



Lesson 11

Lesson Highlights

- Language is best learned in meaningful contexts rather than as an isolated subject. Students who are learning for a purpose that has relevance to their lives will probably learn better and faster than others.
- Teachers of English Language Learners (ELLs) need to be sure they are being understood by all of the students in the classroom. This can be done through the use of graphic organizers, repetition, and simplification of language, cooperative grouping structures, and native language support materials.
- Teachers can adapt content area materials for ELLs by selecting key excerpts, finding translations, supplementing texts with more accessible materials, providing concrete examples, using non-linguistic aids, and allowing cooperative exploration of the texts.
- Academic content must be comprehensible, challenging and have interest for the ELLs. ELLs should not be placed in settings where the academic content is below their level of functioning.
- It is the role of the teacher to structure a classroom environment and atmosphere that lowers affective barriers around second language learners so that acquisition of language can take place.
- All of our learning in schools is presented to us through the use of language, and all of our understanding of that learning is filtered through our own concepts and understandings of culture.
- Second language learners need to have their background knowledge, or schemata, built through classroom and outside of school interactions before they can effectively interpret a text.



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