

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

Definitely DO	Usually DON'T		
> Use English as the language of instruction	Talk more when it is clear that there is no understanding- using more words to explain words only helps to overwhelm, not enlighten		
<ul> <li>Speak slightly more slowly and enunciate – try for less compound and/or complex sentences to start off</li> </ul>	"dumb down" the content - the problem is not their brains, it is lack of English		
> Use the home language with care	<ul> <li>Resort to the home language at the slightest sign of puzzlement</li> <li>keep some challenge</li> </ul>		
Use concrete objects, actions, visuals, etc. to convey meaning	Start with reading/decoding when oral proficiency and vocabulary are still weak		
> Model desired responses	<ul> <li>Expect students to respond as quickly as their peers – processing and translating takes time</li> </ul>		
<ul> <li>Repeat and paraphrase cheerfully and patiently and continue to link visual and verbal cues as long as is needed</li> </ul>	<ul> <li>Get frustrated because you cannot understand through a heavy accent – monitor and adjust as you use clarification</li> </ul>		
> Give praise for effort	<ul><li>questions</li><li>➤ Underestimate the need for praise of effort</li></ul>		
<ul> <li>Check student comprehension in many small ways - frequently</li> </ul>	> Assume comprehension		
Encourage the use of bilingual dictionaries	Be reluctant to use the bilingual dictionary yourself to explain a difficult concept -or a more able student who can translate		
<ul> <li>Teach reading, writing, listening, speaking intertwined</li> </ul>	<ul><li>Teach any language skill in isolation</li></ul>		

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

Definitely DO		Usually DON'T	
A	Use English as the language of instruction	> Talk more when it is there is no understan more words to explai only helps to overwhe enlighten	clear that iding- using n words
>	Speak slightly more slowly and enunciate – try for less compound and/or complex sentences to start off	"dumb down" the co- problem is not their k lack of English	
A	Use the home language with care	<ul> <li>Resort to the home I</li> <li>the slightest sign of</li> <li>keep some challeng</li> </ul>	puzzlemen
<b>A</b>	Use concrete objects, actions, visuals, etc. to convey meaning	<ul> <li>Start with reading/de when oral proficiency vocabulary are still w</li> </ul>	and
>	Model desired responses	Expect students to requickly as their peers processing and transitime	espond as
<b>A</b>	Repeat and paraphrase cheerfully and patiently and continue to link visual and verbal cues as long as is needed	<ul> <li>Get frustrated becau cannot understand the heavy accent – monit adjust as you use cla</li> </ul>	nrough a tor and
A	Give praise for effort	<ul><li>questions</li><li>Underestimate the new praise of effort</li></ul>	ed for
A	Check student comprehension in many small ways - frequently	> Assume comprehensi	
	Encourage the use of bilingual dictionaries	<ul> <li>Be reluctant to use to dictionary yourself to difficult concept -or student who can trans</li> </ul>	explain a a more abl
A	Teach reading, writing, listening, speaking intertwined	Teach any language sisolation	skill in