Instructional Design Project

Teaching ESL Students

EDTL 7100

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Rationale

The issue at interest is that the number of ESL students in the world is drastically increasing. Yet, there are not enough that educators or schools understanding what to do in order to teach to these special students. These students are present not only in the U.S., but also everywhere around the world. Overall, teachers are not being taught how to teach ESL students effectively. Many teachers do not even try to amend their own teaching methods or lessons to better cater to ESL students. Teachers and schools do not always understand that they need to be more culturally sensitive to these students who come from varying backgrounds. Teachers also do not always to try implement using effective communication methods. These are indispensable in allowing students to feel comfortable, having them understand the material, and for them to know what is expected of them. This instructional design project will work to develop teachers’ knowledge of teaching ESL students.

The model that was used in the creation of project is the Basic Lesson Planning Model. The workshop nature of this project makes this lesson plan model ideal. In this project, there are already defined outcomes and content. The lesson outcomes use behavioural, problem solving, and expressive outcomes as goals. The workshop features a number of individual and group learning activities, so explaining all these in the lesson plan is important. This model accounts for all of these outcomes without focusing on just one as well. This model also allows for countless evaluation strategies that can be amended when needed.

Contextualized teaching and learning theory (CTL) remained central to the instructional design project throughout the planning of the project. CTL works to keep learning authentic and relatable. It creates learning that motivates students. This is based on its ability to create content that is applicable to real life (Chairelott, 2006). CTL uses all types of learning and learning theory including using constructivist principles. This project is designed to use CTL throughout by creating an authentic learning experience. The project models itself after real life situations. Therefore, the learning that takes place in it is applicable to real life.

The unit in the project has four subunits included in it. For the purposes of this project, only three of the subunits will be concentrated on. The project will include a rationale, unit learner outcomes, pre-assessment, three lesson plans, and a post-assessment. The first lesson plan in this project is made for teachers to learn about the materials they should use in ESL classrooms. Cheng, Rogers, & Hu suggest that all materials in the ESL classroom should be made specifically for ESL/EFL students (2004). This is why forming a lesson plan to explain this is crucial to effective ESL teaching. The second lesson plan in this project will explain how vital communication methods are when teaching ESL students. More often than not, ESL students are confused not only by the material or content being taught, but by the lack of effective communication between teachers and students. The second lesson plan will explain the importance of effective communication practices and highlights how to construct these methods. The final lesson plan in this project discusses cultural sensitivity in ESL classrooms. Salazar & Franquiz conclude in their article about classroom environments that cultural sensitivity is fundamental to creating an environment where ESL students feel comfortable (2008). This final lesson plan will give teachers a better understanding of why this is important and how to be culturally sensitive in their classrooms.

The entire project will allow for teachers to learn about ESL teaching, classrooms, materials, etc. The project will explain and teach what aspects are needed in order for ESL teachers to teach ESL students effectively. The final goal of this project is for teachers to understand why ESL teaching is different from other types of teaching and to apply what they learned in the ESL classroom.

References

Chairelott, L. (2006) Curriculum in Context. Wadsworth, Belmont, CA.

Cheng, L., Rogers, T., & Hu, H. (2004). ESL/EFL instructors’ classroom assessment practices: purposes, methods, and procedures. *Language Testing*, 21(3), 360-389.

Salazar, M. & Franquiz, M. (2008). The transformation of Ms. Corazon: creating humanizing spaces for Mexican immigrant students in secondary ESL classrooms. *Multicultural Perspectives,* 10(4), 185-191.

**Unit Intended Learning Outcomes**

(Using Bloom’s Taxonomy)

**Subunit One: Successful Teaching Methods in the ESL Classroom**

* Teachers will define successful teaching methods (knowledge)
* Teachers will compare successful teaching methods in the ESL classroom to unsuccessful teaching methods in the ESL classroom (analyse)
* Teachers will determine which teaching methods are the most successful in their classrooms (knowledge and application)
* Teachers will apply successful teaching methods to various assignments (application)
* Teachers will explain the importance of successful teaching methods in ESL classrooms (comprehend)

**Subunit Two: Materials in the ESL Classrooms**

* Teachers will read and define the best materials to be used in ESL classrooms (knowledge)
* Teachers will explain why certain materials will be successful in the classroom (comprehend)
* Teachers will classify where to use different materials in the ESL classroom and explain how to implement these with various teaching methods (analyse and synthesis)
* Teachers will construct their own lesson plans using their own materials they created for the ESL classroom (application and evaluation)

**Subunit Three: Communication Practices in the ESL Classroom**

* Teachers will define the best communication practices to use in the ESL classroom (knowledge)
* Teachers will explain why these methods are the best and important in the ESL classroom (comprehend)
* Teachers will compare and determine successful and unsuccessful communication methods in their classrooms (analyse and application)
* Teachers will apply these methods to their own classroom and create a plan for communication methods in their classrooms (application and evaluation)

**Subunit Four: Cultural Sensitivity in the ESL Classroom**

* Teachers will define cultural sensitivity practices in their classroom (knowledge)
* Teachers will understand why cultural sensitivity is important in their classrooms (comprehension)
* Teachers will analyse various situations to understand how to be culturally sensitive (analyse)
* Teachers will determine what types of cultural sensitivity would be needed most in their classrooms (knowledge and application)
* Teachers will apply these methods to situations they have experienced in the classroom previously and evaluate how they would be successful (application and evaluation)

Pre-Assessment: Teaching ESL Students

Name:

1. Do you feel that there is a difference between teaching ESL students and other students?
2. Why do you feel it is important to learn how to effectively teach ESL students?
3. Explain any teaching methods you would use with ESL students.
4. What elements should a teaching material being used in an ESL classroom have?
5. Name any types of teaching materials that should be used in the ESL classroom. Explain each type of material.
6. What any type(s) of communication should be used in ESL classrooms, explain each one.
7. What practices should you use for effectively communicating with ESL students?
8. Should you include bi-lingual education in your ESL classrooms? Why or Why Not?
9. What kinds of differences should be valued in ESL classrooms?
10. How should ESL students be able to integrate their own language or culture into the classroom? (Example: ESL students should be given the opportunity to share their past experiences in the classroom)
11. Please define cultural sensitivity.
12. How would you maintain cultural sensitivity in the classroom?
13. What are you looking forward to in the workshop?
14. What would you like the workshop to address?

15. Do you have any further comments or questions before the workshop begins?

Workshop Day Three & Four: Teaching Materials in the ESL Classroom

**Concept/Skill to Be Learned:** How to choose or make teaching materials specific for the ESL student

**Subunit Outcomes:**

* Teachers will read and define the best teaching materials to be used in ESL classrooms (knowledge)
* Teachers will explain why certain teaching materials will be successful in the classroom (comprehend)
* Teachers will classify where to use different teaching materials in the ESL classroom and explain how to implement these with various teaching methods (analyse and synthesis)
* Teachers will construct their own lesson plans using their own materials they created for the ESL classroom (application and evaluation)

**Time Period Objectives:**

* To understand why certain materials are best for ESL classrooms
* To choose the best materials for ESL classrooms
* To implement chosen materials in the ESL classroom
* To create materials for ESL classrooms

**Procedures:**

1. **Introductory Activity** (2 hours)
   1. The workshop leader should explain the topic for this subunit. The leader should define what “teaching materials” includes.
   2. Teaching materials include:
      1. Textbooks
      2. Internet-Based Aids
      3. Worksheets
      4. Impactful activities
      5. CDs/DVDs/Videos
      6. Effective Teaching Aids
      7. Visuals
      8. Books & Essays
   3. The workshop leader should ask the teachers if they feel that teaching materials are important in ESL classrooms. The teachers should be given 15 minutes to discuss with the instructor why they feel these are important.
   4. The workshop leader should write on the whiteboard the five reasons why effective ESL teaching materials need to be used in all classrooms. The teachers should have decided how these materials are different than regular classroom materials. The workshop instructor should explain how each material should be: clear, focused, meaningful, effective, and culturally sensitive.
   5. Now, the workshop leader will introduce the first activity to the teachers. The first activity will ask the teachers to choose materials for the ESL classroom.
   6. The teachers should divide themselves in pairs of two. Each pair should use a laptop or tablet to research what teaching materials they would use in an ESL classroom. The teachers will be asked to think about one unit they would teach to ESL students. Each pair of teachers should find a teaching material for each type of teaching material they learned about at the beginning of the day.
   7. After the teachers are given 1 hour to complete the activity with their partner, the teachers should be asked to share their materials and lesson plan with at least two other groups.
   8. After the activity, the teachers should be asked if they have any other questions about choosing teaching materials in the ESL classroom.
2. **Developmental Activity** (2 hours)
   1. This part of the lesson will help teachers learn how to identify effective and ineffective teaching materials that are used for the ESL classroom.
   2. The teachers should divide themselves into groups of 3. Each group of teachers will receive a lesson plan and a number of teaching materials for the lesson.
   3. Each group should evaluate the materials given to see if the teaching materials would be effective to use in the classroom. They should create a pro and con list for each material they are given.
   4. The workshop leader will move around to each group to evaluate their performance.

**Day Two**

1. **Concluding Activity** (1.5 hours)
   1. Now the teachers will be asked to create their own materials in the ESL classroom. The workshop leader should remind the teachers that the teaching materials should be clear, focused, meaningful, effective, and culturally sensitive.
   2. The workshop leader should choose a grade level, subject, and unit topic for each group of two teachers.
   3. After this is chosen for each group of teachers, the teachers should create their own worksheets, assessments, teaching aids, etc. for one lesson in their unit in their groups of two. These materials should be authentic.
   4. The teachers should then integrate other ESL teaching materials into their lesson.
   5. The teachers will then construct a presentation that they will give during the evaluation stage of the lesson plan. The presentation should be 5 minutes long and should include all materials they made or found for their lesson. Each presentation should include an explanation about how the materials were properly integrated into the classroom lesson, what the lesson is, and why they choose the materials they did.
2. **Key Questions**
   1. Why is it important to use certain teaching materials in an ESL classroom?
   2. What makes up an effective ESL teaching material versus an ineffective ESL teaching material?

**Summary:** (15 minutes)

1. Explain why it is important that only certain teaching materials are used in the ESL classroom.
2. Explain how to choose proper teaching materials and how to ensure those are properly integrated into the classroom.

**Closure:** (15 minutes)

1. The workshop leader should have the teachers explain why they believe having effective teaching materials will enhance their ESL classrooms.
2. The teachers should be allowed to ask questions and discussions about ESL teaching materials

**Evaluation:** (2 hours)

1. Each set of teachers will then be asked to present their lesson to the workshop, the teaching materials they made, and the other chosen ESL teaching materials they are using for their lesson. Each presentation should last five minutes. For the purposes of the grading rubric, the teachers should assign each teaching material they use in their presentation with a number. The workshop leader and the other teachers will grade each presentation using the rubric that will be passed out.
2. The rubrics should be given to the presenting groups once all of the presentations have been completed.
3. The teachers should be instructed to review their rubrics for homework.
4. The workshop leader should explain the next day’s topic for the teachers.

**Materials:**

* Notebook and pencil
* Lesson plans and teaching materials for each lesson plan
* Grading rubrics for the performance activity
* White board, marker, and eraser

Grading Rubric

Performance Activity for Teaching Materials in the ESL Classroom

Name of evaluator: ­­­­­­­­

Names of group members attending:

1. What was the group’s lesson plan topic?
2. How many materials did the group present?
3. On a scale of 1 to 10 rank each materials’ qualities. List the corresponding material with each ranking (ex. Teaching Material 1- 7)
   1. Was the teaching material(s) clear?
   2. Was the teaching material(s) culturally sensitive?
   3. Was the teaching material(s) focused?
   4. Was the teaching material(s) meaningful?
   5. Was the teaching material(s) effective?
4. On a scale of 1-10 did the teachers properly explain how they would integrate the materials into the classroom? Why?
5. On a scale of 1-10 how well did the teaching materials integrate into the lesson? Why?
6. On a scale of 1-10 did the teachers create authentic teaching materials? Why?
7. On a scale of 1-10 how organized was their presentation? Why?
8. Please give any other comments to the teachers on their presentation.

Workshop Day Five & Six: Effective Communication in the ESL Classroom

**Concept/Skill to Be Learned:** How to communicate effectively with ESL students.

**Subunit Outcomes:**

* Teachers will define the best communication practices to use in the ESL classroom (knowledge)
* Teachers will explain why these methods are the best and important in the ESL classroom (comprehend)
* Teachers will compare and determine successful and unsuccessful communication methods in their classrooms (analyse and application)
* Teachers will apply these methods to their own classroom and create a plan for communication methods in their classrooms (application and evaluation)

**Time Period Objectives:**

* To understand why certain communication methods are best for ESL classrooms
* To choose the most effective communication methods for ESL classrooms
* To implement chosen communication methods in the ESL classroom

**Procedures:**

1. **Introductory Activity** (2 hours)
   1. The workshop leader should explain the topic for this subunit. The workshop leader should define what communication methods are.
   2. Communication methods should include:
      1. Visual
      2. Verbal
      3. Nonverbal
   3. The workshop leader should explain the two activites for this part of lesson.
   4. The first activity that will be completed should be explained. The teachers will explain to the workshop leader why what should be included in effective communication methods for ESL students.
   5. The teachers should be asked to brainstorm and explain to the workshop leader what elements need to be included in effective communication methods.
   6. The workshop leader should write the elements on the white board as the teachers explain the elements. After these are written on the board, the workshop leader should review what was written. The following elements should be written on the board if they are not already written: level appropriate vocabulary, availability of instructor, repetition, speaking clearly, bi-lingual acceptance, and checking for understanding.
   7. The workshop leader and teachers should review these elements written on the white board.
   8. The second activity should be introduced which the teachers should do with the workshop leader. They should begin brainstorming what communication practices are best with which types of communication.
   9. The workshop leader should create three columns on the white board and list the communication elements below each type of communication type.
   10. The workshop leader should write down any elements the teachers mention for each type.
   11. After a complete diagram is made, the teachers and leader should review these elements and circle the ones they feel are the most important.
   12. The teachers should write these in their notebooks.
2. **Developmental Activity** (2 hours)
   1. This part of the lesson will help teachers learn how to determine effective and ineffective communication methods.
   2. The next activity will have the teachers make skits that include effective and ineffective communication methods. The teachers should divide into groups of 3.
   3. Each group should write a 3-5 minute skit that includes effective and ineffective communication methods. The teachers should role play as various students, teachers, and administers. The teachers should be given 30 minutes to write and practice their skits.
   4. After each group performs their skit the other teachers watching should point out what communication methods were effective and ineffective.
   5. After all of the groups have completed their skits, the workshop leader should review what was learned for the day.
   6. The teachers should be given time to ask questions.
   7. It should be explained that the teachers should bring a weeklong lesson plan that already have planned for an ESL lesson to next day of the workshop. These should be put into a word document format so they can be duplicated and altered when needed. They can then be dismissed for the day.

**Day Two**

1. **Concluding Activity** (1.5 hours)
   1. The teachers should be greeted, as it is the beginning of the next day of the workshop.
   2. The workshop leader should introduce the teachers to the next activity. The teachers will be asked to create a plan about how to implement effective communication methods in their classroom.
   3. The teachers should use a weeklong lesson that they had planned for their classroom. The teachers should alter their lesson plan to integrate communication types and elements into the lesson plan. Most lesson plans do not include elements of in-depth communication in them, so the teachers should alter their lesson plan to include these.
   4. The teachers should be told that they could work in groups of two if they want and choose just one weeklong lesson plan to alter.
   5. The teachers should plan a presentation about why it is important to enhance their lesson and how it will enhance their lesson by adding effective communication methods.
   6. The teachers should be given 1.5 hours to complete this.
2. **Key Questions**
   1. What elements make up effective communication methods?
   2. Why are effective communication methods important for ESL students?

**Summary:** (15 minutes)

1. Explain why it is important that effective communication methods are used in ESL classrooms.
2. Explain how to choose and integrate effective communication methods in an ESL classroom.

**Closure:** (15 minutes)

1. The workshop leader should allow the teachers to explain how using effective ESL communication methods can make their teaching, classrooms, and students more successful.
2. The teachers should be allowed to ask questions and have a discussion about ESL communication methods.

**Evaluation:** (2 hours)

1. Each set of teachers or an individual teacher will then be asked to present their lessons to the workshop. The teacher(s) should explain how they enhanced their lesson using effective communication methods. The teacher(s) should also explain why it was important to do so. Each presentation should last three to five minutes. The workshop leader and the other teachers will grade each presentation using the rubric that will be passed out.
2. The rubrics should be given to the presenting groups once all of the presentations have been completed.
3. The teachers should be instructed to review their rubrics for homework.
4. The workshop leader should explain the next day’s topic for the teachers.

**Materials:**

* Notebook and pencil
* Grading rubrics for the performance activity
* A computer with a projector for the presentations
* A white board, eraser, and markers
* Each teacher should bring a week-long ESL lesson plan and an electronic device with a keyboard

Grading Rubric

Performance Activity for Effective Communication Methods in the ESL Classroom

Name of evaluator: ­­­­­­­­

Names of teacher(s) presenting:

1. What was the lesson plan topic?
2. How many communication methods were used in the lesson plan before the revision of the lesson plan?
3. How many communication methods were used in the lesson plan after the revision of the lesson plan?
4. On a scale of 1-10 rank to what degree teacher(s) used these elements in communication.
   1. Did the teacher(s) indicate they would check for understanding?
   2. Did the teacher(s) indicate they would speak clearly?
   3. Did the teacher(s) indicate they would use repetition throughout the lesson?
   4. Did the teacher(s) indicate they would use level appropriate vocabulary?
   5. Did the teacher(s) indicate they would be available by email, before/after class, and through office hours?
   6. Did the teacher(s) indicate they accept bi-lingual language in the classroom?
5. On a scale of 1-10 did the teacher(s) properly explain how they would integrate the effective communication methods in the ESL classroom? Why?
6. On a scale of 1-10 how well did teacher(s) integrate effective communication methods into the classroom? Why?
7. On a scale of 1-10 how well did the teacher(s) integrate the following types of communication methods in their classroom? Why?
   1. Verbal
   2. Non-Verbal
   3. Visual
8. On a scale of 1-10 how organized was their presentation? Why?
9. Please give any other comments to the teachers on their presentations.

Workshop Day Seven & Eight: Cultural Sensitivity in the ESL Classroom

**Concept/Skill to Be Learned:** How to create and maintain a culturally sensitive classroom for ESL students.

**Subunit Outcomes:**

* Teachers will define cultural sensitivity practices in their classroom (knowledge)
* Teachers will understand why cultural sensitivity is important in their classrooms (comprehension)
* Teachers will analyse various situations to understand how to be culturally sensitive (analyse)
* Teachers will determine what types of cultural sensitivity would be needed most in their classrooms (knowledge and application)
* Teachers will apply these methods to situations they have experienced in the classroom previously and evaluate how they would be successful (application and evaluation)

**Time Period Objectives:**

* To understand why cultural sensitivity is important in the ESL classroom
* To maintain a culturally sensitive classroom for ESL students
* To apply cultural sensitivity to all situations in the classroom

**Procedures:**

1. **Introductory Activity** (2 hours)
   1. The workshop leader should explain the topic for this subunit. The leader should define what cultural sensitivity means.
   2. Cultural sensitivity means being aware of cultural differences and not being for or against any differences. The workshop leader should explain that they should be aware of differences such as:
      1. Economic
      2. Racial/Ethnical
      3. Cultural
      4. Religious
      5. Linguistic
   3. The workshop leader should start a discussion about what it is important that these differences are valued. Teachers should be called on to give their opinion about why the differences are important.
   4. The teachers should be asked to come up to the white board to write how the differences can enhance their classroom instead of hurting their classroom.
   5. After 20 reasons are written on the whiteboard by different teachers, the workshop leader should review these reasons one by one with the teachers
   6. Every workshop could think of different reasons than another workshop, so there are no answers that are right or wrong.
   7. The next part of the introductory activity should include the workshop leader explaining how students can help keep the classroom culturally sensitive.
   8. The workshop leader should explain that each student should be asked to continually share their:
      1. Opinions
      2. Past Experiences
      3. Native Languages
      4. Questions About New Experiences
   9. The teachers should be asked about ways they could get students to share these things. They should also be asked to explain why it would be important to get the students to share these things.
   10. The teachers should write these ways down in their notebooks after sharing them with the workshop leader who will write them on the whiteboard
   11. Next, the developmental activity will be introduced.
2. **Developmental Activity** (2 hours)
   1. The workshop leader should introduce the next activity with the teachers
   2. This activity will ask the teachers to get into groups and create an activity that will be culturally sensitive, allow students to share what they want, relay/practice content, motivate, and simulate a real life situation for ESL students.
   3. The teachers in their groups should create an activity that the students could complete that would feature the elements listed above. Each group will be given 1 hour to plan their activity, then 5 minutes to present their activities to the other teacher groups.
   4. When the teachers are presenting their activities, the other teachers should write down the activity in their notebooks. At the end of each presentation, the other teachers should ask the presenting teachers questions if they have any.
   5. After all of the presentations, the workshop leader should review the activities with the teachers. Then, the workshop leader should conclude the workshop for the day by asking if there are any questions and then dismiss the teachers for the day.

**Day Two**

1. **Concluding Activity** (1.5 hours)
   1. The teachers should be greeted, as it is the beginning of the next day of the workshop.
   2. The workshop should introduce the teachers to the next activity.
   3. The teachers should be asked to get into groups of 2 or 3. Each group will create three real life situations with students where they could apply cultural sensitivity. The teachers will act out these situations and then correct each situation after it is acted out. The teachers should explain why it was important to apply cultural sensitivity in each situation and how it will impact their classroom and students. The teachers will present their situations to the workshop in 5-7 minutes.
   4. The teachers should be given 1.5 hours to complete their preparation for their presentations.
2. **Key Questions**
   1. How can students enhance their own culturally sensitive classrooms?
   2. Why is cultural sensitivity important for ESL student classrooms?
   3. What kinds of activities could be used to create a culturally sensitive classroom?
   4. What is cultural sensitivity and what differences could it include?

**Summary:** (15 minutes)

1. Explain why it is important that cultural sensitivity is used in the ESL classroom.
2. Explain how to integrate cultural sensitivity into the classroom with students and activites.

**Closure:** (15 minutes)

1. The workshop leader should allow the teachers to explain how using cultural sensitivity can make their teaching, classrooms, and students more successful and enhance their classrooms overall.
2. The teachers should be allowed to ask questions and discuss cultural sensitivity.

**Evaluation:** (2 hours)

1. Each set of teachers will then be asked to present their three real life situations to the other teachers. The teacher(s) should explain how they enhanced their classroom using cultural sensitivity. The teacher(s) should also explain why it was important to do so. Each presentation should last five to seven minutes. The workshop leader and the other teachers will grade each presentation using the rubric that will be passed out.
2. The rubrics should be given to the presenting groups once all of the presentations have been completed.
3. The teachers should be instructed to review their rubrics for homework.
4. The workshop leader should conclude the workshop and invite the teachers to a catered meal after the workshop.

**Materials:**

* Notebook and pencil
* Grading rubrics for the performance activity
* A whiteboard, eraser, and markers

Grading Rubric

Performance Activity for Cultural Sensitivity in the ESL Classroom

Name of evaluator: ­­­­­­­­

Names of teacher(s) presenting:

1.What were the three real life situations that were presented?

2. On a scale of 1-10 rank to what degree teachers valued these differences in the classroom.

* 1. Economic?
  2. Religious?
  3. Cultural?
  4. Linguistic?
  5. Racial/Ethnical?
  6. Bi-lingual language?

3. On a scale of 1-10 did the teachers properly explain how they would integrate cultural sensitivity into the classroom? Why?

4. On a scale of 1-10 how well did the teachers integrate cultural sensitivity into the classroom? Why?

5.On a scale of 1-10 how well did the teachers explain how to correct each situation? Why?

6.On a scale of 1-10 how well did the teachers allow students to share these qualities?

a. Native Language

1. Past Experiences
2. Opinions

d. Questions about New Experiences

7. On a scale of 1-10 how well did the teachers organize their presentation? Why?

8.Please give any other comments to the teachers on their presentations.

Post-Assessment for Teaching ESL Students Effectively

Name:

1. Do you feel that there is a difference between teaching ESL students and other students? Why?
2. List five reasons why it is important to learn how to effectively teach ESL students?

1.

2.

3.

4.

5.

1. Explain these ESL teaching methods.
   1. The Silent Way
   2. Grammar Translation
   3. Audio-lingual Approach
   4. Community Language
   5. Total Physical Response Approach
   6. Natural Approach
   7. Direct Approach
   8. Reading Approach
   9. Functional Notional
2. What five elements should a teaching material being used in an ESL classroom have? Explain why each element is important.
3. Name eight types of teaching materials that should be used in the ESL classroom. Explain each type of material.

1.

2.

3.

4.

5.

6.

7.

8.

1. What three types of communication should be used in ESL classrooms? Explain each type.

1.

2.

3.

1. What seven practices should you use for effectively communicating with ESL students? Explain each practice.

1.

2.

3.

4.

5.

6.

7.

1. Why is it important to ensure bi-lingual acceptance in your classroom? Please explain a real life situation where this would be important to implement.
2. List at least five differences that should be valued in the ESL classrooms?

1.

2.

3.

4.

5.

1. Explain four qualities ESL students should be able to integrate into the classroom? (Example: ESL students should be given the opportunity to share their past experiences in the classroom)

1.

2.

3.

4.

1. Please define cultural sensitivity and explain why it is important in the ESL classroom.
2. If culturally sensitive activites are included in ESL classrooms, what five elements should they include? (Ex. They should relay content.)

1.

2.

3.

4.

5.

1. What did you enjoy about the workshop?
2. What would you like the workshop to improve upon?

15. Do you have any further comments or questions about the workshop?