

English Language Learner

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Analyzing Effective ELL Strategies in Supporting Secondary School ELL High-need Students

Introduction



Background

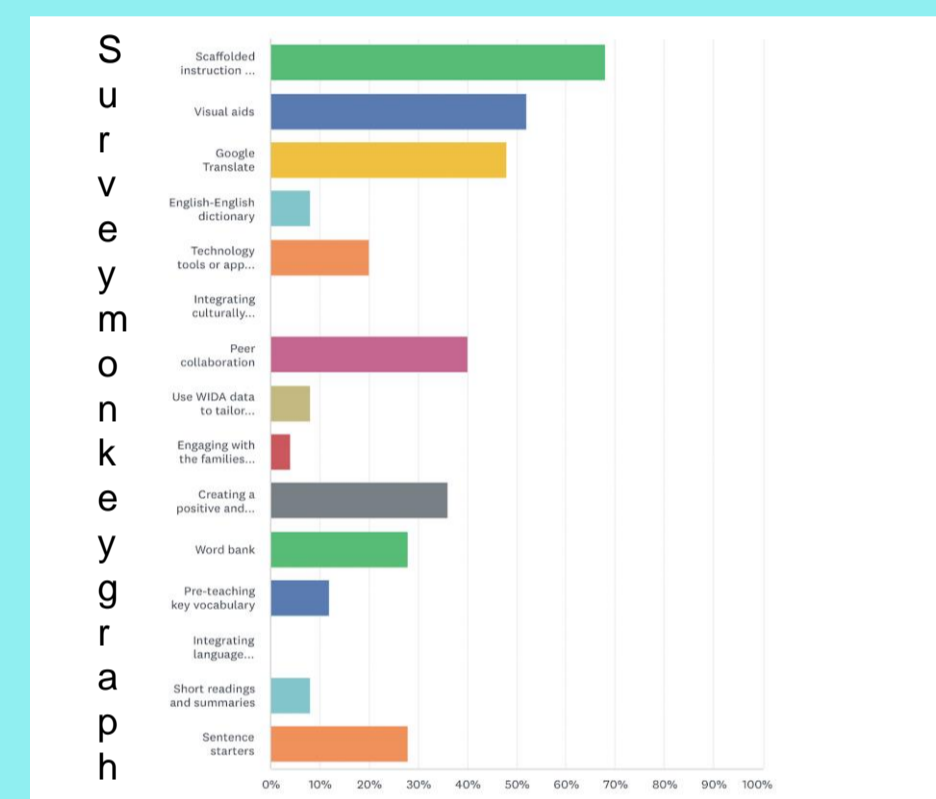
This ELL study delves into analyzing effective ELL strategies tailored to support secondary high-need students. This action research aims to identify and implement teaching&learning approaches that not only facilitate English language acquisition but also foster academic success across content classes. Additionally, the study focuses on equipping content teachers with practical strategies to meet the linguistics needs of learners.

Research Questions

- Which one strategy has been the most effective in supporting ELL high-need students in your teaching experience?
- Which one strategy has been the most effective for you in learning English? (for students)
- What are your top 3 tips that are working for the academic success of high-need ELL students?

Research

Research Action



Analysis

- Scaffolded instruction as 68% effective, Visual aids 52%, Google Translate is 48% as top 3 effective tips for teachers.
- 44% of ELL participants responded Peer Collaboration and 38% responded Google Translate as being effective tools for them.
- 57% of participants or 4 students who believe “Peer work” is effective strategy demonstrated Exit/Proficient level score on WIDA in 6 month.
- 83% of participants or 5 students out of 6 who believe “Google Translate” is effective strategy scored below the expected proficiency on WIDA at least in one skill.

Methodology

Content, ELL Teachers and ELL students participated in this study. 25 teachers filled out the surveys and 16 students were interviewed individually and in focus groups.

Results

- Breaking down the material and Google Translate stood out among other responses from teachers.
- Peer Collaboration and Google Translate stood out among other responses from ELL students.
- Those students who said “collaborating with classmates is the most effective strategy for them proved to be working according to their WIDA assessments.
- Those students who said “Google Translate” is the most effective strategy for them performed below the expected proficiency level on WIDA assessments

Conclusion

Conclusion

My findings and outside research agree on the effectiveness of ELLs Peer Learning and Collaboration. My findings also show few teachers are using WIDA assessments as one of the important strategies for differentiation. The data is recorded as low as 8%.

Reflections

- Implement more group and peer work opportunities for ELLs to actively engage in their learning.
- I believe that ELL students learn from each other, and peers more than we think.
- Through this research, several effective strategies were identified. Scaffolding, Visual aids, and Collaborating with classmates were particularly helpful in fostering engagement.
- I learned from Action Research that by collecting and analyzing data, we can make informed decisions and implement effective strategies.