Don’t TREAD on English Language Learners!
Problems with Language Dependent (verbal) Lessons

Silvia Diaz
Donna Frazee
Irina McLaughlin
Adaptation from: Dr. Joyce Nutta, Associate Professor

Tell

How? I heard the teacher read to me, I heard lots of words and sounds, also I saw lots of pictures, but still I do not know what she is talking about and now I think she wants me to tell her about what she read. How am I going to do that?

Read

I know how to read in my language, I can "read" the letters but what do they mean?

Explain

How can I explain the concept, I know what she is asking, but I do not have the words to “explain” my answer.

Ask/Answer

The teacher is asking questions (I think) But everyone has their hands up but I do not have any idea of what is going on????

Red flags for ELLs in lesson plans

Tell
Read
Explain
Ask/Answer
Discuss
Others--listen, present, write, describe, define…
I see everyone is listening to the teacher, and they are talking and taking turns, but I do not know what is going on. I know the lesson is about the solar system. I love science, but how can I let them know that I know about the planets?

I know how to listen, but what they are talking about do not make sense to me. The teacher gave us papers to do something with them. I see pictures and she keeps showing them to me and asking me for answers, but I do not really know what she wants?
ESOL Strategies for Comprehensible Instruction

- Teach questioning for clarification
- Promote cooperation (small groups)
- Encourage self-talk (positive thinking)
- Link lesson topic to students’ prior knowledge
- Teach technical vocabulary supporting key concepts
- Continually monitor students’ comprehension
- Show students how to use graphic organizers like semantic mapping and imaging
- Use direct instruction: Modeling, explaining, scaffolding, name the strategy and show how to use it.
- Teach note-taking strategies: T-lists, timelines, and others.
- Teach think, pair and share strategies in cooperative groups
- Place language in meaningful context
- Teach to two objectives, language and content
- Use preview/review activities
- Simplify your speech by making it slower and redundant
- Reinforce the key ideas you present again and again
- Integrate speaking, listening, reading and writing activities
- Provide contextual support through audio visuals, models, demonstrations, realia, body language and facial expressions
- Use commands and directions that involve overt student actions as in Total Physical Response (TPR)
- Establish predictable classroom routines through the use of an outline on the board or bulletin board
- List the most important words and phrases you use or plan to use in a presentation on a transparency or on the chalkboard
- Record your lectures, presentations, or stories on audiotape, especially for new students who have very limited exposure to English
- Give enough wait time for LEP students to respond to questions
- Structure advance organizers consisting for new terminology that learners will encounter in the new lesson vocabulary to be reviewed
- Incorporate the culture and the language of LEP students in your curriculum
- Incorporate second language acquisition strategies in the curriculum
- Maintain a library of supplementary books and workbooks written in simple English, which offer additional illustrations for problems
- Highlight written materials for readability by enlarging the size print, by organizing chapters meaningfully, and by writing headings that show introductions or transition from one idea to another
- Provide biographies of significant men and women from different countries
- Offer a variety of reference materials at the students’ instructional level for independent use
- Encourage the use of diagrams and drawings as aids to identify concepts and seeing relationships
- Write instructions and problems using shorter and less complex sentences
- Use student pairs for team learning, especially for reports, experiments and projects
- Limit the number of problems that must be worked according to levels of proficiency in English
- De-emphasize speed and emphasize accuracy of work
- Limit the number of variables in laboratory experiments
- Ask numerous questions which require higher level thinking responses
- Use language experience techniques in discussing concepts and ideas
- Assign short readings for homework
- Have students prepare collections of science objects
- Have students prepare individual card files of subject area specific vocabulary
- Have students compile notebooks of their hypothesis, materials, procedures, data, conclusions of experiments, and field experiences
- Have students use timelines to arrange and sequence important facts and information
- Have students underline or highlight key words or important facts in written assignments
- Focus on thinking skills; predict, categorize, classify, observe and report (oral-written-pictorial), sequence, summarize
- Use Venn diagrams to contrast and compare activities
- Use discovery learning activities (hands-on-activities)
- Use information gap activities (sharing pieces of information to solve problems)
- Use group assignments, portfolios, learning journals and non-print options as alternative assessment
- Give students pre-lexicon assignments when introducing new topics
- For content comprehension use a variety of comprehension activities, such as; strip stories, KWL activities, SQ3R, learning logs, role playing activities, cloze strategy, and others.
TEACHING STRATEGIES
- Abstract Concepts/Concrete Examples
- Appropriate Media Materials
- Buddy Materials
- Capsule Vocabulary
- Categorization
- Classifying
- Cloze Exercises
- Clustering
- Concrete Vocabulary
- Content Journals
- Demonstrations
- Dialogue Journals
- Drama
- Experiments
- Field Trips
- Flow Charts
- Framed Paragraphs
- Graphs
- Headline Writing
- Highlighting
- Illustrations
- Jazz Chants
- KWL Charts
- Language Experience Approach
- Learning Centers
- Learning Logs
- Listening Activities
- Mapping
- Mystery Pot
- Non-essential Detail Reduction (RAFT)
- Opinion/Proof
- Outlines
- Plan-Do-Review
- PowerThinking
- Predicting
- Problem Solutions Guides
- Problem Solving
- Question-Answer Relationships
- Reading Logs
- Realia
- Role, Audience, Format, Topic
  Role Play
- Schema Development
- Selective Underlining
- Semantic Features Analysis (SFA)
- Semantic Webbing
- Sentence Expansion
- Sentence Synthesis
- Spool Paragraphs
- Story Grammars
- Story Maps
- Strip Sentences
- Strip Stories
- Summaries
- Teacher Think Alouds
- Thematic Approach
- Timelines
- Total Physical Response
- Two Column Notes
- Venn Diagram
- Visual Representations
- Vocabulary Card Files
- Vocabulary Filing Systems
- Vocabulary Journals

COOPERATIVE STRATEGIES
- Brainstorming
- Group Discussion
- Integration Information Gap
- Jigsaw
- Matching
- Numbered Heads Review
- Pair Problem Solving
- Peer Tutors
- Round Robin
- Small Groups Pair Groups
- Teacher Assistants
- Think-Write-Pair-Share
- Volunteers

ALTERNATE ASSESSMENT
- Content Retelling/Dictation
- Debates
- Diorama
- Games
- Graphic Demonstrations
- Group Testing
- Interview
- Observation
- Portfolio
- Student Self-Rating
- Writing Samples
ESOL Methods and Strategies

Methodologies/Approaches:
- Total Physical Response (TPR)
- Natural Approach
- Cognitive Academic Language Learning (CALLA)
- Whole Language Approach
- Language Experience Approach (LEA)
- Retelling a Story
- Activating Peer Knowledge

Modified Class Work (Based on Level of English Proficiency):
- Vary Complexity on Assignment
- One-on-One Instruction with Teacher or Aide
- Modify Nature of Assignment
- Substitute Diagram for Paragraph
- Use of Home Language for Instruction
- Explain Key Concepts
- Repeat/Paraphrase/Slow down
- Vocabulary with Context Clues
- Reading with a Specific Purpose
- Use Simple, Direct Language (Limit Idioms)
- Use all Modalities/Learning Styles
- Provide Meaningful Language Practice
- Drills (Substitution, Expansion, Paraphrase, Repetition)
- Matching with Visuals
- Unscramble Sentences, Words, Visuals
- Categorize vocabulary
- Context Clues
- Outline Notes
- Directed Reading/Thinking Activity (DRTA)
- Semantic Feature Analysis
- SQ3R (Survey, Question, Read, Recite, Review)
- Summarizing
- Note Taking
- Word Banks
- Repetition
- Question – Answer Relationship (QAR)

Multicultural Resources:
- Guest Speakers
- Use of Community Resources
- Cultural Sharing
- Varied Holiday Activities

Alternative Assessment Instruments:
- Interview
- Content Retelling
- Content Dictation
- Cloze Procedure
- Graphic Representation
- Student Self-Rating and Evaluation
- Teacher Rating Checklist
- Writing Sample
- Group Testing
- Observation/Anecdotal
- Portfolio

Visuals, Graphic Organizers, and Other Audio/Visuals:
- Flow Charts
- Maps
- Charts
- Graphs
- Pictures
- Semantic Webbing/Mapping
- T-Charts
- Venn Diagrams
- Story Maps
- Time lines
- Computer/Software
- Realia
- Videos/Films/CD ROM
- Demonstrations
- Captioning
- Labeling
- Music/Songs
- Jazz chants/Raps
- Cassettes – Music/Books
- Language Master

Interactive Strategies/Cooperative:
- Peer Buddy
- Small Group Activities
- Pairs and Threes
- Jigsaw
- “Corners”
- Think/Pair/Share
- Group Reports, Projects
- Panel Discussion/Debate
- Choral Reading/Read Around Groups

Other Interactive Strategies:
- Field Trips
- KWL (Know/Wants to Know/Learned)
- Role Play
- Games
- Dialogue Journals
## Second Language Acquisition
### Students Level of English Proficiency

<table>
<thead>
<tr>
<th><strong>PREPRODUCTION</strong></th>
<th><strong>EARLY PRODUCTION</strong></th>
<th><strong>SPEECH EMERGENCE</strong></th>
<th><strong>INTERMEDIATE FLUENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Characteristic</strong></td>
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<td><strong>Characteristic</strong></td>
</tr>
<tr>
<td>1. Listening</td>
<td>1. Continued listening</td>
<td>1. Sight vocabulary (older learners)</td>
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<tr>
<td>2. Shy Student</td>
<td>2. Student responds with one or two words and non-verbally</td>
<td>2. Students speak in phrases and sentences</td>
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<tr>
<td>3. Student responds non-verbally</td>
<td>3. 3.6 months to 1 year of English</td>
<td>3. 1 - 3 years of English</td>
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<tr>
<td>4. 10 hours to 6 months exposure to English</td>
<td>3. 1,000 receptive words</td>
<td>3. Continued BICS development</td>
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</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td><strong>Vocabulary</strong></td>
<td><strong>Vocabulary</strong></td>
<td><strong>Vocabulary</strong></td>
</tr>
<tr>
<td>1. 500 receptive words</td>
<td>1. 1,000 receptive words</td>
<td>1. 7,000 receptive words</td>
<td>1. 12,000 receptive words</td>
</tr>
<tr>
<td>2. BICS development (Basic Interpersonal Communication Skills)</td>
<td>2. 10% of vocabulary is expressive</td>
<td>2. 10% vocabulary is expressive</td>
<td>2. 10% vocabulary is expressive</td>
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<tr>
<td><strong>Teaching Strategies</strong></td>
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<tr>
<td>1. 90% teacher talk</td>
<td>1. 50% - 60% teacher talk</td>
<td>1. 40% teacher talk</td>
<td>1. 10% teacher talk</td>
</tr>
<tr>
<td>2. TPR</td>
<td>2. TPR with responses – verbal and non-verbal</td>
<td>2. Poetry</td>
<td>2. Essay writing</td>
</tr>
<tr>
<td>7. Student follows commands</td>
<td>7. Labeling (older learners)</td>
<td>7. How and why questions</td>
<td>7. Prewriting activities</td>
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<tr>
<td>9. Use of realia</td>
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</tbody>
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## Stages of L2 Acquisition

<table>
<thead>
<tr>
<th>Stage</th>
<th>Student</th>
<th>Teacher*</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-production</td>
<td>▪ Points</td>
<td>▪ Gestures</td>
<td>▪ Point to …</td>
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<td></td>
<td>▪ Non-verbal response</td>
<td>▪ Facial expressions</td>
<td>▪ Find the …</td>
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<td></td>
<td>▪ Actively listens</td>
<td>▪ Simple language</td>
<td>▪ Sort</td>
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<tr>
<td></td>
<td>▪ Responds to commands</td>
<td>▪ Slowing down</td>
<td>▪ Rearrange</td>
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<td>▪ Repeating</td>
<td>▪ Select</td>
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<td>Early production</td>
<td>▪ One-word responses</td>
<td>▪ Yes/no questions</td>
<td>▪ One-word response</td>
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<td></td>
<td>▪ Short utterances</td>
<td>▪ Either/or inquiries</td>
<td>▪ General questions - encourage lists of words</td>
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<td></td>
<td></td>
<td>▪ Models correct responses</td>
<td>▪ Two-word responses</td>
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<td>Speech emergence</td>
<td>▪ Participates in small group activities</td>
<td>▪ Focus content on key concepts</td>
<td>▪ Why?</td>
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<td></td>
<td>▪ Demonstrates comprehension in a variety of ways</td>
<td>▪ Provide frequent comprehension checks</td>
<td>▪ How?</td>
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<td></td>
<td></td>
<td>▪ Use performance-based assessment</td>
<td>▪ How is this like that?</td>
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<td></td>
<td></td>
<td>▪ Use expanded vocabulary</td>
<td>▪ Tell me about … Talk about …</td>
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<td></td>
<td>▪ Ask open-ended questions</td>
<td>▪ Describe …</td>
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<td></td>
<td></td>
<td>▪ How would you change this part?</td>
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<tr>
<td>Intermediate Fluency</td>
<td>▪ Participates in reading &amp; writing activities (to acquire new information)</td>
<td>▪ Fosters conceptual development &amp; expanded literacy through content</td>
<td>▪ What would you recommend/suggest?</td>
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<td></td>
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<td>▪ How do you think this story will end?</td>
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<td></td>
<td>▪ What is the story about?</td>
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<td>▪ What is your opinion (on this matter).</td>
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<td></td>
<td></td>
<td>▪ Describe/compare …</td>
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<td></td>
<td>▪ How are these similar/different?</td>
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<td></td>
<td></td>
<td>▪ What would happen if …?</td>
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<td></td>
<td></td>
<td>▪ Which do you prefer? Why?</td>
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<tr>
<td></td>
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<td></td>
<td>▪ Create ...</td>
</tr>
</tbody>
</table>

*Use visuals, pictures, realia, objects, charts, graphs, etc., throughout all stages for comprehensible input.