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Making Academic Language Accessible For English Language Learners

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MAKING ACADEMIC LANGUAGE ACCESSIBLE FOR ENGLISH LANGUAGE LEARNERS

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Research Question

How can schools provide ways for ELLs to adjust to academic language?

Methodology

- Key words search: Academic language, elementary education, English language, English language learners, language impairments, secondary education
- Data analysis techniques (Ryan & Bernard, 2003): Linguistic connectors, indigenous typologies, missing data, similarities and differences, & repetition
- Selection criteria: Literature was reviewed if it focused on one of these topics: English Language Learners background, and how they benefit and struggle in the classroom, Changing academic standards and assessments to accommodate for ELL's lower academic language skills, Practices teachers can use to help ELL students understand the academic language used to succeed, Adjusting the classroom to develop ELL's Academic Language Development.

Conceptual Framework

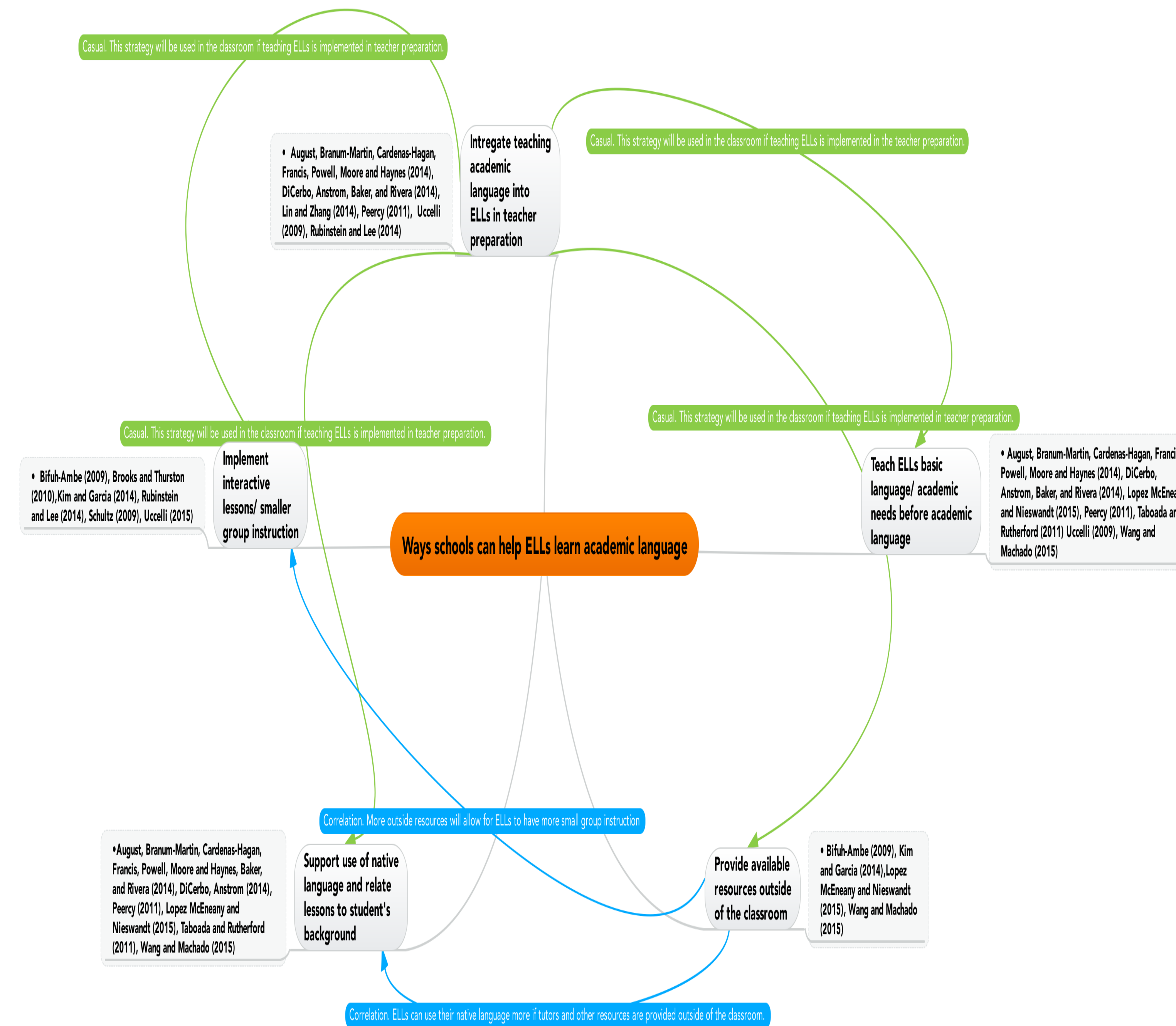


Figure 1. This concept map summarizes major findings by either a causal or correlation relation. This map shows that the teaching strategies needed for ELLs to succeed will be used more if teaching ELL students is implemented in the teacher preparation. Also the availability of resources outside of the classroom will increase as teachers are better prepared to teach ELLs. ELLs will also be able to be instructed in favorable conditions if more resources become available for them to use outside of the classroom.

Results and Data Analysis

- Teacher's lack of preparation results in lacking the ability to properly assess ELLs. Assessments should focus on long term progression (Bifuh-Ambe (2009), Brooks and Thurston (2010), Kim and Garcia (2014)).
- ELLs require different teaching strategies that teachers cannot provide without proper teacher preparation (Lin and Zhang (2014), Schultz (2009), Uccelli (2015)).
- English Language Learners succeed in the classroom when outside resources are provided for them. They struggle because these necessary resources are not available to all ELLs (Dicerb, Anstrom, Baker and Rivera (2014), Percy (2011), Rubinstein and Lee (2014)).
- The current classroom must be adjusted to benefit ELLs and accommodate for their needs (August, Branum-Martin, Cardenas-Hagan, Francis, Powell, Moore and Haynes (2014), Lopez, McEneany, and Nieswadt (2015), Wang and Machado (2015)).

Conclusion

- Teaching: Majority of the teacher preparation does not include how to teach ELLs. Teachers must be taught how to implement strategies specifically for ELL students.
- Learning: Little is known about ELLs. Educators need to learn about ELL's background, culture, and strengths and weaknesses in the classroom.
- Research: Limited research has been conducted on ELLs. Future research should continue to highlight teaching strategies and their effect on ELLs.