



ENGLISH AS A SECOND LANGUAGE

District ESL Teacher Guidance Handbook

The ACS ESL mission is to narrow the Achievement Gap between native English speakers and English Language Learners (ELLs) and help families to support their academic success and cultural integration.

The ACS ESL Vision is Accelerating Academic Achievement for all English Language Learners.

Arlington Community Schools offers educational and employment opportunities without regard to race, color, creed, national origin, religion, sex, age or disability and adheres to the provisions of the Family Rights and Privacy Act (FERPA). ACS 6/2014

Legal Provisions for the Education of English Learners

To ensure English Learners are properly and adequately served, the following court cases have formed the regulations and guidelines that direct and impact ESL instruction:

Title VI of the Civil Rights Act of 1964

Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English.

<http://www.usdoj.gov/crt/cor/coord/titlevistat.htm> (full text)

Title VII of the Elementary and Secondary Education Act of 1968

The Bilingual Education Act recognizes the unique educational disadvantages faced by non-English speaking students. It establishes a Federal policy to assist educational agencies to serve students with limited English proficiency by authorizing funding to support those efforts. It also supports professional development and research activities. Reauthorized in 1994 as part of the Improving America's Schools Act, Title VII was restructured to provide for an increased state role and give priority to applicants seeking to develop bilingual proficiency. The Improving America's Schools Act modified eligibility requirements for services under Title I so ELLs are eligible for services under that program on the same basis as other students.

<http://www2.ed.gov/legislation/ESEA/toc.html> (access full text)

Title VII was replaced in the most recent reauthorization of the ESEA, the *No Child Left Behind Act of 2001*, and is now Title III "Language Instruction for Limited English Proficient and Immigrant Students."

U.S. Department of Health, Education, and Welfare - May 25 Memorandum (1970)

The Memorandum clarified a school district's responsibilities with respect to national-origin-minority children, stating, in part, that "where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open the instructional program to the students."

<http://www2.ed.gov/about/offices/list/ocr/docs/lau1970.html>

Supreme Court - Lau v. Nichols (1974)

The Supreme Court ruled that equality of educational opportunity is not achieved by merely providing all students with the same facilities, textbooks, teachers, and curriculum (because) students who do not understand English are effectively foreclosed from any meaningful education. The court ordered that districts must take affirmative steps to overcome educational barriers faced by non-English speaking students.

<http://www.pbs.org/beyondbrown/brownpdfs/launichols.pdf> (summary)

<http://stanford.edu/~kenro/LAU/IAPolicy/IA1aLauvNichols.htm> (summary and full text)

Equal Education Opportunities Act of 1974

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This civil rights statute prohibits states from denying equal educational opportunity to an individual on account of his or her race, color, sex or national origin. The statute specifically prohibits states from denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

<http://www.maec.org/laws/eo.html> (full text)

Fifth Circuit Court - Castañeda v. Pickard (1981)

The court established a three-part test to evaluate the adequacy of a district's program for ELLs: 1) is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy, 2) are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively, and 3) does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

http://scholar.google.com/scholar_case?case=16848723757397550913&hl=en&as_sdt=2&as_vis=1&oi=scholar
(full text)

Supreme Court - Plyler v. Doe (1981)

The Supreme Court ruled that the Fourteenth Amendment prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status, that all students in public schools must be appropriately served, including any students who may not be documented as legal immigrants. The court emphatically declared that school systems are not agents for enforcing immigration law, and determined that the burden undocumented aliens may place on an educational system is not an accepted argument for excluding or denying educational services to any student.

http://www.law.cornell.edu/supct/html/historics/USSC_CR_0457_0202_ZS.html (text)

Congress - Civil Rights Restoration (1988)

This law clarified previous laws to ensure that discrimination is prohibited throughout an entire institution or agency, if any part receives federal assistance. If any state and local agencies, school systems, and corporations were found to be in violation of civil rights laws and refused to comply with the law, all of the federal funding for that institution would be in jeopardy of being withdrawn.

Office for Civil Rights - Enforcement Policy of 1991

This addressed components within the compliance points: 1) ESL teachers must have been adequately trained and be evaluated by someone familiar with methods being used, 2) exit criteria should be based on objective standards, 3) schools cannot have policies of "no double services" refusing alternative language service and special education to children needing them and, 4) cannot be categorically excluded from gifted/talented or other special programs.

Office for Civil Rights Policy Update on Schools' Obligations Toward National Origin Minority Students With Limited English Proficiency (1991) adopted the three prongs of Castañeda v. Pickard (1981), above, required that all language minority students be assessed for fluency, that parents be provided school information in a language they understand, and that schools assure that instruction to limited English proficient students is carried out by qualified staff.

<http://www.ed.gov/about/offices/list/ocr/docs/lau1991.html>

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Executive Order 13166: Improving Access to Services for Persons With Limited English Proficiency (2000)

<http://www.usdoj.gov/crt/cor/13166.htm> (full text)

Title III of the Elementary and Secondary Schools Act of 2001 - No Child Left Behind

Public Law 107-110

This federal mandate holds state educational agencies, local educational agencies, and schools accountable for increases in English language proficiency and core academic content knowledge of limited English proficient students. It requires states to implement yearly student academic assessments that include, at a minimum, academic assessments in mathematics and reading or language arts. These assessments must be aligned with state academic content and achievement standards. Each state, school district, and school is expected to make adequate yearly progress toward meeting the state standards. This progress is measured by disaggregating data for specified subgroups of the population.

NCLB also requires that states provide for an annual assessment of English language proficiency (listening, speaking, reading, writing, and comprehension in English) of all students identified as limited English proficient in schools served by the state [ref. Title I, SEC. 1111 (a) (7)].

<http://www.ed.gov/policy/elsec/leg/esea02/index.html> (full text) <http://www.ed.gov/esea> (U.S. Department of Education's official ESEA Web site; includes NCLB links)

ESSA Title III

The purpose of the Title III, Part A program is to improve the education of English learners (ELs) by helping them learn English and meet challenging state academic standards. An EL can be any students who lists a language other than English on the home survey, and qualifies for services based on the W-APT or WIDA screener. ELs can be both immigrant and non-immigrant students.

<https://www.tn.gov/education/finance-and-monitoring/elementary-and-secondary-education-act-esea/essa-title-iii.html> (full text)

PROCEDURES FOR SCREENING FOR ESL PROGRAM

The law requires that all students have a completed Home Language Survey (HLS) in their permanent record. All students who have a language other than English on their HLS MUST BE TESTED.

For screening, the ESL teacher:

- Reviews home language surveys and tests all new non-English background students using the state-approved intake test, WIDA.
- If the student qualifies based on the intake test, the ESL teacher:
 - Notifies assistant principal for ESL, classroom teachers, and parents (required by law)
 - Adds student information to ESL database
 - Completes Individual Learning Plan (ILP) and schedules services
 - Changes student's language status to "English Learner" in PowerSchool.
- If student does NOT qualify, the ESL teacher:
 - Notifies assistant principal for ESL and classroom teachers
 - Adds student's name to NELB database and files test results in an NELB file folder with the ESL records
 - Makes a notation on student's Home Language Survey in the permanent record that the student was tested and did not qualify.
 - Changes student's language status to "Non English Language Background" in PowerSchool.

Paperwork: ESL teacher's responsibility:

- ESL folder contains:
 - Copy of Individual Learning Plan (ILP) - Update quarterly
 - WIDA score sheets
 - Copy of "Parent Response Letter" and "Description of English Language Development Program" (sent annually). Copy of Exit Letter (when students score 4.4 composite or higher and 4.2 or higher for literacy on the WIDA ACCESS or P1 composite or higher and P1 or higher for literacy on the WIDA ALT ACCESS and enter Transitional 1 year).
 - Intake test information (test and/or scoring guide)
- Student's permanent record contains:
 - Copy of the student's Individual Learning Plan (ILP) updated quarterly
 - WIDA Score Sheets/Intake Test Information
 - Copy of "English Language Development Program" Exit Letter (copy sent home when student scores 4.4 composite or higher and 4.2 or higher for literacy on the WIDA ACCESS or P1 composite or higher and P1 or higher for literacy on the WIDA ALT ACCESS)
- ESL and NELB databases:
 - Maintains up-to-date ESL and NELB databases.
 - Includes immigrant status in database (Immigrant is defined as a student born outside the US and its territories (Guam, Puerto Rico, etc.)

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PROCEDURES FOR EXITING AND TRANSITIONING ESL

When a student reaches proficiency, defined by the TN Board of Education as a 4.4 Composite or higher and 4.2 or higher for literacy on the WIDA ACCESS or P1 composite or higher and P1 or higher for literacy on the WIDA ALT ACCESS, the student EXITS ESL and begins four years of monitoring: Transitional One (T1) Transitional Two (T2), Transitional Three (T3), and Transitional Four (T4).

The ESL Teacher shall:

- Send home an ESL Exit Letter and put a copy in both permanent and ESL files.
- Note the change to T1 on the ILP and in PowerSchool.
- Notify the classroom teacher of the change.
- Monitor the classroom progress during the T1, T2, T3, and T4 years and document contact with the classroom teacher.
- Confer with classroom teacher and offer ESL support services during this period if the T1-T4 begins to struggle academically.

After four years of successful progress as a T1, T2, T3, and T4 the student leaves the ESL program.

The ESL Teacher shall:

- Notify the classroom teacher of the change.
- Note change in student files.
- Change the language status from T4 to "Former-F" in Powerschool.

Monthly Review for ESL Teachers

AUGUST/SEPTEMBER: Testing and Locating Returning Students

The first few weeks of school are spent screening students to test and locating returning students. Schools are busy with registration and getting ESL information may be inconvenient. Please be sensitive to the office personnel's priorities. The Attendance Operator may be able to help you find the returning students.

*****30 DAYS FOR INTAKE TESTING & NOTIFICATION AT BEGINNING OF YEAR *****
****10 DAYS THEREAFTER ****

NEW STUDENTS: Review Home Language Surveys (HLS) of all new students.

- Make a copy of the HLS of any student who shows a primary language other than English on the listed questions on the HLS.
- If available, review permanent record to see if there are records showing language assessment from the previous school.
- Test identified students using WIDA (World Class Instructional Design Assessment).
- Determine eligibility for services.

RETURNING ESL STUDENTS: Find ESL students expected to return. Use PowerSchool.

AUGUST/SEPTEMBER: After Testing:

QUALIFIED STUDENTS are English Language Learners - ELL

- Send home Notification of Services and Program Description, in native language, if requested on HLS within 30 days of school opening.
- Complete Individual Learning Plan (ILP) and print and file a copy in permanent and in ESL records
- Set Up an ESL file folder for the new ELL
- File a copy of "Parent Response Letter" and "Program Description"
- File copy of intake test scores
- Notify classroom teacher and provide a copy of the Individual Learning Plan (ILP) as well as other information and resources about the EL's language proficiency. (See next section for ideas.)
- Print database and give principal (or assistant principal) responsible for ESL a copy.
- In PowerSchool, change student's language status to "English Language Learner – "L"

TESTED and DO NOT QUALIFY (TDNQ)

If the student was tested and scored fluent/proficient in English, then s/he does not qualify for ESL services. If the student has test scores from another state, s/he does not need to be tested again.

- Add student information to NELB database.
- Notify classroom teacher. Be sure the teacher knows that the student does not qualify for services, and therefore, will not receive modifications on TCAP.
- Keep tests and HLS of these students in a folder to be kept on file for future reference.
- Note on the student's Home Language Survey in the permanent record that the student tested fluent/proficient in English.
- In PowerSchool, change language status to "Non-English Language Background"- "N"

Transfers in FROM Shelby County Schools:

Check with Cyndi Purnell at Shelby County Schools ESL Department. If the student was in their ESL program, we do not have to retest. Use results to either classify student as ELL, T1, T2, T3, T4, or NELB. If student exited ESL in SCS, note this on the HLS.

AUGUST/SEPTEMBER: Resources for Teachers:

The following are some ideas of available resources for classroom teachers:

- Quick Reference Guides: An overview of the ESL program including characteristics of ELLs, strategies, suggestions for modifications, and content specific information: Grades K-2, 3-5, 6-8, 9-12
- Newcomer Activities Booklet and Content Area Activities Booklets
- Bilingual dictionaries
- Content Picture Dictionaries
- Remind teachers that a period of observation for a student who is new to the country, and who does not speak English, is acceptable and encouraged.

AUGUST/SEPTEMBER: Returning ESL Students:

ESL Student Files of Returning ELs

- File copy of WIDA score report in the permanent and ESL files
- File copy of "Program Response Letter" and "Program Description" (this also has to be sent home within 30 days. It's the same form as that sent home for new ELLs).
- Update returning ELs Individual Learning Plan (ILP) and make sure a copy is in the permanent and ESL files.
- File copy WIDA scores in the permanent and ESL file
- File copy of Exit Letter if student exits

ESL Database and PowerSchool

- Give up-to-date databases to principal or assistant principal
- Make sure ESL information is current and accurate BEFORE September 30
- In PowerSchool Enter immigrant status (for immigrants also enter the date they first enrolled in a US school). - Immigrants: Students who were born outside the US or its territories and have been in a US school 3 years or less

T1: ELs who achieve a 4.4 Composite or higher and 4.2 or higher for Literacy on the WIDA ACCESS or P1 composite or higher and P1 or higher for literacy on WIDA ALT ACCESS may exit and transition to T1.

Change ELL to Transition 1 in ESL database

- Record change in status and service on the Individual Learning Plan (ILP) and permanent records
- In PowerSchool change status to T1
- Send home an exit letter
- Put copy of exit letter in student's ESL file and permanent record

T2: Students who were Transitional 1 (T1) in the previous school year should be changed to Transitional 2 (T2) for the current year.

- Make change in student's LSP and permanent records
- Notify classroom teachers of student's status
- Change status in PowerSchool to "Transition 2" –"T2"
- Repeat for T3 and T4

Former: When students finish their Transitional 4 (T4) year and have shown success in the regular classroom through continual monitoring, they are ready to officially leave the ESL program. These students are considered former students.

- Make sure the permanent records show the student left the ESL program
- Let classroom teachers and assistant principal know that the student has left the ESL program
- Change student's status in PowerSchool to "Former -F"

Waiver: Some students' parents may refuse or waive ESL direct services.

- Parents must sign a form showing their desires
- Copy of refusal filed in ESL and permanent records
- Student does not receive services from the ESL teacher; however s/he is still considered an English Learner and the classroom teacher becomes responsible for all language services
- Student must still take WIDA in the spring. The student continues to take WIDA and remains on the database until s/he scores proficient and completes the T4 year

- Change student status in PowerSchool to "Waiver-W".

AUGUST/SEPTEMBER: Services

While this may be tricky to accomplish, strive to begin teaching as soon as possible, keeping in mind the priority is testing all new students within the first 30 days of school. Be aware that a schedule you make now more than likely will change. Do your best to leave some time during testing/screening to meet with non-English or very limited English students.

Scheduling:

- ELs with more than one (1) domain score or the composite score below 3.5 on the WIDA ACCESS shall receive one (1) to two (2) hours per day of direct ESL service.
- Communicate/collaborate with the classroom teacher regarding schedule (email, memo, between classes). Keep teachers informed of changes.
- T1, T2, T3, and T4s are monitored.
- Send a copy of your student schedule to the ESL Supervisor as well as your building principal.

Tailoring, Consulting and Monitoring:

- ELs in grades one through twelve (1-12) scoring 3.5 or above on composite, reading, writing, and one (1) other domain on WIDA ACCESS and ELs in kindergarten scoring between 20 and 27 on all domains of the W-Apt may have services tailored to their needs including fewer hours of ESL direct instruction based on their ILP, skills-based interventions, and other services that are differentiated for EL. These students may also be put on a consult status (not pulled) if working at grade level. Maintain frequent communication with classroom teacher to ensure student success.
- Transitional T 1 - T 4 students do not receive services until experiencing academic problems. They are monitored.
- You must document (email, consult/monitor form, notes, or memos) that you have routine contact with classroom teachers about the progress of students you do not see.

Documentation of Planning:

Teachers should document planning using lesson plan book or another approved format. The documentation should reflect the ESL curriculum standards for Tennessee: [WIDA](http://www.wida.us/standards/eld.aspx)
<http://www.wida.us/standards/eld.aspx>

OCTOBER - DECEMBER

- Continue providing services, consulting, and monitoring
- Continue consulting and monitoring
- Test new students within two weeks of student's enrollment and make sure PowerSchool has current ESL information
- Give up-to-date databases to school administrators
- Prepare a list of suggested allowable ELL accommodations and coding to give to the assistant principal responsible for testing and ESL. This list should be suggested accommodations based on the individual needs of the ELL.
- Consult with teacher on accommodations. Student must have been using the accommodations to receive them on TCAP.

JANUARY - MARCH

- Continue ESL responsibilities
- In January, start planning for the February/March administration of WIDA. Let principals know that ESL testing will start soon
- Work on creating a testing schedule
- In February, start reviewing and prepping students for WIDA Testing
- In February, start WIDA testing (ELLs and Waivers only – not T1, T2, T3, or T4s)
- In March, compile a list of suggested accommodations for April's TCAP in consultation with the classroom teacher. Testing is late April. Provide schools with a list of which accommodations individual students will receive on TCAP. ***Not every student will NEED accommodations. For example: a student who doesn't read in his native language would not benefit from using a bilingual dictionary.

APRIL

- In April, complete and turn in WIDA testing materials
- Help schools administer TCAP
- Offer to check bubble sheets for correct ELL information
- Continue ESL teaching duties

MAY – End of Year

ESL Files

- Prepare student files of students moving to another school in the district to give to future ESL teacher
- Prepare student files of students who have left your school district to give to ESL Specialist
- Secure your current files for the summer, so they will not be misplaced or accessed by non-approved personnel.

SUMMARY OF ESL PAPERWORK

Paperwork is an important part of the ESL teacher's job. Accurate and up-to-date databases and ILPs document students for funding. They also are used to code ELL categories for TCAP and to determine who gets ELL accommodations on TCAP. Appropriate paperwork in the permanent record is a requirement for compliance with the Office of Civil Rights.

Student ESL files

- Copy of ELDA scores
- Notes from teachers and parents
- Updated Individual Learning Plans (ILPs) when there has been a change in status
- Copies of Parent Notification of Services and Program Description
- Documentation (consult/monitoring form) that was used to check progress in the classroom
- Copies of report cards or grades from PowerSchool
- Intake test or test results
- Copy of Exit Letter sent after student scored 4.4 Composite or higher and 4.2 or higher for Literacy on the WIDA ACCESS or a P1 Composite or higher and P1 or higher for literacy on WIDA ALT ACCESS
- Copy of Letter Waiving or Refusing Services, if applicable

Permanent/Cumulative records

- Current Individual Learning Plan (ILP)
- Copy of annual WIDA scores
- Copy of Exit Letter
- Copy of Letter Waiving or Refusing Services, if applicable

ESL TEACHER ATTENDANCE and SIGN IN

ESL Teacher responsibility:

- Give each school a schedule and an e-mail address
- If you cannot be at an assigned school as scheduled, it is your responsibility to notify the school by e-mail or phone. If itinerant, follow the procedures of your base school
- For sick and personal days, follow procedures set by the base school.
- Confer with Trassey Evans, District Administrator, for sensitive ESL issues by phone only at 901-389-2497, extension 2520
- Follow the sign-in and sign-out times established by the base school unless another schedule is determined by the ESL Supervisor

Evaluations

All teachers must participate in an evaluation process. The administration at the base school is responsible for the evaluations; however, the ESL Supervisor may conduct the evaluation with the principal's approval. You are responsible for making sure that evaluation paperwork and interviews are completed on time.

In Service / Staff Development

The ESL Teacher is expected to attend your base school's scheduled in-service and staff development activities, unless committed to other ESL responsibilities (such as presentations in other schools or approved ESL specific meetings).

PD Credits

All teachers are required to complete Professional Development Flex credits. The number of hours and the breakdown are decided annually. Check with your base school for requirements.

Professional Responsibilities

The ESL Teacher is expected to act professionally by

- Learning and following the guidelines and procedures of the ESL program as well as those of the schools that you serve
- Completing all paperwork, ESL and base school, in a timely fashion
- Meeting deadlines
- Working as a team player in both the ESL program and the base school

Regular Classroom Teacher Support

1. Assign the ESL student a willing classroom buddy to assist the new student in learning important school locations and classroom rules and procedures.
2. For activities appropriate for the new EL, go to the ESL Resource Page on the Arlington Community Schools website.
3. Set realistic goals for the new students. Set goals that allow the ESL student to reach success within the first few days of enrollment. Do not expect the student to complete assignments as do the other students.
4. Modify work and make accommodations in assessment, when needed. Teachers may allow students to use notes, shorten spelling lists, shorten tests, reduce the reading and writing burden.

5. Maintain contact with the assigned ESL teacher.
6. Realized there is a silent period, typically 6 months, with new ELs. It's all right to allow them time to observe to get used to classroom procedures.
7. Resources available to the classroom teacher (see ESL teacher):
 - ESL Quick Reference Guides, program overview with specific suggestions for content area teachers
 - Arlington Community Schools Website – www.acsk-12.org
 - Picture dictionaries/bilingual dictionaries
 - Graphic Organizers

Modification Tips and Techniques for Teachers

1. Remember, time is your best friend. Some English Language Learners can understand ideas and topics in a few weeks. For some English Language Learners, this may take a few months.
2. Assign realistic/attainable goals at first. If the English Language Learner can see some successes in the first few weeks, the student will probably have the mind set to reach for achievement.
3. Bilingual Dictionaries are available for all English Language Learners (obtain from ESL teacher).
4. Assign a willing peer study buddy. Make sure the peer study buddy is sitting close by.
5. Use lots of visual and demonstrations and print key words and ideas on the board.
6. Print assignments and homework
7. Reduce the number of vocabulary and spelling words.
8. Children's literature is wonderful to give to new ELLs during the first few weeks or months of transition.
9. Allow students to illustrate or make outlines/timelines of concepts.
10. Allow students to organize pictures or cut out sentences into correct order to assess understanding of concepts.

NOTE: Additional strategies for modifications in the different content areas are available in the ESL Quick Reference Guides for teachers and our ESL Website.

Stages of Cultural Adjustment for Teachers to Use in Determining Praise or Concern

Honeymoon stage: Students are usually new to America in this stage. They seem to smile a lot and be excited to learn new things. They will usually demonstrate an eagerness to please the teacher. The answer may not always be right, but they are trying very hard to strive for excellence.

Hostility stage: Students seem to be very angry, frustrated, and sometimes, even depressed. The honeymoon is over and the reality of leaving friends, family, and culture sets in. This is a very common stage for middle school and high school English Language Learners.

Humor stage: Students eventually adapt to the new surroundings and will laugh or make fun of their minor misunderstandings. Most of the time, these students are very easy to work with because they are relaxed and willing to put forth effort.

Home stage: Students have adapted as much as possible to the new environment and surroundings. They continue to love and respect their own culture, but they are making adjustments to their new culture.

Guidelines for Helping ELLs Achieve Acceptance and Become Comfortable

- Learn as much as possible about the student and his or her background. The teacher may learn about important traditions or foods relating to the student's home country.
- Allow ELs with limited speaking, reading and writing abilities to use their abilities helping with classroom tasks.
- Make ELs part of cooperative learning groups where they can learn social and academic language and develop relationships with their peers.
- Make each aspect of the school day a lesson. For example, you may want to give the student a basic vocabulary lesson while in the cafeteria. Teach them the words (e.g. line, food, seats, tables, etc).
- Seat the EL near the front or middle of the room. Never put an EL student in the back.
- Use as many concrete objects and pictures as possible.
- Never force a non-English student to speak or repeat what you say. Some ELs go through a "silent period," so refusing to speak is a natural occurrence.

Tips for Teachers of Students Who Speak No English

- Assign willing peer buddies, if possible one who speaks the EL's native language as well as one who does not.
- Use pictures and demonstrations: Pictures, gestures, and demonstrations are a vital tool in introducing the student to beginning language acquisition.
- Use bilingual resources if available at your school.
- Perhaps display posters from the student's home country. Also, try to learn as much as possible about the home culture and try to incorporate into the lesson.
- *Try* to find out what a student has been taught in the past, and incorporate in your lessons.
- Have the students cut out pictures from old magazines and paste on index cards. Then, have a peer tutor write what the picture is on the back. Have the peer tutor practice the cards with the student. ELs enjoy this activity because it allows them to select vocabulary that interests them.
- Teach key content words! Even ELs with no or very limited English should learn important words in the subject areas. Most ELs arrive with some subject area knowledge.

Tips for Teachers of Students Who Have Oral Skills But Have Limited Reading and Writing

The following are recommendations for working with English language Learners who have adequate speaking and listening skills, but are limited in cognitive academic language.

- Make sure to keep the students at grade level while modifying and adapting content material.
- Use library books and children's books when textbooks are too difficult.
- Stay focused on the content and not necessarily on the English.
- Provide a reader or assistant to help with assignments or tests.
- Reduce test items per page.
- Allow students to use a bilingual dictionary.
- Test orally as much as possible.
- Have students complete short story summaries. You may want the student to give a one sentence summary of every page read. Then have the student put all of the sentences together to form a summary of the story.