The Big Book of ESOL Activities: Preparation for Educators, Administrators, and School Counselors
by Cindy Lovell, PhD and Jane Jovoni, PhD
Sample Activities

ACTIVITY 1

ACADEMIC LANGUAGE

Dynamic Introduction of
Academic Language

Brainstorm a list of common academic language, such as *critique, synopsis, experiment,* etc. The more students encounter and interact with these words in meaningful ways, the quicker they will be able to internalize them. Create an activity like the one explained here, or use the one here with your classmates. How does the activity support dynamic introduction of terms? (Is the term *dynamic introduction* an example of academic language?)

Review: Academic language, also known as academic English, is the "language of the school." It refers to language in textbooks, assignments, instruction, assessments, etc. that is not typically taught as part of the lesson. It conveys abstract ideas, and once understood by students, affords them greater fluency in written and oral comprehension. Think of words like: "experiment," "Venn diagram," and "summarize."

Academic Language to Introduce: *Summarize & Critique*

1. Create a list of movies most of your students would have seen.
2. Have students select one they are familiar with.
3. Have them "call" someone and give them one minute to summarize the movie. The person they are calling is in a hurry, so they must do the summary in one minute.
4. Everyone else must actively listen and give meaningful feedback (e.g., critique the summary) after each call.

Discuss the effectiveness of such activities in teaching academic language.

Based on your experiences with this activity . . .
Explain "summarize":

Explain "critique":

(Or, explain other academic language you used in this activity.)

The Big Book of ESOL Activities: Preparation for Educators, Administrators, and School Counselors
by Cindy Lovell, PhD and Jane Jovoni, PhD
Sample Activities

ACTIVITY 2

ACADEMIC LANGUAGE

Standardized Testing Terms

Use the 10 terms provided and/or create your own list. Brainstorm teaching strategies to support your English learners' mastery of at least 3 terms. Exchange your ideas with a classmate in order to share new ideas with each other.

Terms (Academic Language) of Standardized Testing

- analyze
- compare
- contrast
- demonstrate
- describe

- explain
- infer
- interpret
- persuade
- summarize

3 Terms/Ideas:

New Ideas:

The Big Book of ESOL Activities: Preparation for Educators, Administrators, and School Counselors
by Cindy Lovell, PhD and Jane Jovoni, PhD
Sample Activities

ACTIVITY 1 E A C
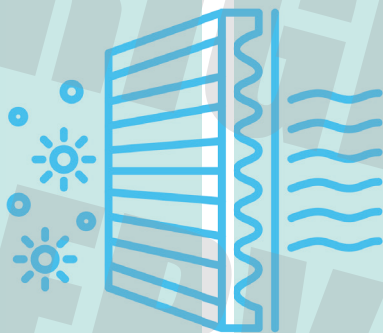
AFFECTIVE FILTER

Highs and Lows

From your perspective as an educator, administrator, or school counselor, research and list indicators of a "high" filter and a "low" filter. Describe ways you can move from high to low (or no) filter in your particular role.

Review: Linguist Stephen Krashen emphasized the idea of emotional conditions students experience when learning a new language. Low confidence or negative feelings impact the attitudes of learners. Professionals must try to "lower" or "reduce" this affective filter and build confidence and a desire to learn.

What is your role at school? _____

High Filter Indicators:

Low Filter Indicators:

Ways to lower the filter:

The Big Book of ESOL Activities: Preparation for Educators, Administrators, and School Counselors
by Cindy Lovell, PhD and Jane Jovoni, PhD
Sample Activities

ACTIVITY 1 E

CHUNKING

Make a List

Review: Chunking is a strategy used to break up large pieces of information, which enables learners to recall the information more easily.

Instead of recalling a large amount, they can learn "chunks" of information. For example, phone numbers are chunked by area code, prefix, and subscriber number.

Write a grocery list for the week. Then, go back and organize it into categories, such as fruits and vegetables, dairy products, cleaning supplies, etc.

List:

Chunking:

How can chunking be a practical strategy for ELs? Provide one example of how you can use chunking in your teaching.

The Big Book of ESOL Activities: Preparation for Educators, Administrators, and School Counselors
by Cindy Lovell, PhD and Jane Jovoni, PhD
Sample Activities

ACTIVITY 1   E

COLLOCATIONS

Picture This

Consider the collocations listed below. Draw a picture of a **literal** translation. Write an **actual** definition for what each phrase really means. Then, brainstorm ideas for how you can teach these common expressions to your multilingual learners.

Review: Collocations are pairs of words or groups of words that are commonly juxtaposed to represent a single concept. Together, they form a common expression unique to the language. These phrases can prove challenging for Emultilingual learners who tend to translate them literally.

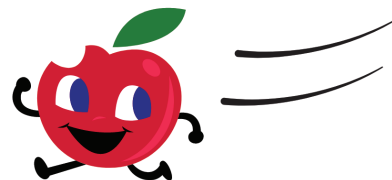**"make an effort"**   **"strong coffee"**   **"take a risk"**

Definition: **Definition:**   **Definition:**

Example: "fast-food"

A **literal** translation would be a running apple. An **actual** definition would be food that is prepared and sold quickly at places like chain restaurants (e.g., McDonald's).

With a classmate, discuss ideas for teaching these examples of collocations.