

ESL in the mainstream

Understanding and meeting ESL learners' needs

- Greater understanding of ESL students' language related needs
- Increased awareness of appropriate resources and teaching approaches
- Increased awareness of the special requirements to support ESL learners
- Valuing ESL students' diverse backgrounds
- Good teaching practice across the curriculum

ESL in the mainstream *is a professional development program which has proved outstandingly successful in enhancing the qualifications and classroom practice of teachers working with students from non-English speaking backgrounds for whom English is a second language (ESL). This includes students of all ages from a vast range of language and cultural backgrounds.*

The aims of ESL in the mainstream

- Enhance understanding of the language-related needs of learners from non-English speaking backgrounds and of ways of meeting those needs.
- Develop awareness of approaches to learning materials and teaching practices that take account of the diversity in cultural backgrounds and experiences of learners across the school curriculum.
- Further develop collaborative working relationships in schools between classroom and subject teachers, ESL specialists and bilingual support staff.
- Increase awareness more generally in schools of the need for specialist personnel, training, programs and materials to support ESL learners.

Teacher Development Course

The course incorporates group workshops and individual classroom-based action research. It is designed to enhance classroom teachers' skills and knowledge to better support the learning of their ESL students across the curriculum. In addition, anecdotal evidence has identified *ESL in the mainstream* trained teachers as being more effective in all their classroom activities—so there is an added curriculum-wide benefit.

Trained Tutors deliver 25 hours of face-to-face learning in ten modules which, when combined with between module readings and research, 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.

The outline of ESL in the mainstream

Workshop 1: Who are our learners and what are their educational needs?

- Identification of ESL learners.
- Factors that influence outcomes for all students and, specifically, students from non-English speaking backgrounds.
- Advantages of being bilingual/bicultural.
- Educational needs and the implications for schools.
- Inclusive curriculum.

Workshop 2: Second-language learning and the classroom environment

- Some issues in second-language acquisition.
- Important conditions for successful language learning.
- Implications of second-language learning theory for classroom practice.

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Workshop 3: Assisting learners from non-English speaking backgrounds with reading: Issues

- The reading process.
- What students from non-English speaking backgrounds bring to reading.
- Reading they confront at school, how they behave as readers.
- Needs of these students in reading across the curriculum.
- Analysing written texts.

Workshops 4 & 5: Assisting learners from non-English speaking backgrounds with reading: Strategies

- Examining and selecting reading materials.
- Strategies for supporting students, including pre-reading, reading and post-reading.
- Developing reading activities.
- The reading–writing connection.

Workshop 6: Assisting learners from non-English speaking backgrounds with writing: Issues

- The writing process—purpose, audience, nature of the task, analysis of tasks.
- Students from non-English speaking backgrounds as writers.
- Analysis of examples of students' writing.
- An introduction to genre and its place in literacy.

Workshop 7: Assisting students from non-English speaking backgrounds with writing: Strategies

- Needs of students.
- Strategies that support them.

Workshop 8: Oral language development and small group work

- The importance of oral language, especially for students from non-English speaking backgrounds.
- Relationship between small group work and language development.
- Small group activities that promote the use of oral language for specific purposes.
- Small group activities that help to develop reading and writing skills.

Workshop 9: Implementing a culturally inclusive curriculum

- Review inclusive curriculum issues discussed in previous workshops.
- Overview of the concept.
- Strategies for implementing such a curriculum.
- Assessing school and classroom practices: a case-study approach.
- Developing a culturally inclusive unit of work.

Workshop 10: Working collaboratively: Rethinking practices and expanding the horizons

- Options for collaborative work and benefits for students and teachers.
- Conditions for the success of different approaches.
- Specific contributions that both students and teachers can make in different contexts.

Other Unlocking the World professional development programs

- **Teaching ESL students in mainstream classrooms: Language in learning across the curriculum**
Understanding the role of language in learning
- **ESL in the mainstream for the early learner**
Critical role of adults in scaffolding children's learning
- **How language works: Success in literacy and learning**
A course that shows teachers how to work with students to use knowledge *about* language to become confident users *of* language 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
- **Inclusive education: Teaching students with learning difficulties and disabilities in mainstream classrooms**
Knowledge and skills to develop an understanding of inclusive education practices for students with learning difficulties and disabilities

You will find details of these programs at www.unlockingtheworld.com.

For more information:

ECD Publishing

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