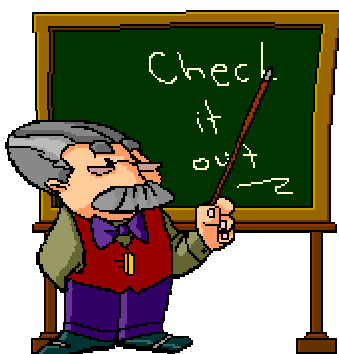


## SECTION THREE



# Strategies & Activities For Mainstream Teaching

---

## Table of Contents (Articles)

|  |            |
|--|------------|
| <b>Meeting the Challenge of Content Instruction</b>              | <b>87</b>  |
| Advanced Preparation is Essential                                | 88         |
| Getting Mainstream Teachers Involved                             | 88         |
| About the Authors  | 89         |
| <b>Helpful Teaching Strategies for Working with ESL Students</b> | <b>90</b>  |
| Maintain High Expectations for the Students                      | 95         |
| Teach ESL through Content-Area Instruction                       | 95         |
| Use Thematic Units   | 96         |
| Incorporate Culturally Familiar Learning Strategies              | 96         |
| <b>Strategies &amp; Activities</b>                               | <b>98</b>  |
| Level 1  | 98         |
| Level 2  | 99         |
| Level 3  | 100        |
| Level 4  | 101        |
| <b>Teach to Students' Learning Styles</b>                        | <b>103</b> |
| Auditory Learners  | 103        |
| Visual Learners  | 103        |
| Tactile Learners   | 104        |
| Kinesthetic Learners   | 104        |

|   |            |
|---|------------|
| Global Learners   | 104        |
| Analytic Learners   | 104        |
| <b>Tips on Communicating</b>                                | <b>105</b> |
| Provide clues to meaning                                    | 105        |
| Modify your speech  | 106        |
| Be an active listener                                       | 106        |
| Check comprehension frequently                              | 106        |
| <b>How to Develop Questioning Strategies</b>                | <b>107</b> |
| Hierarchy of Questions                                      | 107        |
| <b>Sensitize Your Mainstream Students</b>                   | <b>108</b> |
| Use background information                                  | 108        |
| Reverse Roles   | 108        |
| Focus on the positive                                       | 109        |
| Pronounce newcomer's name correctly                         | 109        |
| Take newcomers on a school tour                             | 110        |
| <b>How Culture Shock Affects Newcomers</b>                  | <b>111</b> |
| <b>Pair Your Newcomers with Buddies</b>                     | <b>112</b> |
| <b>Helping ESL Students Understand What You Say</b>         | <b>114</b> |
| Introduction  | 114        |
| Points for consideration                                    | 114        |
| <b>Classroom Modification Ideas for Mainstream Teachers</b> | <b>116</b> |
| Modifying Assignments in Content Area Textbooks             | 118        |

# Article 1

## MEETING THE CHALLENGE OF CONTENT INSTRUCTION

Judie Haynes & Judith O'Loughlin  
13 May 1999

Discover how the standards movement currently sweeping the US will have a positive impact on the education of ESL students, while also presenting instructional challenges to ESL and mainstream professionals.

The standards movement, which is sweeping the United States, has directly impacted on the curriculum and methodology of K-8 ESL programs. Second language learners, as well mainstream students, will now be required to learn state-prescribed content curriculum and often demonstrate this knowledge through performance on state-mandated tests. In addition, TESOL's ESL Standards for Pre-K-12 Students has focused attention on the learning needs of ESL students by bridging the gap between the traditional ESL curriculum and the development of academic proficiencies. Although these mandates will have a positive impact on the education of ESL students, they will present instructional challenges to ESL and mainstream professionals who work with second language learners.

The role of today's ESL teacher is expanding. The TESOL Pre-K-12 Standards help to facilitate the incorporation of content-based instruction into ESL curriculum. However, content materials used by ESL students in subject area classes must be adapted to provide comprehensible input in science, mathematics, social studies, and language arts. ESL teachers will need to provide in-service for mainstream teachers, helping them learn how to adapt their content area curriculum to the language needs of their ESL population.

How can this be done? Where do you start? In-servicing mainstream faculty in some of the basic tenets of second language acquisition, methodology, and terminology is a necessary first step. Then, ESL teachers need to demonstrate techniques for adapting content area instruction. The following areas should be addressed:

1. What advance preparation is necessary before instruction?
2. What teaching techniques best serve second language learners?
3. What learning strategies do ESL students need to develop?
4. How can teachers accurately monitor the comprehension of English language learners?
5. How can a classroom be more effectively organized for content instruction?
6. How can teachers design realistic assessment for ESL students to match their developing comprehension?

## **ADVANCED PREPARATION IS ESSENTIAL**

Before a mainstream teacher stands in front of the classroom, advance preparation is essential in order to provide necessary adaptations in content area instruction and materials for second language learners. Teachers must consider what they should do to make the content information accessible to their ESL students. They need to determine the language level of instruction appropriate for the ESL students in their class. Teachers should:

- Evaluate their second language learners' listening comprehension skills. How much do they understand?
- Simplify the language of instruction, not the concept being taught.
- Work toward depth, not breadth of information, presenting materials in a clear, concise, comprehensible manner and eliminating all peripheral, nonessential information.
- Impart information through oral, visual, auditory, and kinesthetic learning modalities.
- Use graphic organizers, such as webs, Venn diagrams, and charts, to make information more accessible to second language learners. Content materials present text, which is too dense for second language learners.
- Present content area vocabulary and concepts using realia, picture files, and hands-on activities.
- Examine their ESL students' backgrounds and learn how their past experiences will effect learning. The impact of students' backgrounds on learning will depend on the their previous schooling, home languages and cultures, and the concepts important to those cultures.
- Understand that ESL students may not have experience with all of the concepts being taught in American schools. For example, concepts such as freedom and democracy, perceptions of time, and right to privacy may be different or non-existent in many cultures.
- Build background knowledge before teaching a lesson.

One of our roles as ESL and bilingual specialists is to encourage mainstream teachers to employ teaching techniques, which make content area information more accessible to our students. Here are some ways this can be accomplished:

## **GETTING MAINSTREAM TEACHERS INVOLVED**

Simplify the language of abstract concepts by retelling content information in easier English. Use simple sentence structure (verb-subject-object) and high frequency words. Avoid the passive tense and compound and/or complex sentences. In questions, avoid negative phrasing, such as "all...but," "except," or "which answer is not?" In this type of questioning students are required to first comprehend all the information, match the correct facts to the question, and finally weed out the one incorrect item.

Actively help students build connections and associations in order to access background knowledge or previously taught information. This can be accomplished through teacher-prepared outlines and study guides.

Provide students with written as well as aural messages. Outline what you are saying on the chalkboard or have a classmate take notes for second language learners.

Always write assignments on the chalkboard. This will ensure that your ESL students know what the homework is.

Modify the assignments for newcomers. Choose one question or a few key vocabulary words for them to learn. This technique allows students to participate, but doesn't overwhelm them.

Allow more advanced English language learners to tape your content lessons so that they can listen to what you have said as many times as necessary.

Provide concrete examples of vocabulary words through the use of visuals, such as flash cards, games, and puzzles.

Model "Think-Alouds" to increase student comprehension. "Think-Alouds," are orally or physically demonstrated by the teacher. They show ESL students what strategies they should use to determine the correct 2:51 PM; locate information within a text; or to organize study materials.

Directly teach learning strategies. Teachers should demonstrate how to organize information in outline form, how to select the main idea and supporting details, and how to sequence and summarize. Techniques such as marking essential concepts and vocabulary with a highlighter, labeling diagrams, using word banks, and organizing information on various types of graphic organizers, maps, graphs, time lines, and flow charts, are important skills for second language learners to acquire. Learning strategies empower our students to become active learners rather than passive recipients of information to be memorized.

*This article originally appeared in the print edition of [TESOL Matters](#) (April, 1999). [Permission granted from Haynes, but check on permission from TESOL Matters]*

## **ABOUT THE AUTHORS**

Judith O'Loughlin is a K-8 ESL teacher in Ho-Ho-Kus, N.J. and Vice-President of the New Jersey TESOL affiliate, NJTESOL/NJBE and the Incoming Chair of the Awards Standing Committee.

Judie Haynes is an ESL teacher in River Edge, N.J., author of [numerous classroom ESL books](#), and creator of [everythingESL.net](#).

## Article 2

### HELPFUL TEACHING STRATEGIES FOR WORKING WITH ESL STUDENTS

Use a variety of teaching methods to deliver your thoughts and ideas when teaching. In this way, the meaning of what you are teaching will be more “comprehensible” or at a level that the ESL students can grasp.

Use visuals, real objects, and gestures when teaching to provide clues to meaning. Concrete objects, pictures, and body movement will engage students,

help them make connections and remember language that they are hearing and learning. Here are some visual and kinesthetic approaches that may be added to your teaching style: drawings, posters, magazine pictures, newspapers, illustrated books, gestures, actions, emotions, voice variety, chalkboard drawings, photographs, manipulatives, videos, charts, graphs, pantomimes, finger plays and real life objects.



- Include the ESL students in all classroom and school activities. The ESL students’ buddies can help them to participate. Students should not be isolated in a corner or playing on the computer all day. They will feel more motivated to learn and happier in the school environment if they are involved.

- Encourage ESL students to actively participate in class activities. Newcomers or beginning level speakers can participate and show comprehension through pointing, nodding, drawing, using actions or simple responses.
- Adjust your speaking. Speak more simply, slowly and clearly. Avoid idioms and slang. Repeat and rephrase what you are trying to communicate and use body language.
- Your teaching methods may involve “individualizing,” “adapting,” or “modifying” class work to meet the learning needs of the ESL students.
- Use cooperative learning activities that allow ESL students the opportunity to interact with peers and be actively involved in the class activities. For example, in content area classes, ESL students can participate by making a poster, drawing a picture, or learning key vocabulary.
- Provide opportunities for “hands-on” learning experiences. Allow students time to manipulate new materials and practice language through role-plays or simulations. This may include TPR (Total Physical Response) activities, experiments, drawing pictures, story sequences, and writing individual math problems.
- Build on the ESL students prior knowledge. Try to learn as much as possible about what the ESL students learned in their countries. Help them to make connections between what they have previously learned and experienced and what is being taught in your classroom. Encourage them to point out differences and similarities.
- Model everything. When explaining classroom or homework activities, show the students a finished product or physically demonstrate, step by step, what is expected.
- Make use of all senses. Allow students the opportunity to touch things, listen to sounds, smell and even taste when possible. Talk about the words that describe these senses as students experience them. Write new words on the board while saying them.
- Use audio-visual materials when teaching content area classes. Films, videos, and audio cassettes with books allow students to visualize and make connections to what is being taught. For example, watch a movie to help build prior knowledge about a topic you are teaching.
- Utilize language learning CD ROMs and Internet resources when teaching ESL students.
- Adapt your materials without “watering down” the content by utilizing various visual aids and simplifying the language.
- List and review instructions step by step. Have students work on each step individually before moving on to the next step. This process works well when teaching students to solve math and science word problems.
- Ask inferential and higher order thinking questions. Keep expectations high!

- Increase wait time. An ESL student may know the answer, but may need extra processing time to say it in English.
- Students should be encouraged to speak, but never forced. If students are not ready to participate verbally, allow them to show their comprehension through non-verbal means (body actions, pointing, nodding, drawing pictures, manipulating objects, etc.)
- Support the ESL students' home language and culture. Encourage students to maintain their home languages and cultures as they acquire English. Have students share things from their countries and cultures with the rest of the class. ESL students can help to bring about a multicultural perspective to whatever subjects you are teaching.



- Students will make mistakes as they experiment with language production. It is important to show patience and encouragement. Resist the urge to over correct. This may inhibit students and cause them to be less willing to take chances with the language. Instead, when mistakes are made, model the proper responses.

## Classroom Participation



- Assign a buddy to the ESL student. Buddies can be students of the same language, English speaking, or cross-grade. If a same-language student is in your class or school, he or she would be excellent in helping the ESL student become adjusted to the new class setting. English speaking buddies should be utilized as well. Buddies can be rotated to allow different students the opportunity to work with the ESL student. The relationship between the buddies can be mutually beneficial. New friendships can be developed and self-esteem can be built through this important responsibility. Remind buddies of the need to be patient and to repeat when needed. Buddies should show the ESL students "how", but not do the work for them. Here are some suggestions for the ESL buddy:
  - Help teach class routines.
  - Help students find key places in the school (bathroom, nurse, ESL room, etc.)
  - Eat lunch with the ESL student.
  - Play together on the playground.
  - If necessary, learn to communicate through gestures, pictures, or short phrases.
  - Play learning games with the ESL student to teach the alphabet, numbers, vocabulary, etc.
  - Help the student find his/her bus and sit together if riding the same bus.
  - Learn some words in the ESL student's language.
  - Be a positive role model for the ESL student.
  - Be a friend!
- Provide productive work for newcomers that engage them in language learning. Allow them to copy as a means of practicing writing. Students can make vocabulary flash cards with partners. Find out what the newcomer is good at and let him or her be the "class authority" in that area. Students can use magazine pictures to make a big book picture dictionary categorized by alphabet or by theme such as food, clothing, house, etc. The themes could follow those that you are working on in your content area classroom. For example, if you are teaching a unit on nutrition, the newcomer could make a section in his or her dictionary on healthy foods.

- Utilize parent or community volunteers for working with ESL students. Bilingual parents or bilingual community members can support native language fluency by tutoring students in the native language. Keep in mind that concepts acquired in the native language will be more easily acquired in English. Native English-speaking volunteers may also provide individual support for ESL students in mainstream



## MAINTAIN HIGH EXPECTATIONS FOR THE STUDENTS

### WHAT

Maintaining high expectations for students in schools means challenging and supporting each student to attain his/her personal best.

### WHY

Expect the same high standards from bilingual students as from monolingual students. Limited proficiency in English does not mean limited cognitive ability.

### HOW

Teach challenging subject matter using simpler language through the use of sheltered English techniques ([Peregoy & Boyle, 1993](#)).

Use instructional strategies that foster higher-order thinking.

Group students heterogeneously for learning activities.

When having small group discussions, allow the use of the first language among students who speak the same language.

## TEACH ESL THROUGH CONTENT-AREA INSTRUCTION

### WHAT

Teaching ESL through content-area instruction supports English language learners by embedding explicit strategies for language development within content lessons.

### WHY

Content-area material can provide the context for acquiring both social and academic English. Your students will learn new vocabulary and linguistic structures as they master important content matter.

### HOW

Determine the background knowledge that students need to understand the concept.

Incorporate ESL objectives, when you are planning lessons and ESL standards (see <http://www.tesol.org/assoc/k12standards/it/01.html>)

- 
- 
- 
-

## USE THEMATIC UNITS

### WHAT

Thematic units focus study on one topic, while using a variety of activities and strategies in a series of lessons to explore the common theme.

### WHY

Thematic, interdisciplinary units provide the structure needed to integrate language and content.

### HOW

Choose topics to investigate from the science and social studies curricula, or from general interests of the students. Collaborate with teachers from other disciplines.

Enhance instruction through various means: filmstrips, videos, Internet, guest speakers.

## INCORPORATE CULTURALLY FAMILIAR LEARNING STRATEGIES

### WHAT

Incorporate culturally familiar learning strategies as instructional vehicles for lessons and assignments in order to link home and school.

### WHY

The learning environment to which your student is accustomed may be vastly different from the environment and routines of your classroom.

### HOW

- background.
- 
- in the student's culture. To learn more about students and their experiences, some activities might include:
  - Having students write autobiographical books and draw pictures of important events in their lives
  - Initiating dialogue journals between you and the students
  - Creating thematic units that focus on students' countries of origin, customs, and traditions
  - Inviting speakers of different languages and cultures to the class to share their experiences



## Article 3

### STRATEGIES & ACTIVITIES

by Jill Kerper Mora  
San Diego State University

#### LEVEL 1

##### Level 1 Listening/Speaking Activities

- Total Physical Response (TPR) with basic commands
- TPR with pictures, forced choice or individual selection response to commands or questions
- Read stories aloud with picture clues
- Complete cartoon strip dialogues
- Listening to a story in English and retell a partner in LI
- Matching pictures with words
- Sorting and/or classifying objects and pictures
- Word sorts based on phonics or concepts
- Naming characters from stories or pictures
- Associate sentences to pictures
- Writing numbers from dictation
- Drawing objects from discussion
- Finding points on a map from oral directions
- Guessing names of objects from oral descriptors
- [Labeling common objects or familiar objects in a picture or photograph](#)
- Following a set of directions
- Reading aloud to complete a task, recipe, or art project
- Plotting points on a graph from dictation
- Completing dictated problems with/without a calculator
- Patterned responses using audio-lingual strategies
- Sequencing of events based on pictures or familiar short narrative

##### Level 1 Reading/Writing Activities

- Sight word recognition
- Picture labeling
- Modified cloze procedures using familiar paragraphs or narratives
- Language experience stories using omissions, identifications or associations
- [Sentence completion and transformation](#)

## LEVEL 2

### Level 2 Listening/Speaking Activities

- Role playing
- Reader's Theater
- Questions to be answered with phrases and/or words
- Labeling a picture, scene, or event with short sentences
- Who, what, where question responses: Naming the subject or location
- Describing a picture, scene, story, or event
- Barrier games
- Find-the-differences pictures
- Mental arithmetic with simple equations
- Estimating number
- Responding to how and why questions
- [Making word associations](#)
- Language experience stories
- Repeating phrases or filling in rhyming words in poetry being read aloud
- Predicting outcomes of common situations, stories or narratives
- Solving simple story problems
- [Group discussions to generate lists or short sentences](#)
- Sentence expansion & transformation activities
- Story telling based on familiar events or personal experiences and routines
- Retelling stories
- [Creating sentences and descriptions based on classroom/classmate information charts](#)

### Level 2 Reading/Writing Activities

- [Writing sentences based on a graphic organizer](#)
  - Cloze dictation
  - Writing descriptions based on guide questions or template
  - New stories
  - [Sentence building](#)
  - [Chain writing](#)
  - Completing dialogues based on prompts or clues
  - What am I? Guessing games based on descriptions
  - Writing recipes or short series of directions
  - Creating a paragraph based on a sequence of pictures
  - Completing a story using substitutions for characters, objects, adjectives, antonyms or synonyms
-

## LEVEL 3

### Level 3 Listening/Speaking Activities

All levels 1 & 2 activities can be used with greater complexity at paragraph or short oral narrative level and more vocabulary words

- Jokes, riddles and word games such as *Who Am I?*
- [Simulation activities](#)
- Analysis of charts, graphs, tables
- Oral panel presentations
- [Speechmaking to describe, narrate or inform](#)

### Level 3 Reading/Writing Activities

#### ▶ SENSORY DESCRIPTIVE WRITING

- Creating monologues/dialogues under teacher guidance
- Journal entries based on personal experiences
- Short descriptions of objects, scenes from photographs
- News telling using formats or templates: who, what, where, when and why

#### ▶ IMAGINATIVE NARRATIVE WRITING

- Anecdotes
- Diary entries
- Captions
- Journal entry
- Personal letters
- Dialogues/monologues

#### ▶ INFORMATIVE-PRACTICAL WRITING

- Telephone messages
- Postcards
- Friendly notes
- Class notes
- Memos
- Directions or steps in a process

## ▶ ANALYTICAL-EXPOSITORY WRITING

- Letters to the editor
- Letters of inquiry to a business or organization
- Speeches based on a communicative function or purpose
- Advertisements and commercials

---

## LEVEL 4

### Level 4 Listening/Speaking activities

All levels 1, 2, & 3 activities can be used with greater complexity at paragraph or short oral narrative level and [higher level of critical thinking and comprehension](#)

- Debating
- Creating and performing skits and role-plays
- Problem-solving simulations
- Short speech making to persuade based on format or template
- Skits and plays
- Oral reports
- Impromptu characterizations and role playing
- [Storytelling and re-telling](#)

### Level 4 Reading/Writing Activities

## ▶ SENSORY DESCRIPTIVE WRITING

- Monologues/dialogues
- Advertising copy
- Character sketches
- Poems such as haiku or limerick
- Eyewitness memoir
- Biographical sketch of self or other familiar person or literary character

## ▶ IMAGINATIVE-NARRATIVE WRITING

- Scripts
- Folk tales
- Vignettes based on a photograph or a "story starter"
- Short stories based on a format or template
- Myths based on familiar story or literature
- Autobiographical incidents

- Ballads and other poetic forms with a story emphasis based on familiar characters or narratives

## ▶ INFORMATIVE-PRACTICAL WRITING

- [Essays](#)
- News reports
- Accident reports
- Advertisements
- Report of information based on research of a topic
- Business letters (complaint, order, information, etc.)
- Interviews
- Applications
- Summaries
- Editorials using a template or format
- Reviews of a familiar movie or play using a template or format
- Eyewitness memoir
- Library research papers
- Poems to persuade, analyze, or make analogies
- Single or multi-paragraph assignments to describe, narrate, analyze, compare or contrast based on an outline or graphic organizer
- Define, support, interpret, or evaluate information from a newspaper article

---

### **Sources:**

Education Department of Western Australia (1994). *First Steps: Oral Language Resource Book*. Melbourne, Australia: Longman.

Northcutt Gonzales, L. (1994). *Sheltered Instruction Handbook*. San Marcos, CA: AM Graphics & Printing.

## Article 4

### TEACH TO STUDENTS' LEARNING STYLES

Judie Haynes, 26 Jan 2001

**It is especially important to take your students' learning styles into account when you are teaching English language learners. This article gives a brief description of each style and how you can teach to it.**

It is always important for teachers to teach to their students' learning styles but this becomes crucial when teaching English language learners. ELLs may be highly literate in their own language but experience difficulties when acquiring English because they are accustomed to learning through a different style. Most American teachers, especially in the upper grades, teach to students with an auditory learning style. This can be very difficult for the ELLs in your class.

#### **AUDITORY LEARNERS**

Students with this style will be able to recall what they hear and will prefer oral instructions. They learn by listening and speaking. These students enjoy talking and interviewing. They are phonetic readers who enjoy oral reading, choral reading, and listening to recorded books. They learn best by doing the following:

- interviewing, debating
- participating on a panel
- giving oral reports
- participating in oral discussions of written material

#### **VISUAL LEARNERS**

Visual learners will be able to recall what they see and will prefer written instructions. These students are sight-readers who enjoy reading silently. Better yet, present information to them with a video. They will learn by observing and enjoy working with the following:

- computer graphic
- maps, graphs, charts
- cartoons
- posters
- diagrams
- graphic organizers
- text with a lot of pictures

## **TACTILE LEARNERS**

Students with this strength learn best by touching. They understand directions that they write and will learn best through manipulatives. Try using the Language Experience Approach (LEA) when teaching these students to read. These students will also benefit from whole language approaches to reading. They'll learn best by:

- drawing
- playing board games
- making dioramas
- making models
- following instructions to make something

## **KINESTHETIC LEARNERS**

Kinesthetic learners also learn by touching or manipulating objects. They need to involve their whole body in learning. Total Physical Response is a good ESL method for them. They remember material best if they act it out. These students learn best by:

- playing games that involve their whole body
- movement activities
- making models
- following instructions to make something
- setting up experiments

## **GLOBAL LEARNERS**

Global learners are spontaneous and intuitive. They do not like to be bored. Information needs to be presented in an interesting manner using attractive materials. Cooperative learning strategies and holistic reading methods work well with these learners. Global learners learn best through:

- choral reading
- recorded books
- story writing
- computer programs
- games
- group activities

## **ANALYTIC LEARNERS**

Analytic learners plan and organize their work. They focus on details and are logical. They are phonetic readers and prefer to work individually on activity sheets. They learn best when:

- information is presented in sequential steps
- lessons are structured and teacher-directed
- goals are clear
- requirements are spelled out

## Article 5

### TIPS ON COMMUNICATING

Judie Haynes 4 Dec 1998

#### **Show your school's mainstream teachers and students how to communicate with your newcomers from the very first day.**

Mainstream teachers and students can communicate with new non-English speaking students from the very first day. ESL and bilingual teachers will find it worth their time to help them learn to communicate. When classroom teachers communicate with newcomers, that communication must be comprehensible.

Show them how to use drawings, gestures, actions, emotions, voice variety, chalkboard sketches, photographs, and visual materials to provide clues to meaning. Adding visual and kinesthetic support along with the language will provide additional comprehensible input.

Encourage mainstream teachers and students to allow your new learners of English translation time when listening and speaking. Explain that newcomers are translating the language they hear back to their native language, formulating a response and then translating that response into English.

Remember that there will be times when you will not be able to get an idea across to newcomers. Give each classroom teacher a list of students in your school who speak the newcomer's language. You will be able to call on these students to act as translators if necessary.

#### **PROVIDE CLUES TO MEANING**

- Use drawings, dramatic gestures, actions, emotions, voice, mime, chalkboard sketches, photographs and visual materials to provide clues to meaning.
- If necessary, repeat your actions using the same simple structures and actions.
- Simplify your message as much as possible breaking them into smaller, manageable parts to give newcomers a chance at comprehending.
- Make sure the student's attention is focused.
- Don't insist, however, that students make eye contact with you when you are speaking to them. This is considered rude in many cultures.

## **MODIFY YOUR SPEECH**

- Talk at a slow-to-normal pace, in short sentences.
- Use a pleasant tone
- Use simple sentence structure (subject-verb-object) and high-frequency words
- Use names of people rather than pronouns.
- Pause after phrases or short sentences, not after each word. You do not want to distort the rhythm of the language.
- Avoid using the passive voice and complex sentences.
- If you have something important to convey, speak one-on-one to the newcomer rather than in front of the class. The anxiety of being in the spotlight interferes with comprehension.
- Ask simple yes/no questions so that newcomers have an opportunity to respond.
- Accept one-word answers or gestures.

## **BE AN ACTIVE LISTENER**

- Give full attention to your newcomer and make every effort to understand his / her attempts to communicate
- Smile
- Talk in a calm, quiet manner. Raising your voice does not help comprehension
- Demonstrate your patience through your facial expressions and body language.
- Give your ESL students extra time to respond.
- Encourage new learners of English to act out or to draw pictures to get their meaning across.
- Don't jump in immediately to supply the words for the student.
- If the student response is heavily accented, correct by repeating the words correctly. Do not ask the student to repeat the correction. This can be very embarrassing.
- Resist the urge to over correct. This will inhibit newcomers so that they will be less willing to speak. Allow students to use a bilingual dictionary for words that cannot be acted out.

## **CHECK COMPREHENSION FREQUENTLY**

- Don't ask "Do you understand?" unless you have taught it. This is not a reliable check since many students will nod "yes" when they don't really understand.
- Teach the phrases (or have a bilingual volunteer teach them) "I don't understand," "Slowly, please," and "Please repeat."

Write down messages so students have a visual as well as auditory input. Make a list of phrases you want your student to learn and to understand. Ask a bilingual volunteer to work with the student on those phrases.

## Article 6

### HOW TO DEVELOP QUESTIONING STRATEGIES

Judie Haynes, 13 Jan 2001

**Involving English language learners in the discussions in their content area classes can be frustrating if teachers do not develop strategies for asking questions.**

Choose easy questions for your ELLs and structure the form of the question to their current language ability. Accept single word/phrases as correct answers. Do not insist that students speak in full sentences.

Let ESL students know which questions they will be responsible for answering in advance. Allow for think time and preparation of answers.

#### HIERARCHY OF QUESTIONS

- Ask newcomers to point to a picture or word to demonstrate basic knowledge.

"Point to the penguin."

- Using visual cues, ask simple yes/no questions.

"Is a penguin a fish?"

- Ask either/or questions in which the answer is embedded.

"Is a penguin a mammal or a bird?"

- Break complex questions into several steps.

"Look at the mammals. Find the bear, the dog and the cat. Why are these animals all mammals? How are they the same?"

- Ask simple "how" and "where" questions that can be answered with a phrase or a short sentence.

"Where do penguins live?" How do bats hear?

- Do not expect your ELLs to answer broad open-ended questions.

"How do fish breathe underwater?"

## Article 7

### **SENSITIZE YOUR MAINSTREAM STUDENTS**

Judie Haynes 27 Jan 2001

**You want your newcomers to be accepted on the playground and on the school bus. Sensitize mainstream students to the challenges that new learners of English face.**

You want mainstream students to accept and help the new learners of English in the lunchroom, on the playground, on the bus, in their neighborhoods. ESL and bilingual teachers need to help classroom teachers train their students to become sensitive to the challenges the newcomers face.

#### **USE BACKGROUND INFORMATION**

Using cooperative groups of five or six students, have a group leader discuss the following questions: (This list can also be used in staff development to make adults more aware of the challenges newcomers face.)

- Who has moved and changed schools? Where did you move from? How did you feel the first few days? What was different in your new neighborhood? How did you handle being without your friends? How did you make new friends? What did people do that make you feel welcome in your new school. What did you wish some would have done? What should the teacher do?
- Who came here from another country? What country? When did you come? Could you speak English? How did you feel? How did you make friends? What helped you learn English.
- How many of you speak another language? Can you teach us to say hello? Count to five? Why is it good to know another language?
- How many of you have traveled to a country where English is not the main language? How did you feel when you couldn't communicate? Would you like to learn another language? How long do you think it takes to learn a new language?

Have each group of students present a short summary of what their group discussed and what conclusions they reached?

#### **REVERSE ROLES**

Rearrange the students again in groups of five or six. Have them discuss the following: Imagine that your parents had to move to Japan and took you to live there. You have to go to a Japanese school because there is no American school near your new home.

- Would you want to go? What would you want to take with you? Who are the people you would miss?
- Do you think you would have trouble learning Japanese? Who would you talk to if you were the only one in your class who speaks English? If there were some other American in your school, would you want to be friends with them? How would you make friends with kids who didn't speak English? How would you feel if the other students laughed at you if you made mistakes when you tried to speak Japanese? How would you feel if you couldn't do any of the work?

Ask each group to present a short oral paragraph about their group's discussion. Brainstorm with them how they would feel if they were newcomers in the United States. How would they want the students in their new school to treat them? How would they be able to communicate with their classmates?

***Discover how you can alleviate many newcomers' fears by creating an atmosphere of acceptance and welcome in all of your classes.***

ESL and classroom teachers can alleviate many of the newcomers' fears by creating a language-nurturing environment in their classes. The first weeks are crucial.

A good relationship with classroom teacher and classmates will provide a great deal of the help and support newcomers need to cope with the challenges they face. This can't be emphasized enough. The more comfortable newcomers feel in your classroom, the quicker they will be able to learn. The more anxiety students experience, the less language they will comprehend.

## **FOCUS ON THE POSITIVE**

Give lots of encouragement and praise for what the student *can* do. Don't dwell on all that they can't yet do. Create frequent opportunities for their success in your class. Don't call upon them to perform alone above their level of competence. Prepare mainstream students to welcome them into the class.

## **PRONOUNCE NEWCOMER'S NAME CORRECTLY**

Learn the correct pronunciation of the name from the newcomer. Determine which part is the given name and which is the family name. (Asian names are given in reverse order from ours; this may or may not have been reversed in the office.) Two-part first names are common in many cultures, and may appear to be a first name and a middle name. Ask. Use both parts of a two-part name. Hispanic family names may also be two-part. Saying the name right isn't always easy, but it's important. It may take a few tries. Write the newcomer's name on the board (with a phonetic version if necessary to help your students pronounce the name properly).

Ask the newcomer to pronounce the name or correct you. Avoid the temptation to Americanize the name or create a nickname for the student. If the student offers a name or an Americanized version of the name, however, accept it.

## **TAKE NEWCOMERS ON A SCHOOL TOUR**

If possible, have parent volunteers or older students who speak the newcomers' languages take your new students on a tour of the important places in your school.

Some schools make a video tour for newcomers and their parents. If newcomers can read in their own language, have a welcome letter ready for them.

Have a bilingual student or parent show newcomers immediately where the bathrooms are and explain what the rules are for leaving the classroom. An accident can be a devastating embarrassment.

Before newcomers start school, have a bilingual person explain what a fire drill is. Schools in many countries do not conduct fire drill is and the noise from the alarm can be very frightening to a new arrival.

## Article 8

### HOW CULTURE SHOCK AFFECTS NEWCOMERS

Judie Haynes, 27 Jan 2001

**Don't underestimate the results of culture shock. The emotional upheaval of moving can be devastating to any child. These symptoms are compounded when the child comes from a different culture and does not speak English.**

The new English language learners in your class are suffering from some degree of culture shock. They have been separated from family members, their friends, their school, and their language and culture.

Being in a strange place and losing the power to communicate can be quite painful. This pain may be compounded by their parents' inability to guide and reassure them since they may not know what to expect either.

Cultural shock is an important consideration when dealing with second language learners. Mainstream teachers need to be aware of the four stages of acculturation:

- Stage One is a period of euphoria and excitement over the newness of being in the United States
- Stage Two is "culture shock" which engenders feelings of anger, hostility and frustration.
- Stage Three is gradual recovery from culture shock as the individual starts to feel comfortable in the new environment.
- Stage Four is acceptance of the new culture

Many students are confused by what appears to be the lax discipline of American schools. This perceived informality can cause a child, who is used to a structured environment, to react with undisciplined behavior. Have a bilingual parent volunteer or older student explain what the rules are. Set definite guidelines as to what is expected in your classroom in a friendly, matter-of-fact manner.

## Article 9

### PAIR YOUR NEWCOMERS WITH BUDDIES

Judie Haynes 27 Jan 2001

**Assign a buddy or a cross-grade tutor to your English language learner and watch them both blossom. Buddies gain in self-esteem and your ELLs will feel welcome in your class.**

A buddy or cross-grade tutor who speaks the newcomer's language is a wonderful asset at the beginning of the school year.

Buddies are classmates and cross-grade tutors are older students in the same school. The ideal situation would be to pair an older bilingual student with a same-language newcomer. During the adjustment phase, the buddy or cross-grade tutor can explain what's going on. This is a good self-esteem builder for a bilingual buddy and a new friend for the newcomer. You may want to rotate buddies so that students do not become too dependent on one person and the bilingual buddy does not miss too much work.

Use English-speaking buddies, too. You will need to help these buddies learn how to work with non-English speakers and to reward those students who take their job seriously. Teach buddies the importance of patience, repeating, and not overloading. Help them understand that some newcomers might not want to speak at all for several months after arriving, and that that doesn't mean they should give up talking to them.

Ask students to brainstorm the things they can do to make newcomers feel welcome. What ways can they have fun together? How can they learn each others' languages? How can they get their schoolwork done?

Much has been written about using buddies with new learners of English. Keep in mind that peer buddies have a more limited use when students are 5-8 years old. Remember that young bilingual students are not always reliable translators of important information.

Things your peer buddies *can* do with your newcomers:

- Help them learn the classroom routine.
- Take them to ESL class and back again.
- Sit with them in the lunchroom.
- Learn how to communicate with them using gestures and short phrases.
- Teach them the ABCs, numbers and beginning vocabulary.
- Include them in games on the playground.
- Play student-made vocabulary games with them.

- Listen to taped books with them.
- Walk home with them or sit with them on the bus.
- Learn a few words of the newcomer's language.

Provide frequent "time-out" from English periods for newcomers. Allow the newcomer to spend time each day during those first weeks speaking with others of the same native language. He or she needs to ask someone "What's going on here?"

What if there are no students in the newcomer's class who speak his/her language? Keep a list of the people in your building who speak the languages of your students. The classroom teacher will need someone to translate important instructions. This list can include other teachers, custodians, same-language students in other classes, and bilingual parent volunteers. Make sure that the main office and the school nurse have a copy of these lists. Remember, kindergarten and first grade students are not necessarily reliable translators of important in

## Article 10



# HELPING ESL STUDENTS UNDERSTAND WHAT YOU SAY

## INTRODUCTION

It is important that ESL students become efficient listeners for two reasons:

- In general, they spend much more lesson time listening than they do speaking, reading or writing.
- Listening is the basis of most classroom activities. Students cannot perform these activities correctly unless they have heard and understood the relevant instructions or information.

Like any skill, the skill of listening can be improved if it is practiced under the guidance of an experienced and competent trainer (in this case, the teacher!) The points listed below summarize what the teacher should know or can do in order to improve the ESL student's ability to listen effectively and understand more of what is said.

## POINTS FOR CONSIDERATION

1. Be aware of the cognitive processes underlying the skill of listening. Listening is NOT a passive process; it is an active skill of interpreting the verbal and non- verbal output of the speaker in order to understand the message

(The verbal output comprises the actual words used by the speaker, while the non- verbal output includes the speaker's use of intonation, pauses, facial expression, body language etc. and the way he or she organizes the message.)

2. If students are to be expected to listen to long texts or lectures, it is usually desirable to activate their existing knowledge of the topic (by asking questions and making connections with existing knowledge, discussing opinions, making predictions etc.) and sometimes by pre-teaching key words. It is also helpful if students are told what they will have to do after they have finished listening so they can focus on the forthcoming task.

3. Effective listening presupposes that students can hear what is being said, and are not being distracted. The teacher can wait for silence before speaking and ensure that students listen to each other. Teacher repetition of a student's question or comment is often necessary or helpful. The teacher may also consider keeping the door shut to avoid distractions.
4. Listening comprehension is easier if supported by visual material. As well as the obvious advantages of students being able to see pictures or diagrams of what is being talked about, it is often helpful for them to have key words written on the board.
5. It is unrealistic to expect close attention to material, which is boring or presented in a boring way.
6. Set tasks that can only be carried out if effective listening has taken place. For example, you could have one student report to the class on how another student went about solving a math problem. Cooperative activities are an excellent way of requiring careful listening.
7. Consider increasing "wait time" to give students a chance to process what they have heard and formulate answers in their mind. Simply repeating or rephrasing what you have said will give students extra time and help to process your message.
8. ESL students learn from being exposed to language, which is comprehensible to them. It is unrealistic to expect their close attention to large chunks of spoken English, which is not modified for their needs or supported by visual material. Idioms, colloquialisms, euphemisms and jargon are likely to be incomprehensible to most ESL students.
9. Students listen more carefully if they feel personally involved. You could do this in a science lesson by avoiding the typical use of the passive. So, for example, instead of saying: *After being swallowed the food passes into the stomach, where it is further broken down by the strong stomach muscles*, you could say: *After you swallow your food, it passes into your stomach where strong muscles break it down further.*
10. It is often helpful to give a brief summary at beginning of lesson on what you're going to cover in the lesson, and then to clearly signpost each section. For example: *"Now we've talked about some of the effects of acid rain, I want to ask you what we can do to reduce the problem."*
11. A short resume at the end of the lesson may help ESL students finally make sense of some of what they heard during the lesson.

How to make written language more comprehensible

## Article 11

### CLASSROOM MODIFICATION IDEAS FOR MAINSTREAM TEACHERS



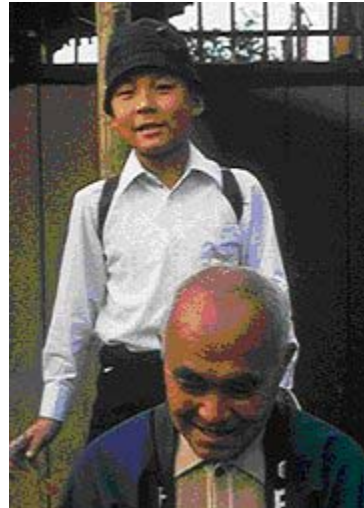
- Simplify the language of instruction, not the concept being taught. Use simple sentence structure and high frequency words. Avoid complex sentences, passive tense, and negative phrasing in questions such as "except" and "which answer is not...?"
- Concentrate on teaching key aspects of a topic. Eliminate nonessential information. Content area texts are generally too dense for ESL students to comprehend.
- Teach to the different learning styles in your classroom.
- Use graphic organizers such as charts, Venn diagrams, webs, story maps, etc. to make language more accessible to second language learners.
- Present content area vocabulary and concepts using real objects, pictures, and hands-on activities.
- ESL students may not have previous experience learning concepts being taught in our school system. Many concepts may be completely new to them or different from what they have experienced in their own cultures.
- Build students' background knowledge before teaching a lesson. Each ESL student and family has had different life and language experiences. Never assume previous experiences or background knowledge.

- Provide both written and aural messages. Make an outline on the board or overhead. Write homework assignments on the board. Write legibly and use colors often.
- Allow students to participate without being overwhelmed. Give ESL students less to do than the mainstream students. For example, if an assignment is to complete 10 tasks, only assign the ESL students five.
- Provide concrete examples of vocabulary words through the use of flash cards, games, gestures, and other visual aids.
- Directly teach learning strategies. Show students how to organize information, how to determine the main idea and supporting details in a story, and how to sequence and summarize the story events.
- Check for comprehension by using questioning strategies appropriate to the students' language abilities.
- Use cooperative learning groups within the content area classroom. This allows ESL students to be active members of the group.
- Utilize ESL "Buddies" during content area classes.

**Parent and community volunteers are excellent resources for ESL students. Volunteers can assist ESL students and provide them with extra language support within your classroom.**

[See Classroom Participation](#)

- Assess ESL students on their effort to understand the content area material at their current level of language ability. Are students trying to participate in class? Are they making progress? Remember that for ESL students, mainstream assessments test students' language ability. They do not necessarily show the students' true knowledge and comprehension of the topic being assessed.



- **Examples of test accommodations:**
  - Reduce the number of responses
  - Make an alternative test with simplified language
  - Assess on key or main ideas
  - Simplify test directions
  - Read test questions aloud
  - Supply word banks for tests
  - Use matching activities
  - Provide extended time for test completion
  - Use peer or volunteer interpreters
  - Allow oral rather than written responses
  - Use portfolios to assess student progress
  
- **Examples of general assignment modifications:**
  - Make instructions easy and visual
  - Reduce the number of tasks
  - Provide models of what is expected
  - Allow students to show comprehension through alternative means (for example: draw instead of write)
  - Teach students key vocabulary and check for comprehension

---

## **MODIFYING ASSIGNMENTS IN CONTENT AREA TEXTBOOKS**

- If the reading level is too complex, have students look at visuals in the text and think about the pictures. Students can write about what they see in the pictures using English or their native language. A bilingual dictionary can be used to help students write words for the things they see in the pictures.
- Have students copy the chapter title, subtitles, and picture captions.
- Students can copy a chart, make a graph, or draw a picture, time line, table, or diagram.
- Have students trace a map and then label the individual parts of the map (i.e., cities, states, countries, rivers, and mountains).
- English-speaking students can tape record parts of a chapter from the text. Students can listen and follow along.
- An ESL "Buddy" can talk to his or her partner about the pictures in the chapter and point out key vocabulary. ([See Classroom Participation](#))
- Provide students with a list of key vocabulary words from a chapter. They can find the words in their bilingual dictionaries.

- Select an illustrated paragraph that is an important part of the chapter. Have the students read the section several times with the support of an ESL "Buddy". The students can look up new words in the dictionary and write the meanings. They can copy the paragraph into their notebooks. The ESL "Buddy" can check for comprehension by asking "yes/no" questions and those requiring a one-word answer.
  - Teach students to skim a chapter to find information and answer questions. Show them how to read the questions before reading the chapter in order to focus their attention. Students can copy the sentence or paragraph containing the answer they need.
-