

Teaching English Language Learners: Effective Instructional Practices

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- **Module Description:** This module is designed to help 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).
- **STAR Legacy Cycle**
- **Related to This Module**
 - Link: [Module Outline](#)
 - Video: [Navigating an IRIS STAR Legacy Module](#)
 - Link: [IRIS and Adult Learning Theory](#)
 - [Wrap-Around Content Map](#)

Challenge

- **Video:** In this simulation, you are attending a new elementary school. Pay attention to the lesson and be prepared to write down five things the teacher talked about.

Notes

Initial Thoughts

- How many of the five items were you able to list? What made this lesson difficult to understand? What could the teacher have done to help you understand more of the lesson?
- The simulation represented an experience that could happen to a student who does not speak the language of the classroom. 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

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should be able to:
 - Define English language learner
 - Understand levels of language proficiency
 - Know instructional strategies that are effective when teaching English language learners
 - Understand the implications for assessing English language learners
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: English Language Learners

- English language learners, definition and statistics
 - Research Shows... [bullet points]
 - Characteristics of ELLs [bullet points]
- Familiarity with English
 - Language distinctions among ELLs
- School Experience
 - Examples of school experience
- Socioeconomic Status
 - Audio: Leonard Baca summarizes the distinctions among English language learners
- FYI
- Activity: There are many common misconceptions about students who are learning a second language

Notes

❖ Page 2: Second Language Acquisition

- Inappropriate expectations about ELLs might lead to... [bullet points]
- Second language proficiency develops incrementally... [bullet points]

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- BICS and CALP
 - Second Language Acquisition
 - BICS [definition]
 - CALP [definition]
 - BICS Proficiency
 - CALP Proficiency
 - FYI
 - Audio: Janette Klinger suggests that some social conversations can be just as cognitively demanding as academic ones
 - Activity: Watch the video of an ELL student and her teacher and determine whether the student has BICS or CALP

Notes

❖ Page 3: Programs and Personnel

- Programs for ELL students include a wide range of instructional approaches...
 - Two-Way Immersion
 - Developmental Bilingual Education [includes link to additional information]
 - Transitional Bilingual Education [includes link to additional information]
 - English as a Second Language [includes link to additional information]
 - All programs should strive to include... [bullet points]
 - Research Shows... [bullet points]
- Personnel
 - Different types of personnel may work with English learners [includes link to additional information]
 - Bilingual and ESL teachers can... [bullet points]
- Paraprofessionals can... [bullet points]

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❖ Page 4: Sheltered Instruction

- Sheltered instruction can be used to... [bullet points]
 - Science Objective/English Language Objective
 - FYI [bullet points]
- Comprehensible Input
 - Teachers recognize areas of potential linguistic difficulty and subsequently... [bullet points]
 - Audio: Leonard Baca talks about the interconnection between comprehensible input and various aspects of language
 - Support for Comprehensible Input
 - Link: cognates [definition]
 - Link: idioms [definition]
 - Link: referents [definition]
 - Link: syntax [definition]
 - Keep in Mind
- Video: A teacher provides a lesson without using sheltered instruction
- Video: A teacher provides a lesson using sheltered instruction
 - Activity: Identify the instructional supports used by the teacher
- Culturally Responsive Instruction [drop-down menus]

Notes

❖ Page 5: Contextual Supports

- Cummins' framework
 - Video: Janette Klingner talks about how this framework demonstrates a range of contextual supports for teaching ELLs
- Activity: Based on Cummins' framework, is the lesson taught in the Challenge cognitively demanding or undemanding? Context embedded or reduced?

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❖ Page 6: Activate Background Knowledge

- Activating background knowledge can... [bullet points]
 - What Teachers Can Do/Putting It Into Practice

Notes

❖ Page 7: Teach Vocabulary

- Quotation
- Audio: Kathy Escamilla describes how a math word problem can be confusing to ELLs
- The math problem “ $18 - 9 =$ ” can be expressed in many different ways
- The characteristics of students at the beginning, intermediate, and advanced levels of second language acquisition
 - Link: academic vocabulary [definition]
- What Teachers Can Do/Putting It Into Practice [bullet points]
 - Activity: Read the math word problem and answer the questions

Notes

❖ Page 8: Teach Comprehension Strategies

- Reading comprehension influences whether ELL students can understand content across subject areas
 - Link: Reading Comprehension Usage [bullet points]
 - What Teachers Can Do/Putting It Into Practice

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❖ Page 9: Differentiate Instruction

- Another way to support English language learners is to differentiate instruction
 - This requires teachers to provide options in the ways they... [bullet points]
 - What Teachers Can Do/ Putting It Into Practice [bullet points]
 - Link: realia [definition]
 - Link: flexible grouping [definition]
 - Audio: Janette Klingner talks about the benefit of grouping for ELLs

Notes

❖ Page 10: Provide Opportunities for Students To Practice

- Teachers can support ELLs by providing opportunities to practice not only their academic skills but also their use of the English language
 - What Teachers Can Do/Putting It Into Practice [bullet points and chart]

Notes

❖ Page 11: Measuring Performance

- Keep in Mind
- Classroom Assessment
 - In order to create a semantic map, the students... [bullet points]
- Standardized Assessments
 - What Teachers Can Do/Putting It Into Practice [bullet points]

Notes

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❖ Page 12: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 13: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Summary of the module
- Video: The teacher has subsequently modified her instruction. Watch the lesson now and see whether your understanding has increased
- Audio: Leonard Baca summarizes ways in which teachers can help English language learners progress more efficiently when learning English and improve their success in learning academic content
- Revisit your Initial Thoughts responses

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Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

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You Have Completed This Module

- Give Us Your Feedback
 - Link: [Module feedback survey form](#)
- Professional Development Hours
 - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]