

ESL Strategies for Success



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Goal: Answer the Question...

- # How can I help ELLs in my classroom to be successful when I don't speak the same language or come from the same cultural background that they do?

Why should I adjust my instruction?

- # Federal law requires that Limited English Proficient (LEP) students be provided an equal opportunity to access curriculum and instruction.
- # North Carolina state regulations require that these students be served.

Civil Rights Act of 1964

- # No person shall be subjected to discrimination based on race, color, or national origin.
- # Anyone can contact OCR for violations.
- # Under this law, OCR interprets "discrimination" to include initial placement of ELLs more than one grade below an age-appropriate level.

May 25, 1970 Memorandum

- # Equal access to education must be provided.
- # Segregation by tracking is prohibited. Students need to interact with English-speaking peers throughout the day.
- # Parents must be included as part of the school environment.

Lau v. Nichols of 1974

- # Requires remedial efforts for ELLs. They must be taught English before they can be held to the same standards as English-speaking students. Lack of language ability cannot be the reason a student fails a class.
- # The intention is to prepare the student to learn material taught only in English.
- # ELLs cannot be denied equal access to special programs or extracurricular activities.
- # All teachers are legally responsible for the education of ELLs, not just the ESL teacher.

Plyler v. Doe of 1982

- # In the eyes of a school, there is no difference between legal or illegal immigrants. They are entitled to the same education as American citizens.
- # The 14th Amendment Equal Protection Clause does not allow public schools to ask about immigration status.

No Child Left Behind Act of 2001

- # States must establish annual measurable achievement objectives (AMAOs) for ELLs that are related to gains in English proficiency and meeting challenging State academic standards. NC will use NCCLAS as an alternate method to assess ELLs whose proficiency level is too low to be assessed with an English EOG/EOC test.
- # States must submit plans that align LEP benchmarks with State standards.
- # States must comply with the Title I requirement to annually assess in English children who have been in the United States for 3 or more consecutive years. (NC uses 24 months from initial date of entry into a school system in the US.) Schools will be held accountable for making adequate yearly progress (AYP) and AMAOs.
- # Students count for each subgroup they are a member of. For example, a Hispanic, free/reduced lunch, LEP counts 3 times towards AYP for ABC and NCLB goals.

How Do I Adjust My Instruction?

- # Instruction should be comprehensible to all learners.
- # Learning should be interactive.
- # Instruction should be cognitively challenging.
- # Instruction should facilitate language learning in the content area.
- # The goal of instruction should be achievement of academic standards by all students.

A Classroom Teacher Facilitates Language Learning By...

- # Creating an environment that allows ELLs (and all students) to be comfortable taking risks
- # Adjusting the amount of teacher-to-student and student-to-student talk ratio to include more student talk
- # Supporting or scaffolding student language development to promote success

Increase Comprehensibility

- # Use non-verbal and context clues to provide meaning for instruction (pictures, maps, demonstrations, graphic organizers).
- # Break tasks into smaller "chunks" with frequent comprehension checks as opposed to entire units with a single comprehensive test.
- # Pre-teach background knowledge/key vocabulary or concepts students will need for each unit before moving ahead.

Increase Interaction

- # Flexible grouping configurations within the classroom allow ELLs to actively participate and ask questions when they don't understand.
- # ELLs are more likely to take a risk and try speaking in a smaller setting.
- # Student talk greater in small groups than in whole class setting, and student-talk is generally less complex/easier to understand.
- # Include ELLs in classroom activities- don't isolate them. Assign a buddy when necessary and appropriate.

Increase Thinking Skills

- # Use strategies such as CRISS (read and say something, 2 column notes, etc.) to model thinking processes and to model language structures in the classroom.
- # Use graphic organizers to provide visual support for concepts.
- # Model correct answers on the board so ELLs can copy instead of writing what they hear.
- # Use question stems/Marizano or Bloom's Taxonomy to access higher-order thinking skills.

Correcting Errors

- # Put away the red pen! Students' grammar and spelling are still in the developmental stages- resist the urge to correct every mistake they make on paper.
- # Model correct grammar when speaking to a student or when writing answers on the board or overhead.
- # Repeat back a question or phrase an ELL said incorrectly so they can hear it modeled without making them feel self-conscious about the error.

Remember...

- # Just because a student speaks English well does not mean they are proficient in reading and writing it!
- # Students with a prior strong academic experience and/or background knowledge can use these skills to facilitate learning academic English.
- # ELLs have individual learning styles and preferences, just like any other student.
- # Students' current learning experiences are a major factor in how they acquire academic language proficiency now and in the future.



Five things you can do

TODAY

to help your ELLs...

Vocabulary Help

- # Provide word banks for any crossword puzzle or fill-in-the-blank assignments.
- # No more than 5 words at a time for fill-in-the-blanks or matching definitions.
- # Try not to change the wording of definitions from when you give them to when they are put on a test- it confuses ELLs when the wording is different.
- # Circle the first letter of each word in a word search.

In Class Notes

- # ELLs have great difficulty listening and copying notes at the same time.
- # ELLs (even advanced ones!) have trouble with video-viewing guides.
- # If you use an overhead or powerpoint presentation for notes, give ELLs a copy at the beginning of class so they can follow along.
- # Omit key words from the copied notes so ELLs will actively listen during lecture or class discussion.

Lectures/Teacher Talk Time

- # Don't present a lecture without any visuals- ELLs need them to provide context!
- # ELLs learn best when they have written material to look at.
- # Don't give ORAL tests or quizzes.

Readability

- # ELLs often find it difficult to read cursive. Please print or type notes or worksheets so they will understand.
- # Please make sure copies are clear. ELLs have trouble filling in missing letters like we can.

What

letter

is it?

Assignment Length

- # Shorten assignments, tests, and/or quizzes. Make sure you tell the ELLs what you expect them to do or to know as they study.
- # Circulate around the room during a test or quiz to make sure the ELL is following the directions.
- # See if an alternate or easier version of a textbook or novel are available for the ELLs to use in your class.
 - www.lib.ncsu.edu/livinginourworld
 - McDougall/Littell Spanish Science Textbooks
 - www.worldlingo.com



Questions?