

Demystifying ESOL Strategies for Practical Classroom Use

Multicultural & ESOL Program
Services Education Department

Bonnie Firtell-Lotterman
Bunny Frye
Hilda Perez-Santiago

Di Tri Berrese

Uans appona taim uas tri berrese:
mamma berre, pappa berrere, e bebi
berre. Levi inne contri nire foresta.
NAISE AUS. (No mugheggia) Uanne
dei pappa, mamma, e beibi go tooda
bice, a furghette locche di doore.

What is Comprehensible Instruction?

- *Make content more understandable*
 - *Provide nonverbal clues*
- *Build from language mastered*

Language Acquisition

Basic

Interpersonal

Communication

Skills

Cognitive

Academic

Language

Proficiency

Timeframe



Reflective Questions

Academic Development

- What knowledge do my ELLs have in each content area class in their native language?
- What knowledge do my ELLs have in each content area class in the English language?
- Is academic knowledge being measured in the native language?
- Is academic knowledge being measured in the English language?

Cognitive Development

- Is the instruction in the classroom challenging with emphasis in the use of higher-order thinking skills?
- Are all teachers in my school aware of the strategies specific to ELLs?
- Are the strategies evident in daily instruction to ensure comprehensible instruction and gap closure?

Based on research done by Dr. Wayne Thomas & Dr. Virginia Collier, 1995-2001

Reducing Anxiety

Predictable Routines and Signals:

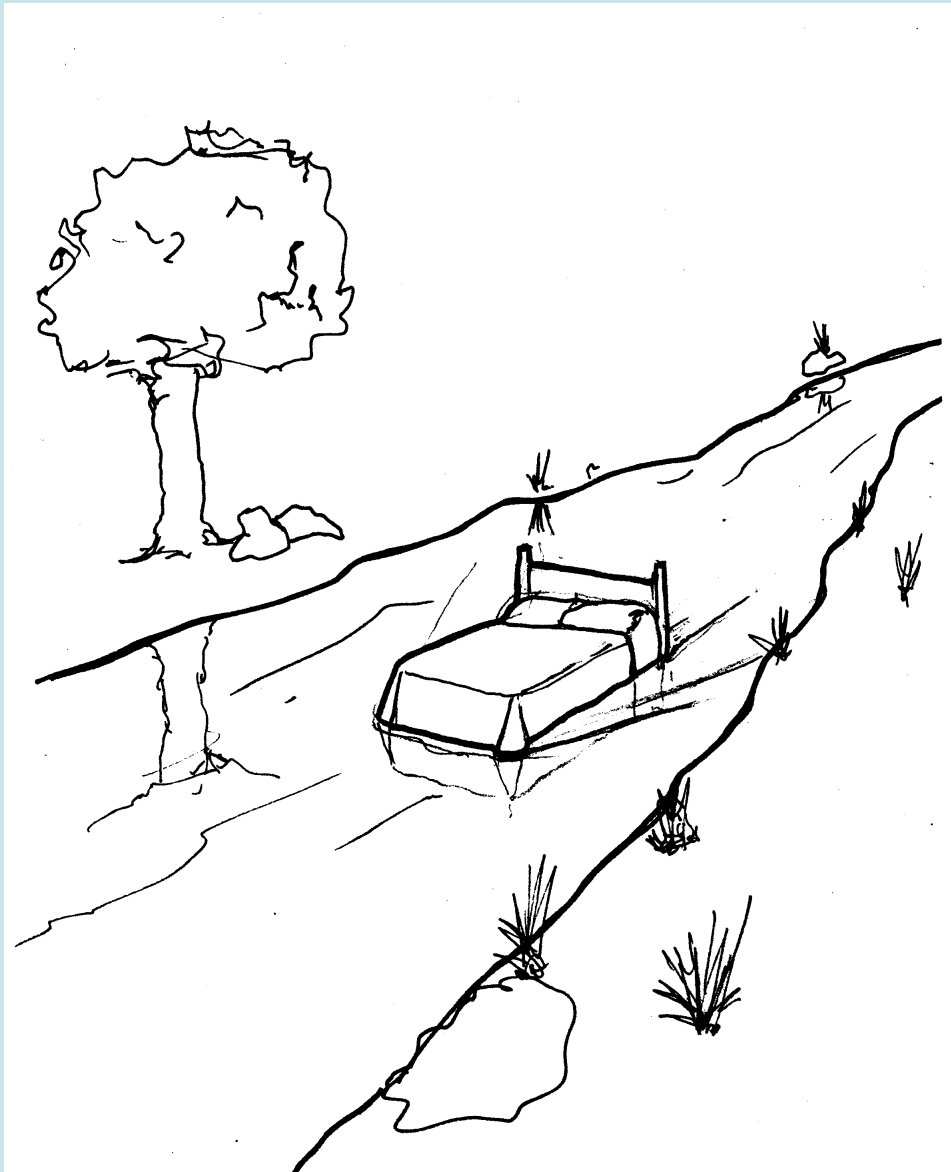
- *Setting up your room*
- *Establishing routines*
- *Modeling routines*
- *Contextualizing directions*

Visual Scaffolding:

Providing Language Support Through Visual Images

- *Identifying the vocabulary*
- *Collecting visuals*
- *Reproducing and organizing visuals*
- *Engaging students*
- *Building the file*

Riverbed



TAPE

Language Acquisition Is a Long-Term Process

Language learning is a complex, multifaceted process that encompasses academic and cultural knowledge as well as basic communicative skills.



Multiple factors influence rates of acquisition:

- 🍏 Educational background
- 🍏 Native language skills
- 🍏 Learning style
- 🍏 Cognitive factors
- 🍏 Motivation
- 🍏 Instructional environment
- 🍏 Practice in the second language
- 🍏 Others???



Please memorize the shapes associated with the letters.

This is a test of your spatial memory. Memorize the shape associated with each letter and be prepared to draw them.



Please memorize
the shapes
associated with the
letters.

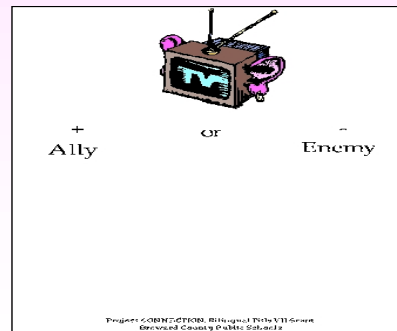
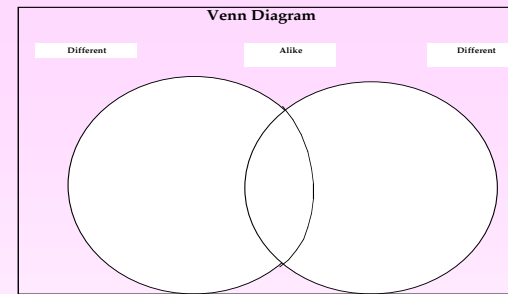
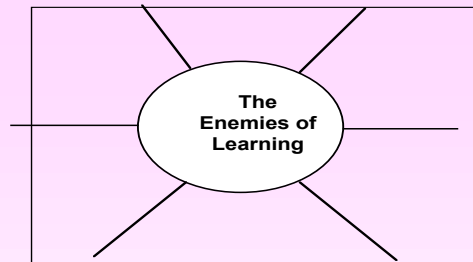
Hint:

A	B	C
D	E	F
G	H	I

Graphic Organizers

What makes this a successful strategy for ELLs?

Graphic Organizers



K What we know	W What we want to know	L What we have learned

One Sentence Summary Frame Example

This article/information/story about _____ begins with the idea that _____, develops the idea that _____, and ends by saying _____.

Comparison Frame

_____ (is, are) the same as _____ in several ways. First of all, _____ . Secondly, _____ . In addition, _____ . Finally, _____ . It is clear that _____ and _____ are alike in many respects.

She tried setting loose a team of gophers, but the plan backfired when the dog chased them away. She entertained a group of teenagers and was delighted when they brought their motorcycles. Unfortunately, her stereo system was not loud enough. The obscene phone calls gave her hope until the number was changed. She thought about calling a door-to-door salesman but decided to hang up a clothesline instead. It was the installation of the blinking neon lights across the street that finally did the trick.

Imagine that you have horrible neighbors. You would love them to move away. How would you get your neighbors to move?

- Work with a partner.**
- Make a list of things you could do to get your neighbors to want to move away.**

- When you are finished, read the story about Sally, and how she was able to get her neighbors to move away.**

How Sally Got Her Neighbors to Move

First, Sally tried setting loose a team of gophers, but the plan backfired when the dog chased them away. Then she entertained a group of teenagers and was delighted when they brought their motorcycles. Unfortunately, her stereo system was not loud enough. Next, obscene phone calls gave her hope until the number was changed. After that, she thought about calling a door-to-door salesman but decided to hang up a clothesline instead. It was the installation of the blinking neon lights across the street that finally did the trick.

ESOL Strategies

Graphic organizers
Reading for a purpose
Visual scaffolding
Realia

Low level
LANGUAGE
proficiency
does **NOT** mean
low level
THINKING
proficiency.

Multicultural & ESOL Program Services Education Department

www.broward.k12.fl.us/esol

Sayra Velez Hughes, Executive Director

Tania Mena, Director

Vicky Brioso Saldala

Title III Coordinator

Lydia Guevara, Educational Specialist

Vivian Suarez, Educational Specialist

754-321-2965