



New York Center for Teacher Development, Inc.

In affiliation with Brandman University (Brandman University College of Extended Education)

COURSE SYLLABUS

Course:	EDZU 9577 Strategies for Success with ESL, ENL and ELL Students
Credit Hours:	3.0 credits / 45 hours
Instructor:	Bryan Mandracchia

Course Description

According to the most recent Census Bureau data, languages spoken other than English at home is at an all-time high. More than one in five school aged children in the United States speak another language at home. As a result, educators encounter these children each day without knowing. Although a student may not be classified as an ESL/ENL/ELL, doesn't mean that they aren't an English language learner. Aren't we all?

As educators, it is our responsibility to meet the needs of our students. Despite the updates in terminology for students that speak other languages, now more than ever, the needs of students have become more than academic. Consequently, it becomes crucial that teachers adapt to their needs the same way we require students to adapt to their school, classmates, a variety of teaching styles, and diverse classroom environments.

Strategies for academic and social success will be examined thoroughly to help your ELL and ESL students feel "at home" in your classroom. Instructional techniques, parent communication, testing, and language learning will be studied using variety of resources and activities. Participants in this class will step away from the computer with a thorough understanding of the cultural, emotional, behavioral, social, and linguistic barriers these children face each day, and put instructional practices to work. You'll be amazed how the strategies you learn will help ALL students in your class achieve success.

Course Goals

Know

1. how to identify the needs of ESL, ENL, and ESL students from emotional, academic, and social perspectives.
2. why the changes in terminology have occurred and comprehend the evolution of the term ENL.
3. how to use a variety of resources and techniques to assist them in reaching their students.
4. how to modify and enhance instructional practices in order to address student needs.

Understand

1. the importance of family communication, laws, testing, language learning, and how they can impact the success of ESL, ENL, and ESL students.
2. the educator's role in connecting the emotional, social, and academic needs of students to make for a more successful school and home experience.
3. how to enhance teaching in content areas resulting in more thorough and differentiated lessons for all students.
4. how to apply the stages of language acquisition to create lessons that are "just right" for students.

and Be Able To

1. design a nurturing and accepting environment for students.
2. better communicate with families and students.
3. design lessons based on how students learn using many resources, including technology.
4. supplement and intensify teaching strategies already utilized in the classroom and use them with ALL students because we are all English Language Learners!

Course Outline

I. LESSON 1: Understanding Your ESL, ENL, ELL Student

- A. Define ESL, ENL, ELL -similarities and differences (recycled terminology or not?)
- B. Experiences with ESL, ENL, ELL students
- C. Your experiences with ESL, ENL, ELL and students
 1. Student Needs
 - a. emotionally
 - b. academically
 - c. other

II. LESSON 2: Getting to Know Your Students & Research about ESL, ENL, ELL Students

- A. Understanding the unique circumstances of your students
 - 1. cultural
 - 2. economic
 - 3. social
 - 4. family/personal
- B. Language and literacy development
- C. Family and cultural
- D. Factors that influence children in school

III. LESSON 3: Laws and Legislation

- A. Laws and legislation supporting your students
 - 1. ESL learning standards
 - 2. Common Core Standards
 - 3. State laws
 - 4. Testing

IV. LESSON 4: Instruction and Assessment

- A. How “The Stages of Language Acquisition” affect instruction
- B. Modifying what you already teach
- C. Designing new, engaging lessons
- D. Helpful websites
- E. Assessments and Alternatives to Formal Assessments

V. LESSON 5: Build a Community

- A. Effective parent communication
 - 1. Teacher/parent/student -3 way communication
 - 2. Value of communication with ESL instructor/school contact person
- B. Create a supportive and nurturing environment for ALL of your students
 - 1. The physical design of the classroom
 - 2. Classroom activities that build community
 - 3. Identifying and showcasing talents of your students
 - C. How cultural differences influence student interactions
- 1. Classroom activities supporting, understanding, and embracing cultural differences and diversity.
 - D. Setting expectations

Methods of Instruction

Teachers enrolled will utilize a variety of resources in order to reach the goals of this course. They will communicate with other teachers around the state and country in order to collaborate and gain insight into the most effective methods to work with ESL, ENL, and ELL students. They will reflect on their own teaching and complete assignments and activities that demonstrate their understanding of the numerous techniques and learning processes of these students, as they apply their understanding of the stages of language acquisition. They will immediately apply these strategies by participating in forum discussions, completing written assignments, as well as using them in their classrooms throughout the course.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Methods of Assessment

Each of the lessons contains multiple parts. Timely responses that address lectures, assigned readings, research, discussions, and activities based on the previous will be considered. The culminating activity for graduate level students will consist of creating 3-4 lessons. These lessons will address school district, Common Core learning standards and will require the students to apply what they have learned throughout this course.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.

Time Validation attached

Assignment	Time (in hours)
<u>Define ESL, ENL, ELL -Similarities and Differences (recycled terminology or not?)</u> Teachers will define, research and identify differences and similarities of the three acronyms using the internet as and compose a thorough response comparing them.	1.00
<u>Experiences with ESL, ENL, ELL Students</u> Teachers will describe ESL/ENL/ELL student(s) they have had in the past. Include their age, background, family structure, nationality, cultural characteristics that may have affected him/her socially and academically. This written reflection will also be posted in the forum as participants will respond to other submissions.	1.50
<u>Prior Knowledge of ESL, ENL, ELL Students</u> Teachers will provide information they know about what to expect from students from family, social, emotional, behavioral, and language/literacy/academic perspectives.	1.50
<u>Understanding the unique circumstances of your students</u> Teachers will examine and compare various sources detailing how understanding background information of an ESL,ENL, ELL student will help guide their instruction. Written submission/response in forum required.	2.50
<u>Language and literacy development</u> A detailed lesson examining the language and literacy development through a variety of online resources. Assignment requires written submissions requiring comparing the needs of English speaking children vs. ESL/ENL/ELL students.	2.50
<u>Laws and legislation supporting your students</u> An in-depth analysis of CC learning standards as teachers connect ESL/ENL/ELL standards using EngageNY and a variety of online resources. Written submissions required.	2.50
<u>How “The Stages of Language Acquisition” affect instruction</u> Large, comprehensive examination of the 5 stages of language acquisition. Several tasks involved, main task is to choose at least 3 of the five stages of second language acquisition and 1 bullet point suggestion to create a lesson.	4.50
<u>Helpful websites</u> An enormous website share where students will utilize provided sites, search their own, and collaborate with all other teachers in forum in order to compile a top 20 ESL/ENL/ELL website resource list.	2.00

<u>Assessments and Alternatives to Formal Assessments</u> Teachers will be provided with and apply knowledge various assessments and create their own assessment for a student they have in a content area of their choice.	2.00
<u>Teacher/parent/student -3 way communication</u> Teachers will script a parent-teacher conference with an ESL/ENL/ELL family. Assignment requires written submission	2.00
<u>Value of communication with ESL instructor/school contact person</u> Teachers will read and examine articles of how to more effectively utilize personnel in school/district to assist them. Assignment requires written submission.	2.00
<u>The physical design of the classroom</u> Examination of various classroom setups through provided materials, sites, and videos in order to maximize the physical design of classroom. Teachers will design ideal classroom and describe how to modify existing. Assignment requires written submission.	2.00
<u>Classroom activities that build community</u> Describe community building activities used in classroom. Using existing resources and internet sites to find 2 more community building activities that would apply to their classroom with the goal of getting children to be more involved with the interests and lives of each other.	3.00
<u>Language and Literacy Implementation</u> Extensive lesson focuses on reading, language, and vocabulary strategies. Participants will choose a story and describe how they would activate prior knowledge and teach content through such activities by applying what was learned through information learned from the provided activities. Assignment requires written submission	4.50
<u>How cultural differences influence student interactions</u> Using provided resource, teachers will use an itemized list of different cultures and characteristics as they pay particular attention to the different characteristics of each culture in relation to social norms and family values. They write how knowing this information could help other students be more tolerant and accepting of students from different cultures. Assignment requires written submission	3.50
<u>Content Area Instruction</u> Teachers will study content area lessons that utilize ELL/ENL/ESL strategies. A reflection piece, followed by a social studies, science, or math lesson will be chosen by participant and a lesson will be created with the needs of a student they have, or have had in the past. Assignment requires written submission.	3.50
<u>Designing new, engaging lessons and modifying what you already teach</u> Culminating activity where teachers will have to apply what they have learned in course to create a lesson. Must incorporate visuals, vocabulary introduction, and demonstrate thorough knowledge of stages of language acquisition. Assignment requires written submission.	4.50
Total Time	45.00