

# Mainstream Teachers Adapting for Beginning / Developing (Level 1) English Language Learners

## 1. While **teaching** in front of the class, the content teacher

- actively plans for unit, lesson and task **accommodations** for ELL students
- takes extra time to check ELL students' **background knowledge** and identify gaps—may need to use a translator /device
- uses **gestures** and **modulates** voice to emphasize key points with ELL students in mind
- includes visual supports like diagrams, photographs, video clips to ensure **context-embedded** learning opportunities for ELLs

## 2. During **group work** and **class discussions**, the content teacher

- **groups** ELL students with regular students who share the same first language and gives guidelines for **appropriately using L1** to grasp key concepts
- spends extra time with an ELL group **modelling** language and demonstrating, for example, showing the difference between a “sketching” and a “shading” in Art
- encourages and guides correct use of **translators** and dictionaries during class

## 3. In **assigning work**, the content teacher

- always backs oral instructions with **written instructions** that are simple, step-by-step, and clearly displayed at the start of work
- makes more **frequent comprehension checks** to make sure ELL students understand goals
- **Extends due dates** to allow extra time for **double the work** ELL students are tasked with (content + language learning)

## 4. For **reading** and **writing assignments**, the content teacher

- builds background knowledge by **providing translated content** whenever possible (use Translator tool for assignments created in Word)
- suggests extra **video, photos** and **other media** that ELL students can use to fill gaps in subject background
- **simplifies** and **reduces writing demands** for ELL students in Level 1 (ex: will accept point form vs full sentence responses for assignments)
- encourages ELLs to **brainstorm and draft work / responses in their first language**
- provides or deconstructs sentence (or paragraph or whole text) models to show how to use new words in appropriate academic contexts
- **regularly and frequently works one-on-one** with the ELL students to address individual strengths and weaknesses in writing