

## Syllabus

**Course:** Teaching ELLs across the Curriculum: Sheltered Instruction, ESL, and Culturally Responsive Instruction, Part 1

**Presenter:** Elizabeth Jiménez

*From the Resource tab in the eClassroom, please download and read “Instructions and Requirements” for additional important information.*

### Overview

How can academic content be delivered in the classroom so that English language learners succeed in all subjects? This course provides participants with model instructional and assessment practices that enhance English language learners’ understanding and achievement across all content areas. Participants first learn the foundations of language development and language acquisition, which prepares them to design and modify activities for their ELL’s different English proficiency levels. Presenter Elizabeth Jiménez demonstrates strategies for assessing student knowledge, identifying language learning objectives, and developing differentiated instructional lessons. 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 and to plan lessons that incorporate academic language development and utilize primary language cognates.

### Objectives

After completing this course, educators will know:

- The processes and stages of language acquisition
- The factors that influence second language development
- The characteristics of culturally responsive instruction
- How to communicate with and engage families and the community
- BICS and CALP
- Issues of validity and reliability in assessment of English language learners
- How to use scaffolding in ESL instruction

After completing this course, educators will apply the following skills:

- Evaluate second language levels of English proficiency
- Write lesson objectives in content classes to meet ESL standards and content standards
- Organize ESL instruction around meaningful concepts and themes
- Select and use culturally responsive, age-appropriate, and linguistically accessible materials suitable for English language learners.

- Use strategies for facilitating English learners' listening comprehension and speaking skills across the curriculum
- Utilize state-mandated standardized assessments to design, monitor, and refine ELL instruction and to identify, place, redesignate, or reclassify ELLs

## Units

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

Understanding how and in what stages children acquire language can significantly affect how educators teach English language learners. In the context of various language acquisition theories, presenter Elizabeth Jiménez explores how students' develop—and can be helped to develop further—both their social and academic language. She outlines critical strategies that make language learning easier, including using cognates and designing context-embedded instruction.

### 2. Who Are Our English Language Learners – Data and Case Studies

What do the changing demographics of English learners in US schools mean to teachers trying to meet the needs of the English learners in their classrooms? To begin to make decisions about instruction design, participants examine the similarities and differences of the needs of newcomers, students with high levels of formal education, students with little educational background, students with interrupted formal education (SIFE), and long-term English learners. Participants view video of students at varying levels of language proficiency that illustrate differences in vocabulary, syntax, fluency and pronunciation. Participants also learn what a culturally responsive classroom should include, how to develop culturally responsive teaching techniques, and what can be done within the school and classroom to build bridges between home and school, as well as between academic abstractions and socio-cultural realities.

### 3. Theories, Models, and Processes of Second Language Acquisition

One of the great challenges to teachers is that English learners arrive in classrooms at different levels of proficiency in English. Presenter Elizabeth Jiménez explores this diversity in the context of the four domains of language—listening, speaking, reading, and writing—and the predictable characteristics of second language acquisition. Participants examine Dr. Jim Cummins' work and Dr. Stephen Krashen's five hypotheses of second language acquisition, while building a repertoire of ways to apply these thinkers' principles in the classroom.

### 4. Linguistic Foundations: Receptive (Listening and Reading) Language Structure and Use

In this session, Elizabeth Jiménez demonstrates for educators how knowing some basics linguistics can help target instruction to English learners and accelerate student learning.

Educators construct a contrastive analysis of English and Spanish to better understand why some sounds and grammatical structures are more difficult to learn than others and how this impacts speaking and writing in English. Jiménez leads participants through a series of activities designed to deepen understanding of transferable and non-transferable skills. Finally, participants review relevant research and best practices in the field of linguistics and language acquisition in order to better meet the educational needs of English language learners.

#### 5. Linguistic Foundations: Expressive (Speaking and Writing) Language Structure and Use

Classroom practitioners know that even English learners who are more advanced may have difficulty with common, idiomatic expressions and multi-meaning words used in English language textbooks and class lectures. In this session, Elizabeth Jiménez demonstrates the pragmatic features of oral and written language that influence or convey meaning: use of formal or informal registers; idiomatic expressions; and gestures, eye contact, and physical proximity. Jiménez leads participants through an activity using an actual English learner's writing sample to diagnose writing proficiency and plan the next steps for instruction.

#### 6. Contrastive Analysis – Why Some elements of English are so Difficult and How to Help English Language Learners Overcome Them

Language is dynamic, which presents general difficulties when learning a new one. Learning English is further complicated by certain rules, patterns, and evolutions in the language. Jimenez explores with participants what constitutes language (e.g., phonology, morphology, syntax, semantics, and pragmatics), in order to address decisions teachers must make about instruction and assessment.

#### 7. Contextual Factors in Second Language Acquisition

Why some English learners succeed in academic pursuits (especially in acquiring English quickly) and others seem to languish is a complex issue. In this session, participants view contextual factors that affect language learning, such as motivation, peer pressure, family values, and L-1 proficiency from three angles – the language, the learner, and the learning process. They then study essential strategies for developing instruction that addresses these contextual factors. In an interview Sal Flores, a young Latino who recently earned a GED, offers some advice for teachers about reaching disaffected students and others struggling with academic achievement.

#### 8. Legal Foundations and Political Factors Affecting Language Development – Key Laws, Court Cases, and Policy Directions

Deciphering the major legislation, policies, landmark court decisions, and ballot initiatives regarding English learners in the United States can be a considerable task. This session provides an overview of the most essential and current relevant issues. Most

importantly, presenter Elizabeth Jiménez discusses how these impact the classroom teacher in designing daily lessons and the school administrator in designing academically sound instructional programs that comply with the law.

#### 9. Assessment of English Language Learners – Roles, Purposes, and Types of Assessment

Presenter Elizabeth Jiménez actively engages educators in the critical tasks of discussing the implications of creating test instruments that are valid and reliable for English learners and of learning to spot culture bias in tests. She examines the process of identification of English learners through multiple stages to their eventual reclassification of Fluent English Proficient. Educators also participate in an activity to understand what the report from one test of English language proficiency means.

#### 10. Foundations of Programs for English Language Learners – Content Instruction

In this session, presenter Elizabeth Jiménez provides practical examples of classroom activities essential for English learners students' language development. Participants learn how to differentiate and scaffold instruction based on students' English proficiency and then how to check for understanding. Jiménez leads participants through an analysis of textbooks in order to illustrate how to plan sheltered instruction lessons. Lastly, Jiménez guides participants through the crucial processes of developing and differentiating assessment.

#### **Presenter Bio**

**Elizabeth Jiménez** is the CEO of GEMAS, a consulting and advocacy firm dedicated to improving the education of English language learners. Jiménez earned an MBA from the Peter F. Drucker Graduate Management Center at Claremont Graduate University and a BA in Spanish from California State University, Fullerton. She holds a California teaching credential and a bilingual/cross-cultural credential and has taught elementary grades for nine years. Jiménez cut her teeth in politics working in the California State Legislature on pioneering legislation for English language learners. She has served as the statewide lead trainer for the California's English Language Development Test and has conducted two extensive teacher credentialing projects for the California Commission on Teacher Credentialing. She has written over 25 textbooks for Pre-K-12 English language learners and conducts training in Puerto Rico and throughout the United States. Currently, she is the trainer and coach for Torch Middle School in Southern California which has been designated a School to Watch.

#### **Methods of Instruction:**

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)

- Quizzes (selected-response quizzes to assess understanding of the video presentations and eBook content)

**All steps listed under each topic must be completed to receive credit for the course. No partial credit is given.**

### **Plagiarism Policy**

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest passing off of someone else’s work as one’s own and includes failing to cite sources for others’ ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult [plagiarism.org](http://plagiarism.org).

### **KDS Rubric for Pass/Fail Option: 1 CEU**

#### **Passing Requirements:**

- 70 points or more
- No “unsatisfactory” in either category

Quizzes	40% of total grade
Reflection questions	60% of total grade

COMPONENT	Unsatisfactory	Basic	Proficient	Distinguished
<b>Quizzes</b>	(16 points) <u>Quizzes:</u> 0 - 40% correct	(24 points) <u>Quizzes:</u> 60% correct	(32 points) <u>Quizzes:</u> 80% correct	(40 points) <u>Quizzes:</u> 100% correct
<b>Reflection questions</b>	(30 points) <u>Reflection questions:</u> -Participant includes no content from the course in his or her responses -Participant does not address the questions posed	(40 points) <u>Reflection questions:</u> -Participant includes some content from the course, usually appropriate, in his or her responses -Participant answers the questions directly, not always fully	(50 points) <u>Reflection questions:</u> -Participant includes appropriate content from the course in his or her responses -Participant makes thoughtful comments in direct response to the questions	(60 points) <u>Reflection questions:</u> -Participant provides rich detail from the content of the course in his or her responses -Participant makes his or her responses to the questions personally meaningful

