

TLL 1257/2257: Teaching English Language Learners

Section 1200

Course Information

Meeting time: M-W-F 12:00-12:50 pm

Meeting place: 5108 W. W. Posvar Hall

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 Multilingual Learners (MLLs) [also called English learners (ELs) or English Language Learners (ELLs)] in our nation's schools. MLLs 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 MLLs 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 MLLs, 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 MLLs in your classroom. Furthermore, this course will show you how issues of social equity, justice, and racism affect MLLs and how to advocate for your MLLs.

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 MLLs 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 MLLs' 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 MLLs concerning federal and state legislation.
5. Evaluating and understanding how social justice issues affect the MLLs population and how liberation pedagogies can enhance MLLs 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 MLLs to reading and writing the genres they are likely to encounter in specific subject areas.
11. Modifying and adapting instruction and assessments for MLLs 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 MLLs in classrooms.
14. Enacting advocacy initiatives for MLLs in your classroom and in the community.
15. Discuss socio-cultural characteristics of different populations of MLLs 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.
- In Assignments, 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.

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>
- 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

COURSE EVALUATION

University of Pittsburgh Teacher Education Attendance Policy

The teacher education faculty at the University of Pittsburgh view our courses as communities of practice. This means that we gather for collective critical inquiry and reflection that is focused on building shared knowledge over time. To be an active member of our community of practice, it is important to attend face to face courses prepared to engage with the course instructor, course colleagues, and course materials. While we believe course attendance adds value to the community of practice, we also know there may be times when students must miss class to attend to other needs. In these cases, you are afforded up to one absence per course hour. This means that if your course meets three times per week for 50 minutes each session, you are permitted three absences. If your course meets two times per week for an hour and fifteen minutes each session, you are permitted two absences. If your class meets once per week for two hours and thirty minutes, you are permitted one absence. Absences should be reserved for illness or unavoidable personal conflicts. Please see individual course syllabi, course instructors, and your program coordinator for additional information regarding attendance or absences that extend beyond this policy.

ASSIGNMENTS

Video Reflections: 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 MLLs. 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.

Undergraduate Students: you can use any website, maybe your high school or a school nearby.

Graduate Students: you can use your placement place or any school you are interested in.

Comprehensible Input Script:

Because one of the biggest difficulties for MLLs 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 MLLs 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 MLLs who are under their direct guidance.

In this assignment, you will design a Script that includes four MLLs 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 MLLs of emerging level 2 and developing level 3, and incorporate effective comprehensible input strategies for ELs learned from this course.

Undergraduate Students: for the theme or topic you can use any content area but think about what would you like to teach, this assignment could be useful to start thinking about lesson planning.

Graduate Students: the script should be in the area you are certifying for. You can use a lesson plan that you already have but the script has to focus on the specific MLLs.

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 MLLs 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 MLLs.

Undergraduate Students: you can do this presentation in any area you want to explore, but consider the areas you would like to get a certification in as the best.

Graduate Students: you have to do this presentation in the area you are getting your certification.

Assignment Point Values		
ITEM EVALUATED	POINT VALUE	WEIGHTED PERCENTAGE OF FINAL GRADE
Investigation Assignment	10	10%
Video Reflection (2)	2x15	30%
comprehensible Input Script	20	20%
Final Presentation	30	30%
Participation	10	10%
Total	100	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

GRADE	PERCENTAGE
A	94-100
A-	93-90
B+	89-87
B	86-83
B-	82-80
C	79-74
D	73-69
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](#). 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](#) 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](#) guidelines. Read more about [Accessibility within Canvas](#).

COPYRIGHT NOTICE

These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See [Library of Congress Copyright Office](#) and the [University Copyright Policy](#).

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.