

ESOL Instructional Strategies

A - OVERALL STRATEGIES

1. Provide a climate of warmth and caring which nurtures a sense of comfort.
2. Seat the student close to the front of the room.
3. Establish a daily routine in your classroom and prepare the students for any changes.
4. Use as many of the senses (seeing, hearing, touching, smelling and tasting) as possible to present information to students.
5. Provide ESOL students guidelines for written work and homework assignments.
6. Provide alternative instruction whenever the class lessons are extremely difficult for the LEP student.
7. Arrange small discussion and talking activities that permit students to practice verbal skills.
8. Give verbal information and explanations along with a visual presentation.
9. Allow the students ample time to complete assignments.
10. Keep directions short and simple.
11. Assign buddies and peer tutors to your LEP student.
12. Clearly explain homework assignments since the LEP student lacks the English language support at home.
13. Allow LEP students to use bilingual dictionaries.
14. Utilize learning centers as alternative instruction to provide sufficient reinforcement of content material.

B - LANGUAGE ARTS

1. Utilize oral techniques, such as cueing, modeling elicitation and chunking.
2. Utilize the Total Physical Response (TPR) teaching strategy which introduces a new language through a series of commands to enact an event.
3. Utilize the dialogue journal technique in which the student regularly communicates with the teacher.
4. Speak clearly and simplify the vocabulary; it is not necessary to speak more loudly.
5. Utilize the Language Experience Approach which incorporates the experiences, the oral language, and interests of the student to develop writing and reading skills.
6. Limit correcting errors of pronunciation, structure, or vocabulary. State the response correctly without comment if necessary.
7. Share big books in the classroom, especially those published by the students.
8. Provide frequent review and repetition in each step of language and content learning.
9. Choose reading and writing activities that activate the prior knowledge of the students.
10. Use pop songs and favorite read-aloud poems.
11. Present new reading vocabulary extensively, utilize props and facilitate multi-sensory formats.
12. Integrate your English curriculum with other subject areas to expand English vocabulary.
13. Role play stories from your literary-based reader; if the LEP student has adequate language, make him/her an active participant.
14. Choose literature representative of the ethnic background in your classroom.
15. Provide individual and group activities to develop listening and speaking skills through learning centers.

C - SCIENCE

1. Involve students "hands-on" learning experiences to allow the LEP students to be more active participants.
2. Present new information to students in small sequential steps, allowing the student to concentrate on one thing at a time.
3. Utilize outlines and charts during class presentation.
4. Model instructions for experiments to introduce and explain new vocabulary.
5. Explain clearly all safety procedures.
6. Write instructions on the board so that the LEP student can refer to them when needed.
7. Utilize the cooperative learning approach in which the student is given the opportunity for peer instructions.
8. Assign low-level language proficiency activities in which the LEP student could experience success.
9. Integrate vocabulary expansion activities, such as labeling, identifying, and classifying information.
10. Allow students to answer fewer questions or written problems as long as they acquire the key concept of the lesson.
11. Provide for oral testing of new material if the LEP student is not able to be tested by a written format.

** All K-12 teachers must have a copy of this attached to the front part of the Plan Book by law, an implementation of these strategies have to be included in the teacher's lesson plans.*

12. Research and present to the class interesting scientific information concerning the targeted ethnic group.

D - SOCIAL STUDIES

1. Employ games and simulations to engage the students in problem solving and decision-making.
2. Assign independent projects in which the LEP student will be given an opportunity to display his/her academic strength.
3. Guide your students through the process of textbook reading by asking questions, providing purpose statements and conducting discussions.
4. Utilize graphic organizers such as webbing and semantic maps.
5. Modify your lesson objectives according to the language level of the LEP student.
6. Plan for culturally oriented activities in which the LEP students can contribute their knowledge of their culture and to promote cultural understanding in the classroom.
7. Utilize audiovisual materials that support a multi-sensory approach.
8. Teach the book format to the LEP students to make sure they know how to use each part of the book.
9. Encourage your LEP students to bring newspapers, magazines, and artifacts from their home culture to show to peers.
10. Assign cultural awareness projects to familiarize your students with the differences and similarities of the targeted cultures.

E - MATH

1. Encourage students to verbalize the steps involved in solving a problem as they work through it on paper.
2. Use manipulatives to help students visualize the math concepts.
3. Allow students to use computational aids such as number lines, abacus, counters and computation charts.
4. Teach math concepts and computation procedures through games and kinesthetic activities.
5. Give practice in reading word problems by identifying the key words to determine the operation needed to solve the problem.
6. Utilize good audiovisual programs for presentation of new concepts and assignments whenever possible.
7. Conduct extensive comprehension checks whether done by the teacher or peer tutor.
8. Begin with the easiest word problem, adding the harder problems in a progressive order.
9. Group problems initially by the operational procedure to be used.
10. Research the methods of math computation and application of the particular language groups in your class whenever possible.

F - COMPUTER LITERACY

1. Teach through modeling rather than giving directions.
2. Assign work in groups with native speakers of English.
3. Have student surpass his/her own previous record rather than the score achieved by a rival.
4. Select software that has been proven effective for the purpose of using content to enhance language development.

THE FOUR STAGES OF SECOND LANGUAGE ACQUISITION

STAGE I PRE-PRODUCTION

- MINIMAL COMPREHENSION
- NO VERBAL PRODUCTION

CLASSROOM ACTIVITIES:

LISTEN DRAW
POINT SELECT
MOVE CHOOSE
MIME ACT/ACT OUT
MATCH CIRCLE

STAGE II EARLY PRODUCTION

- LIMITED COMPREHENSION
- ONE/TWO WORD RESPONSES

CLASSROOM ACTIVITIES:

NAME LIST
LABEL CATEGORIZE
GROUP TELL/SAY
RESPOND ANSWER
DISCRIMINATE

STAGE III SPEECH EMERGENCE

- INCREASED COMPREHENSION
- SIMPLE SENTENCES
- SOME BASIC ERRORS IN SPEECH

CLASSROOM ACTIVITIES:

RECALL SUMMARIZE
RETELL DESCRIBE
DEFINE ROLE-PLAY
EXPLAIN RESTATE
COMPARE CONTRAST

STAGE IV INTERMEDIATE FLUENCY

- VERY GOOD COMPREHENSION
- MORE COMPLEX SENTENCES
- FEWER ERRORS IN SPEECH

CLASSROOM ACTIVITIES:

ANALYZE LIST
CREATE CATEGORIZE
DEFEND TELL/SAY
DEBATE ANSWER
PREDICT HYPOTHESIZE

Lesson Planning



