



# Considerations for Tutoring English Language Learners (ELLs)

BRYTE Orientation  
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# Discuss with your neighbor

- ▶ What are some cultural factors/norms to consider when working with your tutee?
- ▶ What are some English or language learning considerations?
- ▶ How can we teach content, culture, and language simultaneously?

# Cultural Considerations

- ▶ Familiarity with computers, textbooks, school supplies
- ▶ Exposure to unspoken norms of a US classroom
- ▶ Physical cues
- ▶ Expectations for parent participation in schooling

# Language Considerations

- ▶ “False” beginners
- ▶ “Ear” learners vs “eye” learners
- ▶ BICS (Basic Interpersonal Communicative Skills) VS CALP (Cognitive Academic Language Proficiency)

Consider the metalanguage used

- ▶ “Silent Period”
- ▶ Linguistic Transfer (positive, negative, or zero)

# Language Acquisition Theories

- ▶ **Krashen's** model for comprehensible input+1 (i+1) Higher standards yield higher language results!
- ▶ L1 is extremely important to development of L2 - language skills transfer!
- ▶ Encourage students to maintain and advance development of mother tongue

# Lesson planning- Culture

- ▶ Structure tutoring sessions the same way- create expectations or even schedules!
- ▶ Explore the same content/language through different mediums
- ▶ Activate prior knowledge. Repetition, repetition, repetition!
- ▶ Bring in use of L1 whenever possible
- ▶ Empower students to see their own "cross-cultural capital"

# Lesson planning - Language

- ▶ Start with area of interest- build BICS; advance to CALPS
- ▶ Visual support with spoken instruction
- ▶ Kinesthetic Learning - make worksheets/texts three dimensional and add movement
- ▶ Look for opportunities to teach language through content
- ▶ Learn as much as possible about the L1 (transfer areas)- have your tutee teach you!



# Scenarios

In small groups, discuss how you might approach the following tutoring sessions:

- ▶ Bahaa (7 years old) is originally from Iraq. His homework is to read sentences and fill out comprehension questions.
- ▶ Vestine (14 years old) is originally from Rwanda. Her homework is to write a one-page reading response paper for a freshman history course.
- ▶ Viktor (11 years old) is originally from Ukraine. His homework is to complete 10 math problems out of the textbook.



# Teaching Toolkit!

- ▶ Post it notes & pens
- ▶ Pictures about me (physical or on a phone computer)
- ▶ Cuisenaire rods

# Resources

## **Colorin Colorado**

A bilingual (English and Spanish) website to support ELLs:

<http://www.colorincolorado.org/>

Section relating specifically to refugee students: <http://www.colorincolorado.org/ell-basics/special-populations/refugee-students>

## **ESL Pull-Out Kits**

From the Minnesota Literacy Council.

<https://mnliteracy.org/tools/ESLPull-OutKits>

## **Reading Rockets**

Teaching literacy skills to ELLs:

<http://www.readingrockets.org/reading-topics/english-language-learners>

## **English Central**

Advanced videos available; good for listening, spelling, and pronunciation practice

<https://www.englishcentral.com/videos>

## **Every Day Edits**

Short paragraphs with grammatical, spelling, or word use errors for students to find and correct; good for micro-level errors and cultural learnings

[http://www.educationworld.com/a\\_lesson/archives/edit.shtml](http://www.educationworld.com/a_lesson/archives/edit.shtml)

# Questions?

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