

**Programs for English Language Learners**  
**ESOL STRATEGIES CHECKLIST**

School: \_\_\_\_\_ Year: \_\_\_\_\_

Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_

Directions: Identify essential ESOL Strategies that you use to make your instruction comprehensible to the English Language Learners in your class. **For audit purposes, check off the strategies on the table below every nine weeks or record the strategy number(s) on your lesson plans.**

1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup>

**I. CROSS-CULTURAL COMMUNICATION AND UNDERSTANDING**

				1	Provided biographies of significant men and women from different cultures
				2	Applied cross-cultural knowledge when developing and using classroom management techniques
				3	Used teacher behaviors that indicate sensitivity to cultural and linguistic differences
				4	Provided active support and encouragement of cultural differences, such as culture-specific non-verbal communications, gestures, facial expressions, and eye contact
				5	Identified specific characteristics of U.S. culture
				6	Compared and contrasted features of U.S. culture with those of other cultures
				7	Identified elements indigenous to all cultures (Ex.: education, family, religion)
				8	Showed, through displays, pictures and reading materials, people of all cultures
				9	Provided opportunities for students to share experiences and personal stories, stressed similarities among students

**II. INSTRUCTIONAL/ESOL STRATEGIES**

				10	Implemented use of heritage language dictionaries, glossaries and picture dictionaries in the classroom on a daily basis
				11	Modified appropriate instructional program to meet the needs of ESOL students by: concrete first, then abstract use of visual representations reducing non-essential details using media developing schema checking word choice and sentence order semantic webbing learning centers use of audio visual technology
				12	Checked for content comprehension with: drama experiments learning logs dialogue journals role play reading logs writing headlines story summaries strip stories cloze exercise
				13	Used "Pre" Activities such as: total physical response (TPR), realia, demonstrations
				14	Utilized instructional approaches to address language learning styles by: thematic approach student experience cooperative learning
				15	Clarified directions and assisted him/her with assignments, the syllabus, wrote assignments and page numbers on the board, wrote instructions and problems using shorter and less complex sentence structure
				16	Guided students in preparing individual card files of science, mathematics, and social studies vocabulary
				17	Explained special vocabulary terms in words known to the English Language Learners, providing pictures, gestures and realia to illustrate new words and terms
				18	Spoke using intonations and pauses, stressed caregiver speech: slower and simpler, emphasized extension and elaboration, modeled speaking and questioning techniques for students
				19	Labeled parts of the classroom, furniture and materials in English
				20	Provided visual context clues, and checked comprehension throughout lesson when presenting material orally

**III. ASSESSMENT & EVALUATION OF ENGLISH LANGUAGE LEARNERS**

				21	Constructed alternative assessments for the English Language Learner using a variety of modalities including, but not limited to listening, speaking, reading and writing assessments.
				22	Assessed using oral interviews/reports, daily observations/checklists, dictations, drawings, the use of a tape recorder, written responses in student's native language and audio/visual technology
				23	Adapted content area tests to the appropriate language level of the English Language Learners (pre-production, early production, speech emergence and intermediate fluency) and the use of extended time.