

# SECOND LANGUAGE ACQUISITION STRATEGIES & ACTIVITIES FOR ENGLISH LANGUAGE LEARNERS

## TEACHER USES

Student Background and Cooperative Groups		Concretes, Manipulatives and Visuals		Beginning Levels		Intermediate Levels		Advanced Levels	
<ul style="list-style-type: none"> <li>◆ Total physical response</li> <li>◆ Non-verbal role play</li> <li>◆ Hands-on projects</li> <li>◆ Choral and echo reading</li> <li>◆ Pre-recorded stories</li> <li>◆ Author's chair (pictures)</li> <li>◆ Flannel board stories</li> <li>◆ Environmental labels</li> <li>◆ Word banks</li> </ul>	<ul style="list-style-type: none"> <li>◆ Language experience approach</li> <li>◆ Cloze activities</li> <li>◆ Think-pair-share</li> <li>◆ Rhymes, chants, songs, games</li> <li>◆ Read aloud (repetitive, predictable, stories, patterned language)</li> <li>◆ Reading charts</li> </ul>	<ul style="list-style-type: none"> <li>◆ Role play (verbal)</li> <li>◆ Reading, writing, reciting poetry</li> <li>◆ Compare and contrast</li> <li>◆ Silent reading</li> <li>◆ Group discussions</li> <li>◆ Retelling stories</li> <li>◆ Process writing</li> <li>◆ Making charts and graphs</li> </ul>	<ul style="list-style-type: none"> <li>◆ Sequencing</li> <li>◆ Quick writes</li> <li>◆ Instructional conversations</li> <li>◆ Dialogue journals</li> <li>◆ Making maps, diagrams and webs</li> <li>◆ Think-aloud</li> <li>◆ Evaluating</li> <li>◆ Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>◆ Predicting outcomes</li> <li>◆ Summarizing</li> <li>◆ Analysis of charts and graphs</li> <li>◆ Debates</li> <li>◆ More complex forms of all previous strategies</li> </ul>	<ul style="list-style-type: none"> <li>◆ Supporting Elaborating</li> <li>◆ Self-monitoring</li> <li>◆ Critiques</li> <li>◆ Increasingly complex vocabulary</li> </ul>				
<b>STUDENTS ARE ASKED TO</b>									
<ul style="list-style-type: none"> <li>◆ Observe</li> <li>◆ Point</li> <li>◆ Match</li> <li>◆ Select</li> <li>◆ Circle</li> <li>◆ Arrange</li> </ul>	<ul style="list-style-type: none"> <li>◆ Choose</li> <li>◆ Act out</li> <li>◆ Name or Label</li> <li>◆ Organize</li> <li>◆ Decide</li> <li>◆ Draw</li> <li>◆ Order</li> </ul>	<ul style="list-style-type: none"> <li>◆ Recall</li> <li>◆ Retell</li> <li>◆ Define</li> <li>◆ Describe</li> <li>◆ Compare</li> <li>◆ Contrast</li> <li>◆ Map</li> <li>◆ Draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>◆ Question</li> <li>◆ Summarize</li> <li>◆ Restate</li> <li>◆ List</li> <li>◆ Interpret</li> <li>◆ Compose</li> <li>◆ Record</li> <li>◆ Report</li> <li>◆ Plan</li> </ul>	<ul style="list-style-type: none"> <li>◆ Analyze</li> <li>◆ Create</li> <li>◆ Defend</li> <li>◆ Debate</li> <li>◆ Generalize</li> <li>◆ Justify</li> <li>◆ Assess</li> <li>◆ Revise</li> <li>◆ Infer</li> <li>◆ Judge</li> <li>◆ Estimate</li> </ul>	<ul style="list-style-type: none"> <li>◆ Critique</li> <li>◆ Problem solve</li> <li>◆ Elaborate</li> <li>◆ Take notes</li> <li>◆ Support</li> <li>◆ Explain</li> <li>◆ Speak publicly</li> <li>◆ Synthesize</li> <li>◆ Evaluate</li> </ul>				

Source: Adapted from STAR Center, GEMS: Graduation Enhancement for Migrant Students (San Antonio, Texas: Intercultural Development Research Association, 1997)



Types of Possible Adaptations for Any Text (with examples)

ASPECTS OF TEXT OR TASK TO BE ADAPTED	ADAPTING CONTENT	ADAPTING LANGUAGE	ADAPTING TEXT ORG.	ADAPTING FOR LANGUAGE LEARNING
Format of text	1. Allow students to use graphics (web, outline, list) to focus on important info while teacher reads	2. Provide a vocabulary glossary in margins or numbered (with definitions on separate sheet)	3. If a copy, highlight markers for time or sequence (or add such markers)= coherence cue map	4. By having teacher read & students use graphics, opportunities for oral summarizing, LEA necessary for Ss to work with
Participant structure before, while, after reading	5. Pair native speaker/non-native speaker or students from different cultures to share background during pre-reading	6. In post-reading have students work first alone (with vocab web or notebook), searching for five new words. Pair up students to share their chosen words & together, to use them in summary of story.	7. Assign each group to re-read a section of story, ... write or prepare oral summary for chart paper (or prepare comprehension questions for the class)	8. Assign expert groups, each of which will discuss one critical question, then return to home group to share their ideas about their questions. Together, group writes up a short paragraph, based on these questions.
The purpose and/or goal for reading	9. Give students ONE QUESTION (main idea) that they must answer first time through	10. In second reading, ask students to pay attention to a certain category of words, a word pattern, or a structure—to prepare for a mini-lesson in post-reading phase.	11. Students are shown a set of sentences (from text) in pre-reading phase that they will put in order once they have read the text.	12. Students keep a word bank/ vocab journal, and as they read second or third time, they are asked to add to their vocabulary list (focusing on, for ex., action verbs, descriptive adjectives, words for emotions...)
Teacher roles	13. Teacher creates experiences & shares background on the theme, through personal experience & L2 cultural knowledge, before reading	14. Teacher is needs analyst—predicts which words & structures will be extremely difficult, prepares tasks at pre-, during & post-reading stages to help students cope	15. Teacher uses guiding questions, graphics, etc. as TRAIL GUIDE to the organization of text	16. Teacher gives reasons for tasks (& how they will benefit lang. learners); teacher models ways of learning language through text (ex.=guessing vocab from context)
Student roles	17. Students asked to compare the theme from their L1 cultural perspective, the new perspective (from text)	18. (especially in multilevel class) Students help each other understand important vocab/ phrases & give feedback during discussion (on, for ex., what they cannot understand when another speaks or a group presents)	19. Students learn to use, but also create, graphic organizers to help understand a text; become familiar with using flow charts, timelines, outlines, webs, graphs, story maps & matrices	20. Student learns to be strategist (what to do if not understanding; how to keep self "awake" while reading; what to look for, and where, to find key info)
Task types	21. Using other media (music, art, hands-on experience, observation) to help students connect to theme & make theme more concrete (by DOING something, building or drawing something)	22. Students asked to complete matching exercise which requires them to match synonyms to words in text (by guessing); students asked to transform section of text into different tense	23. Jigsaw sequencing of main events of text; students asked to list events NOT in story, exchange papers & other group has to place them in their proper time (by guessing); students asked to draw a coherence map (looking for cues for time & connections, event to event)	24. Students work together in pair to collect examples of spelling patterns (each pair a different one)—-aid words, -est words (depending on text)—as a class, these spelling families are used to complete a rhyming activity; students work in teams to edit a summary (dictated)



# Adapting Homework

## Language Arts Writing:

You're doing a lesson on poetry and your ESL students lack the vocabulary to fully participate independently. What adaptations could you provide to help them succeed?

## Language Arts Reading:

Your class has just read an excerpt from one of the Chronicles of Narnia. The class homework assignment is to identify problems from the selection and to note the cause and effects of those problems. What could you assign to an ESL student as an adapted or alternative homework assignment so that they could work independently at home?

## Social Studies:

Your Social Studies unit is on map skills. Some of the vocabulary includes words such as latitude, longitude, hemisphere, cartography, prime meridian and cartography. What adaptations would need to be made to accommodate a beginning ESL student?

**Math:**

Adapt this story problem so that an ESL student could comprehend it.

Ella and Ramon canoed on a river. They paddled 2 miles downstream. After eating lunch, they returned upstream. How many miles did they paddle altogether?

**Adapting Testing**

**How could you adapt this sample test question?**

The \_\_\_\_\_ branch of our government is comprised of court systems which interpret the meaning of the laws.

# PRINCIPLES OF SECOND LANGUAGE DEVELOPMENT

**Principle #1: Students need to feel good about themselves and their relationships with others in second language situations.** (Rigg & Hudelson, 1986)

*Putting the principle into practice:*

- ▼ *Foster friendships among ESL students and their peers/teachers*
  - cooperative learning activities*
  - peer buddies*
- ▼ *Use language skills and cultural knowledge of LEP students as resources in the classroom*
  - have students make bilingual dictionaries*
  - have students provide information on food, music, dance, games, folk tales, etc.*
  - have students share personal likes and dislikes*
- ▼ *Provide non-threatening learning settings*

**Principle #2: Comprehension naturally precedes production during the process of second language development.** (Krashen & Terrell, 1983)

*Putting the principle into practice:*

- ▼ *Provide comprehensible input within meaningful contexts*
- ▼ *Give plenty of opportunities to read good literature that is age appropriate and suitable to students' proficiency level*
- ▼ *Allow students to show comprehension/competency non-verbally*
- ▼ *If possible, use students' native language as a means to develop necessary concepts*

**Principle #3: Second language competency develops most quickly when the learner focuses on accomplishing tasks rather than focusing on the language itself.** (Rigg & Hudelson, 1986; Krashen & Terrell, 1983)

*Putting the principle into practice:*

- ▼ *Give chances for students to work on group assignments*
- ▼ *Begin with concrete experiences*
- ▼ *Focus on purposeful content-related activities*

**Principle #4: Students can learn to read and write in a second language while they develop their oral skills.** (Rigg & Hudelson, 1986)

*Putting the principle into practice:*

- ▼ *Use the language experience approach*
- ▼ *Provide meaningful writing opportunities*
- ▼ *Teach note taking skills*
- ▼ *Make authentic reading resources available*
- ▼ *Involve students in journal writing*

**Principle #5: Learners acquire a second language through trial and error; mistakes are part of the natural process.** (Rigg & Hudelson, 1986; Krashen & Terrell, 1983)

*Putting the principle into practice:*

- ▼ *Focus on what students communicate rather than on how they communicate*
- ▼ *Don't correct students' mistakes all the time*
- ▼ *Use students' errors as an indicator of their progress in developing second language skills*

**References:**

- Krashen, S. & Terrell, Tracy. 1983. *The Natural Approach: Language Acquisition in the Classroom*. Hayward, CA: Alemany Press.
- Rigg, P. & Hudelson, S. 1986. One child doesn't speak English. *Australian Journal of Reading*. 9, 3, pp. 116-125.

*Please feel free to duplicate and share with others.*

