

ACCOMMODATING ENGLISH LANGUAGE LEARNERS IN THEIR CONTENT AREA CLASSES

PROFICIENCY LEVEL 2

BEGINNING

Instructional Accommodations

- Use visuals/ “hands-on” manipulatives
- Use gestures to convey meaning non-verbally
- Provide concrete “real” examples and experiences
- Activate prior knowledge: (e.g. K-W-L; make connections with students’ lives)
- Simplify vocabulary/ Limit slang and idioms/use high-frequency words
- Repeat directions verbatim before rephrasing
- Highlight/review/repeat key points and vocabulary frequently (write on board)
- Establish consistent classroom routines/ List steps for completing assignments
- Use yes/no, either/or, wh- , and why/how questions (Allow wait time for responses)
- Check for comprehension on a regular basis (“Do you understand?” is not detailed enough)
- Make outlines/ Use graphic organizers and/or note-taking skeletons
- Plan ways for ESL student to participate in class and in cooperative learning groups
- Use audio tapes to reinforce learning
- Use simplified books/texts that cover content-area concepts
- Encourage student to use bilingual dictionary as a learning tool
- Have student write essays/journal entries in his/her native language
- Provide students with test-taking strategies and practice testing conditions

Assessment Modifications

- Instruct student to match items (no True/False)
- Have student complete fill-in-the-blank exercises with the provided word list (do not include extra word choices)
- Give open-book tests (provide page and paragraph where answer can be found)
- Allow use of notes or graphic organizers
- Ask student to define/explain/summarize orally
- Have student compare and contrast orally and in writing
- Use cloze procedures with outlines, charts, timelines, etc.
- Have student participate in small group activity
- Allow additional time for completion
- Consider testing student in a separate room with an aide or ESL teacher
- Offer testing using technology: audio, video, power-point