

ESL – Reading and Writing in English (5 Days)



COURSE GOAL: The student will be able to incorporate authentic and real-life scenarios and concepts to enhance readability. This course takes a unique approach by exploring contemporary language acquisition theory.

Prerequisites: Basic understanding of English

LEARNING OBJECTIVES: Upon completion of this course, the student will be able to:

- Read and understand Basic English
- Basic Concepts of Reading and Writing
- Writing and understanding English
- Effective writing for ESL learners

Key Topics

I. English Language Learner in School

- A. Who are English Language Learners
- B. How Can I Get to Know My English Language Learners
- C. How Do Cultural Difference Affect Teaching and Learning
- D. How Can I Ease Newcomers into the Routines of My Classroom When They Know Little or No English?
- E. What Kinds of Programs Exist to Meet the Needs of English Language Learners?

II. Second Language Acquisition

- A. What Do You Know When You Know a Language?
- B. Defining Language Proficiency as Communicative Competence
- C. Language Acquisition Theories
- D. Learning a Second Language in School: Processes and Factors

III. Classroom Practices for English Learner Instruction

- A. Standards-Based Instruction and Assessment
- B. Sheltered Instruction or Specially Designed Academic Instruction in English (SDAIE)
- C. Group Work
- D. Thematic Instruction

- E. Scaffolding
- F. Assessment of English Learners

IV. Oral Language Development in Second Language Acquisition

- A. Oral Language in Perspective
- B. Describing Oral Language Performance of Beginning and Intermediate English Learners
- C. Promoting Oral Language Development in the Classroom
- D. Oral Language Development through Content-Area Instruction
- E. Classroom Assessment of English Learners' Oral Language Development

V. Emergent Literacy: English Learners Beginning to Write and Read

- A. What Does Research Tell Us about the Early Literacy Development of English Learners?
- B. Contrasting the Emergent Literacy and Reading Readiness Perspectives
- C. Highlighting Literacy Functions in Your Classroom
- D. Exploring the Visual Form of Written Language
- E. Emergent Literacy in English as a Non-native Language
- F. Home and School Environments that Nurture Emergent Literacy
- G. Classroom Strategies to Promote Early Literacy
- H. Helping Children Recognize and Spell Words Independently

- I. Evaluating Emergent Literacy Development

VI. English Learners and Process Writing

- A. Research on Second Language Writing
- B. What Is Process Writing
- C. How Process Writing Helps English Learners
- D. Collaborative Contexts for Process Writing
- E. Developmental Phases in Second Language Writing
- F. Description of Beginning Writers
- G. Strategies to Assist Beginning Writers
- H. Description of Intermediate Writers
- I. Strategies for Intermediate Writers
- J. A Word about Writing with Computers
- K. Assessing English Learners' Writing Progress

VII. Reading and Literature Instruction for English Language Learners

- A. What Does Research Tell Us about Reading in a Second Language?
- B. Working in Literature Response Groups
- C. Developmental Phases in Second Language Reading.
- D. Beginning Readers: Characteristics and Strategies
- E. Intermediate Readers: Characteristics and Strategies
- F. Using Computers and CD-ROMs to Enhance Learning
- G. Assessing Second Language Readers' Progress

VIII. Content Reading and Writing: Pre-Reading and During Reading

- A. What Does Research Tell Us about Reading and Writing across the Curriculum for English Language Learners?
- B. Background Information on Students' Interactions with Texts
- C. Matching Students and Texts
- D. Strategies to Promote Reading Comprehension

IX. Content Reading and Writing: Post-Reading Strategies for Organizing and Remembering

- A. Post-Reading Strategies for Students
- B. Writing as a Learning Tool across the Curriculum
- C. Theme Studies: Providing a Meaningful Learning Context
- D. Assessment

X. Reading Assessment and Instruction

- A. Theoretical Approach to Literacy Assessment
- B. Assessing Reading Using an Informal Reading Inventory
- C. Other Procedures for Evaluating and Instructing Struggling Readers Linking
- D. Assessment and Instruction.
- E. Linking Assessment and Instruction