Promoting content area learning

Education

1123516 - PROMOTING CONTENT AREA LEARNING The acquisition of a new language can come as a challenge for most people, especially when it is acquired as a second language and among people who have crossed the early childhood stage of development (quote). Meanwhile, the English language learners being considered seem to fall within all these categories as they are high school aged Latin students who are undergoing integrate special education program. Most of these students are also males.

Two major instructional practices from this week's learning resources that will be incorporated to promote the academic English for the students are setting of specific learning objectives and the promotion of feedback. These two were all recommended by Coleman & Goldenberg (2010). Setting objectives will benefit the students because it will help set a scope of area of learning that they must cover. Feedback will also ensure that they are receiving the right form of tuition.

From this week's learning resource, the type of grouping option that would be used to promote academic language in the students is mixed competency grouping. The rationale for selecting this type is in its ability to promoting peer learning and teaching. Very often, teenage learners of English language have been found to be more comfortable seeking extra knowledge from their peers and this grouping option would help to achieve this.

It is expected that the mixed competency grouping will be effective in increasing interactions at the student level. But to ensure that interaction is also promoted between students and the tutor, efforts will be made to introduce post tuition encounter with students. This will be a special session where students having difficulty even after consulting their peers can come to the tutor for further assistance and learning support.

(c) What aspects of the Opportunity to Learn (OTL) framework from this week's Aguirre-Muñoz and Amabisca article could you incorporate to ensure English Language Learners have the necessary language skills to comprehend the academic content that is presented during a lesson?

(a)

(b)