

A Daily Checklist When Working With English Language Learners

- Write directions on the board.
- Repeat directions.
- Reword instructions or messages.
- Ask students to repeat the instructions to you to make sure that they have understood.
- Call attention to a vital piece of information: "Listen now because I want you to remember this."
- Do not expect "teacher talk" alone to carry information adequately.
- Use gestures and body language.
- Use visuals rather than print.
- Use many different devices to present information: whiteboard, overheads, computers, pictures, student-generated brainstormers or posters.
- Always start with a clean board or overhead rather than cleaning a small space. If you write in the middle of a jumble of words, it is difficult for the students to pick out the message.
- Provide individual word study books for the students to record new words.
- Provide vocabulary lists to talk about new words.
- Repeat and review new vocabulary as much as possible.
- Supply visuals with new words or math word problems.
- Simplify and repeat sentences.
- Speak slowly and clearly.
- Use short sentences with simpler syntax.
- Use pauses between phrases.
- Give students time to understand a question, to think out the answer, and to formulate their reply in English. Wait longer than it feels comfortable!
- Give students time to read silently before asking them to read aloud or to respond aloud.
- Watch carefully for comprehension and be ready to restate or clarify whenever necessary.
- Adjust instruction for the different learning styles of the students.
- Use graphic organizers.
- Model correct language and judiciously correct errors.
- Ask for completion, not generation. Ask students to choose answers from a list or to complete a partially finished paragraph.
- Encourage students to use English as much as possible, but continue to value their first language.
- Acknowledge the students' first language. Value their language by asking them questions about it and displaying different languages around the school and your classroom.
- Maintain a warm and supportive environment so a student's affective filter is lowered. When the affective filter is low, students will be more comfortable and learning will be easier.