Five Classroom Applications to Increase Multilingual Students' Engagement in the Classroom

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Abstract

Teaching Multilingual Learners (ML) requires that educators select materials and curriculum that reflect the lives and lived experiences of all their students. Students need to feel valued and respected in order for them to be successful and to authentically engage in the classroom with fellow students, the assignments, and assessments. Educators must remember to take into account the cultural and linguistic capital ML students bring into the classroom that helps to shape their schema. There are a wide range of scaffolds, support materials, and strategies educators can use to make their instruction equitable and accessible for ML students so they can be successful in the classroom. The information below offers five suggestions educators could use in their classroom with their ML students with both evidenced-based support and practical classroom application scenarios.

Keywords: *Multilingual Learner, equity, rubrics, classroom community*

Introduction

There has been much discussion about how educators can best support ML students. Educators today face a multitude of challenges to meet the needs of ML students. Specifically, under the umbrella of No Child Left Behind (2001), now Every Students Succeeds Act (2015) law, which requires ML students to progress and attain within their EL subgroup and improve relative to their English majority peers. Amidst these requirements, school demographics are

changing rapidly and will continue to change. Projections have further indicated that school-aged children who are MLs will constitute an estimated 40% of the K-12 population in the US by the year 2030 (U.S. Census Bureau, 2000). Educators need to be prepared, unafraid, and ready to meet the students where they are to set the foundation for an equitable education.

Students come to us with their own schema (background knowledge) and cultural identity (Vavrus, 2002). It is crucial that educators use both of these to make content accessible to our ML students in the classroom so they can be successful. Additionally, it is crucial that educators tap into who students are, how they see themselves, and what they want to become in order for them to make connections to content so that they are successful with their academic career in our classroom and beyond. Our students need to know that we see them, value them, and respect them for who they are.

This can seem daunting to educators given the pressures for student, teacher, and school performance as based on standardized tests. Additionally, it seems as if everyone else has the answer for how teachers can "fix" their students to get the desired results. It is my hope that some of the literature and practices mentioned below can help instill some confidence in classrooms as we instruct our ML students, so they feel they belong and are a part of our classroom family.

I currently teach in a district in Indiana with prior experience in a charter school. In both areas, I was (am) in a mainstream classroom with a diverse student makeup. I have experience teaching both second and third grade. With my experience at a charter school in the west side, the vast majority of my students spoke Spanish with a few speaking Yoruba. "The Yoruba language is spoken mainly in Southwestern Nigeria (Okanlawon, 2016, p. 1). In that setting, over ninety five percent of my students were ML students each year. Currently, in my new position

the students speak a wide variety of languages and dialects. While I still have some Spanish speaking students, the majority of my ML students are from Myanmar. There is a wide variety of dialects spoken by students in my classroom and in the school. My classroom alone consists of five dialects spoken by the students and the school is represented by over nine languages and dialects. In this setting, ten percent of my students are ML.

Literature Review

Classroom demographics are changing and becoming more diverse. All students, but especially ML students, benefit from multiple strategies and scaffolds to teach and demonstrate understanding of content knowledge. Students learn at different paces, in different ways, and require different tools in order to be successful (Ferlazzo & Sypnieski, 2018). Educators should be constantly looking for ways to engage our students with the content we are giving them. Hammond attends to this in her work, stating:

> Culture, it turns out, is the way that every brain makes sense of the world. That is why everyone, regardless of race or ethnicity, has a culture. Think of culture as software for the brain's hardware. The brain uses cultural information to turn everyday happenings into meaningful events. If we want to help dependent learners do higher order thinking and problem solving, then we have to access their brain's cognitive structures to deliver culturally responsive instruction (Hammond, 2015, p. 22).

This leads to educators presenting meaningful work to our students that enable them to engage in work that is immediately applicable to their lives. Students are able to take the work we give them and apply it to the world in which they live (Johnston, 2012). As a result, students will make the most of the learning opportunities we present them with.

Many times, educators assume that ML students must adapt to an English only curriculum. This curriculum consists of terms, ideas, and events told from the dominant white perspective. Educators expect the same level of performance from their ML students, as they do their white students (Spring, 2012). They sometimes forget that the students' experiences, languages, and culture shape their background knowledge (Cummins, 2000). Educators must be willing to change up their classroom structure and teaching to meet the needs of all students and to make sure that all students feel welcome. Students must feel that their culture is respected and represented by the classroom and larger school community in order to be successful (Hammond, 2015). Educators can be inclusive of all languages, cultures, and communities into the curriculum in the classroom. It is not enough to just scratch the surface level of these components; however, educators must integrate them fully into their classroom curriculum (Vavrus, 2002). When our students, especially our ML students see this reflected in our daily practices, teachings, and assessments they are able to take on the tasks we set before them.

Classroom Community

Classroom community is vital, essential, and must exist in order for students to be successful (Elias, 2016). Students must feel a sense of belonging and view themselves as valuable contributors to the classroom before becoming successful academically. Educators must create a safe place for students that on a daily basis constantly affirms their identities and cultural selves. They must take into account the ways in which the various languages, cultures, and community practices shape student learning (Cummins, 2000). This involves educators looking for cultural artifacts that reflect the current cultures of the students in their classrooms and display them for students to see throughout the year. Furthermore, students need to have materials and assignments that represent their lives, not just the dominant white narrative

typically presented. The environment must be friendly, safe, welcoming, and caring. Hammond (2015) states:

> An educator's ability to recognize students 'cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing (Hammond, 2015, p. 15).

A classroom's community is affected by how we set the classroom up and the artifacts that we place on our walls. We must ask ourselves: "Can students see themselves in our classrooms?" If they cannot then they may not feel that sense of belonging that we are striving to achieve. We need to even take it a step further besides a student being able to see themself and ask: "Do or will my students feel validated in my classroom?" This is accomplished by asking ourselves if the environment causes feelings of well-being and contentment based on recognition (Hammond, 2015). This is just the beginning of validating our students' lived experiences in the classroom. To accomplish this, educators can ask their students questions such as,

- What would you like to see displayed in our classroom that reminds you of home or your culture?
- Do you have anything from home you would like to bring to display in the classroom? Would you like to create an artifact to display in the classroom that represents you/ your culture?

Asking for student input and giving them the choice to bring in an artifact that represents their culture can be a starting point in making a classroom student-centered. This is a starting point for educators, something to think about when setting up their classroom. However, educators need to

take it a step further and think about how students' languages, lived experiences, and cultural rituals can be integrated into the classroom daily.

One way to build this classroom community is through the use of daily rituals (Bailey, 2015). These daily rituals should include all members of the classroom (including the teacher). A way to get our ML students invested in the daily routines is to ask them to bring in routines from their home to demonstrate for other students in the classroom. There are many ways to incorporate these routines in the classroom. The educator could greet all students as they walk in, the students could greet each other, or it could be done in a morning meeting (Bailey, 2015). A morning meeting consists of students coming together for a brief amount of time (five minutes in the morning). It serves as a way to provide connection between and among the students along with the educator. Educators can ask students a simple question such as: What did you do over the weekend? If/then questions? What are you most looking forward to? At times, educators can allow students to be in charge of the morning meeting and students can respond as they feel ready. These routines should embrace the positive aspect of the classroom we are trying to create. The use of routines is beneficial to our ML students because it embraces aspects of collectivist cultures that many of our ML students come from. Collectivist cultures are those where all members work together for the greater good of the group. The focus is on working together and supporting each other: The needs of the group outweigh the needs of an individual. This creates a sense of classroom collectivism in which students are excited and willing to participate (Hammond, 2015).

Another way to create a classroom community is through the way we talk to students. Students will talk to each other based on how we, as the educator, talk to them. We need to adapt our speech to our students so that it demonstrates an equal partnership between educator and

students. Educators need to focus on creating a student-educator equal partnership. This creates a shared power between students and educators where both are seen as having knowledge that can contribute to all students' learning (Johnston, 2012). This is done through respect and valuing students 'schema and background knowledge. Educators recognize the importance of the students' language, lived experiences, and cultures and provide opportunities for students to learn from and with each other (Cummins 2000).

Another strategy to build classroom community is through the texts and other classroom materials educators select for various teaching points. This is an especially important factor in building classroom community. The texts educators select for their classroom libraries should be rich in diversity. They should showcase a wide range of authors, characters, and experiences from multiple cultures. Students need the opportunity to see and read about voices that have typically been silenced (Hammond, 2005). This helps students to develop empathy for others by placing themselves in the shoes of the main character to think about what they would have done or how they would have felt (Blintt, 2020). Educators then can take the text a step further by engaging students in discussions once the text has been read and then through engaging and authentic classroom assignments that connect to the students' lives. The research shows that student engagement is increased when there is real world application to current events in student lives and when they are able to use their knowledge to enact social change (Johnston, 2012). Literature and the subsequent activities are the starting point for creating and developing our leaders for tomorrow.

Visuals/Graphic Organizers

Both graphics and visuals provide an opportunity to help ML students to be successful in the classroom with their peers (Ferlazzo & Sypnieski, 2018). Visuals help ML students to

understand material while learning academic vocabulary at the same time. Additionally, they are a great resource and scaffold to meet multiple students who are varying levels of second language acquisition. They serve as a means to make connections between and among ideas, concepts, and knowledge they will be acquiring. It also serves as a way to build background knowledge for our students (Halwani, 2017).

Graphic organizers help ML students promote active learning and engagement with content being presented. Additionally, it helps to provide visual process opportunities along with academic language and the structures contained in them (Ferlazzo & Sypnieski, 2018). Graphic organizers can be used for all content and subject areas to help students engage and resonate with the material they are being instructed in. Additionally, they can be used in all content areas to increase academic vocabulary knowledge and increase reading comprehension (Ferlazzo & Sypnieski, 2018). Graphic organizers can be used to build students' background knowledge of a specific topic. The most important piece is to remember to model and explain the structure and purpose of the organizer before handing it out to students.

Authentic Assessment

Our ML students should have fair and equitable opportunities to demonstrate their content knowledge. "It is widely recognized that a test of any content is, to some extent, a test of proficiency in the language in which it is administered" (Solano- Flores, 2008, p.191). If the purpose of our assessments as educators is to determine content knowledge, then we should be developing authentic assessments for our ML students. The beauty of classroom assessment is that we have the opportunity to create assessments that test student knowledge and demonstrate what they know. ML students need the opportunity to have modified achievement tests in the classroom setting to demonstrate what they know so educators are able to modify classroom

instruction in order to meet their needs. Examples of this include verbal responses instead of written, providing pictures from a story and allowing students to place in sequential order rather than writing a retelling of a story, or drawing a picture to demonstrate understanding of a key idea. Students are not afforded this opportunity on standardized assessments, but educators still need to know what students can do. This information is valuable when sharing knowledge of student understanding with fellow educators, administrators, and families of students.

First and foremost, before educators begin to create or modify assessments to make them authentic, we must know our students and what they can/are able to do. This is crucial because the results from our assessments help to make our instructional decisions. Additionally, educators must consider if the assessment is connected to the language and content standards and goals they have been instructing on prior to assessment. Then, the design of the assessment can begin. It is crucial to consider authentic tools and the multiple ways and methods we have available to assess students (Davies-Lenski, et. al., 2006).

For our ML students, we must find ways to assess content knowledge in non-language ways. Authentic assessments can be done individually, or they can be done collaboratively. If students read and write in their native language, they should be using it as an assessment resource. For example, a translating dictionary that covers words in English as well as in their native language can be given to students.

Student Feedback

The way we as educators give feedback to our students affects their future performance and their identity. When we are quickly checking for understanding or doing a quick walk around and looking over students' shoulders it is extremely easy to say phrases such as: "good job, good girl, or good boy" Peter Johnston, in *Opening Minds (2017),* discusses the harmful

impact this can have on our students. He calls the commonly used phrases above person-oriented feedback. What this means is when students hear the phrases mentioned above, they associate their performance with being "good." The problem with this, is that when we do not say this to a student because their response is wrong, or we don't notice their answer, the student internalizes the lack of response, as something being wrong with them. They are no longer "good." This puts the student in a fixed mindset which makes them think that change may not be possible. Furthermore, this causes them to place the same judgements on other students and friends. The result of this is that their self-worth is tied to being successful. They are valuable only when they are successful and if they are not given feedback enough their fixed mindset leads them to believe that they will never be able to be successful (Johnston, 2012).

The flipside of person-oriented feedback is process oriented feedback. This requires the teacher to point out an action to the student, to focus their attention on something they are doing. These phrases are expressions such as: "How did you do that?" How did you feel about this experience? I noticed that you did ...successfully. Can you find another way to do it?" These responses focus on the actions and procedures the student has performed, which clues the student to the process with which they have been engaged in and are working through. This puts them in a dynamic mind set which allows them to know the change is possible. This type of feedback describes the student's success in terms of process which leads them to the understanding that if they did an x, y, z process before, they will be able to follow the same or similar process in the future successfully. Even without a statement of praise, the child is still able to feel positive, motivated, and successful (Johnston, 2012). For ML students, who are not yet proficient in English, the use of visuals known by students could convey the message of praise. Additionally,

educators could learn words in students' native languages that convey praise and use those to speak to the students.

Rubrics

Rubrics that are used in classroom assessments can be created by teacher or student. Then, students can self-assess, assess their peers, and then the teacher can assess all using the same rubric. Rubrics can be a way to provide a visual for students to make the correlation between their performance or work and the interpretation of that work. Rubrics also provide a clear-cut criteria for the student to reference and refer to as they are completing their assessment or assignment. Furthermore, there are multiple types of rubrics to choose from, such as: checklists, rating scales, analytics scales, holistic scales, and task-specific scales (Gottlieb, 2006).

Rubrics are useful for ML students because it lets them know what their expectations are. Educators can create multiple rubrics based on varying levels of English language proficiency to meet the needs of their students. Additionally, rubrics can make use of pictures or graphics, they need not only include words. Rubrics can be time-consuming, but when created right, focus on assessment and instruction in the classroom. When creating rubrics, educators should take into account the multiple intelligences of students and the multiple modes information can be presented in rather than keep a narrow, linear, or prescriptive description of mastery of a skill (Gottlieb, 2006). For example, a pictorial rubric could be used and given to the visual learners in the classroom and your ML learners while a rubric that is entirely word based could be given to the other students. A rubric for students who are kinesthetic could also be an option. For example, they could act out a sequence of events rather than write about it. The rubrics can be

assessing the same standard but offer student choice when it comes to demonstrating or showing mastery. Educators can work together with those students to create an equitable and accessible rubric to ensure understanding of how they are being evaluated.

Practices in Action

There are many best practices that our ML students can benefit from. The examples below are how I have tried to integrate the above five best practices into my classroom daily. It is a process and I strive daily to continue to implement these. There are many other ways these practices can be implemented but I offer the following to use as a guide or starting point.

Classroom Community in Action

The school district where I work is diverse and represents 35 languages and dialects. My class consists of ML students who speak 6 different languages or dialects but is a mainstream classroom. It is a second-grade classroom with ages ranging from six to eight. I was influenced by Hammond's (2015) work on the importance of honoring all students' homes and identities. Classroom community is built through a Celebration Center. It came about by asking my students how they felt about giving awards to their classmates and how they would like to recognize each other. I let the students come to an agreement about which awards they could give. They came up with the following: good friend, always trying, helping others, open minded, and respectful, responsible, and ready. Then, I posed the question of when and how the center should be used throughout the day. The students all agreed that they should not use the center during instruction or work time. They suggested in the morning, at the end of the day, or during recess time (when it was held indoors). Furthermore, they all agreed to not use the center when anyone else was there and to wait patiently at their desks for their turn. I never had to provide any direction or guidance as students would simply say: "I'm going to go next" and then another

student would say "I would like to go after them." This shared decision making among educator and student came from Johnston (2017) where he discusses the importance of shared power among students and educators. Students feel respected and valued because their voice is heard and respected.

I was in awe of how the students took this and ran with it. The center had been open for maybe two weeks before the students were asking a multitude of questions: "Can we give awards to you? Our friends in other classes? Other teachers? My siblings and parents at home?" I immediately responded with: "Yes, Absolutely of course!" They wanted to make sure that everyone was appreciated and felt seen. I had multiple parents email me to express how much their students enjoyed the center and making awards for other people. They expressed that it was nice to see their child being recognized for something other than academics.

My favorite part of implementing this is how the students recognized the need and want to support each other without any intervention from me. The center had been in practice for less than a month when I had a student approach me and ask for a piece of paper. Unprompted, she told me she was making an award for another student. She knew he had not received one yet and told me as she was thinking aloud that he was probably feeling down, and she thought that giving him one "would help him feel better." She made it and gave it to the student, and it was amazing to see his entire face light up. Throughout all of this, I felt my classroom culture grow and expand to a family where there was no fear about being open and honest with each other. The classroom was a safe place.

I have also built classroom community through a friends and family bulletin board in my classroom. I reach out to the adults in my students' lives and ask them to send in pictures of the students' families and friends to place on our bulletin board. Once students brought in their

pictures, the following resulted. In a respectful manner, students had rich discussions amongst themselves about which holidays were celebrated, the differences in the way they celebrated the holidays and why, and how the American mainstream media way of celebration is not reflective of all the cultures represented in America. On their own, students researched cultural holidays and asked other students in the class if that was how they celebrated the holiday in their house. Some examples from this past year were Día de Muertos (the Day of the Dead) and Diwali, a Punjabi festival of rejoicing and looking to the future.

Additionally, I have used authentic text selection as a way to build classroom community with students. I am constantly adding culturally responsive texts to my classroom library that reflect all cultures and points of view. I make sure to even include those cultures, communities, and lived experiences of those who are not currently in my classroom so that my students are continuing to learn about a wide variety of cultures, not just those they know and those of their fellow students. If I need help accessing culturally responsive text, I reach out to students and their families, other co-workers, and previous professors to help select appropriate texts for my students. Blintt (2020) provides a link to the International Children's Library sponsored by the University of Maryland where there are multiple links for educators to click on for authentic text examples for use in the classroom.

Visuals/Graphic Organizers in Practice

Visuals and graphics are a huge resource that I use throughout my day in the classroom. The visuals I tend to use more during my mini lessons for the whole class and small group reading instruction. All students benefit from having a visual when discussing academic content. I use visuals to give pictorial representations of academic vocabulary as well as to show places or people we are discussing. Halwani (2017) details the importance of having pictorial

representation for students to refer to in order to develop schema. I have found that visuals work great as a way to preview my selected topic or lesson for the day. There are rich discussions and questions that come out of using visuals. Students have even researched questions that have come up as a result of specific visuals to guide their own learning on specific topics. The use of two-dimensional visuals provides a pictorial representation for students to refer to that supports understanding. Additionally, the use of three-dimensional visuals allows students to have hands on and kinesthetic experience. Students are allowed to manipulate objects to deepen their understanding. They offer a fun and exciting way to engage students through multiple modes of learning.

I use graphics a lot, especially for literacy and writing. I use four squares to help students guide their thinking and as a way to pre-write. Ferlazzo and Sypnieski (2017) text provides multiple examples of graphic organizers that educators can make a copy of to use in their classroom. They also provide examples of ways to use them in classrooms. Students really enjoy using the four squares because even at the end of the year, they ask for a four square and refer to that as their "rough draft" before they start writing their final paragraph. I also use multiple graphic organizers to teach and supplement language arts standards. I use an ice cream cone and scoops of ice cream to teach main idea, with the cone representing the main idea and the scoops of ice cream to represent supporting details. I have used boxes with connecting arrows to show story sequencing and character maps to show character traits. Graphic organizers are not only a way to organize student thinking but that it also provides a visual to cement student understanding.

Authentic Assessment in Practice

Multilingual Student Engagement

In the past, I have tried to find various ways to assess my ML students' content knowledge without changing the objective of the assessment. When developing an assessment, it is always important to keep in mind what it is you want to assess. These assessments should have relevance to our students and should be something that they can put into practice immediately. Gottlieb's (2006) provides examples of how to authentically assess ML students. It can seem daunting at first, but with more practice and experience, educators are able to create equitable informal, formal, and summative assessments for their ML students.

I create authentic assessments in many different ways. Sometimes, it is as simple as changing the way a student is allowed or able to respond to a question. For example, I allow verbal responses to unit assessments for my ML students. Other times, I reword the question and ask it in fewer words so there is economy of language. If the purpose of the assessment or content would be lost through rewording, I explain the meaning of a word or show a visual to guide the student.

Of course, there are other ways I provide or have provided authentic assessment in the past, ways that were not a traditional paper/pencil test. I have done role plays with students previously for a Greek mythology unit. The students were allowed to pick their character/person, the length of time they wanted to role play, and how many lines they wanted to say. I have also used presentations of topics in the past. If students are unsure or uncomfortable with whole-class presentations I give them the opportunity to give the presentation to a small group of students or just to me. I have found that once they do one presentation, they become more confident and surer of themselves and will perform it for the whole class the next time.

Student Feedback in Practice

Daily student feedback is an enduring challenge. When I am doing a quick walk around of the classroom, the first thing I want to say is still: "good job" or "excellent." It is so easy to fall into that super quick one-to-two-word feedback to give the students. I have found that it helps to be extremely intentional in what I say to students. I stop and think about what I want to say before I say it. Sometimes, I even write it down first before I say it to students. If it is written feedback, I write it down first, let it sit for a while, re-read it, edit it, and then write it.

Feedback is so central to how our students see and view themselves as learners and as individuals. It is also essential for students to understand the feedback they receive if we want them to grow as learners. When I give feedback, I make sure to use only terms and words that students know and understand. Additionally, I make sure to avoid metaphors, figurative language, or double negatives in my feedback. The goal of my feedback is to make sure that students know what they did well so they can repeat it in the future. I always start with the positive aspect(s) of their work or performance. Then, I identify one area of improvement. Giving them too many things that they need to work on at once causes them to become overwhelmed and unmotivated. Furthermore, I provide suggestions or starting points for them to work from going forward. They are not required to use my suggestions, but it offers them help if they need it.

I am far from being perfect with my student feedback, but I continue to practice it every day. I make mistakes and I mess up when trying to give person-oriented feedback. I always try to apologize to students and tell them: "I did not mean for it to sound like I am disappointed or that I am upset with you." They accept my apology and I try again. I can tell that the students see and understand a difference with my feedback in the ways they respond to and talk to each other. I

will continue to practice and use positive person-oriented feedback in my classroom. Johnston (2017) provides examples and guidance on how to implement person-oriented feedback for students. Person oriented feedback is where I comment on the process, strategies, or steps the student has taken. It calls attention to what they did to achieve the result they produced. This is beneficial because it lets students know about specific strategies they used that did not did not help them to be successful which can then be used for future assignments. If I were to just say "good job" one time, the student would not know what I am referring to. What did they do that was a good job? However, if I say: "I really like the descriptive adjectives you used to describe what happened. It paints a clear picture and helps me feel like I was actually there." This helps the student to understand what exactly they did well on. Person oriented feedback is all about the process and the steps rather than a simplistic statement about a job well done.

Rubrics in Practice

I always start using rubrics for formal writing assignments at the beginning of the school year. I model for students how to use the rubric to check their writing before turning it in. I do this using a piece of writing I have written based on the same topic and requirements that I expect out of the students. We go through my paragraph and the students help me to grade the piece of writing that I have previously written. Then, they begin the work on their own pieces of writing.

I always give my students the rubric first and ask them if they have any questions. However, if it has been a while since they have turned in a final piece of writing for a grade, I always review the main components of the rubric, along with the students. I ask questions such as:

- Who can give me an introduction sentence for the topic we are writing today?

- What are some ways we can add to our sentences to make them juicy or exciting?

- When do we add dialogue?

- What are transition words?

- What is a conclusion we could use?

I have found that reviewing these key pieces intentionally leads to students jumping right into their writing. The students always have a rubric sitting next to them on their desk. I even have a place where students can place a check on the line as they are reviewing their piece of writing. At times, the students and I create a rubric together, but I also use rubrics from other colleagues or ones I have created myself. I use both practices, so that students have the experience of creating their own rubrics to use as a strategy when one isn't provided for them and to get them used to a rubric that is similar to one they will see on a standardized test. I still get students wanting to ask me if their writing is complete or if they need to change anything. I have found that saying: "I don't know, you tell me. Use your rubric and you determine what or if you need to add anything." It is not perfect, and it doesn't work all the time, but I found that students were more intentional and focused on their writing. I saw students create their own writing rubrics for informal writing assignments to guide their writing processes. Students perform and are more confident when they know what is expected of them. For examples of rubrics, see Ferlazzo and Sypnieski's (2018) text cited in references. These rubrics provide a template for classroom created rubrics. In the beginning, I used their rubrics until I became comfortable with them. Now, I am able to look at the rubrics they offer and then modify them with my students to fit specific assessment needs in class.

Conclusion

There are many scaffolds and strategies that educators can implement into daily classroom instruction to help our ML students be successful. Putting the above best practices into action through authentic instruction, activities, and assessments help ML students to engage in their learning of content and language more fully. They need opportunities to use their cultural and linguistic capital to make connections across content areas regardless of English language proficiency levels to deepen their knowledge and understanding. Using best practices helps students to feel valued and a part of the classroom community which sets the groundwork for engaging and completing classroom assignments and assessments.

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