

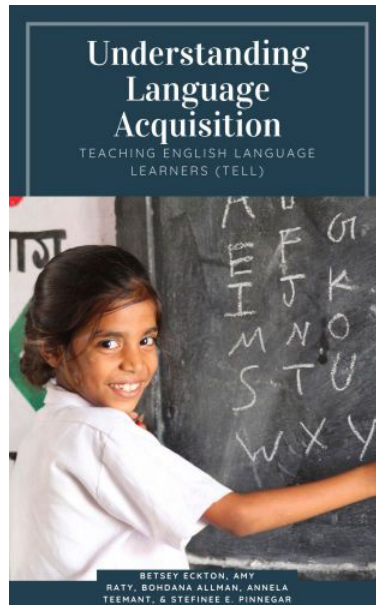
LA 2.2: Who Are Our ELLs



Learning Outcome	Pedagogical Intent	Student Position
<p>Teachers have knowledge and skills to construct learning environments that support development of English language proficiency: Literacy, academic, and cognitive development. Assessment: 25 pts. TA: 40 Minutes</p>	<p>Teachers will expand their understanding of who might be considered ELLs and what the differing needs of ELLs might be. They can apply this learning to their daily work with English learners.</p>	<p>Teachers have read a chapter about ELLs and are prepared to consider what they know about ELL learners. They will play a game to learn more about English learners.</p>

Instructions

1. You will play a game introduced by the facilitator.
2. As led by the facilitator, discuss the following questions in partners. Then be prepared to share your thoughts with the class.
 - a. Who are English language learners?
 - b. How do labels help or prevent you from supporting your students?
 - c. How diverse is the English Language Learner population in your school and the state?
 - d. How does the cultural and linguistic background influence students' success in your classroom and school?
 - e. How can viewing students through their assets (e.g. their background, schema, experience, native language, etc.) rather than their deficits (e.g. limited formal education, English language proficiency, etc.) impact your work as a teacher of English language learners (ELLs)?
 - f. How can you respond to ELLs in ways that capitalize on their experiences, language, and cultural background?
 - g. What differences does it make to your teaching when you understand who your ELLs are?



Pinnegar, S. E. (2019). *Understanding Language Acquisition* . EdTech Books. Retrieved from https://edtechbooks.org/understanding_language_acquisition