

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

All Lexis Education's professional development courses are intended for classroom teachers and are comprised of a Tutor Training and a Teacher Course. The Tutor Training is an intensive train-the-trainer program

that is delivered in Host schools around the world to small groups of up to 20 teachers. Licensed tutors then deliver the Teacher Course, providing their school with cost-effective, school-managed professional development.

## Aims

**Teaching ESL students in mainstream classrooms** is a comprehensive and innovative professional development course for educators seeking to extend their understandings about language and literacy. The course materials present strategies and discuss issues which consistently address the fundamental relationship between language and learning. The course promotes a holistic approach to teaching that will ensure students are successful learners. The course is relevant for all teachers with students aged between 8 and 18 years who are learning through a language that is not their primary language.

The course:

- develops teachers' understandings of the support English as a second language (ESL) students need to be successful learners
- develops teachers' awareness of how to draw on the cultural and linguistic diversity and experiences of ESL students
- identifies the language-related needs of ESL students and develops teaching practices that address their needs in a holistic and explicit manner
- provides strategies, across the curriculum, for effective teaching and learning
- provides a positive context for teachers to trial suggested strategies and reflect critically and openly on their teaching
- underpins all strategies with an understanding of the role of language in learning
- develops collaborative working relationships between all teachers through a shared understanding of how to support ESL students

- promotes whole-school approaches to addressing the learning needs of ESL students.

**Teaching ESL students in mainstream classrooms** provides teachers with an opportunity to engage in rigorous and sustained professional development. Consequently, it is possible to seek credit towards further postgraduate studies from tertiary institutions around the world.

## Structure

**Teaching ESL students in mainstream classrooms** has the following features:

- It is organised into 9 modules for a total of 25 hours face-to-face.
- Each module has activities and readings to complete before the next module.
- Total teacher commitment is equivalent to at least 50 hours of professional development.

The course provides a collaborative and engaging adult-learning environment, where there are opportunities for whole-group discussion, small-group activities, classroom implementation, classroom-based research, and reading of relevant articles.

## Content

### MODULE 1

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

This module focuses on identifying who ESL students are and what some of the factors are that may impact on their success at school. It explores how culture, language and identity are related and how we can draw positively on the cultural capital which ESL students bring.

## MODULE 2

### Language and learning and the role of scaffolding

Module 2 considers 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. Participants learn about the 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

Module 3 explores the central role of oral language and the crucial role of teacher interaction in supporting and scaffolding students. Participants perform 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

Module 4 explores ways to scaffold students to become more effective listeners and speakers. It provides participants with oral language assessment tools.

## MODULE 5

### Working with written and visual texts

Module 5 develops an understanding of how genre is part of an explicit approach to teaching and learning. It looks at the 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

Module 6 considers the connection between purpose, schematic structure and language choice. It looks at 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

Module 7 explores the language choices, such as the nominal group and nominalisation, that are available to make technical and abstract meanings.

## MODULE 8

### Assessing written texts

Module 8 looks at published print texts used in classrooms, as well as 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

Module 9 re-assesses teacher programs, incorporating strategies considered in the course. It considers ways of involving and working in partnership with families and the community and working collaboratively on whole-school models of programming, reporting and support for ESL students.

## Our other professional development courses

### Teaching young children in English in multilingual contexts

- For teachers working with young students between 5 and 8 years of age
- Develops an understanding of the notion of meaning making to inform the scaffolding that will build this capacity in young students
- Develops an 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

- For teachers working with students of any age
- 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

- For teachers working with students between 8 and 18 years of age — there is an International version and an Australian version
- 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

## For more information:

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