

## ***Techniques for Working with ESL Learners in the Regular Classroom***

- Learn to pronounce the student's name correctly
- Learn something about the student's home culture
- Involve as many perceptual channels (seeing, hearing, touching, smelling, and tasting) as possible in presenting information
- Involve the tactile and kinesthetic modalities of the learner and include many visuals. Use resources that involve their hands and/or whole body in learning (e.g. acting in plays, pantomiming, field trips, building models), and visuals (e.g. document camera, photographs, films, drawings).
- Use the same format for assignments and worksheets until students recognize it. Once the format is mastered, you can introduce a new one.
- Provide examples of "correct format" and "procedures for written work"
- Establish a daily routine in the classroom. Write the daily schedule on the board.
- Allow the students to work with peers as much as possible
- Give the students an outline, chart, or blank web to fill in during presentations and while reading passages from textbooks
- Print key points on the board for students to copy for studying and using during oral instruction
- Summarize the key points of your lesson
- Condense lengthy written directions by writing them in steps, brief and concise. Read directions aloud if possible and allow time for questions about written directions.
- Alert students when you are giving directions by setting the stage; for example, you might say, "This is important," or "Listen carefully because I want you to remember this."

- When possible, give the ESL students a textbook, whether or not they are at the point where they are able to use it. Having the textbook and other relevant class materials helps them feel a part of the class.
- Ask students to use an assignment book for recording homework and check to see if it is written correctly
- Consistently post homework at the same spot on the board, give time to copy the assignment and ask questions
- Allow the students more time to complete assignments if necessary
- Give the students ample time to read silently before asking them to read orally or respond to questions
- Cue the students to important words and concepts. Students can learn to do this for themselves, as they become better able to identify important words.
- Use global strategies when introducing a chapter in a text; show a related video and discuss the major concepts; tell the students what the chapter is about and arouse interest with personal anecdotes; use an anticipation strategy to identify prior knowledge of the topic; and read portions of the chapter aloud while students follow along in their books. These procedures provide ESL students with an overview of the topic and present new vocabulary in context.
- When writing, ask students to brainstorm a list of words that relate to the subject of the writing assignment. Post these words for student reference.
- Provide ample 'wait time' for students so they can formulate a response
- Ask factual questions and then proceed to higher order questions. Students need practice in answering both kinds
- Allow students to work at their own pace
- Teach learning strategies