

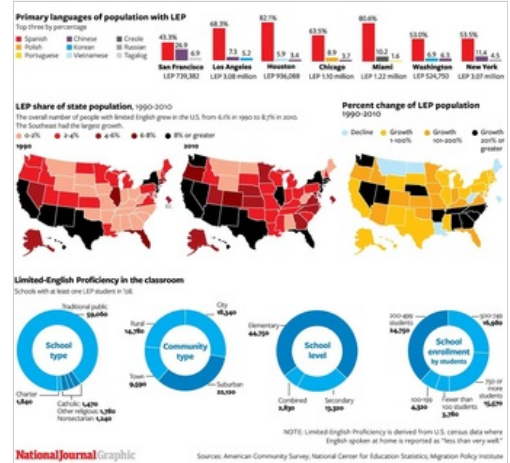
Strategies for English Language Learners

English Language Learners are a large and growing population in our country. According to the [National Center for Educational Statistics](#) (2011), 11.2 million students in 2009 spoke a language other than English at home. Physical education is in a unique position as it has characteristics that are supportive of these students, conditions similar to those in which children acquire their first language (Clancy, M. & Hruska, B., 2005). These include:

- Physical involvement with language
- The use of multiple mediums to present information
- Opportunities to demonstrate language comprehension through physical expression
- A low-stress environment for language performance
- Success can be independent of language performance
- A large amount of interactions with other students

A review of literature shows that support for ELL students use of their native language can help their ability to comprehend and use English (Moughamian et al, 2009; Protheroe, N., 2011). In fact it actually develops greater brain density in areas related to language, memory, and attention (Protheroe, 2011).

While the strategies listed on this page are targeted towards English Language Learners, they are effective for all students. Good teaching strategies are good teaching strategies, regardless of the population they are intended for.



Terms and Definitions

- **ELL** (English Language Learner): A student who is in the process of acquiring the English language and whose first language is not English.
- **LEP** (Limited English Proficient): Another term for an English Language Learner student.
- **ELD** (English Language Development): Classes designed to assist English Language Learners.
- **SDAIE** (Specially Designed Academic Instruction in English): Teaching strategies for teaching academic content to English Language Learners.
- **SOIP** (Sheltered Instruction Observation Protocol): An instructional model developed to facilitate high quality instruction for ELLs in content area teaching.
- **Academic Language:** The words a student must know to communicate effectively about physical education content (ie. cues, skills, offensive terms, etc.)
- **Graphic Organizer:** A visual representation of facts and concepts from a text and their relationships within an organized frame.
- **Think Aloud:** When students verbalizing their thinking to themselves while performing a skill or strategy.
- **Think-Pair-Share:** When students are allowed time to process a question, verbalize it to a peer, and then volunteer the answer to the class.



SDAIE Strategies

Metacognitive Development

Providing students with skills and vocabulary to talk about their learning.

- Self assessments
- Teach note taking and studying techniques
- Vocabulary assignments

Bridging

Building on previous knowledge and establishing a link between the students and the material.

- Think - pair - share
- Quick-writes
- Anticipatory charts

Schema- Building

Helping students see the relationships between various concepts.

- Compare and contrast
- Jigsaw learning - peer teaching
- Projects

Contextualization

Familiarizes unknown concepts through direct experience.

- Demonstrations
- Video clips
- Repetition
- Use of manipulatives
- Local opportunities

Modeling

Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.

Text Representation

Inviting students to extend their understandings of text and apply them in a new way.

- Students create drawings, posters, or videos
- Students create new games

[Click here for an "A - Z" glossary of SDAIE strategies, each defined and explained.](#)

General Strategies

- Know who your ELL students are and their proficiency in English. This can be obtained from the ESOL teacher or bilingual teacher, guidance counselor, social worker, or administration. You can also perform a "cloze" test to assess their written comprehension levels.
- Assess and utilize the background knowledge of your students.
- Use technology such as class websites, blogs, and videos (many students are not familiar with American sports or activities).
- As with all your students, set high expectations for ELLs.
- Learn to pronounce student names correctly to help develop rapport.
- Avoid testing in English exclusively as ELLs may not be able to demonstrate that knowledge in English.
- Utilize classroom protocols and routines.
- Utilize music when possible.
- Use bilingual students as helpers.
- Have structured note-taking formats such as graphic organizers for lectures.



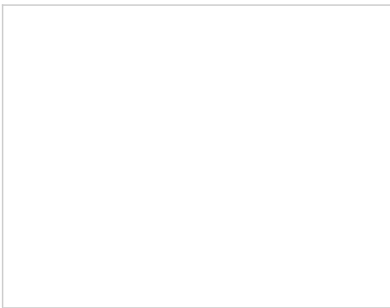
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Environmental Strategies

- Create print-rich environments using bulletin boards with articles on sports and physical activity, gameplay strategies of the day, words of the day, etc.
- Use visual displays and posters.
- Word Walls: Alphabetically arranged high-frequency words displayed at an easy access point for students.



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Instructional Strategies

- Slow down your speech and use shorter sentences, present tense of words, synonyms, examples, gestures, demonstrations, and avoid figurative language.
- Use as many mediums to convey information: oral, written, teacher demonstration, student demonstration, etc.
- Use think-alouds and think-pair-shares when asking questions and don't forget to give students enough time to process the question.
- Use bilingual handouts and cue lists.
- Utilize portable white boards.



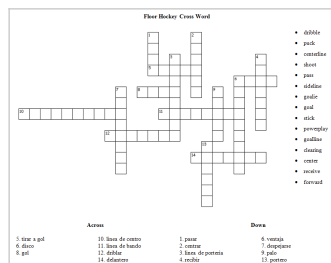
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Assignments and Activities

- Newspapers, magazines, and web sites
- ELL students work with teachers to create handouts in multiple languages
- Create new games
- Word sorts
- Quick writes
- Introduce vocabulary in a fun way such as a [Word Search or Cross Word](#)
- Learning stations to reinforce concepts and skills previously taught
- Jigsaw learning
- Peer observations
- Journal writing
- Use task cards to give students opportunities to take responsibility for their own learning



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Note Taking - Graphic Organizers

These sites have free note taking templates that you can modify, download, and print. Templates include: Compare/Contrast, K/W/L Charts, Concept Maps, and much more.



ELD Support in Education



"A comprehensive toolkit of educational resources that support Spanish-speaking families' aspirations for education and educational attainment and help create strong transition partnerships between programs and postsecondary educational institutions."

The strategies above geared towards physical education were adapted from well known classroom SDAIE strategies as well as:

- Buell, C., & Whittaker, A. (2001). [Enhancing Content Literacy in Physical Education](#). *Journal Of Physical Education, Recreation & Dance*, 72(6), 32-37.
- Glakas, B. A. (1993). Teaching Secondary Physical Education to ESL Students. *Journal Of Physical Education, Recreation And Dance*, 64(7), 20-24.
- National Council of Teachers of English (2008). English Language Learners: A Policy Research Brief produced by the National Council of Teachers of English <http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/EL>

Other Sources:

- Clancy, M. & Hruska, B. (2005). Developing Language Objectives for English Language Learners in Physical Education Lessons. *Journal of Physical Education Recreation and Dance*, 78(4), 30-35.
- Moughamian, A. C., Rivera, M. O., Francis, D. J., Center on, I., & University of Houston, T. (2009). Instructional Models and Strategies for Teaching English Language Learners. Center on Instruction.
- Protheroe, N. (2011). Effective Instruction for English-Language Learners. *Principal*, 90(3), 26-29.

Responsible Educators Accountable for Learning

Promoting quality physical education through accountability and access to resources

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