SYLLABUS
Queens College/CUNY
School of Education

SEYS 340
Language, Literacy, and Culture in Education
Fall 2024

Instructor: Karen H. Gouede
Email: Karen.gouede@qc.cuny.edu
(Email response between 24-48 hrs.)
Class Time: Tuesdays - 4:35-7:05 PM
In person classes
Rathaus 208
Office Hours: After class 7:05-8:05pm
Rathaus 208

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A. COURSE DESCRIPTION:
This 3-credit hour course is designed for undergraduate students who are majoring in education and will be working with students whose native language is not English. With a focus on English language learners' (ELLs) backgrounds and needs, we will survey the latest research, and field-tested methods and techniques used to teach English as a new language (ENL) in mainstream content classes. We will develop sensitivity and orientation as teachers of diverse learners, as well as concrete strategies to enhance these students' listening, speaking, reading, and writing skills across academic disciplines. Finally, we will critically examine how those students' home culture, language, and education come into play in their learning of English as a new language.

This course is aligned with the Core Values of the Education Unit of promoting ***Equity***, ***Excellence***, and ***Ethics*** in urban schools and communities. More specifically, the Education Unit is committed to preparing teachers and other school professionals who: a) build inclusive communities that nurture and challenge all learners; b) demonstrate professionalism, scholarship, efficacy, evidence-based practice, and reflection; and c) value diversity, democracy, and social justice.

Anthology (formerly Chalk and Wire)

The Education Unit uses Anthology as an electronic portfolio and assessment system. Designated course work will be assessed by faculty for professional knowledge and skills through key program course assignments. The electronic portfolio system is not used for grading purposes. Anthology integrated edTPA platform provider system used at Queens College.

Your Anthology ePortfolio helps you collect, organize, and reflect on your academic work. It can contain files, images, and multimedia that document your academic progress, enriching your learning, sharpening your technological skills, and preparing you for certification. You can also share your professional ePortfolio with colleagues, and potential employers. A professional look and feel makes the Anthology ePortfolio a great tool to use when searching for internships, employment, and graduate schools.

For more information, please visit the Professional Education Unit Anthology Support Site at:

https://www.qc.cuny.edu/academics/se/assessment-office/

B. COURSE LEARNING GOALS & OBJECTIVES:

1. Students will demonstrate knowledge of learning English as a new language for school-aged students, developmental stages, levels, and patterns of first and second language acquisition, and similarities and differences between English language and literacy development for native English speakers and for ELLs.
2. Students will demonstrate knowledge of diverse ELLs, their characteristics, levels, and needs, Newcomer ELLs, Developing ELLs, Long-term ELLs, SIFE, ELLs with disabilities; investigate and understand ELLs' native cultures and prior learning experiences and use that knowledge to create a culturally responsive and engaging learning environment.
3. Students will understand the types and benefits of ENL and bilingual education programs, and importance of using ELLs' native language and culture as a resource to teach subject matter knowledge.
4. Students will understand various factors influencing second language acquisition and learning, including cognitive learning styles, prior knowledge and previous language and literacy learning in ELLs' native language, classroom environment, personal characteristics, etc.
5. Students will understand and apply research-based and field-tested strategies to design and integrate academic language and literacy teaching and learning into subject matter teaching and learning as well as modify subject matter teaching materials according to ELLs' levels and needs.
6. Students will demonstrate knowledge of ENL identification, placement, and exit strategies and standardized tests and effective assessment and evaluation of ELLs to promote their achievement of learning standards in all content areas.
7. Students will demonstrate knowledge of the resources and support mechanisms available both in school and with ELLs' families and communities to seek collaboration and make school, home, and community connections to educate diverse ELLs.
8. Students will demonstrate their clear, logical, and theoretically sound articulation of teaching subject matter knowledge to ELLs, cultural sensitivity, as well as reflective ways of examining their own development as future subject matter teachers of ELLs.

C. REQUIRED PURCHASES AND READINGS :

TEXTBOOKS:

1. Anthology Subscription (required)

2. Dong, Y. R. (2011/2013). Unlocking the power of academic words with secondary English language learners. Gainesville, FL: Maupin House Publishing, Inc.

3. Dong, Y. R. (2019). Teaching English Language Learners in Secondary Subject Matter Classes. 2nd Edition Charlotte, NC: Information Age Publishing, Inc.

SELECTED ARTICLE READINGS:
A series of articles are available on E-reserve in the library (see pages 8 -10).

D. COURSE TOPICS/VIDEOS/READINGS - WEEKLY TENTATIVE SCHEDULE

Session	Topic	Reading & viewing	Articles
1	Introduction	Syllabus review	
1	Who are the ELLs?	Discuss ESL/ENL models, policies, and programs for ESL identification, placement, and exit evaluations View**: *ELLs: Culture, Equity, and Language*** ***https://www.youtube.com/watch?v=5HU80AxmP-U*** 2012	
2	ENL Teaching Principles Due: Quiz #1	Dong's Introduction and chapter 1 (2019) pages 1 - 28: Principles and process of second language learning for secondary ELLs and various factors that influence ELLs' second language learning View: ***Stephen Krashen on Language Acquisition*** ***https://www.youtube.com/watch?v=NiTsduRreug&list=RDLVVc0xPsSh9oE&start_radio=1&rv=Vc0xPsSh9oE***	
3	Characteristics and Needs of ELLs Due: Quiz #2	Principles and process of second language learning for secondary ELLs and various factors that influence ELLs' second language learning (continued) Read Dong's chapter 2 (2019) Read Dong's chapter 1 (2011): Effective vocabulary instruction for ELLs View: ***Teaching Algebra for ESL Students*** *2012* ***https://www.youtube.com/watch?v=U2jrKRRAruc***	Decapua & Marshall's article (2011)
4	ELL Diversity and Literacy Acquisition Due: Quiz #3	Read Dong's chapter 3 (2019): Diverse English language learners in subject matter classes View ***Foundations for Teaching English Learners*** ***https://www.youtube.com/watch?v=BOzYN2RwCKs*** *2018* ***Using Sentence Frames with ELLs*** ***https://www.youtube.com/watch?v=f3rXwstobh8*** 2016	Carson article (1992) Ortiz & Woika's article (2013)
5	Language and Literacy Development Due: Quiz #4 1st Discussion Post Available (Due Week 7)	Read Dong's chapter 4 (2019): ELLs' culture and language, and influence on teaching and literacy development. View***: Building Cross-Cultural Connections in Two Languages*** ***https://www.youtube.com/watch?v=jfOIb6CDW6I*** 2019	Harklau's article (1994)
6	Tapping into ELL Students' Prior Knowledge 2nd Discussion Post Available (Due Week 8)	Read Dong's chapters 2 & 3 (2011) View: ***Instruction of Key Academic Vocabulary with High School ELLs*** ***https://www.youtube.com/watch?v=snXOWLnOxyk*** 2014	

7	Planning for ENL Vocabulary Instruction	Read Dong's chapter 4 (2011): Developing sensitivity, strategies, and skills to teach ELLs in subject matter classes View: ***Differentiation in the 8th grade ESL Math*** **https://www.youtube.com/watch?v=h9P21TBJJ3o** 2015	Wilburne article (2011) Salinas article (2008)
8	Contextualizing Second Language Instruction Due: Reflective Journal #1	Read Dong's chapter 5 (2019) View: **Using TPR: Teaching Strategies** 2012***https://www.youtube.com/watch?v=8yVYARYjl9o***	
9	Group Presentations	*View:* ***Accommodations for ELL Students (Episode 17)*** 2019 ***https://www.youtube.com/watch?v=-pEPHY6tORY*** ***Group Presentations on Assigned Articles***	
10	Adjusting Class Talks for ELLs & Teacher Collaboration Due: Reflective Journal #2	Read Dong's chapter 9 (2019) View: ***Academic Conversation with ELLs*** ***https://www.youtube.com/watch?v=mSVWc6riNBI*** 2016 & ***Effective Collaboration between Classroom Teachers and ESL specialists*** **https://www.youtube.com/watch?v=Crkq-E_c99E** 2016	Pawan article (2012)
11	ENL Subject Matter Reading Instruction	Read Dong's chapter 7 (2019) *View****: Reading Non-fiction Text*** **https://www.youtube.com/watch?v=8I6k0cRsn40** 2014	
12	ENL Subject Matter writing Instruction Due: Reflective Journal #3	Read Dong's chapters 5 (2011) & Dong's chapter 8 (2019) View: ***Writing a paragraph with high school ELLs*** ***https://www.colorincolorado.org/video/writing-paragraph-high-school-ells*** ***How to Teach Online from Home to ESL Learners 2020*** ***https://www.youtube.com/watch?v=xtYNY4MuAO0***	
13	Assessing and Evaluating ELLs Effectively	Read Dong's chapters 6 & 10 (2019) Course Evaluations are available to candidates online at: http://courses.qc.cuny.edu/ View**: *Assessment for ELLs*** ***https://www.youtube.com/watch?v=q6fG4FmibEQ&t=32s*** 2015	
		ENL Typed Lesson Plan and Slide Presentation, Applied Teaching Final Report, Fieldwork timesheet, Missing assignments **Last day for submissions – December 4th, 2024. (Absolute deadline-No excuses)**	

The instructor can make changes to the syllabus and students will be notified in writing of such changes.

EXPECTATIONS AND REQUIREMENTS:

E. ASSIGNMENTS AND GRADING PLAN:

Class Discussion / Participation	100 points
Quizzes	100 points
Discussion Board Posts	80 points
Group Presentation	80 points
Reflective Journals	240 points
ENL Oriented Lesson Plan & Slide Presentation	200 points
Final – Applied Teaching Report	200 points
Total	**1,000 points**

Participation
Your presence is expected for each class, including regular participation in class discussions and activities.

50 points - to be added for satisfactory participation on 10/22/24 (Session 1 to Session 7)

50 points - to be added for satisfactory participation on 12/10/24 (Session 8 to Session 14)

Be prepared for weekly quizzes. An equal to or more than three absences, excused or unexcused, will result in lowering your grade by one letter.

SEYS 340 Class Discussion Rubric				
	A Exemplary	B Competent	C Developing	D Unsatisfactory
Frequency and Quality	Student regularly attends class and *always contributes* to discussions, analyzes issues that pertain to discussions, raises questions to expand perspectives.	Student regularly attends class and *sometimes contributes* to discussions in ways mentioned in Column A.	Student attends class and *rarely contributes* to discussions in ways mentioned in Column A.	Student attends class but *never contributes* to discussions in ways mentioned in Column A.

Reflective Journals (Submit on Blackboard only.)
Keep a journal in which you reflect on various issues considering our common readings, class discussions, and teaching ideas that emerge in your field experience. It should be clear from reading the journal that you have carefully read each text and actively involved yourself in the fieldwork. A total of three journal entries will be collected. Each journal should be typed in about 2 single spaced pages. See pages 11 - 12 for the journal topics and due dates. Submit reflective journals on Blackboard. **Refer to Appendix B for further details.**
(Not for Anthology).

Group Presentation (Submit on Blackboard only.)
Students will collaborate with group members to present salient points of an article and engage classmates in analytical discussion. Details will be available on Blackboard.

ENL Oriented Lesson Plan and Slide Presentation (Submit on Anthology and Blackboard.)
Based on the methods and techniques discussed in our common readings, you are expected to design **one** ENL oriented lesson that teaches something in your content area and present it to the class. The lesson must be a new lesson, not a review lesson; and must have some language learning focus, such as vocabulary, reading comprehension, writing, etc. Discuss with the professor about your lesson if needed. **This assignment has two parts: (Part 1) a typed lesson plan and (Part 2) the actual lesson as it will be presented on a slide presentation (i.e., PowerPoint or Google slides).** *Submit both parts at the time of your presentation. Your 15-minute lesson presentation should demonstrate a 45-minute lesson **with ELLs in mind** that includes the Do Now, instruction on vocabulary words, reading, writing, activating students' prior knowledge, and activities involving at least five ELL strategies. The guideline and checklist are available on Blackboard detailing presentation requirements and format for the lesson plan.

***The schedule for presentation dates will be posted on Blackboard.**

FINAL - Applied Teaching Report (Anthology and Blackboard)
This project provides you with an opportunity to incorporate ESL methods with the techniques that you learned in your subject matter curriculum and instruction.
Develop one lesson and find an ELL student or a group of ELL students in your observed class to teach. If you don't have access to any student at the school, find a secondary ELL or a former ELL in your neighborhood to work with. Write about the experience of teaching the lesson for your applied teaching project. The selection of your tutee(s) must meet the criteria of 1) an ELL or a former ELL who is newly mainstreamed and 2) the grade level appropriate student(s): 7-12 grades for ELA, World Languages, mathematics, sciences, social studies; K-12 for art, music, Family and Consumer Science, Physical Education. The lesson for your Applied Teaching Project should last for about one period (45 minutes) and be a new lesson **(different from the ENL slide presentation assignment). (Refer to Appendix C for further details.)**

F. FIELDWORK REQUIREMENTS:

SEYS students must observe ENL language classes. To fulfill your fieldwork requirements, a total of 25 hours of field experience is required for this course, including 20 hours of observation and 5 hours of tutoring. Physical education, family and consumer sciences, art, and music education students' fieldwork requirements include 15 hours of observation and 5 hours of tutoring for a total of 20 hours in grades K – 12.

A list of schools with ENL/Bilingual programs will be provided. *You will choose a school from the list or find a school that has an ENL/bilingual class for observation. During the observation and when appropriate, you are expected to tutor one or a small group of ELL learners to gain first-hand knowledge about these students' backgrounds and difficulties with the English language and academic content. The professor will provide a letter of introduction and a time sheet for signatures. You are required to submit both on Anthology. Anthology E-Portfolio closes December 4th, 2024,

All SEYS students must be fingerprinted prior to the fieldwork experience. For further information refer to the link below:

www.tinyurl.com/qcsoefingerprints

G. CUNY Policy on Academic Integrity:

The Policy on Academic Integrity, as adopted by the Board is available to all candidates. Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. This policy and others related to candidates' issues are available to you at:

http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/

> *"The use of artificial intelligence (AI) is strictly prohibited in all coursework and assignments. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a project or assignment. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Students are expected to use their own knowledge, research and analysis to complete coursework."*

H. Use of Candidate Work:

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of candidates' work are made available to those professionals conducting the review. Candidate anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

I. Reasonable Accommodations for Candidates with Disabilities:

Candidates with disabilities needing academic accommodation should: 1) register with and provide documentation to the Special Services Office, Frese Hall, Room 111; 2) send a letter to me indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College candidates, contact: Special Service Office; Director, Miriam Detres-Hickey, Kiely Hall, Room 108; 718-997-5870 (Monday – Thursday 8:00 a.m. to 5:00 p.m. & Friday 8:00 a.m. to 4 p.m.). Email:qc.spsv@qc.cuny.edu

J. For technical problems call or contact the **Helpdesk**.
(718) 997-4444 https://www.qc.cuny.edu/computing/helpdesk

Appendix A

Use this link to access the following articles:

https://qc-cuny.libguides.com/er.php?course_id=20095 Password: don340

Common readings:

Berho & Defferding (2005) Communication, Culture & Curiosity: Using Target-Culture and Student-Generated Art in the Second Language Classroom.

Borba, M. (2009). Caring closes the language-learning gap: Investing in developing caring relationships between school and the families of English learners pays off in parental support for education and improved learning for students. *Phi Delta Kappan, 90*(9), 681-685.

Carson, J. (1992). Becoming biliterate. *Journal of Second Language Writing, 1*(1), 37-60.

Cho, S. & Reich, D. (2008). New Immigrants, New Challenges: High School Social Studies Teachers and English Language Learner Instruction.

Chu, S. & Flores, S. (2011). Assessment of English language learners with learning disabilities. *The Clearing House, 84*(6), 244-248.

Decapua, A. & Marshall, H. W. (2011). Reaching ELLs at risk: Instruction for students with limited or interrupted formal education. *Preventing School Failure, 55*(1), 35-41.

Duff, P. A. (2001). Language, literacy, content, and (pop) culture: Challenges for ESL students in mainstream courses. *Canadian Modern Language Review, 58*(1), 103-32.

Harklau, L. (1994). ESL versus mainstream classes: Contrasting L2 learning environments. *TESOL Quarterly, 28*(2), 241-272.

Muñiz, J. (2021). Eight Competencies for Culturally Responsive Teaching: A Reflection Guide

Ortiz, A. & Woika, S. (2013). Teaching to the letter of the law. *Language Magazine, 12* (11), 24-29.

Pawan, F., & Craig, D. A. (2011). ESL and content teacher responses to discussions on English language learners' instruction. *TESOL Journal, 2*(3), 293-311.

Tsou, W. (2005). Improving Speaking Skills Through Instruction in Oral Classroom Participation.

Subject matter specific readings:

Art Education

Eubanks, P. (2002). Art specialists adapt curriculum for ESOL students. *Art Education, 55* (2), 40-45.

Shoemaker, M. K. (1998). Art is a Wonderful Place to Be": ESL Students as Museum Learners.

English Language Arts Education

Moss, B., Lapp, D., & O'Shea, M. (2011). Tiered texts: Supporting knowledge and language learning for English learners and struggling readers*. English Journal, 100*(5), 54-60

Porter, C. (2009). Words, words, words: Reading Shakespeare with English language learners. *English Journal, 99*(1), 44-49.

Sadrianna, R. (2014). Bridging Language and Learners: Sheltering Mockingbird: Scaffolding the Novel for English Language Learners.

Family & Consumer Science Education

Allison, B. N. Rehm, M. L. (2007). Teaching strategies for diverse learners in FCS classrooms. *Journal of Family & Consumer Sciences, 99* (2), 8-10.

Mickan, P. (2007). Doing Science and Home Economics: Curriculum Socialisation of New Arrivals in Australia.

Mathematics Education

Hoffert, S. B. (2009). Mathematics: The universal language? *Mathematics Teacher, 103*(2), 130-139.

Kurz, T. L. & Bartholomew, B. (2013), Conceptualizing Mathematics Using Narratives and Art. *Mathematics Teaching in the Middle School*

Wilburne, J. M.; Marinak, B. A.; & Strickland, M. J. (2011). Addressing cultural bias. *Mathematics Teaching in the Middle School. 16*(8), 461-465.

Music Education

Battersby, J. and Bolton, J. (2013). Nonverbal Communication: Implications for the Global Music Classroom.

Paquette, K. and Rieg, S. (2008). Using Music to Support the Literacy Development of Young English Language Learners.

Smigel, E., & McDonald, N. L. (2012). Lessons that bear repeating and repeating that bears lessons: An interdisciplinary unit on principles of minimalism in modern music, art, and poetry. *General Music Today, 26*(1), 5-10.

Physical Education

Bell, N. D. & Lorenzi, D. (2004). Facilitating second language acquisition in elementary and secondary physical education classes*. Journal of Physical Education, Recreation & Dance, 75*(6), 46-51.

Clancy, M. E. & Hruska, B. L. (2005). Developing Language Objectives for English Language Learners in Physical Education Classes.

Nguyen, Huong Tran. (2013). Using Visual Supports to Teach English Language Learners in Physical Education.

Sato, T. & Burge-Hall, V. (2010). Strategies for including English Language Learners in physical education.

Science Education

Allen, H., & Park, S. (2011). Science education and ESL students. *Science Scope*, *35*(3), 29-35.

Bruna, Vann & Escudero (2007). What's Language Got to Do with It?: A Case Study of Academic Language in a High School "English Learner Science" Class.

Fisher, D., Ross, D. and Grant, M. (2010) Building Background Knowledge: Improving student achievement through wide reading.

McDonough, J. T., & Cho, S. (2009). Making the connection. *The Science Teacher*, *76*(3), 34-37.

Slater, T. and Mohan, B. (2010). Cooperation between Science Teachers and ESL Teachers: A Register Perspective.

Social Studies Education

Beck, T. A. (2008) Behind the mask: Social Studies concepts and English Language Learners.

Brown, C. L. (2007). Strategies for making social studies texts more comprehensible for English-language learners. *The Social Studies, 98* (5), 185-188.

Case & Obenchain (2006) How to Assess Language in the Social Studies Classroom

Salinas, C., Franquiz, M. E., & Reidel, M. (2008). Teaching world geography to late-arrival immigrant students: Highlighting practice and content. *The Social Studies, 99*(2), 71-76.

Schleppegrell, M. J., Oliveira, L. (2006). An integrated language and content approach for history teachers.

World Languages Education

Crouse, D. (2012). Going for 90% plus: How to stay in the target language. *The Language Educator, October,* pages 22-27.

Cutshall, S. (2012). More than a decade of standards: Integrating "cultures" in your language instruction. *The Language Educator, April*, pages 32-35.

Appendix B

Journal 1: Learning to see secondary ELL learners: 80 points (Due date: 10/29/24 @ 11:59PM)

Describe one specific incident in your life where a language barrier prevented communication. What did you do? Give the exact dialogue you and the other party had when the communication breakdown happened. Narrate your thoughts, beliefs, and feelings about the incident.

Which school and ESL language class are you observing? What are the ESL models and programs that the school has? How many students were there in this class? Pay attention to the students whom you observe. Who are they? Are they new ELLs, long-term ELLs, SIFE ELLs, or ELLs with special education needs? **Give five detailed portraits** of those ELLs. Describe the students' ethnic and language backgrounds, length of stay in the U.S., grade level, English proficiency levels, and native language, culture, family backgrounds.

Compare your experience with the language barrier with that of the ELLs that you observed this far. How different and similar are these experiences (discuss at least **two** differences and **two** similarities, such as the goals, context, challenges, and learners' characteristics, etc.)? What new understanding about second language acquisition have you gained?

Journal 2: ESL teaching: 80 points (Due date: 11/12/24 @ 11:59PM)

Describe the ESL language class you are observing now: school, grade level, language proficiency level. Who is the teacher you are observing? What is his or her ethnic and language background, her teaching history and training in ESL?

Describe the lesson(s) you observed in detail. How many students were there in this class? What was the language of instruction? What was the topic of the lesson? What were some of the visual aids or audio assistance or technology resources that the teacher used? Discuss the teacher's ways of speaking, facial expressions, body movements. Describe the lesson sequence and board work or smart board work. What were some of the modifications of the reading materials? Give an example of ESL vocabulary instruction in detail by including an actual dialogue between the teacher and students. Document factors influencing ELLs' learning, such as the environment, learning materials, teacher talk, peer interaction, etc. Discuss effective language and literacy teaching and learning. Collect handouts, reading materials, or sample student works and attach them to your journal.

Harklau (1994) compared the learning environment and demands between ESL and mainstream classes. Discuss Harklau's article by connecting what you have found out in your observations with Harklau's findings (make **three** connections). How can you help English language learners' language and subject matter learning in your future classes?

Journal 3: ESL teacher's insights: 80 points (Due date: 11/26/24 @ 11:59PM)

Reiterate the school, class, grade level, and the teacher you observed. Talk to the ESL teacher whom you observe or the ESL AP about their perceptions of the students who are learning English as a second language. In reporting your interview findings, cite original words that your teacher used to respond to the following questions:

- What are the recommendations that the ESL teacher has for mainstream teachers to facilitate ELLs' language and subject matter knowledge development?
- What are their insights into ELLs' native language and culture and how to use ELLs' prior knowledge? What are mainstream teachers' legal and ethical teaching responsibilities for the education of ELLs?
- What are the ESL assessment strategies and standardized test accommodations recommended by the teacher?
- What are some of the ideas for having the teacher-teacher collaboration and school-home-community connection suggested by your teacher?
- Discuss our readings on integrated language and subject matter instruction in your major field by citing our article readings (see pages 8-10). Suggest **three** ways that you could integrate language into your subject matter instruction by drawing on both the reading and your interview/observations.

Appendix C

Guidelines for the Applied Teaching Report

Select a topic or concept in your subject matter and design a lesson to provide direct language instruction through talking, reading, and writing about subject matter knowledge. Borrow or adapt ESL oriented teaching strategies from our common readings in your instruction. Give a rationale for your teaching decisions and strategies used. Cite from our readings and quote from those readings that gave you guidance and ideas for the lesson(s). Discuss multiple ways you used to make language meaningful and comprehensible for your learner(s).

In your written report, begin by providing demographic information about your learner(s), such as information about their native language, culture, education, length of time of being in the U.S., and their English language proficiency levels. Explain your teaching focus, strategy, and material used.

In your discussion of the lesson, be explicit about the "hows" and the "whys." Make sure to document step by step the exact process that you went about teaching the lesson, including your questions and your students' responses in a dialogue format. Assign a writing task to your learner.

Finally, discuss your thoughts before and after teaching ELL students. Assess our common readings that you used to inform and guide your instruction for their effectiveness. Discuss what it means to teach subject matter language to ELL students and integrate language and literacy instruction into your subject matter curriculum and instruction.

Attach the student's written product, your lesson plan, and teaching materials to the reflection. The report should be about **3-5** typed and single-spaced pages.

Due date: December 4th, 2024 @ 11:59PM (Absolute deadline – No excuses)