

Differentiation for ESL

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ESL students come with *different cultural and linguistic backgrounds*, and, like their non-ESL counterparts, *different levels of learning*. Therefore, we need to provide them with:

1. *Different amounts of time to complete work*

- Give more time (flexible deadlines)

2. *Different ways to take in and work with information*

- Use lots of pictures, realia, visuals, graphic organizers, maps, etc.
- Sing, dance, act ☺
- Break directions down into simple steps
- Paraphrase, gesture, draw, pantomime
- Show film or video clips
- Use books on tape/CD

3. *Different assignments*

- Shorten assignments
- Exempt students from some assignments
- Modify assignments
- Substitute assignments

4. *Different means to assess what has been learned*

- Assess pictures instead of sentences or sentences instead of paragraphs
- When grading essays: grade content (ideas, support) more than form (language use, vocabulary, grammar)
- Allow use of bilingual dictionaries, even on tests
- Use multiple choice/true false tests or fill-in-the-blank quizzes with a word bank

*Reflections based on information given to our staff during Carolyn Coil's workshop on **Differentiation & RTI**.*