

# Strategies of teaching learners who do not fathom english essays example

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Teaching learners with limited fathoming of the EL (English language) may be an overwhelming task. ESL learners speak another different language when away from school, some ESL students do not understand simple English phrases and words. It may be challenging for teachers or instructors to converse or communicate with such students (Vásquez, Hansen, & Smith, 2010). However, instructors may exercise patience and endeavor to establish strategies to assist their students become proficient in English language. Some of the strategies for teaching English language include:

- Making lessons visual. The use of visual representations of novel vocabulary as well as maps, photographs, charts, drawing, and graphs to introduce unfamiliar concepts and vocabulary, can be helpful (Herrell, Jordan, & Herrell, 2012).
- Link new concepts to prior knowledge. Instructors should consider schema brought by ELL learners to the classroom, try to connect instructions to the learners' cultural, world, and personal experiences. Instructors must also find out what their learners do not know. Moreover, teachers should fathom how culture affects learning within their classroom (Colombo, 2012).
- Modify homework and testing for ELLs. Assessments and content are homework should be differentiated for these students. Instructors should allow alternative assessments like drawings, oral, and physical response. Assessment or homework should link to instructions in the classroom. Moreover, learners should be given study guides considering that ELLs at times cannot take notes (Colombo, 2012).
- Encourage learners to speak English in and outside classroom. Instructors should encourage learners to communicate regularly with native speakers.

Learners should also be encouraged to participate in activities, which need them to converse or read English (Colombo, 2012).

- Assist learners speak English comprehensively. Instructors should clearly speak and repeat words, which are challenging to pronounce. Teachers may assist in learning how individual sounds or phonology are pronounced by demonstrating the right positions as well as tongue and lips movements. Learners should be advised to speak slowly, to make pronunciation clearer and accurate (Colombo, 2012).

## References

Colombo, M. (2012). Teaching English language learners: 43 strategies for successful K-8 classrooms. Los Angeles, CA: Sage Publications.

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Vásquez, A., Hansen, A. L., & Smith, P. C. (2010). Teaching language arts to English language learners. New York: Routledge.