NOTES

Preproduction

Provide sufficient opportunities for active listening Surround students with coherent language in a classroom environment · Pair students with more proficient students · Use physical movement whenever possible (TPR) · Provide visuals and props whenever possible · Encourage expression by integrating music/art Create high context for shared reading Provide listening opportunities. Create a classroom full of language. Use mixed ability groups.. Use physical movement. Use art, mime, and music.

Early production

Provide listening opportunities with rich context. Have students’ complete sentences with 1-2 words. Have students label, manipulate pictures/objects. Do collective reading with props. Build on prior knowledge. Use predictable and patterned books. Introduce dialogue journals. A teacher can extend the SEI methods for beginning ELD by essentially grouping the particular standards' of the student. Some of the phases include literacy and language development objectives, reflections, class involvement or input and finally performance.

Preproduction and early production strategies to ensure academic language is accessible are noted in the AYP Handbook (n.d.) as:

- "Honor silent period

- Encourage peer buddies

- Use real objects

- Use picture books

- Total physical response

- Language experience approach

- Communicative-based methodologies” (p. 3)

In order for teachers to extend SEI methods to beginning ELD students, they should be friendly and welcoming, instruct with thematic lessons, include the students in all class activities, keep talking to the students, and welcome cultural diversity into the classroom. McKeithen-Polish (n.d.) states, “So be patient with your students and maintain high, yet realistic expectations. Remind yourself frequently “limited English proficient” is not “limited thinking proficient” (p. 5).

*Instructional strategies that support the success of English language learners*. Retrieved August 22, 2012, from <http://dpi.wi.gov/ssos/pdf/ayp_ell.pdf>

McKeithen-Polish, S., (n.d.). *What if they don’t speak English?* Retrieved August 22, 2012, from <http://www.misd.net/bilingual/resourcePDF/WhatIfThey.pdf>