

Meeting the Needs of the English as a Second Language (ESL) Learner: Essential Knowledge for the Classroom Teacher Site-Based Participant Syllabus

Course Description

This course provides a survey into the major theories of language acquisition and their applications to the instruction and assessment of English language learners. Participants will learn strategies to support English language learners in regular education classrooms. Special emphasis will be given to differentiation of lesson plans and activities to promote vocabulary development and reading skills for the English language learner.

Course Prerequisites

Educators enrolled in the course are required to hold a baccalaureate degree. No prerequisites for this course are required.

Text Books/Supplemental Reading

There is not a required textbook for this class. However, refer to weekly reading assignments and additional materials within each milestone.

Global Goals of the Course

To deepen and/or apply the content and skills of the teacher's existing professional knowledge base by meeting the following global goals of this course:

1. To develop an understanding of who English language learners are and the historical and political factors affecting English language development programs and instruction in the United States (NBPTS ENLS 1, 4; TESOL/NCATE 1; InTASC 9)
2. To analyze and apply brain-based and second language acquisition theoretical research to the education of English language learners. (NBPTS ENLS 1, 4; TESOL/NCATE 3; InTASC 1, 5)
3. To comprehend the process of second language development and develop an awareness of what to expect from students at the various levels of English language and literacy development. (NBPTS ENLS 1, 2; TESOL/NCATE 1; InTASC 1, 2)
4. To understand and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ESLs. (NBPTS ENLS 1, 3; TESOL/NCATE 2, 5; InTASC 2)
5. To understand the nature of English language learners, including how to create a comfortable and productive environment for them and how to create strong and positive teacher-student relationships. (NBPTS ENLS 6, 8; TESOL/NCATE 2; InTASC 2, 3)

6. To internalize and apply effective strategies for literacy and content area instruction that regular education teachers may utilize with English language learners. (NBPTS ENLS 6, 7; TESOL/NCATE 3; InTASC 4, 5)
7. To understand the assessment process regarding English language learners. (NBPTS ENLS 9, 10; TESOL/NCATE 4; InTASC 6, 7)
8. To identify and implement resources, through technology, to enhance and engage student language learning experiences. (NBPTS ENLS 6, 7; TESOL/NCATE 3; InTASC 7, 8)

Instructional Objectives

By the conclusion of the course, each participant should be able to do the following:

1. Characteristics of the English Language Learner and the Impact of Historical, Legislative, and Political Factors Affecting ESL Education
 - 1.1 Define an ESL learner.
 - 1.2 Explore the characteristics of English language learners.
 - 1.3 Evaluate the impact of the historical, legal, and political factors affecting English language learners.
2. The Process of Second Language Development:
 - 2.1 Describe how theory-based considerations of native and second language developed.
 - 2.2 Examine and discuss cognitive factors affecting second language development.
 - 2.3 Evaluate how specific strategies that address the different cognitive learning styles support language learning in English language learners.
3. Best Practices for English Language Learners.
 - 3.1 Identify and compare the stages of learning a second language to
 - 3.2 Analyze “Can Do” descriptors for each state of language learning through the language domains of reading, writing, speaking, and listening.
 - 3.3 Review and prescribe effective teaching strategies that work best in each stage of language acquisition.
4. Culture and Learning English.
 - 4.1 Develop an understanding of the interrelationship between language, ethnicity, culture, and learning.
 - 4.2 Identify culturally biased instructional materials that enhance or deter from the learning experience.
 - 4.3 Design culturally diverse components for lesson plans to enhance the learning experience of an English language learner.

5. Getting to Know your English Language Learners and Establishing a Comfortable Classroom Environment.
 - 5.1 Demonstrate an understanding of affective factors involved in English as a second language development.
 - 5.2 Recognize how a teachers' and English language learners' personality type play a crucial role in learning a second language.
6. Reading and Writing Proficiency Development for English Language Learners.
 - 6.1 Discuss deliberate instruction of reading and writing through the content area.
 - 6.2 Illustrate an understanding for the critical role of sustained and explicit vocabulary instruction for English language development.
 - 6.3 Examine the unique features of lesson plan design that address the needs of English language learners.
7. Assessment of the English Language Learner.
 - 7.1 Develop an awareness of how cultural bias can affect the reliability of an assessment.
 - 7.2 Understand characteristics that limit assessment measurements for English language learners.
 - 7.3 Use the national and state ESL/ELD standards to support individual curriculum and assessment.
8. Technology and Instruction of English Language Learners.
 - 8.1 Explore and categorize an abundance of technological resources that support English language learner instruction strategies.
 - 8.2 Address the gap between English language learner experience with technology and skills needed to build technical proficiency.
 - 8.3 Demonstrate an understanding of how technology can enhance interactivity in the development of literacy.
9. Professional Evaluation in Educating English Language Learners.
 - 9.1 Synthesize knowledge of the research and evolution of the field of
ESL to make instructional decisions and conduct professional or classroom-based research.

Teaching Methodology and Delivery Model

Teaching methodologies of this course are designed to support intensive, graduate level course work in an interactive setting.

Instructional plans support the content of this course, which focuses on the improvement of professional teaching expertise in any or all of the following categories: assessment, collaboration, communication, diverse learners, educational reform, instructional strategies, planning instruction, productivity, reflection on practice, student learning, subject matter, and/or technology.

- Methodologies include instructor presentations, specific skill practice, discussions, audio-visual presentations, self-evaluation, project development, course readings, research/inquiry exercises, and the synthesis of new knowledge and skills with previously acquired skills/expertise in relation to transition knowledge and content.
- The course is taught with instructor-participant and participant-participant feedback. Course content, activities, and assignments are organized into segments totaling 45 seat hours. Final projects are due within the two-week period immediately following class meetings.
- Research-based content, presentations, and assignments are supported by textbooks and additional readings/handouts designed specifically for education professionals, educator resources in print and on the Internet, notes from instructor presentations, class activity work pages, and references.
- Daily activities include a variety of research-based instructional approaches appropriate for adult learners. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills during hands-on practice and problem-solving activities, personal reflection, in-class presentations, whole-class discussions and activities, assigned readings, research/inquiry, projects, and collaborative work in various group formats. All are designed to make it possible for teachers and other transition-related personnel across the entire spectrum to learn the same basic content and skills with an emphasis on application to their own specific content area or grade level.

Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the week via discussion, critiques, peer- and self-evaluations, journal entries, verbal and written instructor feedback, small-group sharing, and activities requiring the participants to make sense of new knowledge and/or skills within their realm of teaching. Additionally, three formative assessments are embedded within the course. Summative assessment for the course occurs in the form of a final project which requires each participant to synthesize class content and apply it within the teacher's specific teaching environment.

Compliance with National Board of Professional Teaching Standards: English as a New Language

The National Board of Professional Teaching Standards represents the highest level of professional achievement in the continuum of teacher professional development. There are five core principles (standards) which cover five aspects of professional educational practice: (1) commitment to students and their learning, (2) knowledge of subject matter and instructional strategies, (3) management and monitoring of student learning, (4) systematic reflection about the teaching profession to learn and

grow from experience, and (5) collaborative participation in the educational learning community.

Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards

The Interstate Teacher Assessment and Support Consortium's work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels. All teachers should meet the following standards: (1) learner development, (2) learning differences, (3) learning environments, (4) content knowledge, (5) application of content, (6) assessment, (7) planning for instruction, (8) instructional strategies, (9) professional learning and ethical practices, and (10) leadership and collaboration.

Topics Agenda

Topic One: Characteristics of the English Language Learner and the Impact of Historical, Legislative, and Political Factors Affecting ESL Education

Examination of national and regional demographics that illustrate the growing need for educators to familiarize themselves with methodologies to meet the needs of English language learners; definitions of and characteristics of English language learners; analysis of the impact of historical, legal, and political factors affecting English language learners.

Topic Two: The Process of Second Language Development

Differentiation between language learning and language acquisition and its impact upon classroom instruction; description of cognitive factors affecting second language development; description and chronology of the four areas of language proficiency; comparison of how and when students acquire basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) and implications for education; evaluation of strategies that address different learning styles and support second language learning.

Best Practices for English Language Learners

Analysis of the natural approach and its effectiveness for beginning and younger English language learners; examination of the total physical response technique and its effectiveness for beginners; review "WIDA-Can-Do" descriptors for each state of language learning and prescribe effective teaching strategies that work best in each stage of language acquisition; analysis of various ways to "scaffold" instruction; instructional materials; examination of effective ways to use graphic organizers; analysis of the effectiveness of integrating the curriculum.

Topic Three: Culture and Learning English

Analysis of the importance of cultural and linguistic sensitivity for teachers, including the importance of strong teacher-student relationships; discussion of various methods for understanding the world from the perspective of ELL students; discussion of ways that teachers can use multicultural resources to enhance learning opportunities; introduction to the identification of culturally biased instructional materials.

Getting to Know your English Language Learners and Establishing a Comfortable Classroom Environment Analysis of the importance of the affective factors relating to cultural and linguistic sensitivity for teachers, including the importance of strong teacher-student relationships; discussion of various methods for understanding the world from the perspective of ELL students; discussion of ways that teachers can establish a comfortable learning environment for ELL students; introduction of ways to foster the optimal level of involvement for ELL students

Topic Four: Reading and Writing Proficiency Development for English Language Learners Examination of instructional grammar points, text analysis, and instructional methods to increase reading and writing literacy; examination of the that should be explicitly taught to second language learners; analysis of the importance and process of developing strategic readers; analysis of various types of word study; Discussion of various approaches to writing; analysis of process writing and its implications for writing across the curriculum; discussion of a writing workshop; examination of the relevance of journals and learning logs in writing instruction; analysis of the stages emergent/developmental writing and implications for educators; discussion of various ways of responding to literature.

Assessment of the English Language Learner

Discussion of the methods for assessing English proficiency levels; examination of high- stakes testing and the impact of NCLB; analysis of assessment purposes and principles as a guide to shaping assessment and instruction; discussion of standards-based assessment; discussion of using a variety of opportunities for assessment with effective examples; examination of various assessment tools and their relevance in shaping instructional decisions; examination of cultural bias in assessments.

Topic Five: Technology and Instruction of English Language Learners

Discussion of how computers (i.e. personal computers and tablets) can be used as instructional tools; examination of various computer applications for ELL students including software, word processing, electronic mail, digital photography, and the Internet; Address the gap of English language learners with limited experience learn the language and skills needed to build technical proficiency.

Final Projects

Assignments/ assessments should reflect that each participant is accountable for a high degree of learning; thus, an appropriate combination of group and individual assignments/assessments that can accurately determine an individual's achievement level is required.

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge in an applied final project linked to the instructional objectives of this course. Assessment of the project should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

Final projects are due on day four at the end of class. Projects submitted late during "grace period" will have their grade reduced one full letter grade. No papers will be accepted past the grace period, and participants will, consequently, forfeit credit for the course. Papers are expected to be properly formatted and submitted to the instructor either in person or via mail or an email attachment.

Participants taking professional development unit (not-for-credit) courses must attend all scheduled class sessions and complete all formative assignments. However, they will be exempt from completing the final summative project unless otherwise noted.

Grading

All participants are expected to have 100% attendance, to participate in class activities and discussions, and to complete activities and a comprehensive final project. Components will be weighed as follows:

Attendance	30%
Class participation and activities	30%
Final course project	40%

At the end of the course, letter grades are awarded as defined by the following:

A Exemplary: The assignment is highly imaginative; demonstrates critical thought; unique; substantial application to one's own teaching or professional position; *goes above and beyond requirements*; creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; professional in presentation and appearance; demonstrates considerable effort.

The assignment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assignment applies to a teaching/learning situation. The assignment is shown to be easily adapted and modified as indicated by "Exemplary" on the course rubric.

B Proficient: The assignment is well-organized and complete; effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; detailed; thoughtful and supported with ideas. The thoroughly completed assignment demonstrates that the participant shows awareness of the tasks and gives explanations and shows how the assignment applies to a teaching/learning situation as indicated by "Proficient" on the course rubric.

C Developing: This is the lowest passing grade. The assignment meets minimum requirements; includes general information but lacks descriptive detail; shows some application to teaching; lacks originality. This denotes work that does not meet **all** aspects of college or university standards for academic performance in a graduate course as indicated by "Developing" on the course rubric.

F Inadequate: The assignment is missing evidence or information; sloppy and poorly organized; demonstrates only surface understandings; no evidence of application to the author's own teaching situation; poorly written or does not meet standards for performance in graduate-level work.

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants are required to attend all classes as well as participate in class discussions, small group activities, and projects. Absence from any part of the class will require that you withdraw from the class. You will need to contact The Connecting Link at (888) 550-5465 in the event this occurs.

Emergency Statement

In the event of an emergency declared by the college or by The Connecting Link, we reserve the right to alter course plans and the attendance policy. In the event of an

emergency, TCL will contact the instructor/participants with alternative educational plans for the course.

Late Work and Make-Up Policy

Participants are expected to keep pace with in-class assignments and evening at-home assignments. If a situation arises in which an assignment cannot be completed, the participant is expected to make arrangements with the instructor for the timely submission of such work. All work is due not later than two weeks after the class ends. Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.

For Valparaiso University Graduate School Student Learning Objectives please visit: www.valpo.edu/gradschool