Sequencing Rationale

 ESL classrooms could have many elements that are deemed important in order for them to be successful. This curriculum design project uses the four most essential elements in order to frame the best classroom environment for ESL students. The sequencing for this workshop follows a simple logical format.

Successful teaching methods will be used as the topic for the first sub-unit. This is the first sub-unit because a decent ESL classroom cannot be formed until successful teaching methods are used. This sub-unit will start to have teachers thinking about how to implement and integrate their teaching methods with other elements in the classrooms. The next three sub-units will not be applicable if successful teaching methods are not in use already in the classroom.

 How to choose and use the most effective classroom materials will be the second sub-unit in this lesson sequence. The rationale behind this is for teachers to be able to think critically about their teaching methods. In the first sub-unit, the teachers thought about the best and most successful teaching methods for ESL students. The lesson plan featured questions referring to the use of teaching materials with these methods. Naturally, the second sub-unit would develop these teaching methods further to include teaching materials.

 The best communication practices to use in the ESL classroom are the third sub-unit topic. This sub-unit follows the teaching methods and classroom materials sub-units. This sub-unit discusses how teaching methods and classroom materials can be ineffective if good communication practices are not used in the classroom. Too often in ESL classrooms, what is being taught does not get across to the students because of poor communication methods. In this sub-unit teachers will learn verbal, nonverbal, and written communication practices. They will learn how direct and concise communications methods will be best in an ESL classroom. Sometimes there are problems with communication practices that stem from issues in understanding ESL students’ cultures, religions, ethnicities, etc.

 Cultural sensitivity will be the fourth sub-unit topic. The teachers will learn why cultural sensitivity is such an essential element in ESL classrooms. This sub-unit will also teach them how to be aware of the different cultural needs of students. Then, the teachers will learn how to implement cultural sensitivity into their communication practices, teaching materials, and teaching methods. This is the last sub-unit addressed because once the other sub-unit topics are learned; it will be easier to implement cultural sensitivity throughout.