

# 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?

The background is a solid teal color. In the lower half, there is a faint, semi-transparent graphic of two hands shaking, rendered in a lighter shade of teal. The text "Questions? Comments?" is centered in the upper half in a yellow, serif font with a dark outline.

# Graphic Credits

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