

Meeting the Needs of
Intermediate and
Advanced
English Language Learners

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"Tell me and I forget. Teach me and I remember. Involve me and I learn."

– Benjamin Franklin



Agenda

- Assessing needs
- Setting a goal
- Scaffolding with higher level students
- Techniques for use with higher level students
- English Language Proficiency Standards for Adult Education

High level students can be intimidating

“Do I know
grammar well
enough to teach
it?”

“Why *is* there a ‘w’
in answer?”

“How do I explain
the meaning of
‘nevertheless’?”

“What’s a gerund?”

“What’s so perfect
about perfect
tenses?”

Assessing the Needs of High Level Students

- The word “assess” comes from the Latin term “assidere,” which means to “sit beside.”
- Talk with your student about weekly and longer-term goals

Setting a goal

- Target a specific area for improvement focused on a single language domain (speaking, listening, reading, writing)
- A very concrete skill
- Make it relevant to what the student needs to be successful in life outside the classroom

Scaffolding for Higher Level Students

- Preloading Vocabulary

1. Select essential vocabulary (4-6 words)
2. Pretest
3. Explicitly teach each word
4. Connect the word to the test
5. Expand on word meanings (other ways the word can be used)
6. Use vocabulary journals/Word Walls

Scaffolding for Higher Level Students

- Tap into Prior Knowledge
- Learn about your students culture
- Think about culturally relevant content
- Think about their interests and how the new material fits
 - (cars, music, art, sports, fashion, etc.)
- Find translations of literature, folktales, and stories from your student's culture

Scaffolding for Higher Level Students

- Use of Realia in Lessons
 - Pictures
 - Timelines
 - Menus
 - Weather reports
 - Maps
 - Want ads
 - Bus schedules

Techniques with Higher Level Students

Chart errors

- Start a list of common errors
- Both you and your student mark when they happen
- Review list regularly to see if errors are becoming less common

Develop strategies for mastering skills

- Discuss how your student learn best
- Make a plan for how to capitalize on that

Techniques with Higher Level Students

Brainstorm discussion starters

- Find topics that interest your student
- Use that as a jumping off point for upcoming discussions

Reading

- Goldilocks method of book selection:
- Bounce among books that are slightly too easy, just right, and slightly too hard.

Techniques with Higher Level Students

Writing, Editing, and Revising

- Mostly working at the paragraph level
- Color-code your edits
- DO NOT rewrite the paragraph for them

Academic Listening & Notetaking

- Start with reading a newspaper article aloud
- Have your student write down the important parts
- Discuss what they may have missed

Techniques with Higher Level Students

Pronunciation/Accent Reduction

- Look at pairs of commonly switched letters
 - v/b
 - l/r
 - i/e
- Examine stress or intonation patterns
- Work with tongue twisters

Using the English Proficiency Standards

- Designed for use with adults
- Created in conjunction with the College and Career Readiness Standards

Using the English Proficiency Standards

1. Constructing meaning
2. Exchanging information
3. Working with text
4. Using reasoning and evidence
5. Conducting research

Using the English Proficiency Standards

6. Analyzing arguments
7. Adapting language
8. Determining meaning
9. Creating speech & text
10. Using conventions of Standard English

Final thoughts on Standards...

- Standards and checklists are GUIDES
- Items do not have to be done in order
- Your student does not have to complete one item before moving on to the next
- Do not let standards hamper or dissuade your creativity
- Always keep the student's need first when preparing your lessons.