



## LILIE, LLC Course Information

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*\*More detailed course curriculum can be provided upon request*

**Title of Course:** Supporting English Language Learners

### **Course Description:**

This course is designed for educators who work with English Language Learners (ELLs) in their mainstream classes. The course provides an overview of ELLs' instructional needs, and offers a variety of research-based strategies and techniques that support their academic development and social integration. Participants will explore ways in which instruction and assessment can be adapted to not only benefit the ELLs but the class as a whole. They will develop activities that promote language development and acquisition and engage students socially and academically.

Topics to be covered include: ELL Governing Laws, ELL Programs, Stages of Language Acquisition, Culture and Acculturation, Literacy Instruction, Content Area Instruction, and Assessment.

### **Overall Course Objective and Expectation(s):**

- Understand language acquisition, language development, and second language learning
- Identify the differences between social language and academic language
- Understand the role culture and other variables play in the acquisition of English
- Effectively modify lessons, projects, assignments and tests
- Utilize strategies for making lessons comprehensible for the ELLs
- Integrate language learning and content in everyday instruction
- Design and deliver appropriate instruction and create an effective, nurturing environment
- Reflect on and evaluate what has been learned during the course, and how this information can be used in planning, instruction and assessment of the ELLs.

### **Course Instructional Materials:**

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

### **Instructor Consultation and Interaction**

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the

information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

**Proof of Course Completion:**

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflection in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



## **Scope & Sequence/Weekly Topics and Objectives** ***Week 1***

### **Topic(s):**

- Introduction – Who are the English Language Learners?
- Bilingual/English as a Second Language (ESL) Instruction in NYS
- ELL Identification and placement
- State Regulations

### **Objectives:**

1. English as a Second language (ESL) and Bilingual Education as essential instructional models for the English Language Learners (ELLs)
2. Explore the diversity of the ELL population in our schools, along with the social and academic challenges the ELLs face?
3. Discuss challenges that mainstream teachers face when working with ELLs.
4. Become familiar with the ELL identification, placement, and assessment procedures.
5. Learn about state regulations governing Bilingual and ESL Programs

### **Impact on Classroom Instruction:**

Participants will become familiar with the laws governing Bilingual Education and English Language Learning in NYS. They will gain an understanding of how various programs work to support English Language Learning, what tools are used in the identification process, placement, and assessment of ELLs, and the challenges that both educators and ELLs face in the instructional process.

### **Learner Outcomes:**

Participants will become familiar with the various models of instruction in NYS, and will share district level implementation. They will become more attuned to the challenges their students face and will know how to take on a more proactive role. They will understand the importance of collaborating and sharing practical ideas with other colleagues and staff that works with the ELL student population.

### **Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):**

#### ***Discussion Topics:***

1. Introduce yourself to your classmates and discuss experiences you've had in teaching or supporting English Language Learners as well as what you hope to learn in this course.
2. ESL vs. Bilingual Education – What factors need to be considered when making program model decisions? What program do you have in your district and how does it work? What other support programs are available?
3. Discuss challenges that ELLs face both socially and academically; discuss mainstream teacher challenges including personal take (include *My Brown Eyes* video).
4. Reflective Journal -Summarize what you've learned on supporting ELLs linguistically and academically. Has anything changed in your perception and understanding of the ELLs?



## *Week II*

### Topic(s):

- Stages of Second Language Acquisition and instructional modifications to support the ELLs in the classroom.
- Roadblocks to acquisition, and differences between social language proficiency and academic language (BICS vs. CALP)
- Culture and acculturation; the importance of knowing who our ELLs are

### Objectives:

- Understand the stages of Second Language Acquisition (SLA) and the factors that promote or hinder language development.
- Become familiar with the student behaviors and teaching strategies appropriate for each stage.
- Reflect on modifications that can be made to begin supporting ELLs in the mainstream content area classes.
- Understand the stages of Culture Shock, and how it affects the ELL socially, emotionally, and educationally.
- Understand acculturation and how school personnel can support it.

### Impact on Classroom Instruction:

Understanding the stages of Second Language acquisition (SLA) and what the students can handle instructionally at each level will help the mainstream content area teacher plan for instruction that supports language development and learning of content simultaneously.

### Learner Outcomes:

Participants will feel more prepared to help the ELLs in their classrooms, and will have opportunities to share their findings, experiences, and reflections.

Participants will explore a variety of cultures that reflect the ethnic make-up of their school/district, and will learn important information regarding culture, family units, traditions and values, as well as basic information of the respective educational systems.

*Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):*

### **Discussion Topics:**

1. Discuss social language vs. academic language and how it impacts students at various stages of language development.
2. Describe three activities that you can implement to address the linguistic competency of a beginner, intermediate, and advanced ELL in your classroom. (Stages of SLA chart and article)
3. What is acculturation and how can you support the integration of a newcomer in your classroom?
4. How does knowledge of students' cultural background impact the interaction between the classroom teacher and the ELL? What will you take back to the classroom?



### **Topic(s)**

- English Language Learner Literacy
- Principles of ELL Instruction
- Vocabulary Development
- Writing and the ELL (graphic organizers)
- Content area teaching that supports academic language and understanding of concepts
- Tips and modification for mainstream teachers

### **Objectives:**

- Understand the 6 six principles of ELL instruction
- List and discuss strategies for increased comprehensible input for the ELLs, increased cooperation and increased use of higher order thinking skills (HOTS)
- Discuss strategies that aid language and content integration
- Understand how ELLs learn to read and write and how mainstream teachers can support literacy development

### **Impact on Classroom Instruction:**

Participants will learn how to modify planning and instructional delivery to meet the linguistic and academic needs of their students. They will be able to ascertain what strategies they can implement right away and will know how to look for resources that will support their efforts in this transitioning phase.

### **Learner Outcomes:**

Participants will feel more confident and better equipped in tackling the complex task of literacy development and integration of content and language. They will learn how slight modifications in planning and delivery of instructional content can make a great difference in the academic success of their ELLs.

### **Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):**

1. What modifications will you make to your instructional delivery to increase the comprehensible input, cooperation and higher order thinking skills for your ELLs? How do you see this benefitting the rest of the class?
2. Describe one strategy or technique that sparked your interest and you see a direct applicability to what and how you teach (use of graphic organizers, Language Experience Approach, dialogue journals, information gap activities, use of visual displays).
3. How can content area teachers support ELL literacy development in their classroom?
4. How can you support vocabulary development and development of writing skills in your classroom?



## ***Week IV***

### **Topic(s):**

- Assessment
- Keys to success for ELLs

### **Objectives:**

- Discuss factors influencing the assessment of English language Learners
- Discuss how alternative or informal assessments are used to measure student progress
- Develop a practical alternative assessment for content material
- Evaluate and improve teacher-made tests

### **Impact on Classroom Instruction:**

Participants will gain a better understanding of how assessing ELLs differs from the mainstream student population, why testing accommodations are in place, and what assessment modification are needed to measure growth, language development, and understanding of important concepts.

### **Learner Outcomes:**

Participants will experience a shift in the way they view assessment for ELLs, and will have alternative tools for evaluating the academic and linguistic progress of their students. They will be able to modify existing assessments to better meet the needs of the ELLs.

### **Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE,LLC):***

1. What are informal assessments and why they offer a better alternative to assessing ELLs?
2. What difficulties do teachers run into when assessing ELLs in the mainstream content classes?
3. Share some of the strategies you currently use to assess progress and encourage students to self-monitor their learning. What new strategies you are ready to implement?
4. Write a Reflective Journal page to summarize what you have learned this week. Also, discuss how prepared you feel after taking this course to deal with the challenges of teaching ELLs.