Learning Strategies for Students with Limited English Proficiency

1. Point out new vocabulary words in context and practice using the words as much as possible throughout the activity.

Nobel Prize	Increase	Impact	Modification	Accommodate
Elaborate	Vary	Relate	Consecutive	Interruption
Supplied	Stable	Peak	Designated	Reside
Maximum	Region	Outermost	Acknowledge	Opposed
Revealed	Feature	Exception	Alternatively	Promoted
Dam	Emerge	Regularly	Tend	Associated
Sequence	Appropriate	Trace		

2. Students from many countries outside the United States are accustomed to oral examinations. Writing electron configurations lends itself well to this method of assessment because there are so many elements to choose from that every student has more than one opportunity to succeed, so the experience is less frightening for those who are new to it. Electron configurations also do not require much knowledge of English. Either fill a hat (or beaker) with little slips of paper with the names of elements 1-54 on them, or with the names of the students on them. One student at a time (or two if you choose to allow partners to take the exam together) goes to the front of the classroom and selects an element from the hat. (Or, if the hat is filled with names, the student who just took the exam chooses the next name randomly, and the teacher chooses the elements for the students.) The student is allowed a periodic table only and has a fixed amount of time (2 minutes works well) to write the electron configuration on the board or say it out loud. Students who do not succeed the first time are allowed more chances, but with penalties (after having peers explain what was wrong with the student's answer), such as the loss of a letter grade for each failed attempt.