**TIPS FOR WORKING WITH ELL STUDENTS**

**Visual Aids**

Visual aids give ELL students visual cues that may help clarify meaning and solidify learning. Visual Aids should be clear and reproduced for ELL Students, whenever possible. Facial expressions and hand movement can also be great indicators for a conversation’s content.

**Hands-On Activities**

Where appropriate, hands-on activities help ELL students connect with classroom content. Processes that can be experienced or observed make learning more concrete.

**Sufficient Wait-Time**

ELL students need additional time to formulate their answers in English. Some may still be translating their first language into English, others may need time to find the appropriate words. By pausing after a question is asked, everyone, English proficient students included, has time to think about the question before responding.

**Modeled Spoken Language**

Refrain from correcting your students’ spoken language. Instead, model the proper usage in a restatement. For example, if a student says, “No understand,” you might reply, “You don’t understand? Okay.” Students may occasionally ask to be corrected; but as a rule, it is best to leave corrections to the written word. In this case, be sure to balance positive feedback with corrections.

**Respect the Silent Phase**

Most second language learners go through a silent phase. Forcing a student to speak may make them embarrassed and overly self-conscious. In a worst case scenario, other students may laugh at them. While your intention may be to give them practice, this technique may very well backfire.

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