# Print Resources

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* Basic English Grammar – Betty Schrampfer Azar
* The More-Than-Just-Surviving Handbook – Barbara Law / Mary Eckes
* Talk Your Head Off (…and write too!) – Brana Rish West
* Zero Prep for Beginners – Laurel Pollard / Natalie Hess / Jan Herron
* Informational & Reference Items for Secondary ELL Teachers – Carole Davis (Available from Surrey School District)
* Bilingual dictionaries

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|  | Things That Have Worked Well For Me |  |

Helpful Resources for Teaching Students of Refugee and Trauma Backgrounds

***Videos from Today***

Karen refugee camp: <http://www.youtube.com/watch?v=_cd9NvpzuAw>

Somali refugee camp: <http://www.youtube.com/watch?v=Cdmw4trMBL8>

***Websites***

Teaching refugees:

<http://www.teachingrefugees.com/>

Google Translate: [http://translate.google.ca/?hl=en&tab=wT#](http://translate.google.ca/?hl=en&tab=wT)

ELL in Surrey: <http://secondaryellinsurrey.wordpress.com/>

ESL Policy & Guidelines: <http://www.bced.gov.bc.ca/esl/policy/guidelines.pdf>

ESL Standards: <http://www.bced.gov.bc.ca/esl/standards.pdf>

******ESL Learners – A Guide for ESL Specialists: <http://www.bced.gov.bc.ca/esl/policy/special.pdf>

ESL Learners – A Guide for Classroom Teachers: [www.bced.gov.bc.ca/esl/policy/classroom.pdf](http://www.bced.gov.bc.ca/esl/policy/classroom.pdf)

Students from Refugee Backgrounds: <http://www.bced.gov.bc.ca/esl/refugees_teachers_guide.pdf>

Raz Kids Reading: <http://www.raz-kids.com/>

Refugee children with low literacy skills or interrupted education: identifying challenges and strategies:

<http://www.springinstitute.org/Files/refugeechildrenbehavior3.pdf>

Refugees: A Canadian Perspective – Teacher’s Guide & catalog – excellent activities and projects to help students gain empathy and understanding for these unique learner:

<http://www.unac.org/learn/wrld/Refugees/FINAL%20ENGLISH%20GUIDE.pdf>

City of Surrey - covers housing, services, finances and employment:

<http://www.surrey.ca/culture-recreation/3617.aspx>

[www.eslgold.net](http://www.eslgold.net)

Great audio and video content; click on *Listening* and you will have access to Randall’s ESL Cyber Listening Lab (free); also check out the podcasts: [www.esl-galaxy.com](http://www.esl-galaxy.com)

Website of the International Reading Association [www.readingonline.org](http://www.readingonline.org)

See Languages/ESL as well as Flashcards, Theme Units [www.abcteach.com](http://www.abcteach.com)

Click on *News Snapshot* – daily current events activity at a grade 3-5 reading level including printable student handout and teacher’s page (It is American: you can pick and choose as appropriate): [www.nytimes.com/learning](http://www.nytimes.com/learning)

Lesson Plan Archive: <http://learnenglishkids.britishcouncil.org/en/>

Portal linking to websites for learners of English. Click on *CG kids atlas* for interactive component. Has a daily featured lesson plan and featured Canadian place: [www.canadiangeographic.ca/atlas/](http://www.canadiangeographic.ca/atlas/)

Digital archives (see Learn, for Teachers). See CBC Learning Online (video and audio resources as well as the Teacher’s Lounge): [www.cbc.ca](http://www.cbc.ca)

Includes a Media Centre, but the site is still under construction: [www.canadahistory.com](http://www.canadahistory.com)

Tools and resources for students, teachers, learners and academics: [www.usingenglish.com](http://www.usingenglish.com)

Includes online placement tests as well as lessons and exercises; your students can even find pen pals: [www.tolearnenglish.com](http://www.tolearnenglish.com)

Includes worksheets, games, quizzes organized by grade and topic; most of which are completed online. Also generates worksheets: [www.softschools.com](http://www.softschools.com)

Extensive teacher resources. See *Best of Web for Teachers:* [www.marksesl.com](http://www.marksesl.com)

Lyrics, cd’s, downloads including an ESL area: [www.songsforteaching.com](http://www.songsforteaching.com)

Lots of online practice for ESL learners. A grammar test that gives a rough estimate of level of English: [www.eclecticenglish.com](http://www.eclecticenglish.com)

Everything from ESL teaching resources to webpage creation; list of podcast sites designed for ESL Listeners. Tons of worksheets at ESL-PDF.com: <http://www.ibritt.com/resources/tr_esl.htm>

Audio-visual stories for preschool and elementary levels; web-based jukebox of digital books in languages from around the world; hear the books read and see the text on screen in a multitude of languages. Free registration. The site offers downloads of the stories for a fee, but the online books are free: [www.bookbox.com](http://www.bookbox.com)

Interactive books, phonics games and printouts to teach reading to pre-K to grades 2/3. The contents are multicultural, very engaging and attractive. They also have an educator’s area: [www.starfall.com](http://www.starfall.com)

Free online resource for elementary teachers provided by MOE and TFO, includes animations, interactive games, and video clips of classroom lessons for teaching, reading, writing and math: <http://Eworkshop.on.ca/edu/core.cfm>

Educational video links to over 11,000 videos in 2000 categories – history, math, science; YouTube meets Wikipedia: Good sources of easy-to-read articles: [www.watchknow.org](http://www.watchknow.org)

News for You: <http://www.news-for-you.com/>

Time For Kids: [www.timeforkids.com](http://www.timeforkids.com)

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|  | **Things That Have Worked Well For Me** |  |

* Personal whiteboards
* Newspaper pictures for journals
* Picture spelling tests
* Raz Kids reading
* Slideshows for Canadian culture
* Buddies Hi/Low
* YouTube spelling/pronunciation videos
* Just copying questions when work is too hard
* Morning questions
* Labels on things around the room
* Picture vocab sheet to study at home before a unit
* Web homework
* 1 on 1 reading with a higher student
* Access Settlement and Multicultural Workers from the Welcome Centre

604-543-3060

* Involve them in the cooking or PE program

**\*Many of the above websites and the information below have been taken from a handbook prepared by Carole Davis, (Informational & Reference Items for Secondary ELL Teachers)** **available from the Surrey District or online at:** [**http://secondaryellinsurrey.files.wordpress.com/2012/02/ell-secondary-information-reference-handbook1.pdf**](http://secondaryellinsurrey.files.wordpress.com/2012/02/ell-secondary-information-reference-handbook1.pdf)

***25 WAYS TO WORK WITH ELL STUDENTS IN THE REGULAR CLASSROOM***

1. ****Establish a language – rich learning environment
2. Activate and build upon prior knowledge
3. Repeat key phrases often to ensure student learning
4. Slow the rate of presentation
5. Draw connections between course content and real life
6. Provide hands – on activities
7. Establish a daily routine
8. Break information into manageable chunks
9. Paraphrase information using simplified language, especially after reading
10. Provide ample “wait time” for students so they can formulate a response
11. Control new vocabulary: it should be simplified but include key technical terms. New vocabulary should be clearly introduced and reinforced. Providing students with new vocabulary ahead of time will allow them some control over the material
12. Design lessons which integrate language and content
13. Provide word lists for quizzes and fill-ins
14. Use global strategies when introducing a new unit or chapter in a text: show a related film clip and discuss the major topics. Tell students what the chapter is about and arouse their interest with personal anecdotes and class sharing; read portions of the chapter aloud while students follow along
15. Allow use of first language dictionaries
16. Provide examples sheets of correct format and procedures for written work
17. Use lots of gestures and facial expressions
18. Provide visual support – models, charts, manipulatives, pictures, diagrams, or actual objects
19. Write down what you say on the board or overhead
20. Allow students to work with peers. Be sure students know the difference between cooperative work, where both students are giving input and learning, and the out and out copying of another student’s work
21. Always summarize the key points of your lesson
22. Allow students to work at their own pace
23. Consider giving separate tests
24. Be creative in thinking of tasks that demonstrate competence without demanding a lot of language
25. Make the ELL student a part of the class as much as possible

***THINGS I WISH I’D KNOWN WHEN I STARTED TEACHING ELL***

1. Don’t mark everything
2. Don’t mark FOR everything
3. Teach grammar and vocabulary in context
4. Don’t be afraid to call on the quiet ones
5. Don’t nod and smile when you don’t understand
6. READ OUTSIDE OF SCHOOL!
7. Peer editing with comments
8. Daily writing……journals
9. Writing projects – the autobiography – covers sentence patterns and verb tenses
10. Revising and editing ….. teach the process…..hard and boring, but BIG payoff
11. “You Be the Teacher”…… sentences with ESL type errors “borrowed” anonymously from student work and used to remediate these common errors
12. Daily public speaking…short to long, informal to more formal
13. Word Families for vocab development
14. Prefix/Suffix/Root Word approach to vocab development
15. Drafts get a check mark
16. Role-play, telephone dialogues….PROPS!
17. Find ways to get more mileage out of each lesson
18. Increase student interactions
19. Conference with students while others are working quietly
20. Make the ESL classroom a safe place to take risks
21. Allow first language use in class for clarification
22. Read, write, speak and listen in every class
23. Focus on one error type at a time
24. Manipulatives to teach prepositions

**ASSUMPTION: It doesn’t take long for students to perform well academically in English.**

**FACT**: It can take approximately two years to develop social language and from five to nine years to develop the academic language needed to read textbooks and perform academic work.

**ASSUMPTION: All school systems are the same and all schools use the same teaching techniques.**

**FACT**: Teaching styles and practices vary greatly from country to country. In Canadian schools, play, field trips, cooperative learning groups and other interactive strategies are considered valuable and important ways to learn.

**ASSUMPTION: All students should have homework every day.**

**FACT**: In Canada, giving homework is related to our understandings about the ability of learners to focus. Therefore, young learners typically only receive minimal, if any, homework, while older learners may have up to one hour of homework per day. HOWEVER, it is important to remember: Learning a language – being immersed in it all day – is exhausting. A good way to relax from this is to read or talk in the home language. Reading in the home language supports reading in English. ESL students who are assigned one hour of homework will typically take two to three hours to complete the work in their new language. Reading at home or orally interacting with a parent is considered very effective homework because it develops language and thinking.

**ASSUMPTION: Reading is not homework.**

**FACT**: Research has shown that daily reading at home strengthens the vocabulary and the development of reading comprehension. Discussion of the reading with a caregiver makes the reader even stronger.

**ASSUMPTION: Tutors doing work for learners is acceptable.**

**FACT**: Some students are lucky enough to have the help of a tutor. However, in time the student has to be able to cope alone and is accountable for what s/he can do independently. The best tutors understand this and help the learner toward that independence by working with the learner, but never doing work for the learner.

**ASSUMPTION: Older brothers and sisters are able to interpret and translate information accurately.**

**FACT**: Translating information from the home language to English and back is not at all easy. It is not just translating words, but also includes an understanding of the school system and how things work. It is also difficult to translate the language of schooling here when your home language does not necessarily have the equivalent constructs.

**ASSUMPTION: My child will graduate from school “on time” regardless of age on arrival in Canada.**

**FACT**: As it takes from two to nine years to become fluent in a second language, older students are not always able to graduate by the age of eighteen or nineteen. Much depends on each student’s level of English competency at the time of arrival in Canada. Older learners can, however, still complete high school and even go on to university at an older age. Starting university in your twenties or thirties is quite normal in Canada.

**ASSUMPTION: All students are university bound. In fact, university is the only acceptable option after high school.**

**FACT**: Only about 20% of students in British Columbia continue to college or university. Many pursue a wide variety of other options that also lead to a happy and successful life.

***ELL STRATEGIES***

The following strategies are designed to enable ELL Learners to develop their English language skills in both social and academic contexts:

**CLASSROOM STRATEGIES**

* Create an environment where learners feel secure and are prepared to take risks
* Support and value learners’ languages and cultures
* Build on the knowledge, skills and understandings that students bring to the learning context
* Build on the linguistic understandings students have of their own language
* Encourage the use of the learners’ first language if the learner is literate in that language
* Use themes and topics which are relevant to learners’ particular needs
* Expose learners to cultural information which enables them to understand and participate in Canadian culture and society
* Focus on purposeful communicative activities which are comprehensible and appropriate to the learner’s age and needs
* Generally teach the macro skills of listening, speaking, reading, and writing in an integrated way, although at times there may be a need to focus on a particular aspect of one (e.g., pronunciation, listening to specific instructions)
* Focus on developing learner’s oral language skills for oral language development and to support writing
* Support the learner’s language skills development through scaffolding the learners’ language
* Explicitly teach new language (vocabulary, text types, grammar, sound knowledge, pronunciation, intonation) in the context of a theme or topic
* Use pair and group work and peer/cross age tutoring to maximize language interaction in a low stress environment and to encourage risk taking
* Jointly deconstruct and construct texts to model how texts work to achieve their purposes
* Use an experiential approach to provide meaningful contexts
* Use visual cues wherever necessary to clarify and reinforce concepts
* Use graphic organizers (diagrams, timelines, concept maps etc.) to represent and organize ideas and to develop thinking skills
* Unsure that assessment tasks, activities and criteria are relevant to the student’s stage of English language development

**TEACHER TALK**

* Keep talk to a minimum
* Use clear, common and consistent instructions and repeat

or rephrase if necessary

* Speak at a normal volume, slow the pace if necessary
* Don’t use too much jargon
* Support instructions with visual cues as much as possible
* Choose reading materials that:
* have good visual cues to enable the student to access the story easily
* reflect the experiences, knowledge and interests of the learners

Use bi-lingual books, big books, stories with lots of repetition, class made books based on class experiences and reaching schemes with thematic interests:

* Involve the ELL in a number of reading experiences every day which focus on language in context
* Exposure to meaningful print in the immediate environment eg: signs, charts, labels
* Modeled deconstruction of a range of whole texts to develop understandings of the organization and language features of different genres and the conventions of English
* Taped reading
* Shared book experiences and big books
* Wordless books / picture sequences/photographs to build a story/recount
* Cloze activities to focus on comprehension or on different aspects of language
* Pre-reading activities which prepare the reader for the text through activating prior knowledge about the topic, developing a shared overall knowledge of what the text might be about and teaching strategies for predicting the text content
* Reading activities which develop language and reading skills in context
* Post reading activities which focus on responding to the text in order to gain a greater
* Understanding of the text, extract information for other purposes, critically interpret and analyze the text and give personal responses to the text

**TEACHING WRITING**

Teachers can scaffold learner’s writing by:

* Modeling all aspects of the writing process
* Teach the text organization and language features of different genres through a range of different activities
* Jointly constructing texts with students
* Supporting the development of editing and proof reading skills
* Using shared experiences (eg: field trips) to write class or individual books / texts
* Using photos and other visual stimuli (such as sequenced pictures) in the early stages of writing development
* Using groups and pairs to develop group texts

Other writing strategies:

* Encourage students not to focus too much on their mistakes
* Encourage writing for real purposes by publishing in innovative ways (e.g., newsletters on the school’s website)
* Encourage the use of different strategies for accessing vocabulary needed and for recording new vocabulary for use in future writing
* Teach all aspects of word knowledge and spelling through specific activities, including games, quizzes etc.

**FAST FACTS ABOUT ENGLISH LANGUAGE LEARNERS**

* A “silent” period is very common for ESL learners. They are absorbing and processing the language and events around them. This silent period may last days, weeks, months or even longer.
* Listening, speaking, reading and writing are not all acquired at the same rate. Oral language proficiency can appear fluent long before reading and writing skills are at an age appropriate level.
* Social language (everyday, face-to-face conversation) is learned first, often within two years.
* Students seem to learn language and content quite rapidly, then reach a plateau, where little language acquisition seems to take place. This is a normal cycle of “fits and starts” and is part of normal development.
* Academic language (textbook language) can take between five and ten years to develop to the level where the ESL learners are able to achieve on par with their age peers.
* Many parents think social language equals academic language; it does not.
* ESL parents do not view themselves as “partners in education” - this notion takes time for parents to accept and act upon. The onus is on the teachers and schools to initiate and facilitate the process.

***FOUR STAGES OF CULTURE SHOCK***

It must be emphasized that every child reacts differently to moving to a new place. New arrivals usually go through four stages of culture shock:

**1. Euphoric or Honeymoon Stage**

During this stage newcomers are excited about their new lives. Everything is wonderful and they are having a great time learning about their environment.

**2. Culture Shock Stage**

The differences between the new and the native cultures becomes more apparent. Students feel overwhelmed at this stage. There is so much they do not understand about their new surroundings. They are frustrated because they cannot communicate and are bombarded with unfamiliar surroundings, unreadable social signals and an unrelenting barrage of new sounds. Students suffering from culture shock may seem sleepy, irritable, disinterested or depressed. Some students may become aggressive

and act out their frustrations. Newcomers in this stage of culture shock need time and patience from their teachers.

**3. Integration Stage**

Newcomers start to deal with the differences between the old culture and new. They learn to integrate their own beliefs with those of the new culture. Some newcomers will start to replace the old values with new ones. Others will begin to find ways to exist with both cultures. Many immigrant parents start to become alarmed at this stage. They do not want their children to lose their language and culture.

**4. Acceptance Stage**

Newcomers are now able to enter and prosper in the mainstream culture. They accept both cultures and combine them into their lives. Some students will adopt the mainstream culture at school and follow the values of the home culture outside of school. During this stage many immigrant parents make it clear to their children that they do not want them to adopt the mainstream culture. This is because many immigrant students forget their native language and reject their culture.

***References***

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