This course supports the assessment for Subject Specific Pedagogy: English Language Learning. The course covers 7 competencies and represents 3 competency units.

## Introduction

Subject Specific Pedagogy: ELL integrates aspects of pedagogy, assessment, and professionalism in English Language Learning (ELL). A student develops and assesses aspects of language curriculum development including second language instruction, methods of second language assessment, and legal policy issues.

## Getting Started

Now that you have learned about language, culture, instructional methods, assessment, and professionalism in your other courses, you will have a chance to integrate and synthesize this material in this course.

This course integrates aspects of pedagogy, assessment, and professionalism in English Language Learning (ELL), focusing on a variety of philosophies and grade levels of ELL instruction. It includes the study of ELL listening and speaking, ELL reading and writing, specially designed academic instruction in English (SDAIE), and specific issues related to teaching in the content areas with ELL students.

## Welcome Video

Watch the following video for an introduction to this course:

*Note: View the video in full screen at 720p for best results.*

## Competencies

This course provides guidance to help you demonstrate the following 10 competencies:

- **Competency 620.3.1: Planning for Standards-Based English Language Learning and Content Instruction**
  
  The graduate knows, understands, and applies concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELL students.

- **Competency 620.3.2: Managing and Implementing Standards-Based ESL and Content Instruction**
  
  The graduate knows, develops, manages, and implements a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum.

- **Competency 620.4.1: Issues of Assessment for English Language Learning**
  
  The graduate understands the importance of standards and the difference between language proficiency and other types of assessment (i.e., standardized achievement tests of overall mastery) as they affect ELL student learning.

- **Competency 620.4.2: Language Proficiency Assessment**
  
  The graduate knows and uses a variety of standards-based language proficiency
instruments to inform instruction and understands the use of these instruments for identification, placement, and demonstration of language growth of ELL students.

- **Competency 620.4.3: Classroom-Based Assessment for English Language Learning**
  The graduate knows and uses a variety of performance-based assessment tools and techniques to inform instruction of ELL students

- **Competency 620.5.1: English Language Learning Research and History**
  The graduate demonstrates knowledge of history, legal decisions, research, and current practice in the field of ELL teaching and applies this knowledge to improve teaching and learning.

- **Competency 620.5.2: Partnerships and Advocacy**
  The graduate understands the importance of acting as a professional resource, advocating for ELL students, and building partnerships with students’ families.

**Teaching Dispositions Statement**
Please review the [Statement of Teaching Dispositions](#).

**Course Instructor Assistance**
As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you’re studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don’t work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course instructors are fully committed to your success!

**Preparing for Success**

The information in this section is provided to detail the resources available for you to use as you complete this course.

**Learning Resources**
The learning resources listed in this section are required to complete the activities in this course. WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

In the following resources, you may read about No Child Left Behind (NCLB). Please be aware that as of December 2015, President Barack Obama replaced NCLB with the Every Student Succeeds Act (ESSA). This new act reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to
equal opportunity for all students. For additional information, please visit the following links from the U.S. Government and the U.S. Department of Education:

- Webinar recording
- Read the ESEA now referred to as the ESSA
- Fact sheet on ESSA
- Transition Letter

Automatically Enrolled Resources

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

VitalSource E-Texts

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow. VitalSource also offers a Print on Demand option for the Echevarria, Vogt, & Short (2012) text that you can purchase. You can learn more about it here: Print on Demand Option for VitalSource Texts: Help


Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase a hard copy at your own expense through VitalSource or a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition. The following sites provide instruction on how to create a VitalSource account, use features such as downloading your e-texts for offline use, and purchase a print-on-demand option, if available.

VitalSource Navigational Video
Print-On-Demand Option

Ebook Central E-Books

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.


EBL e-books can be downloaded to your computer or mobile device. Follow the instructions to download your e-books for offline access.

*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

**Teachscape**  
You will access video modules from Teachscape at the activity level within this course. The Teachscape modules include video lectures, exercises, and interactive elements.

**Enroll in Learning Resources**

Take a moment to enroll in the learning resources listed in this section. To enroll, navigate to the "Learning Resources" tab, click the "Sections" button, then click the "Enroll Now" button for each resource.

**Pearson PDToolkit – SIOP**

The Sheltered Instruction Observation Protocol (SIOP®) Model is a scientifically validated framework for improving the academic achievement of English learners through sheltered content instruction. Developed by Dr. Jana Echevarría, Dr. MaryEllen Vogt, and Dr. Deborah Short, the SIOP® Model offers eight components and thirty features.

The PDToolkit was developed with the SIOP® author team and allows you to access a variety of information about the SIOP® Model. These video segments were filmed in classrooms with real teachers and students. They have been edited for brevity so you will not see all SIOP® features in every video. The teachers who agreed to share their SIOP lessons represent a range of teacher implementation, from experienced implementers to teachers just learning the model. We hope you will find the videos informative and helpful as you implement the SIOP Model in your classroom.

**Pacing Guide**

The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

**Week 1:**

• Preparing for Success  
• Language Teaching Methods

**Week 2:**

• Implementing Instruction
Week 3:

- Implementing Instruction (cont.)

Week 4:

- Testing and Assessment

Week 5:

- Research and Legal Issues in ELL

Week 6:

- Partnerships and Program Models in ELL
- Final Steps

**ELL Calendar**

[Live Events Calendar](#), All times are listed in Mountain Time.

**Contact a Course Instructor**

[Course Instructor Contact Information](#)

If your assigned course instructor is not available, we invite you to [click here](#) to schedule with an available course instructor.

**Language Teaching Methods**

In this section, you will learn how best to create a positive psychological climate in your classroom, how learning objectives can best be used for planning and instruction, how to keep ELL students meaningfully engaged in learning, and how to help ELL students stay on task.

**Language Teaching Approaches and Methods**

After completing these activities, you will be able to

- describe a wide range of language teaching approaches and methods;
- outline the history of language teaching approaches; and
- identify specific features of approaches and methods such as total physical response, audio-lingualism, communicative language teaching, and so forth.

**Language Teaching Approaches**

Read the following chapter in *An Introduction to Language*:

- [Chapter 1 ("What Is Language")](#)

In your notebook, address the following:
● Develop your own definition of language.
● What linguistic knowledge should you stress in your practice? Why is it important?

Read the following chapter in *An Introduction to Language*:

● **Chapter 8 ("Language Acquisition")**

In your notebook, develop the linguistic process for becoming linguistically competent. Then create your definition of linguistic competency.

Read the following chapter in *Evidence-Based Instruction in Reading: a Professional Development Guide*:

● **Chapter 3 ("Instructional Strategies for Culturally Responsive Teaching")**

Note that each section relates to a specific strategy for teaching language.

In this chapter, examine the guidelines for instructional planning and compare them to a guide that you are already familiar with. You might want to create your own guide and add additional information that seems important.

You may want to create a table of your own and add any other columns of information to it that seem important. For example, did additional strategies or characteristics stand out to you as you read about each method? What are the names of theorists who are associated with some of these theories?

**Characteristics of Teaching Methods**

In the table below, you will find information on several different language teaching methods. The table is incomplete. You must fill in the blank areas of the table. To learn more about these teaching methods, search for more information on these techniques online. Check your answers with the [Keys to Exercises](#) document.

**Language Teaching Methods**

**Method/Approach: Grammar Translation (Classical Method)**

**Features:** None

**Role of Teacher:** Teacher is authority figure and focuses on grammar; provides grammar rules for learners to apply. Original focus was on translation of classical languages such as Greek and Latin.

**Features:** Associate meaning directly with the target language. No translation is allowed. Use of the L1 is not allowed.

**Role of Teacher:** Use spoken language in situations with no native language translation.
Grammar is taught inductively (i.e., student discovers rules).

**Method/Approach: Audio-lingual Method**

**Features:** Overcome native language habits; form new target language habits; use of mimicry; students "overlearn" patterns to use L2 automatically; listening and repetition are important.

**Role of Teacher:** None

**Features:** Develop inner criteria for correctness by becoming aware of how the target language works – not by mimicking a model.

**Role of Teacher:** Remain silent (but active) in order to subordinate teaching to learning. Focus student attention; provide meaningful practice; use of color coded cards and rods.

**Method/Approach: Desuggestopedia (Georgi Lazanov; method formerly called Suggestopedia)**

**Features:** None

**Role of Teacher:** Desuggest limitations: teach lengthy dialogues through musical accompaniment, playful practice, and the arts; create positive and fun atmosphere; use of novelty.

**Method/Approach: Community Language Learning (based on the Counseling-Learning approach by Charles Curran)**

**Features:** Learn nondefensively as whole persons following developmental stages, students build community with one another; L1 is used.

**Role of Teacher:** None

**Features:** Listening is emphasized; associate meaning with target language directly – students do not produce speech until they have developed receptive language skills.

**Role of Teacher:** Delay speaking until students are ready; use of pictures with beginners to aid comprehension; use of L1; belief that L2 acquisition will proceed naturally.

**Method/Approach: Total Physical Response (James Asher)**

**Features:** Understanding of language is developed before speaking (learners listen in the beginning); follow directions of the instructor without translation.

**Role of Teacher:** None

**Features:** Emphasis on interacting with others in the target language; negotiating meaning and
learning appropriate language forms.

**Role of Teacher:** Uses information gaps, role plays, games to create authentic situations; facilitate small groups for learning; teach grammar and vocabulary as they apply within a context. Teacher supports communication by providing information.

**Method/Approach:** Content-Based Instruction and Task-Based Instruction

**Features:** None

**Role of Teacher:** Engage students in learning other subject matter, tasks, or in problem solving around other issues in their lives.

**Method/Approach:** Learning Strategy Training, Cooperative Learning, Multiple Intelligences (Gardner is creator of M.I.)

**Features:** None

**Role of Teacher:** Teach learning strategies, cooperation and collaborative techniques along with language; use a variety of activities that appeal to different preferences and intelligences for working with new information.

**Implementing Instruction**

In this section, you will review material that pertains to teaching various skills (e.g., reading, listening) in the ELL classroom. You will also find short exercises to test your knowledge of the terms and concepts related to these areas of instruction.

**Implementing Instruction for Language Skills**

After completing these activities, you will be able to

- explain three communicative listening modes;
- explain the differences between interactional and transactional language use;
- distinguish among bottom-up, top-down, and global-listening processes; and
- describe and apply a variety of reading strategies.

**Important Role the L1 Plays in L2 Literacy Development: Aural Comprehension and Instruction**

Read the following chapters in *Teaching ESL/EFL Listening and Speaking*:

- Chapter 1 ("Parts and Goals of a Listening and Speaking Course")
- Chapter 2 ("Beginning to Listen and Speak in Another Language")
- Chapter 3 ("Listening")

In your notebook, address the following:

- Explain the four strands for listening and speaking.
• Explain the models of listening.
• Describe and apply activities for meaningful focused listening.
• Why are the four strands essential for achieving a balanced course for teaching first language learners?
• Why are goals important in implementing the four strands?
• How might goals be used to help achieve a balance of the four strands?

**Strategies for Teaching Listening Skills**

Read the following chapter in *An Introduction to Language*:

- Chapter 7 ("Phonology: The Sound Patterns of Language")

As you complete this reading, check your comprehension with the following questions:

- What does the research say about cognitive effects and bilingualism?
- If you have learned a second language, think about the stages you went through in listening. What elements of the L2 did you hear first? What elements took a long time to hear? What part did memory play in each stage?
- What is listening comprehension? Read over the chapter and create a definition in your own words.
- How can you distinguish among the terms *listening process, listening skill, and listening strategy*?
- What is meant by bottom-up and top-down listening processes?
- What is global listening? What are some uses for this?

Pay attention to the profiles of the beginning-, intermediate-, and advanced-level learners of listening. Make a table so that you can compare all three levels. Include information in your table such as

- features of each level, such as how long each lasts;
- bottom-up goals and top-down goals for each level; and
- interactive processing goals and teaching strategies.

Read the following chapter in *Teaching ESL/EFL Listening and Speaking*:

- Chapter 4 ("Language Focused Learning Through Dictation")

**Three Modes of Listening**

Download the following multimedia presentation:

- Listening

Write a definition and explanation of each of the following terms:

- bidirectional
- unidirectional
Now match each of the three concepts (i.e., bidirectional, unidirectional, and auto-directional) with the examples below. Record your answers in your notebook.

1. sound from the TV in the background
2. re-creating language internally to listen to it again
3. a lecture in a college classroom
4. a mother and child talking to each other
5. sitting in the audience of a Broadway musical
6. four friends conversing over dinner

Check your answers with the Keys to Exercises document.

**Transactional Versus Interactional Listening**

From the Listening multimedia presentation, write a definition and explanation of each of the two terms listed below (see p.73):

- transactional listening
- interactional listening

Now match each of the two concepts (i.e., transactional listening and interactional listening) with the examples below. Record your answers in your notebook.

1. "Go three blocks, and then turn left."
2. "Where are you from? Oh, really? My sister lives there."
3. "Here, let me hold the door for you."
4. "Okay, so let me get this right: the parts would cost $75 and the labor is $100?"
5. To a colleague relaying a difficult story: "Oh, I hate when that happens. That is so frustrating!"
6. "No, that is not what I meant. I meant that I will call the shuttle for you."

Check your answers with the Keys to Exercises document.

**Listening Functions and Processes**

Please view Professor Jack Richards' video describing various aspects of listening comprehension.

**Literacy Skills in the Second Language**

Read the following chapter in Teaching ESL/EFL Listening and Speaking:

- Chapter 8 ("Language-Focused Learning: Deliberate Teaching")

After reading, check your understanding by answering the following questions:

- What does the research tell you about the role of first-language literacy development?
What is the phonics/whole language debate?

What does the research tell you about mechanisms of language acquisition?

What are the mechanisms that researchers discuss regarding children's acquisition of language?

What is your point of view regarding these perspectives on ELL children and acquisition of language?

National Reading Panel

Access and read the recommendations of the National Reading Panel. Reflect on what you learned from this article. How will this information shape your own instructional practice?

Teachescape: Focus on Meaningful Reading

Watch the following segment in the "English Language Learners: Reading and Writing" module in Teachescape found in the "Teaching Examples (video)" section:

"2. Developing Meaningful Reading"

A teacher can use the following strategies to help students develop reading skills:

- using silent reading and oral reading
- reviewing prior knowledge
- focusing silent reading
- identifying important information
- using peers as resources
- informally assessing comprehension
- clarifying content vocabulary

Literacy Instruction

Read the following chapter in Teaching ESL/EFL Listening and Speaking:

- Chapter 8 ("Language-Focused Learning")

Review the aspects of listening instruction.

Bottom-Up and Top-Down Approaches to Reading

Read the following in Lenses on Reading: An Introduction to Theories and Models from Ebook Central:

- Chapter 7 ("Cognitive-Processing Perspectives").

Write a definition and explanation of each of the following terms:

- bottom-up
- top-down

Now match these two concepts (i.e., bottom-up and top-down) with the examples below. Record
your answers in your notebook.

1. phonics
2. language experience approach (method using familiar material to help children learn to read)
3. literature-based approach to reading instruction
4. basal reader approach
5. whole language
6. phonemic awareness
7. sight words

Check your answers with the Keys to Exercises document.

Strategies Used for Literacy Support

1. Review the following chapter in Making Content Comprehensible for English Learners:
   - Chapter 5 ("Strategies")

Match the strategy with its features on pages 94–113.

Strategy

- Mnemonics
- SQP2RS ("Squeepers")
- Directed Reading-Thinking Activity (DRTA)
- Think Alouds
- GIST (Generating Interactions Between Schemata and Texts)
- Graphic Organizers

Features

1. A system that involves visualization and/or the use of acronyms. This strategy can help students remember the spelling of difficult words or the names of concepts.
2. A strategy used to encourage strategic thinking while reading or listening to a narrative (preferably rich materials without immediately clear endings). The teacher uses various questions to assist students in making predictions throughout the text/narrative. Students also revisit their predictions to see whether their ideas were correct. The strategy helps learners focus their thinking on plot, character development, motive, etc.
3. An instructional framework that includes six steps: survey, question, predict, read, respond, and summarize. These steps take students through a pre-reading process all the way to a final summarization step.
4. A summarization procedure to aid in comprehension of extended text. Students go through a process of reading short segments of text, underlining the most important words or concepts, and placing these on a board. Students then use as many of these key words as possible to create a summary. Students repeat the process until the whole text has been read, understood, and summarized.
5. A comprehension strategy to help students understand how discourse and information is organized through graphic representation.

6. Teachers can use this strategy to model cognitive processes to students by thinking aloud as they read a text, thus showing students what to look for or how to approach a text. Students can use this strategy to express (to peers and teachers) the process they use while reading a text.

Check your answers with the [Keys to Exercises](#) document.

**Testing and Assessment**

This section has a heavy reading focus while you cover the contents from a number of chapters from both textbooks on assessment. You should have already read these chapters in the Assessment Theory Course, so this is a review of your past reading. Feel free to peruse when appropriate.

As you read and synthesize methods for assessing specific ELL skills, pay attention to ways to test reading, writing, speaking, listening, and content skills.

**Assessment Methods for ELL Skills**

Your study of assessment includes the recognition of effective ways to test the most basic skills in proficiency levels ELL students must reach.

After completing these activities, you will be able to

- apply a variety of strategies to help prepare ELL students for testing situations,
- describe the features of certain kinds of tests (e.g., achievement, diagnostic, norm referenced, criterion referenced, etc.),
- explain the advantages and disadvantages of certain kinds of testing techniques (e.g., multiple choice, gap filling, etc.),
- explain ways of assessing various language skills, and
- define and provide examples of authentic assessment for ELL students.

**Review Your Knowledge of Assessment**

Make a concept map of what you know about assessment for reading, writing, listening, speaking, grammar, and pronunciation. How do you currently assess these skills?

**Review of Testing Reading, Writing, and Grammar**

Peruse the following chapters on testing reading, writing, and vocabulary.

Read the following in *Test Better, Teach Better: The Instructional Role of Assessment*:

- [Chapter 1 ("The Links Between Testing and Teaching")](#)

Read the following chapters in *Teaching ESL/EFL Listening and Speaking*:

- [Chapter 1 ("Parts and Goals of a Listening and Speaking Course")](#)
• **Chapter 2 ("Beginning to Listen and Speak in Another Language")**

View the following webcast:

• **Assessment of English Language Learners**

Create a chart of the various assessments; examine the sample tools and write a brief description of each assessment. Then determine which assessment you might use ongoing and explain why.

**Teachscape: Testing and Assessment of ELL Students for Reading and Writing**

Review methods of assessment for reading and writing by opening the following Teachscape module:

• "**English Language Learners: Reading and Writing**"

Select "Perspectives" and then open and complete "Assessment."

**Review of Testing ELL Students for Listening and Speaking**

Peruse the following chapters on testing oral and listening skills.

Read the following chapters in *Teaching ESL/EFL Listening and Speaking*:

• **Chapter 2 ("Beginning to Listen and Speak in Another Language")**
• **Chapter 10 ("Monitoring and Testing Progress")**
• **Chapter 8 ("Language-Focused Learning: Deliberate Teaching")**

**Teachscape: Testing and Assessment of ELL Students for Listening and Speaking**

Review methods of assessment for listening and speaking. Open the following Teachscape module:

• "**English Language Learners: Listening and Speaking**"

Select "Perspectives," and then "Assessment," to read the commentary and see students' work. Click on the three links throughout this page to view the videos.

**Review of Testing Content, Overall Ability, and Younger Learners**

Peruse the following chapters on young learners, authentic assessment, and instruction and assessment.

Read the following in *Test Better, Teach Better: The Instructional Role of Assessment*:

• **Chapter 1 ("The Links Between Testing and Teaching")**
• **Chapter 2 ("How Tests Can Clarify the Curriculum")**

**Check Your Knowledge on Testing and Assessment**
Match the following terms with their definitions. Check your answers with the Keys to Exercises document.

**Terms**

- proficiency testing
- achievement testing
- diagnostic testing
- placement testing
- discrete-point testing
- integrative testing
- norm-referenced testing
- criterion-referenced testing
- portfolio assessment
- authentic assessment
- formative assessment
- performance assessment
- summative assessment
- scaffolding
- self-assessment

**Definitions**

- refers to testing one element at a time, item by item
- a selective collection of student work, teacher observations, and self-assessment that is used to show progress over time with regard to specific criteria
- ongoing diagnostic assessment providing information to guide instruction
- culminating assessment for a unit, grade level, or course that provides a status report on mastery or degree of proficiency according to identified learning outcomes
- designed to measure people's ability in a language
- assessment tasks that require students to construct a response, create a product, or demonstrate applications of knowledge
- intended to provide information that will help place a student at the stage or place in a program most appropriate to the student's abilities
- testing that classifies people according to whether they are able to perform some task or set of tasks satisfactorily
- directly related to language courses in order to establish how successful students or courses are in achieving objectives
- allows students to construct their own knowledge by enabling them to see possibilities for reflection, redirection, and confirmation of their own learning; a key to successful portfolio assessment
- used to identify learners' strengths and weaknesses
- combines many language elements in the completion of a task
- a test that relates one candidate's performance to that of other candidate's; not told directly what the student can do in the language
- providing contextual supports for meaning during instruction or assessment, such as
visual displays, classified lists, or tables or graphs
- procedures for evaluating student achievement or performance using activities that represent classroom goals, curricula, and instruction or real-life performance

Research and Legal Issues in ELL

In this section, you will learn about legal processes, court cases, mandates, and policies that affect the field of ELL. You will also briefly cover the research methods used in ELL pedagogy with a focus on action research.

**ELLs and the Law**

After completing these activities, you will be able to

- explain the significance of the results of Lau vs. Nichols for the rights of ELL students;
- summarize the rights ELL students have as a result of Title IV, Civil Rights Act of 1964;
- identify what states and schools are prohibited from doing in regards to immigrant children, even if they or their parents are undocumented persons (illegal), because of Plyler vs. Doe (1982); and
- describe the characteristics of teacher research and action research.

**Teachscape: Hear From the Expert**

Access the following Teachscape module:

- "ELs and the Law"

Go to "Principals' Corner" and select "Hear From the Expert." Watch the videos related to the four questions. Then open the "Read More" tab and peruse the documents listed there.

Take notes on the questions in the video:

- What was the ruling in Lau v. Nichols, and why is it important for English language learners?
- What is the significance of Castañeda to ELL programs?
- What are the three prongs of Castañeda? What is the fourth component implicit in the ruling? What does it mean for ELL programs?
- What is the role of the Office of Civil Rights (OCR) in regard to ELL students? What are some of their rights under the law?

**Adding to Your Understanding of Legal Issues**

There are a number of legal cases and laws that are important in the field of ELL. Review the following web pages:

- Court Case: Lau v. Nichols
- Court Case: Plyer v. Doe
- Title VI of the Civil Rights Act of 1964
- Every Student Succeeds Act (ESSA)
Answer the following questions:

- What is the difference between *Lau v. Nichols* and *Plyer v. Doe*?
- Title VI of the Civil Rights Act of 1964 prohibits certain kinds of discrimination. What kinds of discrimination are prohibited?
- Do schools have a right to identify ELL students? Which legal action deals with this issue?
- Title VI of the Civil Rights Act of 1964 states that ELL students in US public schools are entitled to receive equal educational opportunities. How does this relate to *Lau v. Nichols*?

**Action Research, Teacher Research, and Classroom Research**

Review or read the following in *Test Better, Teach Better: The Instructional Role of Assessment*:

- Chapter 1 ("The Links Between Testing and Teaching")
- Chapter 2 ("How Tests Can Clarify the Curriculum")
- Chapter 3 ("Too Many Testing Targets")

Write down and define any unfamiliar terms.

Answer the following questions:

- What is language classroom research?
- What is teacher research?
- What is action research?
- What is an example of an action research project?
- Why is classroom research important? What have you learned from it?
- What are the advantages and disadvantages of language teachers conducting research in their own classrooms?

**Partnerships and Program Models in ELL**

This section includes a review of various program models used in ELL education and how these programs support the linguistic and cultural needs of ELL students.

**ELL Programs and Models**

By law, students are to be identified by whether they will be placed into an ELL program. Your state or district has processes in place for what schools do and what you as a teacher will do with the ELL students who are placed into the designated programs of your state. In this topic you will study the details of these programs.

After completing these activities, you will be able to

- distinguish between the most commonly used ELL program (or instruction) models and
- identify the most outstanding specific characteristics of each ELL program model.

**Placement Into ELL Programs**
Check your knowledge of how students are placed into ELL programs by answering the following questions:

- What are the regulations regarding placement of students in ELL programs?
- Are all students automatically placed in ELL programs if they are new to the United States?
- What rights do parents have concerning placement?

**Kinds of ELL Programs**

Visit the following web pages:

- [Fostering Academic Success for English Language Learners](#)
- [Effective Literacy and English Language Instruction for English Learners in the Elementary Grades – Workshop Resources](#)
- [Migrant and Bilingual Education](#)
- [Instructional Programs for English Language Learners](#)

There are many kinds of models for developing ELL programs, such as early exit, total immersion, and pull-out programs. The web pages above will help you discover what distinguishes the following program models from each other:

- bilingual programs (there are several variations)
- sheltered instruction
- newcomer programs

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessment associated with this course. If you have not already been directed to complete the assessment, schedule and complete your assessment now.