



## Succeeding with English Language Learners

### MODULE ONE:

## Overview of the English Language Learner

**Presenter: Dr. Cindy Crimmin, Ribas Associates and Publications**

**For all five modules, registration is accepted through August 15, 2020, and the workshop portals close August 30, 2020.**

#### Module 1: Overview of the English Language Learner

While many educators have had the personal experience of learning a second language at some point in their academic careers, few have been called upon to actually develop proficiency, or even more challenging, to try to learn something new using only a language that is very new to them (second language proficiency). Acquiring English language proficiency (ELP) is the daunting task set before our English Language Learners. Moreover, research has shown that it takes considerably more time on task than we realize for an individual to gain true academic and conversational fluency in a second language. Tapping into the personal and professional experiences of the participants, this session provides an orientation to the challenges of students attempting to learn in a language that is new to them. While all learners must work to acquire new understanding and skills, second language speakers must also process the language in which the work is being done. Using video, simulation and active learning practices, participants in this session will explore unexpected ways in which children struggle, compensatory strategies they often employ in an effort to fit in, and initial ways in which teachers and administrators can begin to support these learners in their struggle.

#### After this session of the course, the participants will be able to:

- 🔥 Empathize with the experience of non-English speakers as they are tasked with navigating a world where they do not fully comprehend the language.
- 🔥 Identify ways in which non-English speaking students may mask a lack of comprehension.
- 🔥 Identify strategies non-English speakers use to support their understanding and begin to plan with language objectives and strategies teachers use that support those efforts.
- 🔥 Distinguish learners stage of language acquisition from monolingual to complete bilingualism.
- 🔥 Recognize components of the English language that can prove particularly problematic for non-native speakers and develop strategies through which teachers can mitigate the negative impact of their own language choices on their ELL and FLEP students.

[Register for MODULE ONE only \(3 PD Hours\)](#)

[Register for all five modules \(15 PDPs\)](#)

[Back to overview page](#)

Thank you to our educational partner,  
Internet Essentials from Comcast,  
for supporting MSAA Professional Development.

[Click on logo for more information.](#)

internet»  
essentials

FROM COMCAST

## LEADERSHIP MATTERS

