

1. What challenges/opportunities do you face in working with English Language Learners?	
K-6	7-12
The two ESL students that I have this year are doing very well with the spoken English language. At this point I haven't faced any major challenges. One of the students is having some difficulty with directions but the ESL teacher and I feel that may be due to an attention problem rather than a language issue.	An initial learning curve to develop understanding is inherent in working with ESL students. Once overcome, two-way communication transpires and both parties are able to learn.
I have not had the opportunity to work with many ESL students. However, during my student teaching experience in kindergarten at SES an ESL student started the school year not speaking any English. It was hard to communicate what she needed and was feeling.	The variety of dialects within a language. One phrase/word doesn't always work for each student of that language
My only ESL student was born in another country, however, she speaks only English and is one of my top students.	Having the time to devote one-on-one assistance to them to make sure they are comprehending the material and are not frustrated and lost is a huge challenge. The language barrier itself is obviously the biggest challenge.
Comprehension skills across the curriculum.	Very little since I speak several languages and have a understanding of what students are experiencing
Recognition of vocabulary Cultural differences	<p>-the student I have in my class seems to be really proficient in English, she has the second highest grade in my class so I guess the one concern is that I am making sure she is able to understand me while I am going over notes, trying not to talk too fast</p> <p>-the other challenge is trying to get her to engage in answering questions and to work with other students, she doesn't pair up with other students when I allow them to work in pairs</p>
Poor communication skills and weak vocabulary skills create a challenge for the students to learn essential vocabulary in the content area. Trying to find a different way to express terms/concepts while covering the required standards in math is sometimes difficult. It is also difficult when parents of these students do not speak English or only limited English and trying to communicate with them can be a problem. This situation also makes parental support for the student in academics difficult.	Students have difficulties comprehending words, lengthy passages and concepts. Students have difficulties keeping up with the class. Feelings of inadequacy and frustration and apathy.

<p>Having the time to devote to each of their needs when there are other students with great needs.</p> <p>Knowing exactly how to help, so their frustration level remains low.</p>	<p>I have not really faced any real challenges right now, because the one student I teach does not seem to have a problem understanding oral or written English, and when she does, she asks for clarification.</p>
<p>Communicating with parents who do not speak any English has really been the biggest challenge so far this year. This is my first year with ESL students in my class so I am not sure what future challenges I will have throughout the school year.</p>	<p>One challenge of teaching ELLs is language barriers. ELL students in the class may be reluctant to participate. One of the opportunities is for the other students in the class to learn from the experiences/background of the ELL student(s).</p>
<p>Verbal and written communication</p>	<p>I haven't really had any challenges because the English Language Learners that I have or have had in class speak pretty good English. I benefit from students like this, because I can learn how to say something in a different language.</p>
<p>I feel that working with very young ESL children is different in many ways that working with older students. Young children can be very shy and often do not respond,, therefore it is difficult to know rather the student is having problems with a concept or the problem is caused by a language barrier. On the other hand, young children are very fast learners.</p>	<p>Having to develop an entirely separate curriculum given the time demands on my job already</p> <p>Not knowing how to teach reading since I am a secondary teacher, not a reading specialist</p>
<p>I have an ESL student in my class. I teach Pre-K at Grove Hill Elementary in Page County. My student speaks English, but is slower in his communication to the other students and me. He is also behind in some areas of development. My challenge is to find the extra individual time that this child needs.</p> <p>The opportunities would be to see this child improve in his cognitive thinking and social skills</p>	<p>Student process the material slower.</p>
<p>- having students who are not academically ready to enter the grade I am teaching</p> <p>- communication with parents</p>	<p>I enjoy having ESL students in my class because it gives my English only students a chance to see another culture. My challenge is that I don't have enough time to meet the individual needs of the ESL student. Even though I am somewhat bilingual (Spanish), I know that I am not getting the content across to my ESL students. I often feel that I am teaching English more than Earth Science, while being expected to teach Earth Science for an SOL score.</p>

Personal Lack of knowledge of the spoken language Lack of daily assistance in the classroom especially with students who do not speak any English	Depends upon the language. I consider myself fortunate to have an understanding of the Spanish language, therefore I feel that I appropriately transfer the notes into Spanish fairly well. Other languages I would like translation of the notes
-Concerned about student understanding of the content taught -Language barrier if little English is spoken by the student/household -Lack of parental involvement	Language barriers, sometimes knowledge is a barrier...what they know when they get to my class. There aren't as many ESL kids here as in my previous placement.
I do not feel any challenges working with my ESL student because he is very fluent in English.	The student that I teach does not have an ESL need and does not receive services. In general, it is challenging to meet the language/comprehension needs of ESL students while still providing a challenging experience for them and the remaining students in the class.
Understanding that I need to differentiate what I say when explaining a concept. I sometimes struggle to recognize that a student might not have enough of background information to understand what I am saying	

2. What are your goals/priorities in working with English Language Learners?

K-6	7-12
For the students to have an enjoyable and successful kindergarten year. Also, I would like to see them both finish the year on grade level	Immediate goals would be to overcome barriers to communicating and understanding, although none are currently present.
I would want them to feel that what they have to say/contribute is equally as important as anyone else in the classroom.	The students I have are scheduled to take the SOL so they need as many key words as possible added to their vocabulary
I hope to make everyone feel welcomed and knowledgeable in my room.	My goal is to make them feel welcome in my room and to ensure that they learn the material just like the other students. I also try to learn about their culture/lifestyle as well.
Helping them with comprehension using a variety of teaching strategies.	To assimilate them into the class by making them feel welcome and comfortable and accepted!
They are able to meet the lesson's objective. They are able to be functional in the learning process. They are active participants in my classroom.	-in her case my goal is to make her feel comfortable enough to participate and talk to other students, because our school is not very diversified I believe they feel isolated to a degree and I would like to be able to

	bridge that gap
Providing ELL/ESL students with the same learning opportunities and successes that any student should have.	Allowing more time to complete assignments. Providing alternate assignments when necessary. Modifying assignments. Providing extra individual support and modeling.
Helping each student to feel confident with each new concept that is taught and with each assignment that is given.	I want to be sure that my student is working to her full potential, and that language is not a barrier to her success.
Getting each student to pass the SOL Reading Test.	
My goals for my English Language learners are the same as the goals I have for the rest of my students. The ESL students I have are extremely high functioning and have the ability and the motivation to achieve just as much as their peers.	My goals when working with ELLs are to communicate the most important topics and promote communication and comprehension.
Understanding directions Completing assignments Comprehending material Developing skills	Good clear communication and understanding on both parts.
Academic success is a goal, but so is social growth and success. I also want the student's self esteem to grow and develop.	To learn basic vocabulary and grammar when appropriate
My goal is to help ESL students achieve and further develop as young individuals. I want to be able to instruct these children on their level of development and understanding. If language is a barrier, my goal is to try my best to understand and use the best methods of increasing literacy in English.	For the student to have work ethic and be able to pass their Standard of Learning test (Biology) in May.
- helping them to become more comfortable with the English language - success in all areas of school and life	My priorities are to have the student know that I really care that they have comprehension of the subject, and that they also know that I understand the frustration of being a high school student trying to learn a language and content simultaneously with VERY few practical resources.
I would like to learn more techniques and have more resources that will assist the English Language Learners. I would like to learn Spanish so that I may communicate easier with the students.	To get them functioning the same as every one else and to pass the SOL test at the end of the year
-To help students enjoy and learn the content being taught -To keep the students motivated -To help ESL students become independent learners	Same as with other students. To have them pass my SOL test in May.

* I am concerned that some ESL students who speak English very well depend on assistants way too much. They tend to use their ESL identification as a "crutch" or excuse for not doing home work and not being more independent when completing work or tests.	
I want to make sure that this student understands terms and concepts that he may not be familiar with or have been exposed.	To help them succeed by growing in their comfort with the English language and their comprehension of text.
If these students are foreign born- My first goal is to learn a little bit of their history. They have a wealth of knowledge that I probably do not know when it comes to their home country. If I can make that connection, and they see I place relevance in them, then sometimes they will place relevance in my teaching	

3. Identify those areas with which you need assistance, guidance, and additional resources for working with English Language Learners.	
K-6	7-12
As I answered in question 1, I haven't faced any problems at this point (both students are very comfortable with the English language).	None at this time.
The student in my classroom this year does not receive any services. She is very self-sufficient and is one of my top students all around!	When to translate and when to "force" the language vocabulary words and phrases so that critical thinking has time to develop before the test
None.	This year, my ESL student is on a monitor basis and seems to be doing well without any real accommodations. However, in years past, I could have used someone in the building on a daily basis to work consistently with the students. I did not have the time or opportunity to follow up on their instruction like I would have liked to have done.
Since I only have one student and he is functioning at or just below grade level, I don't feel the need for any assistance at this time. He does have an ESL teacher spend 2 mornings with him for assistance.	None that I know of I am comfortable handling these students having been in there place elsewhere in the world
List of accommodations we could try Outline of general information	-from question #2-I would like to know how to reach that goal

Priority would be to have resources available for ALL content areas not just reading! I also think it is important to understand what each student's area of weakness is from the beginning of the school year. Knowing that a student is identified as ELL or ESL doesn't give me any information about the student's challenges, etc.	I would like to implement strategies others have found successful.
ANY guidance and additional resources would be beneficial. The students are receiving some assistance from the ESL teacher 3 days a week in my classroom, which has been very helpful.	Perhaps just more guidance on her English proficiency level and how to identify if challenges are caused by this or another factor, such as understanding a concept.
I could really use a translator for communicating with parents. It would also be helpful to have someone available to translate correspondence with parents into their native language so they would be able to understand the assignments we are sending home and the forms they are asked to fill out (field trip etc.)	Information about additional classroom resources for ELLs would be helpful.
The ESL Coordinator provides us with assistance, guidance, and needed resources.	None, so far.
I would like for my students to be screened and then I could be provided with information to help me better understand the receptive and expressive language abilities of my students. I also need help in communicating with the parents of my ESL students.	Having to prepare a limited-proficiency student for the SOL
I would like to have more individual time for the ESL student that I have. Again, the student's English is average, but he lags behind in some basic knowledge that the other students have mastered. I think more reading material, along with hands-on activities and assistance, would help this child advance.	Study Skills and Homework Skills
- having things translated to Spanish - how to grade students	I would like to have resources in Spanish for the student to work on content. This would give me a platform from which to help strengthen the student's language skills. I have not been in a program in our district which gives the student the support for content while learning the language.
I would like help with techniques and resources that meet the needs of our ESL Students (graphic organizer)	<i>No reply by respondent</i>

More personal communication with the ESL teacher	
More information on the students and their background	
-Techniques to make sure ESL students are comprehending materials—such as knowing other ways to introduce and teach a concept	All of the above
I cannot identify any areas where I need assistance at this time.	Currently, the student I have does not require ESL services.
At this time I am OK	

4. Do you prefer whole group, small group, or paired activities and discussions?	
K-6	7-12
It varies with the activities we do at the kindergarten level.	My personal preference would be small group.
I love to work with kids in small group settings. I also use a lot of pair/share techniques/discussions. Usually initial instruction is whole group.	Give me resources, I can't spend all day brainstorming for 1 or 2 students. Can we see what programs other people are using there has to be something in place so we don't have to develop a new program
I use all of these teaching styles.	Small group or paired activities.
A variety of teaching styles lends itself to better instruction.	This depends on what we are studying. But I like whole group and paired activities the best.
All of the above are used in my classroom. I have no preference.	-for myself I am more comfortable participating in whole group or small group discussions
Depending on the discussion topic either whole group or small group.	Paired and small groups
I use all of the above methods in my class with whole group and discussions being used the most.	Small group.
We use all of these activities in my classroom.	It depends on the situation, all of the groupings are important.
A combination of teaching and learning styles (all of the above)	Small group discussions
Since young children cannot read or write, most of their communication is verbal. They are given oral instructions and a verbal response is often necessary to access understanding. Instruction is often in a whole group or in small groups which is	Small group

again verbal. It would help if I knew a receptive language level of ability.	
At this age, whole group is important, but I think this student needs a small group or individual help.	Whole and small group
I think they all serve a purpose for different types of activities and I try to include each type of grouping every day.	I don't know what this question is asking.
Small groups (grade level)	Whole group/small group
-Small group discussions/activities	I don't know just yet...
I prefer whole group or small group activities and discussions.	A mixture of all types of activities and discussions.
That depends on the activity. In general, I like to pair ESL students with non-ESL students to help strengthen their skills, through communication.	

5. What do you hope to gain from a workshop designed to meet your needs?

K-6	7-12
I can't think of anything specific.	I would expect a more thorough understanding of the learning process and how the integration of ESL students into the student body is a benefit.
<i>None listed by respondent</i>	Being more comfortable in knowing when it is appropriate to use just simple English or to translate
Unsure at this time.	I am not sure how much a workshop would help me. Time and ESL assistance are what I need more than anything. And, as I said, the only ESL student I have this year is doing fine. Like any other students, the ESL students have various needs and what I would need will change from year to year as I receive different students. I have taught Chinese, Russian, Hispanic, Indian, Brazilian, Ukrainian, Italian, German, and Puerto Rican students, and there was no one "fix" for any of the situations. Their backgrounds, fluency, home support, and personalities affected all of the situations.
I don't feel the need for a workshop in this area at this time.	New techniques that are being implemented.
General information concerning how these types of students learn.	-insight into the mind of a student with English as a second language
How and what to do to meet the needs of the students. Ways to communicate with parents that do not speak, read, or write	Strategies

English.	
Information on how to prepare ESL students for the SOL's	<i>None listed by respondent.</i>
Information on how to break lessons down so they are easily understood by each ESL student, but still covering the 6 th grade SOL's.	
It would be nice for someone to point out some of the challenges/difficulties that ESL students are most likely to encounter and then offer some practical strategies to deal with those as they arise. Also helpful would be to explain the different stages of language development that ESL students will go through as they acquire a new language and what we, as general education teachers, can do to facilitate that within our everyday activities.	I think most classroom teachers who work with ELL students need to know how to simplify materials for the students so that they do not overwhelm beginning ELLs.
A better understanding of ESL students' needs and strategies to improve their learning.	Problems that I may face in the classroom when dealing with English Language Learners.
I 'm not sure that a workshop aimed at the teachers of children of all ages would be beneficial. I would rather meet with the ESL teacher on a regular basis to discuss individual student concerns.	Strategies for helping extremely limited-proficiency learners improve Strategies for helping more advanced students pass the SOL
I want what is best for my student. I am looking for the best way to assist my student in learning. I also want to know the answer to the question, "How can I generate more time for him?"	For each child to be successful no matter the background information.
- where to find additional resources to help struggling ELL - sharing of ideas and strategies that work	I would like to have input from other teachers, as well as ESL "experts" that can give me practical strategies for teaching the students that are given to me
I hope to learn more techniques to assistance the students with their learning. Federal regulations in regards to the ESL program and standardized testing How to involve more parental communication especially when the parents do not speak the language.	<i>None listed by respondent.</i>
-Help with implementing everything I mentioned on the previous questions	<i>None listed by respondent.</i>
I really do not know what I would hope to gain because the student's needs are not extensive.	I don't feel that I am currently in need of an ESL workshop.
What is exactly excepted from me, and what to do if I receive a student who speaks no	

English.	
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