Peer Help and Self-Help for ESL and ELD students
Definitions

**English as a Second Language (ESL) Student:**
- a student whose mother tongue is not English. The student is learning English to live in an English environment.

**English Literacy Development (ELD) Student:**
- a newcomer who, due to a deprived educational background, is in the process of developing literacy and numeracy skills needed for integration into the regular stream.
- Most are also ESL students.
Introduction

This presentation will look at ways to enable the ESL and ELD student through:

1. Peer Help
2. Self-Help
3. Working Independently
Peer Help

- Assign peers who have good communication skills to work with the ESL/ELD student.
- Have a classmate ensure that the ESL/ELD student is on the right page of text and understands the assigned task.
- Assign a buddy reader to read aloud to the student for a few minutes each day. Picture books are excellent for ESL/ELD students.
- Assign peers to listen to the ESL/ELD student read each day and assist with reading. Ensure that appropriate levelled books are available.
Self-Help

- Encourage student self-assessment; for example reflection on how to be a good language learner.
- Encourage the student to take ownership of learning and ask for clarification or help as needed.
- Demonstrate how to self-edit written work, addressing errors that the student is capable of correcting.
- Encourage older ESL and ELD students to use a children’s, learner’s or bilingual dictionary.
Self-Help (cont’d)

• Encourage the student to use strategies for language learning, such as:
  
  – Underlining new words in a text and guessing meaning from context before seeking help.
  
  – Studying graphics and illustrations, reading titles, and the 1st sentence of each paragraph to get main ideas before reading.
  
  – **Not** translating a text.
  
  – Joining extra curricular activities and making friends with English speakers.
Self-Help (cont’d)

• Have books for take-home reading at the student’s level readily available. Encourage the student to select books and keep a reading log.

• Encourage the student to keep a diary or journal. Check the journal and respond periodically.

• Build the student’s pride in his/her heritage and in being bilingual, a great asset to anyone.
Working Independently

• Set up a computer centre with appropriate software or websites bookmarked.

• Set up a listening centre with books and audio.

• Provide resources that address topics studied in the content areas through simplified language.

• Provide relevant tasks that can engage the student independently.
Discuss other ways to enable…

- Peer help?
- Self-help?
- Working Independently?
Questions? Comments?
The Department of Education thanks the working group that created the series of presentations on working with ESL and immigrant students:

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