



Course Syllabus:

Strategies for Teaching English Language Learners

Strategies for Teaching English Language Learners
45 Hours or 3 Graduate Credits

Course Access: Upon enrollment, you have 180 days to complete your online course in our [Learning Management System](#). If you have any questions about course access, please email support@cecreditsonline.org, or call 425-788-7275 extension 104.

Course Description

This course focuses on effective strategies for English language instruction. Whether you are considering a career move to ELL instruction or you are seeking strategies to support ELL student's language skills within your classroom, you will find many valuable frameworks and practical advice. Participants will go beyond a one-size-fits-all approach to explore and implement innovative ways of teaching vocabulary and grammar, listening and speaking, reading and writing, and designing fair and accurate assessments. Learn more about ELL students and their needs and how to choose the most appropriate materials for the classroom. Explore how teachers can choose the principles that exactly fit their teaching situation. Participants will rethink the traditional native vs. non-native distinction, see why teaching English is so different from teaching other subjects, and explore innovative approaches like Communicative Language.

Objectives

- Learn how to participate in a brave learning space
- Describe the English Language learning continuum across the world
- Analyze experiences of multicultural ELLs as expressed in their own voices
- Describe the CR-SE Framework
- Plan affirming classroom environments for diverse ELLs
- Compare various types of language learning programs
- Explain the difference between ELL, ESL, and EFL
- Analyze the effects of age on language acquisition
- Describe research-based programming for English Language Learners
- Describe the traditional methods of grammar-translation, direct, and audio-lingual language instruction.
- Analyze the change to humanistic methods including The Silent Method, TPR, TPR-S, and Community Language Learning
- Determine the methods of language instruction that will benefit ELLs in your classroom.
- Analyze how Communicative Language Teaching supports the language and academic goals of ELLs.

- Analyze the importance of academic vocabulary for ELLs
- Evaluate best practices in vocabulary instruction for ELLs
- Help students develop word learning strategies
- Understand the specific aspects of English grammar that are difficult for most ELLs
- Evaluate the importance of grammar patterns to language acquisition
- Analyze instructional strategies that support ELLs in listening, speaking, and pronunciation
- Analyze instructional strategies to support ELLs in reading and writing
- Revise and plan lessons that incorporate teaching practices specifically designed to support ELLs.
- Consider barriers caused by bias, incorrect assumptions, or improper pedagogy for English language learners
- Analyze how different types of testing impact ELLs
- Compare the purpose of various assessments
- Determine how language barriers can cause improper placements
- Use effective authentic assessment practices
- Evaluate effective accommodation strategies

Alignment to the [Charlotte Danielson Framework for Teaching](#)

Domain 1 - Planning and Preparation:

- 1a Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning

Domain 3 – Instruction:

- 3a Communicating with Students
- 3b -Using Questioning and Discussion Techniques
- 3c- Engaging Students in Learning
- 3d -Using Assessments in Instruction
- 3e - Demonstrating Flexibility and Responsiveness

Course Components

This course consists of interactive presentations, videos, readings, discussion boards, authentic tasks, and a final project. All elements of the course must be completed in order to obtain a letter of completion and/or credits.

Course Outline

Course Introduction

Module 1: The EL Experience

- Presentation: Brave Learning Space
- Discussion: Introduction
- Presentation: Language Learning Continuum
- Presentation: Ell Stories
- Discussion: Reacting to ELL Stores
- Presentation: Culturally Responsive-Sustaining Education for Ells

Module 2: Framework for Teaching the English Language

- Presentation: Four Types of English Language Instruction Programs
- Discussion: The ELLs in Your Classroom and School
- Presentation: What is ELL, ESL, EFL, and ELT?
- Presentation: Effects of Age on Language Learners
- Presentation: What Does the Research on ELL Programs Demonstrate?
- Discussion: ELL Program Best Practice
- **Authentic Task 1:** Culturally Affirming Environment Plan for ELLs

Module 3: Methods of Language Instruction

- Presentation: The Grammar-Translation and Direct Methods
- Presentation: Audio-Lingual Method
- Discussion: Moving Past Traditional Methods
- Presentation: Humanistic Methods
- Presentation: Communicative Language Teaching
- Discussion: Choosing Your Method

Module 4: Vocabulary and Grammar

- Presentation: Understanding the Three Tiers of Vocabulary
- Discussion: Vocabulary and Equity
- Presentation: Teaching Vocabulary
- Presentation: Grammar Instruction for ELLs
- Presentation: Generalizing Grammar
- Discussion: Grammar Barriers

Module 5: Listening, Speaking, and Writing

- Presentation: Listening
- Presentation: Speaking and Pronunciation
- Discussion: Building Confidence to Speak

- Presentation: Reading and Writing
- Presentation: Spelling
- Discussion: Focus on the Standard
- **Authentic Task 2:** Revising Instructional Plans

Module 6: Testing and Assessment

- Presentation: Types of Testing
- Presentation: Formative and Summative Assessment for ELLs
- Presentation: Testing for Placement
- Discussion: Testing as a Barrier
- Presentation: Accommodations
- Discussion: Making Accommodations

Final Project: Lesson Plan Portfolio

For the Final Project, you will synthesize the course content into lesson plans which will directly help English Language Learners. Submit a portfolio of 5 lesson plans that incorporate strategies that you learned during the course. Then write a 3-5 paragraph synthesis in which you explain how the lesson plans demonstrate application of the course content.

Grading Policy

100%-90% = A

89%-80% = B

79% and below is Not Passing

Course Component	Percentage of Final Grade
Authentic Tasks (2)	40%
Discussion Boards (12)	25%
Final Project	35%

You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

Compliance with and Commitment to the American Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to

support@cecreditsonline.org at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity Policy

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.