

Krystle Scott  
4/20/2014  
ELL Post Thoughts  
IT 7430  
Dr. Goetzel

### What do teachers need to know about students who are learning to speak English?

After the readings, I realized that teachers can not approach all ELL students the same. These students have a variety of backgrounds. As I stated in my initial thoughts, sometimes people have the misconception that ELL students must have a learning disability if they are not understanding quickly. According to The IRIS Center for Training Enhancements (2011), those educators who do not understand second language acquisition may cause several problems such as inappropriate placement in Special Education, sharing information in a language that the student do not understand, and not providing support for student to gain new concept understanding.

### What are some general instructional practices that can be beneficial to students who are learning to speak English?

There are several instructional practices that will be beneficial for ELL learner. SupportRealteachers.org (n.d) provides a list of practices that were very helpful. Some of these practices include slowing down speech, showing videos and other visuals, and even providing bilingual handout. Within my initial response, I discussed several strategies that I still agree with even after reading the required readings. Using hand motions, showing pictures, videos, and other visuals is an excellent strategy to help ELL understand and learn new words. Teachers should use modeling and hand gestures throughout lessons to ensure ELL students' understanding. All of these strategies were implemented as I went through my lessons with my student. My student even expressed how looking at visuals, models, and pictures helped her to better understand the concepts that were introduced.

### What should teachers consider when testing students who are learning to speak English?

As stated in my initial thoughts, testing depends on the individual student. Every case is different. The type of testing should depend on the level of language deficiency. Depending on language deficiency, teacher should include more pictures and visuals on tests. According to The IRIS Center for Training Enhancements (2011), teachers should use informal assessments to monitor the student's level of comprehension and understanding. When testing an ELL student, teacher should review or preview test questions with students making sure that they understand the question in their own language. From the reading, I learned that the teacher should create questions based off of student's background. Another strategy included exposing ELL students to several types of testing formats. Depending on the student's level of understanding of English will determine what type of testing environment is best. For students who are not very fluent in English, they may perform better in a small setting away from other peers. Students who are more advanced with the language may perform better with whole group setting. My student does extremely well in whole group setting because her level of

language deficiency is advanced, which means she is completely able to survive socially and academically with her peers.