

# Supporting EL Students in the Mainstream Classroom

**As presented by the SHHS EL team on November 4, 2014**

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## English is a crazy language!

We'll begin with a box, and the plural is boxes;  
but the plural of ox became oxen not oxes.

One fowl is a goose, but two are called geese,  
yet the plural of moose should never be meese.

You may find a lone mouse or a nest full of mice;  
yet the plural of house is houses, not hice.

If the plural of man is always called men,  
why shouldn't the plural of pan be called pen?

If I spoke of my foot and show you my feet,  
and I give you a boot, would a pair be called beet?

If one is a tooth and a whole set are teeth,  
why shouldn't the plural of booth be called beeth?

Then one may be that, and three would be those,  
yet hat in the plural would never be hose, and the plural of cat is cats, not cose.

We speak of a brother and also of brethren,  
but though we say mother, we never say methren.

Then the masculine pronouns are he, his and him,  
but imagine the feminine, she, shis and shim.

Let's face it,  
English is a crazy language.

There is no egg in eggplant,  
nor ham in hamburger;  
neither apple nor pine in pineapple.

English muffins weren't invented in England.  
We take English for granted.

But if we explore its paradoxes,  
we find that quicksand can work slowly, boxing rings are square  
and a guinea pig is neither from Guinea, nor is it a pig.

And why is it that writers write but fingers don't fing,  
grocers don't groce and hammers don't ham?

Doesn't it seem crazy that you can make amends,  
but not one amend?

If you have a bunch of odds and ends  
and get rid of all but one of them,  
what do you call it?

If teachers taught,  
why didn't preachers praught?

If a vegetarian eats vegetables,  
what does a humanitarian eat?

Sometimes, I think all the folks who grew up speaking English should be committed to an  
asylum for the verbally insane.

In what other language do people recite at a play and play at a recital?

Ship by truck and send cargo by ship?

Have noses that run and feet that smell?

How can a slim chance and a fat chance be the same,  
while a wise man and a wise guy are opposites?

You have to marvel at the unique lunacy of a language in which  
your house can burn up as it bums down;  
in which you fill in a form by filling it out  
and in which an alarm goes off by going on.

"Author Unknown"

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## **Sterling Heights High School Resources**

### **Language Line**

What is Language Line?

Language Line is a live interpreter service that Warren Consolidated Schools has contracted with to provide as-needed interpretation in more than 80 languages.

When should I use Language Line?

Language line can be used as needed and is safe to use from a personal phone as your number will not show on a caller ID of the person whom you are calling.

How do I use Language Line?

1. Call Language Line at (877) 245-0386,
2. Enter the WCS client ID – 508235,
3. Press 1 for Spanish or press 2, say the language you need translated, and verify.
4. When the operator comes on, you will need to give your classroom's 5 digit phone extension,
5. Ask the operator to stay on the line to dial out for you. This is not needed but can be helpful.
6. When the interpreter comes on, they will say their Interpreter ID # and ask who you are trying to call.
7. Explain who you are, the purpose of the call, and then give them the number that will be dialed out.

### **Other WCS Resources**

Khalida Kannu – EL Parent Advocate      [KKannu@wskids.net](mailto:KKannu@wskids.net)

Khalida is the building on Mondays but can make calls any day of the school week. Give her the student name and as much information as possible, and she will contact the parents. Khalida has access to the numbers, so you won't have to provide the contact info.

## Understanding Second Language Terminology

by Judie Haynes (from [http://www.everythingsl.net/inservices/essential\\_vocab.php](http://www.everythingsl.net/inservices/essential_vocab.php))

Here are some of the essential terms used to talk about our students or programs. All of these terms are used to describe students who are learning to understand, speak, read and write in English.

- **ESL** means *English as a Second Language*. This generally refers to programs, not students. ESL refers to students who are studying English in an English speaking country and are in an ESL program.
- **EFL** *English as a Foreign Language*. This term refers to students learning English in another country. For example, Chinese students who are studying English in China are EFL students.
- **ESOL** means *English to Speakers of Other Languages*. This term is used to describe programs in different parts of the U.S., primarily in the South.
- **ELL(s)** *English Language Learner(s)* refers to people who are learning English but are not yet considered proficient. Although this is the designation through the U.S. Department of Education, it is being phased out in the profession for the designation EL.
- **EL(s)** *English Learner(s)* is the new way of referring to people who are learning English but are not yet considered proficient. It is what used to be called ELL
- **ELPA** *English Language Proficiency Assessment*, is the diagnostic assessment that was given in Michigan prior to the 2012-13 school year.
- **ENL** *English is a New Language*. This term is used by the National Board for Professional Teaching Standards.
- **LEP** refers to having limited English proficiency. This is the term used to describe ELLs by laws and government documents.
- **WIDA** *World Class Instructional Design and Assessment* is the diagnostic assessment given in most parts of the United States. Michigan adopted WIDA for diagnostic assessments starting in the 2013-14 school year. Students must be given the WIDA test within 30 days of enrollment.
- **Bilingual** refers to the fact that students speak more than one language. All of our ESL students are bilingual. It can also refer to a program where students learn content information in their native language.

• **Culture Shock** is a normal stage in the acculturation process that all newcomers go through. Being in a strange place and losing the power to communicate can disrupt a person's world view, self-identity, and systems of thinking, acting, and feeling.

- Students feel frustrated, angry, hostile, sad, lonely, and homesick.
- Students may develop physical ailments such as stomach aches and headaches. They are often devastated by the emotional upheaval caused by moving to a new culture.
- They may exhibit behavior such as depression or sleeplessness. They may become overly aggressive or withdrawn.

• **The Silent Period** is a varying period of time during which a newcomer is unwilling to speak in the second language. Nearly all students go through a silent period. This stage could last for as long as one year. English Language Learners should not be forced to speak until they are ready to do so.

• **Comprehensible input** means that the spoken or written message is delivered at the learner's level of comprehension. The concepts being taught should not be simplified, but the language used to present the concepts must be made comprehensible. Basic concepts should be presented in a variety of ways.

• **Affective filter** is a "wall" a learner puts up if his/her anxiety level is high. The lower the anxiety level, the lower the filter. ELLs must have a low affective filter in order to learn English. The more comfortable students are in their school environment, the more ready they will be to learn.

• **BICS** are *Basic Interpersonal Communication Skills*. These are the language skills needed for everyday personal and social communication. Second language learners must have BICS in order to interact on the playground and in the classroom. It usually takes students 1 to 3 years to completely develop this social language. BICS are not necessarily related to academic success.

• **CALP** is *Cognitive Academic Language Proficiency*. This is the language associated with native language literacy and cognitive development. These are the language skills needed to undertake academic tasks in the mainstream classroom. It includes content-specific vocabulary. It may take students from 5 to 7 years to develop CALP skills. CALP developed in the first language contribute to the development of CALP in the second language.

## Michigan English Language Proficiency Levels

(from [http://www.michigan.gov/documents/English\\_Lang\\_153694\\_7.\\_Proficiency\\_Standards.pdf](http://www.michigan.gov/documents/English_Lang_153694_7._Proficiency_Standards.pdf))

### **Basic-1a**

Students with no formal schooling or interrupted schooling, as well as those from pre-literate societies. Marginal literacy in both English and native language. Students may or may not speak some English.

### **Basic-1b**

Students at the pre-production and early production stages of English. These students generally respond non-verbally to simple commands and questions. They begin to imitate the verbalization of others by using single words or phrases.

### **Low Intermediate-2**

Students at the speech emergent stage. These students can comprehend simple passages but guess at more complex ones. They can handle simple writing tasks but make frequent errors.

### **High Intermediate-3**

Students who can understand standard English in most settings with repetitions and rewording. They can comprehend factual, non-technical prose and read literature for pleasure. They show good control over most frequently used grammatical structures, although errors are still present. Upon exiting this level, students can write multi-paragraph compositions.

### **Proficient-4/5**

Students who show adequate daily communication skills. They have difficulty with idioms, figures of speech, and words with multiple meanings. They can read independently but may have difficulty with abstract and complex structures. They can write for personal and academic purposes with some errors.

### **Proficient-5**

Students at this level can successfully participate in all-English coursework without English language development support.

## Language Proficiency Categories

The proficiency of LEP students will vary widely, and placement in a language assistance program should include the instructional level of the student: Beginning, Intermediate, or Advanced. These language proficiency categories are summarized in the following definitions:

### **Beginning:**

1. demonstrates very limited or no proficiency in English
2. may understand simple, short utterances
3. unable to converse in English in simple social situations
4. lacks formal education; may have experienced interrupted schooling

### **High Beginning:**

1. demonstrates limited proficiency in English
2. may use patterned expressions when he/she speaks
3. can participate in simple conversations and respond to routine classroom procedures
4. may have acquired some skills necessary for reading and writing; however, lacks a level of English sufficient to read and write

### **Intermediate:**

1. demonstrates some proficiency in English
2. may understand and use basic sentence patterns when he/she speaks
3. can converse in social situations with some repetition and hesitation and may begin to demonstrate the ability to participate in classroom discussions and activities
4. may read and write simple sentence structures, but becomes confused with complex structures and technical language

### **Advanced:**

1. demonstrates English proficiency in social situations and some proficiency in classroom situations
2. can understand and use complex sentence structure in conversation, but demonstrates some difficulty with content area topics
3. may read and write, but still needs some assistance with content area work

### **Monitoring:**

1. demonstrates proficiency or fluency in English in both social and academic setting
2. capable of participating independently in mainstream or content area classrooms; however, may need occasional support services for clarification

## Student Descriptions at English Language Proficiency Levels

*by Erika Hilliker (from <http://ellandsiopresources.weebly.com>)*

To meet the instructional needs of English language learners in Michigan, six (6) levels of English language proficiency are used to describe student proficiency in listening, speaking, reading (& comprehension), and writing skills. Included in the table below is a general description of the characteristics of ELL at each level of proficiency.

Federal NCLB Categories of English Proficiency	Michigan English Proficiency Levels	Description of English Language Learners (ELL students)
BASIC	Level 1A	<p><b>Students with limited formal schooling</b></p> <p>Level 1A include students whose schooling has been interrupted for a variety of reasons, including war, poverty or patterns of migration, as well as students coming from remote rural settings with little prior opportunity for sequential schooling. These students may exhibit some of the following characteristics: pre- or semi-literacy in their native language; minimal understanding of the function of literacy; performance significantly below grade level; lack of awareness of the organization and culture of school. Because these students may need more time to acquire academic background knowledge as they adjust to the school and cultural environment, English language development may also take longer than ELL beginning students at Level 1B. Level 1A students lack sufficient English literacy for meaningful participation in testing even at the most minimal level.</p>

BASIC	Level 1B	<p><b>Beginning (Pre-production and early production)</b></p> <p>Students initially have limited or no understanding of English. They rarely use English for communication. They respond non-verbally to simple commands, statements and questions. As their oral comprehension increases, they begin to imitate the verbalization of others by using single words or simple phrases, and begin to use English spontaneously. At this earliest stage these students start to construct meaning from text with non-print features (e.g., illustrations, graphs, maps, tables). They gradually construct more meaning from the words themselves, but the construction is often incomplete. They are able to generate simple written texts that reflect their knowledge level of syntax. These texts may include a significant amount of non-conventional features, invented spelling, some grammatical inaccuracies, pictorial representations, surface features and rhetorical features of the native language (i.e., ways of structuring text from native language and culture).</p>
INTERMEDIATE	Level 2	<p><b>Early intermediate (Speech emergent)</b></p> <p>Students can comprehend short conversations on simple topics. They rely on familiar structures and utterances. They use repetition, gestures, and other non-verbal cues to sustain conversation. When reading, students at this level can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions and structures. They can comprehend passages written in basic sentence patterns, but frequently have to guess at the meaning of more complex materials. They begin to make informed guesses about meaning from context. They can begin to identify the main idea and supporting details of passages. Students can write simple notes, make brief journal entries, and write short reports using basic vocabulary, and common language structures. Frequent errors are characteristic at this level especially when student try to express thoughts that require more complex language structures.</p>

INTERMEDIATE	Level 3	<p><b>Intermediate</b></p> <p>At this level students can understand standard speech delivered in most settings with some repetition and rewording. They can understand the main ideas and relevant details of extended discussions or presentations. They draw on a wide range of language forms, vocabulary, idioms, and structures. They can comprehend</p> <p>many subtle nuances with repetition and/or rephrasing. Students at this level are beginning to detect affective undertones and they understand inferences in spoken language. They can communicate orally in most settings. Students can comprehend the content of many texts independently. They still require support in understanding texts in the academic content areas. They have a high degree of success with factual information in non-technical prose. They can read many literature selections for pleasure. They can separate main ideas from</p> <p>supporting ones. They can use the context of a passage and prior knowledge to increase their comprehension. They can detect the overall tone and intent of the text. Students can write multi-paragraph compositions, journal entries, personal and business letters, and creative passages. They can present their thoughts in an</p> <p>organized manner that is easily understood by the reader. They show good control of English word structure and of the most frequently used grammar structures, but errors are still present. They can express complex ideas and use a wide range of vocabulary, idioms, and structures, including a wide range of verb tenses.</p>
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INTERMEDIATE	Level 4	<p><b>Transitional Intermediate</b></p> <p>At this level students' language skills are adequate for most day-to-day communication needs. Occasional structural and lexical errors occur. Students may have difficulty using and understanding idioms, figures of speech and words with multiple meanings. They communicate in English in new or unfamiliar settings, but</p> <p>have occasional difficulty with complex structures and abstract academic concepts. Students at this level may read a wide range of texts with considerable fluency and the specific facts within the texts. However, they may not understand texts in which the concepts are presented in a de-contextualized manner, the sentence structure are complex, or the vocabulary is abstract. They can read independently, but may have occasional comprehension problems. They produce written text independently for personal and academic purposes. Structures, vocabulary and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains (listening, speaking, and writing).</p>
PROFICIENT	Level 5	<p><b>Monitored (Advanced Proficiency)</b></p> <p>Students at this advanced level have demonstrated English proficiency as determined by state assessment instruments (English Language Proficiency Assessment – ELPA). They are expected to be able to participate fully with their peers in grade level content area classes. The academic performance of these students is monitored for two years as required by federal law.</p>

### Stages of Language Development

	<b>Characteristics of the Student</b>	<b>Strategies for the Teacher</b>
Pre-Production (Silent/ Receptive Stage)	<ul style="list-style-type: none"> <li>* needs time to become comfortable with classroom activities, the teacher, and classmates</li> <li>* begins to understand the message but does not focus or analyze the form</li> <li>* responds to communication non-verbally</li> <li>* acquires passive vocabulary (recognizes but cannot use certain words)</li> <li>* will perhaps appear confused and/or hesitant</li> </ul>	<ul style="list-style-type: none"> <li>*focus on teaching commands through TPR- Total Physical Response- in which the student responds to commands non-verbally (i.e. "sit down, stand up, close your book)</li> <li>* use gestures and body language to act out what is being said</li> <li>* emphasize listening skills and not expect or force the student to speak until he or she is ready</li> </ul>
Early Production	<ul style="list-style-type: none"> <li>* understands the main idea of the message but may not understand each word</li> <li>* responds verbally with one or two words</li> <li>* begins to use words that have been frequently heard, especially those pertaining to classroom environment</li> <li>* mispronounces words (mispronunciation is normal and there is no need for correction, provided the listener understands what is being said)</li> </ul>	<ul style="list-style-type: none"> <li>*use yes/no questions and questions that require a dichotomous answer (questions which require repetition of no more than one word that the teacher has used in the question)</li> <li>* begin a sentence and have the student complete the sentence</li> <li>* continue to introduce new vocabulary while practicing previously learned vocabulary (the student needs to hear a word many times before comfortable using it)</li> </ul>
Speech Emergence	<ul style="list-style-type: none"> <li>* begins using simple sentences</li> <li>* improves pronunciation and intonation</li> <li>* demonstrates an expanded vocabulary using words that have been heard many times and that are now understood</li> <li>* shifts the emphasis from language reception to language production</li> </ul>	<ul style="list-style-type: none"> <li>* ask how and why questions</li> <li>* introduce rudimentary forms of reading and writing</li> <li>* emphasize to other students the importance of not making fun of or discouraging the student's efforts (such behaviors would inhibit the student's language production)</li> <li>* encourage any attempt to speak</li> </ul>
Intermediate Fluency	<ul style="list-style-type: none"> <li>* begins to use longer sentences and more elaborate speech patterns</li> <li>*makes errors as her or she attempts to use new vocabulary and more complex grammatical structures</li> <li>* begins to think in the new language instead of translating from the native language into the new language</li> </ul>	<ul style="list-style-type: none"> <li>* provide opportunities for the student to use the new language in comfortable situations</li> <li>* engage student in activities which focus on speech production and not grammatical form or absolute correctness</li> <li>*provide opportunities for students to talk about themselves, including desires, feelings, abilities, etc.</li> <li>* introduce colloquialisms and idiomatic expressions</li> </ul>
Advanced Fluency	<ul style="list-style-type: none"> <li>* begins interacting extensively with native speakers</li> <li>* makes fewer grammatical errors</li> <li>* has a high comprehensive level but may not be advanced enough to understand all academic classroom language continues to learn new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>*begin to provide some grammar instruction</li> <li>*focus on reading and writing skills</li> <li>* continue to emphasize vocabulary - student still requires extensive vocabulary development</li> <li>* use sheltered learning techniques</li> </ul>

## BICS and CALP: Two types of language proficiency

(from <http://www.google.com/#q=bics+and+calps+Jim+Cummin's+iceberg+analogy>)

When learning English, we divide verbal language into two categories, Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

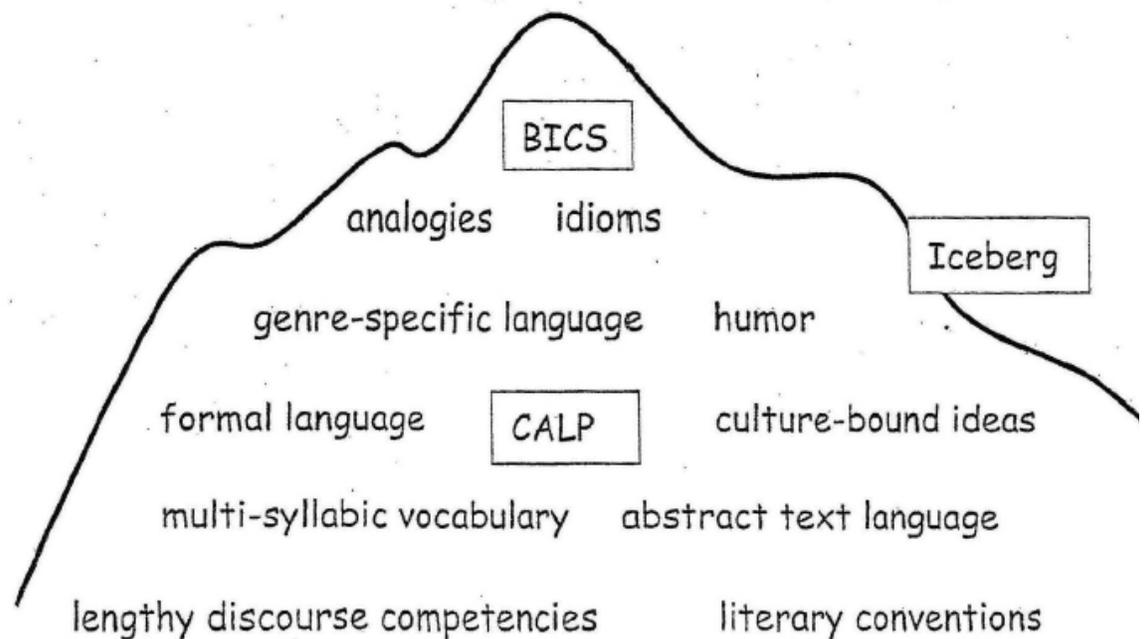
### BICS: Basic Interpersonal Communication Skills

- It takes 1-2 or even 3 years to acquire BICS.
- BICS demonstrate social language.
- Examples:
  - "Can you help me?"
  - "Where is the store?"

### CALP: Cognitive Academic Language Proficiency

- It takes 5-7 or more years to acquire CALP.
- CALP demonstrate academic language.
- Examples:
  - "Composite volcanoes and cinder cone volcanoes show the following similarities and differences."
  - "The question asked me to compare and contrast the two stories."

Jim Cummins's iceberg analogy: Don't be fooled by what you see. A student may appear to speak English at a high level but may not be able to process higher-order English skills.



## Supporting ELs in the Mainstream Classroom: Language Tips

*(Modified from original by Kristina Robertson <http://www.colorincolorado.org/article/33047/>)*

If you are a mainstream teacher trying to figure out how to offer language support to ELs, you are not alone! Many teachers around the country are working with ELs for the first time, and they have a lot of questions.

Fortunately, there are a number of ways to support ELs' language acquisition by adapting strategies already in use. These small things may make a big difference to ELs. Here are some ideas to get you started.

### **Create a language-rich environment.**

English language learners will benefit from increased exposure to print and language. A print-rich environment will include access to books and reference materials, labels and posters, and student work on bulletin boards. Word walls are also a great support for ELs, and may be organized around a number of concepts, including the alphabet and phonetic sounds, new vocabulary words, sight words, grammar rules, conversational phrases, and writing structures.

### **Be aware of the relationship between a student's native language and English.**

A student's native language will most likely have a strong influence on the way that student learns English. Understanding how this language is similar to or different from English will help you focus on troublesome areas.

Languages may differ in a number of aspects, such as phonetic sounds, pronunciation, grammar, word order, or sentence structure. For example, in Spanish, the adjective often follows the noun, so a student may write, "We are a family happy." In Arabic, there is one sound for b and p — it is mixed. Arabic students need to be taught this sound explicitly as two distinct sounds and may inadvertently write "b" instead of "p" and vice-versa. Similarly, in many languages, the r sound is a rolled-R and students may have a difficult time sounding out words that contain an r. The Vietnamese language doesn't contain the th- sound and as a result, a word such as "that" may come out sounding more like "dat" This also holds true in that many languages do not use state of being verbs such as is, am, and are.

Native language may also influence students' vocabulary as they translate words or phrases from one language to another. Perhaps a vocabulary word has multiple meanings, a different meaning in each language, or the concept doesn't exist in one of the languages. Likewise, many words sound very similar in English and may be indistinguishable to students who have been here for many years. Example: leader, liter, leather, lather, ladder, etc.

Even if you don't know a student's native language, being aware of native language influence will allow you to target your instruction. Help students by providing a model of how to use sounds, structures, and vocabulary correctly in English.

## **Simplify your language without "dumbing it down."**

With most EL students, verbal language is acquired before written language. Similarly, listening skills are often ahead of speaking ability. Although students may not always be able to verbalize what they are trying to tell you, they often understand you, provided that you are speaking clearly and naturally.

It may seem difficult to balance this at first, but here are some tips for communicating effectively with your students:

- Keep in mind that many EL students still think in their native language. Therefore, they must translate what they are hearing or reading into their native language, process it, and then translate it back into English before then writing it or verbalizing it. This process takes time and often slows the speed at which a response is given.
- Speak clearly and naturally, without going too quickly or slowly.
- With EL students, try to avoid:
  - Slang
  - Sarcasm
  - Idioms
  - Passive voice
  - Jokes
  - Words with double-meanings such as puns
- When saying a multi-syllabic word or “new” word, give a synonym or example as well.
- Encourage students to raise their hand if they don't understand a word.
- Allow for a “safe environment”. Let students know it is okay to make mistakes.

Remember that ELs may not understand instructions and key vocabulary words, and that reading something aloud doesn't always help comprehension. You can aid student comprehension by scaffolding language (providing extra supports such as real life examples, graphic organizers, visuals, etc.).

ELs may not have the same background knowledge as their English-speaking peers, especially when it comes to references to American culture and geography, such as the Grand Canyon, Martin Luther King Jr.'s "I have a dream" speech, or even Disney characters. Identify key concepts, vocabulary words, and references before the lesson. Also, give students as much time and practice with the new material as possible before starting the lesson.

If students are having trouble with an activity, try to identify whether a new concept, set of directions, vocabulary word, or other element is causing the difficulty. Identify some different ways that you can help students move beyond those obstacles. These might include reviewing new vocabulary words together.

## **Monitor Verbal input**

- *Speak clearly, using natural language.* Don't expect LEP students to be as "correct" than their native-speaking peers.
- *Don't restrict yourself to "simple" words* when talking with LEP students; use synonyms often.
- *Make questions elicit.* Ask the student to report, explain, give an example of, or generalize about what he/she has read or discovered. Avoid vague questions like, "What happened?"
- *Be aware of sentence length and complexity, idioms, and unusual vocabulary.*
- *Give directions orally and in written form.*

## **Add Contextual Clues**

- Try using facial expressions, gestures, or acting out directions to clarify meaning for LEP students
- Use plenty of visual aids and concrete referents such as props and real life examples, writing on the blackboard or demonstrating whenever possible. Diagrams and charts visually illustrate the relationships among terms, events, and steps.
- Help students understand words by using them in meaningful contexts. Provide metaphors and examples appropriate to students' levels and backgrounds.
- Personalize classroom conversation; use students' names in examples, refer to their past and future experiences, draw on their prior knowledge to form a framework for subsequent instruction.

## **Promote Communication Interaction; Negotiate Meaning**

- Beware that LEP students often have trouble acknowledging that they don't understand what is going on in the classroom (cultural variation and avoidance of extra attention to language difficulty). Use comprehension checks, "Will you show me how to do this?" or "Will you explain to your partner what this means?" rather than asking, "Do you understand?"
- If possible, allow LEP students to respond non-verbally; then build that into an oral response.
- When you recognize that a student is having difficulty expressing an answer clearly, acknowledge the correctness of the response and rephrase it correctly.
- Teach students to ask for clarification from you and their peers. Model "What do you mean by that? Could you say that in a different way?"
- Repeat and rephrase other students' responses so they can be heard or understood more clearly. Synonyms, metaphors, examples, and restatements show that ideas and information can be expressed in many different ways.

## **Organize Classroom Language Use and Procedures**

- Establish consistent routines and language for describing these routines. Make your expectations about classroom behaviors explicit. (LEP students may be unfamiliar with the structure of a U.S. classroom: movement around the room, asking questions, raising hand to answer, activity-based learning, etc.)
- Provide examples of required work such as notes, homework, write-ups of classroom activities.
- Mark transitions between activities very clearly identify the activity by name and explain how it will be accomplished. Model the thinking process you want students to use, "talking through" the steps one at a time. Demonstrate appropriate form for new activities.
- Use focus-of-attention words to indicate the direction of class discussion (okay, all right, now, so, well, etc. spoken with emphasis).
- Give more "wait time" than usual for an oral response. LEP students will also need more time to complete assignments and tests.
- Teach test-taking strategies for different test types. Remember that any test, including its instructions, is also a language test.
- Clearly identify main concepts and key words so that the expectations are obvious and the LEP student is able to focus on them.
- Recycle your content so that LEP students have multiple opportunities to understand.
- Provide students with a framework for following class lectures and discussions. Teach students labels for organizing their knowledge into manageable "chunks."

## **Explore Options**

- Allow students to use a foreign language or English dictionary in order to make the input more comprehensible.
- Use a variety of approaches to help students remember through visual, auditory, or other sensory cues. Record content reading passages on mp3, supply maps, graphs and charts, design hands-on activities.
- Cooperative learning is especially helpful to LEP students because it requires interaction with the material to be learned and with fellow classmates. The negotiating and academic talk they do will assist them in making the transition from BICS to CALPS.
- Remember that LEP students can understand before they are able to speak or write. Try to evaluate knowledge or skills in a way that is not totally dependent upon language ability to demonstrate it.
- Utilize the modified grading option where needed in order to insure a positive learning situation.

### **Help students understand when to use different kinds of language.**

ELs may speak different dialects or use "Aralish," a combination of English and Arabic, in their classroom and with their friends and family. It's important to respect the language students' use and realize that it is effective for them in certain settings. Rather than looking at certain dialects or slang as "good" or "bad," help students understand when different kinds of language are appropriate — and what the benefits of learning Standard Academic English will be for them in the long run.

Discuss the uses of Standard Academic English in college and career settings, as well as the importance of effective communication on applications and in interviews. One teacher I know calls this English the "green language" because it represents money the students can earn in the future with good English communication skills. Make it clear what kind of language you expect students to use in the classroom, and provide language models or structures when students have difficulty expressing themselves appropriately.

### **Provide students with frequent opportunities to work together, both in pairs and in small groups.**

Cooperative learning activities promote peer interaction, which helps the development of language and the learning of concepts and content. Effective activities may include working on a worksheet together as problem-solver and coach (then switching roles), think-pair-share, and book groups. It is important to assign ELs to different groups so that they can benefit from English language role models. ELs learn to express themselves with greater confidence when working in small teams. In addition to 'picking up' vocabulary, ELs benefit from observing how their peers learn and solve problems.

At first, it is often very helpful to pair a new EL student with someone who is bilingual in the student's native language and English.

Peer Tutors can work with limited English Proficient Students to...

- build oral language responses into written responses
- talk through worksheets and assignments
- turn math word problems into equations
- paraphrase and summarize long reading passages
- provide notes after a lecture so that the LEP student can concentrate on listening
- create key visuals, semantic maps and outlines of content information
- rephrase idioms and slang expressions
- explain school social activities and make sure they are aware of events {ie. date of school pictures, conferences days off, etc.)

### **Implement an effective correction/feedback policy.**

While it is difficult to know when to correct students, constructive and effective feedback is essential to student progress. It is possible for incorrect language production to become "fossilized" so that students continue to use the same incorrect structures into adulthood. This reduces their chances of being a clear communicator and ultimately limits them in professional settings. Nevertheless, it is important to balance between encouragement and error correction. One way to do this is to focus on one or two concepts at a time when listening to or reading student work. Let students know what you will be focusing on so that they in turn can focus on those particular concepts in the assignment.

Another strategy is to circle errors in writing assignments, and have students try to figure out what the mistakes were. As I always tell my students, "If I correct your English, I improve my English. If you correct your English, you improve yours." Most of the time students are able to correct their own writing errors once they focus on the circled area. If they are still stuck, give them the answer and ask them to explain why it is correct. If they don't know the answer, ask them to consult with a classmate. If no one else knows the answer, review the structure as a group.

### **Reach out to your EL/bilingual colleagues, reading specialists, special education teachers, and parents.**

Educators and staff who work regularly with ELs, as well as bilingual parents, may be a valuable source of information about language patterns or difficulties. While it may be difficult to find time to meet on a regular basis, increased collaboration among language teachers, content teachers, mainstream teachers, and support staff will most likely improve student support.

While teaching ELs may be daunting, there are a number of ways you can support their language acquisition — and in the process get them on the road to academic success!

**English Learners do not have to be assessed in the same way or with the same testing materials as mainstreamed students.**

You may find it helpful to provide an alternative assessment for your lower level EL students. Remember that although there are many similarities between EL and Special Ed, they are not the same. Most teachers already have a Special Ed modified version of their tests. EL students may find it helpful to have an EL modified version in which you:

- Simplify directions.
- Reduce response materials for content area testing.
- Provide a version of the test with simplified language
- Choose key /main ideas for assessment.
- Supply word banks for tests.
- Provide matching activities
- Extend time to complete tests
- Use peer interpreters.
- Read test questions aloud.
- Allow student to respond orally instead of written form.
- Use portfolios to authentically assess student progress.
- Grade on whether or not they are making a sincere attempt to understand the content material at their current level

## **Recommended Grading Guidelines for EL Students**

*(Summarized and adapted from "Grading Guidelines and Performance Expectations Rubric" from the Spring 1999 draft of the Policies for Limited English Proficient (LEP) Students in the Areas of Grading, Assessment, Gifted Education, and Special Education" by the Iowa Department of Education.)*

In order to promote high, yet realistic, expectations for EL students in our classrooms it is necessary to include them in the grading process. As a general rule of thumb, accommodations and modifications should be made for students who have not developed literacy skills in the primary language.

### **Considerations in Awarding Grades to English Language Learners**

Under Title III of the No Child Left Behind Act of 2001, all students are held to the same high standards as their English speaking counterparts; therefore, it is necessary to ensure that all students have fair and equitable access to the curriculum and the teaching/learning process. In order to make this happen, it is important to remember the following considerations:

1. Basic interpersonal communication skills (BICS), which are social language skills/basic survival skills, usually take up to three years to develop.
2. Cognitive academic language proficiency (CALP), which is necessary to compete academically with peers in mainstream classrooms, usually takes from five to seven years to develop.
3. Factors affecting the rate of second language acquisition include:
  - a. first language literacy skills
  - b. prior educational background
  - c. attendance at school
  - d. innate cognitive ability
  - e. cultural and family background
  - f. personality and motivation
  - g. family support and expectations of child
  - h. sense of identity in the classroom
  - i. learning style
4. Best practice is to evaluate the student's progress taking into account his/her individual limited English proficient status and/or interrupted schooling.
5. Best practice tells us that students are taught at their instructional level with accommodations such as:
  - a. modified assignments
  - b. oral language testing
  - c. cooperative learning groups
  - d. hands-on learning activities
  - e. peer tutoring
6. Best practice says that teachers use instructional practices that include an emphasis on:
  - a. pre-teaching vocabulary with an emphasis on meaning
  - b. teaching concepts in context and through content (not in isolation)
  - c. using real objects such as, concrete objects, artifacts, pictures, posters

7. Students who appear to be functioning in a specific subject either at, close to, or above grade level should be graded as any other English speaking student who has demonstrated proficiency in listening, speaking, reading, and writing.

## Tips and Strategies

(from *Supporting English Language Learners in Mainstream and Content Area Classrooms*)

### A. Incorporate auditory, visual, and kinesthetic activities to reinforce concepts and directions.

- a. Provide *visuals* in order to clarify meaning and check for comprehension.
- b. Provide *hands-on experiments* and activities.
- c. Increase use of charts, tables, maps, graphs, timelines, and flowcharts to stimulate oral communication and to simplify information.
- d. Use games that encourage oral and/or written English language interaction.
- e. Use manipulatives to help students understand concepts at the concrete level.
- f. Improve comprehension by increasing use of visuals to simplify and graphically organize information on one page
- g. Use graphic organizers, semantic maps, story maps, Venn diagrams, gathering grids, etc.
- h. Set language to music in order to provide students with practice with language patterns, idiomatic expressions, and cultural insights.
- i. Incorporate music and poetry as planned language activities.
- j. Incorporate music and poetry as planned language activities.
- k. Provide pictures to illustrate new words and terms.
- l. Use pictures, tables, maps, diagrams, globes, and other visual aids to assist in comparison and contrast for comprehension of concepts.
- m. Present clear illustrations and concrete examples to assist the students in understanding complex concepts and skills.
- n. Prepare difficult passages from textbooks on tape for listening activities.
- o. Develop interests and arouse curiosity through hands-on experiences, the out-of-doors, pictures, newspaper clippings, and periodicals.
- p. Use outline maps for students to practice writing in the details and labels.
- q. Support reading instruction by providing films, records, filmstrips, and other materials that may be used independently or in small groups.
- r. Tape record problems for independent listening assignments.
- s. Collect many of the comic books available that portray historic and cultural events in simplified language.
- t. Encourage the use of diagrams and drawings as aids to identifying concepts and seeing relationships.
- u. Show the same information through a variety of different charts and visuals.
- v. Have students use a timeline to arrange and sequence important facts.

### B. Collaboration

- a. Provide cooperative group activities encouraging EL students to work with English proficient students.
- b. Provide opportunities for students to help each other. (Peer Buddy)
- c. Encourage student-centered group problem solving activities.
- d. Provide reinforcement of language structures through small group instruction and learning centers.
- e. Seat and EL student in the middle of the classroom so that he/she can see what other students are doing.

- f. Assign a peer tutor/buddy to help explain what is happening in the classroom.
  - g. Use cooperative groupings in your classroom and assign the EL student a task in the group.
  - h. Make the EL student a part of the class as much as possible by acknowledging him/her often.
  - i. Keep a variety of number games to be played by pairs of students or small groups.
- C. Student-Centered**
- a. Incorporate activities that are student centered and provide frequent opportunities for students to practice verbal communication skills
  - b. Student conducted interviews.
- D. Task-based lessons**
- a. Use experiential activities to build upon what students already know
  - b. Encourage speech to print activities by having an EL student dictate a story or a few sentences based on actual experiences.
  - c. Encourage speech to print activities by having an EL student dictate a story or a few sentences based on actual experiences.
  - d. Use real items (realia—real media) to teach concepts such as clothing, food, toys, etc.
  - e. Organize field trips to museums, zoos, stores, concerts, parks, theaters, and performing arts events in order to provide students with rich language and cultural experiences.
- E. Adjusting phrasing and vocabulary**
- a. Use open-ended sentences to encourage students to talk
  - b. Prepare a list of vocabulary words you will be using in class and give them to an EL teacher assistant, bilingual aide, or parent volunteer to teach the EL student before the lesson begins.
  - c. Help EL students to verbalize an answer or statement they know but are having problems communication in English.
  - d. Respond with appropriate statements to answers given by EL students and try to always keep the remarks focused on the task.
  - e. Paraphrase and model correct grammar for EL students' responses.
  - f. Explain special vocabulary terms in words known to the students.
  - g. Write instructions and problems using shorter and less complex sentences.
  - h. Have students underline key words or important facts in written assignments.
- F. Total Physical Response (TPR)**
- a. Use student role-playing techniques.
  - b. Students show understanding of the spoken word by performing actions in response to a command.
  - c. Use gestures to give directions.
  - d. Have students prepare collections of science objects, such as sticks and leaves.
- G. Focus on content and comprehension**
- a. Focus on meaning and higher order thinking skills and try not to focus on language errors.
  - b. Identify language objectives and content objectives to teach listening, speaking, writing, and reading skills.

- c. Ask students to summarize stories and illustrate them in order to check comprehension.
  - d. De-emphasize speed and emphasize accuracy of work math.
- H. Modify material, homework and tests**
- a. Simplify and adapt materials—use materials appropriate to language needs and readiness of EL students.
  - b. Modify homework and classroom assignments to include an activity in which ELs can feel successful.
  - c. Highlight written materials for readability by enlarging the size of print, by organizing chapters meaningfully, and by writing headings that show introductions or transition from one idea to another.
  - d. Limit the number of problems that must be worked.
  - e. Limit the number of variables in laboratory experiments.
  - f. Assign short homework tasks that require reading.
- I. Store classroom libraries**
- a. Encourage extensive reading through classroom libraries.
  - b. Collect high interest, low-level books, such as comic books that portray historic and/or cultural events in simplified language.
  - c. Maintain a library of supplementary books and workbooks written in simple English, which offer additional illustrations for problems.
  - d. Provide biographies of significant men and women from different cultures.
  - e. Offer a variety of reference materials at the students' instructional level.
- J. Fill in the blank exercises**
- a. Use cloze activities, which eliminate words throughout a sentence or a paragraph and students, complete the sentence or paragraph with a word or synonym in the blank.
  - b. Prepare cartoons but leave the balloon-like areas above the speakers blank for students to complete.
- K. Focus on the first language (L1)**
- a. During pre-production stage of language acquisition, provide directions in the L1, library books in the L1, and oral and written activities in the L1.
- L. Practice**
- a. Involve students in the writing process early even if it in their primary language
  - b. Provide opportunities for students to practice models of writing through dictation activities
  - c. Have students prepare individual card files of science, mathematics and social studies vocabulary.
  - d. Have students compile notebooks of their hypotheses, materials, procedures, data, conclusions of experiments, and field experiences.
- M. Keep students on task**
- a. Keep EL students on task by checking to see that they know what the lesson objective is and how to complete the assignment.
- N. Teach learning customs of present culture**
- a. Teach left-right, and top-bottom directionally, sequencing, and tracing through activities, games, and classroom discussions.

## **Twenty-Five Quick Tips for Classroom Teachers**

(by Judie Haynes [www.everythingsl.net/in-services/twenty\\_five\\_quick\\_tips\\_classro\\_70733.php](http://www.everythingsl.net/in-services/twenty_five_quick_tips_classro_70733.php))

Put any five of the following tips into practice and your English language learners will benefit from the improved instruction.

### **Before Teaching the Lesson**

1. Determine the English language learning level of your ELs. Be realistic about what you expect ELs to do.
2. Plan ahead. Think about how you will make the content comprehensible to your ELs. Consider the following questions.
  - a. How will you link the content to the students' previous knowledge?
  - b. How will you build background information? Show a video or read a book aloud about your topic first.
  - c. What language and concepts need to be pre-taught?
  - d. How can you develop content area vocabulary? What visuals will you need?
3. Reflect on how you can teach to oral, visual, auditory, and kinesthetic learning modalities.
4. Prepare teaching aids such as maps, charts, pictures, and flashcards before the lesson is taught.
5. Add vocabulary word banks to student activities.
6. Adapt text so that the concepts are paraphrased in easier English. Eliminate non-essential details.
7. Find non-fiction books in the library written at a lower level about the topic you are teaching.

### **During the Lesson**

8. Build on what ELs already know.
9. Simplify vocabulary and sentence structure. Pre-teach vocabulary in context.
10. Use embedded or yes/no questions; give ELs questions you will ask in advance so that they can prepare.
11. Introduce concrete concepts and vocabulary first.
12. Teach students to categorize their information using graphic organizers. Create semantic and story maps.
13. Demonstrate highlighting techniques so that students can highlight important information.
14. Review and repeat important concepts and vocabulary.
15. Provide concrete "real" examples and experiences.
16. Teach ELs to find definitions for key vocabulary in the text.
17. Help ELs become acquainted with their textbooks (table of contents, glossary, index, etc.)
18. Model your thinking processes for students using "think-alouds".
19. Tape record part of your lesson to reinforce learning.

### **After the lesson**

20. Have classmates make copies of their notes for ELs to use.
21. Have ELs watch videos or listen to tapes about current lesson using close caption feature.
22. Provide follow-up activities that reinforce vocabulary and concepts.
23. Have students work in small groups or pairs so that language and concepts are reinforced.
24. Adjust homework assignment to your ELs' English language proficiency.
25. Modify assessment so that your ELs have an opportunity to show what they have learned.

## **Accommodations for English Learners Mainstream and Content Areas**

*(from Supporting English Language Learners in Mainstream and Content Area Classrooms)*

### **MATH**

- At beginning to intermediate levels of proficiency, English Learners should be shown examples of a completed assignment to model the correct format.
- Assignments and directions should be printed on the board along with cursive representation.
- A bilingual assistant/interpreter, when available, could be used to explain math concepts in the student's primary language.
- Students should have access to counters, number lines and other types of manipulatives, which enable them to complete assignments at their level of instruction.
- Rewrite story problems in simpler English. Use short sentences, pictures, and illustrations to encourage understanding.
- Show students how to prepare a card file of number words. Write the word on one side and the symbol on the opposite side.

### **SOCIAL STUDIES**

- Allow beginning and advanced beginning students to use drawings to demonstrate knowledge of concepts.
- Show English Learners at all proficiency levels a model of a project/assignment prior to their completing the assignment.
- Teach the key concepts while limiting the vocabulary and details in the lesson.
- Test only those key concepts addressed.
- Use many visual aids during the instruction process; i.e. overhead transparencies, maps, graphic organizers, puzzles, computer, etc.
- Tape record the test or give test orally to student.
- Allow EL student capable of tape-recording lessons to do so. (Provides immediate feedback for student to listen to the lesson at home and work on assignments on his/her own.)

### **SCIENCE**

- Homework should include completing graphs, drawing, writing in journal, etc.
- Students should work in groups when possible to solve problems or conduct experiments.
- Provide many hands-on experiences as EL students learn best by doing and seeing lessons.
- Show EL students at all proficiency levels a sample of a completed project or assignment when requiring a science project for a grade.
- Have students compile notebooks of their hypotheses, materials, procedures, data, conclusions of experiments, and field experiences.
- Have students prepare collections of science objects, such as sticks and leaves.
- Use "hands-on" experiential activities that do not rely on academic language for understanding
- Prepare large charts that summarize the steps involved in experiments.

## READING

- When making accommodations for EL students in the area of reading, it is important to remember that there is a difference between listening and speaking and reading and writing. Some English Learners might be considered advanced in speaking, but functioning at a beginning instructional level when it comes to reading with fluency.
- Keep this in mind when assigning grades. Try to remember to place the emphasis on the student's instructional level in Reading.
- EL students at all proficiency levels should have reading materials provided at their instructional level by the classroom teacher.
- EL students should be taught vocabulary in context; remember to limit the number of vocabulary words taught in each unit to only the key words. As comprehension increases, increase number of words.
- Tape record information for the EL student to learn and let him/her listen to it.
- Let students act out the story to demonstrate understanding.
- Use a variety of strategies and approaches to teach reading. The key component is to make sure that students are being taught vocabulary through meaningful context, not in isolation.
- Provide the EL student the background knowledge necessary in order to understand the concept
- Teach EL students reading strategies that enable them to predict, connect, question, and visualize a story.

## WRITING

- When making accommodations for English learners in the area of writing, the same principle holds true. There is a large difference between listening and speaking and reading and writing. Many EL students could be considered advanced in speaking but at a beginning instructional level in writing.
- EL students may not know what cursive writing is; therefore, it will have to be taught.
- EL students could be provided a list of basic sentence patterns or words (with pictures) most frequently used in their classrooms for use when writing independently.
- EL students could use a journal as a means of practicing writing with teacher feedback.
- Classroom teacher could provide a model of what he/she expects the finishing writing assignment to look like.
- Allow EL students to write about topics in which they have background knowledge.
- Allow EL students to work together when possible to brainstorm and to begin the writing process.
- Use vocabulary words and sentence structures at the instructional level of the student.
- Use words from their own materials. The words must have meaning for the student.
- Provide context clues when helping the child to learn new material.
- Try to limit the number of spelling words assigned. Increase the number of words as comprehension level increases.
- Usually EL student's oral language skills tend to be higher than their reading and writing skills.
- Adjust assignments based on the instructional level of the student.

(by Deborah A. Horan Boston College Lynch School of Education)

### ✚ How does language affect the content areas?

Language is the primary means by which content knowledge is shared and developed. Numerous studies have affirmed the critical importance of vocabulary for all students and especially for ELLs. While developing knowledge of vocabulary is important, it is not the only aspect of language which impacts learning in the content areas. Highlighted below are a few examples of how aspects of language can affect content area instruction.

<i>Math</i>	<i>Science</i>	<i>Social Studies</i>
✚ Teach directionality and rules for labeling and reading graphs and charts. If students have studied graphs or charts in their native language, allow them to show how the data is represented in their L1. Then provide a model of the same data following English conventions.	✚ Science books are not usually solid text, read top to bottom, left to right. Teach students directionality when there are columns, boxed inserts, and text laid out in a non-linear format around illustrations. This includes teaching how to read science diagrams, the conventions of subtitles, and why some words are bold or italicized.	✚ Make students aware of how different meanings are created by articles. For example, consider: <i>a country</i> , <i>the country</i> of Venezuela, <i>in the country</i> where there are farms. Students may be accustomed to using gender-based articles as in Spanish or to not using articles as in Japanese.
✚ Many math texts now ask students to write their own math problems, so model how questions are structured in English. This includes knowing appropriate question words and punctuation.	✚ Hypothesizing and conjecturing occur in science. Yet the conditional tense is not one of the first tenses mastered by ELLs. Teach students how to write conditional statements, such as “If...,then...”	✚ Create word maps of relevant semantic word families, such as <i>immigrant</i> , <i>migrant</i> , <i>migratory</i> , <i>migrate</i> . Discuss the different meanings and identify root words, so students can analyze words from context.
✚ In many word problems, the real question is implied and worded as a command instead of an interrogative. Teach students to recognize these implied questions. Compare various ways of stating or questioning a problem.	✚ Observation and data collection are among the skills needed in science. When introducing a new science topic, such as geology, brainstorm words that describe rocks. Model where you include these descriptive words or phrases in basic sentences.	✚ Not all languages follow the same rules for capitalizing proper nouns. For example, <i>English</i> is <i>ingles</i> in Spanish. Teach students when places, nationalities, languages, and other proper nouns are capitalized in English.

### ✚ What should I do when students speak to each other in another language?

Let them talk. Students are probably clarifying content and assignments. You can usually discern on-task behavior through non-verbal actions. You can also support ELLs’ language development in the following ways.

- You can intentionally group students, so they work with someone who speaks their same first language and who has a more developed grasp of English.
- At other times, you can pair students with native English speakers, so they may hear a more advanced vocabulary as well as the cadence of English.
- During cooperative learning, you can plan groups to include a range of fluency levels, so that some student peers may assist with comprehension by providing first language support while others model spoken and written English.
- You can assign a new ELL to a “language buddy,” who clarifies routines and assignments throughout the day without seeking special teacher permission.

## Legal Background

*(from <http://www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html>)*

The Office for Civil Rights (OCR) is responsible for enforcing Title VI of the **Civil Rights Act of 1964**, which prohibits discrimination based on race, color, or national origin.

In **Lau v. Nichols**, the U.S. Supreme Court affirmed the Department of Education's May 25, 1970, Memorandum, that directed school districts to take steps to help EL students overcome language barriers and to ensure that they can participate meaningfully in the districts' educational programs.

Department of Education policies regarding EL children are reflected in three OCR policy documents.

1. The May 1970 memorandum to school districts entitled "Identification of Discrimination and Denial of Services on the Basis of National Origin" clarifies OCR policy under Title VI on the responsibility of school districts to provide equal educational opportunity to language minority students.
2. The December 3, 1985, guidance document entitled "The Office of Civil Rights' Title VI Language Minority Compliance Procedures" outlines the procedures OCR follows in applying the May 1970 memorandum and the Lau legal standard on a case-by-case basis.
3. The September 27, 1991, memorandum entitled "Policy Update on Schools' Obligations Toward National Origin Minority Students with Limited-English Proficiency (LEP) is a policy updated to be read in conjunction with the May 1970 and December 1985 memoranda. It provides additional guidance for applying the May 1970 and December 1985 memoranda in the context of staffing, transition and/or exit criteria, and program evaluation, as well as to special education programs, gifted and talented, and other special programs.

OCR does NOT require or advocate a particular program of instruction for EL students and nothing in federal law requires on form of instruction over another. Under federal law, programs to educate children with limited proficiency in English must be: (1) based on a sound educational theory; (2) adequately supported so that the program has a realistic chance of success; and (3) periodically evaluated and revised, if necessary.

### **1974 decision in Lau v. Nichols**

The basis for this case was the claim that the students could not understand the language in which they were being taught; therefore, they were not being provided with and equal education.

"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education"

It also clarified that equality of opportunity does not necessarily mean the same education for every student, but rather the same opportunity to receive an education. An EQUAL education is only possible if students can UNDERSTAND the language of instruction.

## **Recommended Resources Available for Helping To Promote Success for English Learners**

The following online resources represent only a small portion of the outstanding materials currently available for helping teachers of English Learners develop strategies and activities that promote success in mainstream and content area classes.

<http://ellandsiopresources.weebly.com/>

A great web resource for EL integration from here in Michigan

<http://www.colorincolorado.org/webcasts/academiclanguage>

[http://www.everythingsl.net/inservices/study\\_skills.php](http://www.everythingsl.net/inservices/study_skills.php)

English language learners may need help in learning how to study for content area tests. Here are some helpful techniques that you can teach them.

<http://www.k12.wa.us/MigrantBilingual/resources.aspx#standards>

<http://www.colorincolorado.org/article/26751>

This article provides an overview to the stages of language acquisition, and offer strategies designed to support EL instruction at different stages of language acquisition.

<http://www.colorincolorado.org/educators/content/lessonplan>

This article from Colorín Colorado offers some ideas for developing effective lesson plans in EL, mainstream, or content-area classrooms.

[http://www.pps.k12.or.us/curriculum/PDFs/ESL\\_Modifications.pdf](http://www.pps.k12.or.us/curriculum/PDFs/ESL_Modifications.pdf)

For a quick guide to working with ELL students, check out this resource from the Portland Public Schools (OR). You'll find useful, practical information in an accessible format that you'll return to again and again, including an excellent language acquisition chart and a glossary of EL terms.

<http://www.cal.org/topics/k-12.html>

Acquiring Literacy in English

<http://www.ncela.gwu/library/literacy.htm>

Reading and Second Language Learners

Transferring Literacy Skills from the First Language to the Second Language

<http://www.ncrel.org/sdrs/areas/li0cont.htm>

Using Technology to Enhance Literacy Instruction

Addressing Literacy Needs in Culturally and Linguistically Diverse Classrooms

<http://www.escort.org/productsHSc2.pdf>

<http://www.eslpartyland.com>

## Lesson Plans and Interactive Games

<http://www.1-language.com/eslarticles/index.htm>

Integrating Language and Content: Lessons from Immersion 1995-12-00

Secondary Newcomer Programs: Helping Recent Immigrants Prepare for School Success  
1998-03-00

<http://www.4teachers.org/tools/index.shtml>

CasaNotes – Customized Notes in Spanish

<http://www.1-language.com/eslactivityzone/index.htm>

Teacher Resource for Online Teaching Activities

<http://www.1-language.com/eslphonics/index.htm>

Online ESL Phonics Worksheets

<http://www.1-language.com/eslflashcards/index.htm>

Large Collection of Flashcards for Downloading

<http://www.1-language.com/memorymatchelem/index.htm>

Words, Sounds and Pictures in an Engaging Context

<http://www.1-language.com/eslquizzes/index.htm>

Online Grammar Quizzes

<http://www.1-language.com/wordsearch/index.htm>

Building Vocabulary Through Word Searches

<http://www.4teachers.org/profd/lep/shtml>

Online Directory of RSL Resources

Especially Espanol

## **Translation websites**

[www.babelfish.com](http://www.babelfish.com)

[www.wordreference.com](http://www.wordreference.com)

[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN)

## Resources

Multifunctional Resource Center  
for Bilingual Education  
University of Wisconsin  
1 025 west Johnson street  
Madison, Wisconsin 53706  
(608). 263-4220

Your local (ISO)  
Intermediate School District

Your local University  
International Student Organization

Your State Education Department  
Bilingual Office/Migrant Office

Japanese School of Detroit  
c/o Kensington Academy  
Bloomfield Hills, Michigan 48013 .  
(810) 540-4796/ fax: (810) 647-4967

Brigham Young University  
David M. Kennedy Center for  
International Studies  
Publication services  
280 HRCB  
Provo, Utah 48602  
(801) 378-6528  
Culturgram for the '90s

Phi Delta Kappa  
P.O. Box 789  
Bloomington, Indiana 47 402-Q789  
ask for: Fastback# 278,

How Children Learn a Second  
Language  
Teaching Tolerance  
400 Washington Ave.  
Montgomery, Alabama 36104  
ask for free subscription to:  
Teaching Tolerance

## EL Materials

Educational Showcase  
639 N. Rochester Rd.  
Troy, Michigan 48017  
(800) 213-3671

International Book Centre  
2391 Auburn Road  
Shelby township, MI 48317  
(810) 254-7230

## Professional Organizations

Michigan Association for Bilingual  
Education  
c/o J. Walder  
4724 Birchwood  
Bay City, MI 48706

Michigan Teachers of English to  
Speakers of other languages  
(MITESOL)  
P.O. .. BOX 3432  
Ann arbor, MI 48106  
(313) 668-3366

## **Resources for Families in Transition to U.S.**

Chaldean Community Foundation	586-722-7253
BRYCS- Promising Practices Program	586-698-0013
Immigration and Refugee Services	586-416-1113
Angel House	313-849-2522
Southwest Counseling Services	313-896-2800
Lutheran Social Services	313-823-7700
International Institute of Metro Detroit	313-871-8600
ACCESS Community Health & Research Center of Macomb County 4301 East 14 Mile Road Sterling Heights, MI 48310.	586-722-6036
Community Mental Health	586-948-0222
Chaldean American Ladies of Charity	248-528-0130
Interfaith Council for Racial Justice	586-463-3675
Arab American and Chaldean Council 62 W 7 Mile Rd, Detroit, MI 48203	(313) 369-3100

## **Web Resources for Families in Transition to U.S.**

<http://www.misd.net/Bilingual/>  
<http://www.lep.gov/>  
<http://www.macombresources.info/>  
<http://www.misd.net/Parent/>  
<http://www.misd.net/connection/>  
<http://julieslist.homestead.com/> Go under Immigrant Service Section

<http://www.welcomematdetroit.org/>  
“Welcome Mat Detroit allows you to search for immigrant services and resources to meet your needs, connect with an immigrant community, or find ethnic events happening in Southeast Michigan.”

## Sample Student Accommodations Plan for English Learners

(from "Beyond Books, Butts, and Buses: Ten Steps to Help Assistant Principals" By Rebecca Good)

\_\_\_\_\_, an English language learner, will receive the following classroom accommodations for the school year \_\_\_\_\_.

### **Writing/Vocabulary Modifications**

- \_\_\_ Reduced note taking
- \_\_\_ Student vocabulary translations, illustrations for resource/pictures/video
- \_\_\_ Completion activities with graphs, charts, and maps
- \_\_\_ Vocabulary matching/fill-in-the-blank exercises with word list
- \_\_\_ Questions with short answers-clues given (written exercises)
- \_\_\_ Working with partner/cooperative learning group when paragraph, synthesizing or summarizing
- \_\_\_ Definitions of vocabulary before a topic is discussed
- \_\_\_ Use of study skills class to improve content retention/understanding
- \_\_\_ Oral/written inventory of key vocabulary using the following:
  - \_\_\_ Cassette tapes
  - \_\_\_ Flash Cards
  - \_\_\_ Dictionary/Pictionary
  - \_\_\_ Manipulatives
  - \_\_\_ Focus on sight word vocabulary (elementary)
  - \_\_\_ Journal writing
  - \_\_\_ Manuscript Fonts
  - \_\_\_ Less information on a page
  - \_\_\_ Various learning styles

**Class Instruction and Test Taking Modifications**

- Reduce number of questions to be answered/marked
- Prioritize objectives of class
- Reduce choices on multiple-choice tests
- Indicate page numbers to answer next to the question
- Allot more time for reading assignments and/or shorten amount of material to be covered
- Rephrase questions and directions
- Use fill-in-the-blank tests/worksheets with vocabulary list provided
- Utilize group projects rather than individual work
- Give open-book tests
- Reduce the number of matching options
- Answer questions on test; avoid use of machine scored answer sheets
- Give test over several days or in sections
- Present test questions in same phrasing as used in learning/review

**Reading Modifications**

Non-readers will:

- Use pictures
- Use stories, read aloud, and use gestures, objects, or drama
- Use poetry: recite or memorize
- Provide real experience
- Play word games
- Create chart stories
- Prepare library corner

For students using a basal, literature textbook, or novels:

- Provide story introductions through modified vocabulary
- Teach vocabulary ahead of topic to be read
- Divide longer stories into shorter segments
- Use of high interest, low vocabulary reading materials

English Language Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Classroom Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Classroom Modifications for English Learners

Place a check mark in the box for the items you already have in place in your classroom and X mark for those you haven't implemented yet.

Strategy Statement	In place	Not yet
Use many visual aids or real life scenarios.		
Send syllabus to parents in home language.		
Assign short homework tasks that require reading.		
Encourage students to get a library card and make regular visits to the library.		
Take students to museums and other cultural attractions.		
Have realistic expectations for the EL students.		
Simplify language. Speak more clearly and more slowly when giving directions.		
Ask questions in many different ways. Ask for feedback.		
Provide students with review ahead of time.		
Give extra assistance in understanding directions for homework, projects, and other work.		
Use simple syntax when formulating test questions. Allow extra time to respond.		
Allow students to use bilingual dictionary/translation devices for vocabulary words. Encourage them to use online dictionaries such as pronouncing and picture dictionaries.		
Respect the stages of the language development of each EL student. (Listening, Speaking, Reading, and Writing) and provide instruction and activities accordingly.		
Incorporate aspects of student's culture into the lesson plan.		
Learn about gestures from other cultures.		
Learn basic vocabulary and phrases of your students native language such as vocabulary used in greeting, directions, etc.		
Share the important current events of the region of your EL students.		
Ask students to share artifacts, pictures and food from their culture when appropriate.		
Modify assignments for EL students.		
When grading, take into account the student's level of English proficiency. (Ex. spelling/grammar)		
Use multiple choice or matching formats when testing. True and False can be tricky.		
Check for understanding and give immediate feedback.		
Give oral clues or prompts (TPR Total Physical Response). Demonstrate concepts.		
Use graphic organizers and thinking maps.		
Create alternative assessments.		
Assign preferential seating and peer buddy.		
Use consistent vocabulary for daily routines.		
Discuss other countries, cultures and traditions		
Provide opportunities for cooperative learning groups.		
Create a non-threatening environment where students feel comfortable to take risks with language.		