





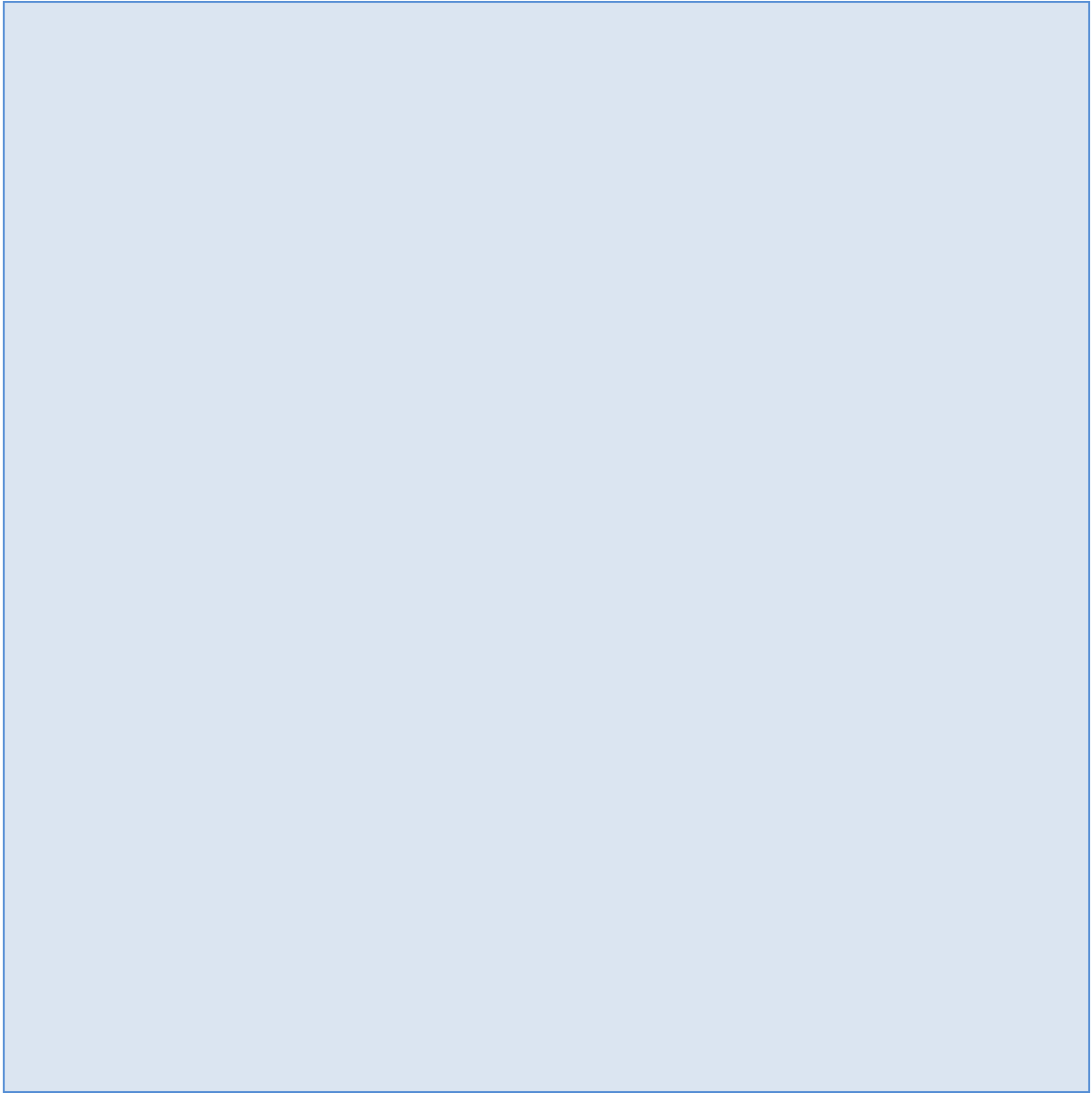
To help explain these observations, Cummins (1984) theorized there are two types of language proficiency: conversational and academic. T BMC 0 0 612 792 re W* n EMC 0.212 0.373 0.569 rg BT /TT0



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Goal Setting and Reinforcing Good Study Habits

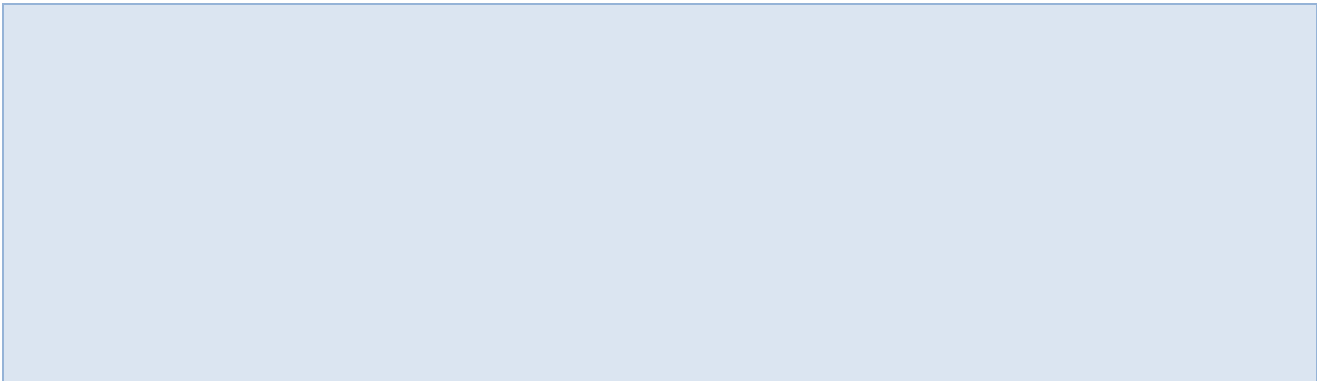
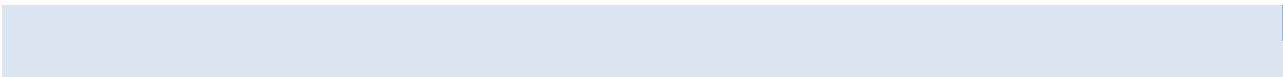
↑ wrote: Turn in all my homework

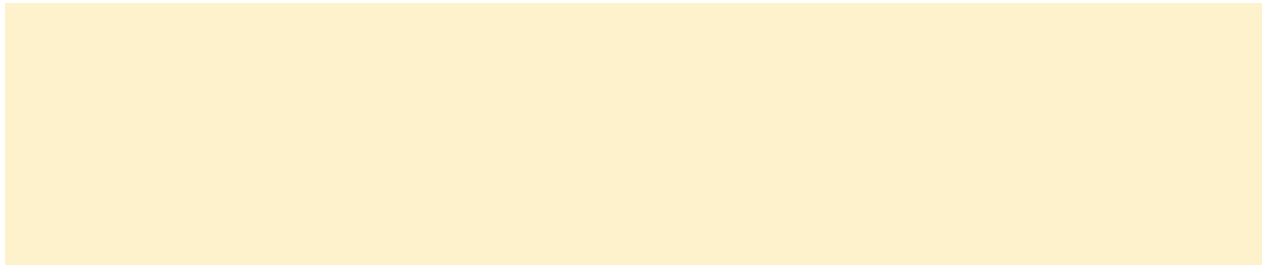
↑ Mine is: Be neat and organized this week

↑ My goal is to keep track of the notes in my folder

Monday morning and the students in a 9th grade math class have their folders out and are sharing the weekly goals they have written as their teacher circulates around the room listening in. The teacher stopped at one student who had just shared his goal about being organized, picked up his folder and shook it. Nothing flew out.

The teacher tells this class are starting to get the hang of writing goals and focusing on them throughout the week. Their teacher had taught an Advancement Via Individual Determination (AVID) class at his previous high school and wanted to incorporate some of the goal setting and study skills from that program into his





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have been given a pseudonym and no identifying information about their schools or teachers is provided.

You will meet Josh (8th grader from Bangladesh), Raul (11th grader from the U.S. who has an IEP), and Ricardo (11th grader from the Dominican Republic). Their stories show how unique these students are. They have received different services from their school and teachers, and have different learning needs, preferences, and personalities. These profiles serve as an example of the vast diversity of LTELLs/LTMLLs. It is very important that educators in New York learn about how unique each of their students really are.

Josh, 14, 8th Grade Student from Bangladesh

Josh is a 14-year old originally from Bangladesh who emigrated to the U.S. in 2nd grade. He is identified as a LTELL/LTMLL because he has been receiving ENL services for seven consecutive years. He is in 8th grade and receives ENL services.

Josh demonstrates aural/oral competencies in both English and Bengali. He speaks English using short, simple sentences, and he is fluent in Bengali. While he is the only Bengali speaker in his ELA classroom, he often speaks Bengali during lunchtime and transitions with his peers. He is playful and talkative with his peers. He is always the first in line to hold the door for the class during transitions.

‡ in learning a computers and cricket. His teachers modify texts with pictures and have given him articles on cricket translated into Bengali. He was engaged but still demonstrated little comprehension of the texts. His teacher is working with Josh to strengthen his ability in sound-letter-correspondence. While he has produced little writing in English, he has written some sentences in Bengali; however, his teacher does not speak Bengali, and there are no educators at the school who are able to decode his writing.

Josh loves science and enjoys conducting experiments. In ELA, he works best when he reads using technology. During independent reading, he completes selections on myON, an online digital library, and I-Ready, a leveled reading and math program. Unlike some other students who prefer one-on-one support, Josh prefers to work either independently using technology or in small groups. Overall, he responds well to small group intervention, computer technology, and audio books.

Raul, 17, 11th Grade Student from the U.S.

Raul is a 17-year old student born in the U.S. of Panamanian descent. He was identified as a LTELL/LTMLL because he has been receiving ENL services for over seven years. He is also identified as an MLL/ELL with IEP and classified with a specific learning disability. He is in 11th grade at a high school in a large urban area and receives ENL services and special education services through integrated co-



State. In addition, a number of strategies teachers use to support these Long Term MLLs/ELLs students are presented. The NYSED Office of Bilingual Education and World Languages hopes





What does the research say about



pedagogical strategies, and assessmen-5 (al216 Ts 100 p (sd92 reWñhBT0 g/TT0 1 Tf0 Tc 0 Tw lqk612 ess)ul0 gd bqk6

to engage in multiple types of reading practices, including those that are ultimately measured as

School- and/or classroom-based recommendations for supporting LTELLs/LTMLLs:

Create students who are able to successfully engage in multiple kinds of reading practices with diverse texts.

Look beyond English proficiency to provide alternative understandings of bilingual standardized measures of reading.

However, more research is needed for:

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instructional methods contribute to their academic success.

Exploring what English-speaking bilinguals who are labeled LTELs can accomplish with oral language, reading, and writing, both in and out of school.

Comparing literacy difficulties with other English-speaking adolescent populations who are encountering literacy difficult

difficulties are unique to individuals who are still in the process of acquiring English.

Brooks, M.D. (2016). *Constructing meaning with academic texts*. *Linguistics and Education*, 35, 1-14.

Using the guiding perspective of holistic bilingualism and a literacy-as-social-practice framework, this article documents the meaning-making practices vocalized by students during think-alouds with biology and English language arts texts, examining what these practices suggest about their text comprehension. The author specifically investigates how participants construct meaning with the texts, and what these reading practices suggest about their comprehension.

Primary reading practices that were observed included: summarizing and identifying important information, making connections to background knowledge, going beyond the text (opinion, inference), recognizing limitations (verbalizing difficulty, asking questions). All of these demonstrate that the students were actively making meaning with the texts.

afford students and teachers with more opportunities to explore multiple literacies.

Characteristics of LTELLs/LTMLLs and the challenges they experience:

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frame students in a deficit perspective of not being fully competent in any language. Low standardized reading scores are used as part of the criteria to classify ELs, which assumes that these literacy scores reflect their English language proficiency, and are attributable to their bilingual backgrounds.

Many studies do not differentiate students based on language use, classification, or educational background, making broad assumptions across potentially very distinct populations.

School- and/or classroom-based recommendations for supporting LTELLs/LTMLLs:

Encourage development of reading stamina the ability to persevere when literacy engagement becomes difficult.

Create democratic classroom spaces that promote learning through structured and varied opportunities with texts facilitate the development of reading stamina. Guiding principles include:

The creation of literacy learning opportunities that allow students to experience



success.

The existence of multiple opportunities for students to select purposeful and interesting reading material that connects to their background knowledge.

The development of strong interpersonal relationships in the classroom, school, and broader community.

Flores, N., Kleyn, T., & Menken, K. (2015). Looking holistically in a climate of partiality: Identities of students labeled long-term English language learners. *Journal of Language, Identity & Education*, 14(2), 113-132.

The authors seek to explore the lived experiences of students labeled LTELLs/LTMLLs as a contrast to the deficit view that has historically been employed in policy-making and programming for these students. The authors assert that such a view, which characterizes this subgroup of students as



Prioritize review/revision of inconsistent or underprepared implementation of programming.

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310) in order to develop more appropriate programming.

Student expectations around academic achievement and future possibilities should be valued and incorporated into academic counseling.

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Characteristics and prior schooling experiences of an invisible population. International Multilingual Research Journal, 6(2), 121 t142.

Full text access: <https://katemenken.files.wordpress.com/2011/10/menken-kleyn-chaе-2012-spotlight-on-e2809clong-term>



Menken, K., & Kleyn, T. (2010). The long impact of subtractive schooling in the educational experiences of secondary English language learners. *International Journal of Bilingual Education and Bilingualism*, 13(3), 399-417.

Full text access:

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tracking systems, policy which is confusing and contradictory, overrepresentation in special education programming, inappropriate assessments, and a systemic lack of awareness of how to understand the process of English Language Development and, indeed, the best ways to support and educate these learners. Of note is the fact that these same issues are encountered both in elementary school and in the upper grades.

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Characteristics of LTELLs/LTMLLsthe challenges they experience

- LTELLs/LTMLLshaveneedsthat are distinct and different from newcomers and normatively developing ELLs/MLLs



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