

	Factors impacting participation	How you can increase participation
SECOND LANGUAGE DEVELOPMENT	SLD 1. The student is a newly-arrived immigrant in the pre-production stage of second language development.	<i>Be patient and welcoming, but don't force this student to speak. He or she will need time to adjust, not only to the new language, but to all of the changes he or she is experiencing. Pair this student with a peer who shares his or her first language (L1) if possible. If an aide or peer speaks the same L1, ask them to help the student complete a simple survey about some of their knowledge of U.S. and world history. Ask the student to show you any materials he or she used to learn history in prior schooling.</i>
	SLD 2. The student doesn't fully understand the discussion question or topic.	<i>Provide both verbal and visual cues to support understanding of the question or topic of discussion. Verify that EL students understand the topic before launching into discussion. Make sure a copy of the main topic or question is on the board or overhead at all times, written in direct uncomplicated language.</i>
	SLD 3. The student can't keep up with the pace of the discussion.	<i>Maintain control over the pace of the discussion by pausing to repeat or paraphrase important points made by students, or by asking students to do so. Have a student (or yourself) note important points on the board or transparency—this will not only aid ELs' understanding, but will also keep the discussion on track and well-paced. Avoid tangents and interruptions by students or the teacher. Make these norms explicit to all students.</i>
	SLD 4. The student hasn't mastered the discourse strategies needed to enter and participate in a group discussion.	<i>You may need to model appropriate respectful ways to "seize the floor," "hold the floor" (keep someone from interrupting you), agree, disagree, elaborate, introduce a new idea, seek clarification, correct misunderstandings, etc.</i>
	SLD 5. The student hasn't mastered the academic language needed to participate in a content-related class discussion.	<i>Using visual aids and referring students to previous related work can help them to incorporate unfamiliar terminology and concepts specific to the language of history. "Formulas" for particular academic uses of language can be put on the board, transparency, or a handout to help EL students participate. (For examples related to cause/effect relationships, check: http://teachinghistory.org/teaching-materials/english-language-learners/24142; for a structured think-pair-share sentence frame, check: http://teachinghistory.org/teaching-materials/english-language-learners/24617.) If students in class contribute to the discussion by using a variety of terms for the same concept, repeat their ideas using the term with which the concept was introduced in class so that ELs can see the relationship between new words and the original term.</i>
CULTURAL & ACADEMIC DIFFERENCES	CAD 1. The discussion requires background knowledge that an EL student does not share.	<i>Carefully monitor the discussion (and especially the question or topic) for references to experiences that are common to the majority culture in the U.S., but might not be typical for EL students. Before engaging in the academic discussion, have students participate in an activity that activates their background knowledge, such as this: http://teachinghistory.org/teaching-materials/teaching-guides/21806, "Have you ever..." checklist, Quickwrite, or Think-Pair-Share which focuses on making a personal connection with the material to be discussed.</i>
	CAD 2. The student has had limited formal schooling.	<i>Some students have had limited formal schooling due to extreme poverty, refugee experiences or frequent migration. Since their school experiences are limited, it is essential to provide these students with opportunities to connect classroom discussions to real-life experience. Be explicit about themes, challenges and problems related to the discussion, and model how to connect these issues with life experience.</i>

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Source: <http://teachinghistory.org/teaching-materials/english-language-learners/25699>

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CULTURAL & ACADEMIC DIFFS (cont.)	CAD 3. The student doesn't understand the purpose of the discussion because he or she experienced different norms for participation and discussion in his or her country of origin.	<i>Many countries still rely on a transmission model of education, in which the teacher lectures and students work quietly and independently in their seats. Students whose prior schooling is from such a context may not understand the purpose of a group discussion. They may not know when or how to participate, or how decisions about contributing to the discussion are made. Be sure that you understand the purpose for discussion in your classroom, and make the purpose explicit to your students. Tell them how sharing with and listening to their peers will aid in their learning. Emphasize that students do not need to have an answer perfectly "worked out" before contributing to the discussion. Encourage risk-taking.</i>
SOCIAL CONTEXT AND PARTICIP. STRUCTURES	SCPS 1. The student's previous attempts to participate in discussion have been interrupted by others.	<i>Very often, a teacher becomes uncomfortable when he or she sees an EL student struggling to communicate an idea. In an effort to "rescue" the student, the teacher interrupts and finishes the student's sentence. This can be disempowering to the student, and discourages future participation. Extra wait time is essential with EL students. If the teacher appears patient and comfortable, the student is more likely to be comfortable as well. If a student is struggling, the teacher should (1) give extra wait time, (2) provide encouragement (e.g. "That's okay, I want to hear your thoughts on this... take your time."), (3) offer a word or two (if the student is reaching for vocabulary) with a follow-up question so that the student can still continue his or her contribution. EL students may also be interrupted by their more proficient classmates if the teacher does not maintain tight control over interruptions. Establish norms that encourage respectful listening of ALL students without interruption, and enforce those norms equally for all students.</i>
	SCPS 2. A student fears being ridiculed or penalized for using flawed language.	<i>Establish and enforce norms for respect during discussion, and an understanding of language development in your class. Make sure students understand that an imperfect attempt to contribute is far better than no attempt.</i>
	SCPS 3. Discussions are monopolized by a few dominant voices.	<i>Maintain control of class discussion by establishing norms early in the school year (see example in resources section). Discreetly talk to students who dominate discussions and tell them that you value their input and want it to continue, but that you need to make space for others' voices, too. Ask these students to wait until two other students have volunteered answers before they offer their own.</i>
	SCPS 4. A student hasn't had enough practice with the ideas, terminology, etc. to be confident sharing in front of a large group.	<i>Provide a head start for thinking, rehearsing, etc. If an EL student arrives early, informally ask a question about the topic that you know will come up later. Start with lots of STRUCTURED pair and group activity that leads into discussion. Emphasize active listening and sharing a partner's answer/perspective at first. Invite ELs to participate with basic questions first, moving towards more complex types of participation over time.</i>
	SCPS 5. A student is perceived as low-status, resulting in expectations for lack of intellectual and social competence.	<i>Explicitly address status problems in the classroom. Make sure that ALL students have a basic understanding of the developmental nature of language learning so that they do not equate fluency with intelligence or competence. Provide opportunities for students to show competence in a variety of linguistic and non-linguistic ways, individually and in groups.</i>

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