What Is a Teacher to Do with a Newcomer?

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It is Monday morning, and I arrive to my elementary school in a Chicago suburb where I teach the 3rd grade. I have 22 students, mostly Caucasian native English speakers with a few African Americans and a few Hispanics. All speak English. Upon my arrival, my principal stops me in the hallway and informs me that I am going to have a new student in my class who has just arrived from China. She speaks no English, but is fortunate to have had the equivalent number of years of schooling in her country. I assume she has a 3rd-grade level of literacy in Chinese. However, I am not familiar with the Chinese system of schooling. Since my student speaks no English yet, what can I do so that she can have comprehensible input? How can I make her feel comfortable and safe in my classroom? Is there anything I can do to help her since I do not speak Chinese?

It is not unusual for practicing teachers enrolled in our English as a Second Language (ESL) endorsement courses at our university to tell us a rendition of the above anecdote. Teachers want to know how to work with these students. What can they do to better the students’ possibilities of experiencing academic success in their classrooms? How do they teach a student who does not speak English using English? Is there anything they can do to ensure the students feel welcomed and part of the classroom community?

Newcomers are a challenge to the mainstream teacher because besides not speaking any English, newcomers may or may not have high levels of literacy in their primary language. They may be arriving without having had exposure to traditional schooling, never having held a pencil. They might be political refugees whose parents have high levels of education. Or, they may be arriving with parents who have a 3rd-grade education, which has severe implications as to whether or not homework will or can be completed. Other factors include the family’s socioeconomic status. Portes and Zhou (1993) use the hourglass metaphor to represent who is arriving as immigrants to the U.S. At the top of the hourglass are members of the upper class, people with substantial economic and social capital. They arrive to the U.S. and immediately gain entrance into the wealthiest neighborhoods and best schools, and, if needed, they can offer private tutoring to their children. In the middle of the hourglass is the middle class. Like the narrow funnel through which the sand flows in the hourglass, significantly fewer numbers of middle class immigrants arrive to the U.S. on a yearly basis. This is then contrasted with the much larger numbers of immigrants who could be labeled poor or working class. As most people understand, socioeconomic status (SES) has been proven to be a strong indicator of academic success, especially standardized test scores (Bennett, 2011).

The number of uncommon languages represented in schools today makes it all the more complicated (Illinois State Board of Education [ISBE], 2010) to work with newcomers. Even though the majority (80%) of English Learners (ELs) in Illinois have Spanish as their home language (Bennett, 2011), students’ needs require teachers to know how to work with students from all linguistic backgrounds. There are 180 languages spoken in U.S. schools. In Illinois
alone, there are 135 languages spoken. Obviously, it is impossible to know all or even most of these languages, but it is extremely helpful if teachers understand some basic principles when working with newcomers in the mainstream elementary classroom. The purpose of this article is to provide some basic guidance to teachers with newcomer(s).

The Newcomer Experience

Is having a newcomer in your classroom a common phenomenon in Illinois? Yes. Not only are the number of newcomers increasing, but Illinois ranks 6th in the nation in the number of foreign born (Batalova, 2010). In Illinois schools, this equated to an increase of 6,000 ELs in K-12 schools from 2008 to 2009 (ISBE, 2010). For the many K-12 teachers who have not yet obtained their ESL approval or have not had much experience working with ELs, this situation creates a tremendous amount of stress and insecurity.

Equally important, the newcomer ELs themselves also experience the insecurities that come with the cultural mismatch that they see and feel on a daily basis. Cultural norms unique to U.S. culture can be incomprehensible and confusing for the EL. What happens if I have to go to the bathroom? Where do I put the soiled toilet paper—in the toilet or in a basket? Do toilets flush in the U.S. or do I need to fill a bucket with water? Where do I eat? Will I get a chance to go outside and play? Will any of the other kids in my class like me? Will they want to play with me even though I do not speak English yet? How am I going to understand what to do in class if my teacher does not speak my language?

Frequently, students arrive in the community, and within a few days show up to school wishing to enroll. They may begin their life in U.S. schools without having brought any school records from the home country that guide their placement at the appropriate grade level in this country. In these situations, teachers cannot and should not make any assumptions about a student's readiness to function within the traditional U.S. classroom environment. Even if a newcomer has been enrolled in school in the home country, he or she may have participated in a very different type of academic setting. That is, in some countries, collaborative constructivist approaches are not the norm; instead, transmission models of education in which rote learning and memorization are admired and are prevalent. One can only begin to imagine the confusion that the EL may feel. For example, in many parts of the world teachers are held in such high esteem that their opinions are never questioned. A teacher could easily interpret this respect as non-involvement in the classroom. In addition, a student may have been taught that respect for an adult is shown by not making direct eye contact. What are students taught in the U.S.? They must look directly at the person as a sign of respect. As a teacher, you will want to cautiously interpret students' behavior and always remember that cultural norms regulate interpersonal interactions.

To complicate matters even more, adequate yearly progress (AYP) does not acknowledge the time required to acquire a second language and to be able to learn in a second language. It can take anywhere from five to seven years to acquire sufficient English to succeed academically (Cummins, 1979). As much as we would like to think the path to acquiring English is a predictable process, it is not. It depends on many factors (i.e., age of arrival, level of literacy in first language upon arrival to the U.S., SES, educational levels of parents, etc.). Hence, all ELs do not learn academic English at the same pace, and teachers cannot force this to happen predictably.

Language of Classroom Routines

The first thing a teacher can do is to teach the EL the language of the class's routines. Routines can be considered as vital as having an assistant
in the classroom. Routines help ELs feel safe. When students understand exactly what is expected of them, the classroom dynamic shifts from one of guessing what to do to one of knowing what to do. Students who know what comes next have a clear sense of expectations, both academic and behavioral, and tend to be more productive members of the classroom community. Clear and strong routines can be taught and implemented at the very beginning of the school year as well as reinforced each time a new student joins a classroom community. Routines help your native monolingual English-speaking students, and they are a lifeline of support for your ELs.

Familiarity with the language of routines is especially critical for the EL for practical reasons. Routines such as raising hands to ask a question or to go to the bathroom and knowing how to stand in line to go out for recess, lunch, PE, or specials are critical in reducing stress for the child who is transitioning to the English-speaking world. There is a well-known professor from a university in California who tells the story of the time when the first student came to school in the U.S. She did not know the language to ask the teacher for permission to use the bathroom. The teacher with the million and one other things on her plate did not think about teaching her student how to ask for permission to go to the restroom. Later that first day of school, when the child couldn’t hold it any longer, she wet her pants. Imagine the humiliation the student experienced and how easily this could have been avoided. The language that you teach at the beginning of the school year, and reinforce whenever a new student joins your classroom, must be functional language associated with the routines that are essential to a safe, happy, and successful life within the confines of your classroom.

In Table 1, you will find common phrases and vocabulary that will help your newcomer ELs transition to U.S. schools. Think about ways that you can demonstrate the meaning of simple phrases for your students without necessarily using any props other than gestures, voice, and physical movement. You can say the

<table>
<thead>
<tr>
<th>Phrases</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good morning and good-bye. How are you today?</td>
<td>Desk, chair, bulletin board, ruler</td>
</tr>
<tr>
<td>It’s time to read. Do you have a book?</td>
<td>Book shelves, rug</td>
</tr>
<tr>
<td>Take out your book. Close your books.</td>
<td>Coat rack, coat, sweater, shoes, boots, gloves, mittens, caps, sweatshirt, tennis shoes</td>
</tr>
<tr>
<td>Sit down. Stand up.</td>
<td>Blackboard, white board, smart board, computer</td>
</tr>
<tr>
<td>Raise your hand.</td>
<td>Pencil, markers, pens, paper, books, paper towels</td>
</tr>
<tr>
<td>It’s time for lunch. Line up. Be quiet in the hall.</td>
<td>Ceiling, floor, door, windows, drapes, closet</td>
</tr>
<tr>
<td>Do you have a pencil? Sharpen your pencils please.</td>
<td>Heater, air-conditioning</td>
</tr>
<tr>
<td>Work with your partner.</td>
<td>Plants, watering can</td>
</tr>
<tr>
<td>Go to centers. It’s time for PE, art, music.</td>
<td>All the colors and shades such as navy blue, dark purple, light blue.</td>
</tr>
<tr>
<td>Can I go to the bathroom? Please. Thank you. May I . . . ? Can I . . . ?</td>
<td>Homework</td>
</tr>
<tr>
<td>I don’t feel well. I have a fever. I am cold. I am hot. I need to see the nurse. I have a headache.</td>
<td>Label pictures of items that will be part of content area instruction: circles, triangles, pentagons. Choose an item or two and ask your ELs to label the items in their home languages. If they need help, they can first ask their parents.</td>
</tr>
</tbody>
</table>
phrase for the student, ask a student who speaks English to repeat the phrase after you, then you say it again. Most importantly, you enroll the EL in experimentation with the new language.

A major consideration when working with newcomers is to look around your classroom to see how many items you can label and how the process of life in the classroom will allow your ELs to pick up this incidental language. For the student with literacy skills in the first language, regardless of the alphabet they have been exposed to, labeling items offers an introduction to the many ways that the English language is spoken and written. Remember that for ELs, English is quite unpredictable in that many letters and vowels are pronounced differently when used—without apparent rhyme or reason.

**Buddy System**

In addition to language, the student needs to feel like a member of the classroom. The easiest way to achieve this is to provide a buddy. Now, this may sound like a simple solution, but this can be a touchy subject with students of different ages and/or backgrounds. For example, if you have an Urdu speaking student in your class and then receive another Urdu speaking student, this may sound like a terrific match. You have to consider if the dyad will be a good fit. The following considerations merit thought before automatically assigning a buddy:

1. You want to select an empathetic and not a sympathetic buddy. The last thing a newcomer needs is a sympathetic buddy who will feel sorry for the newcomer and coat everything that he or she does with pity. Newcomers do not need to be pitied. They need to be respected and placed in an equitable position with the rest of the students. Not speaking English does not mean the newcomer is mentally challenged. An empathetic buddy will model classroom expectations and demonstrate how to do things, ultimately allowing the newcomer to do the assignments him- or herself. Likewise, an empathetic buddy will understand what it is like to be a newcomer and remember what he or she wished to have been taught.

2. Keep in mind that although the two students have a shared language does not guarantee communication or friendship. For example, the two students speaking Urdu may be from different socioeconomic classes. Differences associated with SES may interfere with the students understanding each other. Likewise, if they are from different regions of the same country, there may be some stereotypes that exist which may need to be discussed.

3. Once an empathetic buddy is chosen, have the students sit next to each other so that the newcomer can ask questions and get a lay of the land. The role of the buddy is to help the teacher provide an introduction to life in a U.S. school, where not only is the language different, but where norms of interpersonal communication differ as well. The buddy can demonstrate the routines previously mentioned so that the newcomer can see exactly what he or she needs to do. The buddy can also pragmatically tell the newcomer, “Yep, that’s weird, but that’s what they do here.”

**Staying in Touch with the EL Throughout the Day**

Unfortunately, it is much too common that newcomers are placed in the back of the room where the teachers frequently adapt a “benevolent conspiracy” (Hatch, 1992, p. 67) approach to servicing them. That is, teachers may place the newcomer off to the side to protect him or her from embarrassing moments when speaking English. The reality is that instead of helping the EL, this often results in the teacher not
calling on the student simply because the EL fades into the background of oblivion.

So, where should the newcomer be seated? If you were a student in a classroom where everyone around you was speaking in a different language, you'd want the security of being close to the teacher. Place the newcomer at the front of the room where he or she can come and ask you questions easily. It is a good idea to position/place the newcomer directly in the teacher's sight. All teachers have tendencies to look at certain points in the room. I (James) tend to look directly ahead of me to the back row of students. Other teachers have tendencies to look at the right side of the room or the left side. No matter how hard we try and no matter how much we compensate, these tendencies exist. We suggest that you take advantage of these tendencies and place your newcomer exactly where you tend to look. Although the student's brain will eventually become saturated and tune out a number of times a day (our brains can handle only so much stimulus), it is much better than getting too little stimulus, which tends to happen when the newcomer is out of the teacher's main viewing patterns.

Besides seating arrangements, put yourself in the place of the EL who feels lost and does not know how to ask for help. Devise a signal for your student to let you know when he or she feels bewildered. Do make sure to ask your ELs to participate in all classroom activities. Give them a little extra attention to evaluate their understanding of what you are teaching. Show them by your behavior that you believe they can learn even without knowing English. Don't ever give them simpler tasks that prevent them from participating in the same challenges as the rest of your students. Lastly, to build rapport and investigate cultural borders, you should try to learn a few words in all the languages spoken by your newcomers. This will make it possible for your ELs to see that it is also hard for the teacher to learn a new language.

Use of the Native Language

Allow the child to read, write, and speak in his or her native language even if you do not understand the language. This is beneficial for newcomers on numerous levels. When the teacher demonstrates that the home language is respected, the EL will feel that the family's origins are valued. Be an advocate for your ELs. Do not let anyone tell them to just speak English. The ELs have the right to speak their primary language in the cafeteria, on the playground, in the halls, and whenever they need it to negotiate meaning. If there are other children in the class who speak the ELs language, allow them to communicate in their first language (L1) for clarification of assignments. Work to build up a classroom library that is replete with literature from around the world. The ELs need to see their culture and language in the books available to them to read. Although the ELs want to adapt to U.S. culture, they need books in which they see themselves and their family's experiences. They need to see their mothers and grandmothers as well as the ways of life within their new world. They will make the U.S. their home only when they feel welcomed and visible in the classroom's linguistic and cultural landscape.

Know that code switching is a natural part of acquiring literacy in more than one language. If you hear one student say to another, Did you hear lo que el maestro dijo?, be okay with this. Do not misinterpret this use of language to mean the EL is not developing English language proficiency, nor that the student is intending to speak so the communication will be closed to others. It is an awesome thing to be able to play with language. Can teachers show respect for their learners' languages in a concrete and positive way even with everything else that they have to do? Yes! This is a necessary component of life in classrooms today.

In a class of teacher candidates this semester, we are learning to say everyday phrases in Urdu, Spanish, French, German, and Polish. It only
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takes a few minutes at the beginning of class. I want to show my students that I value who they are. In this group of 23 students, there are speakers of these languages, and I am lucky to be able to use their expertise. In Illinois, there are many students who speak these languages. This small gesture helps me to develop a classroom ambiance that is appropriate for the current century. I (Mayra) have a grandson who attends a preschool in Chicago where many of the teachers are native Polish speakers. He is unaware that his teachers all speak Polish because life in this school goes on in English. However, he sings Itsy Bitsy Spider with a Polish accent! When I visit Aidan, I often stop at the Polish grocery store. I delight in being the minority person who takes a number at the meat counter and cannot respond when my number is called in Polish. Yes, life in the U.S. has changed beyond the confines of the classroom. We can look Polish if we have blonde hair and light eyes yet be from an entirely different continent.

**Valuing and Involving Parents**

Much research offers suggestions for best practices for involving parents in their children's schooling (Gaitan, 2004; Ricken & Terc, 2006; Scriber, 1999; Valdes, 1996). Immigrant families may be unfamiliar with expected modes of parental participation in the U.S. (Carreon, Drake, & Calabrese Barten, 2005). Some barriers to parental involvement relate to school climates in which immigrant parents are viewed from a deficit perspective (Arias & Morillo-Campbell, 2008). Minority parents are not the problem. Rather, educators need to learn how to collaborate with diverse populations of parents. It is paramount that teachers and school personnel find effective ways to cultivate immigrant parents' involvement (Lopez, Scrubner, & Mahitivanichcha, 2001). Refer to Table 2 for an adaptation of Epstein's Model for Parental Involvement. In this table, you will find concrete suggestions for reaching out to immigrant parents in ways that will help them learn the ways of U.S. culture (Epstein et al., 2002).

Parents who feel welcome are those who can, in turn, help teachers create a tolerant classroom climate. Often the fathers come to the U.S. first and then their families follow. It takes time in these circumstances for everyone in the family to catch up. It is a good idea to evaluate the knowledge that parents have and identify what a parent can share within the classroom context. Involving parents empowers both them and their children. It is essential that all parents be shown that their expertise is valued.

**Table 2. Promoting Parental Involvement**

<table>
<thead>
<tr>
<th>Type of Parental Involvement</th>
<th>Description and examples</th>
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<tbody>
<tr>
<td>Parental responsibilities</td>
<td>Work within schools to learn about immigrant parents' cultures. Help parents with parenting skills.</td>
</tr>
<tr>
<td>Communication</td>
<td>Talk to parents about what is taking place at school. Have interpreters when needed.</td>
</tr>
<tr>
<td>Volunteerism</td>
<td>Plan school activities for parents at different times to accommodate work schedules. Volunteer in the community where you teach. Shop in the area.</td>
</tr>
<tr>
<td>Schooling at home</td>
<td>Assign homework that involves the parents. This may be having the student write a story both in English and the home language so that it can be shared with parents.</td>
</tr>
<tr>
<td>Making decisions</td>
<td>Ask parents' opinions. Have all informational documents that are sent home translated. This is the law in Illinois.</td>
</tr>
<tr>
<td>Working with the community</td>
<td>Enlist community agencies to offer their resources at school.</td>
</tr>
</tbody>
</table>
**Instructional Strategies**

The monolingual teacher is every bit as important as the bilingual teacher. ELs are mainstreamed into the all-English classroom much too quickly due to No Child Left Behind demands. This does not appropriately acknowledge the time required to become a speaker of an additional language. For this reason, teachers are returning to school to learn strategies that will help them to teach their ELs. It is essential to remember that teachers with ELs in their classrooms are not only presenting content area material, they are also teachers of the English language. The following suggestions are a good starting point to planning instruction for newcomer ELs:

1. Make efforts to find books at your student's level. Feel free to go low if that is where the student is. Remember that you are teaching language and communicating through English.

2. When reading a book with your student, be sure to do picture walks. Use your finger to trace the way words flow in sentences for the younger learners. Plan (write out and be ready to use) the questions that you will ask your student. Remember that all languages do not use the Roman alphabet. Some ELs see their parents reading from right to left.

3. Always ask two types of questions: (1) straight comprehension questions and (2) questions that ask your students to infer.

4. Only have your student color if it is an extension of the reading that you complete.

5. Place your ELs where you can see them. Always give them tasks that are at the same level as those you assign to other students. The ELs may not speak English, but they have knowledge.

6. Do ask your student to draw as a reaction to text.

7. ELs need to make meaning. Remember that a child cannot decode a word if he or she doesn't know how letters come together to form syllables. Take it easy with decoding tasks. These require a focus on skills. It is more important that your ELs create meaning.

8. Role play whenever possible. This adds a multimodal component to instruction that addresses different learning styles and offers ELs access to oral and aural input.

9. Use highly predictable books that are interesting, that you can use to ask meaningful questions, and that relate to the learners (e.g., a book about soccer if a student likes to play the game).

10. Use the Language Experience Approach. Write stories with your students about what they did the night before or on the weekend. They can tell you what to write, and then they can illustrate the story.

11. For higher level ELs, do dialogue journals. Have a conversation on paper with your student. Do not worry about grammar and spelling, only meaning.

12. Have your student write an extension or an alternate ending to a story you have read to him or her.

13. Ask your student to write a story of the same genre or type that you read to him or her.

14. Once or twice a week have your student spend time simply writing about his or her day. Then, go over it orally, by asking questions and delving deeper into your student’s day.

**Evaluating Fairly**

There are many factors to consider when planning evaluations of ELs (Daniel, 2005, 2007; Lenski, Ehlers-Zavala, Daniel, & Sun-Irminger, 2010). Clearly, you want to develop in your learners the testing expertise that will gain them success in classroom evaluations, achievement
tests, and college entrance exams. However, you cannot do this with ELs in the same way that you do with monolingual English speakers. An EL who is working to acquire English needs to understand the language of the exam before being expected to answer questions. The language proficiency of a learner can hinder his or her ability to fully demonstrate mastery of the content on an exam. When you sit down to design your lessons, keep uppermost in your mind that you are planning to evaluate the EL in two areas. You are measuring what the student has learned related to the disciplinary focus of your class, as well as the new English language the EL can now negotiate to answer a question. Evaluation is fair only when the EL understands the language used in the questions.

It is also appropriate for you to simplify the language used in questions, and to discuss what a question is asking with your learners before they complete the exam. When you do this, you are scaffolding the evaluation because you are giving the student the opportunity to clarify the gist of the questions. When this approach is overlooked, the ELs are penalized for their lack of academic English. There are considerations when assessing a student who does not have full control of the language of the test. In Table 4, we offer you suggestions for evaluating your ELs and discuss the reasons these factors can affect test performance.

## Final Thoughts

We have shared many ideas in this article with the hope that when the day comes and you have a newcomer enter your classroom, you will have ideas of how to work with that learner. We feel

<table>
<thead>
<tr>
<th>Table 4. Evaluation Suggestions</th>
<th>Reason</th>
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<tbody>
<tr>
<td><strong>Appropriate Evaluation</strong></td>
<td></td>
</tr>
<tr>
<td>Word all questions in the affirmative.</td>
<td>A question written in the negative is in effect two questions. The reader has to ask him- or herself two questions to arrive at an answer.</td>
</tr>
<tr>
<td>Avoid multiple-choice questions.</td>
<td>A multiple-choice question can actually present more than one question. Consider all the options offered in a multiple-choice question and how easily the choices can create confusion. When the possible answers are all but e, all except c and e, each possibility may form a different question.</td>
</tr>
<tr>
<td>Provide glossaries.</td>
<td>These can help when the ELs experience the tip of the tongue phenomenon and simply cannot access the needed word. Remember the ELs are learning the new lexicon so they are using a new language.</td>
</tr>
<tr>
<td>Allow students to pictorially answer questions.</td>
<td>Pictures help ELs express their ideas without using language.</td>
</tr>
<tr>
<td>Avoid true/false questions.</td>
<td>These present a 50/50 chance of success. They will not help you identify what your students have mastered.</td>
</tr>
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<td>The EL may not be able to understand all the questions. If you ask the student to answer five questions, you are allowing for the possibility that a couple of the questions will be incomprehensible to the EL.</td>
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<td>Offer oral, aural, and written questions.</td>
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strongly that the monolingual teacher is more and more becoming a key gatekeeper for our ELs. Your expertise, flexibility, and inquiry into your students' experiences are important factors in their success in U.S. schools. From various good teaching practices that one can implement when working with ELs to providing a buddy to utilizing routines, there are many ways a monolingual English teacher is able to reach, and make comprehensible, the content of the classroom to ELs. Knowing that reading an article on this subject is just a starting point, we have provided a number of sources to which you can turn to further develop your teaching tool kit to better serve ELs in your classroom. Although this is clearly not a complete list, we find these 13 resources helpful:


References


tests, and college entrance exams. However, you cannot do this with ELs in the same way that you do with monolingual English speakers. An EL who is working to acquire English needs to understand the language of the exam before being expected to answer questions. The language proficiency of a learner can hinder his or her ability to fully demonstrate mastery of the content on an exam. When you sit down to design your lessons, keep uppermost in your mind that you are planning to evaluate the EL in two areas. You are measuring what the student has learned related to the disciplinary focus of your class, as well as the new English language the EL can now negotiate to answer a question. Evaluation is fair only when the EL understands the language used in the questions.

It is also appropriate for you to simplify the language used in questions, and to discuss what a question is asking with your learners before they complete the exam. When you do this, you are scaffolding the evaluation because you are giving the student the opportunity to clarify the gist of the questions. When this approach is overlooked, the ELs are penalized for their lack of academic English. There are considerations when assessing a student who does not have full control of the language of the test. In Table 4, we offer you suggestions for evaluating your ELs and discuss the reasons these factors can affect test performance.

**Final Thoughts**

We have shared many ideas in this article with the hope that when the day comes and you have a newcomer enter your classroom, you will have ideas of how to work with that learner. We feel

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<th>Appropriate Evaluation</th>
<th>Reason</th>
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<td>Word all questions in the affirmative.</td>
<td>A question written in the negative is in effect two questions. The reader has to ask him- or herself two questions to arrive at an answer.</td>
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<td>Avoid multiple-choice questions.</td>
<td>A multiple-choice question can actually present more than one question. Consider all the options offered in a multiple-choice question and how easily the choices can create confusion. When the possible answers are all but e, all except c and e, each possibility may form a different question.</td>
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<td>Provide glossaries.</td>
<td>These can help when the ELs experience the tip of the tongue phenomenon and simply cannot access the needed word. Remember the ELs are learning the new lexicon so they are using a new language.</td>
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<td>Allow students to pictorially answer questions.</td>
<td>Pictures help ELs express their ideas without using language.</td>
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**About the Authors**

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Mayra C. Daniel is an associate professor of ESL/Bilingual Education at Northern Illinois University in DeKalb. She believes a multiliterate multilingual world should be the goal of education today. In her work, she explores the benefits of a schoolhouse that empowers multilingual multicultural learners.

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