



ELEMENTS OF A SHELTERED CLASS:

There are some specific techniques that have been developed as sheltered teaching strategies. Many of these strategies incorporate solid teaching techniques for any quality classroom setting. Together these strategies stand as “sheltered” techniques.

1. **A VISUAL APPROACH TO CLASSROOM PRESENTATION.** Whenever possible it is important to show students what you are talking about. The sheltered teacher will use models, kits, manipulative, gestures. Basically anything a student could see to make the point. The development of a comprehensive picture file will prove to be invaluable to the sheltered teacher.
2. **A HANDS-ON APPROACH TO CLASS WORK.** Students will learn faster with the use of manipulatives and task-oriented projects for them to build new vocabulary into their work banks.
3. **USE COOPERATIVE LEARNING STRATEGIES.** This will allow useful student groups to help each other. It will reduce classroom pressure common with large groups. It helps to reduce the amount of competition within the classroom. Reducing these pressures provides a safer place for students to be risk-takers. Students will be more likely to try and work on their English skills in the smaller groups.
4. **THE TEACHER USES GUARDED VOCABULARY TECHNIQUES.** The teacher is very conscious of the vocabulary used. The teacher is sure to repeat new words often. They will allow students time to repeat this new term. They will allow students time to repeat this new term. The teacher keeps track of their rate of speech. The teacher pays particular attention to clearly enunciate words and phrases. The teacher will try to avoid idioms, colloquialisms and abbreviations. One excellent method of vocabulary development is to construct a word bank at the beginning of each section of work. When a new term is to be introduced the word can be pulled from the word bank.

As teachers we must search for ways to provide a proper education for administrators aware that we are not teaching slow learners or remedial students. It is often the opposite case. We are often faced with bright, highly motivated students of another language. Given the opportunity these students will exceed our highest expectations.