

# ESOL STRATEGIES CHECKLIST

This checklist has been developed for utilization by: Teachers who instruct English Language Learners (ELL Students)

## I. CROSS CULTURAL COMMUNICATION AND UNDERSTANDING

- \_\_\_ 1. Provides biographies of significant men and women from different cultures.
- \_\_\_ 2. Applies cross-cultural knowledge when developing and using classroom management techniques.
- \_\_\_ 3. Demonstrates sensitivity of cultural and linguistic differences.
- \_\_\_ 4. Demonstrates an awareness of culture-specific, non-verbal communications such as gestures, facial expressions, and eye contact.
- \_\_\_ 5. Identifies specific characteristic of U.S. culture.
- \_\_\_ 6. Compares and contrasts features of U.S. culture with those of other cultures.
- \_\_\_ 7. Identifies elements indigenous to all cultures (Example: education, family, religion)
- \_\_\_ 8. Shows through displays, pictures, and reading materials, people of all cultures.
- \_\_\_ 9. Parent Communication in Home Language: Newsletters etc.
- \_\_\_ 10. Recognizes the stages of Language Development & Unique Characteristics of each (See the attached table)

## II. INSTRUCTIONAL ESOL STRATEGIES

- \_\_\_ 1. Identifies and selects appropriate printed and media materials
- \_\_\_ 2. Implements thinking skills such as:  
background knowledge    think aloud    observing    questioning and reporting techniques  
predicting    categorizing    classifying    summarizing    scaffolding
- \_\_\_ 3. Modifies appropriate instructional program to meet the needs of ESOL students by:  

Using concrete first, then abstract	Relating to student's experiences
Providing visual representations	Reducing non-essential details
Checking word choice and sentence order	Using Media materials, manipulatives
Developing schema (background knowledge) necessary to understand content	
Stressing vocabulary development	
Using semantic maps and other graphic aids to break down information into smaller chunks	
Teaching testing strategies	
Frequent checking for understanding	
- \_\_\_ 4. Checks content comprehension with:  
  
learning logs    dialog journals    role play    reading logs    strip stories    cloze exercise  
illustrations    writing headlines    story summaries    drama/role play    experiments    LEA
- \_\_\_ 5. Uses "Pre" Activities such as: KWL    jigsaw/TPR    demonstrations    modeling  
  
Pre-teaching vocabulary, explains special vocabulary terms in words known to the students providing pictures, gestures, and realia to illustrate new words and terms.

\_\_\_ 6. Reinforces study skills such as:

timelines mapping/flow charts outlines underlining 3 column notes  
researching/graphing/Venn diagrams highlighting problem solving "Give me Five"

\_\_\_ 7. Utilizes instructional approaches to address language learning styles by:

thematic approach semantic webbing illustrations maps student experiences  
use of realia small groups pair work with non ELL peer cooperative learning  
learning centers

\_\_\_ 8. Provides multi-level ESOL activities for individual, small group and whole group instruction: e.g., manipulatives, utilizing peer tutors and volunteers or aides, flexible scheduling, appropriate room arrangement, and assessing external resources.

\_\_\_ 9. Identifies ESOL specific classroom management techniques for a multi-level class, e.g., choosing group leaders, arranging rooms according to teacher/student responsibilities, utilizing audio-visual materials, giving positive feedback, and using time wisely.

\_\_\_ 10. Writes instructions and problems using shorter and less complex sentence structure.

\_\_\_ 11. Guides students in preparing individual card files of science, mathematics, and social studies Vocabulary.

### III. ASSESSMENT & EVALUATION OF THE ELL STUDENT

\_\_\_ 1. Constructs alternative assessments for ESOL students using a variety of modalities including but not limited to listening, speaking, reading and writing, e.g., oral interviews/reports, daily observations/checklists, dictations, demonstrations, drawing/other graphics, open book quizzes, reader for the test.

\_\_\_ 2. Adapts content area tests to appropriate language level of ELL students (pre-production, early production, speech emergent, and intermediate fluency).

### IV. Helpful Websites for the ESOL Teacher

[www.everythingESL.net](http://www.everythingESL.net)  
[www.colorincolorado.org](http://www.colorincolorado.org)  
[www.eslcafe.com](http://www.eslcafe.com)