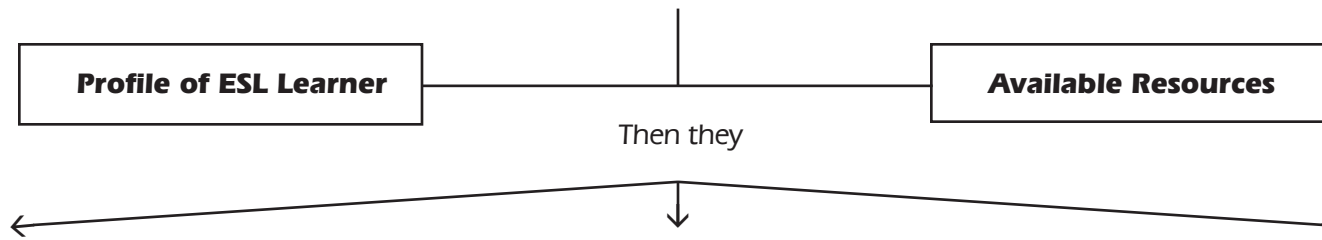


DIFFERENTIATING INSTRUCTION FOR ENGLISH AS A SECOND LANGUAGE STUDENTS

Teachers consider the following when differentiating for ESL students



<p>Identify essential outcomes (content) from the Program of Studies and adjust teaching to ensure understanding.</p> <p style="text-align: center;">ADAPTING CONTENT</p> <ul style="list-style-type: none"> • Develop survival language/oral language skills first with beginner-level ESL students. • Use techniques such as KWL or think/pair/share to activate and/or build background knowledge and experience. • Use a variety of visuals, realia, manipulatives and other concrete materials to teach. • Make extensive use of key visuals and graphic organizers. • Focus on concepts and principles instead of facts through the use of graphic organizers such as compare and contrast, Venn diagrams, timelines etc. • Identify and develop key vocabulary through the use of word walls, predictograms, word sort, semantic mapping, concept frames etc. • Provide literacy scaffolds such as framed sentences and paragraphs, patterned stories, framed research and lab reports. • Reteach concepts/content in mini lessons. • Use a variety of resources including multiple texts at different reading levels, internet, CD ROM software, video, picture files etc. • Consider students' culture/background when choosing resources. • Provide authentic experiences through field trips, guest speakers, simulations, etc. 	<p>Adapt instructional strategies (process) in whatever way necessary for students to reach the desired outcome.</p> <p style="text-align: center;">INSTRUCTIONAL STRATEGIES</p> <ul style="list-style-type: none"> • Provide beginning level ESL students with a buddy (with the same first language if possible). • Use the Language Experience Approach. • Allow for first-language discussions and use of bilingual resources. • Present new information and instructions orally and in writing. • Model and demonstrate procedures and thought processes through pantomime, role play etc. • Use gestures, facial expressions and body language. • Modify speech by speaking slowly and clearly. • Provide audio tapes of novels, texts and lectures. • Engage students in cooperative/collaborative learning tasks such as jigsaw, reciprocal teaching, reading buddies, dialogue journals, literature circles. • Provide learning centres or stations to allow learners to explore topics or practise skills independently. • Focus on the development of specific language-learning strategies. 	<p>Offer a variety of ways for students to demonstrate achievement of an outcome. Students can use a variety of activities to show knowledge in spite of limited English proficiency.</p> <p style="text-align: center;">OUTCOME</p> <ul style="list-style-type: none"> • Allow students to demonstrate understanding in ways other than writing (for example: graphic organizers, art, performance, demonstrations, models, posters etc.). • Allow students to take tests orally. • Allow beginning ESL students to use texts, notes, dictionaries and other aids during tests so that the tests become learning opportunities. • Allow extra time. • Provide students with readers or scribes. • Modify test questions by simplifying language. • Use a wide range of assessment options.
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Suggested Activities for Demonstrating Learning				
<ul style="list-style-type: none"> Do needlework Build a planetarium Develop a collection Design and conduct an experiment Plan a journey Make an etching or a woodcut Do a demonstration Create recipes Demonstrate preparation of food 	<ul style="list-style-type: none"> Choreograph dances Design a new product Write songs Design a simulation Develop an exhibit or experiment Create a photo essay or album Make a video documentary Create illustrations Design or create musical instruments 	<ul style="list-style-type: none"> Compile information for a booklet or brochure Draw a set of blueprints or a graph Put on a puppet show Create wall hangings or murals Go on an archaeological dig Design and make costumes Generate charts or diagrams to explain ideas Create a slide show 	<ul style="list-style-type: none"> Publish a history of one's family, community or home town Do a pantomime Paint or collect pictures or diagrams Create an advertisement Make a diorama Make a calendar Make a tape recording Make a map Make a collage or piece of art 	<ul style="list-style-type: none"> Devise a survey Draft and circulate a petition Design a webpage Make a travel poster Create a bulletin board Devise a game or puzzle Make a mobile Compile a portfolio of sketches Develop a display Make a time line



Learning Strategies

There are a variety of learning strategies, including metacognitive, cognitive and social affective. These three strategies are described below.

Metacognitive Strategies

- Advance organization – Previewing the main ideas and concepts of the material, often by skimming the text for the organizational pattern
- Advance preparation – Rehearsing the language needed for an oral or written task
- Organizational planning – Planning the sequence and parts of ideas to be expressed orally or in writing
- Selective attention – Paying attention to key words, phrases, linguistic markers, sentences or types of information
- Monitoring – Checking one’s comprehension and oral or written production while they are taking place
- Self-management – creating the conditions that enhance learning
- Self-evaluation – Judging how well one has accomplished a learning activity

Cognitive Strategies

- Contextualization – Placing a word or phrase in a meaningful sentence or category
- Elaboration – Relating new information to known information, and making personal associations
- Grouping – classifying terms or concepts according to their attributes
- Imagery – Using visual images (either mental or actual) to understand and remember new information
- Inferencing – Using information in the text to guess meanings of new items, predict outcomes or complete missing parts
- Note taking – Writing down key words and concepts in abbreviated verbal, graphic or numerical form during a listening, reading or viewing activity
- Resourcing – Using reference materials appropriately
- Summarizing – Making a mental or written summary of information gained through listening or reading
- Deduction/induction – applying or figuring out rules to understand a concept or complete a learning task

Social Affective Strategies

- Cooperation – Working together with peers to solve a problem, pool information, check a learning task or get feedback
- Questioning for clarification – Eliciting additional explanation, rephrasing, examples or verification from a teacher or peer
- Self-talk – Reducing anxiety by using mental techniques that enhance feelings of confidence and competence

(Adapted from *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*, Addison-Wesley, 1994)

Recommended Resources

Center for Applied Linguistics, www.cal.org.

Chamot, A. U., and J. Michael O’Malley, *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*. Addison-Wesley, 1994.

Coelho, E., *Teaching and Learning in Multicultural Schools*. Multilingual Matters, 1998.

———. *Adding English: A Guide to Teaching in Multilingual Classrooms*. Pippin, 2004.

Help! They Don’t Speak English Starter Kits, downloadable from www.escort.org.

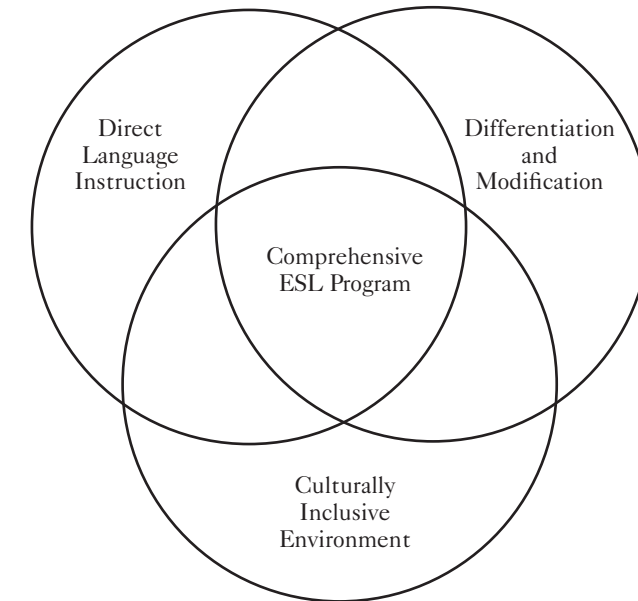
Meyers, M., *Teaching to Diversity: Teaching and Learning in the Multi-Ethnic Classroom*. Addison-Wesley, 1993.

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, www.ncela.gwu.edu.

Tomlinson, C. A., *The Differentiated Classroom: Responding to the Needs of All Learners*. Association for Supervision and Curriculum Development, 1999.

———. *How to Differentiate in Mixed-Ability Classrooms* (2nd Edition). Association for Supervision and Curriculum Development, 2001.

UNDERSTANDING ESL LEARNERS: Differentiating Instruction



ESL teachers know that differentiating instruction is the most effective way to teach ESL students, who come to class from a wide variety of backgrounds and circumstances. A comprehensive ESL program involves three major activities: direct language instruction, the creation of a culturally inclusive environment, and differentiation and modification of curriculum. These three activities are described below.

Direct Language Instruction

When using direct language instruction, teachers

- analyze the language needs of ESL learners and the language demands of academic curriculum;
- include language learning goals as part of lesson objectives;
- plan instruction that addresses specific language needs: grammatical and phonological structures, communicative and academic language functions, vocabulary development, discourse patterns; and
- work collaboratively with support staff to address language-development needs.

Culturally Inclusive Environment

In a culturally inclusive environment,

- resources, events and extracurricular activities reflect cultural diversity, and provide realistic and positive images of various cultural groups;
- schools find creative, meaningful ways to involve immigrant parents and offer services such as interpreters, bilingual aides, cross-cultural counselling, and mentorship and tutoring programs;
- signs, notices and displays are multilingual; and
- students’ first language is valued and encouraged.

Differentiation and Modification

In differentiation and modification,

- classroom content, processes and products are adjusted to reflect the unique needs of ESL learners;
- instruction is scaffolded to enable ESL students to achieve grade-appropriate outcomes;
- teachers offer a variety of resources, grouping arrangements, assignments and tasks;
- teachers use various strategies to build background knowledge, make connections and encourage communication;
- teachers embed learning strategies into instruction;
- students can demonstrate understanding in many ways; and
- lessons are engaging and relevant, encourage higher-level, critical-thinking skills and focus on essential elements of core curriculum.