

**Teaching Young English Language Learners**  
**IL 1045**  
**Florence Study Abroad Program 2018**

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**Course Description:** As the number of English Language Learners (ELLs) 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 Language Learners. We will look at prominent research in the field of second language acquisition as well as Best Instructional Practices used in the 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 language 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 language 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 language learners.
8. Students will be able to work with English language learners to complete an assessment and language evaluation assignment for this course

## Schedule of Class Discussions

| <b>Date</b>                | <b>Discussion Topic</b>   | <b>Readings/Interactive</b>  |
|----------------------------|---|--|
| Session 1<br><b>May 3</b>  | Who are English language learners?<br><br>The changing landscape of education in the U.S.   | <b>Read:</b><br>Learning the American Dream in Translation<br><br><b>Read:</b> Fast Facts: Demographic Statistics<br><br><b>Read:</b> NAEYC Position Statement English Learners<br><br><b>Watch:</b> English Language Development Videos |
| Session 2<br><b>May 7</b>  | An overview of the Theoretical and Historical Foundations of teaching second language learners with diverse abilities<br>Walqui Article Discussion  | <b>Read:</b> Aida Walqui Powerpoint Presentation   |
| Session 3<br><b>May 10</b> | Sheltered Instruction in the Content Areas<br>BICS & CALP<br>Understanding the importance of academic language, vocabulary instruction, and participation in classroom discourse<br>Collaboration between ESL teachers & general education teachers | <b>Read:</b> BICS and CALP Powerpoint Presentation<br><br><b>Read:</b> Lucas article   |
| Session 4<br><b>May 14</b> | The importance of understanding your student's culture<br>Yoon Article Discussion   | <b>Read:</b> Meeting the Needs of Culturally Diverse Learners<br><br><b>Read:</b> Yoon article   |
| Session 5<br><b>May 16</b> | Strategies to support young dual language learners<br>Working with the curriculum, what instructional strategies work   | <b>Review:</b> Go-To Strategies  |

|                               |  |  |
|-------------------------------|--|--|
| Session<br>6<br><b>May 17</b> | Working with the curriculum and making modifications<br>Best practices | <b>Review:</b> Go-To Strategies  |
| Session<br>7<br><b>May 22</b> | Dual Language Learners   | <b>Read:</b> Head Start DLLs and Head Start Strategies for Working with DLLs |
| Session<br>8<br><b>May 24</b> | Review Discussion  |  |

### Course Grade

|  |                   |         |
|--|-------------------|---------|
| Reflection of BICS & CALP                      | 15 points         | May 15  |
| Lucas Article Reflection                       | 15 points         | May 24  |
| Cultural Event Report                          | 30 points         | July 15 |
| Your Experience as an Italian Language Learner | 30 points         | July 15 |
| Class Participation                            | 10 points         | varies  |
| <b>TOTAL:</b>                                  | <b>100 points</b> |         |

### Course Assignments

**Class Participation:** Active participation in this class will be very important for both your acquisition of knowledge, and for your understanding of the issues that surround the lives of many second language learners. You are expected to come to class having read the materials listed on the syllabus and be prepared to discuss the readings. **(10 points)**

**BICS & CALP Reflection:** Think about our discussion of the difference between conversational and academic language. List five examples that you think would be considered scenarios using conversational language and five examples of scenarios using academic language. Try to vary the examples. Write a short, two or three sentences review of the scenario. **(15 points)**

**Lucas & Villegas Article Reflection:** This article accurately overviews many issues and concerns regarding the instruction and learning of ELLs. Read thoroughly, and reflect in a two-page paper what the information discussed would mean to you as a teacher, or someone working with children in a different capacity. **(15 points)**

**Cultural Event Report:** You (and a friend if you wish) should choose an event from the My Education Calendar. After attending the event write a report that includes: 1) A brief description of the event, 2) How this event impacted your learning, 3) Why you chose this event, 4) What did you learn, and 5) How did you feel, as an Italian Language Learner at this event. **(30 points)**

**Reflection of Your Experience as an Italian Language Learner:** Sometimes, as teachers, it is difficult to truly understand the feelings and position of our students who are ELLs. Being in a country outside of the U.S., and not having full proficiency in the Italian language, helps us to understand more how it is, every day, to not fluently understand the language of our environment. This assignment should be worked on throughout your stay in Italy. I would suggest that you journal as much as possible to look back and reflect on your experiences. Please make sure to reflect upon the following:

- 1) The pros and cons of being immersed in a culture different from your own.
- 2) The cultural experience as part of your social experience. Were you ever wishing to be back in the U.S.? Were there things that you had to get used to socially, things that you never did get used to, things that you learned from social events about being a non-native speaker?
- 3) What were the cognitive demands that you encountered as a non-native speaker? Was it difficult to not be able to understand all that was spoken to you? Were you tired of trying to translate or understand the second language? Most of the Italian that you were using was no doubt conversational language. How would it differ if you were being taught in the second language?
- 4) How would you reflect upon your overall experience as a student who is a second language learner? Discuss the pros and cons of this experience. **(30 points)**

### **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.