

ESL DEPARTMENT NEWS

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ESL: CHALK TALK FOR ELLS

How much do you encourage speaking in class? Only when asked? Do your ELLs have the opportunity ELLs may be reluctant to speak, not only because of their lack of proficiency in English, but also because of they are uncomfortable in an environment where they are asked to share their ideas. A positive and supportive environment has a significant influence on student comfort

level, participation, and success.

Chalk Talk

Chalk Talk is a silent conversation in writing that allows students to have an equal opportunity to participate. It can be used for many purposes. It's a silent way to reflect, generate ideas, check on learning, develop projects or solve problems. It can be used productively with any group. Because it is done completely in silence, it

gives groups a change of pace and encourages thoughtful contemplation. It can be an unforgettable experience.

A Chalk Talk exercise is guided by a facilitator but relies largely on the written input of the participants. Teachers of ELLs can use pre-cut pictures as prompts for ELLs to generate writing during collaborative learning.

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Special points of interest:

- CHALK TALK
 - Creating an environment for welcomed mistakes
- WRITTEN DIRECTIONS

THE ESL DEPARTMENT NEEDS YOU!



Do you have a photo of a fun experience about teaching English using ESL strategies ? Share your photo with ESL on the Google Drive!! I could be featured in the ESL newsletter! The ESL Department welcomes photos of:

Scaffolding, Cooperative Learning, Using visuals, Silent signals, Multi-sensory gestures to connect learning, meta-cognitive strategies, using manipulatives, teaching students to refer to written instructions.

ESL ROOM MODEL– PEER TEACHING (TURN AND TALK)

Turn and Talk

Turn and Talk is an oral language support strategy that provides students scaffolded interactions to formulate ideas and share their thinking with another student. When Turn and Talk is used, all students have a chance to share their thinking in a low-risk setting. Verbalizing their thinking scaffolds students understanding and provides talk at a peer level, a model close to the language the student controls.

Students can be partnered in many ways but the partnering should be strategic and not random. It is important to pair students strategically so that both have an opportunity to share during a turn and-talk. In general it is suggested to pair less proficient speakers with students who have a little more language, but not with the most profi-

cient speakers.

It is important to strategically plan all the way down the questions students will ask and answer. Turn and Talk to allow students a chance to talk about the content and to ensure the questions are open-ended and require students to provide thoughtful answers. Turn and Talk can be woven into every content area and throughout the day. Open-ended questions allow students to think critically and support their ability to articulate their understanding of the teaching point. Providing sentence stems to help the students to answer the question encourages students to construct language from a model.

ESL SOTM— FOCUS ATTENTION ON WRITTEN DIRECTIONS

ELLs who are in the process of acquiring their L2 have a hard time focusing on written instructions. They rely mainly on oral directions as this is often the method of instruction in the classroom. However written directions are the easiest to follow. For one thing, the directions are written down and students can check them several times to make sure they've completed all of them. (this is a test taking strategy) There is nothing to remember, all the directions are right there on the paper.

Successful teachers of ELLs explicitly teach students to read all the directions on the paper before starting the work. But it doesn't stop there. Students should not only read the directions but interact with

them to make them meaningful and more relevant to the task to be completed no matter how simple. This is a good practice as it teaches students to be mindful that they are carrying out a process.

How can students interact with written instructions?

- Underline, Highlight or Circle the action or command words
- Number multiple steps written within the instructions in sequence.
- Write questions in the margin about what is or is not understood.
- Read them aloud with questioning
- Read, re-read, and read again if the students loses their way.

