

Individualized Language Development Plan (ILDP) Methods and Strategies

(Ideas and Resources - Not an All-Encompassing List)

1. Group Work. This could be through partners or cooperative groups. Group work provides frequent opportunities for students to communicate, to share observations and insights, test hypotheses, and jointly construct knowledge. In this method, students of different linguistic and educational backgrounds and different skill levels work together on a common task for a common goal in either the language or the content classroom. Depending on their language proficiency, students can be assigned various roles as facilitator, recorder, reporter, or illustrator. The teacher might consider heterogeneously grouping by language for some activities: students can learn both content and English from their peers. Group reports can be helpful as this provides frequent restating and expansion of important concepts.

2. Grouping Structures. It is important for teachers to incorporate different grouping structures in the classroom. Possible grouping structures include partners, triads, and small groups of 4-5 students. The choice of structure will depend upon the purpose of the lesson/activity. Partners can be very powerful when students are involved in problem-solving. Think-pair-share is a simple structure for students to learn and practice. Each student thinks individually about the problem or question. This think time allows students an opportunity to gather their thoughts so they can contribute to a later conversation with ideas or questions. After think time, students pair with a peer to discuss their ideas and reconcile their understandings. Using this structure allows teachers to pair students of different language development levels to work together on a common task and work toward achieving specific language objectives. Small groups can accomplish the same language goals of reading, writing, listening, and speaking by working together on tasks. Students can be assigned various roles of facilitator, recorder, or reporter.

3. Use of Graphic Organizers. Graphic organizers are an instructional tool that visually organizes and presents information so that it can be understood, remembered, and applied. Graphs, concept maps, concept webs, KWL charts, tables, maps, flow charts, timelines, and Venn diagrams are used to help students place information in a comprehensible context and make connections between existing knowledge and new concepts to be learned. They enable students to organize information obtained from written or oral texts, develop reading strategies, increase retention, activate schema as a pre-reading or pre-listening activity, and organize ideas during the prewriting stage.

4. Activation of Prior Knowledge. Connect learning objectives to the students' background experiences and knowledge. Students can be expected to share their prior knowledge through short verbal responses or by making a nonverbal choice from pictures or realia. This can be done by simply asking students what they already know about a subject. It can also be done through discussions, creating visuals like 'semantic webs', language experience stories, or free-writing on a topic. The key is to engage students in making connections between what they are learning in class and their own interests and experiences.

5. Use of Academic Language Scaffolding. Language Scaffolding is a step-by-step process of building students' ability to complete tasks on their own. Students identify content vocabulary by participating in an introductory activity. Scaffolding consists of several strategies used in conjunction to "shelter" curriculum content for ELLs. These strategies include modeling the use of academic or technical language; contextualizing academic or technical language through the use of visuals, gestures, graphic organizers, and demonstrations; and using hands-on learning activities that involve the use of academic or technical language.

6. Context Clues through Visual Scaffolding. The teacher uses concurrent verbal explanation and physical demonstration of directions or concepts by using gestures, visuals, and demonstrations while giving directions. Gestures or actions in addition to graphs, visuals and other props can be used to communicate meanings. The teacher can display drawings or photographs while giving directions or to use as non-linguistic representation of concepts. Students can respond by physically acting out or visually modeling their responses using gestures or realia.

7. Realia, Manipulatives, and Materials. Lessons for ELL students should include activity-based lessons with all students having hands on access to materials. Using concrete objects in the classroom creates cognitive connections with vocabulary, stimulates conversation, and builds background knowledge. The use of realia gives students the opportunity to use all of their senses to learn about a subject. Laboratory equipment, measurement tools, rocks, plants, or any real object that relates to the language objective of a lesson can be used as realia. When real objects are not available, photographs, illustrations, and artwork make effective substitutes for realia.

8. Task-based or Experiential Learning. This provides appropriate contexts for developing thinking and study skills as well as language and academic concepts for students of different levels of language proficiency. Students learn by carrying out specific tasks or projects: for example, "doing science" and not just reading about it.

9. Leveled Questions. The teacher adapts the level of questions asked to the English Learners' language acquisition stage. Alternatively, the teacher can differentiate student responses, based on language proficiency.

10. Multiple Intelligence Strategies. The teacher employs instructional techniques that address the multiple intelligences present in each student. Teachers use a myriad of multiple instructional strategies to target the varied intelligences of English Learners. This method allows the student to actively use his own personal strengths in order to gain confidence in his abilities.

11. Assessing All Students' Performance and Understanding. Teachers should observe students in the process of accomplishing academic tasks; a form of authentic assessment. Student use of materials can be one indicator of involvement and understanding. When questioning, teachers need to be sure to provide adequate wait time. Teachers should give serious consideration to performance-based assessments for formal evaluation. They might also consider accepting drawings as indicators of learning within a subject journal

12. Pre-teach Reading Assignments. Before students can read the textbook assignment, the teacher models how to use features such as chapter overviews, chapter or lesson objectives, and bolded vocabulary words.

13. Use of Context Clues. An effective strategy to support ELL vocabulary learning is the clues' proximity to the unknown word. Fluent readers use signal words (such as *or*) found close to the unknown word. Fluent readers also use punctuation clues, such as a comma that separates the unknown word with the rest of the sentence which might contain a definition or synonym. Teach students to look for these indicators.

14. Word Banks. Word banks are used either as a whole class activity displayed as a word wall, or the teacher models for the students how to keep a personal list of newly learned vocabulary.

15. Rehearsal Strategies. Rehearsal is frequently used for verbatim recall of information. The teacher encourages and models the use of flashcards. Other rehearsal strategies include underlining or highlighting of important vocabulary and key concept points in the students' notes.

16. Teacher Lecture and Student Note Taking. Effectively support student note taking during lectures by giving struggling students fill-in-the-blank guides or other forms of graphic organizers. During the lecture, the teacher indicates when to fill in the blanks. Further support student note taking by displaying or providing individuals a bank of key concepts and vocabulary words. Pause frequently to ask and answer questions and to give struggling students time to complete the blanks.

17. Role Playing. Role playing can make difficult or abstract concepts more understandable. If the ELL student lacks the language skills to participate in the role play, have them watch and listen as other students play the roles.

18. Jigsaw Learning. In this cooperative learning strategy, divide the chapter or material to be read into five or six parts. Divide the class into as many "home" groups, dividing your ELLs among the groups. Give each student one of the parts to read and later "teach" to a group. Students then leave their "home" group and meet in "expert" groups, who have the same material. The expert groups are a mixture of native speakers and ELLs who will work together to understand their section of the chapter. Last of all, the experts return to their "home" groups to teach their portion of the chapter and to learn from the other members of their "home" group. In this way, ELLs are not overwhelmed with the task of reading and understanding an entire chapter.

19. Analogies. Using analogies will help students link the familiar with the unfamiliar. Find examples within the classroom, school, and community that led to student understanding of concepts. It is important to point out similarities as well as differences

20. Understanding the Problem/Reading the Story. Students should be encouraged to think of word problems as short stories. Thus, they can apply the same reading strategies they use for making meaning from other texts. Engaging students in asking questions and discussing the word problems is very beneficial for English Language Learners (ELLs). Pertinent questions would be: What do I know for sure? What do I want to know or do? Are there any special conditions I need to consider? Another important step is to encourage students to make connections to prior experience, to the world, and to their important mathematical ideas. After the students have made sense of the problem, they must plan how to solve it. Guiding students to consider different representations (manipulative, pictures, graphs, written language, symbols, tables, equations, action movement, oral language, or mental images of real world situations) will be especially beneficial for ELLs (Hyde, 2006).

21. Writing Math Story Problems. Giving students opportunities to write their own problems, specifically word problems, will support numerous writing skills. When students engage in writing problems, they demonstrate their understanding of the mathematics but also their understanding of sentence structure, vocabulary, grammar, and punctuation. Writing problems demands clear, concise, and complete ideas. After writing problems, their peers should read them to make sure they are complete and make sense. Students can then revise their problems based on that feedback.

22. Deciphering the Content Language. Language can be confusing because some words are used in both everyday English and specific content areas (square, similar, range). Also, certain terms learned together can be challenging (equation and expression, hundreds and hundredths, intersect and intercept). One strategy to use with students is a partnering activity where students study the terms and uncover the differences between them. They focus on these differences and create a poster, skit, web page, or other product that highlights what each term means and how the terms are different. Some type of visual artifact may be posted on a word wall for future reference (Hunsader, Kersaint, Richards, Rubenstein, and Thompson, 2008).

23. Word Walls. Word walls come in many different formats. Classroom word walls are developed by identifying the important vocabulary, making strips with the vocabulary words listed, posting these strips on the wall, and referring to these posted words when the terms are introduced. For ELLs, adding a visual to these strips is important. Students can create individual word walls in their notebooks.

24. Modeling of Think Alouds. Teachers should use the strategy of thinking aloud as they read through a problem so students can experience the thought processes. After the teacher models it several times, students can practice a think aloud with a partner. Students will be supported not only in the problem-solving process but also in the ability to express themselves.

25. English Language Proficiency Standards. You can access the state English Language Proficiency Standards by visiting the state website. Go to

www.schools.utah.gov/curr/ELLALS/documents/EnglishLanguageLearnersPS.pdf

Or go to the state website, click on "curriculum and instruction" then "ELL/title III/ALS" then "important documents" then "ELL Standards" then click on the link.