

THINKING About ENGLISH LANGUAGE LEARNERS

- 1 Use curriculum focused on content to allow students to learn the essentials, without getting confused and frustrated with the "fluff". Remove unnecessary material, words, etc., that can distract from the content.
- 2 Deliver the content in "chunks", so ELL students can digest a little at a time, and then continue to build their knowledge and understanding of the material.
- 3 Provide background knowledge, sometimes with native language support, to allow ELLs to tie new information to something familiar. This helps students as they decode information; first trying to understand in their native language, and then transferring that understanding into English.
- 4 Define key vocabulary, multiple-meaning words, and figurative language.
- 5 Use audio and visual supports.
- 6 Provide multiple learning opportunities to reinforce key concepts and vocabulary.
- 7 Provide cross-content application of concepts, to help tie learning together, making it more comprehensible.
- 8 Provide curriculum that addresses all four language processes.
- 9 Incorporate technology with effective online programs that provide:
 - Individualized instruction
 - Opportunities to practice in various contexts
 - Ability to work at their own pace
 - Effective data for educators to determine areas of strengths, and areas of focus, in order to drive instruction



http://www.edmentum.com/sites/edmentum.com/files/resource/media/0272_27_DifferentiateInstructionESL_081415.pdf

edmentum

ELL (UDL) Strategies

1. Translation Devices
 - ★ Google Translate
 - ★ Scan Translate (app)
2. Google Docs:
 - ★ Provides the ability to teach in context of student's written work
 - ★ Ability for students to use their first language to show comprehension and limit frustration
3. Word Walls:
 - ★ Content Specific (example → Math: http://www.doe.virginia.gov/instruction/mathematics/resources/vocab_cards/)
4. Writing Frames/Sentence Frames
 - ★ *Sentence Frames can help our struggling readers and writers think through a complex text (and eventually write about it) with some proficiency.* AVID - Advancement Via Individual Determination, Critical Reading: Deep Reading Strategies for Expository Texts Teacher Guide
5. PWIM (Picture Word Induction Model)
 - ★ Video: https://www.youtube.com/watch?time_continue=6&v=hxTmXl8r3IE

Things we do:

- Assess students having difficulty in the classroom because their first language is not English or is a non-standard dialect
- Consult and Plan for Annual Instruction Plans (AIPs)
- Participate in school based team meetings and/or class reviews
- Ongoing support to school-based ELL teachers, classroom teachers and educational assistants
- Working with individual students or small groups
- Assisting development of curricular/instructional adaptations
- Collaboration & Coaching (Mentoring)
- Assisting with resources (print materials (dual language labels), games technology...)
- Offer workshops

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Processing and Wait Time

ELL students are often translating from English to their first language (FL) and then translating back to English before even trying to answer a question. This takes an enormous amount of effort, energy and time.

Relax.

Breathe and wait, the answers given might just exceed expectations.

"A different language is a different vision of life"
Federico Fellini