Reflection 1

General Education and Special Education Teachers Collaborate to Support English Language Learners with Learning Disabilities

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**Artifact:** **General Education and Special Education Teachers Collaborate to Support English Language Learners with Learning Disabilities**

In the last decade, the population of ELLs has grown 57 percent and an estimated 400,000 were identified needing special education services. There is an estimated 5 million ELL students in the United States. It was identified that the largest districts have the largest overrepresentation of ELLs. In order to increase the effectiveness of any program teaching ELLs, the article details the collaboration between regular teachers, special education teachers, parents and other educators that teach English Language Learners to design appropriate learning experiences that promote reading achievement.

The author suggests that teachers cannot afford to work in isolation in order to keep up with the educational ongoing reform that the education system is facing nowadays. According to Nguyen (2012) there are several key contributors to reading achievement such as high frequency vocabulary, word walls, simpler syntax, fewer pronouns and idioms, less slang and increased repetition, clear enunciation, longer natural pauses, and quality visuals. Nguyen (2012) proposed a well of research based methods and strategies including cultural responsive teaching. He also suggested welcoming environment, positive reinforcement, scaffolding, wait and think time, pace of instruction, reviewing note taking organizational skills, and teacher modeling of expecting learning outcomes. In addition, he also talked about teaching strategies such as guided reading, process writing, cooperative learning, with the support of graphic organizers as a tool for visually recording and representing concepts. The researcher made clear that the parent’s involvement is critical for the student academic success and the social-emotional adjustment in school.

The above article describes a well of research based strategies that effective educators have used with ELLs (English Language Learners). Nguyen (2012) states that ‘while researchers have yet to assert with confidence that the difficulties ELLs face in school are attributed to a language acquisition issue, a learning disability, or both, all teachers are expected to address the complex needs of students under their care’ (p.128). The article reinforces my believe that the growing population of ELLs require that Special Education Teachers, regular education teachers, bilingual teachers, parents work as a team. The process of learning a second language is very complex and it may take between five to seven years to acquire academic language. For this reason, it is necessary aid the ELLs to achieve academic success by utilizing the strategies and methodologies that have been proven effective in the classroom. As a bilingual teacher, I have seen many students struggle making the transition from the bilingual program to the mainstream due to the academic language demands in the content area.

Many students with limited English proficiency (LEP) present a challenge for many educational diagnosticians as much research indicates the overrepresentation and underrepresentation of ELL with LD (Learning Disabilities) is a very real problem in our current education system. Thus, this article details many effective strategies used in the classroom and provides useful insights while conducting assessment with ELLs. Thus, educational diagnosticians should not rely heavily on a single assessment but should consider other information pertinent to the student such as authentic work samples based on the curriculum and the objectives that ELLs have been exposed as well.

**References**

Nguyen, H. (2012). General Education and Special Education Teachers Collaborate to Support English Language Learners with Learning Disabilities. *Issues In Teacher Education*, 21(1), 127-152