

Most Effective Teaching Practices For ELLs

1. WHAT IS CULTURALLY-RESPONSIVE TEACHING?

- Incorporates students' concerns into the curriculum
- Prepares students for meaningful social roles
- Emphasizes social and academic responsibility
- Promotes equality and appreciation of diversity
- Improves acquisition and retention of new knowledge by working from students' existing knowledge base
- Improves self-confidence and self-esteem by emphasizing existing knowledge
- Increases transfer of school-taught knowledge to real-life situations
- Exposes students to knowledge about other cultural groups
- Facilitates literacy and content learning
- Helps students feel more comfortable and confident with their work

2. WHAT IS COOPERATIVE LEARNING?

- Allows students to work together in small groups to maximize their own

learning as well as that of the others

- It is student-centered versus teacher-centered
- Creates interdependence among students
- Facilitates learning versus transmitting material
- Enhances instructional conversations
- Decreases anxiety
- Develops social, academic, and communication skills
- Boosts self-confidence and self-esteem
- Improves individual and group relations
- Develops proficiency in English by providing students with rich language experiences that integrates speaking, listening, reading, and writing

3. WHAT ARE INSTRUCTIONAL CONVERSATIONS?

- Emphasize extended dialogue between teachers and students and between classmates about topics that are relevant to students and have educational value
- Develop students' language and complex thinking skills
- Guide students in their learning processes
- Do NOT limit expectations for LEP students

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4. WHAT IS COGNITIVE- GUIDED INSTRUCTION?

- Teaches students how to learn and know when to tap various strategies to accelerate the acquisition of English or academic content
- Enhances students' meta-cognitive development
- Focuses on direct teaching and modeling of cognitive learning strategies

5. WHAT IS TECHNOLOGY- ENRICHED INSTRUCTION?

- Promotes students' comprehension in content areas
- Connects learning in the classroom to real-life situations (multimedia)
- Creates meaningful context for teaching and learning
- Facilitates auditory skill development (integrating visual with sound)
- Accelerate acquisition of language by providing pronunciation, translations, and answer to questions (digitized books)

What Are The 7 “Things” That Effective Literacy Teachers Of ELL Students Know And Do?

1. Think about their students different meaning and uses for literacy

- Understand that their students want to be literate and need to be literate to contribute to the needs of their families
- Know that literacy is an important part of who each of us is
- Communicate to students that becoming literate in English does not mean that they should abandon important aspects of their identities

2. Understand that ELLs need access to a rigorous curriculum as well as to native speakers of English

- Provide students with what they need to know to do well on assessments as well as the next level of schooling
- Don't deny their students their right to use their native language, but make sure that their students interact with other native speakers of English
- Believe that helping ELL students become proficient in English is central to the mission of ALC

3. Believe that all their students possess the necessary background, language, and cultural knowledge to become fully literate

- Are aware that the ways of thinking about literacy may differ in other traditions and that each culture's way may be distinctive, even unique

4. Provide students with effective reading comprehension instruction

- Have a mental map in their heads about what good reading instruction looks like
- Model their own thinking by talking through comprehensive problems
- Use a wide variety of formats
- Motivate students to passionate readers

- Teach vocabulary as part of daily instruction

- Explain idiomatic expressions

5. Build enticing and relevant classroom libraries

- Gather a variety of books
- Know about children's literature in general and about children's grade-level appropriate literature in particular
- Expect and encourage students to think about the similarities and connections between different books
- Make books available that feature characters from diverse backgrounds
- Include books in different languages as well as bilingual books for ELL

6. Provide challenging and substantive writing instruction as on-going opportunities to write in their classrooms

- Have a well-developed sense and understanding of the various stages writers go through as they create a document
- Have a thoughtful and well-crafted sense of how instruction can promote better writing
- Provide the students with concrete and practical means to conduct research
- Practice writing across the curriculum

7. Understand that their students need to access their own linguistic and cultural strengths to become fully literate

- Facilitate instruction that helps students become strategic translators, users of cognate-vocabulary relationships and to appreciate how such linguistic resources give them an understanding of how to make maximum use of their bilingualism

6 Things Teachers Can Do To Make Their Instruction In English More Comprehensible For ELLs

1. USE A LESSON SEQUENCE WHICH PROCEEDS FROM:

- Prior Knowledge
- Concrete to Abstract
- Oral language to texts
- More contextual support to less contextual support

2. TEACH THE TEXT BACKWARDS

- Do applications
- Discuss main points
- Examine study questions
- Read Text

3. USE CONTEXTUAL SUPPORT TO COMMUNICATE THE OVERALL MESSAGE, THEN CORRELATE THE MESSAGE WITH LANGUAGE

4. INCREASE INTERACTION AMONG STUDENTS AND BETWEEN STUDENTS AND TEACHERS

5. INCREASE THEIR STUDENT'S THINKING SKILLS

6. MAKE CONNECTIONS TO OTHER CONTENT AREAS, STUDENT INTERESTS, AND OTHER CULTURES

5 Steps to Directed Reading Thinking Approaches (DRTA)

1. PREVIEW THE READING

- Look at the title, headings, summary, and pictures
- Discuss prior knowledge and experiences
- Identify key vocabulary

2. PREDICT THE CONTENT

- Make questions from the headings to help identify what you want to learn from the reading
- Identify what you already know
- Ask “What is this chapter/article/passage about? What seems important? What seems interesting?”

3. READ IN SECTIONS

- Instead of assigning the entire chapter/article/passage assign sections or chunks to be read silently

4. CHECK THE PREDICTIONS

- Lead a discussion to review the reading by focusing on answers of evidence students found related to their initial questions and predictions
- Ask students to show the part of the reading that answered a question
- Use higher order thinking questions and strategies (Costa’s or Bloom’s)

5. SUMMARIZE THE MAIN POINTS

5 Stages of Language Acquisition

1. PRE-PRODUCTION/SILENT PERIOD

- Understands little or no English
- Uses no English

2. EARLY PRODUCTION

- Understands simple speech
- Requires repetition
- Uses functional words/phrases
- Limited Vocabulary

3. SPEECH EMERGENCE

- Understands simplified speech and repetitions and phrases
- Uses simple speech and gestures
- Uses present tense verbs and has a wider vocabulary range

4. INTERMEDIATE FLUENCY

- Understands adult speech, but requires some repetition and rephrasing
- Uses some complex structures; however, may still have difficulty with verb tense choices, consistency and special verb agreement

5. FLUENCY

- Understands most difficult speech, except some advanced structures
- Is able to express himself or herself adequately to succeed
- Errors not uncommon among proficient speakers of English