



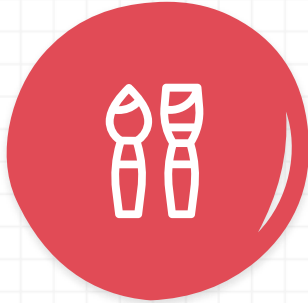
From learning English  
to learning in  
English

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# Overview

1. Catering to students with very low English proficiency (A1)
  - a. What is EELC1008?
  - b. How “low” are these students?
2. Working with students with very different level of English proficiency
  - a. High/intermediate/low
  - b. Working with students with low English proficiency
    - i. Focusing on learning
    - ii. Providing more hand-holding
    - iii. Redefining success
    - iv. Rethinking assessment

# Catering to students with very low English proficiency (A1)



- What is EELC1008?
- How “low” are these students?

# Working with students with very different level of English proficiency



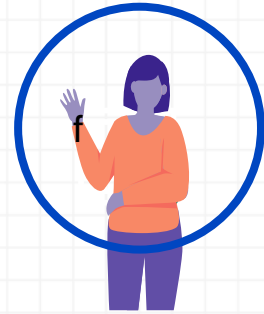
High

What can instructors do to help them **realize their potential** in English and in the course content?



Intermediate

What can instructors do to help them **improve their English and learn** course content?

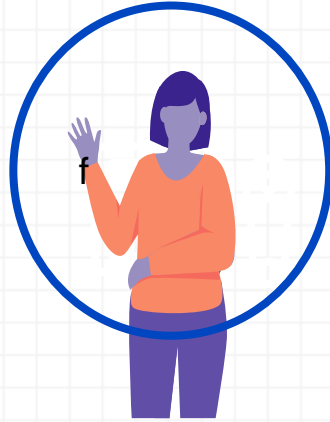


Low

What can instructors do to help them **learn** the course content **despite their low English proficiency**?

Difficulty  
understanding class

Difficulty reading  
texts/PPTs



Difficulty learning  
new content/concepts

Rely on old learning  
habits

Limited higher-order  
thinking skills

A1 level

Unmotivated to learn


# Focus on learning & provide more hand-holding

- What do you want students to learn from your course?
  - Content
  - Skills

## Strategies:

- Break the learning down
- Challenge students to learn
- Provide samples (invite students to analyze the samples)



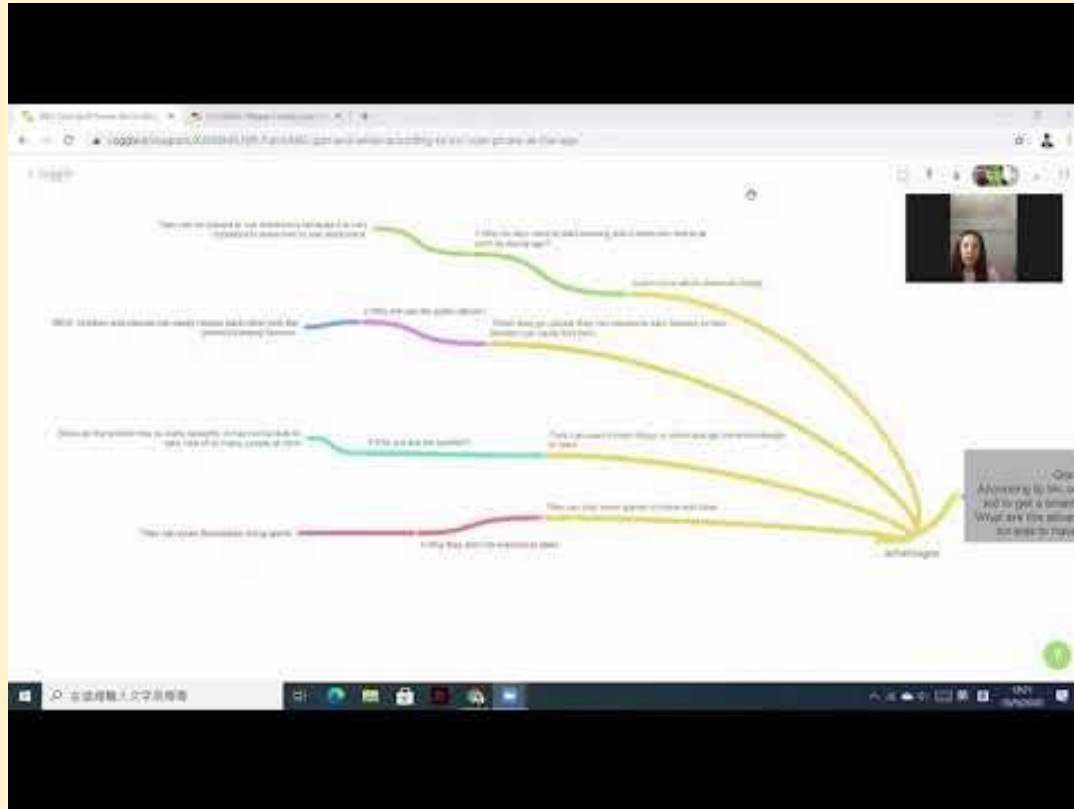


“Imitation is the sincerest form of  
flattery that mediocrity can pay to  
greatness.”



– Oscar Wilde

# Let's look at what A2 year 1 students do:



**Original goal:** To teach students how to write a paragraph

**Goal of this activity:** To teach students how to brainstorm and to generate good points for their paragraph.

*I pay attention to their overall ability to generate points, not their language ability.*



## Redefine success & rethink assessment

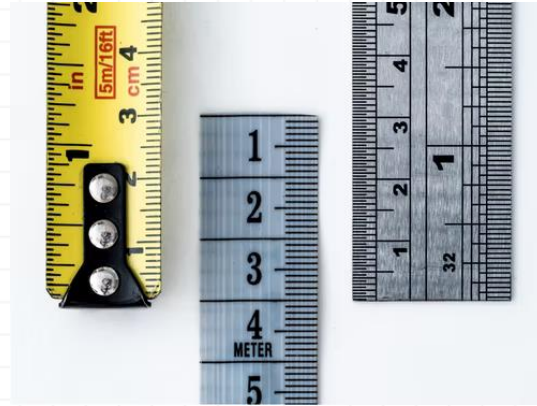
- Have you watered down your assessment in these few years?  
To what extent should we water down our assessment?
- If the focus is put on the content/skills rather than students' language ability, what should we focus on in order to decide if students have successfully learned something?



# Rethinking success & assessment

## Ideas for differentiated assessment

1. Repeat an assignment multiple times (with a few differences)/ allow redo
2. Assignment prompt with template vs. assignment prompt without template
  - a. Option 1: (w/o) templates = extra points
  - b. Option 2 = (with template) Highest grade = B
3. Rubric (with a language element) vs. rubric (without a language element)
  - a. (w/o) = highest grade = B



# Rethinking success & assessment

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A. Is it possible to repeat an assignment multiple times? What may be the challenges or benefits?

B. Will differentiated prompts work in your classes? What may be some challenges or benefits?

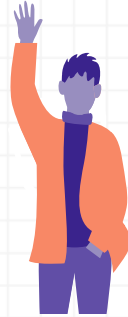
C. Will differentiated rubrics work in your classes? What may be some challenges or benefits?

# Benefits of differentiated assessment



## High

Reward students for their language ability + get more practice



## Intermediate

Motivate students to improve their language ability + challenge themselves



## Low

Give students a way out; let them know that they can succeed if they focus on the content/skill; encourage them to improve their language ability



Thank you!  
Q & A