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| IRIS Center logo. | **Outline** |

**Teaching English Learners**:

Effective Instructional Practices

Module Home

* Module Description: This module helps teachers understand second language acquisition, the importance of academic English, and instructional practices that will enhance learning for English learners (est. completion time: 2 hours).

Challenge

* Video: In this simulation, you’ve recently moved with your family to a new place, and you are attending a new elementary school.

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Initial Thoughts

* What do teachers need to know about students who are learning to speak English?
* What are some general instructional practices that can be beneficial to students who are learning to speak English?
* What should teachers consider when testing students who are learning to speak English?

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Perspectives & Resources

* Module Objectives
* Be able to define English learner
* Understand levels of language proficiency
* Know instructional strategies that are effective when teaching English learners
* Understand the implications for assessing English learners

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* Page 1: English Learners
* The term *English learners* (EL) refers to students whose first language is not English but who are learning English.
* Research Shows
* In fact, ELs are a diverse group with distinct characteristics that include their… [bullet points]
* Familiarity with English
* School Experiences
* Socioeconomic Status
	+ Audio: Leonard Baca, former Director of the BUENO Center for Multicultural Education, summarizes the distinctions among English learners.
	+ For Your Information
	+ Activity
		- Fact/Myth [drop-down menus]
		- Fact/Myth [drop-down menus]
		- Fact/Myth [drop-down menus]
		- Fact/Myth [drop-down menus]

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* Page 2: Second Language Acquisition
* Because English learners are expected to acquire English proficiency—and simultaneously learn all of the content knowledge required at their respective grade level—it is crucial that teachers understand the basic tenets of second language acquisition.
* Teachers and administrators who do not understand second language acquisition may have inappropriate expectations that result in… [bullet points]
* Stage 1 – Silent/Receptive or Preproduction [drop-down menu]
* Step 2 – Early Production [drop-down menu]
* Step 3 – Speech Emergence [drop-down menu]
* Step 4 – Intermediate Language Proficiency [drop-down menu]
* Step 5 – Advanced Language Proficiency [drop-down menu]
* For Your Information
* Audio: Below, Janette Klingner suggests that some social conversations can be just as cognitively demanding as academic ones.
* Activity
	+ Video: Watch the video of an EL student and her teacher and determine whether the student is demonstrating BICS (social language) or CALP (academic language).
	+ Link: BICS [drop-down menu]
	+ Link: CALP [drop-down menu]

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* Page 3: Programs and Personnel
* Programs for EL students include a wide range of instructional approaches, from using the student’s primary language in addition to English for instruction (i.e., bilingual), to teaching exclusively in English (i.e., immersion).
* Two-Way Immersion/Development Bilingual Education [table]
	+ Link: Click for more [drop-down menu]
	+ Link: Click for more [drop-down menu]
	+ Link: Click for more [drop-down menu]
	+ Link: Click for more [drop-down menu]
* Although a range of programs exists for providing instruction to ELs, all programs should strive to include… [bullet points]
* Research Shows
* Personnel
	+ Ideally, general education teachers may work with one or more of these professionals… [bullet points]
		- Link: Click for more [drop-down menu]
		- Link: Click for more [drop-down menu]
		- Link: Click for more [drop-down menu]
	+ For example, bilingual and ESL teachers can… [bullet points]
	+ These paraprofessionals can… [bullet points]

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* Page 4: Sheltered Instruction
* It is important to remember that language instruction for ELs should not be restricted to language arts or English as a second language classes.
* *Sheltered instruction* was designed to help English learners to learn English as well as academic content. It can be used… [bullet points]
* Science Objective/English Language Objective [table]
* For Your Information
* Comprehensible Input
	+ Teachers who provide comprehensible input know how to recognize areas of potential linguistic difficulty and subsequently… [bullet points]
	+ Audio: Leonard Baca, former Director of the BUENO Center for Multicultural Education, talks about the interconnection between comprehensible input and various aspects of language.
	+ Supports for Comprehensible Input [table]
		- Link: syntax [definition]
		- Link: cognates [definition]
		- Link: idioms [definition]
		- Link: referents [definition]
	+ Keep in Mind
	+ Video: View the following video to see a teacher providing a lesson without using sheltered instruction.
	+ Video: Now watch the video to see the teacher providing the same lesson but this time using sheltered instruction.
	+ Activity
		- Link: Click for feedback [drop-down menu]
		- Link: Click for feedback [drop-down menu]
* Culturally Responsive Instruction
	+ Communicates High Expectations [drop-down menu]
	+ Promotes Learning within the Context of Culture [drop-down menu]
	+ Uses Culturally Mediated Instruction [drop-down menu]
	+ Facilitates Learning [drop-down menu]
	+ Uses Student-Centered Instruction [drop-down menu]

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* Page 5: Contextual Supports
* As we discussed above, it is important for teachers to know their students’ experiences, as well as to understand the basic tenets of second language acquisition, sheltered instruction, and culturally responsive teaching.
* Video: In the movie below, Janette Klingner talks about how this framework demonstrates a range of contextual supports for teaching ELs.
* Activity
	+ Challenge Video
	+ Link: Click for feedback [drop-down menu]

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* Page 6: Activate Background Knowledge
* Among the more effective instructional techniques available to teachers is to tap into their EL students’ *background knowledge*.
* Activating background knowledge can… [bullet points]
* What Teachers Can Do

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* Page 7: Teach Vocabulary
* *Vocabulary instruction* is another beneficial practice that teachers can use.
* Audio: Kathy Escamilla describes how a math word problem can be confusing to ELs.
* Vocabulary Usage [table]
	+ Link: academic vocabulary [definition]
* What Teachers Can Do
* Activity

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* Page 8: Teach Comprehension Strategies
* Reading comprehension influences whether EL students can understand content across subject areas.
* Reading-Comprehension Usage [table]
* What Teachers Can Do

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* Page 9: Differentiate Instruction
* Another way to support English learners is to *differentiate instruction*.
* This requires teachers to provide options in the ways they… [bullet points]
* What Teachers Can Do
	+ Link: realia [definition]
	+ Link: flexible grouping [definition]
* Audio: Janette Klingner talks about the benefit of grouping for ELS.

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* Page 10: Provide Opportunities for Students to Practice
* Teachers can support ELs by *providing opportunities to practice* not only their academic skills but also their use of the English language.
* What Teachers Can Do

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* Page 11: Measure Performance
* Just as they do for all students, teachers should regularly monitor English learners’ skills.
* Keep in Mind
* Classroom Assessment
	+ In order to create a semantic map, the students… [bullet points]
* Standardized Assessments
	+ What Teachers Can Do

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* Page 12: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Credits

Wrap Up

* Summary of the module
* Video: Watch the lesson now and see whether your understanding has increased.
* Audio: Leonard Baca, former Director of the BUENO Center for Multicultural Education, summarizes ways in which teachers can help English learners progress more efficiently when learning English and improve their success in learning academic content.
* Revisiting Initial Thoughts

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Assessment

* Take some time now to answer the following questions.

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