

CHLD 102: Child Growth and Development

IRIS Module Teaching English Language Learners

Learning Outcomes	6. Identify the characteristics and processes of first and second language acquisition of young children including those from linguistically and culturally diverse populations. 8. Explain the connection between self and family culture, language, and environment in the understanding of growth and development and the implications of these connections for effective evidence-based practices within the early childhood environment.
DEC Recommended Practices	C3 Environments are designed and activities are conducted so that children learn or are exposed to multiple cultures and languages by, among other practices, allowing children and families to share their cultures and languages with others, to the extent they desire. C20 Practices are used that are validated, normalized, and useful across environments, respectful, and not stigmatizing of the child and family and that are sensitive to cultural and linguistic issues.
NAEYC Standards	4b Knowing and understanding effective strategies and tools for early education.

For this assignment you will be completing the web-based learning Star Legacy Module on Teaching English Language Learners.

To access this training, go to “Teaching English Language Learners: Effective Instructional Practices.”

- IRIS Center. (n.d.). Star Legacy Modules. ”Teaching English Language Learners: Effective Instructional Practices.” Available from <http://iris.peabody.vanderbilt.edu/ell/chalcycle.htm>

To begin the training click on the “Challenge” button at the top of the star graphic.

Complete the following sections of the module.

- **Challenge**
- **Thoughts**
- **Perspectives and Resources**
- [skip Assessment]
- **Wrap-up**

Be sure to watch all of the videos and read all the materials for each section. Use the “Next” button located at the bottom of each webpage to navigate through the training.

Once you have completed the module, you should return to the “Perspectives and Resources” section so that you can focus on (1) defining English language learning and (2) understanding the levels of language proficiency.

Review Page 1 “English Language Learners” and Page 2 “Second Language Acquisition” found under the section “What do teachers need to know about students who are learning to speak English?” If you initially skipped any of the information on these pages, be sure to complete all of the media clips and activities now.

After you have read through this information and completed the activities, submit your responses to the following:

- What is their definition for English Language Learners?
- What are the stages of Second Language Acquisition?
- Describe one key factor you think teachers should know about each stage of second language acquisition.