

Advice and Resources for Working with “Long-term ELs”

View the previously recorded [45-minute interactive webinar](#) from authors Tan Huynh and Beth Skelton where they will share an instructional framework from their forth-coming book Long-Term Success for Experienced Multilinguals. In the webinar, you will learn four essential actions and practical strategies that create the conditions for success for experienced multilingual students, the assets-based term for students classified as long-term English learners.

[This podcast episode](#) from Highest Aspirations is very informative. The guests are Tan Huynh and Beth Skelton, authors of the soon-to-be-released book: [Long Term Success for Experienced Multilinguals](#).

My question is, can the teacher tell what area or what skill they are lacking? What I've noticed with some of my long-term ELs is they don't know how to summarize or use specific and descriptive words. Ex. Wrapped tamales are good and tasty. Me: How can you provide more detail or information? Response: repeats previous statement. Me: Are they red or green (sauce), what kind of meat, chicken, beef, pork? Can you describe the filling? Cornmeal dough mixed with ...) response: tamales are good with Just a thought.

Recommended Articles and Websites:

[Long-term English Learners across 15 WIDA States](#)

[How to Support Long-Term English Learners Across the Curriculum](#)

[States Classify Long-Term English Learners Very Differently](#)

[Be\(com\)ing an LTEL: Challenging policies and practices in the education of long-term English learners](#)

[The Difficult Road for Long-Term English Learners](#)

[Make It Clear to Long-Term English-Learners That Their Voices Matter](#)

[Building Momentum With Long-Term English Learners](#)

[Long-Term ELLs](#)