

Course Syllabus

EDUC 476: Effective Teaching Strategies for English Language

Spring 2012

M 6:00-8:50

Education Building Room 122

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Office Hours: Monday 11:30-3:00 and 5:15 -6:00; T&TH 11:00 – 12:00 and 1:30- 2:30

Mission Statements

The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

The mission of the College of Education and Human Services is to equip students for global ministry through exemplary practice and service in education and human services.

The mission of the Department of Teacher Education is to prepare exemplary, committed educators for service in diverse and multicultural communities for the glory of God.

Philosophy of Teaching

My philosophy of teaching and learning is rooted in my Christian faith. I see my work as a vocation or calling. Deuteronomy says, “Teach them to your children, talking about them when you sit at home and when you walk along the road, when you lie down and when you get up.” The classroom provides these times and opportunities. As Christian educators, our responsibility is to recognize these opportunities and take them.

Four major principles guide my philosophy of teaching and learning. First, I believe teaching and learning begin with building relationships. Second, learning is most effective when it is meaningful to the student. Our teaching must build on a student’s existing knowledge and must consider the student’s strengths, needs, previous life experiences, and their desires to learn. Third, teachers must themselves be continuous learners and researchers—constantly reading, questioning, and searching for new ideas, new questions, new concepts, new research, and new insights. Finally, I believe that learning is socially constructed. For learning to occur the learner must be actively engaged in the learning process constructing new ideas from their existing knowledge and experiences.

In facilitating this class, I will try to model “good teaching” practices providing information and opportunities to construct new knowledge. You will be given the opportunity to provide this same type of instruction to children who are struggling with learning to read.

With these opportunities comes exceptional responsibility. As James said, “Don’t be in any rush to become a teacher, my friends. Teaching is highly responsible work. Teachers are held to the strictest standards” (James 3:1, The Message). Therefore, each time we interact with our students we need to with prayerful intention. The blessings from these interactions are well worth it.

Course Description and Key Concepts:

Develops skills for helping English Language Learners in elementary school, including a review of underlying social and multicultural contexts, English language concepts, types of ESL programs, and instructional objectives and techniques

This course is designed to increase participants' demonstrable understanding of the following:

- Definition of culture
- Understanding one's own culture
- Biases and variations in cultural communications
- Various teaching and learning styles
- Multicultural concerns
- Second language acquisition processes and challenges
- Approaches to teaching English as a Second Language
- Prejudices involved in relating to diverse populations and/or limited English speakers
- Contexts for teaching English as a Second Language might be done

Course Audience

This is a required course for students seeking Texas teacher certification for English as a Second Language.

Course Objectives

The objectives from this course are aligned with the Teacher Education Program Competencies and student learning outcomes of the Texas Education Agency (TEA) English as a Second Language (ESL) certification. The following is a list of the competencies we will focus on in this class and their assessments.

Component 1 – Culture and Diversity

The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment. (ESL Domain III, Competency 009) (TE Competency 11)

Learner outcomes:

- Explores the concept of culture and identifies the elements, both surface and deep, that form their own culture
- Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment
- Demonstrates sensitivity to diverse cultural and socioeconomic backgrounds and shows respect for language differences

The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education. (Domain III, Competency 10) (TE Competency 11)

Learner outcomes:

- Applies knowledge of effective strategies advocating educational and social equity for ESL and other diverse students
- Understands the importance of family involvement in the education of ESL and other diverse students and knows how to facilitate parent/guardian participation in their children's education and school activities
- Applies skills for communicating and collaborating effectively with parents/guardians of ESL and other diverse students in a variety of educational contexts
- Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students

Assessments:

- “THIS IS ME” Project: Using a medium of their choice, the student will share their understanding of their own culture.
- INTERVIEW PROJECT: In a cooperative group, the students will develop an interview protocol to interview a former or present ESL students. The protocol will be used to ask the students about their beliefs, values, practices, experiences in ESL classrooms, and classroom suggestions to help make ESL students successful. They will interview three to four people, create a video, and share with the class. After the completion of the project, the student will reflect on their cultural understandings developed from the assignment. **
- REFLECTION JOURNAL: The student will list and reflect in their Journal stereotypes observed during week, observations of diversity, verbal and non-verbal cultural differences, etc.
- FAMILY/CULTURAL ACTIVITY: Each student will participate in a cultural activity outside of your own culture. This may be participating in a family activity at one of our partner schools, going to a church of different when there is a diversity about the members, or other cultural experience. The student will discuss their experience focusing on the interactions that had with students and their families. **
- CULTURALLY DIVERSE CHILDREN’S LITERATURE: After reading 2 articles focusing on culturally relevant literature for students, student will create a list of children’s books that are culturally relevant.
- BOOK STUDY OR ARTICLE: Students will choose from a variety of culturally diverse books and articles and participate in a literature circle focusing on perspectives of others with differing worldviews.

The ESL teacher understands the foundations of ESL education and types of ESL programs. (Domain III – Competency 008)

Learner outcomes:

- Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs
- Understands ways history impacts the laws that govern the ESL programs in Texas schools

Assessments:

1. Group discussion of the history of linguistic diversity from 1600 to present.
2. Test 2

Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity. (Domain III, Competency 009)

Learner outcome:

- Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic, and cognitive needs of diverse students and facilitates students' learning and language acquisition.

Assessment:

Lesson plans

COMPONENT 2 – Language concepts, structures, conventions, and acquisition

The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language. (Domain I, Competency 001)(TE Competency 1)

Learner outcomes:

- Understands the nature of language and basic concepts of language system and uses this understanding to facilitate student learning in the ESL classroom
- Understands the commonalities of languages and uses it to create culturally responsive activities
- Understands the interconnected relationships between language and culture
- Knows the functions and registers of language (e.g., social versus academic language) in English and uses this knowledge to develop and modify instructional materials, deliver instruction, and promote students' English language proficiency in culturally relevant ways.

Assessments:

- In class activities – group discussion, role playing

- Video on using different language registries

The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development. (Domain I, Competency 002) (TE Competency 1)

Learner outcomes:

- Knows theories, concepts, and research related to L1 and L2 acquisition•
- Uses knowledge of theories, concepts, and research related to L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development at various stages
- Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition
- Analyzes the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2
- Analyzes the interrelatedness of first- and second-language acquisition and ways in which Culture1 may affect development of Culture 2
- Knows common difficulties (e.g., idiomatic expressions; L1 interference in syntax, phonology, and morphology) experienced by ESL students in learning English and effective strategies for helping students overcome those difficulties

Assessments:

- Graphic Organizer of Second Language Acquisition
- Interview questions and reflections that address the student's second language acquisition as well as acculturation into the second culture

Component 3 – ESL Laws, Programs and Assessment

The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction. (Domain II, Competency 007) (TE Competency 3 & 13)

Learner outcomes

- Acknowledges how culture and language effect the validity of testing.
- Knows basic concepts, issues, and practices related to test design, development, and interpretation and uses this knowledge to select, adapt, and develop assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency).

- Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses, and limitations.
- Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.
- Knows state-mandated LEP policies, including the role of the LPAC, and procedures for implementing LPAC recommendations for LEP identification, placement, and exit.
- Understands relationships among state-mandated standards, instruction, and assessment in the ESL classroom.
- Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.

Assessments:

- Test
- Study Guide
- Role-play of LPAC meeting. In groups, the student will develop scripts for all LPAC members, write a scenario for the meeting address one of its uses, and share with class.

The ESL teacher understands the foundations of ESL education and types of ESL programs. (Domain III, Competency 008) (TE

Learner outcomes:

- Knows types of ESL programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their goals, and research findings on their effectiveness
- Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions
- Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL programs.

The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction. (Domain II, Competency 7)

Learner outcomes:

- Knows basic concepts, issues, and practices related to test design, development, and interpretation and uses this knowledge to select, adapt, and develop assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency

- Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.
- Knows state-mandated LEP policies, including the role of the LPAC, and procedures for implementing LPAC recommendations for LEP identification, placement, and exit. • Understands relationships among state-mandated standards, instruction, and assessment in the ESL classroom
- Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals

Assessments:

- Test
- LPAC role-play

Component 4 – Instruction

1. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction. (Domain II, Competency 003)(TE 1 & 2)

Learner outcomes:

- Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address the TEKS (i.e., listening, speaking, reading, writing, viewing/representing)
- Knows effective instructional methods and techniques for the ESL classroom, and selects and uses instructional methods, resources, and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs
- Applies knowledge of effective practices, resources, and materials for providing content-based ESL instruction, engaging students in critical thinking, and fostering students' communicative competence
- Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning
- Applies effective classroom management and teaching strategies for a variety of ESL environments and situations

2. The ESL teacher understands how to promote students' communicative language development in English. (Domain II, Competency 004) (TE Competency 1 & 2)

Learner outcomes:

- Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate communicative language development.
- Understands the role of the linguistic environment and conversational support in second-language development, and uses this knowledge to provide a rich, comprehensible language environment with supported opportunities for communication in English.
- Applies knowledge of practices, resources, and materials that are effective in promoting students' communicative competence in English.
- Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 to L2.
- Knows how to provide appropriate feedback in response to students' developing English language skills.

Assessment:

- Lesson plans - (The student will create two culturally relevant lesson plans using the SIOP model of sheltered instruction focusing on incorporating the ELPS.) **

3. The ESL teacher understands how to promote students' literacy development in English. (Domain II, Competency 005)**Learner outcomes:**

- Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the reading and writing strands
- Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 to L2. • Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students' literacy development
- Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students' literacy in English
- Understands that English is an alphabetic language and applies effective strategies for developing ESL students' phonological knowledge and skills (e.g., phonemic awareness skills, knowledge of English letter-sound associations, knowledge of common English

phonograms) and sight-word vocabularies (e.g., phonetically irregular words, high-frequency words)

- Knows factors that affect ESL students' reading comprehension (e.g., vocabulary, text structures, cultural references) and applies effective strategies for facilitating ESL students' reading comprehension in English
- Knows personal factors that affect ESL students' English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors

Assessments:

- Lesson Plans
- Teaching Strategies Blog

***The ESL teacher understands how to promote students' content-area learning, academic-language development, and achievement across the curriculum.
(Domain II, Competency 006)***

Learner Outcomes:

- Applies knowledge of effective practices, resources, and materials for providing content-based ESL instruction; engaging students in critical thinking; and developing students' cognitive-academic language proficiency.
- Knows instructional delivery practices that are effective in facilitating ESL students' comprehension in content-area classes (e.g., pre-teaching key vocabulary; helping students apply familiar concepts from their cultural backgrounds and prior experiences to new learning; using hands-on and other experiential learning strategies; using realia, media, and other visual supports to introduce and/or reinforce concepts).
- Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students' cognitive-academic language development and content-area learning
- Knows personal factors that affect ESL students' content-area learning (e.g., prior learning experiences, familiarity with specialized language and vocabulary, familiarity with the structure and uses of textbooks and other print resources) and applies effective strategies for addressing those factors

Assessments:

- Lesson Plans
- ELPS training reflection

Required Texts:

Díaz-Rico, L.T., (2012), *A Course for Teaching English Learners*, 2nd edition, Boston, Pearson
ELPS at a Glance, EL Saber Enterprises
TEA Study Guide (On line) Download or saved on computer

Assignments and Grading

Group Presentation on Chapter	100 pts.
Exams (2)	200 pts
Weekly Exam/Classwork	100 pts
Reflection Journal	50 pts
Interview Group Project	100 pts
Reflection on video	50 pts
Lesson Plans (2)	150 pts
Family Activity	50 pts
Literacy Circle	50
Practice Test	50 pts
Final	<u>100 pts</u>
	1,000 pts

Assignment Submission Standards

Specific requirements and assessment criteria will be provided to you when the assignment is given. Homework and in class work will be graded as pass or fail. Homework must be complete to receive credit. Homework will only be accepted late with a documented excuse for absence. Late homework must be turned in by the next class period attended to be accepted. Part

Assignments will be accepted when submitted in the required format. If an assignment does not meet the minimum criteria (minimum length, number of citations, etc.) or is not submitted in the required format, it will be considered incomplete and will be returned to the student ungraded. In order to qualify for a grade, the assignment must be resubmitted and will be considered late. At this point, the late work policy outlined below will apply. It is expected that you will take care in spelling and grammar in all written assignments and that you will utilize APA format for all citations and references. Assignments submitted with excessive errors in spelling and grammar will also be returned ungraded to the student. The assignment must be resubmitted and will be assessed the late penalty. The student will have one week to resubmit the assignment if it is returned for any of the reasons described above. ALL course assignments must be submitted in order to qualify for an A or B in the course. Failure to submit ALL assignments will result in a C being the highest grade possible.

Grading Scale

92% to 100%	=	A
83% to 91%	=	B
74% to 82%	=	C
65% to 73%	=	D
Below 65%	=	F

Attendance Policy:

You are expected to attend class each time we meet. This class meets only once a week and a great deal of material must be covered. One absence is equivalent to 2 Tuesday/Thursday classes or 3 Monday/Wednesday/Friday classes.

If it is necessary to miss class, you need to contact the instructor either by email or by phone. No distinctions will be made between excused and unexcused absences. For the purposes of this course, attendance is more than physical presence. Credit will only be given for meaningful attendance, meaning that you are attending to the task at hand. Meaningful attendance requires that you come to class prepared by completing and bringing reading material and assignments in order to actively participate and share in class discussions, activities and reflections.

Three tardies or early dismissals will equal one absence. More than 1 absence will lower the final grade by 2 points for each additional absence. In special situations, exceptions may be granted. More than 3 absences will result in being dropped from the course.

Note: The only absences that will not receive a penalty in the attendance portion of your grade are those that are a part of University pre-approved events.

Late Work

Assignments are due at the **beginning** of the regularly scheduled class period on the due date. Late work will affect the letter grade. Late assignments will receive an automatic deduction of 10 points from the final grade of the assignment. Late assignments will not be accepted after one week from the original due date.

Academic Integrity Policy

Violations of academic integrity and other forms of cheating, as defined in the Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent. Violations will be addressed as described in the policy. The Policy is available to review at the Provost's web site, <http://www.acu.edu/campusoffices/provost> and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life, and the department education.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha office directly at (325) 674-2667.

Contact Information

Phone Numbers:

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Assignment Descriptions

Group Interview Project: Each group will interview 3-4 second language learners. A semi-structured interview will be developed in class. These interviews will be videotaped. The interview will be transcribed and a reflection written about the experience. The group will develop one video encompassing all the interviews. This will be shared with the class and added to the student's e-portfolios. A reflection will be written.

Group Chapter Presentation: Groups will be assigned one of the weekly Diaz-Rico reading selections and will be responsible for a major (30 - 45 minute) presentation on that section of the textbook (see the Reading Schedule at the end of this syllabus). Choose 5 of the most important concepts in the chapter. Present the material using the most appropriate teaching strategies. The presentations should include some interactive active and an assessment. Include at least one addition resource on the topic(s). A rubric will be provided before the first presentation.

Lesson Plan: Each student will design two lessons; addressing different TELPAS levels, demonstrating how they would use ELL strategies, include the ELPS, and/or use Sheltered English. These will be shared with the group.

Reflection Journal: The student will list and reflect in their Journal stereotypes observed during week, observations of diversity, verbal and non-verbal cultural differences, etc.

Family/Cultural Activity: Each student will participate in a cultural activity outside of your own culture. This may be participating in a family activity at one of our partner schools, going to a church of different when there is a diversity about the members, or other cultural experience. The student will discuss their experience focusing on the interactions that had with students and their families.

Culturally Diverse Children's Literature: After reading 2 articles focusing on culturally relevant literature for students, student will create a list of children's books that are culturally relevant.

Book or Article Study: Students will choose from a variety of cultural diverse books and articles and participate in a literature circle focusing on perspectives of others with differing worldviews.

Exams: Exams will be multiple choice and short answer. Study Guides will be provided. The final exam will be comprehensive with a format modeled after the TExES.

Weekly Exams and Classwork: Each class meeting at the beginning of class there will be either an activity or a quiz, each worth 10 points. The total point value for this component will be 100. Because there will be more than 10 of these exams, the lowest will be dropped. There will be no make-up opportunities for students who are absent or late.

TExES Practice Test: Each student will take the practice TExES for ESL.