

An ESL Specialist

Which criteria - knowledge, skills and attitudes - set an ESL Specialist apart?

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> ▪ has cultural awareness training. ▪ knows how to maintain academic growth despite lack of language facility. ▪ is able to analyze language with the aim of supporting the learning of L₂ and its grammar. ▪ understands how English does/does not relate to other languages – the nuances that support and/or confuse a learner. ▪ understands how acquiring your first language is and is not the same as learning the next. ▪ understands about linguistic “hurdles”. ▪ knows how what has been learned in L₁ can support learning in L₂. ▪ understands that factual reading and writing is not the same as narrative reading and writing. ▪ understands that decoding and comprehension are not the same. ▪ knows/uses strategies that are able to combine language, content, thinking and cultural understandings. 	<ul style="list-style-type: none"> ▪ knows/uses strategies for acculturation support. ▪ can assess/ recognize difficulties that are not language-based. ▪ works collaboratively. ▪ explicitly teaches text structure/language to support academic learning. ▪ strategically teaches specific to acquisition of language <u>and</u> content (not to mention thinking and cultural knowledge). ▪ knows [due to experience and expertise] “where to start”, tailored to each learner. ▪ knows [due to experience and expertise] how to move learners forward (in their learning) appropriately. ▪ teaches and uses strategies that are optimal for scaffolding learning. ▪ can help learners read/write fluently and comprehend optimally in both narrative and expository modes of communication. 	<ul style="list-style-type: none"> ▪ considers being bi-cultural or multicultural as a bonus –value-added - rather than a hindrance. ▪ advocates for academic and linguistic development. ▪ advocate for meeting/adhering to/surpassing Ministry guidelines for support. ▪ assumes nothing – all learners are unique and culture plays a large part in how they “present”. ▪ monitors climate of acceptance and acts to ameliorate it. ▪ advocates for ESL learners on various fronts – Ministry, district, school, individual teachers, parents, etc. ▪ advocates for anti-racism, social justice – initiates awareness and intervention – and a more “global” lens on teaching and learning. ▪ is comfortable with cultural and linguistic diversity in all teaching and learning contexts – high tolerance of ambiguity.

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