According to Karabenick and Clemens-Noda (2004). Ontario Ministry of Education's document *Supporting English language learners: A practical guide for Ontario educators, Grades 1-8* (2008) also considers accessible and quality professional development essential for equipping and preparing teachers to meet the academic and social adjustment needs of ELLs.

In addition to a lack of training, a study that explored mainstream teachers' attitudes toward supporting and teaching ELLs in mainstream classrooms found that many of the mainstream teachers held unwelcoming attitudes toward ELLs (People for Education, 2009). For many mainstream classroom teachers having ELLs meant extra work in terms of differentiating instructions, but more importantly, many teachers felt inadequately prepared to meet the unique needs of ELLs (Reeves, 2010). As a result of inadequate training, knowledge, and experience,

many mainstream classroom teachers employ ineffective strategies based on misconceptions when supporting ELLs, leading to their unsuccessful transition and integration into the mainstream classrooms (Harper & de Jong 2005; Yoon 2008).

In 2015, when I began my teaching placement in a grade 3 classroom, I observed that ELLs were not supported well in terms of their social and academic needs. Each day, they were given a simple task that required very little teacher assistance or peer interaction and once they finished it they moved on to another simple task. I do not blame the teacher for providing surface level teaching, the problem was that she did not have any professional training or knowledge for teaching and supporting ELLs in the mainstream classroom. Due to this, many of the ELLs in the classroom felt isolated.

Studies on integrating English language learners into the mainstream classrooms show that teachers who lack the proper training and knowledge necessary to support ELLs are often unable to meet the needs of many ELLs. Consequently, the learners experience social isolation, academic difficulties, and unsuccessful transitions into mainstream classrooms (Clark, 2017; Harper & Jong, 2004; Yoon, 2008). These studies point to the need for providing culturally competent educators who are knowledgeable in meeting the needs of culturally diverse students. “Professional development programs are more realistic options for meeting the needs of English language learners (ELLs) because they can provide teachers with requisite knowledge and skills” (p. 56).

The goal of this work is to fulfil the development gaps that exist in the sector. The work is designed for my final master’s in education (M. Ed.) research project, came as a result of my experience coupled with my desire to help many mainstream teachers who may need this professional development workshop to supplement their existing knowledge and understanding of supporting and teaching English language learners.

In creating the workshop, my goal is to create a helpful resource to further improve teachers' understanding of teaching ELLs, create a professional dialogue and prompt critical self-reflection. It is important for me to create a practical and research-informed workshop that would provide mainstream teachers with teaching strategies that could be easily understood and applied. Most importantly, the workshop aims to inspire mainstream teachers to understand the importance of adequately supporting ELLs and providing opportunities for success as they try to adjust to the social and academic culture of their new schools.

This work will impact a wide variety of stakeholders in the education community such as teachers, parents, the Ministry of Education, and curriculum developers. Through this research project, it is my hope that these stakeholders take the needed steps to equip teachers with proper training, knowledge, and resources to better support English language learners in Canada.

Purpose of the Study

Having personally observed all of these behaviors during my teaching placements, it is clear that there is need to take action over the academic struggles integrating among the English language learners. They hesitated when communicating with native-English speakers and only sat with or spoke to other newcomers. The mainstream classroom teacher always was flustered and confused when presented with the challenge of supporting the ELLs properly. In hopes that they would learn English faster, the teacher often stopped them from speaking in their first language and reminded them to communicate and think in English only. In response, the ELLs would become even quieter and sometimes stop communicating all together. ELLs in that classroom were never a truly a part of the classroom and always appeared like outsiders. The native English speakers were equally shy of them in return. It was obvious that the ELLs did not feel comfortable or fully integrated in that classroom and the teacher felt equally uncomfortable with the ELLs in the classroom. Oftentimes, the teacher would give the ELLs a task that was below their grade level so that they could finish it without assistance. The goal should not have been to give the English

language learners a task that is below their grade level but rather to provide them the same lesson with differentiated instruction. It was clear that the mainstream teacher lacked the knowledge and direction for teaching the ELLs in that classroom. My personal experiences in teaching and helping ELLs, along with my desire to pursue teaching, lead me to further explore research-based instructions and strategies that teachers should use to support ELLs in mainstream classrooms. I believe this is an important issue for education and for the well-being of Canada because Canada is a diverse country. Each year many immigrants, international students and refugees come to settle or to study. Therefore, it is essential to provide these students with trained and qualified educators who can meet their needs. Mainstream classroom teachers, in order to better support ELLs, need proper professional development.

The purpose of this project is to investigate evidence-based effective strategies for supporting ELLs in mainstream classroom, and to provide a professional development workshop for mainstream classroom teachers to serve as a guide for supporting ELLs. To accomplish this, I conducted a literature review examining effective pedagogy in supporting and integrating ELLs into mainstream classrooms. Using the literature as my source of evidence, I designed a two-day professional development workshop for mainstream classroom teachers in the Ontario public school system. The workshop addresses four components paralleling the themes explored in the literature review section.

Definition of the Project

For this project, the term English language learners (ELLs) is used to refer to students in the Canadian public-school system (K-12) who are in the process of learning English. The Ontario Ministry of Education policy and procedure document on the English language program in Ontario from K-12 defines ELLs as “students in provincially funded English language Schools whose first language is a language other than English or is a variety of English that is significantly different from the variety used for instruction in Ontario’s school, and who may

require focused educational support to assist them in attaining proficiency in English” (Ontario Ministry of Education, 2007, p. 8).

The policy document further divides the ELLs into two main categories: (a) Canadian born English language learners: Students who, although they were born in Canada, speak a language other than English at home. (b) Newcomers from other countries: Students who permanently move to Canada from a different country or are temporarily living or studying in Canadian educational institutes on a visit or student visa (Ontario Ministry of Education, 2007).

Overview of the Project

The purpose of this project is to investigate literature relevant to supporting English language learners in mainstream classrooms and design a professional development workshop as a helpful resource for mainstream classroom teachers to use to inform their teaching. The workshop addresses the following four themes:

- i. Fostering inclusion in the classroom
- ii. Using culturally relevant pedagogy
- iii. Engaging English language learners’ prior knowledge
- iv. Affirming English language learners’ identities

Chapter One introduces the research context, the rationale, and definitions of the key terms, concluding with an overview and sequence of the project.

Chapter Two reviews current literature on research informed strategies for supporting English language learners in mainstream classrooms.

Chapter Three presents the content and design of the workshop in detail. This chapter includes four main sessions of the workshop with agendas and topics for each day, presented and discussed in table format.

Chapter 2

Literature Review

Drawing from the literature on teaching practices to best support ELLs in mainstream classrooms, the review identified four interrelated focus areas necessary to facilitate the academic and social adjustment needs of ELLs in mainstream classrooms:

- a) Fostering inclusion in the classroom
- b) Using culturally relevant pedagogy
- c) Engaging English language learners' prior knowledge
- d) Affirming English language learners' identities

These research-based strategies and theoretical guidance will help teachers provide adequate academic and social support for ELLs in mainstream classrooms.

Fostering inclusion in the classroom: creation of a warm environment to lower their anxiety and the improvement of the social interactions

Inclusion is a centerpiece of Ontario education. The Ontario Ministry of Education highlights aspects of fostering inclusion in the classroom in their *Supporting English Language Learners: A practical guide for Ontario Educators, Grades 1-8* (2008). According to the document, the teachers are encouraged to prepare themselves and the classroom for ELLs by modeling a warm and welcoming attitude as well as, ensuring that the classroom demonstrates inclusivity and reflects cultural diversity. An example of inclusivity and diversity recommended in the above document is posting pictures on the bulletin board that reflect the cultural backgrounds of ELLs and their native flags (Haynes, 2007; Ministry of Education, 2008). Modeling inclusivity and warmth reduces initial anxieties that ELLs associate with academic and social adjustments when they arrive in a new country (Cummins and Early, 2015). ELLs often experience feelings of frustration due to poor communication ability. This emotional stress often leads ELLs to feel

isolated and disconnected from their peers, teachers and the school environment as a whole (Brewer & McCabe, 2014).

A study that explored how mainstream teachers incorporate learners' cultural identities into their teaching found that the teachers often realized that the ELLs often express themselves as an outsider, different, and excluded because of language barriers leading them to feelings of anxiety and lack of academic and social engagement in and out of the classroom (Thompson, 2017). In such cases, fostering healthy student-student and student-teacher relationship promotes inclusivity of cultural diversity which alleviates ELLs' concerns and anxieties associated with transitioning into a new culture. Reducing ELLs' anxieties consequently leads them to better integrate into the classroom, achieve academic success and develop socially, as found in a study done by Leavit and Alayne (2013). Relationship taps into the idea that solely focusing on teaching the curriculum would result in ELLs successful integration.

Ontario Ministry of Education's *Supporting English language learners: A practical guide for Ontario educators, grades 1-8* (2008) document also suggests that, "Although the acquisition of second-language skills is important for young learners, second language acquisition is not the most important task they face. Their academic achievement and social integration are far more important. Second-language learning, therefore, needs to be recast as a means to greater ends" (pg. 10).

This suggestion highlights academic achievement and social integration as the primary goals. Hence, teachers who create a classroom culture that reflects inclusivity and promotes social interactions through collaborative work help to facilitate both academic and social development of ELLs (Bondy, Ross, Galligane, & Hambacher, 2007; Coelho, 2004; Ford, 2015) Research on the importance of peer interaction in facilitating ELLs' academic engagement and social integration into mainstream classrooms suggests that, "Close, caring teacher-student relationships and high-quality peer relationships for students' academic self-perceptions, school

engagement, motivation, learning, and performance, and children who experience lower quality relationships with their peers—who are rejected or socially isolated—are more likely to become disaffected from school and drop out” (Furrer, Skinner, & Pitzer, 2014, p. 43).

This addresses the need for creating meaningful connections between ELLs, their peers, and teachers. Rance-Roney (2008), in her study on how teachers can foster a sense of community in the classroom, found that there is often a disjoint between ELLs and the native English speakers. ELLs exhibit lack of confidence, feel insecure, and shy away from interacting with native English speakers for fear of being laughed at for communicating in improper English. Therefore, they end up speaking to and befriending only the other ELLs in the classroom. Rance-Roney (2008) further explained that interaction between ELLs and native English speakers is essential because ELLs need to see themselves as active members in the social culture of the classroom. Interacting with native English speakers at social and academic levels help ELLs form authentic connections with peers and their learning environment. LeClair, Doll, Osborn, and Jones (2009) discussed the significance of fostering positive peer relationships and student teacher connections as fundamental elements in promoting academic and social engagement. An example of this can be assigning students to work on inquiry-based projects where ELLs interact with their native English-speaking peers at an academic level, exchanging ideas, reflecting on their interactions, and recreating ideas from information and learning experiences. This helps to develop a sense of mutual respect among peers as well as a genuine sense of belonging and connectedness to the classroom and the curriculum (Furrer, Skinner, & Pitzer, 2014). Teachers who create classrooms where ELLs and native English speakers have opportunities to inquire, share ideas, and get to know each other in a safe and friendly manner cultivate a sense of mutual respect and a genuine understanding of inclusion and cultural diversity, which is at the heart of an inclusive classroom (Furrer, Skinner, & Pitzer, 2014; Darling-Hammond & Bransford, 2005; Rance-Roney, 2008). The Ministry of Education (2010) maintains that, “Creating a welcoming

and inclusive school environment for English language learners is a whole-school responsibility requiring the commitment of administrators, teachers, support staff, and other leaders within the school community. The outcome of this committed effort is a dynamic and vibrant school environment that celebrates linguistic and cultural diversity as an asset and enriches the learning experience of all students” (pg. 18).

Therefore, some of the themes that come out from the review as key ways to foster ELLs learning include the creation of a warm environment to lower their anxiety and also the improvement of the social interactions for effectiveness.

Using Culturally Relevant Pedagogy

Culturally relevant pedagogy, as posited by Gay (2010), requires that students from different racial, cultural, language background be taught in culturally responsive classrooms where teachers connect the learning to the learners’ prior knowledge, experiences, including their racial, cultural and language backgrounds, to make lessons relevant, engaging, educational and achievable. What lies at the heart of culturally relevant pedagogy is the Knowledge of self and of others (students, parents, community) for constructing, evaluating, and altering curriculum and pedagogy so that it is responsive to students. In the classrooms of culturally responsive teachers, the methods of instruction and assessment, the curriculum and the classroom climate work together to support the academic achievement of all students (Darling-Hammond & Bransford, 2005, pg. 245).

This suggests that emphasis should be placed on developing a clear and genuine understanding of learners’ prior knowledge, and their identity, cultural and language backgrounds. When done properly, teachers will be able to provide a kind of “pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes” (Gloria Ladson-Billings, 2009, p. 20).

Research on the subject of teachers' preparedness in supporting new ELLs shows that although many mainstream teachers willingly embrace the idea of having ELLs in their classrooms, they often hold only a surface level understanding of supporting them that goes only as far as celebrating special cultural holidays (Swann 2014; Webster & Valeo, 2011). A supporting document from Ontario Ministry of Education titled *Culturally Responsive pedagogy: Towards Equity and inclusivity in Ontario Schools* (2013), also concurs with the idea that "Culturally responsive pedagogy is not about "cultural celebrations," nor is it aligned with traditional ideas around multiculturalism. It involves careful acknowledgement, respect and an understanding of difference and its complexities" (p. 2). Many studies have shown that two main factors, (1) surface level understanding of ELLs' cultural and language background and (2) personal and negative biases toward ELLs, cause teachers to experience frustration and prevent them from providing meaningful, culturally relevant lessons and differentiating instructions to meet the needs of diverse learners (Brewer & McCabe, 2014; Leavitt, 2003; Windle & Miller, 2010).

In a study that investigated mainstream teachers' preparedness in teaching ELLs Harper & de Jong (2005) suggested that getting to know them at a personal level, identifying and learning about their strengths, weaknesses, education, cultural, and language backgrounds and country of origin in order to promote meaningful and engaging learning experiences. This idea is also supported by the Ontario Ministry of Education document, *Supporting English language learners: A practical guide for Ontario educators* (2008), that in order to reduce anxiety for English language learners, establish a comfortable rapport at the outset by showing interest in the family's country of origin or culture, asking for assistance in correctly pronouncing the name of the student, posting a welcome poster in a variety of languages, laying out a display of dual-language books (p.33).

An example of a cultural relevant pedagogy can be seen in incorporating cultural texts. Culturally relevant books are directly related to ELLs' lives. Books are culturally relevant when there are similarities between the characters and students with their families... Books are also culturally relevant when students are familiar with the places mentioned in the stories and when they deal with contemporary themes...

Finally, books are culturally relevant for ELLs when the language used by the characters resembles the language used by students. That is, culturally relevant books contain familiar phrases or figures of speech (Rodriguez, 2009 p. 14). In her qualitative study that aimed to explore the effectiveness of using culturally relevant books with culturally diverse learners, Rodriguez (2009) found that the use of culturally relevant texts "facilitated "learner-centered" instruction for ELLs by connecting text with students' culture and life; enhanced ELLs' level engagement with the text; produced critical thinking skills; empowered ELLs to experience "feelings of worth," and motivated them to develop good reading habits" (p. 19). Such a pedagogy can help teachers in understanding how ELLs comprehend, organize, and interpret learning through a different cultural lens. Therefore, providing lessons, books, and activities that fosters meaningful connections between their learning, life, prior experience and cultural background makes the learning more engaging and meaningful (Freeman & Freeman, 2007). Practicing culturally responsive pedagogy is essential in teaching ELLs, teachers must challenge, understand, and correct their own preconceived notions that shape their teachings to avoid falling "victim to stereotypes that result from a superficial understanding of students and their experiences" (Darling-Hammond & Bransford, 2005, P. 247). In addition, showing interest in ELLs' lives and their language and cultural backgrounds may also prevent teachers from stereotyping and undermining ELLs' social and academic skills (Yoon, 2008). Often due to stereotypes and negative biases, ELLs face neglect, marginalization and racial discrimination in classrooms (Weinstein, Curran, & Tomlinson-Clarke, 2003). In a study that interviewed

immigrants and refugee parents about their perception of Canadian teachers and education system found that many “ELLs faced discrimination at the hands of teachers who showed lack of interest in supporting them, stereotyped their identities, and undermined their learning skills” (Brewer & McCabe, 2014, p. 138). A similar study that observed ELLs’ adjustments into new schools found that teachers often had no understanding of the ELLs’ cultural and linguistic backgrounds and therefore found it challenging to provide meaningful support and teaching for their ELLs (Yu, 2012). Such studies show that there is a disconnect between theory and practice of culturally responsive teaching. Therefore, developing a genuine understanding of ELLs’ cultural and language backgrounds would assist teachers in developing a pedagogy that is engaging and culturally relevant, meeting the social and academic adjustment needs of ELLs, thus enabling them to succeed in schools (Coelho, 2004; Bondy, Ross, Galligane, & Hambacher, 2007).

Engaging English Language Learners’ Prior Knowledge

Another key teaching practice is when teachers enhance ELLs engagement in classrooms by activating their prior knowledge. Prior knowledge refers to previously acquired language conventions, sets of skills, ideas, and beliefs which ELLs bring to the new classroom in Canada. These previously gained learning experiences in their native language can be the founding blocks for their new learning, helping a learner engage with, relate to, organize, and understand the new knowledge in a meaningful way (Bransford, Brown, & Cocking, 2000). Therefore, in classrooms with students from diverse cultural and language backgrounds, teachers need to provide explicit instructions that do not simply help ELLs to recall facts and ideas from their first language, but enable them to transfer their prior knowledge, concepts, and sets of skills to English (Cummins et al., 2005).

Ontario Ministry of Education’s document, *Culturally Responsive Pedagogy: Towards Equity and Inclusivity in Ontario Schools* (2013) stresses the importance for teachers to differentiate and design instructions that tap into learners’ prior knowledge and skills “in order to

stretch students in their thinking and learning” (p. 5). An example of how the Ministry’s suggestion can be applied in the classroom is using the dual language approach suggested by Cummins et al. (2005) where ELLs produce written text on a given topic, topic of interest, or autobiography in their native language and, with help from parents, their teacher using the internet, or a dictionary, translate it into English. This approach of transferring from their first language to English “scaffolds students’ output in English and enables them to use higher order and critical thinking skills much sooner than if English is the only legitimate language of intellectual expression in the classroom” (Cummins, 2009, p. 319; Cummins et al., 2005). Therefore, allowing ELLs to write stories, journal entries, or sentences in their first language and, independently or with help from an adult, translate the text into English gives ELLs the opportunity to take ownership of their learning and become independent critical thinkers. Discouraging ELLs from using first language may cause a complete disengagement with their learning. For ELLs, prior knowledge in their first language is the doorway to developing a meaningful understanding of a second language.

A study that investigated the development of literacy in ELLs found that ELLs who were encouraged to use their first language during reading, writing, and comprehension learned faster as well as developed more complex reading, writing, and comprehension skills than ELLs who did not have “access to concepts stored in their first language” (Wessels, 2011, p. 48). ELLs with strong academic language skills in their native language tended to be more successful academically and in the learning of the second language, because they were familiar with the decoding strategies and therefore able to transfer their literacy skills from one context to another (Cummins, 2000; Thomas & Collier 2002).

The key to engaging prior knowledge is the use of differentiated instructions and helping learners make explicit connections to prior learning because that leads to enhanced engagement and more meaningful learning experiences (Campbell, 2008). The focus is to allow teachers to

assess and evaluate what ELLs know and what they need help with in order to appropriately differentiate instruction to meet their needs (Abdullah, 2015; Jong & Harper, 2005; Villegas & Lucas 2002).

In order for ELLs to interpret and organize the new knowledge in a meaningful way, it's suggested that a teacher differentiate instructions to support a student's prior knowledge (Cummins et al., 2005; Lucan & Villegas, 2002). Ontario Ministry of Education document, *Supporting English language learners: A practical guide for Ontario educators* (2008) also encourages teachers to provide opportunities for ELLs to make meaningful "connections between [ELLs] prior knowledge and the content of the curriculum [to] help them build on what they already know and succeed in the tasks" (p.65). One strategy to activate prior knowledge is the use of the K-W-L chart (what do you Know, what do you Want to know, what have you Learned). Without prior knowledge, ELLs may feel confused, lost, disconnected, and disengaged. Therefore, relating the new learning to prior knowledge is important in developing a learner's interest and helping them to comprehend and engage with the new learning at a deeper level (Bransford, Brown, & Cocking, 2000).

Affirming English Language Learners' Identities

"Teachers can help ELLs integrate into mainstream classrooms by affirming their cultural identities which entails 'exploring students' identities in the spirit of discovery and out of authentic care for each student as a whole person [to make their] identities visible and respected" (Ontario Ministry of education, 2011, p. 2). Providing activities in the classroom in which ELLs have a chance to display or speak about their culture and language empowers and affirms their identities (Cummins et al., 2005). The Ontario Ministry of Education document, *Supporting English language learners: A practical guide for Ontario educators* (2008) suggests "enabling ELLs to develop a sense of personal identity and belonging by sharing information about their

own languages and cultures, as well as their experiences in their countries of origin and as newcomers to Canada” (p. 24).

For an example of how the Ministry’s suggestion can look in practice, we refer to a case study that observed strategies an elementary teacher employed while teaching her two ELL students Tu and Phan, who were always distant, shy and quiet in the classroom (Rance-Roney, 2008). They spoke to the teacher only when spoken to, but never communicated with peers. To improve their sense of self, the teacher created a small culture share group in which, through casual conversational interviews, students learnt about their peers’ cultural identities, family traditions, and language. This strategy helped the two ELLs to openly share about themselves. Eventually, over a period of one year, they became confident and began to make friends in the classroom. The study concluded that, by allowing ELLs to share about their language and cultural differences, the teacher improved their self-confidence and helped them to feel comfortable with their identities. Without singling out Tu and Phan as the non-English, the teacher subtly created an inclusive environment which returned Tu and Phan’s voice and their sense of self. Through this culture share group, they established meaningful identities, they were not merely the “non-English speaking brothers in a classroom,” but two people who had a lot to share with others about their different cultural experiences and reminds them of the related aspects. The teacher’s efforts in helping the brothers improve their English and social skills were successful and Tu and Phan graduated with their class the next year in spite of the predictions that it would take much longer to master academic English. Their English expanded and so did the social network that was forming around them both (Rance-Roney, 2008, p. 22).

Creating opportunities for ELLs to share about themselves is important in affirming their identities so that they become, in their minds and the minds of their peers, valued members of the classroom. By affirming their identities teachers demonstrate and remind the English language learners of their abilities, value and sense of self. Affirming all learners’ identities and ensuring

that they are not defined by their lack of English proficiency but by their strengths, abilities and unique cultural and language experiences shapes them into empowered individuals with strong senses of self (Cummins et al., 2005; Dei et al., 2000).

Teachers can also affirm ELLs' identities by allowing them to use their native languages because "When teachers support students' primary language in meaningful ways, students feel recognized and validated in the mainstream classroom, which results in a strong sense of self" (Sumaryono & Ortiz, 2016, p. 17). A number of studies have found that for many ELLs, their native language was an important aspect of their cultural identity. However, they felt that in order to fit into the dominant culture and improve their English they had to give up this this aspect of their identity, i.e., their native language (Abdullah, 2015; Cummins et al., 2005; Bernard et al., 2010; Irvine, 2010). The shunning of native languages in order to perfect their English is a challenge faced by many ELLs in mainstream classrooms. Well intending teachers scorn their ELLs for conversing in native languages and that is coupled with laughter from their peers for speaking imperfect English. The consequence of this is that ELLs may feel ashamed of their cultural identity, language, and accent and may become quiet, withdrawn and disengaged in their studies (Bashir-Ali, 2006; Mohr, 2004; Olsen, 2000).

An example of this can be seen in the case study (Bashir- Ali, 2006) that investigated the social integration of a high school ELL student from Mexico found that in order to fit into the culture of her new school, she denied her knowledge of Spanish when she was with her friends. In addition, she felt that if she expressed her Mexican identity through language, accent, or clothing, she would not be able to make any friends in school. In a similar study, Cummins et al. (2005) found that ELLs at the elementary level faced challenges related to expression of identity. In that study, an ELL student in a grade six classroom expressed that she felt rejected, judged, and excluded by her peers.

[She] did not look like them and did not speak English like them. [She] also wore cultural clothes and [her] peers made fun of [her]. [They] did not pick [her] for any group activities making [her] feel really, really, left out (p. 2).

However, her teachers made her feel better about herself and her identity by showing care, respect and appreciating her clothes, asking her questions about her culture, religion, home life, and language, which she liked because it made her “feel comfortable and welcome” (p.2). Such studies highlight the importance of teachers showing genuine interest in getting to know their ELLs at a personal level in building their self-confidence and giving them a sense of belonging, all of which would result in academic and social achievement.

Getting to know about ELLs’ cultural background, interests, and goals is a way of affirming their identities and assuring them that they are welcome in a classroom. Affirming a language learner’s identity will help him or her to speak confidently and form healthy peer relationships in the classroom with the knowledge that the teacher and peers understand, respect, and value them as a person (Deci & Ryan, 2002; Niemiec & Ryan, 2009). Just as the Ontario Ministry of Education highlights in *Supporting English language learners: A practical guide for Ontario Educators, Grades 1-8 (2008)* teachers should use practices in the classroom that “affirm the worth of all students and helps them strengthen their sense of identity and develop a positive self-image” because if teachers neglect to affirm ELLs cultural identities it may lead ELLs to feel ashamed of, and negate, their cultural identities (Bashir- Ali, 2006).

Summary

This review of relevant literature demonstrates the value of using research-based strategies in the context of teaching English language learners in mainstream classrooms. Research studies elucidate the importance for mainstream classroom teachers to differentiate instructions and employ teaching practices which take into consideration inclusivity, cultural relevance, ELLs’ prior knowledge, their native language, and cultural identities in order to support ELLs’ academic

and social adjustment into a different culture. The following workshop, designed based on the relevant literature, will serve as a helpful resource for teachers to meet the academic and social needs of ELLs.

Chapter 3

Workshops

Overview and Purpose

This professional development workshop is designed as a tool to help mainstream classroom teachers develop a better understanding of the challenges ELLs face when transitioning into a new school in a new country and support teachers to address those in the mainstream classrooms using research informed practices. The ultimate goal is to create a successful learning environment for ELLs. Both group and individual activities are created to promote professional dialogue and reflection. It is my goal that this project will inspire teachers to reflect upon their own practices and help ELLs to become competent, confident and accomplished individuals.

The Workshop

This is a two-day workshop and is divided into four sessions. Each day covers two sessions of the workshop. Sessions may be attended individually but are designed as a series where knowledge and pedagogical practices build over time. This workshop requires pre-planning and should be held at a convenient location with enough space to run all the activities. The location should have comfortable chairs and space to move around. The organizer is a person who will be in charge of overseeing the entire project. During the workshop, he can make arrangements for food delivery. The facilitator will be in charge of executing the program to ensure that it flows as planned. He needs to familiarize himself or herself with all the readings, the PowerPoint slides, Ontario's Policy and procedure document for supporting English language learners from k-12 (2007 and 2008), as well as the provided facilitator's notes. The facilitator should also print out all the readings handouts prior to the workshop. A screen projector and a laptop are required to run the PowerPoint presentation.

Workshop day 1- session 1: Fostering inclusion in the classroom

Workshop day 1- session 2: Using culturally relevant teaching

Workshop day 2- session 1: Engaging prior-knowledge

Workshop day 2- session 2: Affirming identities

Workshop Themes

Theme 1: Fostering Inclusion in the Classroom

The first session of the workshop begins with the participants discussing ways to welcome ELLs into the Canadian classrooms (see Table 1). First days when ELLs come to school are critical for successful schooling for themselves and their parents, therefore teachers and schools must provide a warm welcome with effective procedures for orientation (Coelho, 2004). This session is designed to help teachers understand the importance of being inclusive and providing proper orientation and a warm welcome to ELLs. Through group discussions, personal reflection, individual reading of “English Language Learners from Far and Near” by Coelho, E. (2004), and a short documentary “New Moves” about English language learners’ arrival and challenges, the first session allows the teachers to understand their roles and responsibilities in creating inclusive and welcoming classroom. It further helps them in gaining an in depth understanding who ELLs are by definition, their concerns about and expectations from the new school as well as some of their past schooling experiences so that upon arrival of the ELLs the teachers are aware of the students and their needs. The session concludes with providing teachers research informed strategies on creating inclusive classroom for ELLs.

Theme 2: Culturally Responsive Teaching

The second session of the workshop focuses on practicing culturally responsive teaching (see Table 1), which entails knowing who your students are and respecting their cultural, and linguistic differences (Darling-Hammond & Bransford, 2005). In this session teachers are introduced to the characteristics of culturally responsive teaching. Through discussion, self-reflection and individual reading of “Culturally Responsive Classroom Management: Awareness

into action Theory in to Practice” by Weinstein C, Curan and Tomlinson-Clark (2003). Teachers will learn the strategies to create an inclusive learning environment for ELLs as well as learn about their roles and responsibilities as a teacher. Teachers also use a self-assessment tool to determine how culturally responsive they are and their areas of strength and areas requiring further growth. This self-reflective process allows teachers to review their teaching in terms of using culturally responsive practices and to improve their practice. The session concludes with providing teachers research informed strategies to implement culturally responsive practices in the classroom.

Theme 3: Engaging Prior-Knowledge

The third session of the workshop focuses on the role of engaging ELLs’ prior-knowledge (see Table 2). Teachers are encouraged to understand that each student comes into the class with prior set of beliefs, values, learning experiences. And it is teachers’ responsibility to tap into students’ native languages and cultural educational experiences through various strategies (Carrasquillo & Rodriquez. 2002). Through self-reflection and individual reading of “The importance of activating and building knowledge” by Wessels (2012). Teachers are guided in discussions to reflect upon challenges in and strategies for engaging prior-knowledge of ELLs. The session concludes with providing teachers research informed strategies to activate prior-knowledge.

Theme 4: Affirming Identities

The fourth session of the workshop focuses on affirming ELLs’ Identities (see Table 2). Through group discussions, self-reflection and individual reading of “Creating International Communities to Support English language Learners in the classroom” By Rance-Roney (2008), the teachers will learn about the importance affirming and accepting ELL’s identities, skills, abilities, and cultural, physical, social and intellectual differences to convey that ELLs are recognized by their strengths and not by their lack of proficiency in English (Rance-Roney, 2008). The session concludes by providing teachers research informed strategies on affirming ELLs’ identities.

Workshop Day 1: Session 1: Fostering Inclusion in the classroom (Activity Plan)

Facilitator's Notes to be used with Power Point slides

Objectives

By the end of the session, teachers will be able to:

1. Demonstrate understanding of who English language learners are
2. Identify and implement strategies for making their classroom inclusive and welcoming for English language learners.

Purpose

The first session of the workshop is important for building trust so teachers feel comfortable about sharing their experiences and anxieties about teaching English language learners. The workshop is designed to encourage and promote professional dialogue and critical self-reflection.

Timing

It is encouraged to run this workshop at the beginning of the school year so that teachers are able to prepare themselves and their classroom for ELLs' arrival.

Materials

Materials required for this session include: Printed copies of the day agenda, pens, lined paper, a laptop, a screen and projector for the presentation and the video, "New Moves." (please cite this source) The facilitator will also need to have the PowerPoint presentation, "Preparing Mainstream Teachers for English Language Learners" ready to present. Chart paper and markers are required as well. The facilitator will need to prepare copies of Bingo for ice breaker activity and the articles mentioned in Table 1.0

Content

The content presented is meant to be used as a suggestion and a helpful resource for teachers to use in the mainstream classroom with ELLs. The rationale behind the adoption of the reading,

discussion and the reflections in the exercise is to enhance the unveiling of the important aspects of ELLs. The practices motivate them for the course hence effective for use.

Slides # 1-4: Introduction with Workshop Title. The facilitator should have the title slide up as the participants settle. After the welcoming remarks introduce the topic of the workshop, the facilitator should begin by explicitly stating the goals, purpose, and expectations of the workshop. Emphasize that the purpose of the workshop is to help teachers with ELLs in the mainstream classrooms and all the strategies provided are research informed for supporting English language learners.

Slide # 5: Ice-Breaker – (Get to know you Bingo). Distribute Bingo sheets and pens for the icebreaker. Explain the following rules: everyone is to get up and walk around the room, introducing themselves to each other and finding people in the room who correctly fit each category on the Bingo sheet. Each person may only sign one square. The purpose of this ice breaker is to introduce the teachers to each other and help them feel comfortable. The facilitator will need to bring in Bingo sheets and pens.

Slide # 6: Session Theme. Introduce “Fostering inclusion in the classroom” as the theme for the session.

Slides# 7, 8, 9: Big Group Discussion. The big group discussion involves defining English language learners. Encourage teachers to think about how they perceive ELLs and descriptive words that come to mind when they hear the term English language learners. After a few answers, present the definitions of different types of English language learners according to the Ontario policy and procedure documents for supporting English language learners. Clearly state and explain the difference between Canadian born ELLs and New comers from other countries. Then present some common ideas associated with English language learners to prepare the thought process for small group discussion.

Slide# 10: Small Group Discussion. Participants are free to form or join small table groups. A small group discussion will follow allowing the teachers to share the strategies they use to welcome ELLs to the classroom and their responsibilities as teachers.

Slides# 11, 12: Big Group Discussion. The small group discussion will be followed by a large group discussion on responsibilities of a teacher according to research. Take up any comments, findings, and questions from the small group discussion.

Slide# 13: Coffee Break

Slide# 14: Individual Read and Reflect. After the 15-minute break, hand out Coelho (2004) article, “English language learners from Far and near” and put up the slide with questions for personal reflections. Allow the teachers to read individually and give time to reflect upon personal teaching practices and strategies they have used and learnt from the provided article. Provide the paper for reflection.

Slide# 15: The “New Moves” Documentary. Play the video “New Moves”. Mention that the short documentary expresses the viewpoints of English language learners on their experiences and challenges of settling into the new school culture. Encourage teachers to take notes.

Slide# 16: The Small Group Discussion. After watching the video, provide the guiding questions for small groups to discuss the contents of the video. Allow the teachers to brainstorm some strategies on helping language learners settle into the new culture and overcome the challenges the students in video brought up.

Slides# 17, 18, 19: Responsibilities of a Teacher. After the small group discussion, take up any comments, findings, and questions from the small group discussion and present the main points from the video and article. Participants read and reflected on individually. Discuss strategies suggested by the research and emphasize the following points:

1. It is important to know who your English language learners are: their names, age, and country of origin, their background experiences, abilities, and strengths, linguistic and cultural differences in order to adequately meet their needs.
2. As a teacher, your main goal is to assure that your classroom is inclusive and ELLs integrate well into your classroom and school. Ensure that they receive the proper orientation and assistance in settling into the new environment.
3. By providing an inclusive welcoming environment, you can help ELLs feel safe and welcomed. A welcoming educational environment will help them in adapting to the new academic and social culture of the school, and more likely to be successful.

Slides# 20, 21: Resources and Conclusion to the Session. Conclude the first session by talking about the policy and procedure document (which one please cite) as a helpful tool and resource to assist English language learners. Take up any comments, findings, and questions from the session.

Slide# 22: Lunch break

Workshop day 1: Session 1: Fostering Inclusion in the classroom (PowerPoint Slides)

Slide 1




Day 1

Teaching English Language Learners

A Professional Development Workshop for
Preparing mainstream teachers for English language learners

Facilitator: **Voila David**


Slide 2



- Be an engaged participant both in big and small group discussions.
- Respect the opinions of others.
- Keep cell phones to Vibrate.
- If you have to leave please do so quietly.

Slide

3



Purpose

The workshop is designed to prepare and assist English as a language educators to provide effective teaching instructions and strategies for English language learners through research informed practices.

Goal


By the end of the workshop participants will be able to meet the needs related to settling into a new academic and social culture of English language learners using appropriate and research informed practices.

Expectations

By the end of Workshop participants will deepen their knowledge of research based instructional strategies to effectively support and meet the social and academic needs of English language learners.

Slide

4



House keeping

- Washrooms
- Exits
- Breaks

QUESTIONS?

Slide
5



ICE BREAKER

Get to know you Bingo!

Slide
6




Session One

Theme: Fostering Inclusion in the Classroom.


Slide
7

Welcoming English language learners into your Classroom



Big Group Discussion

- Who are English Language Learners (ELLs)?
- How would you define them?
 - Write down a few words to describe an ELL and what it means to be an ELL in a classroom



Slide
8

Welcoming English language learners into your Classroom




Who are English language learners?

- **Canadian-born ELLs**
 - Aboriginal students
 - Students whose families have “maintained a distinct cultural and linguistic tradition that is not English”
 - Children from immigrant communities in which “languages other than English are primarily spoken”
- **New comers from other countries**
 - Children involved in “voluntary, planned immigration”
 - Children who have left their homeland “under conditions of extreme urgency”
 - Fee-paying international/visa students

Source: Ontario ELL policy Document 2007 –Pg. 8-9

Slide
9

Welcoming English language learners into your Classroom




ELLs ...

- > May dress different
- > Look different
- > Speak slowly
- > Speak different variation of English
- > May be shy
- > May have a different accent
- > May know limited English
- > May be anxious about the new school culture
- > May be unsure of the new social culture

Slide
10

Welcoming English language learners into your Classroom



Small Group Discussion

- a) What are some strategies or activities you have used to Welcome ELLs ?
- b) As a teacher what are your responsibilities before the ELLs arrive in your classroom?
- c) How would you create an inclusive classroom culture?

Slide
11

Welcoming English language learners into your Classroom




Big Group Discussion
your first step as a teacher

- ✓ Know their first names
- ✓ Welcome and introduce the student to everybody
- ✓ Be a model of respect for the other students in the class
- ✓ Provide a schedule for the day and school routine
 - ✓ lunch and breaks
- ✓ Give them a tour of the school
- ✓ Provide a map for the school
 - ✓ How to find ways around
 - ✓ How to find the main office
 - ✓ Where the washroom is
- ✓ Give them a brief talk on School rules and expectations.

Source: Coelho, E. (2004). Adding English :A guide to teaching in multilingual classrooms. Don Mills, ON :Pippin Publishing Corporation.

Slide
12

Welcoming English language learners into your Classroom



Conduct an initial assessment with the student and parents for placement and find out about.

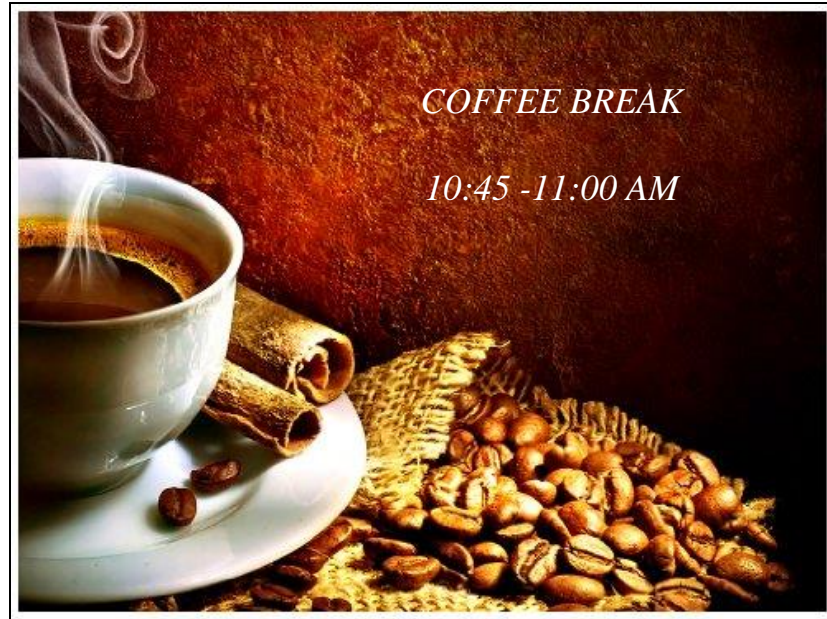
- ✓ Educational background
- ✓ Mathematics
- ✓ Proficiency in speaking, reading, listening, and writing in English and possibly in their first language
make notes through *informal assessment (observation)*

What to ask during the initial assessment

- ✓ Ask simple questions about the student
 - ✓ What did you do in your math class?
 - ✓ Go to a bookshelf and ask your student to pick up a book he/she likes and ask about the reason(s)
 - ✓ Write about something fun you heard in one of your classes


Source: Coelho, E. (2004). Adding English :A guide to teaching in multilingual classrooms. Don Mills, ON :Pippin Publishing Corporation.

Slide
13



Slide
14

Welcoming English language learners into your Classroom



Individual read and Reflect

“English language learners from Far and Near”
(Coelho, E, 2004).

- ✓ How do I see myself as an English language educator
- ✓ What strategies do I need to avoid and improve
- ✓ What new strategies have I learnt from the article that I can use in my classroom?

Slide
15




New Moves

An orientation video



Slide
16




Small Group Discussion
New Moves - An orientation video

- a) What are some of the challenges and concerns of ELLs?
- b) How can teachers help ELLs settle into the new culture?
- c) How do ELLs experience the new move?

Slide
17

Welcoming English language learners into your Classroom



Responsibilities of a Teacher


Few points to take home from the reading “English language learners from Far and Near” (Coelho, E, 2004).

1. Your initial role is to *teach ELLs English* and to give them a means to become functional member of the community.
2. You are also a model of appropriate behavior.
3. Take initiative to understand your students, to be aware of the problem they face and adjustment they have to make.
4. Learn a bit more about your ELLs.
5. Be aware of the danger signs. ELLs fall into the category of ‘fragile’ learners.
6. Learn about resources with the community
7. Keep the lines of communication open; be a listening ear

Source: Coelho , E. (2004). Adding English :A guide to teaching in multilingual classrooms. Don Mills, ON :Pippin Publishing Corporation.

Slide
18

Welcoming English language learners into your Classroom




A FEW RESEARCHED INFORMED STRATEGIES TO WELCOME NEW ELLS

1. Introduce the new ELLs as speakers of their first language and point out that they are also learning English. Avoid referring to a new student as someone who doesn't speak English
2. Write the student's name and the name of the language on the chalkboard and point out her or his country of origin on a world map, or if the student feels comfortable ask him or her to point it out ask the to do so.
3. Learn how to pronounce their names correctly.

Source: Coelho , E. (2004). Adding English :A guide to teaching in multilingual classrooms. Don Mills, ON :Pippin Publishing Corporation.

Slide
19

Welcoming English language learners into your Classroom




CONTINUED...A FEW RESEARCHED INFORMED STRATEGIES TO WELCOME NEW ELLS

4. Seat newcomers or beginning learners of English beside someone who speaks their first language. For the first few weeks, this provides a sense of security for newcomers and helps them understand what's going on.
5. Organize structured interview with the new student and parents to get to know the student and the home culture better.
6. Make time for personal contact with new students at least once during every lesson. Check that new students are involved in meaningful learning tasks, even if these are not the same as those other students are working on.

Source: Coelho, E. (2004). Adding English :A guide to teaching in multilingual classrooms. Don Mills, ON :Pippin Publishing Corporation.

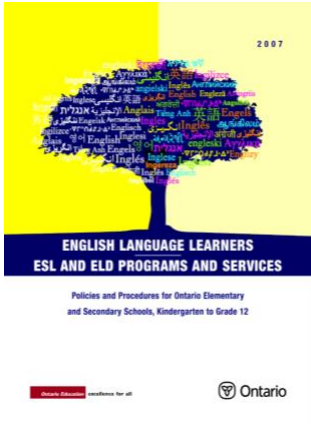
Slide
20

Welcoming English language learners into your Classroom



Resource for Teachers

- The policy documents promotes academic success for all English language learners at the level expected of all learners in Ontario.
- It will also support successful outcomes for English language learners as they graduate from school and move to the next stage of living and learning.




ENGLISH LANGUAGE LEARNERS
ESL AND ELD PROGRAMS AND SERVICES

Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12

Ontario

Slide
21


Welcoming English language learners into your Classroom



Session Conclusion

Questions or comments from the Session?

Slide
22



LUNCH BREAK
12:30 -1:30 PM

Workshop day 1: Session 2: Culturally Responsive Teaching (Activity Plan)

Facilitator's Notes to be used with Power Point slides

Objective

By the end of the session teachers will be able to:

1. Explain culturally responsive pedagogy
2. Identify and implement strategies for practicing culturally responsive practices.

Purpose

The second session is designed to take the teachers further into exploring strategies for supporting English language learners by implementing culturally responsive teaching.

Timing

It is encouraged to run this workshop at the beginning of the school year so that teachers are able to prepare themselves and the classroom for ELLs arrival.

Materials

Materials required for this session include: Printed copies of days agenda, Pens, lined paper a laptop, screen and projector for the presentation and the video, "New Moves."

The facilitator will also need to have the PowerPoint presentation, "Preparing mainstream teachers for English Language Learners" ready to present. Chart paper and markers are required as well. The facilitator will need to prepare copies of Bingo for ice breaker and the articles (citations) mentioned in Table 1.

Content

The content presented is meant to be used as a suggestion and a helpful resource for teachers to use in the mainstream classroom with ELLs.

Slides # 23: Session Theme. The facilitator should have the Session Two slide with session Theme: Culturally Responsive Teaching up for participants.

Slide # 24-26: Big Group Discussion. Big group discussion begins with defining culturally responsive teaching. Encourage teachers to think about the characteristics of culturally responsive teaching or a classroom. After few answers, present the definitions of culturally responsive teaching by two different scholars.

Slide # 27: Small Group Discussion. Small group discussions allow the teachers to discuss further characteristics of culturally responsive teaching or a classroom and some challenges related to it.

Slide# 28: Individual Read and Reflect. After the small group, take up any comments, findings, and questions from the small group discussion. Then hand out Weinstein, Curran and Tomlinson-Clarke (2003) “Culturally Responsive Classroom Management: Awareness into Action. Theory into Practice” and put up the slide with questions for personal reflections. Allow the teachers to read individually and reflect upon personal teaching practices and strategies they have used and learnt from the provided article. Provide the paper for reflection.

Slide# 29: Coffee Break

Slide# 30: Big Group Discussion. After the 15-minute break, present research informed strategies to use culturally responsive teaching in the classroom and emphasize the following points:

- 1) Culturally responsive teachers make the learning relevant to learners’ cultural and linguistic background.
- 2) Culturally responsive teachers are knowledgeable about the learners’ linguistic, racial and cultural background and show genuine interest in trying to meet their needs.


- 3) Culturally responsive teachers promote inclusive classrooms by providing opportunities for learner's collaborative projects that encourage interaction between native English speakers and English language learners.

Slide# 31: Personal Assessment. Afterward, handout the personal assessment awareness checklist (would you include this in your appendix). Give teachers the space and privacy to complete the questionnaire (appendix). They are welcome to take it home. Explain that this will help them determine how culturally responsive they are and their areas of strength and areas requiring further growth.

Slides# 32: Conclusion to the Session. Conclude the session by taking up any comments, findings, and questions from the session. Handover the evaluations for day for the entire workshop.

Workshop day 1: Session 2: Culturally Responsive Teaching (PowerPoint Slides)

Slide 23



Session TWO

Theme: Culturally Responsive Teaching.

Slide 24

Culturally Responsive Teaching




Big Group Discussion

- What is culturally responsive teaching?
 - Write down a few characteristics of culturally responsive teaching or a classroom.



Slide 25

Culturally Responsive Teaching




Big Group Discussion

“Culturally responsive teaching entails expressions of knowledge, beliefs, and values that recognize the importance of racial and cultural diversity in learning. It is contingent on seeing cultural differences as assets; creating caring learning communities where culturally different individuals and heritages are valued; using cultural knowledge of ethnically diverse cultures, families, and communities to guide curriculum development, classroom climates, instructional strategies, and relationships with students” (G.Gay, 2000)

Slide 26

Culturally Responsive Teaching




“In the classrooms of culturally responsive teachers, the methods of instruction, and assessment, the curriculum, and the classroom climate work together to support the academic achievement of all students”

(Hammond.L & Bransford.J, 2005)

Slide 27

Culturally Responsive Teaching




Small Group Discussion

a) What does culturally responsive teaching feel like, sound like, look like?

b) What are some challenges related to culturally responsive teaching practices, how would you overcome those challenges in your classroom?

Slide 28

Culturally Responsive Teaching

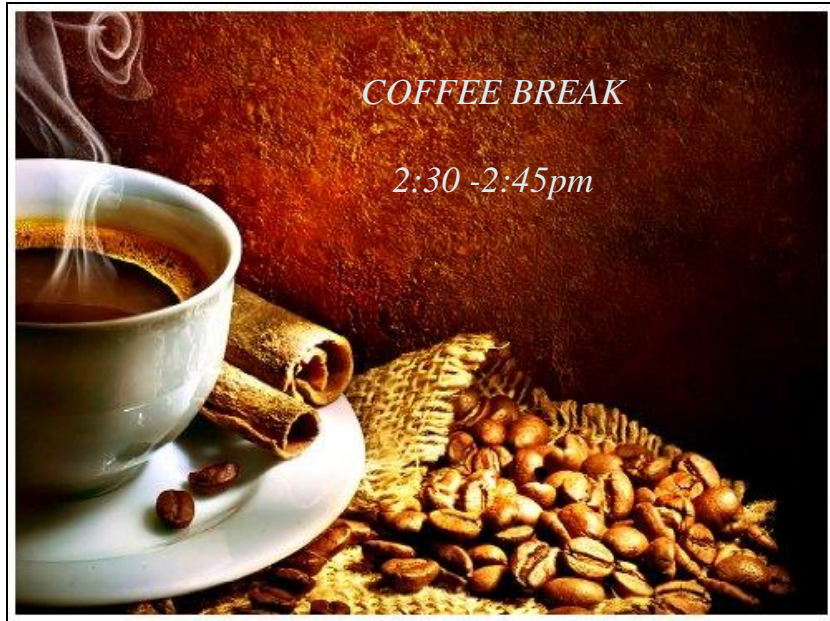


Individual read and Reflect

“Culturally Responsive Classroom Management: Awareness into Action. Theory into Practice (Weinstein, Curran and Tomlinson-Clarke, 2003)


- ✓ What are three culturally responsive practices I can apply in my classroom?
- ✓ What are some practices I need to change to make my teaching and classroom more culturally responsive?

Slide 29



Slide 30

Culturally Responsive Teaching



Big Group Discussion


CHARACTERISTICS OF CULTURALLY RESPONSIVE TEACHING

- ✓ It values different cultures, languages, races and ethnic groups, and recognizes them as source of knowledge and learning.
- ✓ It creates learning experiences that allow students to make meaningful connections between academic learning and real life.
- ✓ It uses multiple teaching strategies to meet the needs of different learning styles.
- ✓ It encourages peer interaction, collaborative work, students to respect, value, and learn from each others' cultures.
- ✓ It incorporates multicultural texts in all subject areas

Source Gay,G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.

Slide 31

Culturally Responsive Teaching




Personal Assessment

Cultural Competence Self-Assessment Awareness Checklist

Slide 32

Culturally Responsive Teaching



Session Conclusion

Questions or comments from the Session?



Workshop Evaluation

List 3 things you learned today

List 2 things you want to try

List 1 thing you still have questions about or need more information on.

please leave the completed evaluation forms at your desks.

Thank you!

Workshop day 2: Session 3: Engaging Prior-knowledge (Activity Plan)

Facilitator's Notes to be used with Power Point slides

Objective

By the end of the third session teachers will be able to:

1. Demonstrate understanding of engaging ELLs' prior-knowledge
2. Identify and implement strategies for engaging prior knowledge

Purpose

The second day of the workshop provides an opportunity for the teachers to reflect upon and discuss the issues around ELLs' prior-knowledge and their identity. The workshop is designed to encourage and promote professional dialogue and critical self-reflection.

Timing

It is encouraged to run this workshop at the beginning of the school year so that teachers are able to prepare themselves and the classroom for ELLs arrival.

Materials

Materials required for this workshop include: Pens, lined paper, a laptop, a screen and a projector for the presentation. The facilitator will also need to have the PowerPoint presentation, "Preparing mainstream teachers for English Language Learners" ready to present. The facilitator will need to prepare copies of the, the articles and book (citations) mentioned in Table 2, evaluation and character profiles of Kiran and Andreas.

Content

The content presented is meant to be used as a suggestion and a helpful resource for teachers to use in the mainstream classroom with ELLs.

Slides # 34-37: Introduction with Workshop Title. After a brief review of the topic, goals, purpose and expectations of the workshop give them the time to ask any questions from day one

content. Once again emphasize that the purpose of the workshop is to prepare and assist mainstream teachers to supporting English language learners.

Slide # 38: Session Theme. Facilitator should introduce “Engaging prior-knowledge” as the theme for the session.

Slide # 39: Ice-Breaker – (Where do I stand!). Prior to the beginning of the session, post the provided quotes from the research on the walls for the ice breaker “Where do I stand”. Put up the slide with the rules and allow the teachers to walk around and read all the quotes and chose the one that resonates with their mind. Please mention that they should be prepared to share their reasoning with everyone. The purpose of this ice breaker is to help them reflect on their own teaching practices what the research says.

Slides# 40-42: Big group discussion. Open the rest of the workshop with a big group discussion about what it means to engage prior knowledge. **Allow them to think on their own for a few minutes and discuss with each other.** After few answers, lead into what the research says about importance of engaging prior knowledge.

Slide# 43: Small Group discussion. A small group discussion will follow allowing the teachers to share and discuss the strategies on activating prior knowledge of ELLs and challenges related to it.

Slide# 44: Coffee break

Slide# 45: Individual Read and Reflect. After the 15-minute break, take up any comments, findings, and questions from the small group discussion. Then hand out Wessel, S. 2012 article, “The Importance of Activating and Building Knowledge” and put up the slide with questions for personal reflections. Allow the teachers to read individually and give time to reflect upon personal teaching practices and strategies they have used and learnt from the provided article. Provide the paper for reflection.

Slides# 46, 47: “From Far Away.” After the individual read and reflect allow them to gather back into their small groups and hand out copies of “From Far Away” by Robert Munch (1995) and put up the guiding questions for small group discussion. Allowing the groups to read and discuss. Walk around listening to the discussions to get an understanding of the thought process or answer any questions. **Slides# 48-50: Big group discussion.** Take up any comments, findings, and questions from the small group discussion and presents research informed strategies and tools for engaging prior-knowledge of ELLs in the classroom and emphasize the following points:

- 1) Employing prior knowledge influences how a learner relates to, engages with, organizes and understands the new knowledge. Learners bring previously acquired set of skills, ideas, beliefs and concepts to the classroom. These previous learning experiences are the founding blocks for the new learning.
- 2) Without prior knowledge, a student may feel confused, lost and disconnected. Teachers can activate a student’s prior knowledge by choosing topics, and assignments that will tap a learner’s prior knowledge. A good strategy would be to simply ask the students what they already know about the topic. This can help the learner to make explicit connections to former learning leading to meaningful engagement
- 3) Language educators should allow the learners to write stories, journal, or sentences in their first language and independently or with help from an adult translate the text into English. Translating from first language to English.
- 4) Learning a new language and adjusting into a new culture is challenging. Helping language learners see the connection between their prior knowledge and new knowledge will encourage the students to develop a positive connection toward learning.

Slides# 51: Conclusion to the session. Invite any questions and conclude the second session for lunch.

Slide# 52: Lunch break

Workshop day 2: Session 3: Engaging Prior-knowledge (PowerPoint Slides)

Slide 34



Day 2


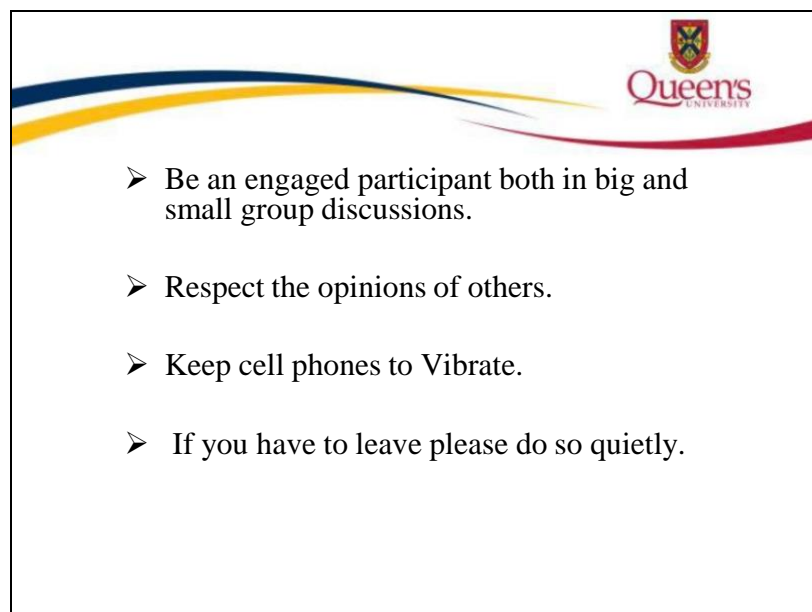


Supporting, Orienting, and Integrating English Language Learners

A Professional Development Workshop for English Language Educators

Facilitator: **Voila David**

Slide 35



- Be an engaged participant both in big and small group discussions.
- Respect the opinions of others.
- Keep cell phones to Vibrate.
- If you have to leave please do so quietly.

Slide 36



Purpose

The workshop is designed to prepare and assist English as a language educators to provide effective teaching instructions and strategies for English language learners through research informed practices.


Goal

By the end of the workshop participants will be able to meet the needs related to settling into a new academic and social culture of English language learners.

Expectations

By the end of Workshop participants will deepen their knowledge of research based instructional strategies to effectively support and meet those needs of English language learners.

Slide 37




House keeping

- Washrooms
- Exits
- Breaks

Questions or comments from Day 1?


Slide 38



Session Three

Theme: Engaging Prior Knowledge

Slide 39



ICE BREAKER

Where do I stand!

Instructions:

1. Select one of the quotes posted on the walls that resonates well with your personal or professional views on effective ELL teaching strategies.
2. Share why the quote is important to you.

Slide 40

Engaging Prior Knowledge




Big Group Discussion

- What does it mean to engage prior-Knowledge?
 - What words come to mind when you hear the phrase “activating prior- knowledge”?



Slide 41

Engaging Prior Knowledge




Big Group Discussion

Prior knowledge acts as a lens through which we view and absorb new information. It is a composite of who we are, based on what we have learned from both our academic and everyday experiences. (Kujawa and Huske, 1995)

Students learn and remember new information best when it is linked to relevant prior knowledge. Teachers who link classroom activities and instruction to prior knowledge build on their students' familiarity with a topic and enable students to connect the curriculum content to their own culture and experience (Beyer, 1991).

Slide 42

Engaging Prior Knowledge



Prior knowledge ...continued

When teachers tap into students' native languages and cultural educational experiences, they give students a sense of belonging. Research has shown that positive identification with one's own culture leads to increased academic success and improved self-concepts (Carrasquillo & Rodriguez, 2002).

Even if a teacher does not speak the languages of an ELL he or she can facilitate students' participation by accepting and encouraging their use of the native language. By encouraging the students to brainstorm about what they already know about in their native language, the students are able to transfer their existing knowledge in English. (Wessels, 2012).

Slide 43

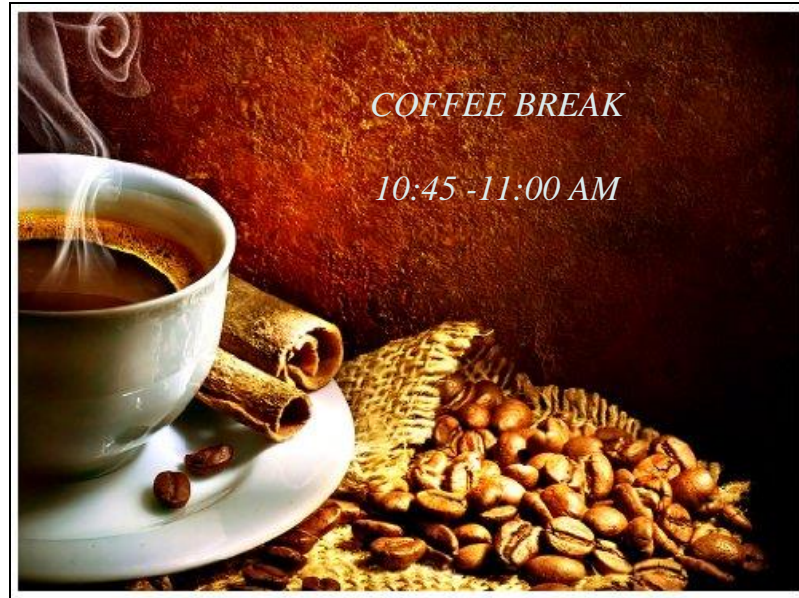
Engaging Prior Knowledge



Small Group Discussion


- a) What are some strategies or activities you have used to activate prior knowledge of ELLs?
- b) What are some challenges related to engaging prior knowledge of ELLs?
- c) What are some ways to overcome those challenges?

Slide 44



Slide 45

Engaging Prior Knowledge




Individual read and Reflect

“The Importance of Activating and Building Knowledge” (Wessels, S. 2012)

- ✓ What strategies do I need to work on to effectively engage prior-knowledge of my ELLs?
- ✓ What strategies from the article would be helpful for my ELLs?

Slide 46

Engaging Prior Knowledge



Small Group Read

"FROM FAR AWAY"
Munsch, R. & Askar, S. (1995)

Slide 47

Engaging Prior Knowledge




Small Group Discussion

"FROM FAR AWAY" Munsch, R. & Askar, S. (1995)

- What does the book tell us about ELL's past experiences, how would you use her past experiences to help in new learning
- If Saoussan were in your classroom what strategies would you employ to teach her about Halloween – how would you engage her prior-knowledge?

Slide 48

Engaging Prior Knowledge



Big Group Discussion

Strategies to Engage Prior Knowledge per Research

- ✓ Think pair share encourages reflection through dialogue with peers it allows the learners to consciously think about and recall their past learning and knowledge on a given topic.

Think-Pair-Share
My question: _____

Think
During the next 5 minutes, think about your answer to the question above. Write your response on the lines below:


Pair
Now, pair up with your partner to exchange ideas? What ideas did you have in common? Write those ideas below:

Share
Using your "Pair" ideas, decide upon one major idea to share with the whole class. Write that major idea below:

Source [https://www.bcps.org/offices/lis/researchguide/k-4/documents/Get%20curious/Strategies%20for%20Activating%20Prior%20Knowledge\[1\].pdf](https://www.bcps.org/offices/lis/researchguide/k-4/documents/Get%20curious/Strategies%20for%20Activating%20Prior%20Knowledge[1].pdf)

Slide 49

Engaging Prior Knowledge



Big Group Discussion

Strategies to Engage Prior Knowledge per Research

Topic _____ date _____


Know <small>What I think I know</small>	Wonder <small>What I want to know</small>	Learn <small>What I learned</small>

- ✓ Use graphic organizers to direct students thinking process (Campbell, 2008).

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Slide 50


Engaging Prior Knowledge



Big Group Discussion


Strategies to Engage Prior Knowledge per Research

- ✓ Allow the students to write stories or journal using their first language and with help from an adult at home translating to English. This will help the students to connect their previous learning to their new knowledge (Cummins, 2009).



Slide 51

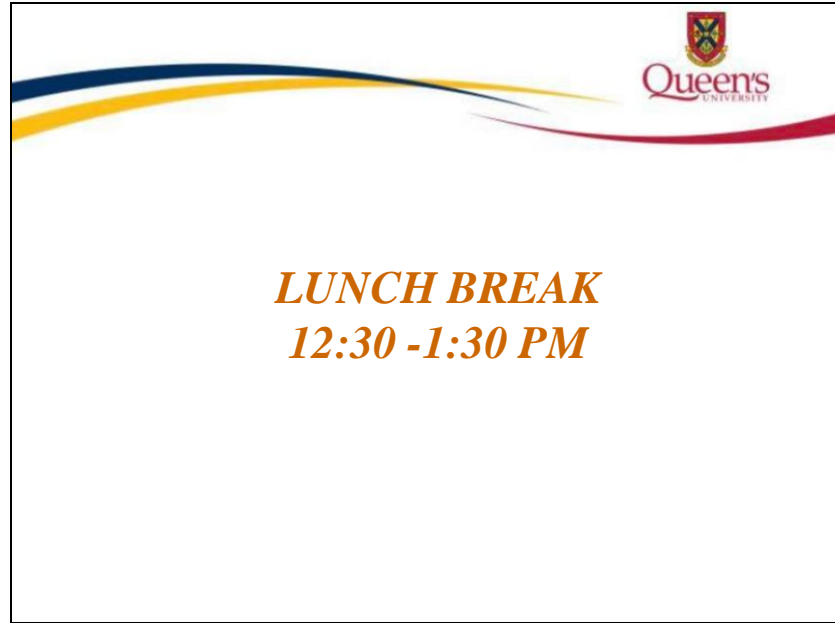
Engaging Prior Knowledge



Session Conclusion

Questions or comments from the Session?

Slide 52



LUNCH BREAK
12:30 -1:30 PM

Workshop day 2: Session 4: Affirming Identities (Activity Plan)

Facilitator's Notes to be used with Power Point slides

Objective

By the end of the session teachers will be able to:

1. Demonstrate understanding of the importance of affirming ELLs' identities
2. Identify and implement strategies for affirming ELLs' identities.

Purpose

This session is designed to take the teachers into exploring ways of affirming English language learners' identities.

Timing

It is encouraged to run this workshop at the beginning of the school year so that teachers are able to prepare themselves and the classroom for ELLs arrival.

Materials

Materials required for this workshop include: Pens, lined paper, a laptop, screen and a projector for the presentation, the facilitator will also need to have the PowerPoint presentation, "Preparing mainstream teachers for English Language Learners" ready to present. The facilitator will need to prepare copies of the articles (please provide citation) the book (please provide citation) mentioned in Table 2, and the evaluation of the character profiles of Kiran and Andreas.

Content

The content presented is meant to be used as a suggestion and a helpful resource for teachers to use in the mainstream classroom with ELLs.

Slide # 53: Session Theme. Facilitator should introduce "Affirming Identities" as the theme for the session.

Slide # 54: Ice-Breaker – (Where am I). Move to the "Who am I" ice breaker. Ask participants to think about their preconceived notions about the countries presented in this situation: Pakistan

and Germany. This will help the teachers into thinking about the questions and stereotypes that they hold. Allow them to share their thoughts and with each other.

Slide # 55: Big Group Discussion. Move to the big group discussion slide. Please remind participants that Kiran and Andreas are fictional characters in the situation and so are their profiles.

Slide # 56: Small Group Discussion. After few answers from the group, hand out the profile copies of Kiran and Andreas for their small group discussion. Put up the slide with the guiding questions for small group discussion.

Slide# 57: Individual Read and Reflect. After the small group discussion, hand out Rance-Roney (2008) article, “Creating Intentional Communities to support English Language Learners in the classroom” and put up the slide with questions for personal reflections. Allow the teachers to read individually and give time to reflect upon personal teaching practices and strategies they have used and learnt from the provided article. Provide the paper for reflection.

Slide# 58: Coffee Break

Slide# 59, 69: Big Group Discussion. After the 15-minute break, take up any comments, findings, and questions from the small group discussion and presents research informed strategies on affirming ELLs’ identities. Emphasize the following points:

- 1) Teachers should create opportunities where language learners share about themselves so that they are not merely English language learners in a classroom but valued members with meaningful identities and experiences that need to be shared.
- 2) By affirming language learners’ identities, teachers demonstrate and remind the language learners of their abilities, value and sense of self.

- 3) Teachers should affirm all learners' identities and ensure that they are not defined by their lack of proficiency but by their strengths, abilities and unique cultural and linguistic experiences.

Slides# 61, 62: Conclusion to the Session. Conclude the session by taking up any comments, findings, and questions from the session. Handout the evaluations for day two of the workshop sessions.

Workshop day 2: Session 4: Affirming Identities (PowerPoint Slides)


Slide 53



Session Four

Theme: Affirming Identities

Slide 54



ICE BREAKER


Who am I?

1. Kiran is from Pakistan
2. Andreas is from Germany

What else do we want to know about these two students?


Slide 55

Affirming Identities




Big Group Discussion

- **What do we want to find out about Kiran and Andreas?**
 - ✓ What language(s) they speak?
 - ✓ Their level of proficiency in English
 - ✓ when did they come to Canada?
 - ✓ Do their parents speak English
 - ✓ Did they move here alone or with family
 - ✓ Their level of schooling back at home?



Slide 56

Affirming Identities




Small Group Discussion

Read profiles of Kiran and Andreas

- a) What new information we found out about Kiran and Andreas
- b) What are some ways to help Kiran and Andreas feel accepted as international students?
- c) What are some identity challenges that Kiran and Andreas might face?
- d) How would you help them overcome those challenges?- how would you affirm their identities?

Slide 57

Affirming Identities

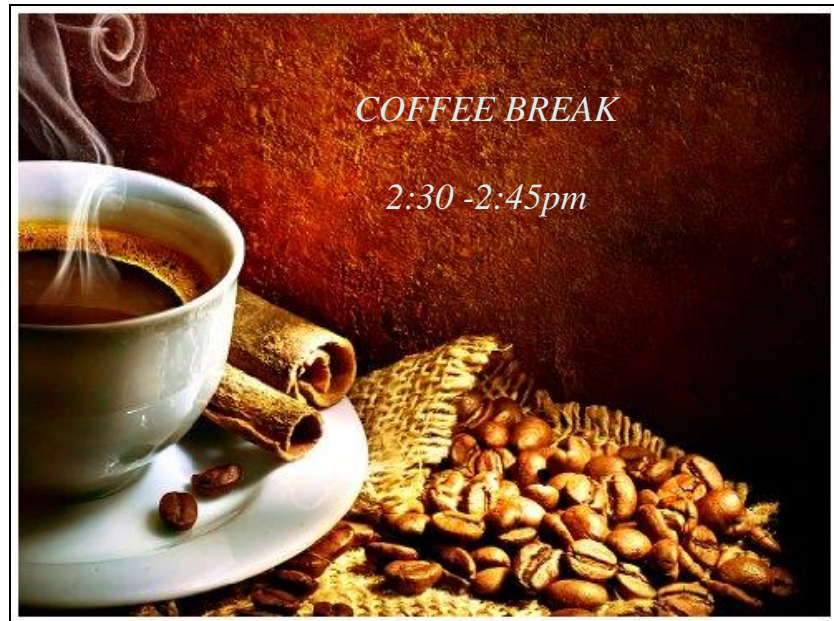


Individual read and Reflect

“Creating Intentional Communities to support English Language Learners in the classroom” (Rance-Roney, J. 2008)

- ✓ What three strategies from the article I can use in my classroom?
- ✓ As a teacher how can I better affirm the identities of my ELLs ?
- ✓ How do I see myself moving forward as an ELL educator?

Slide 58



Slide 59

Affirming Identities




Big Group Discussion
Affirming Identities- What does the research say?
A case study (Bashir- Ali 2006)

A case study that looked at social and racial identities of English language learners followed a Mexican student who, in order to fit into the popular school culture, changed her accent and vocabulary – even misleading her fellow students into believing that she was partly African. The study found that often language learners go through insecurities regarding their poor language proficiency and foreign accent and to assimilate into the dominant social culture and satisfy the need for relatedness they try to hide their true self. (Bashir- Ali, 2006). Such studies demonstrate the need for affirming English language learners’ identities and ensuring that they are defined not by their lack of proficiency but by their strengths, abilities and unique cultural and linguistic experiences (Rance-Roney, 2008).

Slide 60

Affirming Identities




Big Group Discussion
Affirming Identities- What does the research say?

- A teacher affirms learners’ identities by learning about the learners, showing genuine interest and concern for their wellbeing. (Decci & Ryan 2002).
- To affirm learners identities teacher should learn about students’ cultural and linguistic background, interest, favorite foods and education all these are ways of assuring the students that they are welcomed in a classroom. (Dellicarpino, 2008).
- Allow learners to share their differences and experiences with their peers. It is a teacher’s responsibility to assure the new students that their skills, abilities, cultural, physical, social and intellectual differences are accepted, welcomed and valid. (Rance-Roney, 2008).

Slide 61

Affirming Identities




Session Conclusion

Questions or comments from the Session?

Slide 62

Affirming Identities



Workshop Evaluation

List 3 things you learned today
List 2 things you want to try
List 1 thing you still have questions about or need more information on.

please leave the completed evaluation forms at your desks.
Thank you!

Chapter 4

Conclusion

Conclusively, there is an increasing need to train the mainstream classroom teachers to offer support to ELLs. The mainstream classroom teachers have not received sufficient training, support, or guidance for implementing various strategies. Usually, training plays the role of providing people with the required knowledge and skills to deliver better results for the respective practices. The ELL tutors have failed to deliver the best results to the standards due to insufficient knowledge and skills acquired through the training. Also, the poor general support to both the tutors and the learners have made them to perform poorly. They need different kinds of support such as the psychological, material support and the general help for effectiveness. Therefore, the poor general support to the ELLs activities have reduced their effectiveness.

Lack of these attributes makes it difficult for the tutors to deliver better results in their practices. These aspects were the push for the study to establish the optimal ways or practices that can be adopted to enhance better performance among the ELLs. In as much as most of the ELL teachers are always willing to deliver their best, they lack sufficient skills and knowledge on suitable teaching practices that enhances effective learning among the ELLs. Willingness alone cannot deliver better results to learners without sufficient training, the support and the general guidance.

Considering the state of the service of the tutors to the ELLs, it is vivid that that their support is likely to yield better results in their practice. The teachers are willing to deliver their best but they find problems because of the drawbacks mentioned above. They need to be trained on the optimal strategies that can be utilized for effectiveness.

The Optimal Classroom Practices

The project has played a critical role in establishing the optimal classroom approaches for use. It reviewed the pedagogies that are appropriate for use in the mainstream. These approaches have been established in consideration of the environment and the common challenges that are students face. The practices have been unveiled through a careful review of the literature that has been made by different authors on the subject. Also, the literature on the optimal ways to support the ELLs in their current environment was reviewed for effectiveness.

Some of the key optimal classroom practices that were unveiled from the literature include the fostering of inclusion in the classroom. Different authors have argued that inclusion helps to improve the level of understanding of the classroom activities among the ELLs. A classroom that has incorporated the practice usually has better learning capabilities for its students as compared to that which does not have. The Ontario Ministry of Education has been on the forefront to provide the leadership and promotion of the inclusion practices in the classroom. The practice helps to enhance cultural diversity among the students for effectiveness. They are relieved from the common emotional stress that usually arises from the lack of inclusion. It also helps to improve the social relationships and connections which are essential for better class performance of the ELLs. Hence, classroom inclusion is critical in enhancing learning among the ELLs.

Secondly, there is culturally relevant pedagogy as a way of enhancing better learning among the ELLs. The approach demands for cultural sensitivity among the tutors while handling the students. Most ELLs are made up of people from different cultural backgrounds and other differences, hence, there consideration is essential for the better performance in the teaching practice. Usually, the students have different language backgrounds, varied races and many other related aspects that makes them different from each other. As a way to enhance the cultural pedagogy, the tutors need to possess prior knowledge about their different students for

effectiveness. The understanding helps teachers to design the suitable mechanisms to handle the different students in a way that enhances their learning. Failure to consider the cultural characteristics of the learners make the teachers to fail to deliver appropriately in class and in some cases fail to appreciate the cultural differences that exist among the learners.

Also, the engagement of the ELLs prior knowledge is important in delivering better classroom results. Different research works have affirmed the fact that prior knowledge provides a platform for better learning of English. Usually, the learners have some set of skills, beliefs and ideas among many others that need to be connected to the actual learning of the English for better understanding. The Ontario Ministry of Education advocates that teachers need to understand and appreciate the cultural history of the students because it forms a basis for the prior knowledge of the students. Usually, the earlier acquired skills helps the teachers to start teaching with simple learning aspects and then move into complex English concepts in an easy way. The students are better positioned to acquire new knowledge and skills in an easy way if they build on the foundation of their prior knowledge.

Lastly, the affirmation of the student's identities seems to be aspect yet a powerful optimal teaching strategy. The tutors need to have sufficient knowledge about the identity of their students and their personal characteristics. One of the powerful approaches that can be utilized to enhance identity affirmation of the students is through giving them an opportunity to speak or express different aspects about their own culture. In such cases, they are likely to reveal their different cultural and personal attributes which gives the tutor a suitable opportunity to transform them. The Ontario Ministry of Education advocates for the classroom practices that promotes identity revelation. The teacher needs to create a platform where the learners can reveal their different identities. In such forums, the tutors need to be keen to quickly learn about the identity of the students for effectiveness. The knowledge should help them to deliver better teaching practices that are culturally sensitive, hence, improving the learning experience of the ELLs.

The Workshop

The adoption of the workshop in the project helped to promote professional development. The workshop educates and encourages the teachers to adopt the effective teaching approaches for effectiveness. The workshop a platform to exercise the actual classroom activities to establish the possible weaknesses that exist in the system. The established challenges formed the foundation for the design of the effective and suitable teaching strategies that promotes the ELLs learning. The workshop was mainly administered to people who are not specialists, hence, well-designed to deliver better results. Therefore, the project played a critical role in enhancing the better learning experience of the ELLs.

In the workshop, the optimal strategies that were previously discussed found a proof. It provided a platform for the testing of the effectiveness of the key suggested approaches that improves teaching activities among the ELLs. It also provided an important way of revealing the way in which these factors that be improved for effectiveness. Also, a suitable test environment was created which significantly helped to affirm the effectiveness of the given optimal strategies. Some of the approaches that were proofed through the workshop include the fact that inclusion fostering in the classrooms increases the understandability of the students in the learning process. It came out clear that the practice makes the students to be comfortable, while developing a sense of belonging which improves their understanding level. Secondly, the cultural pedagogy was also affirmed from the exercise. When the tutors appreciated and incorporated other culturally sensitive factors, the students grasped more. Therefore, it proofed that the ability of the teachers to be culturally sensitive increases their level of effectiveness in teaching students. Thirdly, the aspects of the connection to the learner's prior knowledge as one of the effective teaching practices were also affirmed in the workshop. Different learners who have varied background knowledge can understand English in a quick and easier way if they have a connection to what they knew in the past. The workshop confirmed that teachers need to create an

interconnection of what they are teaching to the student's previous understanding. Lastly, the identity affirmation of the students by the tutors provided a suitable approach to improving the learning of the ELLs. In the workshop, the students who are well known to their teachers have their culture and other identity characteristics acknowledged as compared to the unknown ones. The practice helps to improve the learning experience of the ELLs hence, need for consideration.

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Appendix A Table 1: Plan for Workshop Day One: Day One Agenda

9:00 am	<ul style="list-style-type: none"> *Welcome *Overview of the purpose, goals and expectations of Workshop *Housekeeping – washrooms, exits, breaks *Participant Questions
9:30 am	<ul style="list-style-type: none"> * Icebreaker: ‘Get to know you Bingo’
10:00 am	<p>Session Theme: Fostering Inclusion in the Classroom</p> <ul style="list-style-type: none"> * Big group discussion – Welcoming English language learners into your classroom <ul style="list-style-type: none"> → Who are English language Learners? *Small group discussion: <ul style="list-style-type: none"> → What are some strategies or activities you have used to Welcome ELLs? → How do we create an inclusive environment to welcome ELLs? → As a teacher what are your responsibilities before the ELLs arrive in your class?
10:45 am	Coffee break
11:00 am	<ul style="list-style-type: none"> *Individual Read: “English Language Learners from Far and Near” (Coelho, E, 2004) *Personal reflection: reflect on the points presented in the article. <ul style="list-style-type: none"> → Currently how do I see myself as an English language Educator? →What strategies do I need to avoid or improve? → What strategies have I learnt from the article?
11:30 am	<ul style="list-style-type: none"> *Video: New moves: An orientation video for newcomer students *Small Group Discussion: <ul style="list-style-type: none"> → What are some of the challenges and concerns of ELLs? → How can teachers help ELLs settle into the new culture? → How do ELLs experience the new move? *Big Group Discussion: strategies for teachers <ul style="list-style-type: none"> → Session conclusion: Question and answer from the session.
12:30 pm	Lunch Break
1:30 pm	<p>Session two Theme: Culturally Responsive Teaching</p> <ul style="list-style-type: none"> * Big group discussion – <ul style="list-style-type: none"> → What is culturally responsive teaching? * Small group discussion – <ul style="list-style-type: none"> →What does culturally responsive teaching sound like, feel like, look like in a classroom? → What are some challenges related to Culturally responsive teaching practices how would you overcome those challenges in your classroom?
2:00 pm	<ul style="list-style-type: none"> *Individual Read: “Culturally Responsive Classroom Management: Awareness into Action. Theory into Practice (Weinstein, C, Curran, M, Tomlinson-Clarke, S. (2003) *Personal reflection: <ul style="list-style-type: none"> → What are some culturally responsive practices that I can apply in my classroom? → What are some practices I need to change to make my classroom culturally responsive.

2:30 pm	Coffee Break
2:45 pm	<p>*Big group discussion:</p> <ul style="list-style-type: none"> → Culturally Responsive Classroom Strategies → sharing ideas and themes that emerged from the small group talk? <p>*Individual: Cultural Competence Self-Assessment Awareness Checklist</p> <p>→http://www.lacrosseconsortium.org/uploads/content_files/Awareness_self_assessment.pdf</p>
3:30 pm	<p>*Big Group Discussion: strategies for teachers</p> <ul style="list-style-type: none"> →session conclusion, Questions, Comments. <p>*Workshop Evaluation.</p>
4:00 pm	Adjourned

Appendix B Table 2: Plan for Workshop Day Two: Day Two Agenda

9:00 am	<p>Session Theme: Engaging Prior Knowledge</p> <ul style="list-style-type: none"> *Welcome *Overview of the purpose, themes, goals and expectations of Workshop *Housekeeping – washrooms, exits, breaks, snacks * Questions
9:30 am	<ul style="list-style-type: none"> * Icebreaker: ‘where do I stand?’ Participants will select one of the quotes posted on the walls that resonates well with their personal views on effective ELL teaching strategies and share why the quote is important to them?
10:00 am	<ul style="list-style-type: none"> * Big group discussion – Engaging Prior Knowledge of ELLs <ul style="list-style-type: none"> → What does it mean to Engage Prior Knowledge? *Small group discussion: <ul style="list-style-type: none"> → What are some strategies or activities you have used to engage prior-knowledge of ELLs? → what are some challenges related to engaging prior knowledge of ELLs → What are some ways to overcome those challenges?
10:45 am	Coffee break
11:00 am	<ul style="list-style-type: none"> *Individual Read: “The importance of activating and building knowledge” (Wessels, 2012) *Personal reflection: reflect on the points presented in the article. <ul style="list-style-type: none"> → What strategies do I need to work on to effectively engage prior knowledge? → What strategies from the article would be helpful for my ELLs?
11:30 am	<ul style="list-style-type: none"> *Small Group Read: From Far Away (Munsch & Askar, 1995) <ul style="list-style-type: none"> → What does this book tell us about ELLs experiences? → If Saoussan were in your classroom what strategies would you employ to teacher her about Halloween? How would you engage her prior-knowledge? *Big Group Discussion: Strategies for teachers <ul style="list-style-type: none"> → Session conclusion: Question and answer from the session.
12:30 pm	Lunch Break
1:30 pm	<p>Session two Theme: Affirming Identities</p> <ul style="list-style-type: none"> * Ice breaker: Who am I? *Big Group Discussion →what do you want to find out about Kiran and Andreas? * Small group discussion – Read the profiles of Kiran and Andreas <ul style="list-style-type: none"> → What new information we found out about Kiran and Andreas →What are some ways to help Kiran and Andreas feel accepted as international students? →What are some identity challenges that Kiran and Andreas might face? →How would you help them overcome those challenges? - how would you affirm their identities
2:00 pm	<ul style="list-style-type: none"> *Individual Read: “Creating Intentional Communities to Support English Language Learners in the Classroom” (Rance-Roney, J 2008) *Personal reflection:

	<p>→ What three strategies from the article I could use in my classroom?</p> <p>→ As a teacher how can I better affirm the identities of my ELLs?</p> <p>→ How do I see myself moving forward as an ELL educator?</p>
2:30 pm	Coffee Break
2:45 pm	<p>*Big group discussion: Case study (Bashir-Ali 2006)</p> <p>→ sharing ideas and themes that emerged from the small group talk?</p>
3:30 pm	<p>*Big group discussion: Strategies for teachers</p> <p>→ Session conclusion: Question and answer from the session.</p> <p>*Workshop Evaluation.</p>
4:00 pm	Adjourned