



Teaching Strategies for Elementary English Language Learners

EDUO 9300 3 Semester Credits/Units

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Note: This is a Public syllabus of the course. For a full detailed syllabus please email the instructor.

Course Overview

English Language Learners (ELL), students, for whom English is not their primary language, are the fastest-growing segment of the student population in the United States. Their first language (L1) is generally not used in instruction, and the instructor need not know the students' native languages. Many elementary schools use the *Sheltered Instruction Approach*, a class structure wherein content mastery and academic language skill are developed concurrently. Additional language support may be provided by a push-in or pull-out ESL (English as a Second Language) teacher. ELL students face additional challenges, such as acclimating to a new culture and status that interfere with learning English. For this reason, instructors should use culturally relevant materials to build on students' linguistic and cultural resources, while teaching language through content and themes. Because English language learning is a recursive process, educators should integrate listening, speaking, reading, and writing skills into instruction across the curriculum.

In this course, participants will learn to identify and understand the needs of English Language Learners, implement strategies for modifying academic content for better understanding, and put their new skills into practice. Following the principles of Response-to-Intervention (RTI), participants will be able to differentiate instruction to address the diverse needs of learners in the classroom. This course is based on the framework provided by *Universal Design for Learning (UDL)*: the development of adjustable materials, varied instructional approaches, and relevant assessment methods. Participants will learn to recognize potential barriers to learning, and subsequently identify possible solutions.

Course Objectives:

By the end of Session 1, participants will be able to:

- Identify and understand the needs of English Language Learners.
 - A. Assess students' proficiency levels
 - B. Recognize cultural perspectives
 - C. Use second language acquisition terminology
 - D. Address the teaching of language skills

By the end of Session 2, participants will be able to:

- A. Implement strategies to modify academic content for English Language Learners.
- B. Simplify spoken language
- C. Modify written text
- D. Provide vocabulary support
- E. Vary reading techniques
- F. Employ cooperative learning groups

By the end of Session 3, participants will be able to:

- A. Put skills into practice.
- B. Employ multiple methods of assessment
- C. Review model Teachers Network curriculum units designed for English Language Learners
- D. Strengthen communication with families
- E. Develop a cohesive lesson plan with language and content objectives and assessments

Session 1: Identify and Understand the Needs of English Language Learners Overview

You may have heard the term LEP, which stands for Limited English Proficient. In recent years this term has been replaced with ELL, English Language Learner. The term ESL (English as a Second Language) no longer refers to a program of instruction designed to support the ELL. There are three major categories (see chart) of ELL students, and you could have representatives from each group in your class at one time. It is always a good idea to consult with the student's guidance counselor, native language arts teacher (if applicable), and ELL support teachers to help you determine specific strengths and weaknesses that will influence performance in your class. Second-language acquisition is greatly impacted by proficiency in the native language.

Session 2: Implement Strategies for Modifying Academic Content for English Language Learners Overview

As a teacher with English Language Learners in your class, you need to ensure that you are implementing activities that foster language acquisition at the same time as subject content and concepts. Using a variety of research-based literacy techniques, you can create a welcoming classroom environment rich in learning activities that are reflective of each student's level of language proficiency and learning style.

Here are a few quick tips to help teach academic content as well as increase your students' English language skills:

- 1) **Simplify spoken language.**
- 2) **Modify written text.**
- 3) **Provide vocabulary support.**

Session 3: Put Your New Skills into Practice Overview

"Knowing is not enough; we must apply. Willing is not enough; we must do." - Goethe

In addition to formal testing, teachers must constantly observe their students, making mental notes about their language proficiency through informal assessments. Finding ways to gather these data requires persistence and

creativity. Keep in mind that evidence of learning takes many different forms (i.e., reports, projects, exhibitions, and demonstrations). Students can also be taught to participate in the assessment process, by monitoring and evaluating their own progress and growth through charts, logs, and conferencing.

Assignments for Session 1 (Resources for Sessions are included in the Full Syllabus)

1. Read and give a brief, general response to the *Session 1 Overview*
2. Read the PDF of Chapter Four of the Professional Teacher's Handbook. Describe how Melinda Pongrey's article, "*Ask the Students*" on pg 94-96 resonates with experiences you have had with your own students.

Reflections

1. Using both standardized and ongoing informal assessments, what instructional component would you focus on to improve ELL instruction for your students?

Assignments for Session Two

1. Read and give a brief response to the *Session 2 Overview*.
2. Read the *PDF of Chapter Four of the Professional Teacher's Handbook*. Detail what you feel might be some of the more important ideas mentioned in *Strategies for English Language Learners*.
 1. Essential information
 2. Relevance for my classroom, or school
 3. New discoveries for me

Reflections

1. Look through the texts and materials that you use in your classroom. Select a key passage or an important concept. In what ways would you use the strategies shown in the readings to help your students better comprehend information and gain knowledge?

Assignments for Session Three

1. Read and give a brief response to the *Session 3 Overview*
2. Read **Chapter 4 – Meeting the Needs of All Learners**. Choose a segment of a few pages from this PDF resource which does not directly address English language learners. Give your response to this information regarding its usefulness with English language learners as well as for students with other special needs.

Reflections

1. Based on the materials in the course and your classroom experience, what are the most important factors that could affect language development of English Language Learners in your classes?

Resources for Session One, Two and Three will be provided in the Full Syllabus

Assessment

Briefly describe a topic that is part of your standards-based curriculum. Design a lesson plan that demonstrates what you have learned in this course about modifying instructional delivery for English Language Learners. Include the assessment tools you will employ to monitor and evaluate the language acquisition skills and content mastery of your students. Be sure your plan includes the following elements:

- objectives and goals (language and content); anticipatory set; direct instruction; guided practice; closure

Course Assessment Rubric

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work is very well organized.	Most work is generally well organized.	Work shows little or no organization.
Answers are well thought out and demonstrates reflection on the material.	Answers are complete and demonstrate some reflection on the material.	Answers are brief and do not demonstrate any reflection on the material.
Assignment use specific examples or references from multiple sources.	Assignment use specific examples or references from just a few sources.	Assignment do not use specific examples or references from the readings.
All assignment are completed using complete sentences.	The majority of the assignments are completed using complete sentences.	Assignments are not completed in complete sentences.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
- For questions involving your registration or to change your address please contact us at support@dominicanCAonline.com or call (800) 626-5080.
- For Dominican Self-Guided course information go to <http://dominicancaonline.com/DominicanCA-Online-FAQ>