**TLL 2257: Teaching English Language Learners**

**Section 1080**

**Course Information**

**Meeting time:** M 6:00-8:30 pm

**Meeting place:** 5108 W. W. Posvar Hall

**Section:** 1040 (undergrad) and 1080 (grad)

**Instructor Information**

**Instructor:** Dr. Loretta Fernandez

**Email:** lof7@pitt.edu

**Office:** 5111 W.W. Posvar Hall

**Office hours:** By appointment

**COURSE RATIONALE**

**COURSE DESCRIPTION**

The purpose of this course is to assist you in reflecting and finding strategies about how to best meet the needs of the K-12 English learners (ELs) in our nation’s schools. ELs are a diverse population of individuals who differ in respect to nationality, race, ethnicity, age, ability, socioeconomic status, native language, educational background, and experience with and proficiency in English. The uniting factor among this population is that all ELs are in the process of acquiring and expanding academic language proficiency in English in all content areas. Throughout this course, you will learn about the legal responsibilities of teachers of ELs, models of teaching, cultural issues, ways to involve and support parents and families, and specific language and literacy instructional approaches to best support and assess the ELs in your classroom. Furthermore, this course will show you how issues of social equity, justice, and racism affect ELs and how to advocate for your Els.

**COURSE OBJECTIVES**

After reading, discussing, and completing assignments during the course, you will be able to meet the following course objectives:

1. Identifying different types of ELs and instructional practices that can support them in mainstream classrooms.
2. Identifying, discussing, and finding ways of dealing with academic and socioemotional factors that may influence ELs’ performance in schools.
3. Recognizing programming options and instructional models that can meet the needs of students with limited or interrupted formal education.
4. Becoming familiar with the legal responsibilities of educators towards ELs concerning federal and state legislation.
5. Evaluating and understanding how social justice issues affect the ELs population and how liberation pedagogies can enhance ELs school success.
6. Learning how to plan culturally responsive and culturally aware lesson plans for a culturally and linguistically diverse population of students.
7. Building an understanding of the World-Class Instructional Design and Assessment (WIDA) standards, the Teachers of English to Speakers of Other Languages (TESOL) English Language Proficiency Standards, and the standards for English Language Development for the state of Pennsylvania (PA ELD standards).
8. Using instructional talk and tasks that are effective and necessary for culturally and linguistically diverse students.
9. Exploring learning theories and research that support scaffolding learning through group work and language-based strategies.
10. Apprenticing ELs to reading and writing the genres they are likely to encounter in specific subject areas.
11. Modifying and adapting instruction and assessments for ELs at various levels of English proficiency.
12. Planning and critiquing lessons with content and language objectives and adaptations that address speaking, listening, reading, and writing skills and incorporate WIDA, TESOL, and PA ELD standards.
13. Observing, discussing, responding to, and reflecting upon recorded examples of teachers working with ELs in classrooms.
14. Enacting advocacy initiatives for ELs in your classroom and in the community.
15. Discuss socio-cultural characteristics of different populations of ELs and explore connections between cultural values and practices and school experiences.

**COURSE SITE PRESENTATION**

* In Modules, you will find a link to each week’s learning module. Once you select a particular module, you will find an overview of key concepts and the readings and assignments for that module.
* InAssignments, you will find the instructions for each assignment and the link to submit your work. All assignments are due by Sunday at 11:59 p.m. on their due dates.

**REQUIRED MATERIALS**

Gibbons, P. (2015). *Scaffolding language scaffolding learning: Teaching English language learners in the mainstream classroom* (2nd ed.). Portsmouth, NH: Heinemann. (open source textbook from our library

 Additional required readings will be available digitally within the modules of the course and through the e-resources of the course.

**Accessing Reserve Materials**   
•     Go to [http://library.pitt.edu](http://pittcat.pitt.edu/vwebv/enterCourseReserve.do?DB=local&PAGE=rbSearch)•      Select the “Course Reserves” link located in the center of the page

•      In the PittCat Course Reserve search box enter the name of the professor, the course name, or the course number   
•       Click on the title of the item that you wish to access

·         For physical items, note the call number and take it to the Service Desk at the appropriate library location.

·         For e-books, click the link listed below “Full text availability”

**COURSE EVALUATION**

**ASSIGNMENTS**

[**Video Reflections**](file:///C:\courses\146543\assignments): You will complete two video reflections throughout the semester. For each reflection, first view the video clips so that you can see different teachers using different instructional techniques to make content accessible to ELs. Please note that each video reflection assignment has a different focus and a different video. For each video reflection, watch the video and submit a written reflection.

Undergraduate level:  one page single-spaced Word document using a 12-point font.

Graduate-level: one to two-page single-spaced Word document using a 12-point font.

**Investigation-Assignment**:

There is one individual investigation assignment in module 3. It is designed to help you to apply what you are learning and to deepen your understanding of key concepts. Submission of this assignment should be a one-page, single-spaced Word document using a 12-point font.

**Comprehensible Input Script:**

Because one of the biggest difficulties for ELs is to understand what the teachers say mostly because teachers speak "too fast" and do not use adequate techniques to be comprehensible, you will practice designing a detailed plan with instructional moves that enable ELs to succeed in your professional context. For example, a teacher might plan a 45-minute lesson for their 2nd-period class that is culturally and linguistically diverse, whereas a social worker might plan a 45-minute meeting with ELs who are under their direct guidance.

In this assignment, you will design a Script that includes four ELs with the following profiles:

* + a level 2 emerging student from Argentina (Spanish speaker) who has been in the U.S. for four months.
  + a level 2 emerging student from Vietnam (Vietnamese speaker) who has been in the U.S. for six months.
  + a level 3 developing student from Guatemala (Spanish speaker who also speaks an indigenous language) who has been in the U.S. for two years.
  + a level 3 developing student from Somalia (Maay and Arabic speaker) who lived in a refugee camp for four years before arriving in the U.S. two months ago and has had limited formal schooling.

Your lesson, and thus your script, will be situated within a theme or topic in a content area of your choice: science, math, social studies, world languages, or English language arts. The comprehensible input script should be based on the ELD PA Standards for your chosen content area and grade level cluster, contain appropriate adaptations and modifications for ELs of emerging level 2 and developing level 3, and incorporate effective comprehensible input strategies for ELs learned from this course.

**Final Presentation**

**In this presentation, you will show, rather than tell,** how you would approach the instruction of a one/two-paragraph excerpt from a text that you think would lend itself to helping students focus on language through text analysis to better comprehend the text. Please prepare a PPT presentation and then write an explanation of how you would teach it and a reflection on why would you use it.

 Start by just briefly describing what the text is about and cite the author and other reference information (you may be using a page from a children’s story, a paragraph from a novel, a paragraph from a biography about a scientist, or a math word problem, etc.). Also indicate the content area and grade level cluster. If you are teaching an ESL class (English language), indicate the theme of the week, the level of the students, and the age of the students.

1. What you decide to demonstrate will depend on the chosen text excerpt, the subject and grade level that you teach, and your own particular perspective on and understanding of the use of language-based strategies.
2. Before you do your demonstration, be sure to consider the language or language features the text contains that may be difficult for ELLs to understand. For example, think about whether you think language choices will help students understand the events in the text, the relationship between participants, the author’s point of view, or the way the information is organized.
3. A priori, select which sentence(s) you will use for your demonstration. In order to keep your presentation within the **8 minute** frame, you may tell us what you will do before with students and then demo the teaching of the selected excerpt. Alternatively, you may start with your demo and then describe briefly what your students will do next.
4. Remember to scaffold your teaching with best practices for teaching ELLs.

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| **Assignment Point Values** | | |
| **ITEM EVALUATED** | **POINT VALUE** | **WEIGHTED PERCENTAGE OF FINAL GRADE** |
| Investigation Assignment | 10 | 10% |
| Video Reflection (2) | 20 | 30% |
| comprehensible Input Script | 10 | 15% |
| Final Presentation | 35 | 35% |
| Participation | 10 | 10% |
| **Total** | **120** | **100%** |

**ASSIGNMENT POLICY**

 All other individual assignments, i.e., Video Reflections, Investigation assignments, Comprehensible input script, must be submitted in Canvas before their due dates. The final presentation will adhere to its Grading Rubric.  25% of the point value of an assignment will be deducted every day for individual assignments that are turned in after the deadline.  Any missed coursework will receive a grade of zero.

**GRADING SCALE**

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| --- | --- |
| **GRADE** | **PERCENTAGE** |
| A | 96-100 |
| A- | 95-90 |
| B+ | 89-86 |
| B | 85-82 |
| B- | 81-79 |
| C+ | 78-75 |
| C | 74-72 |
| C- | 71-69 |
| F | Less than 69 |

Below 70 is failing.  Working towards “B-” or better is expected in graduate classes. The instructor reserves the A+ grade to students that demonstrated outstanding participation and assignments.

**COURSE POLICIES**

**STUDENT EXPECTATIONS**

Active participation in this course is essential. Active participation entails logging into your Canvas course site, interacting with instructional materials, and completing and submitting learning activities by specified due dates and times.

**PLAGIARISM & ACADEMIC INTEGRITY**

Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](https://www.provost.pitt.edu/faculty/academic-integrity-freedom/academic-integrity-guidelines). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

**INCLUSION AND DIVERSITY**

The course aligns with the School of Education's mission to ignite learning and deliver a respective, inclusive, and equitable learning experience. We behave professionally, and we communicate respectfully, so we create an inclusive learning environment for all members of the course.

Preferred Names and Pronouns: Please feel free to email me privately if you want me to address you using a name or pronoun that you prefer.

**STUDENTS WITH DISABILITIES**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 140 William Pitt Union, at 412-648-7890 or 412-383-7355 (TTY) as early as possible, but no later than the fourth week of the term or visit the [Office of Disability Resources website](http://www.studentaffairs.pitt.edu/drs/) as early as possible, but no later than the 4th week of the term. DRS will verify your disability and determine reasonable accommodations for this course.

**ACCESSIBILITY**

Ensuring an accessible and pleasant experience for all users, regardless of disability, is a key focus of Canvas. The Canvas platform was built using the most modern HTML and CSS technologies and is committed to W3C's Web Accessibility Initiative and [Section 508](https://www.section508.gov/) guidelines. Read more about [Accessibility within Canvas](https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas).

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**RELIGIOUS OBSERVANCES**

The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me (your course coordinator/s) within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.

Course Schedule

# TLL 1257/2257 sec 1080: Teaching English Language Learners (Spring 2022)

**Note:** All assignments are due by **Sunday** at 11:59pm (ET) unless otherwise noted.

| **Module** | **Date** | **Topic** | **Readings** | **Assignments / Activities** |
| --- | --- | --- | --- | --- |
| 1 | January 10 | Intro to English Language Learners | -WIDA (2015), Focus on SLIFE  -Wong-Kam, J. & Dudley-Marling, C. (2004) |  |
|  | January 17 | **Martin Luther King Jr. Day – No class** |  |  |
| 2 | January 24 | Legislation and Policy Affecting ELs; ELD Standards | -Wright, W. E. (2010a & b)  -TESOL’s 2017 Position Statement  -Colorín Colorado! (n.d.).  -ELD Standards |  |
| 3 | January 31 | Language Learning Theories; PA ELD Standards; Language and Content Objectives | Gibbons Chapter 1  Mohr, K. A. J. (2004) | Investigation assignment due date 01/30th |
| 4 | February 7 | Culturally relevant pedagogy | DeCapua, A., & Marshall, H. W. (2010)  Yoon, B. (2007)  Mohr, K.A.J. (2004)  Jood, B (2018 |  |
| 5 | February 14 | Family and Community Involvement | Hill, J. D., & Flynn, K. M. (2006)  Carreón, G. P., Drake, C., & Barton, A. C. (2005) |  |
| 6 | February 21 | Building Background | Kong (2015)  Wida (2012)  Colorin Colorado article and videos | Video Reflection 1 due date 02/27 |
| 7 | February 28 | Comprehensible input | Glisan & Donato (2017) Chapter 1  Gibbons (2015) chapter 2  Video |  |
|  | March 7 | Spring Break |  |  |
| 8 | March 14 | Instructional conversation; learning strategies | Zwiers & Crawford (2015)  Wong Fillmore (2011)  Video | Comprehensible input script, due 03/13 |
| 9 | March 28 | Group work | Gibbons Chapter 3  WIDA (2013)  Colorin Colorado (2 articles) |  |
| 10 | April 4 | Justice and Race in Els’ Education | Gibbons (2015) Chapter 4  Cavallaro et al, (2019) | Video Reflection 2 due date 04/03 |
| 11 | April 11 | Language and Literacy instruction for ELs | Gibbons (2015) Chapter 6  Kibler et al (2015)  Schleppegrell & Achugar (2003)  Schleppegrell & Go (2007) | Final Presentations: in class |
| 12 | April 18 | Learning to write in a second Language | Gibbons (2015) Chapter 5  Gebhard et al (2014) | Final Presentations: in class |
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