

Supporting ELLs in Mainstream and Content Area Classrooms

- Use many visual aids or realia.
- Model appropriate behavior and language for students.
- Use gestures, body language, and facial expressions to develop understanding.
- Perform demonstrations to ensure comprehension and in depth understanding.
- Use graphic organizers, story maps, semantic webbing, and paraphrasing techniques.
- Teach the language of the subject. Not just the specialized vocabulary but also the language structure.
- Adapt and simplify material in textbooks to make it more comprehensible.
- Provide cooperative learning groups and utilize peer tutoring.
- Provide multicultural content in classroom.
- Seek out primary language support for students needing assistance.
- Create a non-threatening environment where students feel comfortable to take risks with language.
- Make connections between content being taught and students' prior knowledge and experiences.
- Allow time for students to practice and apply daily lessons.
- Provide additional “wait time” for ELL responses to questions.

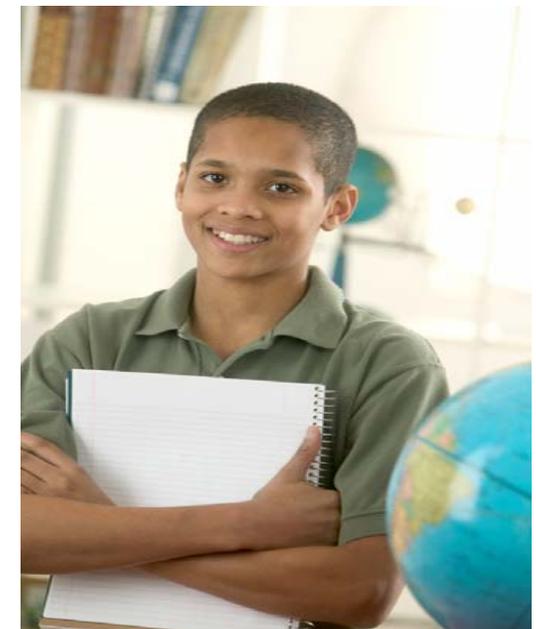
Effective Practices That Benefit English Language Learners

- ALL teachers are teachers of language. All teachers provide a context for instruction and language learning. Meaningful and purposeful context for communication and a holistic approach to instruction is used. Language learning is not presented in "bits and pieces".
- Integration of teaching English with teaching of content. Teachers recognize that ELLs cannot afford to wait until they have mastered the language to pursue their development in all content areas.
- Learning environments are customized.
- School-wide climate that is supportive of language learning.
- Student assessment is systematic.
- Parents are involved.
- Curriculum is balanced and developmentally appropriate.
- Skill instruction is explicit and appropriate to the tasks.
- Instructional strategies are specifically taught that enhance understanding.
- Opportunities are provided for student-directed activities.
- Long-term support is provided for comprehensive development of academic proficiency in English. Language learning is recognized as complex and gradual process. Language learning is not linear, and progress rates can appear to vary enormously for two apparently similar students.
- ELL's are integrated into the school's social and academic life. Opportunities are provided that encourage interaction between ELLs and native English speakers.

DoDEA

English as a Second Language Program

Guide for Teachers and Administrators



Department of Defense Education Activity

Program Overview

DoDEA serves dependents of the Department of Defense military and civilian employees stationed overseas and in various states and territories within the United States. The DoDEA community encompasses a diverse population; therefore, a program has been designed to increase English language proficiency for students who have an additional language influence. DoDEA strives to create a learning environment that encourages assimilation into the second language and culture while maintaining respect for and pride in their individual cultural and linguistic heritage. The English as a Second Language (ESL) program delivers comprehensive instruction so that these students can attain the goals and outcomes as set forth in the DoDEA Community Strategic Plan. Programs for English language learners (ELL) reflect DoDEA's guiding principles in providing unlimited opportunities to reach high expectations, equal access to quality education based on standards, new and motivating challenges to inspire excellence, and total accountability.

Program Goals

1. Use English to communicate effectively in a social setting.
 - a. Use English to participate in social interaction;
 - b. Interact in, through, and with spoken and written English for personal expression and enjoyment; and
 - c. Use learning strategies to extend communicative competence.

2. Use English to achieve academic standards in all content areas.
 - a. Use English to interact in the classroom;
 - b. Use English to obtain, process, construct, and provide subject matter information in spoken and written form; and
 - c. Use appropriate learning strategies to construct and apply academic knowledge.
3. Use English socially and in culturally appropriate ways.
 - a. Choose appropriate language variety, register, and genre according to audience, purpose and setting;
 - b. Vary non-verbal communication according to audience, purpose and setting; and
 - c. Use appropriate learning strategies to extend their social-linguistic and social-cultural competence.

English Language Learner Identification and Placement

The DoDEA Home Language Questionnaire (HLQ), performance on language proficiency and system-wide assessments, records reviews, and referrals are used to identify potential students eligible for the ESL program. This data, along with the ELL's academic performance, are used to determine eligibility for program placement and services. The ELLs ESL Student Team comprised of the ESL and regular education teacher determines eligibility and programming. All ELLs are assessed annually to measure

progress and to determine programming needs for the upcoming school year.

English as a Second Language Program

The ESL program provides consultation at the pre-kindergarten level and a continuum of services for kindergarten through the twelfth grade that develops both social language and academic language.

Emphasis is placed on supporting the student's performance and mastery of academic English in the content areas. Learning language through the content areas enables the student to acquire age/grade appropriate content standards while developing English language proficiency.

It is important to remember that English language and literacy development are complex processes, particularly as they relate to those whose native language is not English. English language learners are faced with two daunting tasks. First, they must learn to read and write in English. Second, in addition to developing literacy skills, ELLs must acquire content knowledge and content area literacy. The task is complicated by the fact that each content area has its own set of vocabulary, writing conventions, and critical thinking skills that must be learned if the student is to be fully proficient.

For more information on DoDEA programs, visit www.dodea.edu