

ESL in the Classroom

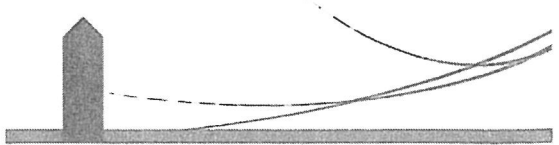
Tips and Best Practices from Yuba College ESL Instructors

Presenters:

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Agenda

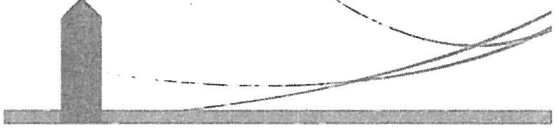
1. Concerns related to ESL students
2. Tips and best practices for teaching non-native English speakers in college classes
3. Questions and answers
4. Case studies workshop
5. Contact information



ESL (English as a Second Language) Learners

- have different levels of English proficiency
- have different academic experiences and levels
- may be multilingual
- have different skills, knowledge, and cultural background

Who are the ESL students at Yuba College?



ESL Students are not Remedial Learners

- ESL learners are language learners. They may know a concept but have difficulty expressing it.
- Not being fluent in English does not depict illiteracy or unintelligence.
- Many ESL learners are highly literate in their native language. Some have advanced degrees.



Social Language and Academic Language


It is possible that an ESL student may be very fluent in spoken English and seem very bright yet is unable to succeed in an academic situation.

There is a difference between social register and academic register

- ▀ 2 to 3 years are required to develop social register
- ▀ 5 to 10 years are required to develop academic register
- ▀ Both social and academic registers are necessary to succeed in an academic environment.
- ▀ Accordingly, some students (termed "Generation 1.5") have lived their entire lives in the U.S., but their family's 1st generation. These students often portray native-like speaking ability but lack academic register. They may not be completely proficient in either their native language or English

Cultural Concerns

- ▀ May have strong expectations about teacher conduct and teacher/student interaction
- ▀ May misinterpret hand gestures, body movement, and concepts of personal space
- ▀ May consider eye contact disrespectful
- ▀ May be quiet, not ask for help, not ask questions, or not volunteer, while others may seem argumentative
- ▀ May be embarrassed to speak because of accent



What Can I Do to Help ESL Students in My Class?

- ▀ Give a diagnostic exam during the first week of class
- ▀ Learn the pronunciation of the student's name
- ▀ Use skills, background, and life experiences that students bring to the classroom
- ▀ Don't assume knowledge of American culture
- ▀ Don't lower your standards!
- ▀ Encourage students to ask for help and to attend office hours
- ▀ Let them know class participation is important
- ▀ Incorporate group or pair work
- ▀ Provide and discuss the syllabus – Syllabus quiz?

More General Teaching Tips

- ▀ Provide concrete examples and models of the kind of work you want
- ▀ Discuss/clarity assignments and check for understanding
- ▀ Give assignments in written form
- ▀ Provide study guides or outlines
- ▀ Use visual aids/graphic organizers to provide more context
- ▀ Provide "survival words"
- ▀ Schema building activities to provide missing cultural references and background information

Lecturing Ideas

- Speak at a (little) slower pace and enunciate clearly
- Control vocabulary and sentence length
- Provide a survival vocabulary list with each lecture and/or chapter
- Use standard language
 - Limit use of idioms and slang
- "Her better half is on the outs with the powers that be, so she's stressing that he might be let go."
 - Translation-
- Her husband is in trouble at work, and she's afraid that he might get fired."

Tips for Lecturing Continued

- Explain concepts in different ways
- Use varied vocabulary
- Stress what is most important
- Use the whiteboard
- Check understanding frequently
 - Have students demonstrate understanding
- Allow extra time for students to respond
- Be sensitive to giving over praise or correction in front of others
- Turn on closed captioning when showing a video

Writing Ideas

- Writing style is very cultural
- In some cultures it is not acceptable to state your point or opinion directly
- Rhetorical organization varies across cultures
 - Different ideas of what supporting evidence is and how it is done
- Focus on CONTENT, not minor errors that do not inhibit meaning or understanding
 - Don't focus on minor grammatical errors (e.g. prepositions, articles, and commas – such errors that don't hinder meaning). Focus on verbs.
- Be clear about plagiarism issues
- Strongly encourage seeking writing/reading tutors in the WIDC

Q & A, Case Studies, and Contact Information

ESL

- Francesca Hulin: fhulin@yccd.edu
- Kimberly Marcussen: kmarcuss@yccd.edu

Writing and Language Development Center: (530) 740-1709

- Rosemary McKeever: rmckeey@yccd.edu
- Kelly Cunningham: kcunning@yccd.edu

Student's Name: _____

Grading Criteria	Excellent	Adequate	Fair-Poor	Comments
Summary Thesis	The summary contains a topic sentence that mentions the author's full name, the article title, and clearly summarizes the author's overall main point. 4	The summary contains a topic sentence that mentions the author's full name, the article title, and adequately summarizes the author's overall main point. 3	The summary contains a topic sentence that mentions the author's full name, the article title, but it may misrepresent the author's overall main point. 2	
Summary	Demonstrates an understanding of the author's main points and doesn't overly focus on subordinate details 4	Demonstrates only an adequate understanding of the author's main points and/or may focus too much on subordinate details 3	May not demonstrate an understanding of the author's main points and/or may focus too much on subordinate details 2	
Response Thesis	The writer clearly states in a thesis statement what s/he specifically agrees or disagrees with 4	The writer vaguely states in a thesis statement what s/he agrees or disagrees with 3	The writer has no clear thesis statement to introduce the response or his/her opinion 2	
Response Reasons	The writer provides a minimum of two, preferably three, fully explained reasons to support his/her opinion 4	The writer provides two or less adequately explained reasons to support his/her opinion. 3	The writer does not provide sufficient or fully developed reasons to support his/her opinion. 2	
Transitions and Attribution Phrases	Appropriately uses both attribution phrases and sentence-level transitions 4	Attempts to use (though not skillfully) attribution and sentence-level transitions 3	May not use attribution phrases or sentence-level transitions 2	
Vocabulary	Uses a variety of appropriate vocabulary 4	Uses a variety of appropriate vocabulary though errors in usage and repetition may occur 3	Does not use a variety of vocabulary and frequent errors in usage and repetition occur 2	
Grammar, spelling and style	Writing includes very few sentence-level mistakes (including verbs, pronouns, and simple and compound sentences). 4	Writing includes some sentence-level mistakes, which do not impede meaning. 3	Writing includes severe sentence-level mistakes, which impede meaning. 2	
Total Assignment Points/ Final Grade				