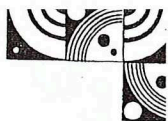
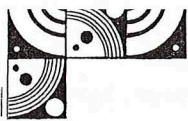


Support Options for LEP Students in the Mainstream Classroom

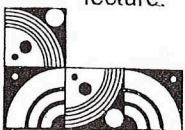
- A. Respect the student's home language and culture and teach about the American school culture. Allow the student to establish a "comfort zone" in the classroom.
- B. Monitor verbal input in the classroom.
- C. Contextualize lessons whenever possible. Use key visuals, graphic organizers, hands-on learning, etc.
- D. Determine essential objectives of instruction:
 - What does the student already know?
 - What is the key vocabulary?
 - What are the key concepts (limit 3-5)?
 - How can the text be supported?
 - written or taped study guides
 - L₁ support, text, partner, or dictionary
 - How can I evaluate?
 - be willing to accept non-verbal response (sketches, charts, timelines, maps, etc.)
- E. Encourage Cooperative Learning and Peer Tutoring
- F. Use accommodation techniques
- G. Use modified grade option when appropriate_____

Integrating second-language learners successfully into the mainstream of our educational system is a multi-faceted process. One of the “hidden” values, and one that is often overlooked, is the benefit to the monolingual/monocultural peers. As new students become able to express themselves, the majority-language children have an opportunity to discover and appreciate other parts of the world that have been brought into their lives. Schools with LEP student populations have a unique opportunity to work toward a humanitarian perspective of global understanding, beginning in the regular classroom.



22 Tips for Classroom Teachers with Limited English (LEP) Students

1. Learn your student's name(s). Find out how he/she likes to be addressed. Some students prefer English nicknames, others find them insulting.
2. Whenever possible, match the LEP student with a "buddy." This buddy may serve as a peer contact, and can help with daily tasks such as making sure the new student has the correct assignment written down. An effective buddy need not be bilingual, but should be helpful and friendly.
3. Speak naturally, using intonation and pauses as you speak.
4. Keep directions concise and easy to understand. Keep the number of steps to a minimum.
5. Use hands-on activities whenever possible. This facilitates learning by providing context.
6. Use visual aides whenever possible. Gestures, pictures, audio-visual aides, etc. help with comprehension.
7. Whenever presenting material orally provide visual context clues. You may wish to use transparencies or provide a written outline for lectures.
8. Check comprehension on a regular basis.
9. Provide an alternate assignment when the lesson is not comprehensible for the LEP student. Sample activities include watching pertinent TV shows; doing picture presentations; drawing maps, charts, or graphs; additional vocabulary exercises; independent projects, etc. These alternatives will help the LEP student acquire the key concepts being taught.
10. Adjust or shorten assignments, if needed, to allow for success.
11. Let the LEP student know you value his/her language and culture. When appropriate, the LEP student can serve as a resource for your class (teaching about language or cultural background, explaining different school culture, etc.) Bilingual parents are often willing to be guest speakers or demonstrators.
12. Encourage peer interaction. Group interaction facilitates learning through sharing and reinforcing concepts.
13. Encourage your LEP students to indicate when they do not understand you. (This may be difficult for some cultural backgrounds.) It's much easier to restate a sentence or two than to try and rephrase an entire lecture.
14. For specific vocabulary items, encourage the use of a bilingual dictionary. These dictionaries usually provide the word only, without definitions or added information, making them useful even in testing situations.
15. Don't force the new LEP student to speak until he/she is ready, but do not hesitate to greet the student daily. It is normal for new students to have an initial "silent period" lasting up to 6 months.
16. When the LEP student is ready to verbally communicate, encourage participation. Don't be overly concerned with correct pronunciation or grammar. These will improve through use over time.
17. Provide some accommodations when possible. Some ideas might include: allowing extra time, if needed; providing a word bank; grade on content of answers without deducting for grammar and spelling, having him/her make corrections after the test is graded; ask the ESL instructor to assist in explanation or completion if needed.
18. Be reassuring, yet hold LEP students to high standards: assignments should be attempted, even if they cannot be completed; LEP students should come to class on time and prepared; inappropriate behavior need not be tolerated.
19. Communicate on a regular basis with the ESL teacher.
20. Remember that any test or quiz and its instructions is also a language test. Results from tests or evaluations of skills, abilities, or academic achievement will be a reflection of English language proficiency and may not be an accurate indication of what you think you are evaluating. Often LEP students need to have tests read to them orally and directions explained and demonstrated explicitly.
21. Find out if your LEP students are literate in their native languages. Students with native language literacy skills will be able to record new information in their native language rather than trying to translate everything.
22. Find out about your students' formal school background. Adjusting to the routines and cultural practices of the American school scene may take time and energy. Students may not be accustomed to moving around the classroom, asking questions, raising their hands, or active learning through hands-on activities. Students may be extremely reluctant to question the teacher or participate in lively discussions. Give students time and reinforcement as they adjust.



Teachers often ask, "How can I help bilingual kids in my classroom?" Here are some suggestions for Do's and Don't's, some resources you may find interesting, and 22 terrific tips!

DO'S AND DON'TS IN WORKING WITH LEP CHILDREN

DON'T	DO	WHY?
Use loud or excessively slow speech.	Speak in a normal tone of voice.	Excessive volume and halted cadence will not provide the normal speech patterns the LEP student needs to hear.
Use multiple phrases and sentences that mean about the same thing.	Use repetitive phrases and sentences, especially at first.	"Let's have your paper," "Turn in your work now," "Bring me your paper," all carry about the same meaning to the native English speaker but can cause confusion and misunderstanding for the LEP student.
Pressure the student to speak English prematurely.	Allow adequate time for the student to absorb English aurally—to listen to the language being used by teachers and peers.	Each child needs her/his own period of time for aural absorption before proceeding to oral production.
Be quick to correct the students initial attempts to speak English.	Respond positively to the content of the communication, leaving style and form considerations for a later time.	Initial attempts will predictably be infantile in style and form. It is important at this stage to validate, rather than overcorrect, the student's attempts to communicate.
Expect too much too soon.	Gradually expose the LEP student to more complex language levels.	The LEP student can't be expected to master language comprehension too far above her/his level of achievement.

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Instructional Leadership

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Teaching Secondary Bilingual Students in Mainstream Classrooms

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