

Links to Website Resources



Association for Supervision and Curriculum Development: Learn, Teach, Lead
www.ascd.org/

Center on Response to Intervention at American Institutes for Research
<https://www.air.org/center/center-response-intervention>

Colorín Colorado!
www.colorincolorado.org/

Many Things: Interesting Things for ESL Students
www.manythings.org/

National Alliance for Partnerships in Equity
www.napequity.org/

National Clearinghouse for English Language Acquisition
ncela.ed.gov

Proficiency - Assessments
sde.ok.gov/english-language

Teachers First: Thinking Teachers Teaching Thinkers
www.teachersfirst.com/content/esl/eslhintintro.cfm

U.S. Department of Education: English Learner Tool Kit for State and Local Education Agencies
<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

Using English.com: English Language Learning
www.usingenglish.com/



Counseling and Career Development
Contact us at 405.743.5596

English Learners

Strategies for Improving CareerTech Instruction

Think how your performance on an assignment/test would change if you were doing it in a different language.

Classroom Preparation Strategies

Speak slowly, audibly and clearly.

- Avoid asking students in front of the whole class if they understand the material.
- Encourage students to volunteer to repeat the instructions in their own words for clarification.
- Promote students' use of native languages first to ease their stress of being put on the spot; allow them to use English second.

Establish routines

- Set familiar patterns of behavioral expectations to eliminate the need for worry about what to do next.
- Set instructional routines to lower uncertainty from initial teaching to homework collection.

Avoid whole class instruction when possible; it offers too many factors to interpret.

- Whenever possible, work with small groups of students.
- Use cooperative learning structures.
- Circulate among students when they are working on an assignment.

Prepare for challenging whole-class lessons ahead of time.

- Teach the second-language vocabulary idioms and phrases that students will need to know.
- Introduce the concepts that the whole class will be learning.
- Use materials geared for specific ELL groups (i.e., use materials in the students' home languages).

Provide informational processing time to allow students to access first-language knowledge and express themselves fully.

- Offer time to process first in native language.
- Offer time to translate information into English.
- Offer more than three minutes of processing time before answering or beginning an assignment.
- Offer extra time to complete assignments/tests.

Encourage development of first languages at school and home and in the community.

- Offer bilingual learning opportunities to allow students to continue learning in their home languages.
- Encourage students to read in their native languages. Strong primary language reading skills increase English attainment.

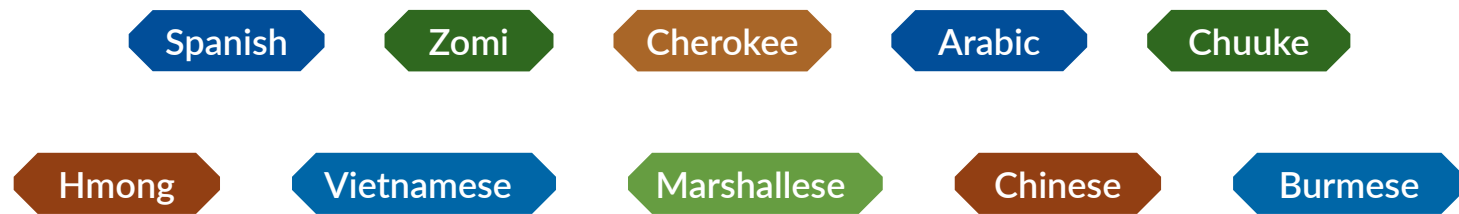
Differentiate lecture and verbal instruction.

- Use real-life objects as hands-on manipulatives.
- Use visual representations: posters, virtual manipulatives, pictures, models, graphs, charts, timelines and maps.
- Use multimedia representations: PowerPoints, videos, DVDs and websites.
- Use active methods of learning: partner interviews and structured conversations.

Use explicit teaching; model the instructional content.

- Model instructional actions; present the actions of a complex task.
- Model thoughts; verbalize aloud the thinking process of a complex task.
- Walk students through process-oriented tasks one step at a time.
- Promote gestures and body language.
- Explain key concepts in students' home languages (with interpreter, colleague, parent volunteer or student).
- Link new information to background knowledge.
- Spend additional one-on-one instructional time.

DO YOU KNOW THE
10 MOST SPOKEN LANGUAGES IN OKLAHOMA
 OTHER THAN ENGLISH?



Instructional Presentation Strategies

- **Introduce new vocabulary** at the beginning of the lesson.
- **Graphic organizers and outlines** as handouts provide information scaffolding.
- **Visual clues** for speaking and writing assist comprehension.
- **Pre-reading strategies** guide and build background knowledge.
- **Images downloaded from the internet** help illustrate curriculum concepts.
- **Interactive software and handheld devices** provide language skills practice so students can get individual, private feedback as they practice their language skills.
- **Visual Presentation aids** (videos or software) help enhance students' language use in nontraditional, collaborative and engaging ways.
- **Websites** offer online easy access and exercises for students to practice sub-skills and provide intense practice in specific language skills and vocabulary sets.
- **Virtual collaborations** provide authentic practice as students work with native speakers of the target language, gaining both valuable language learning opportunities and intercultural insights.
- **Virtual field trips** provide simulated experiences, as students see in an interactive manner people and places in locations they could not visit otherwise.
- **Word processing** enables students to check spelling and grammar as they practice writing in the target language.
- **Language labs** support language acquisition with personal instruction, monitoring, feedback and authentic verbal interaction
- **Web-based, authentic content** designed with written and oral text on topics of interest in both languages enhances comprehension

Teach to various learning styles and present information within multiple intelligences.

Learning Strategies

Foster student-centered use of learning strategies

- Use mnemonics to aid memory.
- Use the SQP2RS framework
 - Survey or scan text for 1-2 minutes.
 - Ask questions from reading with teacher guidance.
 - Predict based upon questions.
 - Read to search for answers and confirm or reject predictions.
 - Respond by answering questions and formulating new ones for next section of text.
 - Summarize orally or in writing the text's key concepts.
- Use scaffolding techniques
 - Paraphrase.
 - Model aloud how to think about, strategize and monitor understanding.
 - Reinforce contextual definitions.
 - Use pattern instruction.
 - ✓ I do. → You watch.
 - ✓ I do. → You help.
 - ✓ You do. → I help.
 - ✓ You do. → I watch.
- Use interactive groupings
 - Use partners, triads and small groups.
 - Have them complete a project-based activity.

Accommodating work tasks to fit capabilities does not mean expecting less.

Common Curriculum Accommodations

Classwork / Homework

- Use fewer items per page.
- Extend time to complete assignments/projects/tests.
- Ignore spelling and/or grammar errors except when explicitly taught.
- Offer frequent breaks (multitasking in two languages is tiring).
- Accept reading and response logs rather than essay.
- Use speech to text app for written assignments.
- Accept pictorial products in conjunction with written work.

Assessments

- Test key concepts and main ideas.
- Avoid test questions asking for discrete information.
- Make a simplified language version of the test.
- Simplify instructions.
- Provide word banks.
- Extend time to complete tests.
- Use objective written tests: matching, multiple choice.
- Offer interviews, oral reports or role-play/modeling concurrently to the written exam to reflect true knowledge.
- Offer portfolio option.

Standardized or teacher-created tests cannot always measure ELL students' progress accurately or authentically. Instead, measure by what they can do at any point in time, keeping in mind what they could not do earlier. Progress is key!