

# E.S.O.L. TEACHING TECHNIQUES

## TECHNIQUES

## WHY

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| 1. Use high interest activities.   | 1. Motivates learners.  |
| 2. Relate activities to students.  | 2. Put the <u>ME</u> into the <u>ME</u> aning of the class.   |
| 3. Use a multi-sensory approach to teaching.   | 3. Hits the various learning modalities.  |
| 4. Teach vocabulary contextually.  | 4. Relates words and meanings to concepts.  |
| 5. Use realia, visuals, and demonstrations to explain vocabulary.  | 5. Creates "memory anchors" for students to recall the meanings of words.   |
| 6. Use an experiential approach to teaching.   | 6. Experiences create a context for both cognitive and linguistic growth.   |
| 7. Use an inquiry approach to teaching.  | 7. Inquiry approaches stimulate critical thinking skills.   |
| 8. Use a direct instructional approach.  | 8. The teacher models thinking process for students. Helps students build thinking strategies.  |
| 9. Develop cooperative learning strategies.  | 9. Pairing or grouping allows more students to talk creatively on topics related to content.  |
| 10. Use Whole Language Approaches.   | 10. Whole Language allows students to participate in the decision-making process of the language they wish to learn.                            |
| 11. Use the Language Experience Approach (LEA) to teach reading.   | 11. Builds on students' available repertoire to develop reading skills.   |
| 12. Incorporate journal writing.   | 12. Allows for individualized written expression.   |
| 13. Evaluate student progress creatively using interviews, projects, checklists, multiple choice, and fill-in-the-blank with word banks. | 13. Creative evaluation allows student to demonstrate cognitive learning when English language acquisition has lagged behind content knowledge. |
| 14. Relax the students with games, music, and fun activities.  | 14. Fun and laughter lowers the affective filter so students are more receptive to learning.  |

Source: E.S.O.L. Guide for Secondary School Teachers - School Board of Seminole County.