



OVERVIEW

English Language Learners are children, who are unable to communicate fluently or learn effectively in English in speaking, reading, writing, and listening. Children often come from **non-English-speaking** homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses. The issue of increasing immigrants, which also enlarge the amount of the ELLs. Most immigrant parents lack English skills to educate their children at home, which made children have a difficult time to succeed academically and socially in school. The parents should keep in touch with teachers in school and use routines to build adaptive skills for development English language at home.



English Language Learners



**Tips for English Language
Learners' parents and
caregivers**

English Language Learners

The term English Language Learners (ELL) refers to children who have problems with English proficiency in important skills such as reading, speaking, writing, and listening (Deiner, 2013, p.296)

Prevalence of ELL

- Rapid increase of Latin and Asian immigrants.
- 80% of immigrant parents lack academic skills and use their native language at home with their children

According to the National Center for Education, “about 4.4 million public school students (a little over 9 percent) were English language learners (ELLs) in the 2011-12 school year” (para.1). This means that almost 10% of students were learning the English language at the same time they were learning the academic subjects. As a result, many parents or caregivers, along with teachers, want

to see their children succeed academically and socially.

On the other hand, in the U.S the most ELLs are Hispanic who have increased rapidly as immigrants. Most of them grew up in poverty areas. The parents also lack English language proficiency. They can not teach their children the English Language. Sato (2015) mentioned in her blog that “being a parent/caregiver of an ELL student can be challenging, especially when one is trying to learn a new language and understand new cultural situations along with one’s child”(para. 2). Sato (2015) and her colleagues provide six useful tips for parents and caregivers for adapting the child to be successful in academic life (para. 4).

1. Don’t be afraid to use native tongue – make a connection between the primary language and a new language by building the literacy skills in both languages.
2. When it comes to homework, have a routine – spend time with the children and check their homework.

3. Study the same thing in new ways – learn vocabulary from movies or play games.
4. Use creative outlets to practice and learn language – draw a picture and write or tell a story
5. Encourage involvement in extracurricular activities – get involved in the events in school.
6. Stay connected and collaborate with teachers - keep up to date on children’s linguistic, academic, and social progress in school.

References

- Deiner, P. (2013). *Inclusive early childhood education: Development, resources, practice* (6th ed.). Belmont, CA: Wadsworth Cengage Learning.
- Sato, E. (2015). Six Insights for Parents/Caregivers with English Language Learners [Research]. Retrieved from <http://www.pearsoned.com/education-blog/six-tips-for-parentscaregivers-with-english-language-learners/>