

ESOL Accommodations Guide

Modified from the EDG 4410 Module at
<http://education.ucf.edu/stll/edg4410New.cfm>

The Students

LEARNER COMMUNICATION BY LEVEL OF ENGLISH PROFICIENCY		
BEGINNING STUDENT	INTERMEDIATE STUDENT	ADVANCED STUDENT
<ul style="list-style-type: none">• Points to items• Follows commands• Listens initially—receptive skill development• One to two word responses• Labels and matches items• Lists items• Memorizes common phrases	<ul style="list-style-type: none">• Novel phrases and simple sentences• Describes items in simple terms• Frequent morphological errors• Frequent syntactic errors• Phonological errors• Vocabulary gaps & circumlocution	<ul style="list-style-type: none">• Beginning Academic Language use• Dialogue & discourse with some grammatical & rhetorical errors• Read/write decontextualized passages with support

SHOW & TELL Accommodation Tool (The STAT)

The Strategies

SLIDE Verbs: Non-Verbal Activities and Tasks

- S** Show (also watch, pantomime, model)
- L** Look (also smell, taste, feel, & other non-verbal use of senses)
- I** Investigate (also measure, weigh, categorize, classify, connect)
- D** Demonstrate (also draw, act out)
- E** Experience (also act, move, do)



TREAD Verbs: Verbal Activities and Tasks

- T** Tell (also present information, lecture, narrate, recount)
 - R** Read (also, skim, scan, review)
 - E** Explain (also listen)
 - A** Ask/Answer (also write, respond)
 - D** Discuss (also describe, define)
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SHOW STRATEGIES (FOR EVERYONE – ELS AND NON-ELS)

- Hands-on activities
- Demonstrate a process
- Model tasks
- Dramatizations
- Experiential learning
- Pictures
- Props

SHOW + TELL STRATEGIES BY LEVEL OF ENGLISH PROFICIENCY

BEGINNING STUDENT	INTERMEDIATE STUDENT	ADVANCED STUDENT
<ul style="list-style-type: none">• Gestures with speech• Acting out/pantomime• Focus on here and now—pointing to real objects• Refer to picture dictionaries• Visuals and text• Simple graphic organizers using pictures & words• Matching words to pictures• Matching sentence strips to pictures	<ul style="list-style-type: none">• Complex graphic organizers & diagrams• Use of beginning SHOW + TELL strategies when communication breaks down	<ul style="list-style-type: none">• Provide additional SHOW +TELL Strategies support as needed

Note: An effective SHOW and TELL accommodation is the graphic organizer. Investigate the following on-line resources that explain various graphic organizers. If you select a graphic organizer, take into consideration the content-specific terminology.

- <http://www.eduplace.com/graphicorganizer/> (Available in English and Spanish)
- http://www.edhelper.com/teachers/Sorting_graphic_organizers.htm
- <http://www.teachervision.fen.com/graphic-organizers/printable/6293.html> (Look for subject area examples.)
- <http://www.cod.edu/people/faculty/drafke/Graphic%20organizers.htm#A%20Hierarchy>

TELL STRATEGIES

General Practices by Level of English Proficiency

BEGINNING STUDENT	INTERMEDIATE STUDENT	ADVANCED STUDENT
<ul style="list-style-type: none"> • Repetition • Rephrasing • Slower pacing of instruction to ascertain comprehension • Simplified language & discourse • Simplified text • Outline • Word lists • Common phrase list • Vocabulary/grammar support • Simple role plays requiring scripted verbal expression • Graphic organizers to complete • L1 support 	<ul style="list-style-type: none"> • Fill-in-the-blank phrases and sentences to scaffold language • Focus content on key concepts • Highlight keywords • Use bulleted lists rather than extended texts • Limited L1 support • Expand vocabulary through paraphrasing and teaching synonyms • Chart information 	<ul style="list-style-type: none"> • Check for language bias • Check for idioms • Check for phrasal verbs • Check for complex structures • Check vocabulary • Scaffold reading comprehension—strategies • Scaffold writing development—targeted error correction • Avoid deducting points for grammatical errors if assessing mastery of content

TELL STRATEGIES

Verbal Interaction by Level of English Proficiency

BEGINNING STUDENT	INTERMEDIATE STUDENT	ADVANCED STUDENT
<ul style="list-style-type: none"> • Cooperative learning in pairs requiring little verbal expression • Heterogeneous group interaction supported by assigned buddy—bilingual or monolingual • Non-verbal participation in heterogeneous groups—observing, doing • Group homogeneously for leveled alternative activities with instructor/volunteer support 	<ul style="list-style-type: none"> • Supported heterogeneous interaction with supplemental key phrases • Group heterogeneously for most activities, checking for comprehension & participation • Group homogeneously for language focus support 	<ul style="list-style-type: none"> • Heterogeneous group activities with comprehension checks, monitoring participation

TELL STRATEGIES

Questions and Tasks by Level of English Proficiency

BEGINNING STUDENT	INTERMEDIATE STUDENT	ADVANCED STUDENT
<ul style="list-style-type: none"> • Simple yes/no questions—Is this a book? • Questions that allow points, selecting, showing—Show me the book. • Either/or questions—Is this a book or a pencil? • Simple who, what & where questions—Who has the book? What is this (point to book)? Where is the book? • Here and now focus • One word answers—What is this? • Simple or common two or three word phrase responses—Where is the book? On the table. • Frequent vocabulary questions/answers (book versus manuscript) • Simple identification questions 	<ul style="list-style-type: none"> • Restricted tense questions <ul style="list-style-type: none"> • Simple present—What do you do every day? I read every day. • Present progressive—What are you doing? I am reading. • Simple past—What did you do yesterday? I read a new book. • Past progressive—What were you doing yesterday morning? I was reading a book. • Simple future—What will you do tomorrow? I will read a book. • Present perfect—Have you read Harry Potter? Yes. or Yes I have. • Simple description (what) questions—What do you like about Harry Potter books? • Simple explanation (how and why) questions—How does Harry Potter win at Quidditch? Why does Snape try to harm Harry? • Formation of simple questions & negative statements 	<ul style="list-style-type: none"> • Complex tenses and moods <ul style="list-style-type: none"> • Hypothetical, conditional—If Dumbledore asked you to move to Hogwarth's, would you do it? Why or why not? • Past perfect—Had Harry seen Voldemort before he began following him? • Future perfect • Formation of the passive construction—How long will Harry have been a student before he graduates? • Formation of complex negative statements—Could Harry have been hurt by Snape's magic? Why or why not? • Formation of complex negative statements—Should Harry not have gone to Hogwarth's? Why or why not? • Formation of complex questions • Complex analysis, justification, evaluation

TELL STRATEGIES

Text Modification by Level of English Proficiency

BEGINNING STUDENT	INTERMEDIATE STUDENT	ADVANCED STUDENT
<ul style="list-style-type: none">Using graphics and a graphic organizer, express the main points in the reading passage with keywords.Provide native language support—overview, key words	<ul style="list-style-type: none">Rewrite the text in simpler, clearer terms, avoid compound sentences & complex verb structures.Substitute frequent vocabulary for infrequent vocabularyShorten and break up sentencesShow connection between reference words & their referents. Provide simple definition for idioms & phrasal verbs.Highlight keywordsProvide glossaryMake an outline or bulleted list	<ul style="list-style-type: none">Using the unmodified text, identify challenging vocabulary, phrases, and sentences.Provide clarification and explanation for the challenges.Elaborate implicit information in the text and make it explicit.Provide a glossary or additional explanations as necessary.Identify one or more reading strategies that improve comprehension.

GENERAL PRINCIPLES APPROPRIATE FOR ALL LEVELS OF PROFICIENCY

- Frequent comprehension checks (individually, if possible),
 - increased interaction through pair and small group activities (allows for clarification of meaning),
 - when you (the teacher) are the sage on stage, walk the talk & talk with chalk,
 - connect to students' background knowledge and cultural background, and
 - receptive vocabulary > productive vocabulary at any level of English proficiency.
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