CHAPTER 7 REMEDIES AND SUGGESTIONS:

7.0 Introduction:

Methods and approaches of teaching English language: At the beginning of the school year, we may have discovered that there were students in our class who did not understand English. They were raised in an environment where English is not spoken, but where another language was primarily spoken at home. These students, who may not speak English at all or, at least, do not speak, understand, and write English with the same facility as their classmates, are commonly referred to as "limited English proficient" (LEP) students.

Our initial reaction may be, how to handle the tasks of helping these students learn basic English language skills while completing our already packed list of objectives for the class as a whole. The purpose of this chapter is to handle this task of helping these students. It offers perspectives, strategies, and suggestions to help one to work with students to improve their English while at the same time including them in content-area instruction in mathematics, science, social studies, and the other subjects that make up the school curriculum. It is after their high school they mostly have to do their higher studies in English. We have to prepare the students to cope well in their future studies. Much of what is suggested is related to working within an active learning instructional model. We will find that working with our students can provide a resource to our classroom, aid the learning process for all of our students, and improve language skills and cross-cultural understanding for the entire class.

The English language learners in our classroom may be very different in their background, skills, and past experience from the other students we are teaching. Some may have come from a place in which they attended school regularly and will bring with them literacy skills and content knowledge. Other students might have come from just the opposite background. There will be differences in home background as well. Many will belong to very low-income families; the parents of some of these, however, may have been highly educated and some others may not be so. The resources and the needs that the individual students bring are therefore often likely to be very different.
The first step in answering the question "What should we do?", then, is to learn the answer to another question: "Who are they?" As for any of our students, understanding the skills, needs, resources the students bring will help us to plan instructional goals and to build a classroom environment that will enhance learning for all of our students.

Although these students come from diverse backgrounds, they have several common needs. Certainly, they need to build their oral English skills. They also need to acquire reading and writing skills in English. And they must attempt to maintain a learning continuum in the content areas. Some students will have other needs that will make the task of learning much more difficult. Some may have large gaps in their schooling while others may not have had any formal schooling and may lack important native language literacy skills that one would normally expect for students of their age.

Students are also diverse in their economic backgrounds. Some may come from backgrounds where there are financial difficulties or health problems. These students may need support from health and social service agencies. Or, they may simply need our understanding about some of the special circumstances that they face. It may be that both their parents work long hours and cannot help with homework, or they may be required to baby-sit brothers and sisters until late each evening, making it difficult to complete all of the assigned homework. Some students may come from students’ hostels, or under the government project [bi:di-inda ʃaːlege] as it was true with some of the students whom I interviewed.

The important point to remember is that any individual student presents a profile of aptitudes and abilities in subject areas and skills, and that this is true for students who are learning English as much as for native English speakers. However, the student who is learning English will have more trouble in expressing his or her level of understanding and capabilities in the second language, English.

All children bring unique backgrounds, experiences, and perspectives to the classroom. Students’ diverse cultural and linguistic backgrounds can offer many resources for the entire classroom including:

- **Information** – about other villages, districts, states and their cultures, customs, and resources.
- **New perspectives** – about the world, about society and about beliefs.
• **Opportunities** – for exposure to other languages, for sharing ways of thinking and doing things that might otherwise be taken for granted.

When the information, perspectives, and opportunities offered by the presence of students from other language and cultural backgrounds are used as a resource for instruction, the whole class benefits. Students build awareness of other points of view and other ways of understanding and consequently, come to learn more about themselves.

As a classroom teacher, we can develop approaches and practices for working with students that will allow us to include them in instruction with English speaking students. Through our experience, we will be able to work with students who differ in levels of ability, in areas of strength, and in special skills or aptitudes. English language learners bring to the classroom new areas of differences, but our experience in working with diversity among those who know already to some extent to speak English will apply to these students as well. An important first step, however, is to understand the differences that we will observe.

### 7.1 Understanding cultural differences:

Differences in language and culture are often subtle but affect students' classroom participation in several ways. Understanding these will help us to respond in ways that will help both English Language Learners and other students who have acquired the skill of learning English to some extent.

**Cultural differences can mean different rules for classroom behavior:** Students from other cultures can have different views of how to be a student or to "do schooling." For example, though we may want students to participate in class by asking questions and joining in discussions, some students may not feel comfortable participating because, in their culture, it is considered disrespectful to ask questions to a teacher. Some are introvert by nature.

**Cultural differences can affect students' understanding of content:** New knowledge is built on the basis of what is already known by an individual. For example, in the area of reading, research points out that it is a constructive process that involves building meaning not only from the words on the page but also from one's related background knowledge. Often, school texts assume a common experience that, in fact, is not shared by all students: ELLs may not fully understand these texts and, consequently, will be less likely to remember the content material. Students whose experience is not in the mainstream,
therefore, will often need additional explanation and examples to draw the connection between new material and their existing knowledge bases.

**Cultural differences can affect interactions with others:** Culturally different ways of showing interest, respect, and appreciation can be misinterpreted. For example, if a student does not look at the teacher when the teacher is speaking, it may be interpreted as the student's lack of attention or as a show of disrespect. However, in the student's culture the expectation may be just the opposite, that is, to show respect a student should not look directly at the teacher. The way in which praise is given can also be different. For some cultural groups, praise to an individual student is not given publicly. Instead, a quiet word of praise to the student is more appropriate. Teachers need to be sensitive to student reactions and try to respect these, while also helping students to understand the cultural differences too.

### 7.1.1 Understanding second language learning:

Research has shown that many commonly held "folklore" beliefs about children and language learning are, in fact, inaccurate. The following points about second language learning should be helpful for a teacher in understanding more about ELL students' efforts to learn English.

**It is not simple or easy for children to learn a second language:** Learning a second language is a big task for anyone. After all, while learning a first language is a process that involves much of a young child's day, ELLs must work even harder to acquire a second language. For children as for adults, it can be difficult emotionally to take the step into a new language and culture. Children, perhaps even more than adults, can be shy and embarrassed around others when trying out beginning language skills.

**Young children need time to learn a new language:** Despite the common view that children have special abilities for learning language, research shows that, in fact, older children and adults have the ability to learn the vocabulary and grammar of a new language faster than younger children. This is because older children and adults have already developed learning strategies and, through learning their primary language, have formed an explicit understanding of language rules and structures that can help them in learning a second language. Yet, because they appear proficient with smaller vocabulary and simple phrases and quickly gain native-like pronunciation,
young children are often perceived to develop second language proficiency quickly.

**Fluency on the playground does not necessarily mean proficiency in the classroom:** Often, we may hear a student conversing easily in English on the playground with other students. This, however, does not mean that s/he has become fluent in English; although social conversational skills are important, they are not sufficient for classroom-based academic learning. Yet, it is easy to overlook the fact that academic language can still be challenging and adversely affect the student's academic performance even though s/he is fluent in everyday conversations. In fact, a child who is fluent in English on the playground is likely to require four to six years to acquire the level of proficiency needed for successful academic learning.

**Children learn a second language in different ways:** There are many similarities in how a second language is learned, but there are also differences based on individual student characteristics and language background. For example, more outgoing children may begin to imitate phrases and expressions very early and try them without worrying about making mistakes. Other children, however, may not use their new language for some time. Instead, they observe quietly until they are sure of what they should say. What may be difficult for teachers to remember is that the outgoing student may be less proficient than s/he appears, and that the quiet student may actually be much more proficient than s/he seems. Both will eventually learn to speak fluently. Different patterns in learning a second language (e.g., error patterns) may also occur based on the learner's first language. For example, a student whose first language does not mark definite and indefinite references may have a hard time acquiring the use of English articles.

**Silence is sometimes needed:** Students may be silent at times as they learn to speak a second language. Some learners need to focus more on listening than speaking, especially during the early stages of learning a new language. For others, there may be a need to briefly "tune out" at points in the course of a day to "recharge" from the constant effort of listening and speaking in a new language.

Silence may also occur in extended pauses before a student answers a question. We should allow students to have additional time to collect their thoughts and structure their answer. Moving too quickly to the next student discourages efforts to respond; in contrast, recognizing that the student needs more time to answer lets the student know that we are interested in listening.
Errors can indicate progress: As with first language acquisition, errors can actually have a positive meaning. They often appear when a learner is trying out new grammatical structures. When the focus is on communicating, direct correction of errors can hinder students' efforts and discourage further attempts to express ideas with the language skills that are available with them. Rather than correct errors directly, we can continue the dialogue by restating what the student has said to model the correct form.

7.1.1.1 Instruction in the active learning classroom:

Valuing the diverse resources that ELL students bring to the classroom and being sensitive to their unique needs can serve to build an instructional environment that can benefit all students. Current education research and reform focus on increasing student participation in instruction and on basing instruction on the real-life needs of students. An active learning instructional model for ELL students includes elements that address the special language-related needs and cultural differences of students who are learning English. There are five key instructional elements to active learning for ELL students.

- **The classroom should be predictable and accepting of all students.** All students are able to focus on and enjoy learning more when the school and classroom make them feel safe-comfortable with themselves and with their surroundings. Teachers can increase comfort levels through structured classroom rules and activity patterns, explicit expectations, and genuine care and concern for each student.

- **Instructional activities should maximize opportunities for language use.** Opportunities for substantive, sustained dialogue are critical to challenging students' abilities to communicate ideas, formulate questions, and use language for higher order thinking. Each student, at his or her own level of proficiency, should have opportunities to communicate meaningfully in this way.

- **Instructional tasks should involve students as active participants.** Students contribute and learn more effectively when they are able to play a role in structuring their own learning, when tasks are oriented toward discovery of concepts and answers to questions, and when the content is both meaningful and challenging.

- **Instructional interactions should provide support for student understanding.** Teachers should ensure that students understand the concepts and materials being presented. For ELL students this includes
providing support for the students' understanding of instruction presented in English.

- **Instructional content should utilize student diversity.** Incorporating diversity into the classroom provides ELL students with social support, offers all students opportunities to recognize and validate different cultural perspectives, and provides all students information on other cultures and exposure to other languages. Also, examples and information relevant to ELL students' backgrounds assist them in understanding content.

### 7.1.1.2 Create an accepting and predictable environment:

A supportive environment is built by the teacher on several grounds. There is acceptance, interest, and understanding of different cultural backgrounds, beliefs, and customs. Explicit information on what is expected of students is provided and is reinforced through clearly structured daily patterns and class activities. These provide important social and practical bases for students, especially ELL students. When students are freed of the need to interpret expectations and figure out task structures, they can concentrate on and take risks in learning.

**Provide a clear acceptance of each student:** We should treat ELLs as individuals and as equal members of the class. Recognize and be aware of cultural differences; however, we should not assume that, because a student comes from a particular language or cultural group, s/he shares all the beliefs or customs of that group. Also, we should understand that singling out students as spokespersons for a culture may make them uncomfortable. We should show acceptance by making the environment more accessible to ELL students. One way is to place signs in the student's language and in English to identify areas in the classroom (e.g., "class library," "science materials," ) and around the building (e.g., "office," ). Such multilingual signs make families as well as students feel more welcome in the school.

**Make classroom activities structured and predictable:** We should give students a clear understanding of how tasks proceed. For example, if students are to work in cooperative groups, we should begin by describing how they are to work together and make lists of student roles and group responsibilities, and explain and discuss these. We should keep the basic structure for cooperative group work consistent. In this way, students will know what is expected of them, even though the specific content or tasks will change. We
should ensure that students have a clear sense of their daily schedules, even if they vary from day to day. Students will be less able to focus on instruction when they are concerned about where they should be or what they should be doing. When a change in schedule is needed, we should give as much advance notice as possible. We should not rely on simply telling students; add other ways of letting students know about the change, such as correcting a posted schedule, or crossing off the usual activity and adding in the new activity.

Let students know what is expected of them: For all students, a clear, shared understanding of the rules for participating in the class, acceptable behavior during and after completing specific class activities, and general expectations for student behavior are important. For ELL students who are often struggling with cultural differences as well as language, it is even more important to:

- Explain or demonstrate expectations about classroom rules and behaviors (e.g., provide specific information on how to gain the teacher's attention, how to make use of a particular activity center.)
- Assist students whose cultural definitions of being a student differ from class expectations (e.g., describe the types of activities that the class will do, how to ask questions within these different activities, or when and how it is acceptable to interrupt the teacher or to move about the classroom).

Have high expectations for all students: An environment in which students feel comfortable and accepted is also one where all students feel that their participation is valued and that it is likely to lead to success. Positive, high expectations for performance are important for ELL students within any classroom. They, as much as English proficient students, need to develop content knowledge and the higher order thinking skills that will be required of them as they progress into further training or employment. There must be opportunities provided for ELL students to work with challenging tasks. ELL students should be included, for example, in cooperative working groups and given responsibilities that allow them to contribute to the group goal.

High expectations for ELL students are important not only within the classroom but within the school. The context of the school must be one in which all students are viewed as highly capable and able to take on challenging work successfully.

7.1.1.3 Maximize opportunities for language use:
Language is really central to learning for all students, ELLs and native English speakers alike. Through experience in trying to express ideas, formulate questions, and explain solutions, students' use of language supports their development of higher order thinking skills. The following points are important ways to maximize language use.

1] **Ask questions that require new or extended responses:** The teacher's questions should elicit new knowledge, new responses, and thoughtful efforts from students. They should require answers that go beyond a single word or predictable patterns. Students can be asked to expand on their answers by giving reasons why they believe a particular response is correct, by explaining how they arrived at a particular conclusion, or by expanding upon a particular response by creating a logical follow-on statement.

2] **Create opportunities for sustained dialogue and substantive language use:** It is often hard to give many students the opportunities needed for meaningful, sustained dialogue within a teacher-centered instructional activity. To maximize opportunities for students to use language, teachers can plan to include other ways of organizing learning activities. For example, in cooperative learning groups students use language together to accomplish academic tasks. In reciprocal teaching models, each student/group is responsible for completing then sharing/teaching one portion of a given task.

Opportunities for maximizing language use and engaging in a sustained dialogue should occur in both written and oral English. Students can write in daily journals, seen by only themselves and the teacher. This type of writing should be encouraged for students at all levels. Some ELL students may be too embarrassed to write at first; they may be afraid of not writing everything correctly. The focus in this type of writing, however, should be on communicating.

Students should be given opportunities to write about what they have observed or learned. Less English proficient ELLs can be paired to work with other, more proficient students or be encouraged to include illustrations when they report their observations. The teacher should also ensure that there are substantive opportunities for students to use oral and written language to define, summarize, and report on activities. Learning takes place often through students' efforts to summarize what they have observed, explain their ideas about a topic to others, and answer questions about their presentations. ELL students' language proficiency may not be fully equal to the task; however, they should be encouraged to present their ideas using the oral,
written, and nonlinguistic communication skills they do have. This can be supplemented through small group work where students learn from each other as they record observations and prepare oral presentations.

3) Provide opportunities for language use in multiple settings: Opportunities for meaningful language use should be provided in a variety of situations: small groups, with a variety of groupings (i.e., in terms of English proficiency); peer-peer dyads (again, with a variety of groupings); and teacher-student dyads. Each situation will place its own demands on students and expose them to varied types of language use.

The physical layout of the room should be structured to support flexible interaction among students. There can be activity areas where students can meet in small groups or the teacher can meet with a student, or the furniture in the room can be arranged and rearranged to match the needs of an activity.

4) Focus on communication: When the focus is on communicating or discussing ideas, specific error correction should be given a minor role. This does not mean that errors are never corrected; it means that this should be done as a specific editing step, apart from the actual production of the written piece. Similarly, in oral language use, constant, insistent correction of errors will discourage ELLs from using language to communicate. Indirect modeling of a corrected form in the context of a response is preferable to direct correction.

7.1.1.4) Provide for active participation in meaningful and challenging tasks:

Many teachers now plan for instruction of both ELL and English proficient students as they structure their classroom activities. With this type of diversity in the class, some shifts in approach are needed. However, the types of adaptations that can be helpful to ELL students are also those that recent research and reform efforts indicate are effective for all students.

For example, many descriptions of instructional innovation focus on increasing student participation in ways that result in students asking questions and constructing knowledge, through a process of discovery to arrive at new information that is meaningful and that expands students knowledge.
An important goal is to create or increase the level of "authentic" (Newmann and Wehlage, 1993) instruction, i.e., instruction that results in learning that is relevant and meaningful beyond success in the classroom task alone.

1] **Give students responsibility for their own learning:** In active participation, students assist the teacher in defining the goals of instruction and identifying specific content to be examined or questions to be addressed. Students also play active roles in developing the knowledge that is to be learned (e.g., students observe and report on what they have observed, write to organizations for needed information, and assist each other in interpreting and summarizing information). Active participation also involves some shifting of roles and responsibilities; teachers become less directive and more facilitative, while students assume increasing responsibility.

ELL students need to participate as much as other students. Their participation can be at a level that is less demanding linguistically, but still requires higher order thinking skills and allows them to demonstrate or provide information in nonlinguistic ways. For example, using limited written text, an ELL student with very little oral or written proficiency in English can create a pictorial record of what was observed in a science class, noting important differences from one event to the next.

2] **Develop the use of a discovery process:** When students take an active role in constructing new knowledge, they use what they already know to identify questions and seek new answers. A discovery process is one in which students participate in defining the questions to be asked, develop hypotheses about the answers, work together to define ways to obtain the information they need to test their hypotheses, gather information, and summarize and interpret their findings. Through these steps, students learn new content in a way that allows them to build ownership of what they are learning. They are also learning how to learn.

3] **Include the use of cooperative student efforts:**

A] Recent findings about how people learn emphasize the social nature of learning. Many successful examples of classroom innovation with ELL students show the value of using cooperative working groups composed of heterogeneous groups of students, including students at different levels of ability. The composition of groups should be carefully considered and should be flexible so that students experience working with different individuals. Mixing ELL and English proficient students within groups promotes
opportunities to hear and use English within a meaningful, goal-directed context.

**B**| Learning to work in cooperative groups requires practice and guidance for the students. Formal roles should be assigned to each member of a group (e.g., note-taker, reporter, group discussion leader), and these roles should be rotated. At older grades, as students identify different tasks to be accomplished by a group, students might define and assign their own responsibilities. In all cases, the use of group work requires attention to ensure that each individual has opportunities and responsibilities in contributing to the development of the overall product.

**C**| Teachers need to be sensitive to the fact that some cultural groups prefer independent rather than cooperative learning structures and activities. Teachers may want to consider adjusting the balance of learning activities for students to accommodate such differences and to provide more support, thereby allowing students to gradually become more comfortable in these activities.

**4**| **Make learning relevant to the students' experience:** Content matter is more meaningful for students when it relates to their background and experience. Furthermore, new knowledge is best learned and retained when it can be linked to existing "funds of knowledge" (Moll et al. 1990) so new content should be introduced through its relationship to an already understood concept. For example, a discussion of food cycles can begin with a discussion of foods commonly found in students' homes and communities.

It is important that the learning experience regularly draws links between home, the community, and the classroom because this serves to contextualize and make content meaningful for students. An active learning instructional approach ultimately seeks to develop in students a view of themselves as learners in all aspects of their lives, not only in the classroom. Students should see opportunities and resources for learning outside of the classroom as well. Whenever possible, the resources of the home and community should be used. For example, when a class is learning about structure, a parent who is a carpenter can be called upon to explain how the use of different materials can affect the design and strength of a structure (taking into account function, strength, flexibility, and so on).

**5**| **Use thematic integration of content across subject areas:** Learning is also made more meaningful when it is contextualized within a broader topic. Mathematics, social studies, and science can all become interrelated through
their common reference to the same theme or topic of interest. In this way different perspectives on the topic are developed through linkages across different types of learning activities.

6] **Build in-depth investigation of content**: Instruction is more challenging and engaging when it provides in-depth examination of fewer topics rather than more limited coverage of a broader range of topics. Furthermore, a comprehensive exploration of one or more content areas promotes understanding and helps students retain what they learn. Also, integrated, thematic curricula that address the same topic across different content areas provide students opportunities to explore a given subject in greater depth.

7] **Design activities that promote higher order thinking skills**: Classroom tasks should challenge students by requiring them to develop and utilize higher order skills. Higher order thinking activities require students to use what they know to generate new information (e.g., to solve problems, integrate information, or compare and contrast). Higher order skills are utilized, for example, when students are asked to review a folktale from one country that they have just read, to identify another folktale from their own background that they think makes a similar point, and to explain the similarities and differences. This is in contrast to lower order thinking skills such as rote repetition of responses or memorization of facts.

7.1.1.5 **Provide support for understanding**:

Students need opportunities to take responsibility for their own learning-to seek out information and formulate answers. This is what the active learning instructional model provides. However, essential to the process is the support provided by the teacher. As a partner in students' investigations of new content, we should:

1] **Guide and facilitate students' efforts**: The teacher's input as a facilitator and guide to students should be carried out in a variety of ways, such as:

- Asking open-ended questions that invite comparison and contrast, and prompt students to integrate what they have observed, draw conclusions, or state hypotheses;
- Assisting students in identifying needed resources, including setting up linkages with resources in the local community (e.g., local experts who could visit, field trips to organizations, and so on);
- Structuring learning activities that require students to work cooperatively and modeling the different group member roles.
• Encouraging students to discuss concepts they are learning, to share their thoughts, and to express further questions that they would like to tackle;
• Establishing long-term dialogues with students about the work they are doing, either in regular teacher/student conferences or dialogue journals; and
• Setting up opportunities for students to demonstrate or exhibit their work to other classes in the school as a means of prompting further dialogue outside of the classroom.

2] Monitor and adapt speech to ELL students: In using English with ELL students, the teacher should also listen carefully to his/her own language use and try to adapt it to meet the students' level of understanding of English. For example, the following can help a student to gain a better understanding of what is being said:

• Restate complex sentences as a sequence of simple sentences;
• Avoid or explain use of idiomatic expressions;
• Restate at a slower rate when needed, but make sure that the pace is not so slow that normal intonation and stress patterns become distorted;
• Pause often to allow students to process what they hear;
• Provide specific explanations of key words and special or technical vocabulary, using examples and nonlinguistic props when possible; use everyday language; and
• Provide explanations for the indirect use of language (i.e., indirect management strategies may need to be explained. For example, an ELL student may understand the statement; "I like the way Mary is sitting" merely as a simple statement rather than as a referenced example of good behavior).

3] Provide additional support for understanding English: ELL students will need additional support to assist them in understanding the instruction provided in English. This support will be helpful, however, to all students in the class. The teacher should provide nonlinguistic examples that help to explain or clarify the content that is presented. Some suggestions are:

• Bring in objects, photographs, or other materials as examples;
• Use visual organizers and graphics to organize, illustrate, and point out key points;
• Use demonstrations or role playing to illustrate a concept;
• Provide notes (perhaps an outline of the lesson) to students for their later review of what was presented; and
• Allow time for students to discuss what they learn and generate questions in areas that require clarification. Have other students try to answer the questions that arise.

It will be important for the teacher to monitor students' work closely to be able to provide assistance when needed. Do not rely exclusively on oral responses or spoken language when assessing how well ELL students have learned specific content. Other forms of assessment can be based on written work, demonstrations, or special projects.

4] Work with peers: Students can also be supported through working with peers. This should entail working with a variety of other students, both ELLs and English speakers, at different types of activities. In some activities, for example, it may be advantageous to mix ELLs with English proficient peers in a cooperative group effort (projects that have a lot of hands-on involvement often work well in this setting). This opportunity to work with proficient English speakers can be motivating for ELL students, while also providing meaningful, goal-directed opportunities for them to use English. ELL students will also benefit from one-on-one work with English proficient students, especially ones who have shown interest in or a special ability for working in tandem with students who are not fully proficient in English.

Larger groups that include multiple ELL and English proficient students also offer certain advantages. For example, two ELL students from the same language group can work together in their native language to complete a project, then practice presenting their work in English to other students in the group. A variation is to pair each ELL with a "buddy" who speaks the same native language but is more proficient in English. Another variation is to pair ELLs with older, English proficient students (perhaps high school or college students) who serve as tutors.

7.1.1.6 Utilize cultural diversity:

ELL students bring to the classroom first hand knowledge of the customs, daily lives, thoughts, and feelings of people in other places. Through sharing these resources, all students can gain.

1] Make sharing mutual: When students from other cultures offer information on their native customs, English proficient students can describe their customs or, perhaps, research and report on customs of the places from
which their families originated. Also, sharing cultural insights should be placed in context, and related to other themes. In this way, there is a rationale and value placed on the sharing of cultures beyond differences alone and students will feel more as contributors and less as being put on the spot. We should be aware, however, that, for some students, being pointed out as an individual is very uncomfortable.

2] Integrate diversity into content: Ideally, sharing should evolve out of and enrich instructional content; recognition of cultural diversity should be an ongoing theme, rather than a one-week "special." Different holidays and festivals should be recognized, not only those of the cultures represented in class. A unit on folktales in language arts class, for example, can draw on many different sources and, by so doing, encourage students to talk about, act out, or illustrate folktales they are most familiar with. A social studies unit on patterns of politeness can include discussion of differences between situations within a culture (e.g., what is acceptable to say when talking with a fellow student versus a principal or teacher) and differences between cultures. Looking at and talking about these kinds of patterns can help all the students in the class understand more about behaviors they might observe in others, as well as develop a greater awareness about their own cultures. No teacher can become an encyclopedia of practices, expectations, or beliefs; however, every teacher should develop an attitude of interest and learning about cultural differences.

7.1.1.7 Work together with others:

The attempt to restructure activities in our classroom and to deal with new forms of diversity is a challenging one. It is not one that a teacher needs to face alone.

1] Combine our expertise with that of other teachers: A significant body of recent research has focused on the value of teachers combining their professional expertise and sharing their experiences with one another. Teachers can offer important support to each other by serving as sounding boards for successes and failures, as additional sources of suggestions for resolving problem situations, and as resources to each other in sharing ideas, materials, and successful practices. Also, the more teachers who work with the same students share information, the more consistent and effective their students' overall instructional experience will be. Teachers should take steps to:
• Collaborate and confer with the ESL/bilingual specialist in the school;
• Collaborate with other content area teachers who work with the same ELL students to share resources, ideas, and information about students' work;
• Share ideas and experiences with teachers who are interested in trying out more active instructional activities with their students, whether ELL or English proficient; and
• Involve the principal. Let the principal know what we are doing, we should explain how we are implementing an active instructional model in our class, and explain the benefits for all students. Ask for support; some of this support should come in tangible ways, such as assistance in scheduling joint planning periods for collaborating teachers.

2] Build links with the home and the community: Reach beyond the classroom to incorporate experiences that draw on students' homes and communities. Through linkages between their homes, communities, and the classroom, students will come to see learning as integral to all parts of their lives. Bringing in community leaders and parents also builds students' self-esteem, and the support identified through these linkages can provide additional access to community resources. Through these, the different skills and knowledge of community members can be identified and later utilized in the classroom. Inform parents and community members about what is happening in the classroom and in the school and invite them to visit to become aware of what students are doing.

3] Build linkages with other classrooms and support within the school: What happens in one classroom is often not enough. The same active learning model and the levels of expectation and involvement of the ELL student should pervade all classes. For this reason, ideally, change toward an active learning instructional model should occur within a school rather than within a single classroom. Gaining a principal's support for an active instructional model is key to this. Even if it is only one teacher or two teachers working together to bring about change into their classrooms, the principal's support and recognition of this effort will be important.

We can’t do it all at once:

If we are interested in moving toward an active learning instructional model, starting small is okay. We should begin by becoming more familiar with our students. Perhaps set up a regular time with each for discussion. Learn about models for cooperative group work and plan to try cooperative work for one
specific type of activity on a regular basis. Talk with other teachers and develop ideas together. Step by step we will be able to build an active learning approach that will benefit all students in our classroom.

7.1.2.0 Remedies:

On the basis of the findings the following remedies are suggested and these remedies would eradicate or at least minimize the problems encountered by the learners in the process of learning English as a second language.

1. To develop linguistic competence of the students, the language may be taught linguistically. That is, linguistic approach in teaching of English from the beginning would be helpful for the development of competence in English.
2. Different types of conversational discourse may be taught, and the students should be given enough time for the development of conversational discourse in the school hours. The conversational discourse training will eliminate language shock and cultural shock. Further, that will help to develop communicative competence of the students.
3. While teaching vocabulary of English, the grammatical functions and linguistic features of words should be taught. Further, the semantic value of words should be distinguished.
4. The similarities and differences between L₁ and L₂ should be taught especially while teaching syntax which will eliminate the habits of literal translation from L₁ to L₂.
5. While teaching pronunciation of words the phonetic similarities and differences of the phonemes should be demonstrated in the classroom, and practices should be given in this area properly. Further, the awareness about the interference of L₁ in the pronunciation of foreign sounds should be given timely to the learners.
6. The students may be motivated to interact with teachers and peer groups in English in the home front in addition to the school atmosphere. Further, watching English programs on TV, listening to radio, loud reading, reading dailies, would help to develop the spoken language of English.
7. To avoid errors in writings, students may be practiced to write stories, and the errors in the written items may be spotted then the reasons for the occurrence of errors should be indicated to the students. Further, editing training should also be given to the students.
8. To prevent L₁ interference on L₂ sentence, various sentence types of both L₁ and L₂ should be differentiated and distinguished and that should be demarked to the students. The awareness about sentence types of both languages will automatically eliminate the errors in syntax. Thus, effort has to be taken to create syntactical awareness among the students.

9. To avoid the overgeneralization of verb forms and other grammatical items the regularity and irregularity of the language rules may be taught and reinforced.

10. To prevent the agreemental problems, the relationship between words should be taught, and if the problems are due to L₁ structure, the relationship and variation between the L₁ and L₂ sentences may be indicated to the students.

11. To avoid orthographical errors, appropriate pronunciation drills should be given to the students. By preventing the L₁ sounds in their L₂ pronunciation, the spelling errors can be minimized in the learner’s writings.

12. Practice of differentiating the lexical and grammatical items, recognition of unfamiliar words and understanding of their literal and contextual meanings with the help of teacher or dictionary will enhance the reading comprehensibility.

13. Practice of labeling parts of speech and recognizing the word endings and tense markers will develop the linguistic competence of the students. Further, that will be helpful for the enhancement of understanding ability of texts.

14. Easy and simple vocabularies should be used in reading materials. Further, the hard and unknown vocabularies should be introduced in familiar contexts of the students. If it is unfamiliar context, both the context and vocabularies will make them trouble. So, use of unknown and hard words in familiar context of the students will increase the understanding ability of the students.

15. Teaching of reading comprehension, has to be introduced. That is, how to read, how to understand a text and how to understand contextual as well as literal meaning of words, will increase the reading ability of the students.

16. The reading games should be introduced in classroom. That is, finding phrasal verbs, differentiating the mono, di, tri syllable words, differentiating the nouns like common, abstract, animate, inanimate, etc. and the verbs like transitive and intransitive in sentence or discourse will be helpful for the development of linguistic competence which will enhance the reading comprehensibility of students.

17. Teaching listening comprehension should not be ignored. It may be taught in the following manner: How to understand a context, how to deduce
meaning of an unknown vocabulary in a context, and how to understand the contextual / situational meanings of words.

18. The tape-recorded dialogues could be played before the students and they could listen to them, then the theme as well as questions may be asked on the basis of the dialogue. This type of practice will help the students' understanding capacity as well as the communicative competence.

19. Introducing the listening games, sound discrimination (k, g, kh, gh), Recognition of minimal pair (put, but), Recognizing morphemes (free and bound morpheme) Recognizing syllables in words, Recognizing silent letters in words, Identification of parts of speech etc. will help to build up listening ability to discriminate L2 phonemes, morphemes and phonetic variation of sounds.

20. The students can be made to listen different current vocabularies and allow them write synonymous and antonymous for those vocabularies. Further, practice of finding equal L1 words for L2 as well as translation of sentences from L2 to L1 and voice versa will help to develop the linguistic competence of the students.

21. Watching TV Programs, films and listening to radio programs will certainly help to understand how the native and non-native speakers use the English language. It will help them also in understanding the dialectal variation of the language.

22. Observing public announcements (Railway announcement, bus-station announcement) will help to strengthen the socio-linguistic knowledge and the presence of mind.

7.1.2.1 General suggestions on techniques of teaching English:

**General strategies to develop broad reading skills:**

1. Provide the student with as much individualized instruction as possible. Elicit the help of volunteer, peer or cross-age tutors.

2. To help in transfer of any newly learned skill or strategy, secure agreement from the regular classroom teacher to remind the student to use the skill/strategy when appropriate. Devise a method for monitoring the frequency and accuracy of his use of the skill.

3. Directly teach the student to generalize each new reading skill he learns to functional reading in other areas of the curriculum.

4. Place the student in reading materials at the low class level. Use of a reading text to support the classroom series may be utilized.

**Homework/Assignment Strategies to Develop Broad Reading Skills:**
1. Reduce the length of the student’s reading assignments so that s/he can complete them in the allotted time.
2. When assigning reading to the student, base the number of pages on his reading rate and skill.
3. Assign the student short passages at his reading level so that he can complete his reading without difficulty.
4. As an alternative to assigning the student a specific number of pages to read in class or for homework, specify a certain amount of time for the student to read. Have the student keep a record of the number of pages completed within the time period.
5. Teach the student to see his reading assignments in smaller, more manageable units of text (e.g. one chapter, sections within a chapter or paragraphs within a section).

II Coding Strategies to Develop Broad Reading Skills:
1. Before the student reads a textbook, color-code with a yellow highlighter the sections that are most important for him to read.
2. Using a yellow highlighter, underline the main ideas and concepts in the text so that the student will know what is important.
3. Using a dark felt-tip pen, delete all materials from the text that are not considered critical for the student to read.
4. Using different color markers, highlight specific types of information in the text that the student should know. For example, highlight important vocabulary words in pink, important concepts in yellow, and important names and dates in green.

III Utilization of Taped Books to Develop Broad Reading Skills:
1. If a reading selection is too difficult for the student to read independently, have a peer read it with him or have the student listen to a tape of the book as he follows along with the print.
2. Since his listening comprehension is at approximately a higher-grade level, but his reading comprehension is at a lower grade level, allow the student to listen to taped content area textbooks and to take oral examinations.
3. Give the student a study guide or a cloze passage to complete as he listens to the text. Have him hit the pause button or turn off the tape recorder whenever he needs to write in information. Encourage him to rewind the tape as needed.

IV Motivational Strategies to Develop Broad Reading Skills:
1. For independent reading activities, provide the student with a selection of high-interest, low-vocabulary readers so that he will discover that reading is enjoyable.
2. Read and discuss high-interest materials with the student to increase his willingness to spend time reading.
3. Select or have the student choose materials to read that are directly related to his interests.
4. Encourage the student to discuss with others the materials that he has read. Provide structured activities for these types of discussions within the classroom.
5. Have the student share with the class or a small group something interesting she has learned from a book.
6. Set aside a certain amount of time each day for recreational reading.
7. Do not ask the student to read aloud in class unless he volunteers.
8. Inform the student of the passage that he will be asked to read aloud in class. Have the student practice the material several times, before he is asked to read to the group.
9. Encourage and reinforce independent reading.
10. Discuss with the student how daily silent reading will help him improve reading skill.
11. Establish a system using reinforcers to increase the amount of time the student spends in daily reading.
12. Establish a contract with the student that identifies the minimum number of pages he will read in a day.
13. Increase the student’s exposure to literature and nonfiction books.
14. Use a variety of reading materials in the classroom to help the student recognize the need for reading in daily life (e.g. cookbooks, board games, magazines, newspapers, menus, directions on food and medicine packages, game instructions, catalogues, the Yellow pages, a TV schedule, or a driver’s manual).
15. Provide the student with reading materials directly related to his career or vocational goals.

V Learning Basic Skills for the Development of Broad Reading Skills:
1. Before and as you teach the student any skill, build in an understanding of why the skill is important (e.g. how punctuation may change the meaning of a sentence, how a sequence of letters changes how a word is pronounced) and how the skill is applied.
2. Help the student learn common reading terminology such as: letter name, letter sound, word, syllable, sentence, and paragraph.
3. Provide ample practice with basic reading skills in context. Directly teach the student to recognize when and how to apply the skills he is mastering.
4. Provide the student with systematic instruction in basic skills, as well as extensive opportunities to read meaningful texts.
5. Provide the student with the opportunity to teach any reading skill that is close to mastery to a peer or younger student who needs that skill.
6. Simultaneously teach recognizing, naming, and writing of letters.
7. When teaching the student the alphabet, introduce a few letters at a time. Once he has mastered these letters, introduce a few more.
8. Do not teach the student upper and lowercase letter simultaneously. Introduce the other letterform after one form is mastered.
9. Discuss with the student that some words are not consistent in sound-symbol correspondence and that these irregular words must be memorized or learned as sight words.
10. Teach sight words from one of the lists of words most frequently used in reading materials, such as the 220 words of the Dolch Basic Sight Word List or 1,000 Instant Words.
11. Have the student develop a word box. He may use a recipe box with letter tabs or a shoe-box with envelopes to file the words alphabetically. Have the student add only words that he knows to the box.
12. Have the student write the words that he is learning on index cards. On the other side, have him put a picture or a phrase that will help him remember the word. Have him file the words in a word box.
13. Provide the student with many and varied opportunities for review of the sight words in his word box. For example, have the student teach his words to another student, write a story using the words or sort them into categories.
14. Teach the student to classify words from his sight word box into a variety of categories, such as grouping all the words that relate to action, all the words that are used to describe, or all the words for animals or colors.
15. Create modified cloze exercises. Have the student fill in the blanks in sentences using the words from his word box.
16. Teach the student survival sight words, such as exit, entrance, danger, men, women, and yield.
17. Provide the student with practice reading informational signs in the environment.
18. For independent reading, provide the student with an electronic speaking dictionary with translation capability.
VI Learning Letter-Sound Associations for the Development of Broad Reading Skills:

1. Help the student understand the reason for learning letter sound associations and how these skills are applied in beginning reading to determine unfamiliar words.

2. When introducing letter-sound instruction, use pictures that will help the student remember the letter, shape, and sound.

3. Play games with the student to help him activate, organize, and develop his knowledge of the relationship between letters and words.

4. When the student is familiar with many of the consonants and vowels, point out to him how the letters are put together to make up words and how the words go together to make sentences. Build in the concept that letters and words are the building blocks of written language.

5. When teaching the student the sound of each letter of the alphabet, think up a word that he knows that begins with the letter. This may help the student recall the letter through association with a word.

6. Have the student create his own set of alphabet cards. On each card have him write a letter and then draw a picture of a word that begins with that letter.

7. When practicing with alphabet cards, have the student say the letter name and then identify the sound and associated word.

8. Use language clues for teaching the sounds of frequently confused letters, such as m and n. For example, a short verbal cue could be: M has many mountains and N does not.

9. If the student has difficulty retaining new phonic elements, add a tactile component, such as tracing the new letter-sound combinations as they are learnt. Reinforce the element by having him say the sound while he writes the letter(s) from memory.

10. Provide daily drill and review of the common phonic elements that the student is learning by selecting a list of words from his reading material.

11. Ask the student to find and attempt to pronounce words in his reading materials that include one or two of the phonics elements he is learning.

12. Use letter tiles to teach the concept of sound sequencing and blending. Arrange a given set of tiles and have the student attempt to pronounce real or nonsense words. Re-sequence, omit, add or substitute one letter at a time and have the student pronounce the new word. For a change of activity, pronounce a word and have the student arrange the letters to match the sequence of sounds. Modify the pronunciation slightly and have the student rearrange the letter tiles.

13. Use high-interest books with few pictures so the student will pay more attention to graphophonic clues.
14. To help the student improve his ability to use graphophonic information, discourage reliance on pictures as aids for word recognition.
15. Since students tend to over-rely on the use of context clues for word recognition, directly teach him to use graphophonic information.
16. Praise the student for any attempts he makes at pronouncing unknown words when reading aloud. Encourage him to try and identify the word rather than guessing or skipping over the word.
17. When the student is reading independently, do no encourage him to skip words. Instead, teach the student to examine the word carefully and then reread the sentence in which the word appears. Discuss with the student how attempting to pronounce unknown words, when he is reading independently, will improve his word attack skills.
18. Provide the student with practice in word attack skills using high interest reading materials. When the student comes to a word that he does not know, provide phonic clues to help him identify the word.
19. When you are working with the student on one particular morpheme, such as ‘ing’ or ‘ed’, color code it each time it appears in the text prior to reading the passage.
20. When teaching the student phonic skills, be sure to focus also on time for activities involving language and reading comprehension.

VII Improving Fluency for the Development of Broad Reading Skills:
1. Have the student listen to a taped passage or a short book over and over as he reads along with the tape. When he has mastered the passage or book, have him read it to someone else.
2. Have the student listen to taped books as he reads along with a copy of the book.
3. Provide the student with taped copies of all his textbooks.
4. Have him listen to his tapes with headsets as he reads along during all independent reading times.
5. Provide the student with information on how to obtain taped books. Many public libraries also have a selection of taped books.

VIII Improving Comprehension Skills for the Development of Broad Reading Skills:
1. When providing instruction in reading comprehension, make sure that the student’s instructional materials are at the independent reading level in word recognition. Materials at the independent level will allow the student to devote attention to the comprehension activities.
2. Place a student in a reading group based on his present performance level in language and reading comprehension, rather than his performance in word identification skills.
3. Praise the student for independently using any new skills and strategies in his reading.
4. Present purposeful reading assignments. For example, within text have the student locate and take notes on information that he will use to lead a discussion or provide information to his cooperative learning group.
5. Ensure that any selected comprehension strategies for the student involve active participation. This will help the student pay attention and increase understanding of the material.
6. Before the student reads a chapter or a book, let him know that you will have a conference after he is finished to discuss his reaction to the material.
7. Use the language experience approach to reading instruction with the student and place an emphasis on comprehension activities, such as forming questions, paraphrasing the story, or using context clues to identify words.
8. Teach the student the importance of punctuation for understanding the meaning of a passage.
9. Teach the student critical reading skills such as recognition of fact vs. opinion, objective vs. persuasive language, supported vs. unsupported generalizations, and valid vs. invalid arguments.
10. Help the student improve his reading comprehension skills using texts that will be required or similar to the types required in his courses.

IX Accessing Background Knowledge for the Development of Broad Reading Skills:
1. Before assigning a reading selection to the student, find out what he already knows about the topic. If he lacks the knowledge necessary to understand the selection, preteach the necessary background information.
2. Before assigning independent reading, make sure that the student has the necessary vocabulary and background knowledge to understand the story or chapter. Help the student relate any new information to his own experiences.
3. When teaching the student new concepts, attempt to relate them to ideas that he already understands by using analogies from his own experience.
4. Prior to or after reading with the student, try to relate an event or character in the story to your own lives.
5. Teach the student to read actively for meaning, attempting to associate the meaning of the passage with his own knowledge or experience.
6. Help the student understand the meaning of concepts in his texts with which he has not had direct experience.
7. Read a selection with the student before asking him to read it independently. Make sure that he understands all new concepts and vocabulary.
8. Before assigning independent reading, provide a preview of all new concepts and vocabulary in the assignments. List them on the board and provide ample opportunities for discussion.
9. Use a K-W-L-S strategy to help the student organize his knowledge of a topic both before and after reading a passage.
10. When eliciting background knowledge from the student, try to organize the information in a semantic map. The final diagram should visually present the information in such a way that the relationships are evident. Seeing his own information organized in this way will help him create a framework to accommodate new information.
11. As a pre-reading activity to set a purpose for content area reading, create a Semantic Feature Analysis chart. This chart will help the student activate prior knowledge about the topic, note key vocabulary and concepts, and think about the relationships among them. Have the student fill out as much of the chart as he can prior to reading the selection and then correct or confirm his predictions after reading the selection. This procedure is particularly effective in a group setting as students discuss their reasons for choices both before and after reading.
12. Follow these guidelines to help the student develop prior knowledge:
(a) build upon what the student already knows, (b) provide much of the background information through discussion, (c) provide real-life experiences, (d) explain parts of the passage before the student reads it, (e) help the student develop expand his knowledge, and (f) encourage wide reading.

X Accessing Vocabulary for the Development of Broad Reading Skills:
1. Do not teach vocabulary from lists unrelated to classroom context. Select new vocabulary directly from the student’s reading, your lecture or classroom projects. Ensure his ability to understand and use these words in context before presenting new words.
2. Teach new vocabulary in the student’s reading selections by using synonyms or short phrases. Simplify dictionary definitions.
3. Help the student relate new vocabulary words and their meanings to his own experiences. Elicit from the student any associated words that he knows. This will aid in retention and alert you to misinterpretations of word meaning.

XI Using Context Clues in the Development of Broad Reading Skills:
1. Teach the student additional ways to use his good reasoning and language skills to identify unfamiliar words. One suggestion is to have him look at the first few letters or any part of the word that he recognizes, read to the end of the sentence for clues about what word makes sense, and then go back and identify the unknown word.

2. In reading, encourage the student to use context clues and directly teach a variety of ways to do so (e.g. reading to the end of a sentence, recognizing definitions, monitoring whether or not what he is reading makes sense).

3. Teach the student how to monitor his reading for meaning, as well as how to use specific strategies when what he has read did not make sense (e.g. use context clues, reread, ask someone).

4. Teach the student how to recognize and use a variety of context clues within the text. Examples include: direct explanation (within an appositive, signaled by “that is,” or explained later in the paragraph); explanation through example; synonym or restatement; summary; comparison or contrast; words in a series; and inference.

XII Using Cloze Procedures for the Development of Broad Reading Skills:

1. Use the cloze procedure to increase the student’s ability to use syntactic and semantic information. Systematically delete keywords that can be identified using the context.

2. When training the student in the use of the cloze procedure, progress from single sentences to paragraphs and from teacher-directed activities to individual work.

3. When introducing the cloze procedure to the student, begin by providing a list of the deleted words at the bottom of the page. As skill increases, add several distracters to the list. As a final step, phase out all clues.

4. To increase attention to context clues, construct a cloze passage from the student’s language experience stories. Have him try to reconstruct the story.

5. Use a modified cloze procedure to help the student increase his ability to use syntactic and semantic clues. Initially, delete words at the end of the sentence and then, as his skill increases, delete words randomly.

6. To increase the student’s attention to certain categories of words, such as nouns or verbs, use the cloze procedure with specific deletions.

XIII Strategies for Predicting/Making Inferences in the Development of Broad Reading Skills:
1. When reading a story to the student, stop at specific points and ask him questions about the story events. Ask him to predict what he thinks will happen next.
2. Develop the student's thinking skills within the context of reading. Teach him to predict events based on a limited amount of information and then judge the accuracy of his prediction.
3. Help the student incorporate his past experiences and knowledge to make predictions about the story events. Have him read to verify his predictions and to revise them as necessary.
4. Prior to reading, provide the student with a list of prediction questions or possible outcomes. Have the student discuss these questions with a peer or in a small group and then read to find the answers.
5. When reading with the student, make a prediction map on the board or on a piece of paper. Stop at appropriate points and have the student predict what he thinks will happen next. Record the prediction on the map and then read to find out if it is correct. If the answer is incorrect, revise the map.
6. Have the student read short stories with the endings deleted. Have him develop a logical conclusion either orally or in writing.

XIV Strategies for Retelling/Paraphrasing in the Development of Broad Reading Skills:
1. After reading the student a story, ask him to retell the main idea and the sequence of events.
2. After the student reads a story, have him describe the main characters, the problem they encounter, and how the problem is solved.
3. While the student is reading, teach him to pause and paraphrase the main ideas of the passage as a way to monitor understanding. Teach the student then to use verbal rehearsal to review the sections of text he has just learned from a textbook.
4. Teach the student to check/reinforce his own comprehension at the paragraph level by paraphrasing the main idea and at least two supporting details orally or in writing. Teach the student to include a clear statement of the relationship among ideas.
5. Help the student learn to monitor understanding of what he reads and then to use a specific strategy, such as rereading a passage, when the meaning is unclear. When initially learning to monitor comprehension, have him start with one or two sentences at a time. As skill improves, increase the number of sentences between self-checks.
6. Teach the student to attempt to visualize or make a "mental movie" of what he reads. As he reads each passage, have him describe in detail the images created. Initially, ask the student detail and inferential questions about
the images and passages. As skill increases, allow his description of images to progress without interruption.

7. Teach the student to summarize text as he reads according to the following five rules: (a) delete unimportant information, (b) delete redundant information, (c) super-ordinate lists (e.g., write “steel products” rather than listing each product), (d) select the topic sentence, and (e) construct a topic sentence when one is not obvious in the text.

8. Teach the student strategies for monitoring his comprehension of nonfiction text that have been demonstrated to be effective, such as paraphrasing the main idea of a paragraph after reading it or answering questions about the main idea of a passage.

9. Teach the student how to take notes in the margin to summarize information while he is reading to enhance his comprehension. Have him place question marks by any sections in the text that he does not understand and ask a parent, teacher or friend to explain it.

10. In nonfiction materials, teach the student to use paraphrasing of the main idea and supporting details to help him draw a semantic map of the structure and content of the material.

XV Strategies for Questioning Skills in the Development of Broad Reading Skills:

1. Help the student set a purpose for reading by presenting him with a picture, title, and segment of text or a combination of these. Have him generate as many different questions as possible, then read to find the answers.

2. When reading stories or content area textbooks, teach the student to read the questions at the end of the chapter first so that he knows what information is important.

3. When introducing a new chapter, have the student write the questions from the chapter on an index card and refer to the card while he is reading the chapter. Have him check off each question when he locates the answer.

4. Teach the student a self-questioning strategy to use while reading content area information. Teach the student to:
   a. Ask yourself: Why am I studying this passage?
   b. Locate the main idea in the paragraph and underline it.
   c. Think of a question about the main idea.
   d. Read to learn the answer.
   e. Look back at the question and answer fro each paragraph to determine a relationship.
As a modification of this technique, the student may write down the answer to his /her main idea question in a complete sentence. Teach the student how to create a structured overview of a selection based on his written answers to main idea questions generated by use of the self-questioning strategy.

5. Teach the student how to set a purpose for reading by turning chapter subheadings into questions and then reading to find the answer.

6. Teach reading study skills, such as surveying a chapter in a textbook prior to reading it, to establish a framework for understanding the information.

7. Teach the student how to create and answer the reported questions for each subsection of content area reading material (e.g. when, where, who, what, why, and how).

8. Teach the student to recognize when a question cannot be answered based solely on the information given in the reading selection. Teach him to use prior knowledge as well as the information given in the text to make inferences.

9. For all reading selections, prepare inference-level questions to give to the student as a guide for reading.

10. In reading for key ideas and critical details, ask the student to underline or note elements that he would expect to be covered on a test.

11. After the student learns how to recognize key ideas and critical details, reinforce this skill by having him make up test questions for the teacher or other students on a literature or content area selection.

12. Teach the student how to apply SQ3R (Survey, Question, Read, Recite, Review).

13. With any questioning strategy that the student learns, provides him with many opportunities to practice and apply the selected technique in school reading assignments.

XVI Utilization of Study Guides in the Development of Broad Reading Skills

1. To encourage interactions with the text, provide the student with study guides in a variety of formats for his reading assignments.

2. Teach the student how to summarize important information from a chapter on a one-page or two-page study guide that he can then use to prepare for tests.

3. Provide the student with a structured study guide that provides specific questions and the page number and paragraph in the text where the information is located. As skill in locating information increases, eliminate these prompts.

4. After the student recognizes or is guided to recognize, the passage structure, provide an outline, based on the passage, in which he can record
content. These summarizations will aid retention and then may be used as study notes. Ensure that the student has prior knowledge of the concept of main idea and adequate summarization skills.

5. Insert questions into the text for the student to answer while he is reading. To minimize writing in the textbook, make a study guide with numbered questions pertaining to specific information in the text. Record the question number in pencil in the margin next to the related information.

6. Before the student reads an assignment, provide him with questions that highlight the most important points. Have the student answer the questions as he locates the answers in the text. After reading, discuss the same questions with the student.

7. To set a purpose for reading and help the student understand the structure of information in the text, provide him with a study guide that will direct him to the key ideas, most critical details, and the organization of the information.

8. Provide the student with questions to answer while he is reading. After he has answered the questions, have him write a brief summary that includes the main ideas and important details.

9. Prior to reading, provide the student with a set of questions to answer. Create some questions that require factual recall to be answered and others that may be answered using prior knowledge. Before the student reads the material, have him attempt to answer as many questions as he can.

**XVII Strategies for Organization in the Development of Broad Reading Skills**

1. Teach the student how to recognize the sequence of events, ideas, steps, times, and places in stories and literature selections.

2. Teach the student a simple story grammar to use when reading and discussing stories, such as that all stories have a beginning, middle, and end. As proficiency develops, introduce a more complex story grammar.

3. Teach the student a simple story grammar that includes these four questions:
   a. Who is the story about?
   b. What is he trying to do?
   c. What happens when he tries to do it?
   d. What happens in the end?

4. Teach the student a story grammar, the underlying structure of stories, so that he has a framework for understanding new stories that he reads. Elements of a story grammar include: setting (time, place, situation), major characters, problem (and problems within the problem), resolution of the problem, and an ending.
5. Teach the student a specific mnemonic strategy to use when he is reading and identifying the various elements of stories,
6. Help the student develop higher-level inferential skills, such as determining the theme or moral of a story, the motivation for a character’s actions or the interaction of the events.
7. When reading short stories, teach the student to: (a) identify the main problem or conflict, (b) draw inferences from the text about the personalities and motivations of the main characters, (c) identify how the main problem is solved, and (d) determine the theme or what the author was trying to say.

XVIII Strategies for Understanding Text in the Development of Broad Reading Skills:
1. To help the student increase his understanding of how ideas are organized, separate the paragraphs in a report or article. Have him read the paragraphs, and then reassemble them into a logical sequence.
2. Teach the student that the main idea is the sentence that holds the paragraph together. When the main idea sentence is deleted or covered, the paragraph loses its meaning. The student can check his choice of a main idea by reading the paragraph without that sentence to see if it does, in fact, diminish the paragraph’s meaning.
3. Teach the student how to tell the difference among main ideas, supporting details, and tangential information in both fiction and nonfiction material.
4. Teach the student to recognize sentences that signal a transition from one subtopic to the next and keywords that signal transition (e.g. then, but, however, yet, meanwhile, consequently). Later, teach the student to recognize transition paragraphs.
5. Help the student increase his awareness of terms denoting linguistic relationships (such as temporal, spatial, cause/effect, analogous, exceptions, comparison/contrast) in text to help clarify relationships among events, objects, and people. Use specific illustrations of these words and phrases from social studies, science, and literature textbooks.
6. Teach the student different ways that information in textbooks can be organized (e.g. listing, sequential, comparison/contrast, hierarchical, main idea and details, description, cause/effect).
7. Teach the student to recognize different patterns for the organization of information within a paragraph or within a longer selection. Examples include: sequential, comparison/contrast or cause/effect.
8. Teach the student how to read the introduction of an article or a content area textbook chapter to find the general topic, what the author wants to say.
about the topic, the key points of the selection, and how the key points will be related to each other and the central idea.

9. Teach the student how to read the conclusion of content area text to find a restatement of the central idea, the key points, and the organizational pattern of the chapter.

10. Teach the student how to organize the content of fiction and nonfiction materials through the use of semantic mapping or webbing. This technique visually displays the relationship among the major concepts.

11. Teach the student to categorize information from a reading selection to aid recall.

12. Teach the student to use semantic mapping to clarify the key ideas and supporting details in a selection and the structure by which they are interrelated. After the student reads the selection, he might: (a) brainstorm everything that he can remember, categorize this information, and depict the organization of this information in a semantic map, or (b) use the headings and subheadings in the chapter to create a preliminary map and fill in the critical details from the text.

13. Teach the student to recognize the organizational structure in a passage. Examples are a position/opinion statement with supportive information, list of causes and effects concerning a particular situation with information on each, and a statement of a problem with solutions given in succeeding paragraphs.

14. Teach the student how to sequence ideas and events using a timeline drawn on paper.

15. When working with text ordered chronologically/sequentially, such as history or literature, teach the student to place events on a timeline to help visualize the temporal and possibly the cause/effect relationships. Emphasize that a temporal relationship does not imply cause/effect.

I Strategies for Punctuation and Capitalization in the Development of Written Language Skills:

1. Teach the student punctuation and capitalization rules sequentially, one rule at a time, with practice in a variety of situation (e.g. worksheets, finding the use of the rule in reading, writing sentences, and paragraphs, and editing one’s own work or a peer’s).

2. Introduce punctuation and capitalization rules to the student, as he needs them for writing. Do not teach a new skill, such as the use of quotation marks, until he is ready to incorporate it into writing.

3. Make sure that the student masters one punctuation or capitalization rule before introducing another. For example, teach the student how to use a period at the end of a sentence. When this rule is mastered, introduce the use of a question mark.
4. Choose one error made by the student in writing and discuss it. Illustrate correct usage of the skill. Have the student practice using this skill correctly until it is mastered.
5. Teach the student how to recognize sentence boundaries for writing complete sentence and including the appropriate ending punctuation marks.
6. Teach the student the punctuation rules for the use of periods and commas and provide practice in applying these skills.
7. Review with the student the major uses of a comma, such as in a series, in a direct quotation, and after subordinate clauses.
8. Teach the student how to use quotation marks when he is writing dialogue. Have him examine the punctuation of dialogue in stories.
9. Have the student keep a list of the punctuation and capitalization rules that he is learning on an index card as a reference when editing writing.

II Strategies for Proofreading in the Development of Written Language Skills
1. Evaluate the student’s proofreading skill by having him edit several of his rough drafts. Ask the student to mark and attempt to correct all errors. Perform an error analysis to see the types of mistakes that the student is able to correct.
2. Provide the student with papers to proofread that list the number of errors to be located on the top of the paper or in the margin by each line, if necessary. Perform an error analysis to identify how many and what type of errors the student was able to identify and correct.
3. Make sure that the student receives additional help from someone (teacher, parent, peer) in proofreading papers before he turns in a final draft. You may set up a buddy system for peer editing in class.
4. When the student is proofreading a paper, have him circle any mistakes and then go to a peer proofreader for help in making corrections and finding other mistakes.
5. Encourage the student to ask a parent to help him edit written homework assignments.
6. Prior to having the student edit a paper, underline all misspelled words so that he can correct the spelling.
7. Have the student proofread his paper for spelling errors, underlining all words he thinks may be spelled incorrectly. Teach him to use a pocket-sized, computerized spelling checker to make the needed changes.
8. Provide opportunities for the student to help younger students proofread and correct their papers. In addition to building his self-esteem, he will gain additional practice with editing.
9. Give the student practice in proofreading by having him review other students’ papers.
10. Teach the student a specific strategy for proofreading and editing his papers. One strategy is the Error Monitoring strategy that uses the mnemonic COPS: capitalization, overall appearance including sentence structure, punctuation, and spelling.
11. Provide the student with daily opportunities for improving proofreading skill. For example, write sentences on the chalkboard containing common mistakes, such as misspelled words and missing endings. Ask the student to identify the errors and make the necessary corrections.
12. When proofreading for spelling errors, have the student read his paper backwards, looking carefully at the spelling of each word.
13. Encourage the student to read his paper aloud when proofreading. This will help him hear sentences that can be improved.
14. Have the student read his rough draft into a tape recorder. Have him play back the tape and listen to the material before rewriting sections.
15. Give the student a checklist to use when he proofreads his paper. Make sure that the student understands how to use all of the rules on the list.
16. Make a list of the student’s most frequent writing errors. Have him use this list when he proofreads his papers.
17. Before the student proofreads his paper, give him a list that contains the number of errors in spelling, punctuation, capitalization, and usage.
18. Instead of marking the specific errors in the student’s paper, put a check in the margin by any line that contains an error. If there are two mistakes in the line, place two checks.

**III Strategies for Revising in the Development of Written Language Skills:**
1. Help the student improve his attitude toward writing by increasing the amount of attention and positive feedback he receives on assignments.
2. In helping the student with his writing, stress meaning first; then teach any skills that he needs in the context of meaning.
3. When evaluating the student’s papers, emphasize the clarity of thought and the meaning of the message over basic writing skills so that his interest and willingness to write are not diminished.
4. Provide individualized peer or teacher feedback to the student on his writing assignments. Focus on the paper’s strengths and present constructive suggestions for improvement.
5. Make sure the student receives positive and corrective feedback on his writing assignments. Let the student know exactly which papers you will evaluate and when you will read them.
6. Have a brief revision conference with the student before he attempts to revise a paper. Discuss specific ideas that will help the student improve the paper.

7. After reading the student’s paper with him, discuss in detail any parts that do not make sense. Ask the student to come up with ideas for improvement.

8. Show the student how to use a cut and past revision process. Have him locate the best passages in his writing and cut them out. Have him arrange them in different orders. Have him reassemble the pieces in the best order and then write the necessary transitions.

9. Show the student various editing techniques that are used for revision, such as cutting up parts of a paper with scissors to reorganize sections or circling blocks of text and drawing an arrow to show where they should be inserted.

10. Help the student improve his editing skills by providing assistance in revising assignments that he has written on a computer. Teach the student how to delete and insert words and sentences and how to move blocks of text.

11. Teach the student how to evaluate the organization of his paper. Teach him to review the style and point of view, the sequence of the ideas, the relevance of the details to the stated purpose, the clarity of the message, and the consistency between the discussion and conclusions.

12. Help the student understand that when he is revising and organizing ideas, he should not simultaneously attempt to edit for spelling, punctuation, and sentence structure.

13. Teach the student how to use a thesaurus. Provide opportunities for practice with this reference book during writing.

IV Strategies for Spelling in the Development of Written Language Skills:

1. Ensure the student understands that the purpose for learning to spell correctly is to enhance his ability to communicate thoughts in writing.

2. Have the student spend 10 to 15 minutes daily studying and practicing his spelling words.

3. Praise the student for systematic and logical attempts to spell words even when the words are spelled incorrectly.

4. Do not penalize the student for misspellings in his written work. Provide assistance as needed with correcting spelling for the final draft.

5. Provide opportunities for the student to use any of the words he is learning to spell in context.

6. Give the student practice using his spelling words in written compositions and letters.
7. Teach the student only the most common spelling rules (e.g. when a word ending in y is made plural, drop the y and add ies; u always follows q; when adding an ending starting with a vowel, double the final consonant to maintain the short vowel sound). Reinforce generalization to words in his classroom writing.
8. Teach the student that each syllable within a word must contain at least one vowel.
9. Use a daily dictation to help the student master the spelling rules that he is learning.
10. Discuss with the student the strategy that he is presently using to study his spelling words. If the present technique is ineffective, teach the student a new strategy to try.
11. Teach spelling through direct instruction, rather than expecting the student to learn how to spell words through reading or looking up difficult words in a dictionary. Provide opportunities for the student to practice the procedure independently.
12. Provide opportunities for the student to write the word correctly without a model and to self-check his accuracy.
13. Have the student use a spelling method that involves visual, auditory, and kinesthetic imagery and places an emphasis on recall.
14. Teach spelling and reading patterns simultaneously so that they are mutually reinforcing (e.g. teach the cvc reading pattern along with spelling words with this pattern).
15. Provide opportunities for the student to practice his spelling words on the computer.
16. Have the student practice high-frequency “spelling demons,” commonly used words that are not phonically regular. Have the student look at the word and then practice writing the word without copying from the model.
17. Use a letter cloze procedure to practice spelling. Given the student an index card that has a word written at the top; underneath it the word is written several times with different letters deleted. Gradually, reduce the number of letters provided in the targeted word. On the last trial, have the student turn over the card and write the entire word from memory. This method can be adapted by omitting specific word parts, such as vowels, consonants, consonant blends, prefixes or suffixes.
18. Teach the student to form a visual image of a word before attempting to spell it.
19. As the student is studying irregularly spelled words, have him underline the parts of the word that are not predictable from the pronunciation. Have the student use the following steps for practicing spelling: (a) pronounce the
word slowly while looking carefully at each word part, (b) say the letters in sequence, (c) recall how the word looks and say the letters, (d) check recall by looking at the correct spelling, (e) write the word from memory, and (f) compare the written word with the correct spelling. Repeat these steps until the word is spelled correctly.

20. For studying spelling words, teach the student the look-cover-write-check routine. Have the student: (a) look carefully at the word, (b) cover the word, (c) write the word without copying, and (d) check the word against the original. If the student has difficulty writing the word from memory, add in a tracing component.

V Strategies for Journal Writing in the Development of Written Language Skills:
1. Have the student keep a daily writing journal. When reviewing the journal, write positive, specific comments about the content.
2. Encourage the student to keep a personal diary throughout the year.
3. Encourage the student to keep a journal or diary on all trips and during summer vacation.
4. Permit the student to choose his own topics when writing in his daily journal. If he cannot think of anything to write about, provide him with a list of possible topics or have him brainstorm with a peer.
5. When writing in his journal, have the student date the entries and keep them in chronological order.
6. Set specific time limits for the student or designate the quantity of writing you expect him to complete in his daily journal.
7. When the student writes in a journal, tell him to write you questions if there are specific topics to which he would like a response. When the journal is turned in, ask him to turn down the corner of any pages that he would like you to read.
8. Ask the student to volunteer to read a journal entry to his classmates. Secure his agreement before calling on him.
9. Have the student select entries from his journal that he could use to develop into stories.

VI Strategies for Grammar/Syntax in the Development of Written Language Skills:
1. Do not require the student to participate in grammar exercises, such as memorizing and identifying the parts of speech. Instead, concentrate on methods that will improve the quality of his writing, such as providing models, direct feedback or sentence-combining exercises.
2. Use sentence starters to give the student practice in different ways to expand sentences. Provide practice with a variety of sentence patterns. Use this activity to complement teaching specific sentence types.

3. Ask the student to expand orally on a sentence that he has written, adding descriptive words and phrases, additional details or more explicit adjectives. Have the student then rewrite his sentence incorporating his new expansions.

4. Use a slotting technique to help the student expand sentences. Take a story that the student has written and put in blanks where the sentence can be expanded. Have him add adjectives, adverbs, phrases, and/or clauses to make the writing more mature.

5. Use sentence-combining exercises to help the student write longer, more complex sentences. Present the student with a set of simple sentences to combine. Begin teaching sentence combining with just two sentences and gradually progress to more complex transformations. Specific patterns may be taught, for example, by asking the student to combine the sentences using the word who. Use this technique several times a week for 10 to 15 minutes.

6. Teach the student to combine sentences into more complex structures where appropriate. Directly teach transitional words to introduce subordinate clauses and to clarify the meaningful relationship among sentences. A good list of transitional words is Signal Words, words the author uses to tell the reader how to read (e.g. continuation, change of direction, sequence, conclusion, cause/condition/result, comparison/contrast).

VII Strategies for Vocabulary in the Development of Written Language Skills:

1. Before the student starts writing a paper, have him list all of the words he thinks might be important to the topic.

2. Prior to writing, brainstorm with the student any words or phrases that he thinks he may want to use in his paper. List all the words on the board or a piece of paper. As skill improves, designate specific categories of words, such as action or descriptive words.

3. Help the student increase his vocabulary by having him work with a peer or a small cooperative learning group to generate as many words as they can think of that are related to a topic they are studying. Encourage the students to be prepared to explain how the words are related to the topic.

4. Help the student eliminate overused or redundant words in his writing, such as good or nice, by listing the target words at the top of the paper before he begins writing a story. Remind him that he must think of substitutes for these words. If necessary, provide him with possible alternatives to use as replacements.
5. Teach the student how to recognize common, overused words that are present in his writing. Have him underline any words he believes could be more descriptive. Help him brainstorm alternative words that have a more precise meaning. Provide a variety of examples.

6. Use a synonym cloze procedure to help the student increase his writing vocabulary. After a draft of a story is complete, underline words that could be more descriptive. Delete each word to be changed and then write it under the line. Have the student or help him determine other words that would make the story more interesting.

7. Teach the student how to use a thesaurus to locate more precise vocabulary for his papers and themes.

8. Have the student review his paper and underline all words for which he would like a synonym. Teach him how to use a thesaurus or computerized spelling checker with a thesaurus to find and select alternative words.

VIII Strategies for Topic Selection in the Development of Written Language Skills:

1. For writing assignments, let the student select topics that are familiar and interesting to him/her

2. Have the student select a topic of interest. Have him discuss the topic with several peers and record any information that they can add to the topic.

3. Use a clustering approach to help the student select a topic to write about. In a 2 to 3 minutes period, have him brainstorm topics of interest and jot them down in circles on a piece of paper. Have him draw lines to connect related ideas.

4. Have the student pair up with a peer and select a topic to write about that they are both interested in. Have them work together to collect data and organize the information that they acquire about the topic.

5. Make sure that the student is involved in selecting topics that he will be writing about. He can be helped to choose topics by: (a) engaging in daily journal writing, (b) using peers to suggest topics, (c) watching teachers write and model how they arrived at their topics, (d) being surrounded by children’s literature, and (e) having opportunities to react through writing to events that occur in the environment.

6. Have the student keep a writer’s notebook where he can record any ideas that he may have for future writing topics.

7. Have frequent writing conferences with the student to discuss the topics and the development of ideas for his papers.

IX Utilization of Background Knowledge in the Development of Written Language Skills:
1. Prior to presenting writing assignments, make sure that the student has the background knowledge required to write about the topic. If not, provide the necessary instruction.

2. In the prewriting phase, provide the student with a variety of activities that will involve him in thinking about and discussing the topic in detail.

3. Prior to writing, provide experiences that are followed by discussion. Make sure that the student has thoughts to express before he begins writing.

4. Use prewriting activities with the student that encourage creative thinking.

5. Use a colorful action picture to elicit oral details from the student. Record his thoughts about the picture. Let him use these notes to write about the picture.

6. Have the student write about an interesting picture. Before he begins, have the student describe all the things he sees, relate the picture to his own experiences, and tell what seeing the picture makes him think about. List his responses on a paper. When the student cannot think of anything else, help him to categorize the ideas. Once the student’s ideas are organized, have him write a story about the picture.

7. Before writing, spend time talking with the student about the topic. Elicit his ideas and experiences related to the topic. Discuss how he will organize these ideas into a paper.

8. Have the student generate and then answer a series of questions that he will be able to use to organize the writing assignment. Have the student locate and answer the questions before writing.

9. Explain to the student why it is necessary to gather and organize information prior to writing. Help him understand how this planning stage will help him structure the content of future stories and reports.

X Utilization of Story Structure in the Development of Written Language Skills:

1. Use a progression from concrete to abstract language to help the student develop his writing skills. In the first level, Concrete-Descriptive, help the student write in a simple, descriptive manner about what he sees. In the second level, Concrete-Imaginative, help the student learn to infer ideas from the picture or experience; help the student imagine that which is not present and think about possibilities. In the third level, Abstract-Descriptive, place emphasis on the concepts of time and sequence. Help the student develop stories with more detail. In the fourth level, Abstract-Imaginative, guide the student’s thinking with open-ended questions that lead him to perceive relationships. Help him develop stories that have an imaginative setting and a well-organized plot.
2. Have the student read well-organized stories written by peers.
3. Teach the student simple questions to use when writing stories. For example, write on an index card:
   a. Who?
   b. Did what?
   c. And so?

   Add additional questions as the student’s skill increases.
4. Teach the student a simple story grammar to help him organize stories. Teach him that all stories have a beginning (setting, main characters), a middle (a problem), and an ending (resolution to the problem). Have him complete a story chart prior to writing.
5. Give the student practice with story structure using a cloze technique. Delete specific information from the story, such as the setting, description of the main characters, or the ending. Help the student reconstruct the missing story part. Have him check to make sure that the missing story part is consistent with the other information in the story.
6. Have the student answer a series of questions before writing stories. His responses will then serve as the framework for the story.

XI Utilization of Semantic Maps/Outlines in the Development of Written Language Skills:
1. When teaching the student text structure strategies, such as semantic mapping, provide sufficient practice with the technique before assigning writing. For example, draw semantic maps on the board when lecturing or have students work in groups to create maps based on the lecture.
2. When using a structured overview or semantic map, have the student verbalize the relationships among the ideas and details before writing.
3. In the instructional program, place an emphasis on prewriting activities, such as brainstorming followed by semantic mapping, so that the student’s ideas will be organized prior to beginning a writing assignment.
4. Give the student practice in generating ideas and then organizing these ideas into an outline prior to writing.
5. Use graphic organizers, semantic mapping, and/or structured overviews to help the student organize his ideas and clarify the relationships among ideas prior to writing.

XII Paragraphing in the Development of Written Language Skills:
1. Teach the student that a paragraph expresses one main idea and the topic sentence introduces the idea. Details are provided to support the main
idea, and final sentences are used to summarize the main idea or provide a transition to a related idea.

2. Teach the student how to write short paragraphs that follow a narrative sequence. Give him a series of pictures that illustrate a sequence of events and have the student write a sentence about each card. Show him how to use sequence words, such as first, then, next, and finally.

3. Teach the student how to write enumerative paragraphs. Have him write a topic sentence and several supporting details. Provide him with a guide that will help him organize the paragraph.

4. Teach the student how to write a variety of formula paragraphs including: expository or enumerative, contains the main idea and support details; sequential, describes and event in chronological order or in a number of ideas; and compare/contrast, describes similarities and differences. Provide sufficient opportunities to master one type of paragraph before introducing another.

XIII Report Writing in the Development of Written Language Skills:
1. Help the student identify the subtopics to include in a report. Teach him to skim through reference books to locate pertinent information.

2. Help the student learn to differentiate major topics from minor details as he is collecting and organizing facts for a report. Have him list all the information that he thinks is important and then help him think of ways to categorize the major and minor points.

3. Have the student use a report guide to organize information prior to writing. Have the student list the topic and subtopics across the top of the page and list the reference books that he used down the side of the page. For longer reports with more references or more subtopics, have the student tape several sheets of paper together.

4. Teach the student how to organize index cards to gather information for writing a report. Teach him to write keywords for the major topics in the upper right-hand corner. Teach him how to sort and organize the cards prior to beginning the first draft.

XIV Compositions/Essays in the Development of Written Language Skills:
1. Help the student improve expository writing skill by providing assignments that will help him develop confidence as a writer. Provide intensive feedback and several opportunities for revision.

2. Teach the student how to organize themes.

3. When teaching the student how to write compositions, model the procedure by demonstrating each task while talking aloud. List the steps of the process on the board.
4. Teach the student how to write clear introductions and conclusions for fiction and expository writing.
5. When teaching language and thinking skills in writing, such as using descriptive language, organizing information or using introductions or conclusions, show the student many examples of the skill on his independent reading level.

XV Note Taking in the Development of Written Language Skills:
1. Provide the student with direct instruction in note-taking skills.
2. Have the student arrange with another student, who takes good class notes, to make a copy of his notes for each class session. This will allow the student to listen carefully to the lecture and to participate in class discussion. If needed, the student may arrange this through the instructor.
3. Have a student who is a good note-taker provide the student with a copy of the class notes.
4. Teach the student how to take notes that highlight the important points and ideas of a lecture or a chapter in a textbook.
5. Instead of writing complete sentences, teach the student how to write down keywords and phrases that will remind him of the important information.
6. Teach the student a strategy for active listening and note-taking. One such strategy is to teach verbal cues to attend to, such as first or more important. Teach the student how to recognize keywords and incorporate them into an outline.
7. Teach the student how to organize his class notes into a semantic map.
8. Listen to a lecture with the student. After the lecture, encourage the student to develop and organize his notes. Have him compare these notes to your notes. Discuss differences and point out important information that the student has omitted.
9. After the student has taken notes during a lecture, have him rewrite the notes in a more organized format, such as an outline or semantic map.

7.1.3.0 CONCLUSION: This chapter will be helpful to teach English as a second language to high school students or as foreign language to learners. However, there will be plenty of occasions during which we will be called upon to teach English language to children. Most of what is suggested so far can be used to teach English to children, with suitable modification to meet the special needs of children. These special needs become the focus in this chapter.
Children learn English as a second or foreign language much faster than the adults. They imitate the teacher’s pronunciation, sentences, phrases, and words more easily. They do not ask for explicit rules which explain how sentences are put together, produced, and pronounced. They may ask for the meanings of words, but they are able to intuitively identify salient features of the meanings of a word and use the word more or less correctly.

An important prerequisite for effective learning and retention appears to be that instruction should be activity-based, rather than explanation- or theory-oriented. And the activities should be of an engaging nature. The teacher should be pleasant and sweet-natured, able to communicate at the level of the children. She should not be a terror! Use of audio-visuals is more important than the printed text. The printed text should be colorful, full of pictures, and should have only few language elements such as words, phrases, and sentences.

Language learning should be encouraged in all the classes and in all the environments. Children have a natural curiosity to investigate the environment in greater detail. When they go to the bazaar, they see a lot of signboards and they start reading the same. They start reading the road signs with great interest. The teacher can create a bazaar inside the classroom for reading and conversation purposes. Pretend situations are greatly enjoyed by children, and they do actively participate in such games.

In my 13 years of teaching English to Kannada medium students I have come to know that students are interested in-group activities. I feel why can’t we make use of these activities for children?

1] Activity based lessons: Children are interested in-group activities. We should devise group work, which would require use of words and sentences for communication among members of the group. Devise group work which aim at accomplishing some language-related task such as language games.

If the textbook lessons are not activity-based, we should be able to convert the lessons in such a way that there are abundant activities built into the teaching of the lesson. Conventional textbooks provide for some activities as part of the exercises.

An activity-based lesson centers on the activity to teach the language. Children are given some words and some simple sentences. They are asked to perform a task as a group, conversing with each other. They will use the words and sentences, some in full and most of the time in abbreviated form to
communicate with one another. They may use many gestures while performing the task. Ultimately they would achieve what they set out to achieve. They would complete the task and would be greatly involved in doing the task. In this process children are introduced to the use of English in natural communicative contexts.

“This language is meaningful and understandable, because the activities are meaningful and understandable. Children are taught in English; children are not introduced to English language in an artificially pre-determined sequence of grammatical structures or functions; the input from the teacher, and their learning about their world, is in English” (Vale and Feunteun 1995).

2] Orientation to teach English: Vale and Feunteun (1995) suggest the following orientation when we teach English to children:

- Build confidence;
- provide the motivation to learn English;
- encourage ownership of language;
- encourage children to communicate with whatever language they have at their disposal (mime, gesture, key word, drawings, etc.);
- encourage children to treat English as a communication tool not as an end product;
- show children that English is fun;
- establish a trusting relationship with the children, and encouraging them to do the same with their classmates;
- give children an experience of a wide range of English language in a non-threatening environment.

Physical activities help in learning the words and sentences. An activity-based approach is always better than mere classroom teaching mode with repetition, imitation drills, etc.

3] Emphasize fluency, not correctness: It is to be remembered that children are in for a long haul. They will have several years of English. If the fundamentals of motivation, fluency and correct pronunciation are built in a steady manner without overemphasizing correctness of speech at the primary level, and if the teachers themselves have a good command of English with model setting pronunciation capabilities, children will learn English better and faster.

4] Class activities: Nursery rhymes and songs acted out help children to internalize some words and sentences. We should use nursery rhymes and
songs for testing their knowledge and command of English. We should use English all the time in the class. However, should not refuse to give brief explanations in the native language of children. But such explanations should have the focus on strengthening the use of English, not the mastery of translation from one language into another. We should not use the native language to elicit English responses instead use objects and actions instead.

We should keep the corrections to the minimum. But we can ask children to repeat an utterance several times so that some approximation to your pronunciation will be encouraged.

We should not focus on the quantum of words, phrases and sentences to be mastered. Focus on developing an ability to communicate in contexts meaningful to the children.

Comics appropriate to children may be used. Children will see the pictures, listen to our reading, and will reproduce in their own language the utterances of the characters in the book as much as they can. Let the children act out the story. This will develop their listening and speaking skills.

Reading and writing will take deliberate effort on the part of the students. Reading and writing should be less in quantum than speaking and listening in English classes for children.

Quite a few materials in print, audio and video are available in the market, which aim at teaching English script, spelling, reading, and writing. We should select those which match our children's needs and mastery level. We should use these in the order suggested by the book. Add to the exercises in an innovative and interesting manner.

5] Children learn English effortlessly, but the teacher needs to be well prepared! : We should ask for the catalogues of textbooks for children from the leading publishers! Collect stories from the children's native language and tell these stories in simple English to them.

Class activities should center around and cover all language skills. However, the extent to which the reading and writing will be covered in a children's class will depend upon the proficiency so far attained. Children, like adults, have some difficulty in mastering the reading and writing skills. We should not accelerate the pace of learning in these skills.