**SUPPORTING LEVEL 1 AND 2 ENL STUDENTS (AND ABOVE)**

**IN THE SECONDARY GRADES**

**Flashcards to learn key words**

* Names of other students in the class (Plus, supply the ENL students with a copy of your seating chart. They’ll soon know everyone’s name.)
* Items in the classroom (furniture, desk supplies, items the students carry, wall decorations) Find the corresponding word in Spanish by using Google Translate.
* Content words (Choose a few--maybe as few as 4--per day from your lesson. Write the English word on one side, Spanish on the other. After once or twice doing this, give the cards to the students with the English word and instruct them to use the computer or a Spanish/English dictionary to find the Spanish equivalent. Then, have them practice the words and modify your test so that they are responsible for those words rather than all your content. As they develop proficiency in learning, up the ante: more words, phrases rather than single words, diagrams, etc.) Spanish word for flashcards = LAS TARJETAS
* Phrases you use often (Take your seats, get into groups, number off, preview, review, open your computers, close your computers, sit down, pay attention, listen up)
* Common words for your subject area (e.g., English: word, sentence, paragraph, story, essay, non-fiction, composition, poem, novel, etc.)

**Textbooks**

* Show students how your textbooks are set up. They may or may not be familiar with textbooks like ours.
* If you use workbooks, show them how they correspond with the text.
* If the class is reading a novel, make sure the ENL student has a copy, too—even if he or she can’t read it yet. It is possible in some cases to find translations in other languages. ENL students can use the translation to help them progress through the novel and you can help them hone in on important words and idioms. This is no different than other students using, say, a parallel text for a Shakespearean play. Shakespeare’s English is practically another language and many students need the scaffold a parallel text provides. Think of a translation the same way.

 **Vocabulary Development and Reading Comprehension**

This, of course, is what the flashcards are all about, but vocabulary development goes deeper than flashcards. Vocabulary is the basis for reading comprehension, so learning words is vital.

* Tier 1 words—which, in secondary school, we don’t focus on—are quite important for our ENL students. These are the everyday words, the familiar objects, the common vocabulary that they need first for social purposes.
* Tier 2 words—the hardest for most students because they are cross-disciplinary and have multiple meanings—will be hard for ENL students, too. They need scaffolding to learn these words—just as other students do.
* Tier 3 words—these are the academic words of your discipline. They need the most common ones, of course, but keep the list of Tier 3 words to a minimum for Level 1 and 2 students. Remember that you can modify your instruction and your tests, so if the rest of the class has to learn 10 words, your ENL students could perhaps be responsible for the 4 most important ones. (And make flashcards!)
* When you introduce new words, make use of
* Pantomime
* Gestures
* Story
* Real objects that you can hold up or demonstrate
* Pictures
* Drawing on the board (or drawings students make)
* And if you can, say the word first in the ENL student’s native language
* Make use of cognates to help students learn and retain words. (Of course, there are false cognates, too, but these are not the majority.)
* Break words apart for ENL students. Look for roots, prefixes, and suffixes. Teach them related words such as *Britain* and *British*.
* Be sure that students have a bilingual dictionary and know how to use Google Translate if they have a computer.

**Writing Instruction**

* If you use journals in your classroom, allow the ENL student to write in his native language until he can form sentences in English. (This may take quite a few months for a Level 1 student!)
* When students are first learning to write, consider letting them draw pictures—or comic strips—to convey ideas or demonstrate comprehension of text.
* With older ENL students with higher WIDA levels, be aware that the structure of written discourse in other languages may not be the same as it is in English. The 5-paragraph theme is ingrained in American education—but in other languages, students are taught different structures.
* Capitalization rules in other languages are not the same as they are in English. For example, the only religion that is capitalized in Spanish is *Islam*.

**Practical tips and other considerations**

* ENL students learn a lot by watching the others in the classroom and copying what they see the others doing. For example, if you tell the students in your class to go to the back of the room to pick up a packet or a set of colored pencils or a book, an ENL student will watch the others and do as they do.
* Be sure to include the ENL students in groups so they can watch others, hear English spoken by their peers, and feel that they are part of the class.
* If another student in the class speaks the native language of the ENL student, enlist his or her help for translation. Do not assume, though, that they will immediately become fast friends.
* ENL students go through a “silent period.” This may last 6 months. If you have ever tried to learn a foreign language, you know how anxious you can become at the thought of speaking in that foreign language—even if you know the words for what you want to say. This silent period is normal and will eventually come to an end.
* Numbers are among the first words ENL students learn—especially the numbers 1-10, say—but when you use a multi-digit number, it can be hard to translate. If you say 138, for example, that may be hard to translate. Put the number on the board and point to it. Then, in the beginning, if you know the numbers, you can use them as single digits. (uno/tres/ocho in Spanish) That may not be the best pedagogy, but it helps.
* Be aware that in Spanish, periods are used instead of commas to separate the digits in large numbers.
* Write the objective for the day in big, black letters on the whiteboard so that it shows up. Point to it and say “This is the goal for the day.” Return to it during the lesson and at the end of the lesson. This will help the student connect the activities of the day with the academic goal you have in mind. It will also help the ENL student learn academic vocabulary.
* Write all due dates on the board and refer to them by pointing and speaking the information aloud. Keep your website or other contact page updated as ENL students refer to it when they don’t understand what was said in class.
* Take a snapshot of the supplies the student will need for class that day and then project the picture on the ENO board. That will be helpful for everyone in the class!
* Use graphic organizers, maps, charts, diagrams, color coding whenever you can. These scaffolds are of immeasurable help for comprehension. They help every other student, too.
* Films, simulations, demonstrations, and hands-on activities also scaffold learning for the ENL student—and everyone else.
* Take care to spell words correctly and/or fix typos on handouts. ENL students will read these mistakes as new words rather than take them for what are.
* ENL students have a hard time keeping up when they try to copy words from slides. What results may be nonsensical later when they try to study for a test.

**Google Translate and Other Translation Tools**

* Each day, when you first have a new Level 1 ENL student, prepare on your computer a 2 or 3-sentence explanation of what the class will be doing or what you expect the ENL student to do. Show the student this little explanation at the beginning of class. It will do wonders to orient him/her to the classroom activities and your expectations. As the student develops proficiency, you can move to an oral or written-in-English-only summation.
* Electronic translators mangle prose, it is true. (See the highlighted words, for example). However, the gist is communicated, and in the beginning, that is what is important. Teach the ENL student how to use Google Translate to learn new words and concepts.
* Your own worksheets can be submitted to electronic translators; you will be able to give the student the assignment in his or her native language.

**Here is the translation of the above using the Microsoft Translator option in Word.**

* Y otra herramientas de traducción en cada día, cuando tiene un nuevo alumno nivel 1 ENL, preparan en su computadora una explicación de lo que la clase va a hacer o lo que usted espera el estudiante ENL a hacer 2 o 3 de la frase. Mostrar al estudiante esta pequeña explicación al principio de clase. Hará maravillas para que le Oriente a las actividades del aula y sus expectativas. Que el alumno desarrolle la competencia, puede mover a un oral o escrita en inglés suma única. Seguir utilizando objetivos y apuntar al objetivo, que ayuda a todos en la clase, y refuerza lo que ha dicho el estudiante de ENL.
* Traductores electrónicos mangle prosa, es cierto. Sin embargo, se comunica loesencial, y al principio, es lo importante. Enseñar al alumno ENL cómo utilizar Google Translate para aprender conceptos y palabras nuevas.
* Sus propias hojas de trabajo pueden ser enviados a traductores electrónicos; usted será capaz de darle al estudiante la asignación en su idioma nativo.

**Here is the same text translated with Google Translate.**

* Cada día , la primera vez que tiene un nuevo Nivel 1 estudiante ENL , prepara en su ordenador una explicación 2 o 3 de la frase de lo que va a hacer la clase o lo que se espera que el estudiante ENL hacer. Mostrar el estudiante esta pequeña explicación al comienzo de la clase. Se va a hacer maravillas para él / ella para orientar las actividades de la clase y sus expectativas. A medida que el estudiante va adquiriendo dominio , puede mover a una oral o escrito en Inglés solamente suma. Siga utilizando objetivos y apuntan al objetivo a que ayuda a todos en la clase - y refuerza lo que has dicho por el estudiante ENL .
* Traductores electrónicos mangle prosa , es cierto . Sin embargo , la esencia se comunica , y en el principio, que es lo importante . Enseñe al estudiante ENL cómo usar Google Translate para aprender nuevas palabras y conceptos.
* Sus propias hojas de trabajo se pueden enviar a los traductores electrónicos; usted será capaz de dar al estudiante la asignación en su lengua materna.

**How to use the translator in Microsoft Word:**

When you finish a document, right click. “Translate” will show up as an option. Click on “Translate” and a column appears on the left of your screen. Highlight the text you want to translate, right click, and scroll down to screen. Choose the language you want to translate the material into and within seconds, the translation appears in that left hand column.

**How to use Google Translate:**

Go to the URL bar, type *Google Translate*, change the language above ENTER TEXT and TRANSLATION into English and whatever language you desire, paste the selection, and presto: the translation appears.

This list was developed by Sarah Powley, Instructional Coach for Secondary Schools at Tippecanoe School Corporation. ENL Coaches and Educators Carrie Painter, Anne Garcia, and Angie Fischer contributed ideas and expertise.