

## ESOL TIPS FOR TEACHERS

1. Assign a bilingual "buddy," whenever possible, to help each non-English-speaking child.
2. Teach the pupil the English he needs in his new environment. Place emphasis on conversation based on home, school, food, clothing and neighborhood.
3. Wherever possible, let the learning of English be fun. Fun and games have universal appeal.
4. Use dramatizations of functional experiences.
5. Provide many trips and other direct experiences, such as a trip around the school and neighborhood. These help the pupil function better in his environment.
6. Use choral speaking and rote songs to develop the rhythm and pattern of the English language.
7. Language is often caught rather than taught. Encourage the use of the English language, but don't force English on children. If they are happy in their new environment, they will be eager to learn English.
8. To teach vocabulary, objects are best; if not available, use picture and word, action and word.
9. Independent Group Work:  
A small group of pupils can be trained to work together as a group without teacher supervision.  
In order for this to be successful, proper behavior patterns and attitudes need to be established.  
The teacher must-
  - train the class as a whole
  - use a known game or procedure involving known language patterns
  - develop pupil leaders, preferably those with a better background of English and evidences of qualities of leadership
  - stand in back of room while class plays game with pupil leader
  - if a difference of opinion occurs, stop game and guide class in proper procedure
  - repeat the above steps many times until pupils can conduct these groups
10. Listening and speaking come before reading and writing.
11. The introduction of new structures and vocabulary should be sequential and controlled in order to establish a firm foundation for language learning.

## CLASSROOM ACTIVITIES FOR THE TEACHER WITH LIMITED ENGLISH PROFICIENT STUDENTS

1. Your new student must not only learn the English language, but a whole complex cultural framework. Native-born youngsters bring an unconscious awareness of our culture to school with them - the new student must learn it all, from unfamiliar dietary customs, school routines, social usages, to Thanksgiving and the Forth of July.
2. Your attitude toward the arrival of a new student will influence the attitude of your entire class. If you regard the coming of a student from an unfamiliar background as an enriching experience from which everyone can learn, it will be just that. You may want to read aloud a book such as *New Boy in School* by Justus or *Crow Boy* by Yashima to help make students sensitive to the adjustments the new student will be facing.
3. Involve your other students by assigning buddies, using peer teachers, etc. A good reader can tape a picture book or primer, providing a model to which the LEP student can refer again and again. Let this be a privilege that students will vie for. Even your lowest student can make a significant contribution by providing vocabulary words for classroom objects or in an elementary phonics book.
4. Make your new student feel a part of the group by assigning classroom responsibilities (watering plants, feeding fish, etc.) from an early date.
5. A tour of the school building is a must. If possible, use this occasion to introduce the student to school personnel. Taking photographs of school personnel for later discussion is useful. These photos can then be used as a basis for brief stories.
6. A seating plan and/or photos of the class can help a new student learn the names of his classmates rapidly. A possible project is to circle an outline map of the world with these photos and draw a line from each child's photo to the country of his family's origin.
7. Label as many objects in the classroom as possible, and invite your LEP student(s) to provide the names in their own language(s).
8. Simple children's games such as Bingo, War, Simon Says, etc., are readily adaptable to language learning by the simple addition of a language component.
9. Monitor your own language when talking to LEP students and their parents. Often, when trying to be polite, we unconsciously use conditional forms of speech. Speak at your normal level, but slow down and keep syntax and vocabulary simple, using time cues whenever possible.

10. "Body language" is essential in the early stages. One picture is worth a thousand words and endless misunderstandings. Make use of pictictionaries, commercially prepared pictorial material designed for LEP students and picture files of your own.
11. Keep students constructively occupied in class. Store catalogs provide an excellent source of material that students can cut up to create their own books. Pronouns, plurals, possessives, as well as the vocabulary pictures can all be reinforced.
12. Don't be afraid to over-teach. Language learning requires repetition. Think how long it takes a toddler to be able to produce the language he has been hearing since infancy. Oral mastery should be primary, with reading and writing used to reinforce forms and vocabulary that have already been learned.
13. Subject area such as math and science can be used to help teach English. Manipulation of play money offers excellent language possibilities. Simple science experiments, where what is visible reinforces what is being verbalized, can be used.
14. Use filmstrips to back up content area instruction. LEP students can be given the responsibility for making maps, models, drawing and collecting pictures, etc., in social studies.
15. Provide a Language Master or similar device in the classroom that students can use independently. In addition to Language Master's own ESL program, there are many materials available that are adaptable to ESL usage. Blank cards are also available.
16. Record cassettes with simple instructions to allow the LEP student to proceed at his/her own pace.
17. Encourage the LEP student to communicate. Teach essential courtesy and survival phrases.
18. Start by asking questions (backed up by visual aids) that can be answered with a simple yes or no. Progress from the verb *to be* to the use of auxiliaries. Now, slightly longer answers can be encouraged. The answer to "Do you like ice cream?" is "Yes, I do."
19. Encourage the student to indicate when he/she does not understand you. Praise the student for doing this and try to reword what you are saying.
20. Never discourage parents from speaking their native language with the child. Parents' command of English is usually too limited to make them good models, and if they feel uncomfortable speaking English, communication between parent and child may soon be limited to essential commands.



## **“Tips” for Developing Academic Language and Literacy Skills**

1. Choose the academic language and literacy skills to be taught based on the content and the activities in the lesson. This provides natural context and motivation to learn.
2. Make the most of every activity by thinking “What academic language or skill can this activity teach the students?” Have students use the new language to express their understanding of the lesson’s content.
3. Don’t focus primarily on grammar as grammar, but rather how to use English *to do* classroom activities and assignments and *to talk about* what is being learned. For example, think about the language that students need to participate in cooperative learning activities: they need to accept or reject a role, ask questions about their task, state their ideas, agree/disagree with others politely, etc. This kind of language can be taught through class discussion, dialogs, role play, and frame sentences. The class can develop a rubric to evaluate cooperative group process and language.
4. Call attention to the language you are modeling and how students can use the model in their work.
5. Limit most corrections to activities that are focusing on *language per se* (e.g., role plays or sample sentences) or to written student work that uses academic language that has been taught.
6. Have students read and write in every content area.

From Grognet, A. G., et al. (2000). *Enhancing English Language Learning in Elementary Classrooms* (Study Guide), p. 183. Center for Applied Linguistics and Delta Systems Co., Inc. Used with permission.

## **Key Factors for Successful Inclusion**

1. Teacher collaboration
2. Common planning time weekly
3. Comprehensive staff development:
  - After students are placed
  - To solve specific problems
  - To modify curriculum and instruction to meet student needs

Source: Cindy Naranjo, Project EXCEL Administrator Training Materials, The University of Florida. In Jameson, J. H. (1998). *Enriching Content Classes for Secondary ESOL Students* (National Edition) Trainer’s Manual, p. 157. Center for Applied Linguistics and Delta Systems Co., Inc. Used with permission.

### General Techniques for Multilevel Instruction and Assessment

- Assign a buddy (L1 or L2)
- Seat ESL students close to the teacher
- Use heterogeneous groups/pairs of students
- Help ESL students make connections with other students
- Teach students common routines and directions
- Write important information on the board (assignments, important directions, key words, key concepts)
- Show examples of good work and talk about why it is good
- Adjust tasks/assessment to the student's English proficiency
- Use holistic and thematic activities

### Sample Multilevel Techniques by ESL Level of Proficiency

- More advanced students can:
  - Prepare Study Guides/graphic organizers
  - Write summaries
  - Read material onto audiotape
  - Read material to other students
  - Take dictation from other students
  - Lead cooperative groups
  - Give frequent oral summaries
  - Be buddies/peer tutors
- Less advanced students can:
  - Study from Study Guides, graphic organizers, summaries, audiotapes, lower-level texts, L1 materials
  - Read sentences that they have dictated
  - Participate in cooperative groups
  - Demonstrate concepts by drawing, labeling, using graphic organizers, completing cloze passages with a word bank, explaining orally using props or diagrams