



## **Linguistically Diverse Students and Literacy**

### **Online Course Outline**

#### **Course Description**

The prevalence of English as second language users in America's schools has led to the need for teachers who have a sound knowledge base of research proven theories, techniques, methods, and assessment for teaching literacy to such populations. This course is designed to help inservice teachers develop the skills and practices necessary to be facilitators of language and academic development of K-12 learners whose native tongue is other than English.

#### **Objectives**

- Identify and state the major premises surrounding ESL and the more recent terminology, ESOL, literacy instruction
- Select appropriate emphasis and techniques based on "best practice" supported by the research for effective methods and practices in ESL, ESOL literacy instruction
- Demonstrate researched supported methods of instructing for language and reading fluency with ESOL students
- Contrast and compare the various methods supported by research findings for organizing and differentiating instruction for ESOL learners.
- Identify and state the "conditions of learning" in ESOL literacy programs
- Identify and discuss a variety of literature appropriate for learners with multicultural backgrounds
- Identify and discuss a variety of ways to use literature to raise awareness and acceptance of multicultural groups within our society and schools
- Identify and state the major issues with the concepts of quantitative and qualitative assessment of literacy achievement of ESOL learners
- Identify the "best practices" of literacy instruction and achievement for ESOL programs
- List multiple ways that technology aid in the development of literacy in ESOL programs

#### **Curriculum Design and Time Requirements**

Linguistically Diverse Students and Literacy is a sixty-hour, 3 graduate credit course taught online.

#### **Skill and Hardware Requirements**

Computer and Internet access required. Students must have regular access to a computer and be able to use computer skills to successfully complete this course. Many problems instructors and students run into stem from mis-configured browsers, incorrect software versions, pop-up blockers, and other issues. Most of these issues can be prevented by performing the browser tune up before the course or

once a problem arises. Often students find it easier to use Mozilla Firefox, Google Chrome, or Safari rather than Internet Explorer; for some applications Internet Explorer may work well.

### **Course Materials**

The required text for this course is *Building Literacy with Multilingual Learners: Insights from Linguistics* Third Edition, by Kristin Lems , Tenena M. Soro , Gareth Charles

### **Course Outline**

#### **Module One**

##### **Understanding Your English Language Learners**

##### **Objectives**

- Explore life for English Language Learners in American schools
- Understand the theories of language acquisition
- Examine research based practices in ELL education

#### **Module Two**

##### **A Differentiated Approach: Core Principles of Learning**

##### **Objectives:**

- Define Zone of Proximal Development as it applies to ESOL learners and instructional programs
- Understand that academic language development requires planned English language support across the whole curriculum and throughout the school.
- EL learners need the same access to intellectually challenging work as all other students.
- A high-challenge classroom requires high levels of language support (scaffolding)

#### **Module Three**

##### **Classroom Talk**

##### **Objectives:**

- Understanding the key principles of second language acquisition
- Creating opportunities for comprehensible input
- Explore the dialogic approach
- Examine message abundancy

## **Module Four**

### **Collaborative Group Work and Second Language Learning**

#### **Objectives:**

- Examine how collaborative work allows student to work at higher cognitive and language levels
- Design group work to allow opportunities for language development
- Explore the principles of effective group work

## **Module Five**

### **Going From Speaking to Writing In the Content Classroom**

#### **Objectives:**

- Define the difference between spoken and written language
- Identify Literate Talk
- Understand Academic Language
- Explore teacher-guided reporting

## **Module Six**

### **Learning to Write in a Second Language and Culture**

#### **Objectives:**

- Using culture to understand different genres in writing
- Integrating subject and language teaching
- Using constructive feedback for learners, teachers and parents.

## **Module Seven**

### **Reading In A Second Language and Culture**

#### **Objectives:**

- Understand the importance of setting the stage for the learning
- Explore the interaction between the reader and the text
- Explain the roles of an effective reader
- Identify The importance of choosing appropriate student texts.

## **Module Eight**

### **Listening: An Active and Thinking Process**

#### **Objectives:**

- Understand how listening ability develops in both one-way and two-way contexts.
- Examine how listening to unfamiliar subject-related language is more difficult than listening to everyday familiar information, especially in one-way listening.
- Identify listening in different ways
- Recognize just like it is possible to read in more than one way such as skimming and scanning, it is also possible to listen in different ways such as for overall gist or for specific information

## **Module Nine**

### **Technology for the English Language Learner**

#### **Objectives:**

- Identify the advantages of using technology in the classroom for ELLs
- Recognize that many of our ELL learners will have varying experiences with technology
- Evaluate various educational technologies to use in the ELL classroom
- Explore the different types of technology available today

## **Module Ten**

### **Developing an Integrated Curriculum: Learning Language, Learning Through Language, and Learning About Language**

#### **Objectives:**

- Language is best learned through meaningful use in a variety of contexts, and the whole curriculum can be viewed as a resource for language development.
- Recognize that an integrated curriculum takes into account both the language- learning needs of the learners and the key language that is required to learn subject content.
- Explore that in an integrated unit, children will learn language, learn through language, and learn about language.
- Recognize that a “language-rich diet” of ELL teaching benefits all students and supports all children in using new language in ways that are central to academic learning.

**Course Requirements:**

<b>Requirements</b>	<b>Points</b>
Module Assignments	120
<b>Total</b>	<b>120</b>

**Grades**

120-112 - A

111-102 - B

**Student Academic Integrity**

Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.



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