The 3rd Annual Meet to LEAP for ELL, Pac Rim 2014  (5/19/14, 1:00-3:15 p.m.)

ROUNDTABLES:  Teaching New Language Learners
Presenters share knowledge and strategies for effectively working with new language learners.

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**Strand A – How to work with multilingual learners in K-12 schools**

**Presenters:** Students in ESL-Endorsement Program, College of Education, UHM

This strand is based on a class project and features the work of new teachers acquiring deep background and skills to work with multilingual learners (MLLs). We use the term "multilingual" learners, rather than the more common English Language Learners (ELLs), to acknowledge the assets that children and youth already possess before walking into classrooms. Two critical areas are focused on.

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<thead>
<tr>
<th><strong>Table A1: Sociolinguistics for Educators</strong></th>
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<tbody>
<tr>
<td><strong>Tamara Smith, M.A. student in Second Language Studies</strong></td>
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<tr>
<td><strong>Kierstan Sussman, M.Ed. student in Curriculum Studies</strong></td>
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This presentation discusses what teachers need to know regarding the fundamentals of language use by immigrant and bilingual youth in their local communities. The presenters argue that this knowledge can then be used to plan curriculum that builds on the assets inherent to students and their families' language use. Using sociocultural theory as the primary lens, the presentation demonstrates how people acquire language, and how they use language in home and school contexts. It also shows how language policies and larger societal discourses shape the work that we do in classrooms as well as the identities students take up and display in and through language.

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<th><strong>Table A2: Multilingual Methods and Materials</strong></th>
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<tbody>
<tr>
<td><strong>Mila Boucheva, B.Ed. student in Elementary Education</strong></td>
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<tr>
<td><strong>Yvonne Calvan, M.Ed.T. student in Secondary Education (Social Studies)</strong></td>
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In this presentation, teachers discuss the fundamentals of developing scaffolded and linguistically-differentiated curriculum for multilingual learners (MLLs). By developing curriculum and learning how to scaffold, the presentation demonstrates how teachers can create their own curriculum for MLLs, or (a) evaluate and (b) modify or adapt the curriculum assigned by school districts to meet the particular needs of diverse MLLs.
Strand B – Improving literacy skills in science and math for ELLs in grades K-12

Presenters: NB-ELL Project staff (course developers, instructors, and project assistants)

This strand showcases effective and unique solutions and strategies for strengthening students’ literacy skills in science and math, which are presented in the NB-ELL Project courses.

Table B1: Challenges and Solutions in Teaching Science
Cheryl Corbiell, M.C.S., Instructor

Inquiry- or project-based learning in science involves students in investigative activities to seek answers, solutions, explanations, or decisions, and to finally share their knowledge through writing. Improving the quality of science writing improves the quality of thought. This roundtable examines methods to engage students’ multiple intelligences using a technology-based, structured writing process to better expository text writing skills. Using metacognitive strategies, students organize and plan their thoughts and refine their writing. Assessment protocols highlight students’ strengths and allow progress monitoring and future goal setting. Active learning using student-to-student and student-to-teacher collaboration builds confidence and enjoyment of discovery.

Table B2: Incorporating Literature in Math: The Role of Culture
Jennifer Holdway, M.A., Instructor
Lauren Nishimura, B.A., Project Assistant

Incorporating literature in math provides students with opportunities to expand their current knowledge and learn new concepts through meaningful contexts; improve their math and English language skills concurrently; connect math concepts with other subject areas; and be mathematically curious, creative, and imaginative during the learning process (Gadanidis & Hughes, 2011; Shatzer, 2008; Whiten & Wilde, 1992). This roundtable explores the ways literature “humanizes” math (Shatzer, 2008) and how this engagement with real-life-relevant literature can not only build student confidence but improve both English language acquisition and math content knowledge.

Table B3: Using Technology to Improve Literacy for ELLs
Mautumua Porotesano, M.Ed., Instructor
Bhonna Gaspar, B.A., B.S., Project Assistant

The growing number of ELLs in schools in the U.S. has motivated teachers to expand beyond linear, text-based learning and explore innovative strategies to meet students’ needs. With modern technologies on the rise, staying abreast of the latest trends in this digital information age not only has the potential to engage students who learn best in other ways but can also better equip students with beneficial skills for life beyond school. This roundtable shares a variety of computer-related strategies for improving literacy skills and showcases some of the online technology tools available for K-12 teachers to supplement their classroom lessons and improve ELLs’ writing skills. Case study writing samples of ELLs’ pre- and post-technology work from our Summer-Fall 2013 Technology to Support Literacy for ELL course will also be shared.