



**EDSL 541 Literacy and ESL Methods
Spring 2011**

Credit Hours: 3 semester hours

Instructor: Donovan D. Steiner, PhD

Class Schedule: Independent Study for Marta Frederick

Office: (540) 432-4144

Home: (540) 434-5983

E-Mail: steinerd@emu.edu

Course Description:

Emphasizes linguistic principles, practical methods, lesson planning including but not limited to the SIOP model, assessment and materials design and development for teachers teaching English as a second language in the elementary school. Involves a 20-hour practicum with second language learners. In addition to key principles presented, participants will choose an area of concentration to pursue independently.

Course Rationale:

Escamilla (2006) asserts the need to improve the quantity and quality of instruction for English Language Learners (ELLs). Reiss (2008) proposes that teachers of ELLs must be well grounded in second-language acquisition theory as well as to have an understanding of adaptable strategies that will help students experience academic and social success. This course seeks to equip ESL teachers to use both foundational knowledge and practical applications to improve their instruction and enhance student learning.

Course Strategies:

Application of research-based principles will be made to daily lesson planning. An special topic of interest or area of concentration will be selected by participants to pursue independently.

Practicum: Class participants will participate in a 20-hour practicum. This practicum is designed to test strategies such as use of the SIOP model to improve student learning.

EMU Conceptual Framework:

“Preparing Caring, Reflective Teachers for a Changing World”

The EMU Teacher Education Program (M. A. in Education Program)

M.A. in Education Program Outcomes:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change.

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices.

Communication: to develop communication strategies (verbal, nonverbal, and technological) that support collaboration and resourcefulness to empower self and others.

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings.

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts.

Course Outcomes:

1. Review current research on second language acquisition, effective contexts for language and literacy learning for English Language Learners (ELLs). **Scholarship**
2. Identify and evaluate the effectiveness of program components and teaching strategies including establishing objectives and providing feedback that contribute to the academic success of ELLs. **Scholarship and Inquiry**
3. Integrate Virginia's LEP standards of learning and language standards developed by TESOL (Teachers of English to Speakers of Other Languages) into curriculum and lesson design by examining their relationship to Virginia's Standards of Learning. Explore WIDA English Language Proficiency Standards for ELLs. **Professional Knowledge.**
4. Practice effective teaching strategies to develop Cognitive Academic Language Proficiency (CALP) and content area learning within the framework of the Sheltered Instruction Observation Protocol (SIOP). Acquire strategies that focus on developing meaning in reading and writing. **Professional Knowledge**
5. Identify the cultural and social issues affecting linguistically diverse students and identify strategies to promote a collaborative relationship between home and school. **Scholarship, Caring, and Communication**
6. Create classroom experiences that integrate language development, critical thinking, and content. ELL students learn both content and language through a curriculum that is relevant and challenging. **Professional Knowledge**
7. Identify and utilize print and on-line resources to plan effective lessons and reflect sound principles of language and literacy learning and are appropriate for a targeted group of ELLs. **Scholarship, Inquiry**
8. Collaborate with colleagues in addressing concerns related providing quality instruction to English Language Learners. **Professional Knowledge, Communication**

Required Texts:

Hill, J.D. & Flynn, K.M. (2006). *Classroom instruction that works with English language learners*. Alexandria, VA: ASCD.

Readings from selected texts such as:

Reiss, J. (2008). *102 Content strategies for English language learners: Teaching for academic success in grades 3-12*. Upper Saddle, NJ: Pearson.

Chamot, A. U. & O'Malley, J. M. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. Reading, MA: Addison-Wesley.

Kendall, J. & Khoun (2006). *Writing sense: Integrated reading and writing lessons for English language learners*. Portland, Maine: Stenhouse

Parker, E. & Pardini, T. (2006). *The words came down: English language learners read, write and talk across the curriculum*. Portland, Maine: Stenhouse.

Readings from selected journals such as:

Reading Teacher

Reading Research Quarterly

Modern Language Journal

Language Learning

Educational Leadership (selected editions and articles on ESL)

TESOL Quarterly

Language Arts

Bilingual Research Quarterly

Bilingual Journal

Information from websites such as:

Center for Advanced Research on Language Acquisition (CARLA)

SIOP

Course Requirements: Includes 10 tasks; a literature review; a practicum log; and structured lesson plans

**A. Ten Tasks: Complete the following 10 tasks.
(50 points- 5 points per task):**

Task 1. Analysis of Standards Alignment.

Research Virginia's LEP standards of learning, language standards developed by TESOL (Teachers of English to Speakers of Other Languages), and ESL related standards from two other states. In addition, explore WIDA English Language Proficiency Standards for ELLs. Create a matrix and show how these standards relate. **(Course Outcome # 3).**

Task 2. Compare first language acquisition with second language acquisition. For chapter 2, research and write a 2-page paper comparing the stages of first language acquisition with the stages of second language acquisition. Use at least 3 sources other than your text and cite references using APA 6th edition. **(Course Outcome #1).**

Task 3: Feedback Task.

Submit 2-3 lessons from your current teaching plans complete with objectives, activities, and assessment procedures. In your lesson plans address each of the four generalizations or principles on the use of feedback. Attach two work samples of student learning in which you provide corrective feedback (#1 generalization). Describe the timeliness of your feedback (#2 generalization); tell how you communicated criterion referenced feedback to the student(s) (#3 generalization); and provide evidence from the student as to how they are self-correcting or self evaluating (#4 generalization). See **p. 7 & Chapter 3. (Course Outcome #2).**

Task 4: Nonlinguistic Representations

As a way to build your knowledge base, locate, read, and write a paragraph each on **two research articles** on nonlinguistic representations. A good source for research based articles can be found in *Reading Teacher*. Show how you used nonlinguistic representation activities in one or more of your lessons. Submit a least one lesson plan with marginal highlights showing how you incorporated the concepts. Numerous topics are identified on **p.7 and in Chapter 4** on the topic of *Nonlinguistic Representations (Course Outcomes # 4, 6, &7).*

Task 5: Cues, Questions, and Advance Organizers

Identify, annotate, and submit a minimum of 10 content strategies for ELLs you have not used or used minimally to date. In your annotations identify when the activity might be used in your planning. Use your annotations as a reference to plan future lesson plans. See **p. 7-8 & Chapter 5. (Course Outcomes #4, 6, &7)**

Task 6. Cooperative Learning

Implement a plan for using cooperative learning in your teaching based on Chapter 6. Submit a 1-2 page paper identifying your plan. Provide an evaluation of your students' response. Your plan should cover a minimum of several lessons. See **p. 9 & Chapter 6 (Course Outcomes #5 & 6)**

Task 7: Reinforcing Effort and Providing Recognition

Write a 300-word essay on reinforcing effort and providing recognition to ELL's. Experiment with ways you can apply or reinforce some of ideas in your teaching.

Identify statements of encouragement and or community building activities you can use with your students for building intrinsic motivation to learn. See **p.11 & Chapter 9. (Course Outcomes #5 & 6)**

Activity 8: Identifying Similarities and Differences

Identify a children's story appropriate to your group that lends itself to comparing or classifying. Share the story with one or more of your students. Record the dialogue of your interaction and analyze it within the context of ELL student learning. Write a two- page account of the experience. See **p. 12 & Chapter 11. (Course Outcomes #5 & 6)**

Activity 9: Involving Parents and Community

Identify a list of 10 ideas you can use or you can provide to regular classroom or ELL teachers to use in communicating with ELL parents and share your handout with colleagues. Or, you may develop a brochure showing how the school can facilitate understanding between themselves and ELLs and their families. **See Chapter 12. (Course Outcomes #5)**

Activity 10: Materials and Resources on ESL Topics

Identify, annotate, and rank 10 websites on ESL topics of your choosing. Choose a rubric for website evaluation (simply google rubrics for website evaluation) and then rank the websites according to the rubric you are using. Be selective by only identifying the sources you wish to bookmark for your use. **(Course Outcome # 8)**

B. Complete a Literature Review of 6-8 pages in length on an ESL topic of your choosing. Follow APA 6th edition format for your review.

(30 points)

- Topic selection: choose a topic relating to literacy, English Language Learners (ELLs), and the course content you are teaching. Ideally, this topic is something that was introduced in the class or one of the readings. Choose something that you would like to know more about.
- Purpose: the purpose of the focused review is for you to become familiar with the literature available on your topic, and for you to use that knowledge to inform and improve your instruction of the ELLs in your classes.
- Articles: Choose articles that reflect recent research (from within the past five years). Include a minimum of 10 references in your review.
- The focused review should contain two parts:
 - o A synthesis of current literature on the topic
 - o How you plan to use the research to inform your teaching
- A rubric "Literature Review for Literacy and ESL Methods will be used to assess your final product. (See attached).

C. Keep a Practicum Log for 20 hours of your teaching. Attach 5 detailed lesson plans.

(10 points)

These plans may overlap with any of the tasks that ask for evidence of student learning. Your practicum log should include the following elements. (a) date and length of lesson; (b) purpose of lesson; (c) evidence based assessment of student learning.

D. Developing Great Lessons

(10 points)

Practice effective teaching strategies to develop Cognitive Academic Language Proficiency (CALP) and content area learning within the framework of the Sheltered Instruction Observation Protocol (SIOP). Acquire strategies that focus on developing meaning in reading and writing. **Professional Knowledge (Outcome #4)**

Task: Using [Vogt, Echevarria, Short (2010). *The SIOP model for teaching English-language arts to English learners*. Boston, MA: Pearson] a required text for the class, create your lesson formats to conform to the SIOP. See Chapter 2. Include or adapt a minimum of 10 strategies found in the text to your teaching. This may overlap or supplement C. above as you plan your practicum activities. You may wish to locate SIOP resources online by googling SIOP Institute websites.

Evaluation: You will receive one grade for all components of the course based on the following criteria and grading scale:

Grade of A. A grade of “A” in the course requires careful and reflective responses to assigned readings. Projects must be developed at the proficient level characterized by control of purpose, coherence of structure and originality. Requires completion of all projects as identified.

Grade of B. Completion and response to assigned readings; completion of project work that includes all of the requirements and shows evidence of careful thought and preparation. Projects must be developed at the competent level. Competent is characterized by control of purpose and coherence of structure. Extra time required for completion.

Grade of C. Satisfactory completion of all requirements. Absences, little evidence of planning and organization in group tasks, incomplete or cursory reading of assigned materials. Assignments turned in late.

Below C. Failure to meet expectations in the course.

Academic Integrity: The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidents of academic dishonesty may result in a failing grade for the work submitted and a "Record of Academic Dishonesty" filed in the graduate dean's office. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement: If a student needs course adaptations or accommodations because of a documented disability, or has emergency medical information to share, please inform the instructor of your needs.

Selected References:

Dixon-Krauss, L. (1996). *Vygotsky in the classroom: Mediated literacy instruction and assessment*. White Plains, NY: Longman.

Goodluck, H. (1991). *Language acquisition: A linguistic introduction*. Cambridge: Blackwell.

Hill, J. & Flynn, K. (2006). *Classroom instruction that works with English language learners*. Alexandria, VA: ASCD.

Owens, R. (2008). *Language development*. Boston, MA: Pearson.

Pence, K. & Justice, L. (2008). *Language development from theory to practice*. Upper Saddleback, NJ: Pearson.

Grading:

<u>Activity:</u>	<u>Points</u>
10 Tasks	50 (5 points each)
Literature Review	30
Practicum	10
Lesson Planning	<u>10</u>
Points Possible	100

95-100	A	83-86	B
90-94	A-	80-82	B-
87-89	B+	Below 80	C

Literacy and ESL Methods Literature Review Rubric

	Exemplary - 3	Competent - 2	Does Not Meet Expectations – 1
Title Page (from Proposal)	Complete (page header, running head, etc.) and APA format	- - -	Incomplete or inaccurate information and/or not APA format
Lit Review: Content, Topics Addressed	Provides excellent, thorough background on ESL topic.	Provides basic background on ESL topic.	Review of literature is incomplete; not written in own words
Lit Review: Documentation (enhanced from Proposal)	Tightly, correctly documented according to APA format; consistent with style and flow of writing; accurate citation of sources	Documentation is adequate and follows APA format (year, page, etc.), minimum 10 research and theory-based sources	Documentation contains errors, missing details and/or incorrect APA formatting
Lit. Review: Summary of Literature	Excellent summary and analysis of main points in literature review that support the intention and reason for the study	Summarizes main points in literature review to support the intention and reason for the study	Summary of literature review is incomplete, does not adequately support intention and reason for the study

SIOP® LESSON PLAN [See detailed lessons from Vogt, Echevarria & Short text]

Date: _____ Grade/Class/Subject: _____

Unit/Theme: _____ Standards: _____

Content Objective(s): _____

Language Objective(s): _____

Key Vocabulary	Supplementary Materials
----------------	-------------------------

SIOP Features		
Preparation	Scaffolding	Grouping Options
☐ Adaptation of Content	☐ Modeling	☐ Whole class
☐ Links to Background	☐ Guided practice	☐ Small groups
☐ Links to Past Learning	☐ Independent practice	☐ Partners
☐ Strategies incorporated	☐ Comprehensible input	☐ Independent
Integration of Processes	Application	Assessment
☐ Reading	☐ Hands-on	☐ Individual
☐ Writing	☐ Meaningful	☐ Group
☐ Speaking	☐ Linked to objectives	☐ Written
☐ Listening	☐ Promotes engagement	☐ Oral

Lesson Sequence

Reflections: