

# Teaching ESL students in mainstream classrooms: Language in learning across the curriculum

**Teaching ESL students in mainstream classrooms** is an innovative professional development program. The course materials present strategies and discuss issues which consistently address the fundamental relationship between language and learning. The program promotes a holistic approach to teaching that will ensure students are successful learners.

- Relevant for all teachers with students (aged 8–18 years) who are learning through a language that is not their primary language
- Develops understanding of the support English as a second language (ESL) students need to be successful learners
- Provides strategies, across the curriculum, for effective teaching and learning
- Underpins all strategies with an understanding of the role of language in learning
- Promotes whole-school approaches to addressing the learning needs of ESL students

## The aims of Teaching ESL students in mainstream classrooms

- Identify the language-related needs of ESL students and develop teaching practices which address their needs in a holistic and explicit manner.
- Develop teachers' awareness of how to accommodate the cultural and linguistic diversity and experiences of ESL students.
- Provide a positive context for teachers to trial suggested strategies and reflect critically and openly on their teaching.
- Develop collaborative working relationships between all teachers through a shared understanding of how to support ESL students.

## Teacher Development Course

The course incorporates group workshops, classroom-based activities and highly practical readings. It provides teachers, working across the curriculum, with successful classroom strategies for improving the learning achievements of all their students—with a focus on their ESL students.

Trained Tutors deliver 25 hours of face-to-face learning in nine modules which, when combined with between module readings and activities, is equivalent to more than 50 hours of professional development.

The course provides teachers with an opportunity to engage in rigorous and sustained professional development. Consequently, a number of tertiary institutions around the world, and in Australia, will grant credit towards further post-graduate studies. Further information is available at [www.unlockingtheworld.com](http://www.unlockingtheworld.com).

## The outline of Teaching ESL students in mainstream classrooms

### MODULE 1

#### ESL students and learning in a second language

- Who are ESL students and what are some of the factors that may impact on their success at school?
- How are culture, language and identity related and how can we draw positively on the cultural capital which ESL students bring?

### MODULE 2

#### Language and learning and the role of scaffolding

- The relationship between the language of a text and the context in which it is used.
- The significance of simultaneously learning a language, learning through that language, and learning about that language.
- A teaching and learning cycle that provides an explicit focus on language and a framework for scaffolding students.

### MODULE 3

#### Oral language: How the task shapes the talk

- The central role of oral language and the crucial role of teacher interaction in supporting and scaffolding students.
- A range of classroom tasks which provide opportunities to use and develop oral language as an integral part of teaching a subject effectively.

#### MODULE 4

##### Using oral language: Interpreting and producing oral texts

- Ways to scaffold students to become more effective listeners and speakers.
- Oral language assessment tools.

#### MODULE 5

##### Working with written and visual texts

- Genre as part of an explicit approach to teaching and learning.
- Strategies that could be used to build students' understanding about texts they encounter in their classrooms.

#### MODULE 6

##### Working with written and visual texts at the text level

- The connection between purpose, schematic structure and language choice.
- Key language resources that writers use to organise their texts so that readers have a sense of what will follow.

#### MODULE 7

##### Developing knowledge of genre and language at the language level

- The language choices, such as the nominal group and nominalisation, that are available to make technical and abstract meanings in written texts.

#### MODULE 8

##### Assessing written texts

- Published print texts used in classrooms.
- Student texts with a focus on how teachers can make assessment a supportive strategy for all.

#### MODULE 9

##### Programming and whole-school models of support for ESL students

- Teacher programs, incorporating strategies considered in the course.
- Involving and working in partnership with families and the community.
- Working collaboratively on whole-school models of programming, reporting and support for ESL students.

#### Other *Unlocking the World* professional development programs

##### *Teaching young children in English in multilingual contexts*

- For teachers working with young students aged 5–8
- Develops understanding of the notion of meaning making to inform the scaffolding that will build this capacity in young students
- Develops understanding of the need for explicit teaching practices to build young students' repertoires of meaning-making resources
- Provides a context for teachers to reflect on their teaching and develop shared understandings to improve the effectiveness of whole-school collaboration

##### *How language works: Success in literacy and learning*

- Extends teachers' understandings about language and literacy
- Builds participants' understandings of how language works to make meaning across a range of contexts
- Gives students the tools to be more accurate and effective users of language in a range of contexts

##### *Literacy for learning*

- Addresses the fundamental relationship between literacy and successful learning
- Provides effective strategies for scaffolding students through explicit teaching of the language and visual resources that they need to be successful learners across all learning areas
- Promotes whole-school approaches to addressing the needs of students in developing high levels of literacy across the curriculum

##### *Gifted education and higher order thinking: Improving learning outcomes for every student*

- Understanding and meeting the needs of gifted students
- Incorporating, for all students in everyday classrooms, the teaching of higher order thinking and learning skills

#### For more information:

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