

# Teaching the English Language Learner™

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## Overview

This document contains information specific to the course. For general information on PLS Classes including our academic integrity policy and more, please visit this URL: [PLSClasses.com/our-courses/syllabi](https://PLSClasses.com/our-courses/syllabi).

## Course Description

Teaching the English Language Learner™ Online provides educators with the knowledge, skills, attitudes, insights, and resources to service English language learners (ELL) in their journey to becoming linguistically proficient while acquiring academic content to compete with native speakers in a consistently competitive global and information-driven society.

Because accessing information is vital for all learners, teachers must be prepared to help second language learners in the classroom become self-directed, enabling them to confidently use English in listening, speaking, reading, and writing for social and academic purposes. Participants will become acquainted with the English language learner as well as with the most popular theories and best practices based on a strong body of research that guides second language instruction.

The foundation of this course rests on the current Teachers of English to Speakers of Other Languages (TESOL) standards, which are included in the National Council for Accreditation of Teacher Education (NCATE) national standards for teacher education. These standards target five domains: language, culture, planning, assessment, and professionalism. TESOL standards aid teachers in constructing learning environments that support second language learning and literacy development as well as content area achievement. Other topics that are explored focus on oral language development, content reading and writing in English, and classroom and standardized assessment in ELL. Literacy instruction and assessment are targeted, as they serve to set the foundation for future academic achievement across the curriculum.

Professional development and performance in the field round out this course by examining research in continuing education for ELL instructors, the history of second language acquisition

in the United States, the perusal of grant opportunities for program support, and the legal dimensions governing service for second language learners in today's classroom.

## Course Materials

For on-site and remote learning courses, each participant will receive a folder of materials along with access to digital materials. Upon registration, participants may choose to receive a printed participant manual in addition to the digital version.

Participants will receive access to digital materials prior to the first day of class. For remote learning classes, printed materials will be sent to the participant's provided address. For on-site classes, printed materials will be distributed on the first day of class.

Online class materials will be accessible through the learning management system (LMS).

## Required Text

Gottlieb, M., Carnuccio, L., Ernst-Slavit, G., & Katz, A. (Eds.). (2006). *PreK–12 English language proficiency standards*. Alexandria, VA: TESOL.

## Course Outcomes

Upon completion of this class, the learner will be able to:

1. Describe language, language acquisition, language development, and second language learning.
2. Recognize the value of students' native languages and cultures as the foundation for developing academic language proficiency.
3. Relate language to the core curriculum content areas such as language arts, mathematics, science, and social studies.
4. Utilize the performance definitions of the Five Levels of English Language Proficiency as per current TESOL standards for Pre-K through 12.
5. Explain the importance of culture and the diversity of learners today, cultural groups, and cultural identity as it influences learners in the classroom.
6. Consider the social and intercultural aspects of language development.

7. Design and deliver appropriate instruction for standards-based English language teaching that addresses language and content learning for second language learners and an effective learning environment.
8. Access a variety of valuable resources and tools for instructional support, materials design, and overall creation and maintenance of a nurturing, effective classroom.
9. Summarize the issues of assessing and evaluating language learners daily in the classroom.
10. Access a wide range of instruments and methods used to test for language-level proficiency and content-area progress.
11. Recall historical data and research that supports English instruction and its development as it is integrated into content areas.
12. Construct partnerships, grant opportunities, and networks to advocate for the field of English as a second language.
13. Pursue continuing professional education in order to develop state-of-the-art skills and strategies to consistently and effectively meet the needs of English language learners.
14. Explain the need for an infrastructure that is aligned with United States federal legislation as it relates to the education of minority language students and their rights to fair education.

## Course Topical Outline

	List of Concepts
<b>Introduction to English as a Second Language: Linguistic and Cultural Issues</b>	Overview of English language learners; conceptual framework for TESOL standards; organization of TESOL standards
<b>Second Language Acquisition: Theory and Practice</b>	Second language acquisition; language acquisition theories and Krashen's 5 Hypotheses; processes and factors of learning a second language in school

<b>Instruction and Methodology: Classroom Practices for English Learning Instruction</b>	Ways to implement TESOL standards; classroom practices for English learner instruction; methods of sheltered English for English language learners
<b>Instruction and Methodology: Oral Language Development in Second Language Acquisition</b>	Oral language development in second language acquisition
<b>Instruction and Methodology: Content Reading and Writing</b>	Content reading and writing in English language learning
<b>Assessment: Classroom and Standardized Assessment in English Language Learning</b>	Classroom and standardized assessment in English language learning
<b>Assessment: Reading Assessment and Instruction in English Language Learning</b>	Reading assessment and instruction in English language learning
<b>Professionalism in ESL</b>	Research in the following areas: continuing education opportunities for English-as-a-second-language teachers, history of second language acquisition in the United States; grant opportunities, legal dimensions of servicing second language learners

## Course Portfolio Assessments

### Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Participants will complete a course project designed to strengthen professional practice and extend knowledge related to the specific content of the course. This project is divided into multiple grade activities to be completed throughout the term.

Additional learning activities include whole-group and small-group discussions and assessments for a total of 953 points.

Course Portfolio	Pts.	Correlations to Course Outcomes
Module 1: Introduction to English as a Second Language: Linguistic and Cultural Issues	123	2, 4, 5
Module 2: Second Language Acquisition: Theory and Practice	120	1, 3, 6
Module 3: Instruction and Methodology: Classroom Practices for English Learner Instruction	99	7, 8
Module 4: Instruction and Methodology: Oral Language Development in Second Language Acquisition	84	7, 8
Module 5: Instruction and Methodology: Content Reading and Writing in English Language Learning	70	7, 8
Module 6: Assessment: Classroom and Standardized Assessment in English Language Learning	77	9, 10
Module 7: Assessment: Reading Assessment and Instruction in English Language Learning	86	9, 10
Module 8: Professionalism in ESL	149	11, 12, 13, 14
All: Course Project	145	9, 12, 13
<b>Final Course Portfolio Total</b>	<b>953</b>	

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