Classroom Accommodations for ESL and ELD Students
English as a Second Language (ESL) Student:
• a student whose mother tongue is not English. The student is learning English to live in an English environment.

English Literacy Development (ELD) Student:
• a newcomers who, due to a deprived educational background, is in the process of developing literacy and numeracy skills needed for integration into the regular stream.
• Most are ESL students.
Why Accommodate?

Think about it for a few minutes before going on.
Why Accommodate?

Students must receive accommodations:

1. to help them understand the content.
2. to help them complete assignments.
3. to help them improve their English.
4. to help them feel included and comfortable.

◆ These are interconnected.
• **Use teaching strategies and learning resources that make content comprehensible;** this is the key to helping the student understand the content and learn the language.

• **It is also the key to engaging the student.**
Brainstorm with a partner or group.

Make a list of ways you can help students with limited English language and literacy skills better understand the content of a learning activity in your classroom.
Instructional Strategies

These suggestions are applicable for all students with diverse learning needs.

- Seat the student near the teacher.
- Print clearly; do not use cursive writing.
- Print instructions clearly on the board as well as giving instructions orally.
- Print key words, page numbers, homework and deadlines, etc. on the board.
• Incorporate visuals - gestures, props, graphic organizers and charts.

• Ensure students understand the instructions.

• Ensure students have all necessary materials (e.g. binders, notebooks, textbooks, handouts, etc.).
• Monitor teacher talk
  – Avoid slang, colloquial expressions, complex structures.
  – Speak clearly, using a normal tone and rate of speed, or slightly slower.
• Recycle new and key words.
• Check for comprehension - use questions that require one word answers, props, and gestures.
  (Avoid “Do you understand?”)
• Allow for discovery learning but be ready to give direct instructions on how to complete a task (e.g. how to write a paragraph or how to use a calculator).
• Get to know the student’s reading and writing ability. Don’t assume a high literacy level because the student has relatively advanced oral skills. (Consult with an ESL teacher if in doubt.)

• When possible, modify assignments so the ESL or ELD student writes less, has simpler questions to answer, fewer spelling words, etc.
• Consider that it may take the ESL or ELD student longer to complete certain tasks and/or tasks may need to be modified.
Accommodations: Instructional Materials

- High beginner and intermediate language learners may benefit from a clear summary of content in the form of graphic organizers.
- Provide a clear type, large print children’s dictionary, English learner dictionary, illustrated dictionary and/or picture dictionary.
- Provide bilingual dictionaries for older students who are literate in their first language.*

* Discourage over-reliance on dictionaries and translation.
• Provide books on tape or CD where possible.

• Use manipulatives to reinforce new concepts.

• Provide wall charts of key concepts or information (e.g. number tables, alphabet, periodic tables, maps).

• Provide a word wall of key words.
• Provide a variety of texts and resources on curriculum topics at a range of reading levels.

• Provide models of completed homework assignments, projects, etc.

• Ensure tests and assignments are written in clear concise language and are easy to read.
Enjoy the enriching experience of working with students from other cultures!
Questions? Comments?
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