

¿No Hablas Inglés?
¡No Hay Problema!
Strategies to Help
English Language and
Multilingual Learners

Stephanie Clagnaz, Ed.D.



July 23, 2025 | Baruch College



**ACTIVATING THE POWER
OF AFTERSCHOOL**



PASE ANNUAL CONFERENCE



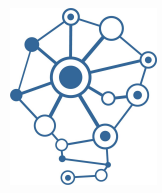
LEDbetter

Hello.

WELCOME TO OUR
PROFESSIONAL DEVELOPMENT SESSION!

LEDbetter welcomes the opportunity to partner
with Partnership for Afterschool Education
(PASE).





LEDbetter

We Are LEDBETTER

LEDbetter creates and supports the systemic change agents needed to **transform public education** as we know it.

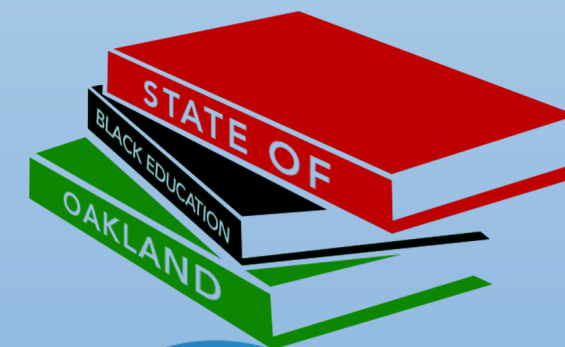
Systemic change occurs when all stakeholders - from educators to end-users that include youth, parents, and the community - harness their agency to **create and demand** great schools.

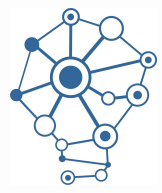
LEDbetter achieves this through:

- new schools that we incubate (Incubator);
- improved schools and afterschool programs through our coaching/supports (Excelerator) and e-learning platform (empowerED);
- action-research reports using data from our student fellowships and community convenings (Energy Convertors and State of Black Education); and
- our digital media outlets that amplify the community voice of educators and end-users alike (Great School Voices)

INCUBATOR EXCELERATOR

empower





Meet Our Core Team



DIRK TILLOTSON

*Co-Founder
In Memoriam*



PAUL LE

*Co-Founder
Executive Director*



DR. CHARLES COLE III

*Founder & Executive Director
Energy Convertors*



STEPHANIE CLAGNAZ, Ed.D.

Instructional Lead



JOSHUA MORALES

Projects Lead



Outcomes

PARTICIPANTS WILL:

01

Explore the benefits of using specific strategies with English and multilingual learners

02

Demonstrate an understanding of new strategies to help ELLs/MLLs

03

Discuss successes and challenges with colleagues

04

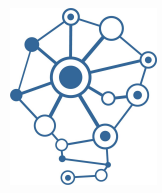
Reflect on new learning with peers

05

Evaluate session



OUTCOMES



Meeting Norms

- 01 Stay engaged and contribute
- 02 Respect all opinions
- 03 Listen and speak respectfully
- 04 Stay positive and support one another
- 05 Limit use of electronics





LEDbetter

Why?



Why is it important for after school providers to support English language learners?

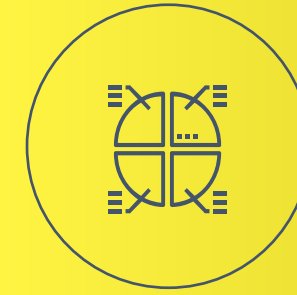


In New York City Schools

English Language and Multilingual Learners



**App. 174,000
in NYC schools**



**App. 70% are
newcomers**



**156 different
native
languages**



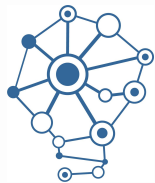
**App. 68% are
native Spanish
speakers**

In New York City Schools

English Language and Multilingual Learners

Academic Results for ELL/MLLs 2024

<u>Academic Results for ELL/MLLs 2024</u>			
English Language Arts (Gr. 3 - 8)		Mathematics (Gr. 3 - 8)	
% Proficient		% Proficient	
All Students	49%	All Students	53%
ELL/MLLs	8%	ELL/MLLs	25%



In New York State

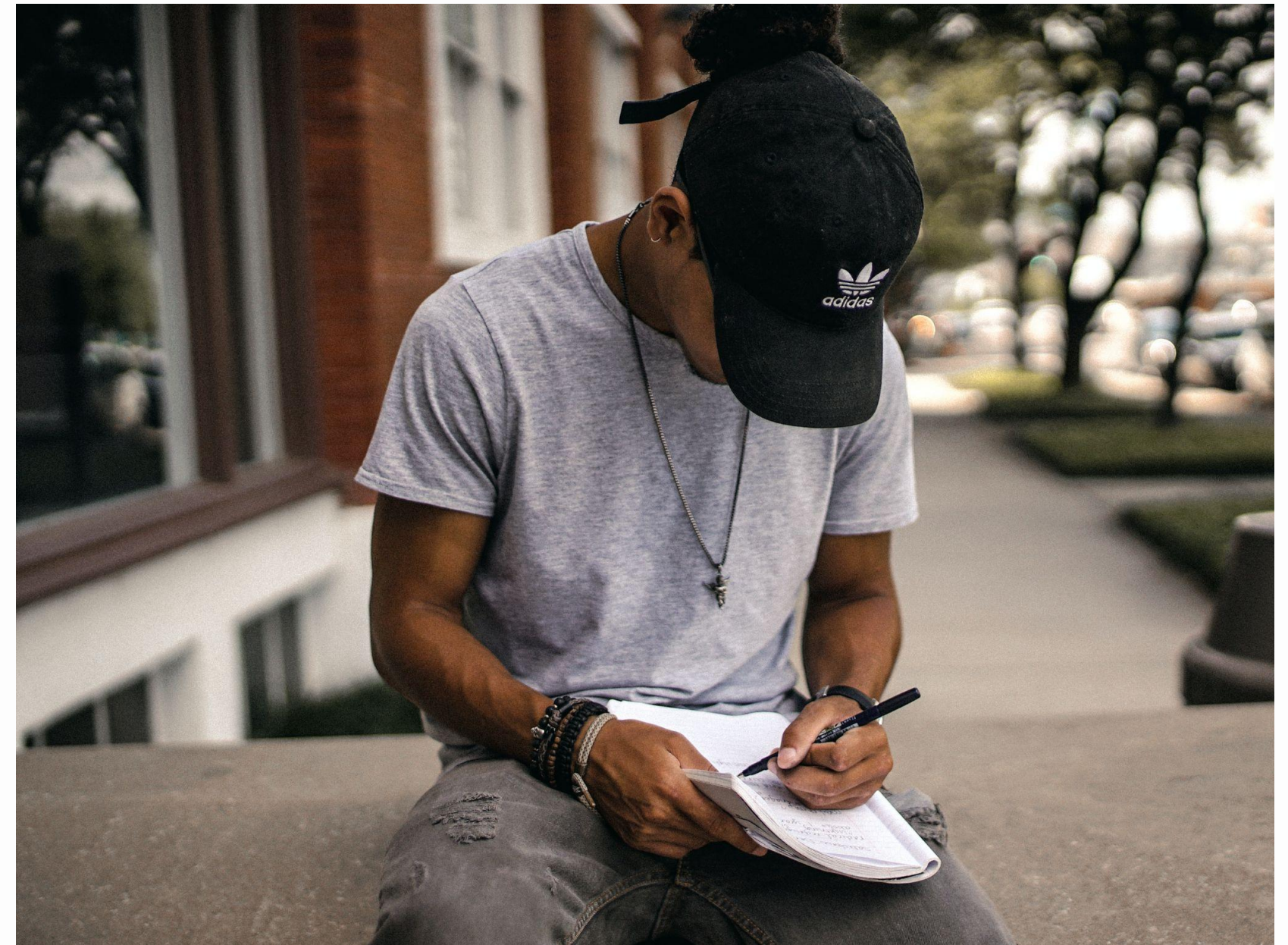
English Language and Multilingual Learners

<u>Academic Results for ELL/MLLs 2024</u>			
ELA Regents Exam (High School)		Algebra (High School)	
% Proficient		% Proficient	
All Students	79%	All Students	31%
ELL/MLLs	32%	ELL/MLLs	22%



It is HIGHLY recommended that all school personnel collaborate to:

- ✓ create an equitable educational experience for English and multilingual students.
- ✓ provide as much practice and exposure to reading, writing, listening and speaking for ENLs.
- ✓ ensure that schools are places of belonging and safety for all students, including ENLs





Why is ENL training important to After School Staff?



Most schools have ONE teacher who specializes in providing academic support to English and multilingual learners



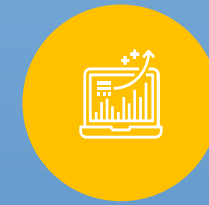
Studies indicate that ENLs perform better academically when all teachers in a school community collaborate to meet their needs



Having After School Providers Who Understand These Strategies...



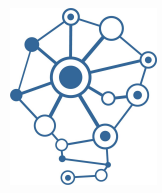
...helps to ensure that ENL/MLLs are **ENGAGED** in learning



...puts your after school program **A STEP AHEAD** of others



...provides talking points when **MARKETING** your program:
“Our staff is trained in using ENL strategies.”



10 Key Strategies for English Language and Multilingual Learners



1. Cultivate relationships	6. Use varied instructional methods
2. Use visuals	7. Pre-teach key vocabulary
3. Oral language development	8. Chunk content
4. Build a welcoming environment	9. Build on background knowledge
5. Slow speech/increase wait time	10. Provide explicit instruction



Today's Work: 3 Key Strategies



1. Cultivate relationships	6. Use varied instructional methods
2. Use visuals	7. Pre-teach key vocabulary
3. Oral language development	8. Chunk content
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5. Slow speech/increase wait time	10. Provide explicit instruction



Agenda

01

RELATIONSHIPS

03

SPEAKING

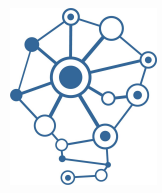
02

VISUALS

04

Q & A





Building Relationships: “Going slow to go fast.”



**Builds
rapport
and
community**



**Increases
engagement
and
belonging**



**Supports
academic
success**



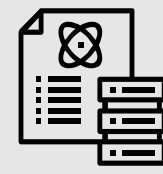
Relationships matter because when students see themselves as connected to the learning community, they are much more likely to engage and self-regulate appropriately.

-Caprariello and Reis, 2014

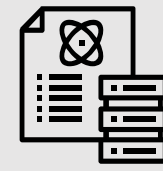
Building Relationships



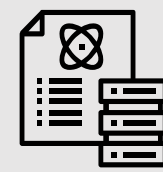
Building Relationships: Strategies



Support and encourage students;
provide feedback and praise







Welcome students' languages
and cultures



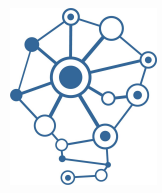
Interact with students and
let them get to know you



Building Relationships: Strategies

-  Use simple, clear language to ensure that students understand your expectations
-  Create a welcoming environment where students feel safe and comfortable
-  Give ENLs time to process information or questions
-  Pronounce students' names properly





The **importance** of pronouncing students' names correctly

When a child enters school and adults—consciously or not—mispronounce, disregard or change a student's name, they are in a sense disregarding the family and culture of the student as well.

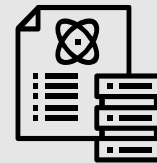
-Kohli and Solórzano, 2011



Knowing Students' Names



GOAL: Get every name correct!



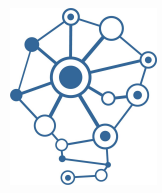
**Have students repeat their name
(many times, if needed)**



**Write the name phonetically in
your native language**



Practice, practice, practice



Honoring Students' Names



Ask
students to
tell a story
about their
name



NEVER ask
for a
nickname



Using a
nickname takes
away from the
child's identity






Students usually
don't have the
confidence to
speak up to a
teacher



Learning **Names =** Building **Relationships**

Strategy Activity: 8 minutes

Name Acrostic Poem

-  Take paper and marker(s)
-  Write your first name vertically
-  Write a word or short phrase that begins with each letter of your name, representing you, your culture, your family, etc.



Stand, take your poem, and form two lines, facing one another.



Exchange poems with the person standing opposite you.



Say your new friend's name; ask them to say it if needed. Repeat until partners pronounce each other's names correctly.



Have partners introduce one another to the group

Follow Up

Building Relationships: Acrostic Poems





Return to Seats Reflect: Turn and Talk

What is one way that this simple activity helps to build relationships within a group?

In your setting, what is most challenging in building relationships with students during after school activities?



More About Building Relationships



**Have
students
share their
interests and
strengths.**



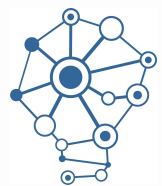
**Let students
know that their
languages and
cultures are
welcomed.**



**Encourage
students to
share family
traditions and
celebrations.**



**Provide
leadership
opportunities for
many different
students.**



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01

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SPEAKING

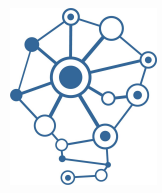
02

VISUALS

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Q & A





USING VISUALS



Make content and vocabulary accessible



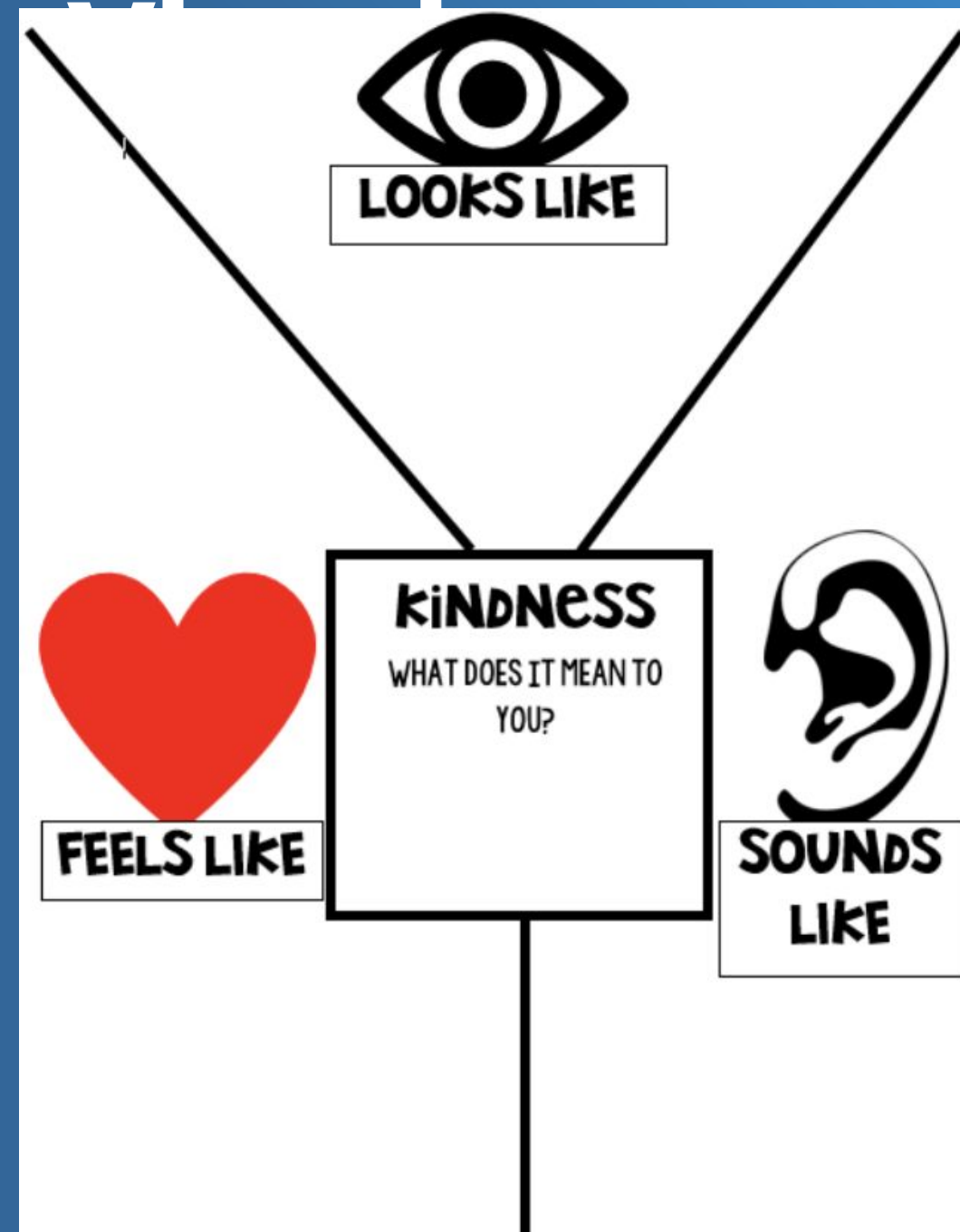
Students build background knowledge and link prior knowledge to new information



Increases comprehension and output



Using



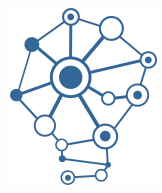
Helps with any subject



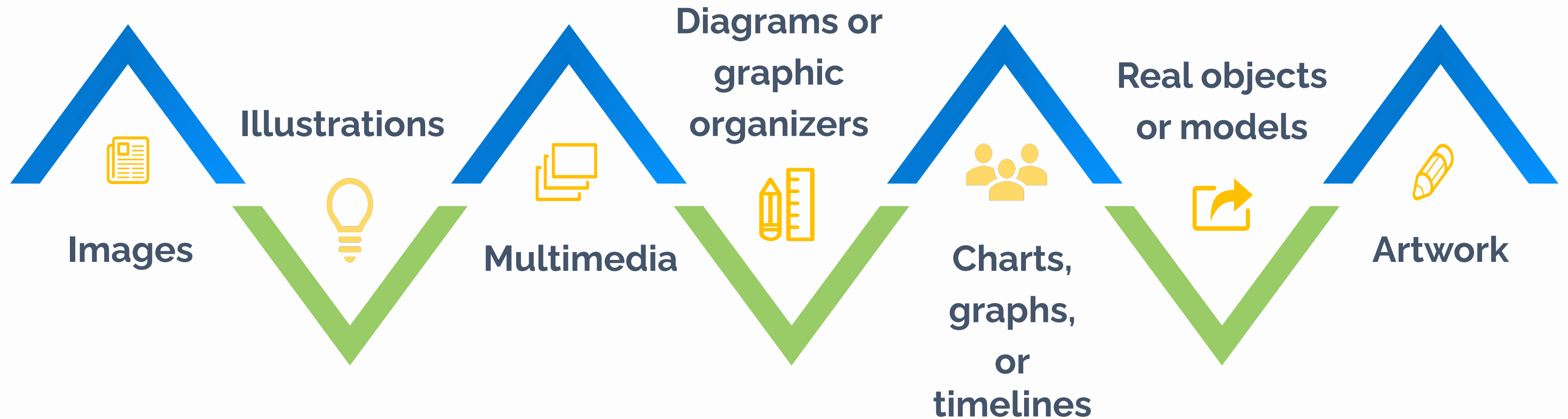
Helps at any grade level

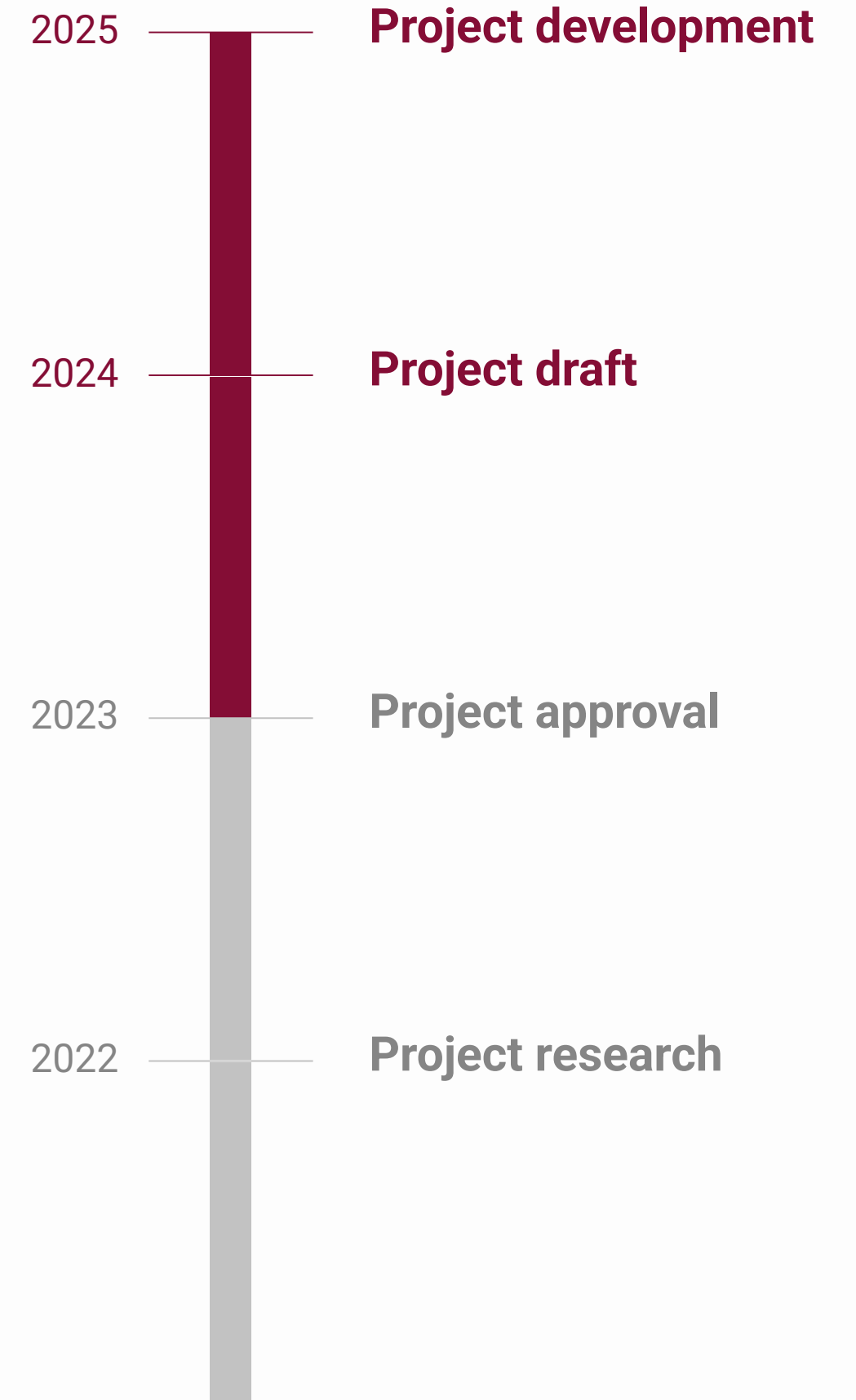
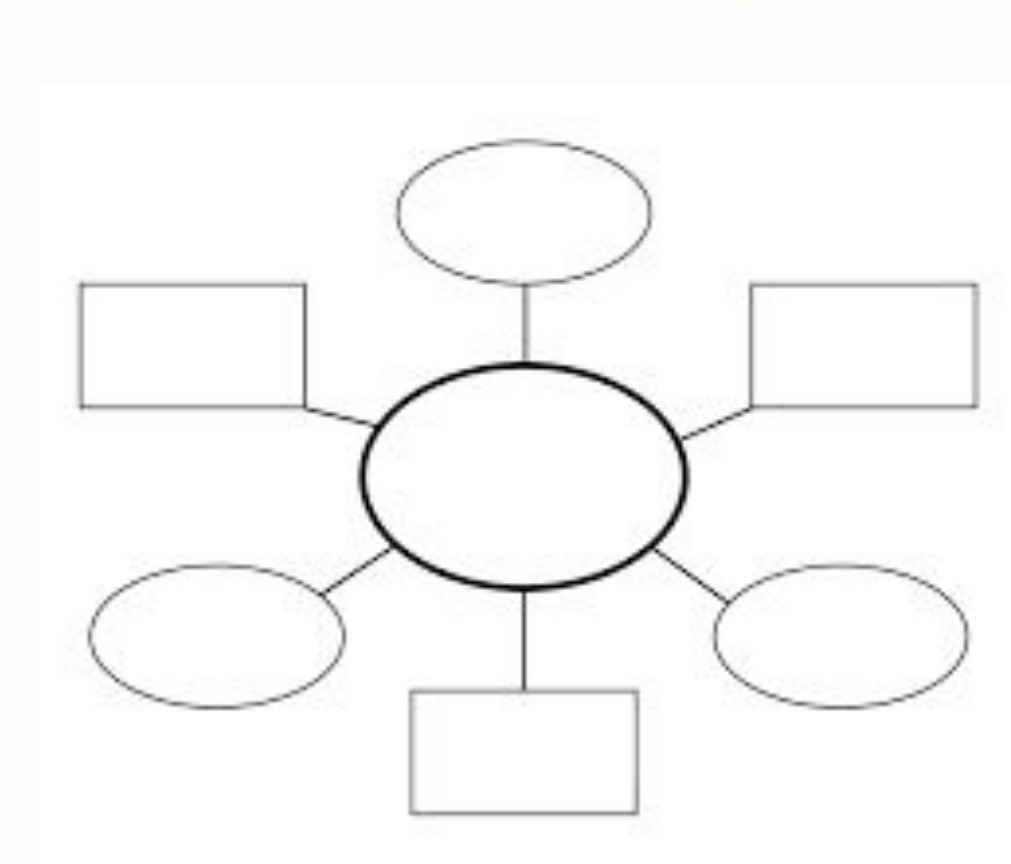
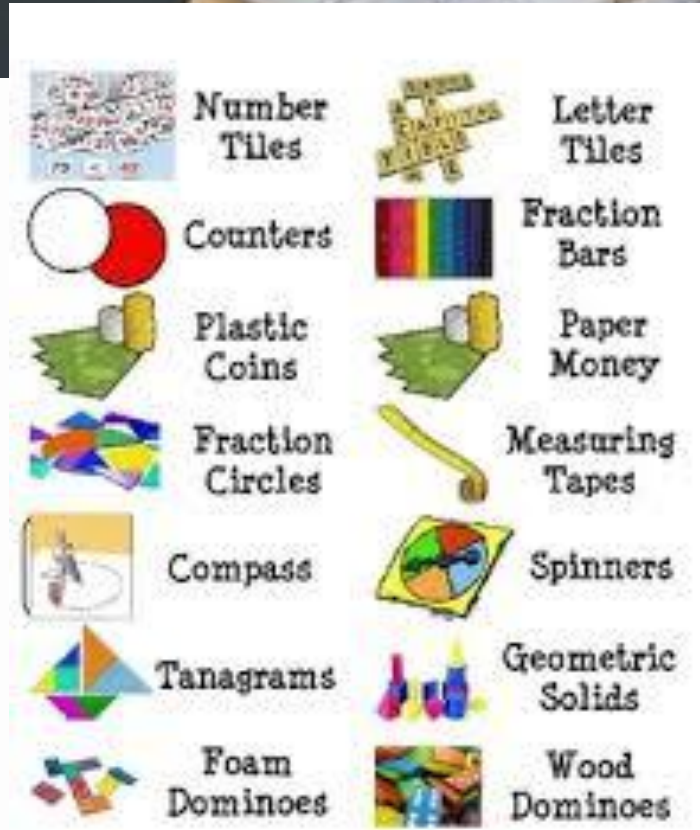


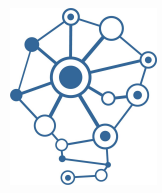
Helps with any language level



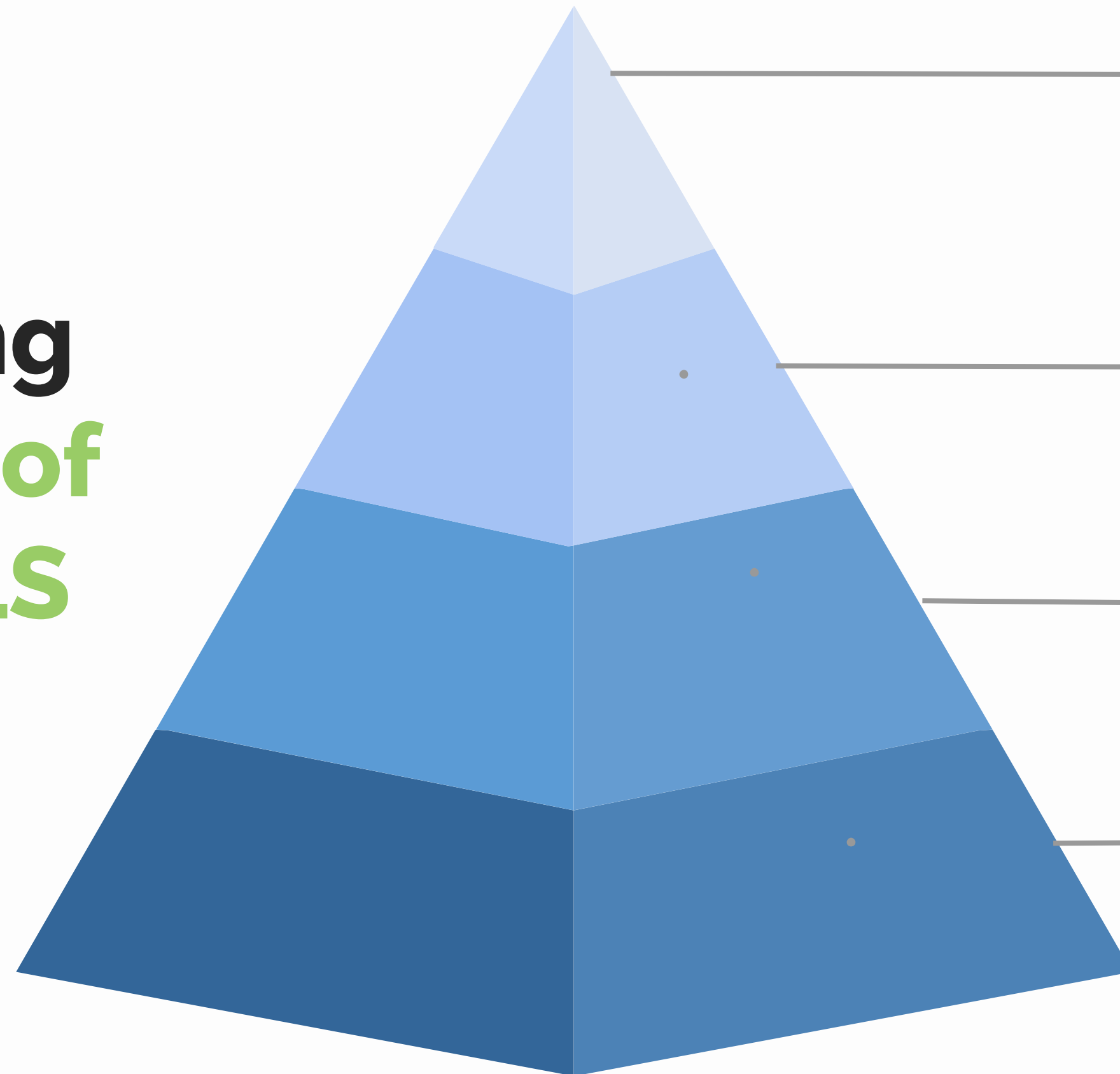
Types of Visuals







Planning the use of VISUALS



STEP 4

Plan language-focused activity with visuals

STEP 3

Add labels

STEP 2

Choose clear visuals

STEP 1

Identify target content

-Colorín Colorado



STEP 1

Target Content



Build background knowledge



Vocabulary



Teach concepts



Process or procedure

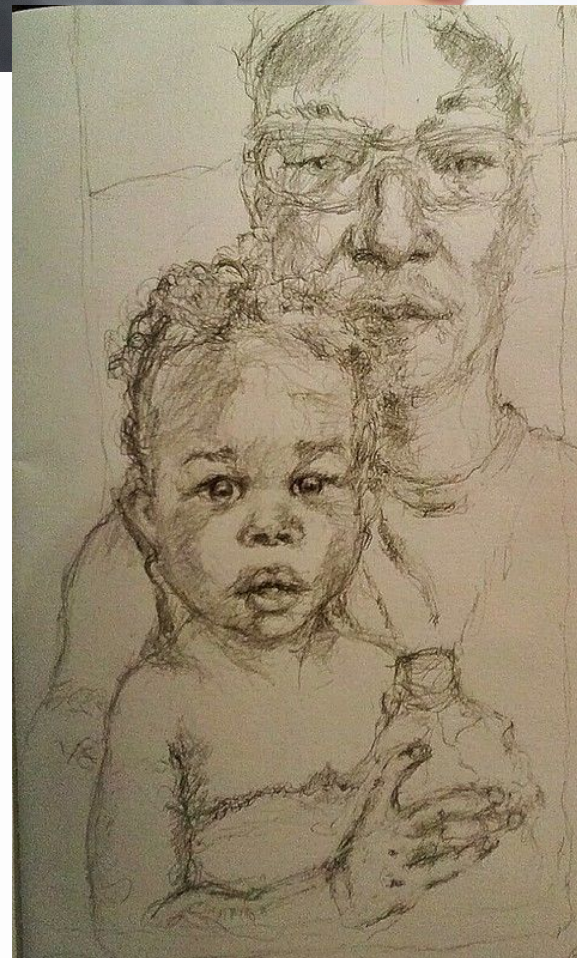


EXAMPLE

After School Session in Illustration

STEPS:

- ➔ 1. Identify content
- 2. Choose visuals
- 3. Add labels
- 4. Plan language-focused activity with visuals



EXAMPLE

After School Session in Illustration

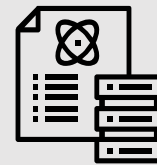
STEPS:

1. Identify content
2. Choose visuals
3. Add labels
4. Plan language-based activity with visuals





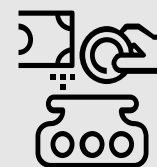
Choosing Visuals



Use visuals that clearly depict the topic



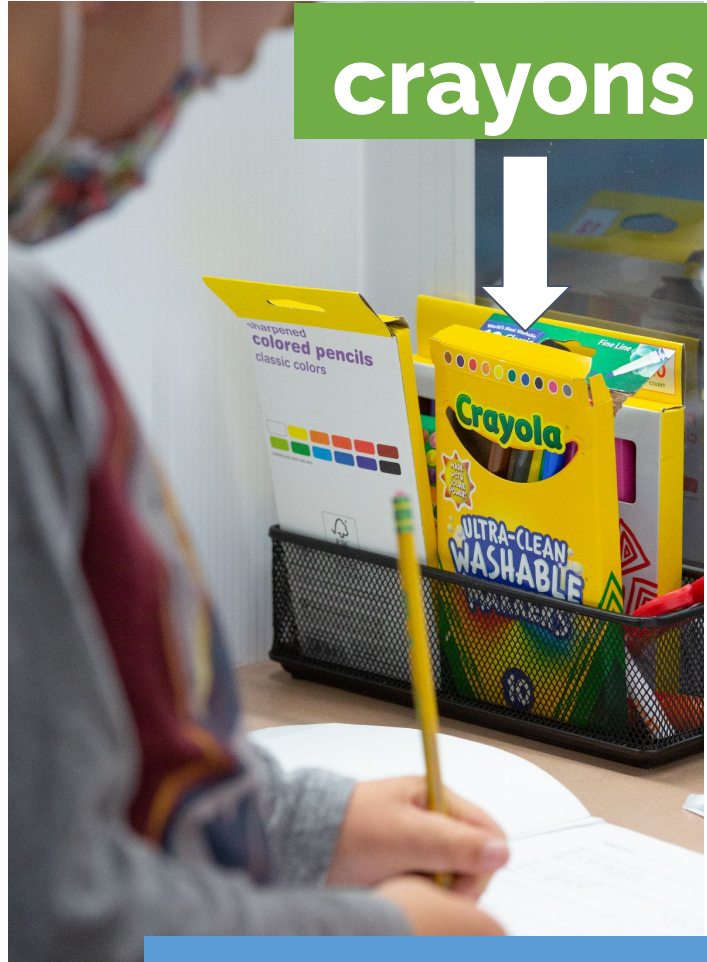
Use clear images (not blurry or too small)



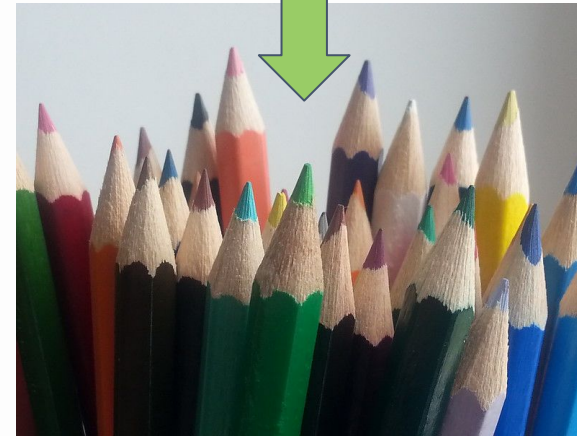
Use more than one image to ensure that students understand the content



crayons



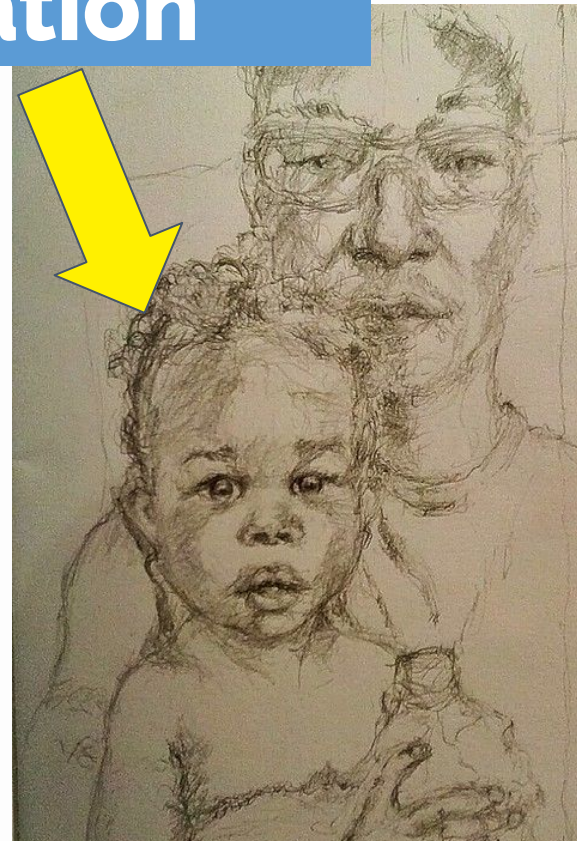
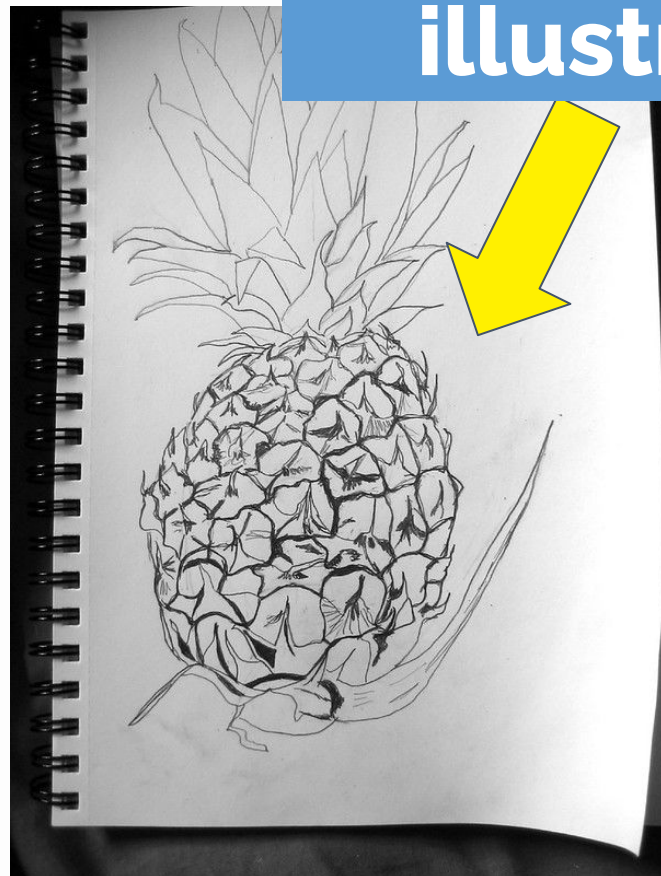
pencils



drawing



illustration



EXAMPLE

After School Session in Illustration

STEPS:

1. Identify content
2. Choose visuals
3. Add labels
4. Plan language-based activity with visuals

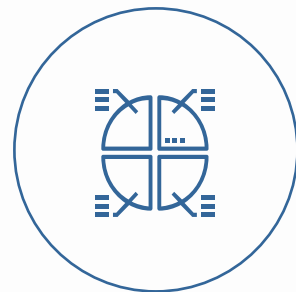




Labels help ENL/MLLs to learn critical vocabulary



Use arrows to specify the part of the visual being labeled



Consider asking students to use home language to name the item

Adding Labels to Visuals





Adding Labels to Visuals

**Keep labels
clear and clean .**



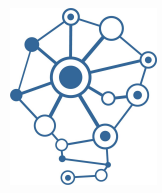
Use clear, simple fonts



Avoid fancy or cursive text



Don't overcrowd

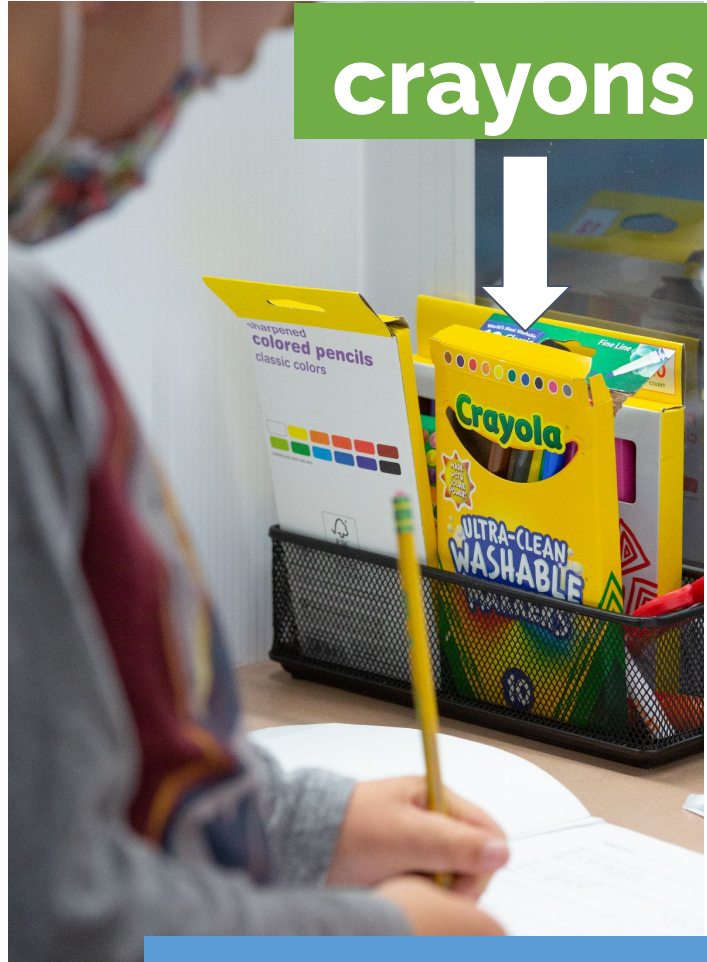


Which labeled visual is a better choice?
Why?

-Colorín Colorado



crayons



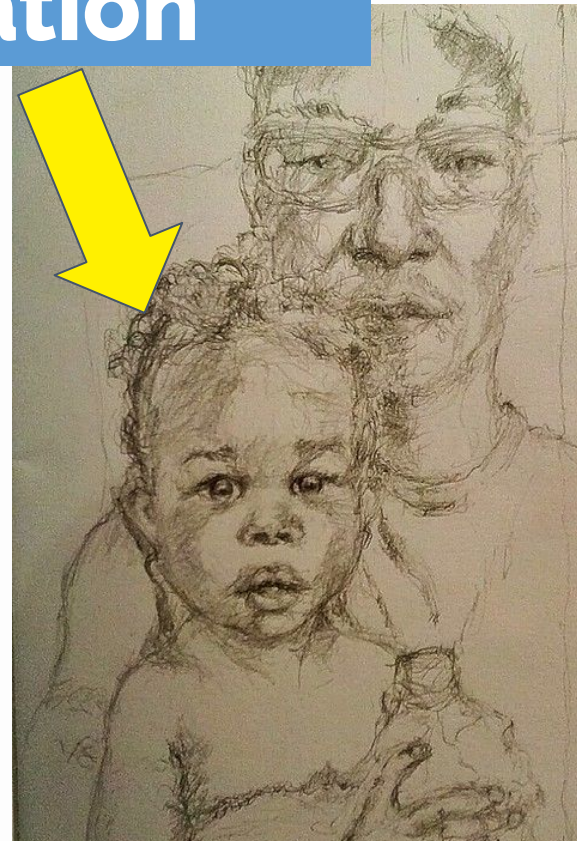
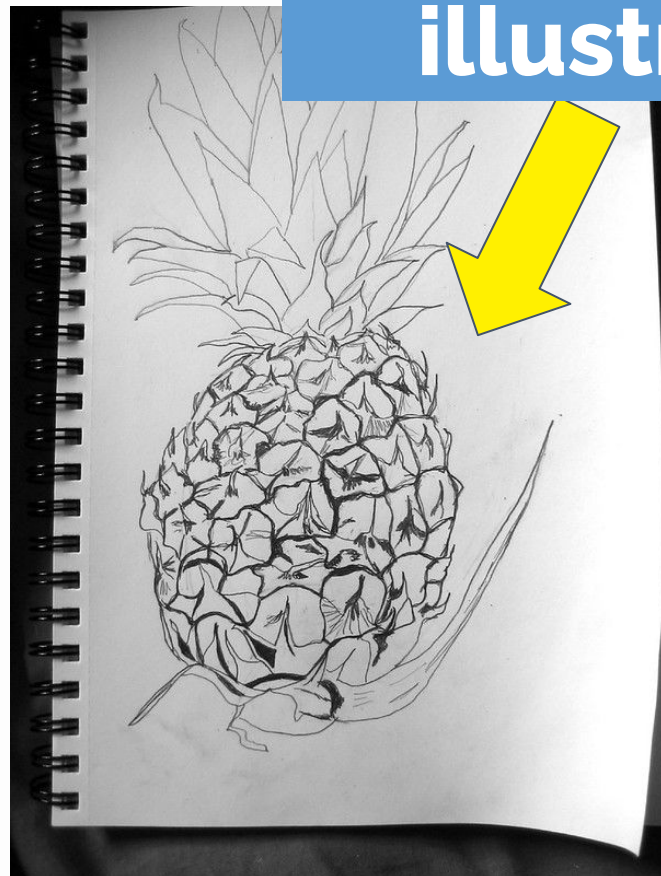
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illustration

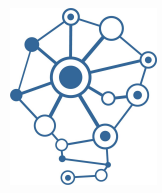


EXAMPLE

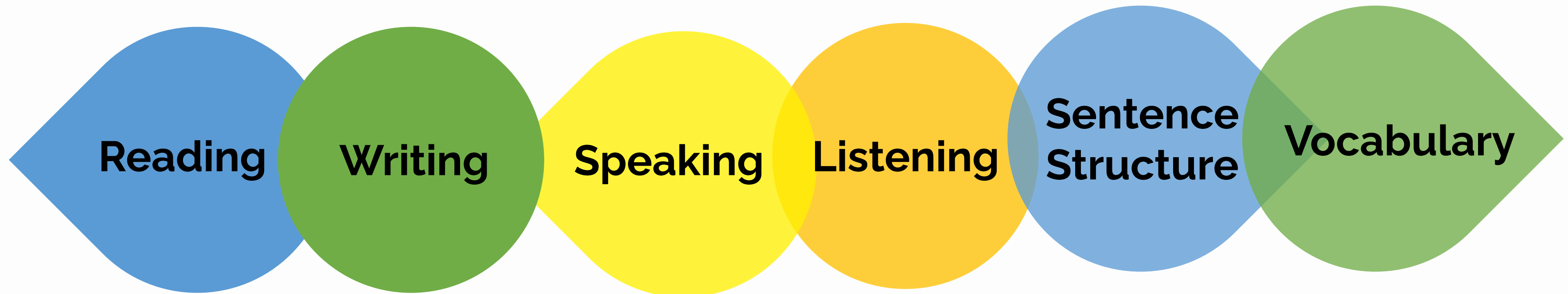
After School Session in Illustration

STEPS:

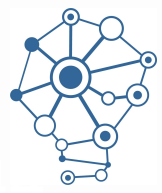
1. Identify content
2. Choose visuals
3. Add labels
4. Plan language-based activity with visuals



Language-Based Activities



Consider: How can I use the visuals to help language development for ENL/MLLs?



LANGUAGE DEVELOPMENT USING VISUALS



Match vocabulary cards and words



Write or speak about an image



Explain a process with a visual



Practice academic language



Practice speaking in complete sentences



Create a writing or speaking activity using a visual



Activity: Peer Discussion

Count off by 6.

Move to a space
with colleagues
who have the
same number as
you.



Activity: Peer Discussion (8 minutes)

Pick a **RECORDER** and a **REPORTER**.

What kind of
SPEAKING activity
could you plan using
this visual?





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01

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Q & A

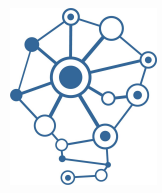




Why Speaking Matters



Talking, listening, and thinking are a powerful combination of processes associated with learning, and each strengthens the others.



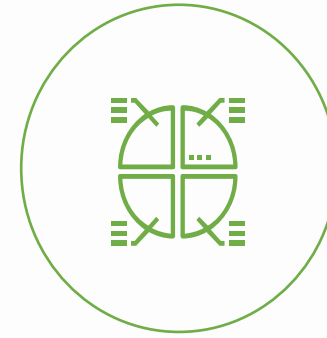
Why Speaking Matters



Learning standards have expectations that students will speak and listen to one another to make sense of content



Increasing use of electronic devices decreases time for speaking and listening



In some cases, the only opportunity students have to speak and listen *without* using electronics is in school settings





Opportunities to Speak



Using new words



Practice grammatical structures



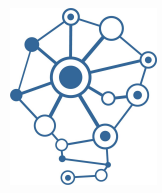
Interact with more proficient English speakers



ELL/MLLs need structured practice time throughout the day



Practice is needed using social language and academic language



Read the following two scenarios. In your table groups, decide which one provides better learning opportunities for ELL/MLL students.

“A”

An English language learner enters school each morning and she is greeted by her principal with a handshake. The student moves from class to class where she experiences whole class instruction throughout the day. Teachers believe that she will learn more English if she hears people speaking the new language. She rarely speaks with peers socially or on an academic level.

e new language. She rarely speaks with peers socially or

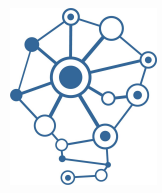
“B”

An English language learner enters school each morning and she is greeted by her principal with a handshake. Teachers plan for small group instruction and give their students ample time to engage in oral language development. English learners are often placed in small groups or in pairs where they speak and interact with peers socially and grapple with academic concepts.

on an academic level.



If you selected “B”, you are correct. By providing many opportunities for English learners to speak with peers and adults, the student in the “B” scenario will develop skills in her new language more quickly and more thoroughly. When students are given opportunities for oral language use in both social and academic settings, learning is enhanced for the acquisition of social and academic language.



One strategy to support oral language development is to use **sentence stems and sentence frames.**





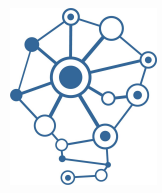
A sentence stem is the beginning of a sentence.



It is also called a sentence starter.



Sentence stems can develop into sentence frames.



Sentence *Stems* and Sentence *Frames* : Why?



This strategy helps ELL/MLLs to use key vocabulary in targeted content area using structured talk.



Adults model the use of key vocabulary and provide opportunities for students to use language.



Students need practice in hearing and using academic language.



SENTENCE STEMS:

Examples



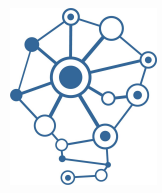
An illustration is _____.



I can use a pencil to draw _____.



When I draw, I feel _____.



Sentence *Stems* and Sentence *Frames*



As student language proficiency increases, transfer from using simple sentences stems to using sentence frames.

A sentence frame also supports language use, but contains more than one “blank” for students to complete.



Sentence Frames: Examples



For beginning ENLs:
_____ and _____ are pets.



For intermediate ENLs:
_____ and _____ are pets,
however, _____ has _____.



For advanced ENLs:
Although _____ and _____
are pets, _____ are different
because _____.



Dogs are _____ .



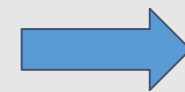
_____ and _____ are _____ .

I like to _____ .



I like to _____ because _____ .

Your drawing is _____ .



Your drawing is _____ because _____ .

Sentence stems → **sentence frames.**



Using AI to create sentence stems.



Saves time on preparation



Allows providers to focus more time on content area



Provides personalized responses





Table Discussion (8 minutes)

Consider the three strategies we explored today.

1. Deepening relationships
2. Using visuals
3. Sentence stems/frames to promote oral language use and development

Which strategy may best help engage ELL/MLLs and help them to grow?

What is your next step?



Summary

01

RELATIONSHIPS

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SENTENCE STEMS

02

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Q & A





Questions? Discussion points?





Survey



[Also available at this link](#)





LEDbetter

Get In Touch



Email: stephanie@led-better.org



LEDbetter

Thank You

a LEDbetter initiative
