**ESL/ELL Strategies**

**English Language Immersion**

This ESL strategy promotes learning through total immersion within the environment. It includes daily normal interactions in a safe environment to help the student learn from peers and teachers. Give the student the student practice opportunities to read, write, speak and listen to the language. This method is easy to use but does not focus on the mechanics or grammatical corrections. The most effective use of this strategy is to provide authentic opportunities to enhance the learning: (letter writing, games, ect..)

**How to use:**

1. Present the language and content objective in a language the student can understand (consider age level and language proficiency).
	1. Use visual aids that reiterate the objectives.
	2. Use gestures or movements to enhance a link to the words.
	3. Speak slowly, clearly and enunciate correctly.
	4. Pause often giving the student time to process and practice.
	5. Be clear; refrain from using idioms/slang.
	6. Be enthusiastic.
2. Do not pressure student to learn everything at that moment. Give them small chunks at a time when mastered move on to the next small chunk.
	1. Encourage participation- engaged students learn faster and get frustrated less.
	2. Keep anxiety levels low. Praise the small accomplishments.

**When to use:**

Use this approach often for ESL/ELL learners. The less anxiety they have the more likely they are to learn. Providing visuals and movement will help them learn faster and enhance the learning. With all students learning the gestures it can be helpful in comprehension of everyday conversation. The English language immersion approach is easy to incorporate in any lesson but does require some preparation to ensure visuals and gestures are consistent. Times to use this approach include:

* 1. Before introducing new material or vocabulary words.
	2. After a unit to review comprehension and memory.
	3. At the beginning of the year to ensure all students understand class rules and procedures.
	4. Before an assignment to ensure understanding of expectations.
	5. To remediate weak skills or lack of understanding.
	6. To practice and strengthen skill set.

**Variations:**

**Peer to Peer Approach**: Pair up students (ESL/Non ESL or random pairing) each ESL learner with a non ESL learner. Have talk about what was learned that day. With general everyday conversation this will create a safe environment to continue learning activities. Each partner will be given a chance to listen and talk about the lesson. Encourage review of the day’s vocabulary and gestures.

**Word Wall**: Prior to the lesson students provide words to the teacher that still confuses them from the previous lesson or homework assignment. These words are added to a word wall and the teacher and student formulate a gesture and/or picture for each word. The word wall should be reviewed daily with all students.

**Personal Dictionary**: Have all students maintain a personal dictionary to add words or phrases to that are hard to read, write, pronounce or understand. The student can write the meaning in their native language along with the meaning in English so they can refer to it when needed.

 **Scaffolding**

This strategy promotes learning through slow and manageable data input with plenty of repetition. It includes daily interactions in a non-threatening manner that progressively gets more complex. This method is easy to use. It’s step by step giving a lot of support at first and less support as the task is mastered. The student will build confidence slowly and be less likely to be discouraged.

**How to use:**

1. I Do: say the word for the student, provide a method of relating (gesture movement), provide a picture of the word and something to visualize the word with.
2. We Do: say the word together with the student, while looking at the picture and/or making the gesture
3. You Do: have the student say the word/gesture
4. Complete these steps as needed for full understanding

Note: depending on the students level of proficiency this approach may be used in more advanced settings (i.e. instead of words a concept is provided to the student, they then repeat the concept with you and then on their own like a science project).

**When to use:**

Use the scaffolding approach often for ESL learners. The less anxiety they have the more likely they are to learn. Repetition and working with the student will help them learn faster. The scaffolding approach is easy to incorporate in any lesson but does require some preparation to ensure gradual integration of concepts. Times to use the Scaffolding Approach include:

* 1. Before introducing new material or vocabulary words
	2. Before completing an advanced task or project
	3. At the beginning of the year to ensure all students understand class rules and procedures
	4. Before an assignment to ensure understanding of expectations
	5. To remediate weak skills or lack of understanding
	6. To practice and strengthen skill set.
	7. To assess prior knowledge of concept

**Variations:**

**Reverse Scaffolding Approach**: Have the ESL partner say the terms or concept first, then together you say them as you correct any miscues, the student then stays the terms again. This method can be used to test the understanding of the student and correct miscues.

**Scaffolding with Word Wall**: Prior to the lesson ESL students provide words to the teacher that still confuses them from the previous lesson or homework assignment. These words are added to a word wall and the teacher and student formulate a gesture for each word. The word wall should be reviewed daily with all ESL learners.

**Scaffolding with Personal Dictionary**: ESL students maintain a personal dictionary that they add any word or phrase that gives them problems to read, say, write or understand. The student can write the meaning in their native language along with the meaning in English so they can refer to it when needed.

Resources: https://www.fluentu.com/blog/educator-english/instruction-strategies-for-ell-students/

**ESL Strategy: Collaborative Group Work Tests**

This ESL strategy promotes understanding through shared accountability learning. It includes group interactions in a non-threatening manner that promotes inclusion and input from each student to complete a test. This method is easy to with all students at the same time, it will benefit the ESL learner to be able to see the test questions and gain understanding with peers. The student will build confidence slowly as they become more familiar with their group and the content material.

**How to use:**

1. Group the class up balancing out ESL learners with non ESL learners.
2. Students work together to answer the test questions (only allowing to reach out to the teacher twice per group- this will support the group working together).
3. Each student answers the test questions on their own paper.
4. Monitor engagements to ensure all are participating and completing each question together (nobody should be working ahead of their group)
5. Grading is based off of “responsibility to the group”
6. Individual assessment tests are performed at a later time this is to improve concept development and understanding.

**When to use:**

* 1. After introducing new material concepts
	2. After completing an advanced task or project
	3. To remediate weak skills or lack of understanding
	4. To practice and strengthen skill set.
	5. To assess knowledge of concept
	6. To promote group engagements and interactions.

**Variations:**

**Peer Tutor Collaboration**: Partner up each ESL learner with a non ESL learner. Have the partner help the ESL learner in understanding the test questions and writing the answer correctly. The partners work together to collectively determine the answer.

**Peer Tutor Share Collaboration**: Partner up each ESL learner with a non ESL learner. Have the partner help the ESL learner in understanding the test questions and writing the answer correctly. The partners work together to collectively determine the answer. After completion the partners then partner with another set of partners to compare their answers and determine the best answer.

**Timed Mix and Collaborate Group Work Test**: Have groups work together as instructed above but place times for completing the test. Once time runs out the groups mix and share the answers they got for a specified time period. They then are given another amount of time to complete more questions. They continue the work, mix, share process until the test is complete. This gets the students working with other partners in the class and builds engagements.

Resources: https://www.edutopia.org/article/supporting-students-interrupted-educations