

# Presentation #4 Language and Cultural Difficulties of Newcomers

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By: Timothy Comfort

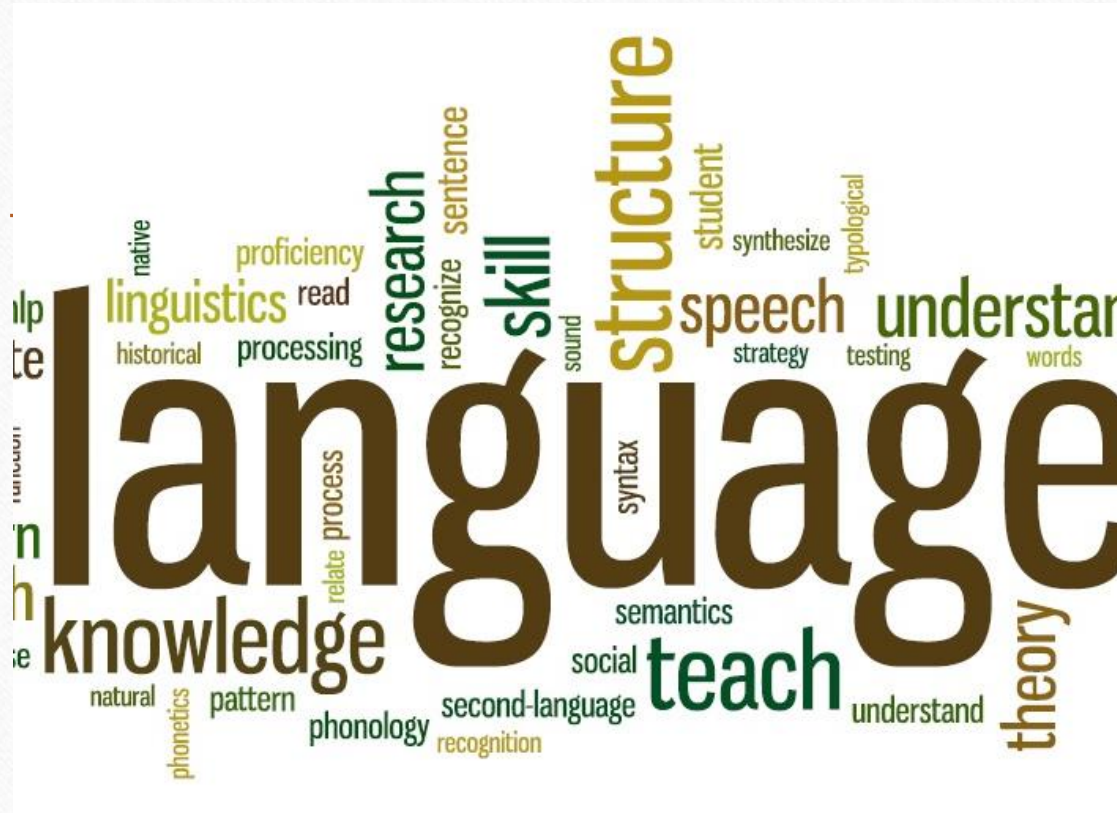
# “Newcomers”

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- Newcomers to the English language and culture
  - Focusing specifically on learners within the United States
  - Variations on instruction:
    - English as a Second Language (ESL)
    - English Language Learner (ELL)
    - And others!



# ESL



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- Heavy focus on teaching English
  - Specialized instruction for students with teachers trained in English teaching for new or practicing learners.
  - Emphasis usually on English language and culture; may do little or ignore ELL student's cultural or social needs (Yong, 2008).
  - Can be considered a dated term, with other terms being preferred.

# ELL

- Students that are part of general education classes and do not receive special “ESL only” instruction. (Bassoff, T. C.)
- May be the recommended term over ESL.
  - Often used in primary and secondary education environments.



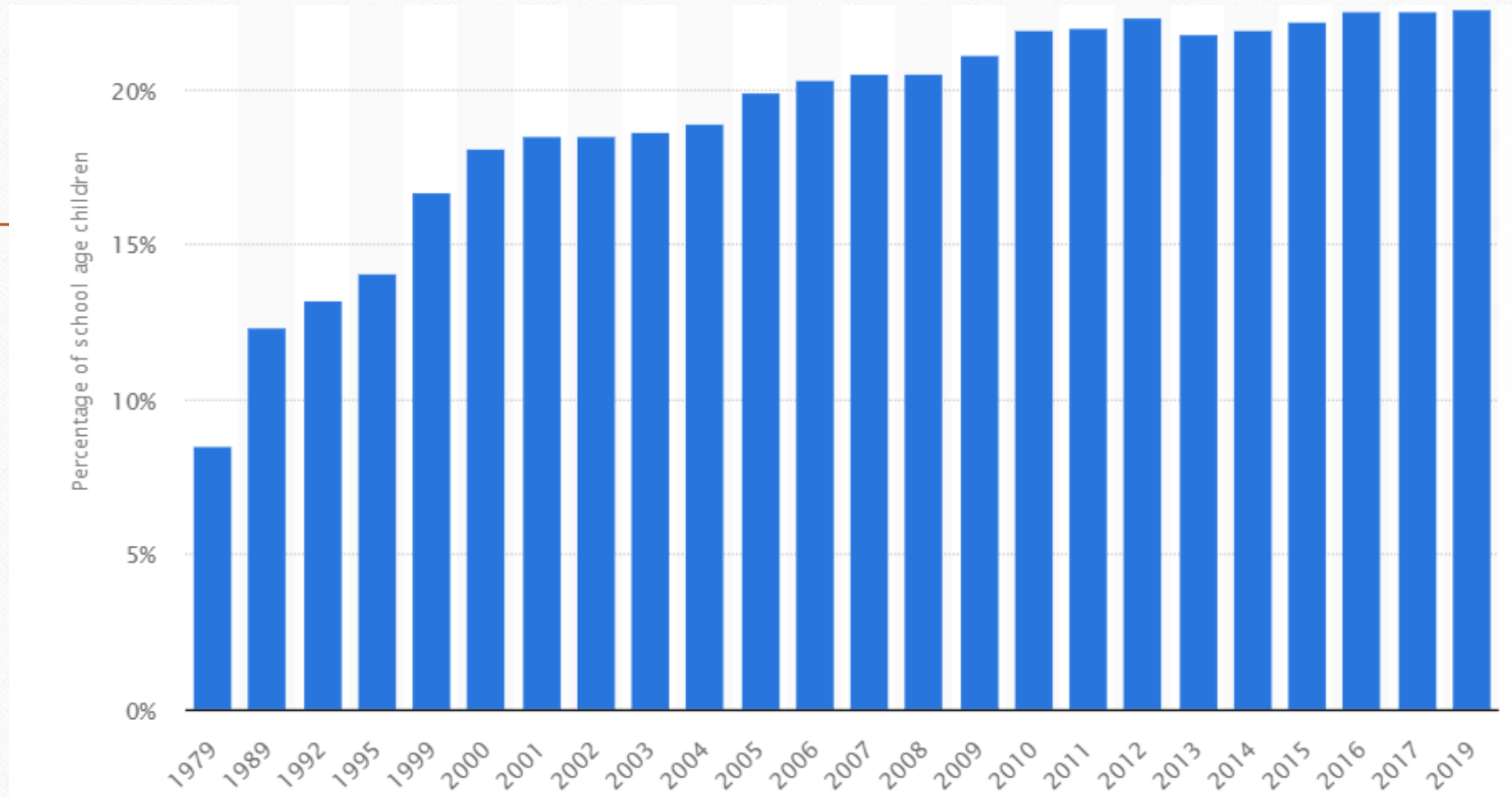
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# Why is it so important?

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- A large percentage of children living in the United States use little to no English at home.
  - “In 2018, about 22.5 percent of school children did not speak any English at home in the United States. This is a marginal increase from the previous year, where 22.4 percent of school children did not speak English at home” (Statista, 2020).





## **Percentage of school children who speak another language than English at home in the U.S. from 1979-2018**

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- Release date: 2020
- Region: United States
- Survey time period: 1979 to 2018
- Age group: 5 to 17 years

# Their Challenges

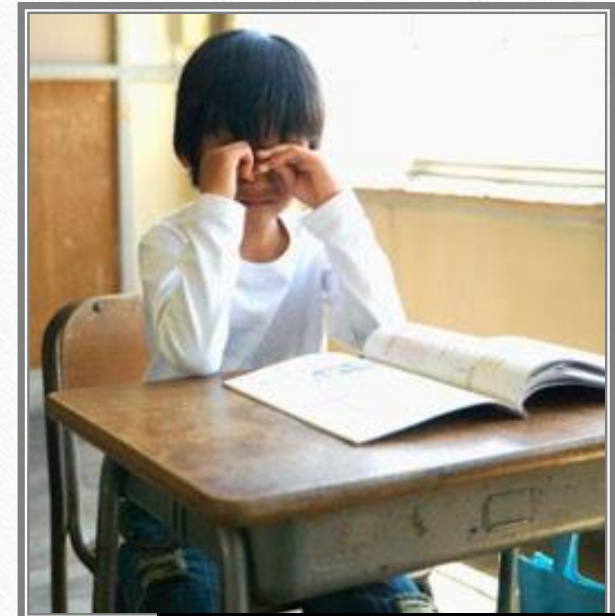
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- Teachers may not know much if anything about an ELL's language and cultural background (de Jong et al., 2013).
- Depending on English mastery, ELLs may interact less with those around them.
  - This, sadly, can include teachers as well.
  - “Some teachers note that ELL students were “hard to deal with,” desiring them to not participate in their classes” (Yoon, 2008).



# Their Challenges

- Teachers not prepared for the instruction of ELLs.
  - Receive little to no education in how to teach non-native English speakers
  - Some became teachers to teach “regular education students”, not ELLs. That is to be left up to ELL teachers.
    - ELL students feel like “uninvited guests” in class, where the focus is English and American culture with no attention paid to their own specialized needs (Yoon, 2008).



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# What Can We Do?

- Adjust teaching methods to be receptive of any student, not only ones who natively speak English or speak it well.
  - For teachers that think helping and teaching ELLs is not their job: if a student is placed in your class to learn, regardless of circumstances, then it *is* your responsibility to help them in any way that you are able. Otherwise, why be a teacher to begin with?



# What Can We Do?

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- Reference student's language and culture as part of class discussion. Including them may help them open up more with the teacher and fellow students!
  - If you know little of their background, ask them! They would be more than happy to share their culture and experiences with others just as they are learning about ours. And it is good English-speaking practice!



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# What Can We Do?

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- Pair or group ELL students with native English speakers for group activities.
- Some students may be more receptive to talking in smaller groups than out loud to the whole class.



# Discussion:

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What are your thoughts on the two methods of ELL instruction mentioned: one being full-time general classroom learning and the other being split with general classroom learning and ELL-only classroom learning?

What teaching styles would or do you use in a classroom setting to assist ELLs?

Do you have a story where you were an ELL or other language learner in a classroom setting? How did your instructor and classmates treat you as a non-native speaker?

Further Questions??

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# References

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