I chose the English Language Learner for special needs students since I was a Foreign English Learner when I was young.

**Summary**

**First Reading:**

“10 ESL Teaching Strategies That Successfully Motivated My Students to Reach The Next Level.”

In this reading, it mentions 10 teaching strategies: (Woodson,2020)

1. Get yourself in the right mindset: Classroom learning vs. outside practice.
2. Create in-class strategies that effectively translate to outside practice.

### Take the time to teach students basic principles in second language acquisition.

### Use technology to garner motivation and student interest.

### Set realistic expectations and goals, early and regularly.

### Give students explicit instructions and ideas on strategies they can use at home.

### Set up English speaking peer groups.

### Build and maintain a classroom library.

### Decrease Teacher Talking Time (TTT).

### Make your classroom speaking and listening experiences as authentic as possible.

For this reading, I was fascinated by some points. The first fascinating point was about taking time for students to learn the second language. It is very stressful when someone cannot speak something correctly. Some of the learners try to use fancy wording that makes them appear to have great English skills. However, if fancy wording cannot be used properly, it is not meaningful and sometimes this can cause conflicts.

Another fascinating thing was the idea that using technology can create motivation. Some of the videos these days are very helpful in improving many things. Especially in order to improve on language skills, or when learning some language, we need to train our ears to how the word circulates and is pronounced. If the learner likes media, than they will enjoy learning from this platform.

In addition, setting real goals is important. As in my teaching style, I believe giving out a hard one is essential. However, it is not applicable for ELL. Setting impossible goals can let ELL learning down. Giving reasonable goals is better to motivate ELL and lead the way to become good English speaker.

I was surprised about the tip about decreasing teacher talk time. I was thinking that being a good role model or giving out some good pronunciation could be helpful in ELL. However, in this writing, maximizing student talk time can improve conversation and this can give confidence to ELL students.

**Second Reading:**

10 tips for teaching in ESL classrooms

In this reading, it mentions 10 teaching tips: (Tuckett,2018)

1. Bond with your students

2. Create a safe learning environment

3. Establish routines

4. Make things visual

5. Be adaptable

6. Teach by doing

7. Introduce new vocabulary before use in lesson plans

8. Practice differentiated teaching strategies

9. Learn about your students’ cultural background

10. Incorporate technology

In this reading, which is very different from the first reading, there were new strategies.

I think bonding with the students is important in their education. However, for a language learner, I think that communicating is even more essential than other in classes. The writer is explicitly saying that pleasing students can comfort them in a class in which there is a chance for both introverted learners and extroverted learners to learn English.

The writer also mentions that demonstrating concepts by example is essential. Being a good role model can increase students understanding and reach multiple learning styles.

When I was grade11, teacher use to post up lexicon (the new word) every start of the class. The writer mentioned that the writer was posting the word each day like my grade 11 teacher did. The writer found that allowing students to understand the meaning behind key vocabulary prior to reading a story or starting a science lesson helped students focus less on understanding the meaning of the words, freeing them up to focus on the overall learning objectives of the lesson.

**Third Reading:**

The writer in this reading divide into multi sections: (State, 2014)

* Provide a welcoming classroom environment
* Know and include the student
* Modify your speech
* Provide opportunities for interaction
* Support literacy development
* Reading Instruction
* Development of Writing Skills
* Support ELLS in the content areas: Math, Social Studies, Science
* Vocabulary Development
* Build or Connect to Background Knowledge
* Modify Texts
* Build autonomy by teaching learning strategies
* Modify assessments
* Adapting Tests
* Using Alternate Forms of Assessment
* Using Multiple Forms of Assessment

The three main points I got from this reading is:

* Supporting ELL students in other subject areas other than English is important. In Canada, all the courses are taught by English teachers and some of ELL students will struggle in other courses descriptions. Like even in social studies, there are many hard words and an ELL student is not going to understand the material. However, if we can support these students, they can move up and finally be able to understand high level English, like an English 12 course.
* Modifying text was an interesting idea. The teacher rewrites important sections of the text in short simple sentences in a step by step manner, defining relevant vocabulary to create an easier reading experience. Rewritten paragraphs should include a topic sentence and a few details to provide ease in identifying important information.
* Modifying assessments can motivate ELL students and not let them down. Creating quality assessments for ELL students can be challenging. Most traditional assessments are very language dependent, requiring students to read and understand both directions and test questions and sometimes to write lengthy responses. Though such tests may provide information about an ELL students reading comprehension and writing composition skills, they may not give an accurate picture of student progress towards attaining instructional objectives or provide feedback to the teacher about the level of success of instructional strategies. For this reason, it is necessary to adapt tests, use alternate forms of assessment, and use as many different forms of assessments as possible so that language will not be an obstacle to obtaining a clear sense of each student’s progress in the content areas.

**Common ideas from those 3 readings I had**

* Engage with groups of students.

Engaging and making students active is an important key and this is mentioned for all readings.

* Use technology and other sources.

The first and second readings suggest using technology to build up activities, which can stimulate student interest in the material and lead them to enjoy learning English.

* Set realistic goals.

All the readings implicitly and explicitly mention this point. In most of the studies, if we set unrealistic goals, this can make students feel desperate. Setting small goals and short term goals can result in a fast learning speed for English.

**Conflicting Idea’s from those 3 readings**

*Teacher should reduce talk Versus Teacher should demonstrate more*

I was on the side of teacher should demonstrate more in the class so student can learn more outside of the class. However, when I was reading the part about how teachers should reduce talk, I was able to understand the other side. If a teacher reduces talk and allows the students to lead the class rather than teacher, students can improve upon their English skills significantly. Providing such opportunities for students can help them focus on the study.

From reading both sides, I think using both good parts of both the ideas and building up my own curriculum could improve my teaching skills.

*Modify speech Versus Giving perfect English people example*

I was on the side of teacher should demonstrate perfect example by showing perfect English accent and English skills to ELL. However, when I was reading the part that teacher need to modify speech for ELL, I was able to understand that giving understandable lectures to ELL students can allow them to build confidence in the class. From reading both sides, I think using the both good parts of both ideas and building up my own curriculum could improve my teaching skills.

**A Letter:**

Hi Matthew,

For you to be a good teacher for ELL students, I want to suggest three things you need to do and three things you should not do.

First, I want to talk about what you should do for ELL students in order for you to be a good educator. Firstly, I want you to use technology that is familiar to students to engage students. Many of us learn language from social media or media. Sometimes we find the word we do not understand from technology. Technology can make students feel like it’s not studying and have them enjoy their learning.

Secondly, I want you to engage with your students. Working with students is important. Students, especially ones a with lack of English, need lot of support from the educator. They could sometimes fall into wrong habits if you not caring about them. If you care about them, students will improve quickly and able to become great English speakers.

Lastly, I want you to modify assessments. Some students could be struggling with even understanding the instruction they have got from the assessment. Modifying assessment could allow students to do their work independently and if they can work independently, they will not depend on someone and they can learn English themselves.

I hope this helps.

Now I want to talk about what you should not do for ELL studnets in order you to be a good educator.

First, I want you to not make something too easy. This can be weird, but if you make something too easy and not challenging, students will lose interest in the study. This can result in students not studying English. Which finally results in them speaking their own language.

Second, I want you not to make an abstract class. If you try to make a class with abstract language, for example learning Shakespeare’s Hamlet, students will not understand the material and the material is not as interesting as activities that can be found in real life, in combination with the English curriculum.

Lastly, I want you to not make the same routine. If the class is having the same routine over and over, students will feel bored since we, people who enjoy a wide range of activities and do not enjoy classes that are easily predictable, will be bored. Some surprise can stimulate student’s interest

I hope this helps.

Keon Hee Lee

**A Poem:**

Topic: we are one, we are people, we treat same, we speak English

We live different time of the zone

However we are all people

Who all have bone

What a great example

We are live in the nature

We speak different word

However we can see the overture

Of our Welcoming world

We live for communication

We cooperate each other

We all learn in education

We are all lover

English Language Learner

English as second Learner

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