Empowering Educators of Multilingual Scholars
Theme of the 2022 LaTESOL Conference
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1. Empowered educators know that multilingualism is an asset and they build instruction to promote the benefits of multilingualism.

2. Empowered educators are confident and have high levels of perseverance and self-efficacy.

3. Empowered educators know that English is a pathway to a future in which multilingualism will help us build a global community.

4. Empowered educators have formidable levels of knowledge of English as a Second Language pedagogy.

5. Empowered educators know that their scholars will strive to exceed the expectations set for them so that they will determine and define their own path in life.

6. Empowered educators have enhanced motivation and high student achievement.

7. Empowered educators realize that Long-term ELs need support from teachers, parents, and a growth mindset in order to succeed.

8. Empowered educators know that second-language acquisition takes time but they still push their Emerging ELs to persist and have a strong work ethic.

9. Empowered educators work to create project-based opportunities that allow Multilingual Scholars to shine at their school, enhancing school collegiality.

10. Empowered educators of Multilingual Scholars are leaders on their campus regarding diversity, multilingualism, wisdom, and educational experiences that transform generations.¹

ESL Terminology

ESL - We teach English as a Second Language to English Learners and/or Multilingual Scholars.

LEP - (outdated) - Limited English Proficiency (1964)

ELL - (outdated) - English Language Learner (NCLB)

EL - (current) - English Learner (ESSA)

Multilingual Scholar - Term to discuss the benefits of being multilingual. This uplifts all Multilinguals and promotes global-mindedness.

Not all scholars are ELs. Once a scholar scores Proficient on the ELPT, they are no longer considered an English Learner. We need to heed caution when classifying international students as English Learners. We are global citizens and we are here to speak respectfully to all. The best question to ask when listening for understanding is, “Are you multilingual?”

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<thead>
<tr>
<th>Remember</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
<th>Create</th>
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<tbody>
<tr>
<td>Select 2-3 favorite quotes &amp; explain why you chose them.</td>
<td>Share the gist of the story.</td>
<td>Share one lesson you have learned from the book.</td>
<td>Sketch what the story means to you.</td>
<td>If you could spend a day with a character from the book, who would it be &amp; why?</td>
<td>Create a new ending for the story.</td>
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<td>Share your favorite or least favorite part of the story &amp; explain why.</td>
<td>Summarize the problem &amp; tell how it was solved.</td>
<td>Turn the story into a picture book by adding images &amp; captions.</td>
<td>Design a questionnaire about the book.</td>
<td>On a scale from 1 to 5 rate the book &amp; explain your rating.</td>
<td>Create a soundtrack for the book &amp; explain your choice of songs.</td>
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Research & Suggestions on How to Support English Learners during Independent Reading (IR)

- The Value of Independent Reading Research
- Free Voluntary Reading Research from Dr. Krashen
- Benefits of Reading for Fun from Edutopia
- Research & suggestions from Larry Ferlazzo
- Suggestions from Pernille Ripp from Cult of Pedagogy
- Suggestions from Valentina Gonzalez #ELL2point0