



Teaching Strategies for Secondary English Language Learners
EDUO 9301 3 Semester Credits/Units
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Syllabus

English Language Learners (ELL) are students for whom English is not their primary language. Their first language (L1) is generally not used in instruction and the instructor need not know the students' native languages. Instructional methods of teaching language skills vary, depending on the district or school mandates. Some classes focus on literature to better prepare students for the exit exams and their transition into mainstream English Language Arts (ELA), while others require that the ELL teacher collaborate with subject area teachers to reinforce content and concepts. Another effective model is called the sheltered instruction approach, a class structure wherein content mastery and academic language skill are developed concurrently.

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 then 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.

Materials

Supplementary Resources

- [How-To Articles from Teachers Network Page](#)
- [Curriculum Projects for Middle School](#)
- [Curriculum Projects for High School](#)

Supplementary Online Resources

1. For Teachers:

Effective Strategies for Teaching English Language Learners: What's All the Hype?
<https://www.colorincolorado.org/ell-strategies-best-practices>

RTI Action Network: Response-to-Intervention in Reading for English Language Learners
<http://www.rtinetwork.org/learn/diversity/englishlanguagelearners>

[20 Curriculum Units and Projects by Teachers, for Teachers](#)

2. For Students:

ESL Resources for Students

<http://www.eslcafe.com/students>

http://oedb.org/ilibrarian/50_essential_resources_for_esl_students/

Videos:

- [Project-Based Learning for English Language Learners](#)
- [Teaching English Language Using Shakespeare](#)
- [Getting Kids to Read](#)

Professional Development Materials

- Annotated Content and Essential Questions
- Menu of Key Concepts and Related Resources
- PDF - Professional Teachers Handbook, pages 94-96
[Chapter 4 - Meeting the Needs of All Learners](#)
- PDF - Professional Teachers Handbook, pages 116-122
[Chapter 5 - Going Creative with Literacy: Strategies for English Language Learners](#)
- [How-To Articles from Teachers Network Page](#)
- [Curriculum Projects for Middle School](#)
- [Curriculum Projects for High School](#)

Objectives

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

Identify and understand the needs of English Language Learners.

- a. Assess student's proficiency levels
- b. Recognize cultural perspectives
- c. Address the teaching of language skills

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

Implement strategies for modifying academic content for English Language Learners.

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

Put skills into practice.

- a. Employ multiple methods of assessment
- b. Review web-based TeachNet curriculum units designed for English Language Learners

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. There are three major categories (see chart below) of ELL students. 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 teachers to help you determine specific strengths and weaknesses that will influence the students' performance in your class. Second language acquisition is greatly impacted by proficiency in the native language.

Mainstream teachers need to learn about the language and academic backgrounds of the ELLs in their classes. Without this knowledge, teachers cannot anticipate the aspects of learning that are likely to be too difficult for their ELLs to handle without instructional supports. It is essential to gather data about your students' English language proficiency using assessment tools ranging from standardized formal language assessment testing to ongoing informal assessments made through your observation of everyday activities. Educators should use both standardized scores and ongoing monitoring to help determine which instructional standards to focus on, and also to evaluate students' progress.

Instructional plans should include multiple means of expression, to provide learners with alternatives for demonstrating what they know.

Profile 1	Profile 2	Profile 3
Approximately 0-4 years of ELL	Approximately 0-4 years of ELL	Approximately 4 years or more of ELL
Formal education in native language	Interrupted formal schooling (or no formal education)	Basic Interpersonal Communication Skills (social language) in English and in native language
Literate in L1 (native language)	Limited literacy in native language	Limited Cognitive Academic Language Proficiency (school language) in English and in native language
Varying degrees of English language proficiency	Varying degrees of English language proficiency	

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.

- Speak slowly and enunciate clearly.
- Limit use of slang and idiomatic language.
- Paraphrase student comments so other students can understand.
- Recognize that mistakes are part of the language acquisition process, and ask questions to check comprehension rather than asking, "Does everybody understand?"
- Use outlines or notes so students will know what to expect from their listening.

2. Modify written text.

- Use charts and graphs, timelines, maps, illustrations and artifacts to introduce a lesson topic.
- Begin with concrete examples/explanations before moving to abstract concepts.
- Use graphic organizers to present information, to review, and to teach students how to organize their own essays.
- Try to relate material to students' prior knowledge and experience.

3. Provide vocabulary support.

- Create webs or clusters for vocabulary by asking students to brainstorm ideas and vocabulary related to a specific topic.
- Encourage students to carry bilingual dictionaries and to keep vocabulary lists in their notebooks so they can keep track of new words.

4. Vary reading techniques.

- Give readings in advance so that students can prepare for the introduction of new teaching units. Include pre-, during-, and post- reading activities.
- Use reading logs and cloze activities to check comprehension.
- Ask students to summarize or illustrate what they have read.

Session 3: Putting 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 formative 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.

Armed with data about students' language proficiency levels, you will be able to note growth and potential problems, and be prepared to evaluate your students. Educators who modify curriculum enable ELLs to improve language skills by having content delivered on their language level.

Assignments for Session 1 - Identify and Understand the Needs of English Language Learners

1. Read and give a brief, general response to the Session 1 Overview
2. Read the **PDF of Chapter Four of the Professional Teachers' Handbook**. Describe how Melinda Pongrey's article, **"Ask the Students"** on pages 94-96 resonates with experiences you have had with your own students.
3. After reading the three **How-to-Articles**, name each article and respond to each of the three in the following format:
 - a. Essential information
 - b. Relevance for my classroom, or school
 - c. New discoveries for me
4. Look over both of the **Additional Online Resources**, name each resource, and respond to each in the following format:
 - a. Essential information
 - b. Relevance for my classroom, or school
 - c. C. New discoveries for me
5. From Supplementary Resources, just after the Course Introduction under Topic 2 of the opening course page, investigate all four of Resources for Teachers and Students, name each resource, and respond to each in the following format
6.
 - a. Essential information
 - b. Relevance for my classroom, or school
 - c. New discoveries for me

1. From **Supplementary Resources**, just after the course Introduction, choose two **How-to-Articles** related to the theme of Session 1 as much as possible, name each article and respond to each in the following format:
 - a. Essential information
 - b. Relevance for my class or school
 - c. New discoveries for me

2. From **Supplementary Resources**, just after the course Introduction, choose three of the Curriculum Units that are of interest to you. Give the name of each curriculum unit, give a brief summary of each unit and explain what interest each holds for you.

3. Respond to each of the four **Reflection** questions below.
 - a. Using both standardized and ongoing informal assessments, what instructional component would you focus on to improve ELL instruction for your students?
 - b. What are some factors that could affect the ways ELL students learn in your classes?
 - c. Using the chart and readings, what tools could you use to identify your students' English Language proficiency? How can this data be used to design targeted interventions (RTI) to struggling learners?
 - d. In what ways can cultural differences affect how you are perceived by your students? How can you demonstrate your appreciation of the diverse cultures in your school?

Resources for Session One

PDF – *Professional Teachers Handbook*, pages 94-96

[Chapter 4 – Meeting the Needs of All Learners](#)

Teachers Network's How-to-Articles

[Cultural Contrasts in a Multicultural World: Notes from the National Association of Bilingual Education Conference](#)

[The Primary Needs of ELL/ESL Learners](#)

[Time Effective Approach to Assessing ELL/ESL Students](#)

Additional Online Resources:

A Cultural, Linguistic, and Ecological Framework for Response to Intervention with English Language Learners

https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1078&context=edu_fac

What Teachers Should Know about Instruction for English Language Learners

http://educationnorthwest.org/webfm_send/217

Assignments for Session 2 - Implement Strategies for Modifying Academic Content for English Language Learners

1. Read and give a brief, general response to the **Session 2 Overview**
2. View both videos under the title **Resources for Session 2** Name each video and respond to each of the videos in the following format:
 - a. Essential information
 - b. Relevance for my classroom, or school C. New discoveries for me
3. Read the **PDF of Chapter Five of the Professional Teacher's Handbook**. Highlight what you feel might be some of the more important ideas mentioned in "**Strategies for English Language Learners**" on pg **116-122** of the PDF.
4. After choosing and reading four of the five **How-to-Articles**, name each article and respond to each of the four in the following format:
 - a. Essential information
 - b. Relevance for my classroom, or school C. New discoveries for me
5. Choose three of the **Additional Online Resources**, name each resource, and respond to each of the three in the following format:
 - a. Essential information
 - b. Relevance for my classroom, or school C. New discoveries for me
6. From **Supplementary Resources**, just after the course Introduction, choose three Teachers Network How-to-Articles related as much as possible to the theme of Session 2. Name each article and respond to each in the following format:
 - a. Essential information
 - b. Relevance for my classroom, or school C. New discoveries for me
7. From **Supplementary Resources**, just after the course Introduction, choose two of the Curriculum Units that are of interest to you. Give the name of each curriculum unit, give a brief summary of each unit and explain what interest each holds for you.
8. Respond to each of the three **Reflections** questions below.

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 both the video and the readings to help your students better comprehend information and gain knowledge?

- 2) Based on the videos, what grouping strategies can you adapt to your own classroom to engage English Language Learners of various language proficiencies?
- 3) What adaptations would you make to accommodate the individual learning preferences and styles of your students?

Resources for Session Two

Videos:

- [Project-Based Learning for English Language Learners](#)
- [Teaching English Language Using Shakespeare](#)

PDF – *Professional Teachers Handbook*, pages 116-122

[Chapter 5 – Going Creative with Literacy: Strategies for English Language Learners](#)

Teachers Network How-To-Articles:

[Activating Students' Knowledge of New Material](#)

[Applying Literacy Strategies to All Content Areas](#)

[Boosting Vocabulary in Meaningful Ways for Your ELL/ESL Students](#)

[Teaching Science to Your ELL/ESL Learners: Breaking the Language Barriers](#)

[Where to Start: Introductory Ideas for Teaching the Non-English Speaker](#)

Additional Online Resources: (Choose three of the articles below to read).

Scaffolding Academic Learning for Second Language Learners

<http://iteslj.org/Articles/Bradley-Scaffolding/>

Strategies for English Language Learners

<http://supportrealteachers.org/strategies-for-english-language-learners>

HYPERLINK "http://www.education.com/reference/article/balance-manage-needs-ell-student/"[Delicate Balance: Managing the Needs of ELL students | Education](#)

Sheltered English Language Instruction

<http://www.ericdigests.org/pre-9210/english.htm>

English Language Learners | ColorinColorado.org

<http://colorincolorado.org/EnglishLanguage>

Assignments for Session Three - Put skills into practice.

1. Read and give a brief, general response to the **Session 3 Overview**
2. View the video **“Getting Kids to Read”**. Name the video and respond in the following format:
 - a. Essential information
 - b. Relevance for my classroom, or school C. New Discoveries for me
3. Choose four of the **Curriculum Units and Projects by Teachers, for Teachers**. Name each unit or project, and respond to each of the four in the following format:
 - a. Essential information
 - b. Relevance for my classroom, or school C. New discoveries for me
4. Choose a few pages from the PDF of **Chapter Four of the Professional Teacher’s Handbook** which do not directly address English language learners. Give your response to this information as to its usefulness with English language learners as well as for students with other special needs.

After choosing and reading four of the five **How-to-Articles**, name each article and respond to each in the following format:

- a. Essential information
 - b. Relevance for my classroom, or school C. New discoveries for me
5. Look over both of the **Additional Online Resources**, name each resource, and respond to each in the following format:
 - a. Essential information
 - b. Relevance for my classroom, or school
 - c. New discoveries for me
 6. From **Supplementary Resources**, linked just under the course introduction, choose two of the **How-to-Articles** related as much as possible to the theme of Session 3; name each article and respond to each in the following format:
 - a. Essential information
 - b. Relevance for my class, or school
 - c. New discoveries for me

Respond to each of the three **Reflections** questions below.

Reflections

- 1) Based on the materials in the course and your classroom experience, what are the most important factors that could affect language development by English Language Learners in your classes?
- 2) What would you include in an informal survey designed to assess the language proficiency of your students and their families?
- 3) Choose one of the curriculum units found on the CD-ROM, Empowering English Language Learners. Suggest modifications you would make for your English Language Learners and explain your choices.

Resources for Session Three

Videos:

- [Getting Kids to Read](#)

[20 Curriculum Units and Projects by Teachers, for Teachers](#)

PDF – *Professional Teachers Handbook*, pages 94-96

[Chapter 4 – Meeting the Needs of All Learners](#)

Teachers Network How-To-Articles:

[Time Effective Approach to Assessing ELL/ESL Students](#)

[Research-Based Classroom Strategies for Teachers in Diverse Classrooms](#)[Connecting ELLs to Accessible Texts](#)

[Five Ways to Effectively Enhance Instruction for ELLs](#)

[How to Use Authentic Literature as a Model for Writing Memoirs with ELL/ESL Student](#)

Additional Online Resources:

Effective Programs for English Language Learners (ELL) with Interrupted Formal Education

<http://www.colorincolorado.org/article/how-support-ell-students-interrupted-formal-education-sifes>

Secondary School Newcomer Programs in the United States

<http://www.cal.org/what-we-do/projects/newcomer>

Instructions for this course:

Read the Course **Introduction**.

Open and read the **Syllabus** which includes Objectives and a Grading Rubric. Check out the **Supplementary Resources** links.

For each Session 1, 2 and 3 read **Overview** and the **assigned resources** and use them to complete the assignments.

Links to Assignments and **Resources** are located under each session. You will type your assignments offline in a document that you will later upload for grading.

If you want instructor feedback as you go, you may post the assignments as you complete each session in the **DropBoxes for Sessions One, Two and Three** and **Assessment**. If feedback is not needed, you may simply post all coursework at The DropBox for Completed Coursework Only.