Understanding the English Language Learner

3 Semester Hours
of Graduate Credit

Accessing the Course

To access your course, you will need an Internet-connected device such as a computer, tablet, or mobile phone. Courses run within the following web browsers:

- Chrome
- Firefox (Extended Releases are not supported)
- Internet Explorer 11 (Windows only)
- Edge (Windows only)
- Safari 10 and 11 (Macintosh only)

For the best experience, please ensure that your browser is up to date.

Login

1. Go to https://corwin.instructure.com
2. Login with the email address and password you used to purchase the course.
3. If you don't remember the password you created, simply click Forgot Password? to reset it.

Materials

All required readings and videos are included in the course as digital files, including content from:

Sousa, D. A. (2011). *How the ELL brain learns*. Thousand Oaks, CA: Corwin.

Course Description

Selecting instructional strategies for your English language learners (ELLs) will make more sense when you understand how the brain learns language. Dive into current research with this course and learn how to translate what you learn into effective K–12 classroom practices for your ELL students. Based on the best-selling book by brain research expert David A. Sousa, this course provides the in-depth insight you need to overcome your ELL classroom challenges.

CORWIN
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Course Objectives

By the end of this course, you will be able to deploy a range of instructional strategies, including:

- Gauge your understanding of how the brain learns languages and translate the research into step-by-step classroom applications.
- Gain an understanding of the connection between learners' first languages and cultures on their ability to learn new languages.
- Learn ready-to-use, brain-compatible strategies for teaching English learners across the curriculum.
- Build on your skill set for recognizing and detecting English language learning problems, including the social, cultural, and physical causes, and identifying strategies for supporting them.
- Discover successful intervention strategies to use with struggling ELLs, including methods for working with older students.

Course Outline

This course is self-paced. However, if you are taking this course for graduate credit, please be aware of the due date of the final assignment, as this must be met in order to receive credit.

Key Dates

Many students find the courses most rewarding if they work through at a steady pace, setting aside dedicated time to take the course. Completing one module per week is a common goal.

Module 1 — Learning Languages

After completing this module, you will be able to
- recognize the factors that affect first language learning; and
- describe how learning a second language concurrently, known as *bilingualism*, happens, especially in the brain.

3.5 hrs Typical time to complete

Focus	What Do You Already Know?	
Read	Learning the First Language(s)	
Watch	Dispelling Myths Through Research	
Create and Reflect	A Case Study and Survey	
Discuss	Changing Perspectives on ELLs	
Explore	First Languages	
Quiz	Language Acquisition and the Bilingual Brain	Graded
Reflect	Meeting Your Professional Development Goals	
Update Your Portfolio	Knowing Students' Learning Differences	

Module 2 — Learning English Later

After completing this module, you will be able to
- identify the multiple challenges to learning English faced by ELLs who learn later, not as a bilingual learner; and
- describe what makes learning English a challenge.

3.5 hrs Typical time to complete

Read	Learning English Later	
Watch A	Co-Teaching Kindergarten	
Watch B	Co-Planning	
Watch C	Engaging Older English Language Learners	
Examine	Culturally Responsive Strategies	
Observe or Reflect	Supporting Academic English	
Discuss	Overcoming Challenges	
Dialogue	Knowing Your ELLs' Cultures	

Quiz	Learning English Later	Graded
Project	Language Transfer Issues	Submit for grading
Reflect	Learning English Later	
Update Your Portfolio	Learning English Later	

Module 3 — Teaching Listening and Speaking

After completing this module, you will be able to
- apply effective practices in listening development and the assessment of listening skills; and
- support students to overcome challenges of speaking and build understanding of vocabulary and all aspects of pronunciation.

3.5 hrs Typical time to complete

Read	Teaching Listening and Speaking	
Watch A	Modeling Academic Language	
Watch B	Making Connections in Language Using Various Engagement Strategies	
Check Your Knowledge	Word Families	
Create	Speaking and Listening Activities	
Discuss	Assessing Listening and Speaking	
Explore	Metacognition	
Quiz	Teaching Listening and Speaking	Graded
Reflect	Teaching Listening and Speaking	
Update Your Portfolio	Teaching Listening and Speaking	

Module 4 — Teaching Reading and Writing

After completing this module, you will be able to
- explain the early stages of reading, as well as how to help ELLs build their general reading and comprehension skills; and
- apply the standards of mechanics and composition in the teaching of writing.

3.5 hrs Typical time to complete

Focus	Language Sounds and Their Spellings	
Read	Teaching ELLs Reading and Writing	
Watch A	Language to Express Thinking	
Watch B	Partner Work	
Watch C	Sheltered Instruction for Reading and Writing	
Examine	Literacy-Enriched Play	
Reflect and Evaluate	Reading Comprehension and Monitoring	
Discuss	Revision and Editing	
Dialogue	Building Writing Skills	
Quiz	Teaching Reading and Writing	Graded
Reflect	Teaching Reading and Writing	
Update Your Portfolio	Teaching Reading and Writing	

Module 5

Teaching Tips for ELL Teachers

After completing this module, you will be able to
- apply several useful tips to your current or future teaching practice with ELLs, and
- compare and contrast which tips would be most helpful with specific age groups and levels.

3.5 hrs
Typical time to complete

Focus	Referring Struggling ELLs	
Read	Teaching Tips for ELL Teachers	
Watch	Varying Instructional Strategies Benefits ALL Learners	
Examine	Overcoming Writing Challenges	
Analyze and Create	Vocabulary and Listening Assessment	
Discuss	Getting Background Knowledge	
Explore	Reading Comprehension Strategies	
Quiz	Teaching Tips for ELL Teachers	Graded
Reflect	Teaching Tips for ELL Teachers	
Update Your Portfolio	Teaching Tips for ELL Teachers	

Module 6

Teaching Language Arts and Social Studies

After completing this module, you will be able to
- describe how ELLs learn content in English, and
- address key challenges that make content learning difficult for ELLs, including language, sociocultural, and pedagogical issues.

3.5 hrs
Typical time to complete

Focus	Language and Content	
Read	Content and the ELL Learner	
Watch A	Helping ELLs Improve Their Writing	
Watch B	Sentence Frames for Social Studies	
Watch C	Strategies for Building Vocabulary	
Observe and Create	ELA Reading and Social Studies Teachers	
Discuss	Comprehension Strategies	
Dialogue	Sociocultural Factors	
Quiz	Teaching Language Arts and Social Studies	Graded
Reflect	Teaching Language Arts and Social Studies	
Update Your Portfolio	Teaching Language Arts and Social Studies	

Module 7

Teaching Mathematics and Science

After completing this module, you will be able to
- mitigate the core challenges that affect math instruction, including words and symbols, and sociocultural and cognitive impacts; and
- explain the core challenges that affect science instruction, including technical vocabulary, the scientific method, and sociocultural and cognitive impacts.

3.5 hrs
Typical time to complete

Read	Teaching Mathematics and Science	
Watch A	Effective Cooperative Learning Groups	
Watch B	Informal Mathematics Assessment	
Watch C	Co-Teaching Algebra	
Examine	The Language of Math	

Analyze and Reflect	Technical Vocabulary and Word Problems	
Discuss	Content Area Strategies	
Explore	Connecting Culture to Math and Science	
Quiz	Teaching Math and Science	Graded
Project	Teaching Math and Science	Submit for grading
Reflect	Teaching Math and Science	
Update Your Portfolio	Teaching Math and Science	

Module 8 — Teaching Tips for Content Teachers

Module 8	**Teaching Tips for Content Teachers** After completing this module, you will be able to • apply several useful tips to your content teaching practice with ELLs, and • compare and contrast which tips would be most helpful with ELLs of specific age groups and levels.	**3.5 hrs** Typical time to complete
Read	Teaching Tips for Content Teachers	
Watch A	Vocabulary Teaching	
Watch B	Hands-On Learning Makes Connections	
Watch C	Movement as a Method to Make Meaning	
Watch D	Coteaching Models Support Learning	
Check Your Knowledge	Strategies for Academic English	
Create	Training and Lesson Plans	
Discuss	Word Problems and Science Discourse	
Dialogue	Difficulties Your ELLs Experience	
Quiz	Teaching Tips for Content Teachers	Graded
Reflect	Teaching Tips for Content Teachers	
Update Your Portfolio	Teaching Tips for Content Teachers	

Module 9 — Working With Exceptional Students

Module 9	**Working With Exceptional Students** After completing this module, you will be able to • identify and judge whether a student could be dealing with a learning disability, • describe tools used to help ELLs overcome learning problems, and • discuss the use of intelligence tests and technology with your gifted and talented ELLs.	**3.5 hrs** Typical time to complete
Focus	Assessing Learning Disabilities in ELLs	
Read	Exceptional ELL Students	
Watch	Recognizing and Addressing Learning Differences	
Examine	Case Studies of Exceptional ELLs	
Analyze and Synthesize	ELL Data and Training	
Discuss	Learning Disability Symptoms	
Explore	Assessment of Exceptional ELLs	
Quiz	Working With Exceptional Students	Graded
Reflect	Working With Exceptional Students	
Update Your Portfolio	Working With Exceptional Students	

Module 10 — Putting It All Together

Putting It All Together

After completing this module, you will be able to
- gain understanding of your ELLs and your own teaching practice on a deeper level, and
- identify common misconceptions of ELLs.

3.5 hrs Typical time to complete

Focus	Putting It All Together	
Read	Putting It All Together	
Watch A	Impact of Culture on Learning a New Language	
Watch B	Checking for Understanding Through Informal Assessments	
Check Your Knowledge	Putting It All Together	
Create and Synthesize	Writing Revision and Speaking Activities	
Discuss	Your ELLs' Backgrounds	
Explore	Gaps in Practice	
Quiz	Putting It All Together	Graded
Reflect	Putting It All Together	
Update Your Portfolio	Putting It All Together	

Module 11 — Using Technology With ELLs

Using Technology With ELLs

After completing this module, you will be able to
- compare the advantages and disadvantages of using technology with ELLs, and
- select different ways to bring technology into your ELL lessons.

3.5 hrs Typical time to complete

Focus	Using Technology With ELLs	
Read	Using Technology With ELLs	
Watch	Technology With Middle School ELLs	
Analyze and Create	Using Technology With ELLs	
Discuss	Effective Use of Technology	
Dialogue	Building Language Skills With Technology	
Quiz	Using Technology With ELLs	Graded
Project	Web Resources and Tools	Submit for grading
Reflect	Using Technology With ELLs	
Update Your Portfolio	Using Technology With ELLs: Addressing Areas of Challenge	

Course Capstone

Final Project	How the ELL Brain Learns	Submit for grading
Final Exam	How the ELL Brain Learns	Graded
Final Reflect	How the ELL Brain Learns	
Update Your Portfolio	How the ELL Brain Learns	

InTASC Standards Alignment

Our courses have been aligned to the InTASC Model Core Teaching Standards that outline what all teachers across all content and grade levels should know and be able to do to be effective in today's learning contexts. You can also view alignment to other popular frameworks here.

Standard	Covered in Modules
Standard 1: Learner Development	1–11
Standard 2: Learning Differences	1–11
Standard 3: Learning Environments	11
Standard 4: Content Knowledge	1, 2, 3, 4, 6, 7, 9
Standard 5: Application of Content	3, 4, 6, 7, 9, 11
Standard 6: Assessment	5, 8, 9, 10
Standard 7: Planning for Instruction	3, 4, 5, 6, 7, 8, 9, 10, 11
Standard 8: Instructional Strategies	3, 4, 5, 6, 7, 8, 9, 10, 11
Standard 9: Professional Learning and Ethical Practice	9, 10

Course Policies

Grading Policy and Rubric

Component(s)	Percentage of Final Grade
Final Project	40%
Final Exam	20%
Module Projects	30%
Module Quizzes	10%