**ELL INSTRUCTIONAL STRATEGIES**

**Instructional strategies:**

1. Use one activity, one text, one worksheet to teach a unit throughout the week
2. Use one story all week connected to the unit
3. Teach this information in different ways throughout the week
4. Use concrete concepts (not abstract) tied back on how to utilize the resources
5. Use hands on activities, such as flashcards, letters they can manipulate, line up students alphabetically by their first name, find objects in classroom that start with letter
6. Use your hands to make gestures, such as “listen”, “look”, “speak”
7. Tap into students’ experiences and link them to the lesson by asking questions about the topic. For example, “Have you ever had to take care of anyone? Tell me about it,” then “Well, today we are going to read about a boy who had to take care of his sister…”

**Vocabulary instruction:**

Present new terms in context, talk about them, encourage students to use them in conversation and peer dialogue, and post them for students to see and use.

Provide visual clues for students by using gestures, modeling, pictures, demonstrations, and graphic organizers. Write words on the board or use overhead projectors.

Use scaffolding by modeling explicit instruction (“I do it”), to guided instruction (“We do it”), to students working together with teacher supervision (“You do it together”) to students doing on own (“You do it”).

English language learners improve their conceptual understanding with repeated exposure; therefore need repetition and redundancy.

Use experiential/role playing instruction as this improves memory and understanding. For example, teach a unit on how to use the bus system by setting up the classroom with bus stops. Make students choose roles, such as bus driver or passenger. Integrate use of money, phrases to say, reading a bus schedule etc.

Use multisensory instruction using the kinesthetic (whole body, large muscle) and tactile (sense of touch, the way things feel) channels of learning as well as the visual and auditory. This does not mean that every lesson involves every channel of learning, but rather that the same information is presented in many different ways over a period of days or weeks. This way the learner has the opportunity to learn through the channel best suited for them and time to absorb the information.

In teaching sounds and phonological processing use explicit instruction of the sound system by using:

* systematic presentation of the sounds of English
* contrast with sounds from the native language
* explicit contrast of sounds in English that may be difficult for speakers of some
languages to discriminate (e.g. the /a/ of pat and the /e/ of pet
* multi-sensory presentation of these sounds
* review and over learn the sounds and contrasts in both reading (decoding)
and writing (encoding)
* master the sound system before more complex reading and writing

**Use of multiple learning modes will impact varied learning styles:**

* Rely on visuals. For example, use a picture dictionary, flash cards, the blackboard,
posters, etc.
* Reinforce learning with listening, speaking, reading and writing activities.
* Use color cues. Write each word on an index card in a marker of the same color.
For example, write “red” with a red pen or use a red hexagon as the background
for the word “STOP”.
* Use music and verse. This aids memory and makes learning fun. For example,
use children’s songs such as the alphabet song, commercial jingles, raps.
* Utilize kinesthetic for tactile learners. For example:
	+ - * 1. bringing real food or clothing for students to handle in class as they
				learn vocabulary words
				2. visit a health clinic and ask a health care professional to demonstrate
				simple commands during a health exam
				3. use word cards so students can move the words around to create sentences,
				categorize words (such as all fruits)
				4. use physical responses to play games, such as Simon Says, telling students
				to “stand up”, “sit down”, “open your book”
				5. role play common workplace commands, such as using a time clock or
				putting tools away
				6. have students act out verbs in a charade activity where other students
				have to guess the word

**Resources:**

<http://www.udemy.com/toefl-listening-tasks/>

From *LD and the ESL Learner*, 2002, by Robin Schwartz

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