Best-Practice Strategies to Use with Secondary English Language Learners in Content Areas

Modifying Instruction for Secondary ESL in Social Studies

Sources

- *Texas Education Agency Bilingual-ESL resources -* http://www.tea.state.tx.us/curriculum/biling/tearesources.html

- *Enriching Content Classes for Secondary ESOL Students.* J. H. Jameson. Center for Applied Linguistics, 1998

- *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement.* Robert J. Marzano, Debra J. Pickering, Jane E. Pollock. ASCD, 2001.

- *Middle & High School ESL Teachers*, Carrollton – Farmers Branch ISD

Modifications for Second Language Learners

- According to §89.1210 Program Content and Design, *the district shall modify the instruction*, *pacing*, and *materials* to ensure that limited English proficient students have a *full opportunity* to master the essential knowledge and skills of the required curriculum.

- Teachers *are required* and *will be held accountable* for modifying the instruction, pace, and materials to ensure that LEP students have a full opportunity to master the essential knowledge and skills of the required curriculum. (TEA, July 1999)

This is How a Paragraph Looks to ESL Students:

- **Beginning ESL Students**

  The___in New York are very___in the___. There are not many___about and the___are made by___and not___. You___the___of___in the___, the___of the___, the___of___ ___ in the___and the___of the___.

- **Intermediate ESL Students**

  The___Gardens in New York are very___in the morning. There are not many persons about and the sounds are made by___and not men. You hear the___of___in the lake, the cry of___, the___of the birds in the___and the___of the___.

- **Advanced ESL Students**

  The Botanical Gardens in New York are very peaceful in the morning. There are not many persons about and the sounds are made by animals and not men. You hear the splash of fish in the lake, the cry of the geese, the cawing of the birds in the bushes, and the movements of the monkeys.

Facilitating Language Learning in Content Areas:
General ESL Modifications

- Create an environment that facilitates language learning – create a supportive climate at the school and the classroom level
- Create small learning communities such as teams of teachers
- Personalize – don't let kids become invisible
- Use cooperative learning strategies with all students
- Always provide a partner for Preliterate and Beginning students
- Use pictures, real objects, video clips, role-play, actions, etc. to make concepts more concrete and understandable
- Adjust teacher talk to increase comprehensibility – use consistent routines and language

- Create visuals, such as charts for vocabulary, routines, steps of a strategy, etc.
- Underline key words or phrases in directions, charts, etc.
- Limit vocabulary use – be sure students know how to use a bilingual dictionary, but focus on teachings how to figure out meaning without knowing each word
- Provide translation when necessary, if available, but DO NOT rely on it
  - DO NOT flip-flop languages or students will rely on the translation and will not try to figure out English
- ALWAYS MODEL all activities and provide ample practice time
- Always use read-aloud, partner-read, taped readings or other reading styles other than silent reading for those who cannot understand and read English yet

Principles That Help ESL Students in Content Areas

- Increase Comprehensibility

- Increase Interaction

- Increase Thinking Skills

Increasing Comprehensibility

- Use a ***Lesson Sequence***, which proceeds

  (1) from *prior knowledge* to *new knowledge*

  (2) from the *concrete* to the *abstract*

  (3) from *oral* language to *texts*

  (4) from *more contextual* support to *less* contextual support

- Use ***Contextual Support*** to communicate the message (***visuals***, ***hands on***, ***non-verbal***, etc.), then correlate the message with the language

Best-Practice Strategies to Increase Comprehensibility

- *Write objectives on board*
- *Announce activities used to accomplish objectives*
- *Build background knowledge – ask questions, make connections*
- *Preview vocabulary & concepts*
- *Student retelling of key concepts*
- *Manipulatives*
- *Realia, props*
- *Visuals, pictures*
- *Word Walls*
- *World Wall Activities*
- *Graphs, charts, maps - From Text to Graphics and Back to Text Again*
- *Timelines*
- *Models*
- *Multi-media*
- *Demonstrations*

Italicized items are strategies research says are most effective with students learning English

- Gestures
- Body language
- Slower, simpler language
- Build/extend language
  - Vocabulary Activities
- Rephrase
- Outlined materials
- Highlighted text
- Expansions of synonyms/antonyms
- Teach prefixes/suffixes
- Emphasize academic vocabulary
- Show meaning of vocabulary/language
- Total Physical Response
- Students make observations, use their own words first; then, key words introduced and repeated
- Use of senses
- Related literature
- Use fewer idioms/slang terms

Best-Practice Strategies to Increase Interaction

- Pair ELL with Fluent English Speaker
- Numerous opportunities to talk using academic language
- Guessing games
- Flexible grouping
- Partner reading
- Peer/teacher conferencing
- Explain thinking orally/writing
- Call on classmate to extend ELL's response
- Assign a buddy to ELL
- Work in pairs
- Student discussions
- Brainstorm with partner

- Small group activities
- Cooperative groups
- Role-play
- Teacher to Student
- Student to Teacher
- Image Streaming
- Mix, Match, Freeze
- Inside-Outside Circle
- Sticky-Note Discussions
- Word Sorts
- List-Group-Label
- Capsule Vocabulary
- Think-Pair-Share
- Numbered Heads Together
- Cooperative Learning Strategies 1
- Cooperative Learning Strategies 2

Best-Practice Strategies to Increase Thinking Skills

- Problem solving
- Name categories
- Predictions
- Give evaluations
- Experiment
- Hypothesize
- Wordless books-students make up text
- Compare/contrast
- Analyze information
- Higher-order questioning (Bloom's Taxonomy)
- Teach the Text Backwards
- Thinking maps
- Graphic organizers
- Student views and judgments based on evidence

- Categorize information
- Sorting/classifying Discovery learning activities – students learn from their own investigation of material, analyze information
- Start unit with big picture
- Cause/effect
- Think-aloud
- Frayer Models 1 & 2
- Zoom-In, Zoom-Out
- Rules-Based Summarizing
- Combination Notes
- 3-2-1 Send-Off
- Group Summarizing
- Verbal/Visual Word Association
- Student Vocabulary Strategy
- Concept Definition Mapping

Research-Based Strategies for Increasing LEP Students Academic Achievement

- *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement.* Robert J. Marzano, Debra J. Pickering, Jane E. Pollock. ASCD, 2001.
  - Marzano's 9 strategies with modifications for ESL
  - How to use the strategies in instructional planning

Teaching Social Studies to Secondary ESL

- Texas Education Agency Strategies for teaching Social Studies to Secondary ESL
  - [Teaching Secondary Social Studies to Second Language Learners](#)
  - [Best Practice Strategies](#)
  - [Concept Development](#)
  - [Vocabulary Development](#)
  - [Information Organization](#)
  - [Notes and Responses](#)
- Examples of Social Studies PowerPoints for Newcomers ESL
  - [American Symbols](#)
  - [Pompeii](#)
- Social Studies-to-ESL-Students Online Resources:
  - *Cultural Corner*: http://education.uncc.edu/more/Pre_in_service/Cultural_Corner.htm
  - *Internet 4Classrooms Lesson Plans:* http://www.internet4classrooms.com/lesson.htm
  - *Social Studies Lesson Plans*: http://www.cloudnet.com/~edrbsass/edsoc.htm
  - *National Geographic Lesson Plans*: http://www.nationalgeographic.com/xpeditions/lessons/matrix.html
  - *Discovery Educaiton Lesson Plans*: http://school.discovery.com/lessonplans/9-12.html