

Course Title: Setting the Stage for Teaching ELLs Across the Curriculum

Instructor: Elizabeth Jiménez

Length: 15 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1

Course Description: What is the ultimate goal for ELL students? The answer is academic success across the curriculum. In this course, educators learn the foundations of language development and language acquisition, setting the stage for developing instructional strategies that are more comprehensible for ELL students across all subject areas. Elizabeth Jiménez demonstrates strategies for assessing students' knowledge, identifying language learning objectives, and developing differentiated instructional practices that address the varying levels of language proficiency often present in a typical classroom. She introduces research-based pedagogical practices that promote comprehension such as background building, frontloading vocabulary, using graphic organizers to enhance higher order thinking, leveraging the primary language to facilitate learning, using culturally responsive materials, and employing media, technology and other visual supports to enhance learning. Participants learn how to preview their textbooks for idiomatic expressions and multiple meaning words, to plan lessons that incorporate academic language development, and to utilize primary language cognates. In addition, Jiménez reviews the contextual factors such as motivation, peer pressure, family values, and L-1 proficiency that impact the success of academic pursuits. In an interview with Sal Flores, a young Latino who recently earned a GED, he explains why, as a youth, he was attracted to gang affiliation and offers some advice for teachers about reaching disaffected students. Jiménez demonstrates classroom strategies such as sorting activities, jigsaw, and cooperative work followed by well-designed interactive activities for online participants to practice and ultimately to apply in their own classrooms to help their students succeed.

Course Objectives:

By the end of the course, participants will know:

- The process of language acquisition
- The stages of language acquisition
- Differences in social and academic language
- The characteristics of culturally responsive instruction
- How to communicate with families including parent/teacher conferences
- Basic phonology –including phonemes and allophones

- Features of English that may inhibit communication – intonation patterns, pitch, modulation.
- How to utilize contrastive analysis resources in textbooks to plan targeted instruction
- How to use strategies such as L-1 cognates, context clues, word structures, and apposition to determine the meaning of unknown words
- How to strengthen instructional outcomes through comprehensible input, communicative classroom interactions, and checking for understanding
- The pedagogical implications of affective factors for the instruction of English language learners such as lowering the affective filter, providing supportive and constructive feedback, valuing and validating students' home cultures and languages
- The process of English language learner identification through reclassification
- How to analyze student assessments and assessment results in order to modify or differentiate instruction
- How to analyze the content area textbook in order to plan sheltered lessons
- How to check for understanding

By the end of the course, participants will be able to apply the following skills in the classroom:

- Utilize instructional strategies that address contextual factors including:
 - tapping prior knowledge
 - building background
 - setting content and language objectives
 - leveraging L-1 as a learning asset
 - creating opportunities to interact with other
 - checking for understanding
 - creating higher order thinking projects
- Minimize activities that adversely impact affective factors such as:
 - motivation
 - inhibition
 - attitudes
 - levels of anxiety and self-esteem
 - classroom environment
- Create an environment that is conducive to learning:
 - providing supportive and constructive feedback
 - creating an inclusive classroom environment
 - valuing and validating students' home cultures and languages

Session Topics (8):

1. Introduction to Teaching English Language Learners and Foundations of Language Acquisition

2. Theories, Models and Processes of Second-Language Acquisition
3. Linguistic Foundations–Receptive (Listening and Reading) Language Structure and Use
4. Linguistic Foundations–Expressive (Speaking and Writing) Language Structure and Use
5. Contrastive Analysis–Why Some Elements of English are so Difficult and How to Help English Language Learners Overcome Them
6. Contextual Factors in Second Language Acquisition
7. Assessment of English Language Learners–Roles, Purposes and Types of Assessment
8. Foundations of Programs for English Language Learners–Content Instruction

Instructor Overview:

Elizabeth Jiménez is the CEO of GEMAS, a consulting and advocacy firm dedicated to improving the education of English learners and their families. Elizabeth earned an MBA from the Peter F. Drucker Graduate Management Center at Claremont Graduate University and a BA in Spanish from CSU, Fullerton. Elizabeth taught English learners for nine years; then, she cut her teeth in politics working in her state legislature on pioneering legislation for English learners. She has taught literacy methods courses in English and in Spanish for college teacher preparation programs.

Elizabeth Jiménez has written over 25 textbooks for Pre-K-12 English learners. Jiménez is a highly sought after keynote speaker, coach, and professional developer, having worked with school districts and charter schools in over 20 states and Puerto Rico. Her many projects include working with the Department of Education in Puerto Rico; Bassett Unified School District; and Riverside, Inyo, Mono, and San Bernardino Counties in California to improve learning outcomes for English learners. She has been a panelist, session speaker, moderator, or keynote speaker for national and local organizations and conferences including NALEO (National Association of Latino Elected and Appointed Officials), Latino Leadership Conference, LAUSD Achieving A+ Summit, Milken Institute Global Conference, and Puerto Rico TESOL Conference. Her company name, GEMAS means ‘gems’ in Spanish and is made up of the initials of her five children – Gabriela, Eduardo, Maria, Alexandra, and Salvador.

Methods of Instruction:

Methods of instruction will include

- Individual sections (8)
- Video lectures (8) (15 hours)
- PowerPoint presentations (8) (60 to 100 pages)
- Transcripts and handouts (100 pages)
- Interactive study guide sessions (8)

- Graded post assessments (8)
- Final exam or project

Texts (included in program)

- Transcripts, handouts, and PowerPoint presentations (200 pages)

Assignments

- Interactive study guide Q&A sessions (8)
- Post assessment Q&A sessions (8)
- Final exam or project (1)

All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given. Students must earn a minimum of 70% to pass the course.

Percentage of Course Credit

- Graded post assessments 70%
- Final Project 30%

Grading criteria/system and evaluation activities:

A course administrator will be reviewing students' answers and providing feedback. Students will be evaluated on their creativity and ability to incorporate techniques from the lectures into examples, lesson plans, and the final project.

Due dates of major assignments, projects, and examinations:

Online, self-running programs can be started and completed at participants' own leisure within two months from the day they begin the course.