

## 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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## **TIPS FOR INCLUDING ALL LEARNERS IN EVERY LESSON**

- ❖ Assume nothing
- ❖ Be consistent – hand out an outline of core expectations
- ❖ Celebrate diversity – reflect authentic and appreciative inclusion of cultures and peoples of the world
- ❖ Construct new meaning by building on background knowledge
- ❖ Cooperative learning groups support learning for all and teach a critical real-life skill
- ❖ Cue students to listen with extra care by using name first when questioning or discussing
- ❖ Effort deserves acknowledgement in one form or another
- ❖ Get to know them and who they are – make them the resources
- ❖ Give extra time to formulate responses orally
- ❖ Home language has a place – to explain a key word, to celebrate differences, etc.
- ❖ Keep instructions clear; a written list as well as oral information is invaluable
- ❖ Language Experience Approach works !! (all ages) [ do, talk, write, read]
- ❖ Model, model, model – yourself, and show student samples of work
- ❖ Patience and a safe, accepting environment help everyone
- ❖ Provide overview or reading list to support new topic of study (having time to pre-read is invaluable –helps the parents as well)
- ❖ Reader Response / personal journals are a great way to start communication and assess levels of comprehension – see example procedures in TOOLKIT
- ❖ When assessing student work, clarify for yourself if you are assessing content or grammar – or both, and grade according to what the task was meant to assess
- ❖ Support verbally (yes, that is good), non-verbally (nod, smile, etc.) and co-verbally – tone of voice conveys much meaning and emotion
- ❖ Use students as resources (and their families, as appropriate)
- ❖ Use talk to elaborate visual and print cues, not to replace them
- ❖ Use visual tools ALL the time