

### **Second Language Acquisition:**

There is no ‘set rate’ of second language acquisition; it is dependent upon the learner as an individual and on the learner’s “history”. Keep in mind though that there are at least two types of language that **need** to be acquired:

1. Social language –the type of language needed to communicate with others on a social level (many students will acquire this in about 2 years)
2. Academic language – the type of language needed to succeed in the education system. (many students will acquire this in 5-7 years)

### **Some ideas to help your ELL students:**

1. Administer a list (or post a word wall) with **content specific vocabulary**. Students can then translate and write the definitions onto color coded index cards.
2. Provide students with an **outline of key concepts** and or class notes on a daily or weekly basis.
3. Provide **context/visual cues** whenever possible. ESL students benefit greatly from visual clues to help them get meaning from "context reduced" material. These clues may include facial expressions, gestures, realia, pictures, charts, graphs, maps, etc. Graphic organizers are particularly helpful in allowing ELL students to plot complex material visually.
4. Explain Expectations - Students need to be aware in advance of how they will be evaluated. To familiarize students with your expectations, provide a model, or finished project. **Rubrics** and **checklists** will help them.
5. Written Compositions - allow students to **write a first draft in their native tongue** to get a fluency and cohesiveness of ideas. While other students are revising and editing, ESL students can translate into English.
6. Allow students to use their **electronic dictionaries** to translate key words in class, or if possible, ask someone who speaks the same home language to translate the key word.

7. Whenever possible, **modify** assignments, and provide as many opportunities as possible for ELL students to demonstrate their skills and knowledge in different ways including drawings, keyword outlines, timelines, webs, graphs, etc
8. **Categorize.** Even though the students can't read the text, they can look at pictures and pick out certain words. Provide them with a short list of words pertinent to the lesson and let them categorize the words. For Social Studies the categories could be people, places, things and events.
9. Try to **structure classroom questions** to the ESL students' language ability. Even newcomers can be asked to point to a picture or word to demonstrate basic knowledge.
10. **Give clear and simple directions.** Complex directions should be broken down into smaller steps. Ask students to explain in their own words what you are asking them to do before they do it.