FIVE STRATEGIES FOR TEACHING ENGLISH LANGUAGE LEARNERS

Miranda Lin
School of Teaching and Learning
Illinois State University

Theoretical Overview (I)

- Krashen (1986) states that young children acquire their home language easily without formal teaching. However, the teacher must keep in mind other factors such as gender, ethnicity, and the learners' immigrant or non-native status and how thee impact language learning (Canagarajah, 2006).

- Thus, there is a need for ELLs to be allowed to move into verbal production of the new language at a comfortable rate (Krashen & Terrell, 1983). The language acquisition stage is called the silent or preproduction period, which is vital start to language acquisition.

Four Stages of Language Development (Krashen & Terrell, 1983)

- **Preproduction (also known as the silent period) Characteristics**:
  - Communicates with gestures, actions, and formulaic speech
  - Often still in silent period
  - Is building receptive vocabulary

- **Early Production Characteristics**:
  - Can say, "I don't understand."
  - Can label and categorize information

- **Speech Emergence Characteristics:**
  - Uses language purposefully
  - Can produce complete sentence

- **Intermediate Fluency Characteristics:**
  - Can produce connected narrative
  - Can use reading and writing within the context of a lesson
  - Can write answers to higher-level questions
  - Can resolve conflicts verbally

QUIZ

Theoretical Overview (II)

- van Lier (2006) Insists that the most important aspect of effective teaching is understanding the learner and proposes three foundational principles: awareness, autonomy, and authenticity.
  - **Awareness**: both teachers and students must know what they are doing and are engaged, and reflect on the learning process
  - **Autonomy**: having choices and taking responsibility in learning activities (direct opposite to packaged curriculum that require all students to move through the activities in the same manner and pace)
  - **Authenticity**: teaching and learning language as it is used in life (meaningful and relevant)

The Underlying Theory Base of Instruction for ELLs

- According to Diaz-Rico and Weed (2002), and Ovando, Collier, and Combs (2003), teachers who consistently use scaffolding strategies (contextual supports, simplified language, teacher modeling, visual and graphics, and cooperative and hands-on learning) to help ELLs organize their thoughts in English, develop study skills, and follow classroom procedures support their students in making significant gains in knowledge of both academic English and curriculum content.

- There are many research based books and articles provides insights into working with ELLs. These resources provide strategies that support the progress of ELLs in the classroom and include such vital components as:

- Planning language objectives for lesson in all curricular areas

- Building academic vocabulary development into all lessons

- Building and activating background knowledge

- Providing opportunities for extended academic English interaction

- Integrating vocabulary and concept review throughout lessons

- Providing both modeling and feedback related to language usage in both speech and writing (Herrell & Jordan, 2012)

to effectively support the learning of ELLs.

The Role of Assessment in Teaching ELLs

- ELLs' receptive English grows at a much faster rate than their expressive English. For this reason, teachers must create a variety of ways for ELLs to demonstrate their understanding. Because assessment can be extremely language-based, requiring exact vocabulary to read and answer questions, assessment strategies must be adjusted to find out how well the students understand the concepts being taught. Less formal assessment then provides an opportunity for teachers to learn more about the learners' understanding of English vocabulary and use of sentence structure.

Three Assessment Strategies

- Assessment strategies appropriate for ELLs include the use of observation and **anecdotal records** by the teacher and paraprofessionals, watching the students' reactions and responses, and documenting their growth.

- **Performance sampling**, in which students are asked to preform certain task and teachers observe and document their responses, are very effective in monitoring and documenting growth.

- Third type of assessment strategy, **portfolio assessment**, is a way to main records of observations, performance sampling, and ongoing growth.

Teaching Strategies for ELLs

- Strategies to encourage active involvement
- Strategies for language development
- Strategies for literacy development
- Strategies for content instruction
- Technology strategies for ELLs

Some Samples

- Race Car
- Under the Sea
- Word Land

Five Teaching Strategies

- Speaking Bingo

- Pass the Bomb: Name a color/state/transportation/president

- Total Physical Response

- Mine the Word

- Shout the Sound

Concluding Thought

- To quote Canagarajah (2006), "there are no easy answers for teachers here. They are themselves compelled to learn from students and develop engaged positions of agency as they provide learning environments that better enable critical negotiating language.

- Believe in yourself and in yours students

- Greatest Love of All

Quiz

Stage	Appropriate Expectations
Preproduction	
Early Production	
Speech Emergence	
Intermediate Fluency	

Stage	Question or Cue
Preproduction	
Early Production	
Speech Emergence	
Intermediate Fluency	

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