Make a Difference for Limited English Proficient Students

The ONet Online website allows students to explore occupations that are well aligned with their skills and strengths
http://online.onetcenter.org/skills

The Roadtrip Nation website offers curriculum and avenues for students to connect with mentors in their communities
www.roadtripnation.com

The "Who Do You Want To Be?" website provides quizzes, games, videos, and written materials for students to learn about educational paths, careers, pay, and planning for the future
www.whodouwant2b.com

The Career Café website offers videos, quizzes, and written materials for students to learn which education and careers align with their strengths and interests, and how to pursue a career path
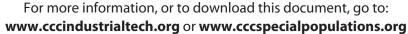**www.cacareercafe.com**

Build Strong Relationships

- Expand your knowledge of the cultures of LEP students, and how that may affect classroom interactions. For example, in many cultures looking someone in the eye is not respectful; students may have been taught that downcast eyes are the appropriate way to approach teachers. A pat on the back may seem encouraging, but in some cultures it is insulting.

- Learn and pronounce the student's name correctly. Speak the student's name in class (or if it feels appropriate, write it on the board with a phonetic translation) so everyone in the class learns it.

- Learn at least two words in the student's language: "Hello" or "Welcome," "Good job" or "Well done." Free online tools such as Google Translate (**http://translate.google.com**) can help you to learn and pronounce these words. Smiles and friendly greetings also encourage receptivity.

- Conduct professional development with teachers and staff to increase their awareness of cultural differences.

Smooth the Transition to the Workforce

- Work habits may differ among cultures. Communicate common employer expectations, such as:
  - on-the-job attendance
  - attitudes at work
  - appearance and dress
  - social relationships with employers and co-workers

- Role-play job interviews to prepare students for the transition to the workforce

For more information, or to download this document, go to:
www.cccindustrialtech.org or **www.cccspecialpopulations.org**

Honor Diversity.

Accommodating Limited English Proficient (LEP) students allows them to function successfully in educational programs.

You can make a real difference in a student's educational experience and future success, especially for those who are members of special populations, such as Limited English Proficient (LEP) students. Furthermore, schools that receive Perkins Career and Technical Education (CTE) funding must offer specialized programs and services to support the success of special population students. To help you serve your LEP students and develop activities that fulfill the Perkins requirements, this resource describes easy and effective tactics employed statewide and nationally. Please use these strategies to help your LEP students overcome barriers, stay on track to reach their CTE goals, and ultimately impact their lives.

Diversity in the California Community Colleges

The California Community Colleges are extremely diverse. For example, the student population is more than one-third (34%) Hispanic, 12% Asian, 8% African American, and has sizable numbers of Filipino, American Indian/Alaska Native, Pacific Islander, and multiple-race students. Over half of students are under age 25, over a quarter are between ages 25 and 39, and nearly a fifth are age 40 or older. California has more LEP students than any other state: nearly 40% of California's K-12 students are language minorities, and LEP students comprise an increasing proportion of postsecondary students as well. Even within the LEP population there is great diversity, both in country or culture of origin and recency of immigration. Broadly defined, there are three groups to which postsecondary LEP students tend to belong:

- **Long-term immigrants**, who were either born in the United States to immigrant families or immigrated at a young age. These students have received most of their education in the United States, yet may still face challenges with college-level oral or written work.

- **More recent immigrants**, who may have received some of their education in the United States, but are often more easily identified as LEP.

- **International students**, who may also struggle with English in academic endeavors and confront cultural challenges. The proportion of students who come from abroad to study in the United States varies greatly among the California Community College campuses.

Fortunately, the vast majority of the California Community College campuses offer English as a Second Language (ESL) classes. Many schools also provide Vocational English as a Second Language (VESL) classes. The strategies described below offer additional avenues for connecting with and teaching Limited English Proficient students.

The National Clearing House for English Language Acquisition website includes information on language instruction and educational programs for LEP students
www.ncela.gwu.edu

The WESTEd website includes information about quality teaching for English language learners
http://www.wested.org/cs/we/view/area/18?x-t=we.rstudy.view

The ESL Café website includes English as a Second Language (ESL) resources for teachers and students such as lessons, quizzes, chat lines, and podcasts
www.eslcafe.com

"Basic Skills as a Foundation for Student Success in California Community Colleges" is a report prepared by the Center for Student Success Research and Planning Group for the California Community Colleges
http://www.cccbsi.org/Websites/basicskills/Images/Lit_Review_Student_Success.pdf

"The Transition to College of English Learner and Undocumented Immigrant Students: Resource and Policy Implications" examines barriers and facilitators for English learners in making the transition to college. (Authors: GM Rodriguez and L Cruz. 2011. *Teachers College Record.* 111(10):2385-2418)

"Teaching English Language Learners in the Content Areas" reviews the literature about issues and approaches for teaching History, Math, English, and Science to LEP students. (Author: J Janzen. 2008. *Review of Educational Research*. 78(4):1010-38)

Connecting with Limited English Proficient Students

To begin, it is helpful to consider the experience of being a LEP student. Remember:

- It is challenging for a student to learn English and the content of the course at the same time. Patience and understanding are important.
- Cultural differences may mean that prior knowledge and "common sense" are different for you and your LEP student.
- Fluency in spoken English is different from competency in academic English. Literacy skills are more complex and difficult to master than conversational skills. Therefore, it may not be immediately evident when some students need help.
- Lack of language does not mean lack of concept development or ability to learn.

Strategies for Reaching Limited English Proficient Students

Encourage Successful Learning

- Create group projects both in and outside of class, encourage students to pair up and share ideas during lessons, and allow for flexible seating arrangements. This provides more opportunities for interaction, and language barriers are often lessened when students know each other. Studies also show that LEP students more often clarify meaning and speak in longer sentences when they interact in small groups.
- Encourage students to ask questions, attend office hours, and find a study partner or form a study group.
- Provide opportunities for learning by using teaching methods that address visual, auditory and tactile learning styles.
- Ask students to articulate their thinking processes either verbally or in writing to improve engagement and understanding.
- Write lesson objectives on the board. This establishes a routine for students, and many students read better than they understand rapidly spoken English.
- Clearly communicate course expectations, as different cultures may have distinct guidelines for optimal student behavior and performance.
- Provide short-term goals and help students reflect on their learning gains. Research suggests this can also improve student motivation.
- Use authentic assessment techniques, which ask students to demonstrate the concepts and skills they have learned, integrate their new knowledge into real-world contexts, and apply knowledge collaboratively. This offers students multiple ways to show they have learned the material being taught.

Bridge the Language Gap

- Supply pictorial dictionaries, foreign language dictionaries, thesauruses, and bilingual instructional and supplemental materials when possible.
- Take an extra minute to explain a concept that may be unfamiliar to a LEP student. In particular, remember that language in academic contexts can mean something different from the same language in conversational contexts, so some academic discussions may call for extra clarification.
- Connect learning to the outside world by including engaging real-world items and experiences such as field trips and speakers.
- Indentify possible school or community sources of assistance. Translators may be available from foreign language departments, or work-study opportunities may be available for bilingual students.
- Network with LEP teachers at your school. They may have resources or ideas that you can use in the classroom to the benefit of all students. They may also be familiar with the student and can give insight into helping that student.
- Inform counselors and advisors about the language skills required for specific courses and programs so they may guide students towards experiences appropriate to their language development.

Provide Role Models

- Facilitate on-campus presentations or field trips where students can hear and meet successful workers from diverse backgrounds.
- Recruit role model faculty to encourage diverse student success.
- Incorporate textbooks, course materials, and classroom displays that include pictures and success stories from professionals and workers of diverse backgrounds.
- Evaluate school materials (including recruitment) for cultural bias and positive multicultural images.
- Debunk stereotypes that might interfere with student ambitions.
- Foster self-esteem and self-efficacy to bridge cultural boundaries for multicultural students.

- Limited English proficient
- Economically disadvantaged
- Single parents
- Displaced homemakers
- Disabled
- Students training for careers nontraditional to their gender

The California Community College Industrial & Technical Education Collaborative website includes resources for addressing LEP student needs as well as the needs of other Special Population Students
www.cccindustrialtech.org

The California Community College Special Populations Collaborative website includes information and effective practices for addressing needs of all special population students
www.cccspecialpopulations.org

The California Career and Technical Education Joint Special Populations Advisory Committee website includes curriculum and resources for serving Special Population students
www.jspac.org

The National Alliance for Partnerships in Equity website provides members with information and resources to overcome barriers to equity
www.napequity.org

The STEM Equity Pipeline website offers step-by-step guides, brochures, webinars, and best practices for improving women's access to STEM educations and careers
www.stemequitypipeline.org

The Association for Career and Technical Education website includes resources for educators and students, including lesson plans, professional development courses, and model programs
www.acteonline.org

The California Career Pathways website provides schools a forum for sharing their career and technical courses, through which students may search for academic opportunities by location, career, industry, or sector
www.capathways.org