

ESL DEPARTMENT NEWS

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ESL INSTRUCTIONAL STRATEGIES

Having trouble finding or implementing ESL instructional strategies in your classroom? Here are a few tried and true strategies that should be a part of everyday instructional practices in classes with high English Language Learner (ELL) or Limited English Proficient (LEP) student populations:

Provide visuals and make connections with student's schema often.

***Pictures, videos, charts, graphs, physical models, manipulatives**

Give students the opportunity to speak in English and discuss with each other. Model appropriate grammar and syntax.

Use academic language and skills during instructional time so that students develop a working knowledge of academic language terms.

Require and encourage students to actively use academic language while completing assignments and during discussions.

***This may be difficult for students, however model the use of academic language and have the student model it back to you.**

Teach students to **regularly, consistently and independently use graphic organizers** during instruction, assignments and assessments as a means to organize their thoughts, express their thinking and model what they know each and every time.

Types of graphic organizers:

Math: T charts, Ones/Tens/Hundred Charts, Venn Diagrams, Fact Families number tree, grids, tables

English: Labels, di-graphing sentences, underline/double Underlines, Venn diagram

Have **students work in pairs and groups** to discuss content. Use a speaking and listening rubric to guide student's discussion. Redirect students who stray off the topic. Encourage students to use their mother tongue (L1) as a reference, but not as primary mode of conversation.

Teach students to **interact with written instructions**. This includes highlighting action words that tell students what to do. Underlining key words and writing single notes about what they understand in the margin.

Inside this issue:

ESL Instructional Strategies

1

Special points of interest:

- ESL Strategies
 - Visuals
 - Academic language
 - Graphic organizers
 - Written directions