

CENTRAL WASHINGTON UNIVERSITY
Department of Education
Bilingual Education & Teaching English as a Second Language Programs

EDBL 438: Teaching English as a Second Language
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Catalog Course Description

Theoretical and conceptual information about language and language acquisition. Practical, applied aspects of second language learning and teaching.

Course Description

A. Conceptual Framework

The purposes of this course are consistent with the university's mission, "by teaching we learn;" The Center's mission, "facilitating learning for a diverse world;" The Department of Education's mission, "ensuring graduates are prepared to be outstanding educational leaders who demonstrate the knowledge and skills necessary to educate and work within a diverse school population." The course uses a critical-constructive approach which allows students to explore issues of importance and examine how these issues relate to larger social constructs. This course meets the Bilingual Education (K-12) and English as a Second Language endorsement requirements WAC 180-78-136(1c), WAC 180-79-352(2), and WAC 180-79-326(4).

B. Catalog Description

Prepares teachers in the development and practice of research-based methods and techniques used to assist K-12 English Language Learners in acquiring academic English.

C. Teaching-Learning Strategies:

A multiplicity of strategies will be employed to foster the necessary knowledge, skills, and dispositions you will need to work with culturally and linguistically diverse students. As such the course will employ a variety of the following teaching-learning strategies: lecture, discussion, inquiry-based learning, hands-on problems solving, cooperative learning, case studies, and modeling techniques among other venues.

D. Technology:

Forms of technology employed by the professor and students in this class include: internet access, compact discs, power point slide shows, videos, overhead projector, e-mail, digital cameras and other means of technology.

Professional Standards

A. Teacher Competencies by the International Association of Teachers of English to Students of Other Languages (TESOL):

1.b.1; 1.b.2; 1.b.3; 1.b.4; 1.b.5; 1.b.6; 1.b.7; 1.b.9; 1.b.10; 1.b.11; 1.b.12; 1.b.13;
3.a.1;.a.2; 3.a.3; 3.b.1; 3.b.2; 3.b.3; 3.b.4

B. Teacher Competencies by Central Washington University's Center for Teaching and Learning (CTL):

1.2; 1.3; 1.5

C. Teacher Competencies by the Washington State Department of Education:

A. English as a Second Language Education Endorsement Competencies:
K1.1; S1.1; S1.2; K2.3; S2.1; S3.1; S3.2; S3.3; S3.5; K4.1; S5.3

B. Bilingual Education Endorsement Competencies:
S.1.2; K.3.3; K.3.4; K.3.5; S.3.1; S.5.2

Outcomes/Objectives

At the conclusion of this course, students will be prepared to:

1. Demonstrate knowledge of appropriate theoretical research, as well as its practical application, in the teaching of English to speakers of other languages;
2. Develop a thematic unit plan which incorporates: a) the relationship between different content areas, b) classroom organization and procedures, c) detailed descriptions of preferred ESL methodologies and applications, d) sample lesson plans, and e) the relationship between ESL instruction and instruction received in mainstream classroom settings;
3. Demonstrate ability to apply appropriate methodologies and applications;
4. Demonstrate ability to assist ESL students in integrating into mainstream school setting.

Required Texts & Technology

LiveText Software. (If you have not already purchased LiveText, you must do so for this class).

Richard-Amato, P. (2003). Making it happen: Interaction in the second language classroom (3rd Edition). White Plains, NY: Longman.

Collier, V.P. (1995). Acquiring a second language for school. Directions in Language & Education, 1(4). <http://www.ncela.gwu.edu/pubs/directions/04.htm>

Content-ESL Across the USA: A Training Packet. A Descriptive Study of Content-ESL Practices. Volume III: Training Packet Material. (C-ESL Guides 2,6-14) Grace Stovall Burkart, Ken Sheppard <http://www.ncela.gwu.edu/pubs/cal/contentesl>

Supplemental Text

Herrell, A.L. & Jorday, M. (2004). Fifty Strategies for Teaching English Language Learners (2nd Edition).. Upper Saddle River, NJ: Merrill.

LIVETEXT

Teacher candidates are requirements to submit LiveText artifacts in order to receive credit for the assignments. Failure to submit artifacts to LiveText will result in course failure.

Assignments

1. Class participation: (25%) Students will be expected to actively participate in class. Attendance is required for participation to take place.
2. Weekly Assignments: (25%) You will have a small assignment due on most Thursdays. You will be given the assignment on previous Thursday.
3. Thematic ESL Unit and Presentation: (40%) Students will create a basic overview of a thematic unit (which I would suggest should be related to the “real world” of the student). The students will provide a content-based ESL unit This portion of the assignment will be entered on LiveText. A portion of the ESL unit will be used by the students with the class. See assignment sheet for more details on presentations.
4. Mid-term exam: (10%) A short exam using mostly multiple choice and matching that explores

your understanding of the basic theories used to guide second language instruction.

Course Overview

Week of...	Topic	Readings	Assignments Due
	Introduction, Prism Model	Collier	
	Theories into practice	Amato 1-3; Gd 13	WA1
	What it looks like (Content Based)	Amato 4-6; Gd 2, 7	
	Assessment	Amato 7	Thematic Mapping
	Methods	Amato 8-10	WA2
	Methods	Amato 11-12	WA3
	Methods	Amato 13-14	WA4
	Methods	Amato 15	WA5; Practice Session
	Classroom organization, Materials	Amato 16; Gd 9, 10	Thematic Units; Practice Session
	Programs	Amato 17,18,20	Practice Session
	Finals		Practice Session

Grade Scale

A (100-96%) A- (95-90%) B+ (89-87%) B (86-83%) B- (82-80%) C+ (79-77%)
 C (76-73%) C- (72-70%) D+ (69-67%) D (66-63%) D- (62-60%) F (59-0%)

Appropriate academic accommodations are provided to students with disabilities requesting services through DSS. Accommodations are intended to minimize the functional limitations of a disability or disabilities and provide the student equal access to the educational process.

Content Based ESL Assignment

The ESL thematic unit assignment has 3 goals. 1: The development of ESL curriculum centered on common themes in content areas; 2: The opportunity to interact with professional peers; and 3: The opportunity to demonstrate understanding of possible methods.

You and two others have been assigned to develop a new approach to teaching English. The ELL students are doing okay in some areas but are lagging behind academically. Your district director has heard about Content-Based ESL and found out you've had training in this area. Your assignment is, together with your team members, develop a four week plan of ESL instruction for your students. Your group will decide what the grade level will be (for elementary) and the theme for the four week unit.

Phases of the Assignment

1 Thematic Mapping (10%)

This is the overview of the four week thematic unit. What needs to be included are: A) the theme for the unit, B) How different content areas connect to the theme. These should include language arts (English) and at least three of social studies, science, math, art, music, computer science, and PE. Examples will be shown of how the mapping could take place.

2 Content Based ESL Lesson Unit (20%) This portion of the assignment will be entered on LiveText.

You are to develop a content based unit covering the thematic topic for two of the four week period. Develop lesson plans that include at least the following:

- A Objectives of the lesson.
 - 1 Language (primary objective)
 - 2 Content (secondary objective)
- B Methods used (at least three different methods).
 - 1 Student preparation
 - 2 Body of lesson
 - 3 Evaluation and assessment
- C Materials used.
 - 1 Texts
 - 2 Other resources
 - 3 Assessment
- D Classroom structure
 - 1 Classroom organization
 - 2 Students' social interaction
 - 3 Teachers' role

There are many ways to actually write up lesson plans. I do not insist on any given way as long as the information above is included. I do expect all materials to be included in an organized format.

3 Lesson Implementation (10%)

Each teaching team will have the opportunity to present a 20 minute section of their lesson plans using the class as students. Each partner is to be the main teacher for equal portions and the unit should be explained in relation to the theme.

Grading Rubric (Livetext)

(3 pts)	Exceeds	Meets (2 pts)	Falls Below Expectations
Thematic Mapping 4/15 (26%) WA-COMP-ESL.K2.3 WA-COMP-ESL.S3.1 WA-COMP-ESL.S3.2 WA-COMP-ESL.S3.3 WA-COMP-ESL.S3.5	Mapping is complete and contains all required areas.	Mapping is adequate and/or does not contain all required areas.	Mapping is limited. Several of required areas are missing.
Language Objectives 1/15 (6%) WA-COMP-ESL.S3.2	Clear and visible in all lessons.	Clear and visible in some lessons. Can be determined through reading.	Difficult to find or interpret.
Content Objectives 1/15 (6%) Map related standards here WA-COMP-ESL.S3.2	Clear and visible in all lessons.	Clear and visible in some lessons. Can be determined through reading.	Difficult to find or interpret.
Methods 2/15 (13%) WA-COMP-ESL.K1.1 WA-COMP-ESL.S2.1 WA-COMP-ESL.S1.1 WA-COMP-ESL.S1.2 WA-COMP-ESL.S3.1 WA-COMP-ESL.S3.2 WA-COMP-ESL.S3.3 WA-COMP-ESL.S5.3	Multiple methods used throughout.	One method dominates but others appear.	One method used throughout.
Student Preparation 1/15 (6%) WA-COMP-ESL.S3.3 WA-COMP-ESL.S3.2	Strong preparation activities.	Adequate preparation activities.	Limited or no preparation activities.
Main Body of Lesson 2/15 (13%) WA-COMP-ESL.K1.1 WA-COMP-ESL.S1.1 WA-COMP-ESL.S1.2 WA-COMP-ESL.S3.1	Lessons well developed.	Lessons adequately developed.	Limited development of lessons.
Review 1/15 (6%) WA-COMP-ESL.S3.2 WA-COMP-ESL.S3.1	Well developed review of language and content.	Well developed review of language or content, but not both; or limited review of both.	Limited review of both language and content.
Assessment 1/15 (6%) WA-COMP-ESL.K4.1	Strong assessment to guide instruction.	Limited assessment.	No assessment.
Materials 2/15 (13%) WA-COMP-ESL.S3.5 WA-COMP-ESL.S3.2 WA-COMP-ESL.S3.1	Included and appropriate.	Meets limited needs. Some included.	Inappropriate. Not included.