

What do ESL Teachers Teach? Language Forms and Functions

| Topic | Examples | Strategies/Activities |
|-------------------------------|--|---|
| Concept Development | <p>Plot and character Cause and Effect Fact and Opinion</p> <p>Literary Devices (Simile, Metaphor, Irony, Alliteration, Foreshadowing, etc.)</p> | <p>Story Mapping Graphic Organizers</p> |
| Vocabulary/ Academic Language | <p>High Frequency Academic Words explain, analyze, infer, interpret, discuss, select, etc. http://www.curriculumdesigners.com/Static/Resources/Documents/HighFrequencyWords.doc</p> <p>Antonyms/Synonyms</p> | <p>Cloze activities Bingo Semantic maps Word sorts Realia / Visuals Flashcard activities</p> |
| Phonics and Spelling | <p>Confusing Consonants (b/v, sh/ch) Syllable patterns (VVC, VC/V, VCCCV) Consonant Blends Silent consonants (wr, kn, gn) Vowel Sounds in English (short a, long a, diphthongs, r-controlled vowels, schwa) Word Study : Inflected Endings (plurals, possessives, verb endings -s, -es, -ing) Spellings Compound words, Homophones, Contractions Prefixes and Suffixes Cognates, Root words (Greek, Latin)</p> | <p>Top Down Use content text to find examples, Use student errors as to inform literacy instruction Bottom Up Sound Symbol Relationships Teach Suprasegmentals Word Study</p> |
| Grammar and conventions | <p>Nouns (Common/Proper, Singular/Plural, Possessive) Verbs (Tenses, Irregular, Helping and Linking, Contractions, Negatives) Sentences (Subject/Verb agreement, Word order, Fragments, Simple/Compound. Complex Sentence, Quotations, Parentheses) Pronouns (Subject/ Object, Possessive, Indefinite, Reflexive) Articles, Adverbs, Adjectives Prepositions and Conjunctions</p> | <p>Explicitly teach grammar structures Use student errors to inform grammar instruction Use patterns in text (ie: History texts utilizes past tense forms) Substitution Drills Cloze activities</p> |
| Form and Function Tasks | <p>Informal/Formal English Giving Directions Using language of the classroom Asking Clarifying Questions Retelling/Summarizing Note Taking/Outlines Giving a speech Expressing Opinions</p> | <p>Role Plays Performance Tasks Question Writing Graphic Organizers Poster Presentations Group Presentations Debates</p> |

Sources: *ELL Handbook*, Pearson Education, Inc
Nilsen, D. & Nilsen A. (2010.) *Pronunciation Contrasts in English*. Illinois: Waveland Press, Inc.

| Topic | Examples | Strategies/Activities |
|-------------------------|--|--|
| Pronunciation | <p>English Consonants/Vowels & their sounds</p> <p>-Stops, fricatives, voiced/voiceless, etc.</p> <p>-Place of articulation</p> <p>Lips, Teeth, Tongue, Palate, Front, Back, etc</p> <p>-Manner of Articulation: Where is airflow obstructed?</p> <p>When do the vocal chords vibrate (voiced/voiceless b/p)</p> <p>Contrastive Analysis/Transfer Issues- (what sounds/linguistic functions are challenging for speakers of specific languages? Where does the first language interfere with English Development?)</p> <p>Error Analysis: Are errors Developmental (Normal for Proficiency Level or Interlingual (Native Language Interference)?</p> | <p>Pronunciation help: Teach articulatory system and where/how sounds are made in the mouth</p> <p>Ex. <i>Juan doesn't distinguish between b/v because they are used interchangeably in Spanish.</i></p> <p>Instruction: <i>How are the letters b and v formed differently when we speak?</i></p> <p>Use mirrors to show students place/manner of articulation.</p> <p>Place hands under chin to identify voiced/voiceless</p> <p>Minimal Pairs (lice/rice, sheep/ship, berry/very)</p> <p>Backward Build-up</p> |
| Writing | <p>Format (5 paragraph essay, complete sentences, simple and complex sentences)</p> <p>Specific Vocabulary</p> <p>Expanding Sentences</p> <p>Steps of the Writing Process</p> <p>Cultural Patterns in Writing/Thinking</p> | <p>Graphic Organizers</p> <p>Vocabulary make-overs (other ways to say "said", "like" etc.)</p> <p>Brainstorming</p> <p>Peer editing</p> <p>Common Error Checklists</p> <p>Student Error Checklists</p> <p>Word Walls, Visual Supports</p> <p>Language Experience Approach (LEA)</p> |
| Listening Comprehension | <p>Listening to English spoken across various contexts (Formal/ Informal)</p> <p>Increase rate/pace, and amount of language that student can comprehend</p> <p>Intonation Patterns (Questions, Statements, Pauses, Exclamations)</p> <p>Stress (Words, Sentences) (How does stress impact meaning?)</p> <p>Homophones/Homonyms</p> <p>Context Clues</p> <p>Asking clarifying questions to support listening</p> | <p>Role Plays</p> <p>Video/Audio clips</p> <p>TPR (Total Physical Response)- Entering Level</p> <p>Performance Tasks</p> <p>Note-Taking</p> <p>Dictation</p> |
| Reading Comprehension | <p>Print awareness (format of book/text, read left to right, purpose of headings, figures etc.)</p> <p>Predicting, Questioning, Summarizing</p> <p>Teach KEY vocabulary (not necessarily the vocab. in the text)</p> <p>Access and build schema/background knowledge</p> <p>Make Connections</p> | <p>Picture walks</p> <p>Text and Task Analysis</p> <p>Question Answer Relationships (QAR)</p> <p>Reciprocal Teaching</p> <p>Pre/during/post activities.</p> |