

**Course Title:** Teaching English Language Learners across the Curriculum

**Presenter(s):** Elizabeth Jiménez

**Length:** 45 hours

**Number of credits:** 3

**Dates:** Rolling admissions

**Prerequisites:** Bachelor's Degree

**Course Description:**

This course is designed to provide educators with classroom practices that enhance English language learners' understanding and achievement across all content areas using effective classroom instructional practices. In the first part of the course, educators learn the foundations of language development and language acquisition, setting the stage for developing strategies designed to be more comprehensible for ELL students. Participants view demonstrations for assessing student knowledge, identifying language learning objectives, and developing differentiated instructional lessons that address the various levels of language proficiency that are 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.

In the second part of the course, the focus shifts to sheltered content area instruction. Jiménez puts theory into practice by revisiting the Cummins theory of task difficulty (Cummins' Quadrants). Then, through a brief, powerful lesson demonstration, using a language other than English, Jiménez showcases how comprehension is enhanced using the sheltered instructional techniques. Participants observe several classrooms where English language learners are engaged in content-based ESL lessons. Through examples of the key sheltered instruction strategies, participants learn to plan for and address task difficulty through a sheltered instruction approach. The presenter discusses and models ESL techniques such as total physical response and literacy techniques such as the language experience approach. Jiménez presents the benefits of various instructional supports such as team teaching, peer tutoring, educational technology, and working with bilingual paraprofessionals to support student learning. Educators explore the importance of students' culture, how to organize lessons around meaningful themes, how to communicate effectively with families, and how to engage families and communities in student learning. Participants will take a culture quiz by Judie Haynes to appreciate cultural differences and their impact on student behavior in the classroom. The course also showcases expert interviews with EL literacy author Dr. Gil Garcia, bilingual education advocate Dr. Maria Quezada, and dual language teacher Cheryl Ortega. Sal Flores shares why, as a youth, he was attracted to gang affiliation and offers some advice for teachers about reaching disaffected students.

The format of the course includes presentations, panel discussions, interviews with experts and authors, and classroom observations of successful ELL instruction. Participants observe teachers engaged in cooperative work followed by well-designed interactive online activities for them to practice. Participants will be expected to contribute to the class to further clarify their understanding of the concepts through collaborative discussion activities. By the end of the course, teachers will have acquired the skills needed to incorporate the methods for teaching ELLs to succeed in both academic and social environments.

**Objectives:**

Participants will apply the following skills:

- Develop lessons using similarities and differences between first- and second-language
- Integrate the skills students bring from L1 to increase comprehension and learning of L2
- Incorporate ESL accommodations when planning instruction
- Integrate culturally responsive teaching materials into instruction and student activities
- Lower the affective filter—or reduce student anxiety levels—to promote learning
- Plan and execute lessons that promote language acquisition as a natural process where speaking and writing skills are facilitated by developing listening and reading skills
- Employ rich context-embedded lessons to facilitate comprehension
- Develop activities that promote English learners' auditory discrimination and production of English phonemes for listening and comprehension
- Incorporate instruction and learning activities that utilize the pragmatic features of oral and written language that influence or convey meaning—such as formal or informal registers, idiomatic expressions, gestures, eye contact, and physical proximity
- Assess English learners through the use of various types of classroom assessments including textbook assessments, performance-based assessments, curriculum-based assessments, authentic assessments, and teacher-made tests
- Use formative and summative assessment to design and implement differentiated, standards-based instruction
- Employ ESL and content standards to design and provide differentiated instruction and assessment based on students' assessed English proficiency level
- Involve family and community to create culturally inclusive curriculum and instruction
- Employ culturally responsive strategies for communicating with family members
- Access and incorporate an appropriate variety of multicultural materials for language and content-area learning, including books and other print media, visual aids, props, realia, manipulatives, materials that access other modalities, and human resources
- Access and incorporate appropriate technological resources to enhance language and content-area instruction for English learners (e.g., Web, software, computers, and related devices) and apply strategies for using software and Internet resources effectively in ELD and core content-area instruction
- Scaffold to implement sheltered instruction lessons and differentiated instruction based on level of proficiency

**Pre-Reading Assignment:**

Title: “How to Teach Learning Strategies to English Language Learners”

Author: Anna Uhl Chamot

Available by downloading the PDF file from the resources tab in the first session.

**Topics:**

1. Introduction to Teaching English Language Learners and Foundations of Language Acquisition
2. Who Are Our English Language Learners—Data and Case Studies of English Language Learners in the United States
3. Theories, Models, and Processes of Second-Language Acquisition
4. Linguistic Foundations—Receptive (Listening and Reading) Language Structure and Use
5. Linguistic Foundations—Expressive (Speaking and Writing) Language Structure and Use

6. Contrastive Analysis—Why Some Elements of English are so Difficult and How to Help English Language Learners Overcome Them
7. Contextual Factors in Second Language Acquisition
8. Legal Foundations and Political Factors Affecting Language Development—Key Laws, Court Cases, and Policy Directions
9. Assessment of English Language Learners—Roles, Purposes, and Types of Assessment
10. Foundations of Programs for English Language Learners—Content Instruction
11. Foundations of Programs for English Language Learners—English Language Literacy
12. Principles of Standards-Based Assessment and Instruction
13. Instructional Planning and Organization for ESL and Sheltered Instruction
14. Components of Effective Instructional Delivery for ESL and Sheltered Instruction
15. The Importance of Culturally and Linguistically Appropriate Instructional Materials
16. What is English Language Development? Research and Practice of ESL
17. Understanding the Critical Relationship between ESL and ELA
18. What is Sheltered Instruction? Developing Academic Language while Teaching Content
19. Culturally Relevant Instruction—When Teachers and Students Bring Different Cultural Experiences to the Classroom
20. Characteristics of Universal Access

### **Presenter Overview:**

**Elizabeth Jiménez** is the CEO of GEMAS, a consulting and advocacy firm dedicated to improving the education of English learners and their families. Jiménez earned an MBA from the Peter F. Drucker Graduate Management Center at Claremont Graduate University and a BA in Spanish from CSU, Fullerton. Jiménez 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. 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.

### **Midterm and Final**

The midterm will provide participants will the opportunity to assess the course’s learning objectives and determine to what degree they are meeting those objectives.

The final provides participants the opportunity to assess the course’s objectives and determine to what degree they are meeting those objectives and integrate knowledge acquired throughout the course. Teachers are asked to develop answers based on the new knowledge

they have acquired at the end of the course.

Participants are asked to refer to the pre-reading in their answer to either one or both of the midterm or final questions.

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### **Methods of Instruction:**

Methods of instruction will include

- Individual sections (20)
- Video lectures (20) (30)
- Interactive study guide sessions (20)
- Graded post assessments (20)
- Midterm exam
- Final exam

### **Texts (included in program)**

- Transcripts, handouts, and PowerPoint presentations (400 or more pages)

### **Assignments**

- Interactive study guide Q&A sessions (20)
- Graded post assessment Q&A sessions (20)

- Discussion board participation
- Midterm exam
- Final exam

**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.**

**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.