

## ESL LEARNERS - SOME DO's AND DON'T's

<i>Definitely DO</i>	<i>Usually DON'T</i>
<ul style="list-style-type: none"> <li>➤ Use English as the language of instruction</li> <li>➤ Speak slightly more slowly and enunciate – try for less compound and/or complex sentences to start off</li> <li>➤ Use the home language with care</li> <li>➤ Use concrete objects, actions, visuals, etc. to convey meaning</li> <li>➤ Model desired responses</li> <li>➤ Repeat and paraphrase cheerfully and patiently and continue to link visual and verbal cues as long as is needed</li> <li>➤ Give praise for effort</li> <li>➤ Check student comprehension in many small ways – frequently</li> <li>➤ Encourage the use of bilingual dictionaries</li> <li>➤ Teach reading, writing, listening, speaking intertwined</li> </ul>	<ul style="list-style-type: none"> <li>➤ Talk more when it is clear that there is no understanding- using more words to explain words only helps to overwhelm, not enlighten</li> <li>➤ “dumb down” the content – the problem is not their brains, it is lack of English</li> <li>➤ Resort to the home language at the slightest sign of puzzlement – keep some challenge</li> <li>➤ Start with reading/decoding when oral proficiency and vocabulary are still weak</li> <li>➤ Expect students to respond as quickly as their peers – processing and translating takes time</li> <li>➤ Get frustrated because you cannot understand through a heavy accent – monitor and adjust as you use clarification questions</li> <li>➤ Underestimate the need for praise of effort</li> <li>➤ Assume comprehension</li> <li>➤ Be reluctant to use the bilingual dictionary yourself to explain a difficult concept –or a more able student who can translate</li> <li>➤ Teach any language skill in isolation</li> </ul>

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