**Teaching Young English Learners**

**IL 1045**

**Spring Term 2019**

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**Course Description:** As the number of English Learners (ELs) continues to grow in our public schools there is an increased need for highly qualified teachers to instruct them. This course will be an introduction into the varied theories and practices of teaching young English Learners. We will look at prominent research in the field of second language acquisition as well as Best Instructional Practices used in the English as a Second Language (ESL) classroom and the mainstream classroom. The unique learning experience of linguistically and culturally diverse students will be discussed as well. This course will give you an overview to support the effective instruction of students who have a first language other than English.

**Course Objectives:**

1. Students will explore how English learners are identified, assessed and serviced in our schools.
2. Students will look at various strategies used in classrooms across the U.S. to instruct young English learners.
3. Students will acquire knowledge of the more prominent theories of second language acquisition and how research effects instruction.
4. Students will be introduced to the principles of multicultural education and culturally relevant pedagogy and will be able to examine ways to adapt instruction and classroom context to address the needs of culturally, linguistically and ethnically diverse learners.
5. Students will address the aspect of sociolinguistics in second language acquisition and how it affects student learning.
6. Students will understand how learning policy effects the education of culturally and linguistically diverse students.
7. Students will understand collaboration between ESL and mainstream teachers to better support the learning of English learners.
8. Students will be able to work with English learners to complete an assessment and language evaluation assignment for this course.

**Course Format**

In each Module, located under the **Classroom** link on the navigation bar, you will find an overview of the key concepts for each week, the readings for that particular week, the Dialogue Journal Group discussion prompts, and instructions for any other assignments that are due that week.

* Modules begin every Monday and end each Sunday.
* Dialogue Journal Group discussions will take place between Wednesday and Sunday.
* Assignments are due Sunday nights at midnight and should be submitted via the Assignment link on the navigation bar.

**Required Texts**

*Diaz-Rico, L.T., The Crosscultural, Language, and Academic Development Handbook: A Complete K-12 Reference Guide, 5th Edition, Pearson, 2014.*

**Articles**

All articles can be found in the Course Documents section on Courseweb.

**Assignments**

**Dialogue Journal (5 points x 12 weeks/60 points):** Each student will be assigned a Dialogue Journal Group at the beginning of the term. If there is a smaller group in our class all students will dialogue with the entire class. Weekly online discussions will take place within each group. Each learning module includes a weekly discussion prompt that introduces an idea or a topic that aligns with the readings for that particular week.

Please note that the discussion prompts are meant as a starting point for discussion, not as a limit to what you may discuss. The readings each week will give you many ideas to discuss and to reflect upon. Please take the opportunity to ask any questions that you may have in your online discussions.

It is very important to connect concepts to your own experiences as a pre-service teacher or classroom teacher where applicable. In an online course, this dialogue takes the place of discussion that would occur in the classroom.

It is expected that you will exchange ideas with your group 2-3 times each week. To receive full credit you must make your first post by midnight each Wednesday. This allows for enough time to engage in exchanges with your group before midnight on Sunday. Please include your name and the learning module number in each post that you make. Make every effort not to wait to post until the weekend. You can't benefit from the discussion if you make all of your posts on Saturday and Sunday. The times that you post, as well as the number of exchanges that you make, will contribute to your Dialogue Journal grade for that particular week.

Throughout the term I will move from group to group and join in some of your discussions. Please note that I will read your discussions each week even though I may not be making online exchanges.

Each student will earn the full five points weekly by writing a one paragraph-level exchange a minimum of two times between Wednesday and Sunday that demonstrate thoughtful, critical thinking about each week's readings.

Exchanges that exemplify reflective, critical thinking at the paragraph level will earn the following points:

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| --- | --- |
|  | Points |
| Posting by Wednesday at midnight and completing 2-3 exchanges by Sunday | 5 |
| Posting on Thursday and completing 2-3 exchanges by Sunday | 4.5 |
| Posting on Friday and completing 2-3 exchanges by Sunday | 4 |
| Posting on Saturday and completing 2-3 exchanges by Sunday | 3.5 |
| Posting 2-3 exchanges on Sunday | 3 |

**Teaching Vocabulary (20 points)**:  Select a favorite children’s book.  Go through the book and select eight words whose meanings are essential for children to comprehend in order to understand the gist of the book. Be careful not to choose words just because they would be easy or fun to teach.  How could you teach the words you have selected?  What objects, demonstrations, or explanations would help?  When submitting your assignment, first write the title of the book and a short review of the book.  Then list the eight words that you have focused on.  **Lastly, discuss individually how you would teach each of the words.  Keep in mind that to explain a vocabulary word to a child that does not speak English cannot be done in only verbal format.**

**Lesson Plan Modification (40 points**): During the term you will use the various resources that have been introduced to you, along with information from our readings, to complete a modification of a lesson plan that you choose to review. You may choose the grade level(s) that interests you for your lesson plan. You will find examples of lesson plans in both the K-2 and 3-5 grade levels in the syllabus. If you are interested in a grade higher than fifth let me know and I will find some for you. The template for your lesson plan can be found in the Course Document section on Courseweb. In order to earn all points modifications for your ELLs must be detailed in each section of the lesson plan.

**Article Reflections (15 points x 2 reflections/30 points):** Two times during the term you will write a reflection of one of the articles that were chosen for readings. Please refer to the schedule and lesson modules for assignment dates. Each reflection should be two pages in length, double-spaced. **Your reflection should not be a summary of the article, but a discussion of what you read and a reflection of how it relates to our other discussions and readings.**

**Final Exam (50 points):** During the last week of the term you will complete a final comprehensive exam. This exam will include short and long essays, as well as some multiple- choice questions. This final is open text/notes and meant to help you review what you have learned throughout the term about instructing English Learners. Your exam must be completed and submitted by midnight on the Sunday of the final week that the course is taught.

**Course Grade**

Dialogue Journal Entries (5 points x 12 weeks) 60 points

Teaching Vocabulary Assignment 20 points

Lesson Plan 40 points

Reflection of articles (15 points x 2 reflections) 30 points

Final Exam 50 points

**Total: 200 points**

**Links for Lesson Plan Choices**

**Grades K-2**

[**http://www.scholastic.com/teachers/lesson-plan/letters-advice-and-encouragement**](http://www.scholastic.com/teachers/lesson-plan/letters-advice-and-encouragement)

[**http://www.scholastic.com/teachers/lesson-plan/look-life-cycles-lesson-plan**](http://www.scholastic.com/teachers/lesson-plan/look-life-cycles-lesson-plan)

[**http://www.scholastic.com/teachers/lesson-plan/field-day-math**](http://www.scholastic.com/teachers/lesson-plan/field-day-math)

<http://www.scholastic.com/teachers/lesson-plan/winter-weather-day-4-what-makes-wind-blow>

**Grade 3-5**

<http://www.scholastic.com/teachers/lesson-plan/create-your-own-math-hunt>

<http://www.scholastic.com/teachers/lesson-plan/harriet-spy-lesson-plan>

<http://www.scholastic.com/teachers/lesson-plan/be-informed-speak-act-grades-3%C2%965>

<http://www.scholastic.com/teachers/lesson-plan/story-anne-frank-lesson-plan>

**Students with Specific Needs**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and Disability Resources and Services, 216 William Pitt Union, 412-648-7890 or 412-383-7355 (TTY) as early as possible in the term. Disability Resources and Services reviews documentation related to a student’s disability provides verification of the disability and recommends reasonable accommodations for specific courses.