**More than Good Teaching:**

**Understanding Language Acquisition for ELLs**

**Websites:**

**Review:**

**Vygotzky’s Zone of Proximal Development**

<http://www.learningandteaching.info/learning/constructivism.htm>

**Stephen Krashen’s Comprehensible Input**

<http://www.sk.com.br/sk-krash.html>

<http://www.languageimpact.com/articles/rw/krashenbk.htm>

SL K-12 Proficiency Benchmarks <http://education.alberta.ca/media/1111060/esl_benchmark1.pdf>

**Vocabulary Teaching Strategies**

[Science vocabulary -](http://www.scholastic.com/kids/homework/maggie_science.htm) Label pictures using science vocabulary. Grades 4-8.\*

[Vocabulary](http://www.manythings.org/vocabulary/) Vocabulary games - From Interesting Things For ESL Students, aa collection of vocaabulary games for Grades 6-12.

**Grammar Teaching Strategies**

[Grammar Gorillas](http://www.funbrain.com/grammar/index.html) for Advanced Beginners in Grades 3-5

Verb Tenses (C.Hollar)

<http://esl.about.com/od/englishgrammar/a/tense_resource.htm>

<http://esl.about.com/library/grammar/blgr_verbforms.htm>

<http://www.englishclub.com/vocabulary/>

<http://www.eslcafe.com/idea/index.cgi?Grammar>

<http://www.eslprintables.com/index.asp?nomostrar=true>

<http://www.edhelper.com/verbs.htm>

**Graphic Organizers**

The Graphic Organizer is the premier web site for information about graphic organizers concept maps and visual tools. [www.**graphic**.org/](http://www.graphic.org/)

Creating Graphic Organizers

[www.edHelper.com](http://www.edHelper.com) or <http://www.graphic.org/>

**Vocabulary Teaching Strategies**

|  |  |  |
| --- | --- | --- |
| **Instructional**  **Intention** | **Focus** | **Strategy** |
| Prior Knowledge  Building | Activating Prior Knowledge | * KWL * First Language Translation * Sort and Predict * Brainstorming: facts, ideas, opinions, misconceptions, questions * Asking questions to determine knowledge * Word Splash (Semantic Mapping * Interpretations of pictures * Interactive discussions |
| Building Background Knowledge | * Pre-teach vocabulary * Provide an interactive learning   experience including   * + Realia   + Demonstration   + Exploration   + Video   + Story   + Field trip etc. * Provide:   + definitions of difficult vocabulary,   + translations of foreign phrases, explanations of difficult concepts.   + previews of narrative texts that included a plot synopsis, descriptive list of characters, and definitions of difficult words in the story.   + Opportunities for reflection and recording |

Adapted in 2010 by K. Salmon from C. Berndt and K. Salmon, The Power of Words 2007

**Vocabulary Teaching Strategies**

|  |  |  |
| --- | --- | --- |
| **Instructional Intention** | **Focus** | **Strategy** |
| Explicit  Language Instruction | Introducing New Vocabulary - Direct | * Labeled pictures, diagrams, charts, graphs, maps (visual with words and definitions) * 3, 4, 5, 6, 7 Point Models: (word, picture, definition, synonym, sentence, example, non-example) * Flash Cards (word, picture, definition) * Anchor Charts (group generated chart of new words, pictures, and how they are related) * Word Analysis (affixes, derivations, connotations) * Categorizing (Sorting into labeled charts) * Matching (synonyms, antonyms, definitions) * Relating (Grids, Clines, Clusters) * Realia (Show and Tell, demonstrate) * Gapped Text (with word bank provided) * Dramatization * Instruction in appropriate dictionary use |
| Indirect Vocabulary Acquisition | * Exposure to large amounts of material * Well-organized graduated reading program of fiction and informational text at N+1 level * Using context cues and word analysis become independent strategies |
|  |  |

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**Vocabulary Teaching Strategies**

|  |  |  |
| --- | --- | --- |
| **Instructional Intention** | **Focus** | **Strategy** |
| Intentional  Recycling | Consolidating Meaning | * Three Point Approach * Five Point Approach * Frayer + Concept Builder * Cloze * Matching * First language translation * Odd man out |
| Practicing to increase active vocabulary | **Direct**   * Spelling, Dictation * Journals * Seek, find, replace (Jail words, Said * is dead) * Word wall, anchor charts * Models and Templates * Graphic Organizers (Venn Diagrams,   Frayer Model, T-charts, Timelines,  Narrative and Expository Planners)   * Word Games * Word Books (Personal Dictionary) * Word Wall * Dictation * Using mnemonic techniques * Grids, Clines and Clusters   **Indirect**   * Opportunities to practice paraphrasing, restating, elaborating, requesting meaning * Overt or covert semantic mapping   **Word Play**   * Odd man out * Close exercises with word banks * Word search * Crossword puzzles * Games: who am I? Hang man, * Jeopardy, Riddles |

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**Vocabulary Teaching Strategies**

|  |  |  |
| --- | --- | --- |
| **Instructional Intention** | **Focus** | **Strategy** |
| Intentional Spiraling | Expanding Word Knowledge | Word Play   * Muddled Sentences * Gapped Text * Ghost Definitions * 5, 4, 3 Technique * Deconstruction   Instructional Opportunities   * Affixes * Word Family Grid * Grids, Clines and Clusters * Word Splash * Writing * Projects * Models and Templates * Graphic Organizers (Venn Diagrams, Frayer Model, T-charts, Timelines, Narrative and Expository Planners) * Working with collocations * Multiple meanings of words   + Spelling   + Word games * Word Analysis (Deconstruction) |
|  |  |

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Teaching Techniques for Embedding Language

**Quick Tips:**

* Identify the language
* Select one thing to teach
* Provide scaffolding and guided practice
* Post words and language in the classroom

**Anchor Charts:**

* Live generated record of the classroom experiences
* Teacher and/or student created
* Consists of:
  + Words, pictures, simple definitions
  + Concepts: connections, cycles, sequences, classifying etc.
* Posted in classroom for reference or for building cumulative lessons.
  + Helps ESL: maintains “context “for references, recycles, provides meaning

**Realia**:

* Using the “real” authentic item as examples
  + Bird nest, egg shells, feathers, skeletons etc.
* Learning Experiences
  + Touch and Feel or Mystery Object in Bag (guess the item)
  + Describe Item
  + Predict potential uses
  + Identify parts
  + Making personal connections

**TPR: Total Physical Response:**

* Students dramatize or physically enact words and concepts
* Learning Experiences
  + Volcanic eruptions- using charades and demonstrations
  + Creative Movement with life cycles i.e. egg, caterpillar, chrysalis, butterfly
  + Planetary Movement around the sun – using students and bodies
  + Bernoulli’s Principle – air flow over the wing – using arms
  + Copying animals
  + Using body motions to model levers

**QAC: Quality Answer Composition – 1 Sentence Wonder**

Learning to find the correct answer to a question is only part of composing a complete response. Many ESL students can find the correct answer but loose many marks for spelling, grammar and syntactical errors. Students can benefit by learning how to compose a complete and accurate response by attending to the following points:

1. Find the correct answer (or think about the best answer – On my Own, Raphael).
2. Include part of the question in the answer.
3. Check spelling; are there capitals on proper nouns and at the start of the sentence? Are the words that are provided in the text copied accurately?
4. Check grammar, is the tense the same for the verbs in the sentence and is it the right tense to answer the question.

.

**Teaching Points for the technique:**

* Provide two examples to compare, one with all five points and one with only the correct answer.
* Ask the students to tell you which answer is better and why.
* Explicitly draw out or explain each of the points.
* Draw an object with 5 features or count on your hand and summarize the five points

1. correct
2. question in answer
3. spelling
4. grammar
5. does it make sense?

* Have each student work in pairs on a simple reading comprehension activity and have the students check to ensure all five points are there.
* During subsequent lessons have students complete reading comprehension worksheets and corresponding questions.
* Mark each question out of five and return the worksheets

**Keeping in mind:**

The text and questions need to be at the instructional level for this to work. Spelling, grammar and structure accuracy will depend on the students’ English language proficiency.

Teacher created texts and questions targeted to the particular vocabulary and grammar of the unit work very well with this technique.

Source: ESL/Literacy Inquiry Project 2002/2003 – Kathy Salmon Farstad

Example:

**HERO**

Once upon a time there was a brown dog named Hero who was famous because he saved so many people. He was a middle sized dog that was light brown with white ears. He kind of looked like a Labrador but he also looked like a Retriever but he was probably a mixed breed. The first time he saved a young girl from drowning in a river. The next time Hero found an old man who was ill and the old man was taken to the hospital. He scared a pack of wild dogs away from a little boy for his third rescue. Hero also ran after and retrieved a woman’s purse when a purse-snatcher ran away with it. He was a brave and smart dog!

Questions:

What was the dog’s name?

A. Hero

B. The dog’s name was Hero.

What did Hero look like?

A. brown, middle sized and he had white ears.

B. Hero was a mixed breed dog that was light brown with white ears and he was middle sized.

How many times did Hero save people?

A. four

B. There was four times that Hero saved people.

C. Hero saved people four times.

What did Hero do to save the little boy?

A. scared wild dogs

B. Hero saved the little boy by scaring away a pack of wild dogs.

C. He scared away wild dogs to save the little boy.

What happened to the old man after Hero found him.

A. He went to the hospital.

B. After Hero found the old man, he was taken to the hospital.

C. The old man was taken to the hospital after Hero found him.

Answer A – typical correct answer with no sentence support

Answers B and C – complete answer options

**Using Word Walls to Support Language Learning in CORE Subjects**

The use of Word Walls is a strategy used to increase student vocabulary and concepts, increase proficiency of reading and writing in CORE subjects. They are a great reference in the classroom for daily activities in speaking, reading, writing and building on past learning in a meaningful way.

Word Walls can include a variety of: vocabulary cards, pictures, artifacts and memorabilia that have been used during the lessons. Students will participate in creating the contents and arrangement of them on the wall, to develop their own meaning and connections. Key vocabulary can be arranged to develop higher order thinking: linear, cycles, in Graphic Organizers etc...

Tips for Success

* The students need to interact often with the Word Wall.
* Review previous days’ lesson by asking students to explain understanding through: journaling, pair share or games\*.
* New information should be added on regular basis.
* Student work and ideas are an integral part of the Word Wall
* Word Walls should be referenced often so that students begin to understand their benefit to their learning.

Games- make up questions using the following sample

Formats:

* provide a definition and ask the student to provide the word wall word that matches the definition
* provide a sentence that has one word missing; that word is on the word wall
* give a synonym or an antonym and have student match it to a word on the word wall
* provide a rhyming word and ask students to identify a word
* give two dictionary “guide words” and ask students to identify a word from the wall that might be found on the same page

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