



Linguistically Diverse Students and Literacy

Course Outline

Course Description

The prevalence of English as second language users in America's schools has led to the need for teachers who have a sound knowledge base of research proven theories, techniques, methods, and assessment for teaching literacy to such populations. This course is designed to help inservice teachers develop the skills and practices necessary to be facilitators of language and academic development of K-12 learners whose native tongue is other than English.

Objectives

- Identify and state the major premises surrounding ESL and the more recent terminology, ESOL, literacy instruction
- Select appropriate emphasis and techniques based on "best practice" supported by the research for effective methods and practices in ESL, ESOL literacy instruction
- Demonstrate researched supported methods of instructing for language and reading fluency with ESOL students
- Contrast and compare the various methods supported by research findings for organizing and differentiating instruction for ESOL learners.
- Identify and state the "conditions of learning" in ESOL literacy programs
- Identify and discuss a variety of literature appropriate for learners with multicultural backgrounds
- Identify and discuss a variety of ways to use literature to raise awareness and acceptance of multicultural groups within our society and schools
- Identify and state the major issues with the concepts of quantitative and qualitative assessment of literacy achievement of ESOL learners
- Identify the "best practices" of literacy instruction and achievement for ESOL programs
- List multiple ways that technology aid in the development of literacy in ESOL programs

Curriculum Design and Time Requirements

Students will demonstrate their level of competency with course content by analyzing instructional models, creating appropriate lesson plans, and analyzing instructional materials. Sessions will be completed over one week or two weekends. This is a forty-five hour, three credit graduate level course.

Course Materials

The required text for this course is *Scaffolding Language, Scaffolding Learning- Teaching English Language Learners in the Mainstream Classroom-* 2nd Edition, by Pauline Gibbonsterm

Course Outline

Session One

Understanding Your English Language Learners

Objectives

- Explore life for English Language Learners in American schools
- Understand the theories of language acquisition
- Examine research based practices in ELL education

Session Two

A Differentiated Approach: Core Principles of Learning

Objectives:

- Define Zone of Proximal Development as it applies to ESOL learners and instructional programs
- Understand that academic language development requires planned English language support across the whole curriculum and throughout the school.
- EL learners need the same access to intellectually challenging work as all other students.
- A high-challenge classroom requires high levels of language support (scaffolding)

Session Three

Classroom Talk

Objectives:

- Understanding the key principles of second language acquisition
- Creating opportunities for comprehensible input
- Explore the dialogic approach
- Examine message abundance

Session Four

Collaborative Group Work and Second Language Learning

Objectives:

- Examine how collaborative work allows student to work at higher cognitive and language levels
- Design group work to allow opportunities for language development
- Explore the principles of effective group work

Session Five

Going From Speaking to Writing In the Content Classroom

Objectives:

- Define the difference between spoken and written language
- Identify Literate Talk
- Understand Academic Language
- Explore teacher-guided reporting

Session Six

Learning to Write in a Second Language and Culture

Objectives:

- Using culture to understand different genres in writing
- Integrating subject and language teaching
- Using constructive feedback for learners, teachers and parents.

Session Seven

Reading In A Second Language and Culture

Objectives:

- Understand the importance of setting the stage for the learning
- Explore the interaction between the reader and the text
- Explain the roles of an effective reader
- Identify The importance of choosing appropriate student texts.

Session Eight

Listening: An Active and Thinking Process

Objectives:

- Understand how listening ability develops in both one-way and two-way contexts.
- Examine how listening to unfamiliar subject-related language is more difficult than listening to everyday familiar information, especially in one-way listening.

- Identify listening in different ways
- Recognize just like it is possible to read in more than one way such as skimming and scanning, it is also possible to listen in different ways such as for overall gist or for specific information

Session Nine
Technology for the English Language Learner

Objectives:

- Identify the advantages of using technology in the classroom for ELLs
- Recognize that many of our ELL learners will have varying experiences with technology
- Evaluate various educational technologies to use in the ELL classroom
- Explore the different types of technology available today

Session Ten
Developing an Integrated Curriculum: Learning Language, Learning Through Language, and Learning About Language

Objectives:

- Language is best learned through meaningful use in a variety of contexts, and the whole curriculum can be viewed as a resource for language development.
- Recognize that an integrated curriculum takes into account both the language- learning needs of the learners and the key language that is required to learn subject content.
- Explore that in an integrated unit, children will learn language, learn through language, and learn about language.
- Recognize that a “language-rich diet” of ELL teaching benefits all students and supports all children in using new language in ways that are central to academic learning.

Course Requirements:

Requirements	Points
Session Assignments	120
Total	120

Grades

120-112 - A

111-102 - B

Student Academic Integrity

Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.



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