

Teaching Mainstream ELL Students: Self-Evaluation and Planning

Teacher tool

Student tool

Best Practice	How successful was I in using this strategy?			Notes	How will I adjust my approach for next time?
	Not Very	Marginally	Very		
1. Enunciate clearly but do not raise your voice. Add gestures, point directly to objects, or draw pictures when appropriate.					
2. Write clearly, legibly, and in print.					
3. Develop and maintain routines. Use clear and consistent signals for classroom instructions.					
4. Repeat information and review frequently. If a student does not understand, rephrase or paraphrase in shorter sentences and simpler syntax.					
5. Check often for understanding, and have students demonstrate their learning to show comprehension, instead of asking whether they understand.					
6. Avoid idioms and slang.					
7. Present new information in the context of known information.					

Use of Oral and Written Language

Best Practice	How successful was I in using this strategy?			Notes	How will I adjust my approach for next time?
	Not Very	Marginally	Very		
8. Announce the lesson's objectives and activities, and list instructions step-by-step.					
9. Present information in a variety of ways.					
10. Frequently summarize the salient points of a lesson, and always emphasize key vocabulary words.					
11. Recognize student success overtly and frequently. However, be aware that in some cultures overt, individual praise is considered inappropriate and can therefore be embarrassing or confusing to the student.					

Sources:

Eastern Stream Center on Resources and Training, Region IV Comprehensive Center at AEL, Region XIV Comprehensive Center/Center for Applied Linguistics. (1998). *Help! They don't speak English starter kit for primary teachers*. Oneonta, NY: Eastern Stream Center on Resources and Training.

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