

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Office of Education Services (OES)
EDUC 500: Methods for Teachers of ELL/Bilingual Students
Prince William County: ESL 726
Spring 2010: Jan. 14 – Apr. 29
4:30 – 7:30 pm Thursdays

Name: Claudia Kilmer

Office phone: 703-670-9188 ext 279

Home phone: 703-368-8351 (not after 9 pm)

Office hours: before and after class

Email address kilmerca@pwcs.edu or ckilmer@gmu.edu

EDUC 500/ESL 726 is designed to examine past and present approaches, methods, and techniques for teaching English Language Learners (ELLs) in bilingual and ESOL classrooms. Participants will analyze PWCS program models and methods of instruction of English language learners; demonstrate teaching approaches based on second language learning research; develop lesson and unit planning skills; and evaluate materials, textbooks, and resources available in the field. The role of the ESOL teacher in the school and community will be explored. This course includes a field experience component.

Course objectives: Students completing EDUC 500/ESL 726 will be able to:

1. Critically review second language teaching approaches past and present and relate them to second language theory and research.
2. Describe and provide a rationale for instructional approaches and programs appropriate for ESOL/bilingual settings in PWCS.
3. Describe and integrate the social, cultural, and learner-centered aspects of teaching in bilingual and ESOL classrooms.
4. Develop techniques for teaching the four language skills (listening, speaking, reading, and writing) within an integrated, content-based approach.
5. Plan and demonstrate a lesson based on a thematic unit.
6. Locate resources in the field of bilingual/ESOL education.
7. Use technology to enhance instructional approaches in bilingual/ESOL settings and to communicate with the instructor and classmates.

This course is designed for both general educators who want to improve their teaching skills for working with ELL students and for ESOL teachers wanting to refresh their knowledge and skills to better meet the needs of the growing ELL population in Prince William County Public Schools.

This is a graduate-level course. Plan on 2-3 hours per week for reading and 2-3 hours per week for written assignments.

Textbooks:

- Brown, H. Douglas (2001). *Teaching by Principles: An interactive approach to language pedagogy, second edition or third edition*
- Ovando, Carlos J., Collier, Virginia P., and Combs, Mary Carol (2003). *Bilingual and ESL Classrooms: Teaching in Multicultural Contexts, third edition or fourth edition.*

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Professional standards:

National Board for Professional Teaching Standards, Core Proposition 2

TESOL standards 1.b., 2.a., 3.a., b., c., 4.a., 5.a

For a complete description of the TESOL/NCATE Standards, please go to the following web site:

<http://www.ncate.org/documents/ProgramStandards/tesol.pdf> and look under Specialty Program Standards, then TESOL Standards.

COURSE REQUIREMENTS AND GRADING

Assignments turned in after the due date will not receive full credit unless acceptable prior arrangements have been made with the instructor. Late assignments will be assessed a 10% penalty for each week they are late.

Attendance and participation are expected. Missing more than three classes will result in a one-letter-grade penalty for the final grade.

All written assignments will adhere to APA documentation format. In-text citations include the author's last name and the year of publication, plus the page number for any direct quotations. The References page lists all in-text citations alphabetically by author's last name.

Assignments overview:

| | |
|------------------------------|-----------|
| Textbook evaluation | 20 points |
| Field observation and report | 25 points |
| Teaching demonstration | 20 points |
| Final project | 35 points |

Points earned on each project will be added for the total point score.

The grading policy for graduate courses at GMU allows the following grades:

| | |
|----|--------------------|
| A | 93-100 points |
| A- | 90-92 " |
| B+ | 87-89 " |
| B | 80-86 " |
| C | 70-79 " |
| F | 69 points or below |

Assignments details:

Textbook evaluation (20 points; due Feb. 11): Students will review a student textbook of their choice and complete a written evaluation of the book following the criteria on page 142 of the Brown text (2nd edition, or page 191 of the third edition. The goal of the evaluation is to aid students in future reviews of materials for use in the classroom. Read Brown, Ch. 9 (2nd edition, or Ch. 11 of the third edition).

☺ If you're teaching ESOL, you may use one of your books and scrutinize it according to Brown. If you don't teach ESOL, either use an ESOL text or use another text and see how ELL-friendly it is.

| | | | | |
|---|-------------------------|-----------------------|-------------------------|---------------------------|
| Fully answers the prompts in Brown (p. 142) | No evidence 0 points | Beginning 8 points | Developing 12 points | Accomplished 16 points |
| Writes clearly with few stylistic errors | No evidence 0 points | Beginning 2 points | Developing 3 points | Accomplished 4 points |

Teaching demonstration (20 points; due February 25, March 4, or March 11):

Students will design a short lesson that demonstrates understanding of current methods for teaching ELLs, and they will present a portion of the lesson to the class. Students will submit the written lesson plan and supporting documents. It should be concise and clearly written and should include citations from the book(s).

☺ You'll develop a lesson plan that you could use in a classroom that includes ELLs. Think of this as an emergency lesson plan that you could leave for a sub. The lesson will be about 45 minutes (one class period), and you will present a fifteen-minute portion of it. You'll set it up by telling us your objective(s) and how you would introduce it to your students; then you'll give us the partial lesson; finally, you'll tell us why this lesson is particularly well-suited for ELLs.

| Criteria / Score | No evidence 0 points | Beginning (Limited evidence) 2 points | Developing (Clear evidence) 3 points | Accomplished (Clear, convincing, substantial evidence) 5 points |
|---|-------------------------|---|--|--|
| Clearly explains setting and instructional objectives | | | | |
| Demonstrates a pedagogically sound lesson plan | | | | |
| Materials are clear with few stylistic errors | | | | |
| Makes ELLs suitability overt | | | | |

Field observation and report (25 points; due March 25): Students will complete a minimum of ten hours of observation in a classroom that includes ELLs. Students are responsible for setting up their own observations.

☺ Email me with your proposal (e.g., one class for ten hours, a multi-level ESOL class, a single-level ESOL class, a math teacher with ELLs in three of his/her classes), and we'll work out the specific requirements. In general, you're there to observe, not to critique. Think about what the teacher does that is supported by current ESL pedagogy, and cite your books to make the connection. Think about what techniques you could adopt/adapt for your student population. Your report should be cohesive: you may choose to focus on one aspect across several classes, or focus on what happens in one class. Be creative, and be cohesive. Total length should not exceed 2 pages, single-spaced.

| Criteria/score | No evidence 0 points | Beginning (Limited evidence) 2 points | Developing (Clear evidence) 3 points | Accomplished (Clear, convincing, substantial evidence) 5 points |
|--|-------------------------|---|--|---|
| Clearly describes setting(s), students, and instructional objectives | | | | |
| Has clear focus and cohesion | | | | |
| Supports analysis by citing readings | | | | |
| Identifies techniques for adoption/adaptation and explains why | | | | |
| Writes clearly with few stylistic errors | | | | |

Final project (35 points; due April 15, 22, or 29): Students have two options for the final project, which will be presented during the last three class sessions.

Option A is to design a one-week thematic unit that includes three complete lesson plans. The unit should demonstrate understanding of current ESOL teaching methods. This option comprises a 15-minute overview to the class and a submitted thematic unit.
☺ Treat yourself! Take this time to develop a week's worth of lessons for your class. Make it something you could really use. You'll turn in the lesson plans, including handouts, websites, software, worksheets, and any other appropriate materials. You'll also turn in a one-page narrative that tells me what you plan to do and how it's supported by what you've read for this course (that means citations related to your books).

| Criteria / score | No evidence 0 points | Beginning (Limited evidence) 3 points | Developing (Clear evidence) 5 points | Accomplished (Clear, convincing, substantial evidence) 7 points |
|--|-------------------------|---|--|--|
| Clearly identifies setting, students, and instructional objectives | | | | |
| Presents appropriate thematic plan | | | | |
| Supports plan with citations from readings | | | | |
| Engages class with presentation | | | | |
| Writes clearly with few stylistic errors | | | | |

Option B is to design a 45- to 75-minute teacher workshop on methods for working with ELLs, appropriate for classroom teachers and specialists. The project should demonstrate understanding of current ESL pedagogy. The project will include an agenda/outline, a narrative (what you're going to say and citations to back it up), and copies of your handouts/transparencies. This option includes a 15-minute overview to the class.

☺ This could be fun! What would you like to share with your colleagues? By "colleagues," you can think of other ESOL teachers, other teachers who teach what you do to ELLs, other teachers who work with ELLs – go narrow or go broad. How about a presentation for WATESOL? VESA? NCTM? NCTE? Your professional organization? Remember: the presentation has to focus on what to do with ELLs in a particular setting. Your topic can be anything, and I'd like you to check with me before you commit to something: I want to ensure your topic is doable. Drop me an email with your ideas; I'll help you brainstorm or focus if you'd like (and leave you alone if you'd prefer).

| Criteria / score | No evidence 0 points | Beginning (Limited evidence) 3 points | Developing (Clear evidence) 5 points | Accomplished (Clear, convincing, substantial evidence) 7 points |
|---|-------------------------|---|--|--|
| Clearly identifies target audience and possible venue | | | | |
| Demonstrates knowledge of ESOL pedagogy | | | | |
| Supports workshop with citations | | | | |
| Engages class with the presentation | | | | |
| Writes clearly with few stylistic errors | | | | |

Brown 2 and OCC 3; *Brown 3 and OCC 4*

Course schedule:

- Jan. 14 Course introduction; syllabus.
KW(L) re teaching ELLs
- Jan. 21 Ovando, Collier, and Combs: Ch 1 and pp 120-145; *p. 1-32 and 121-145*
Review of second language acquisition research.
Select dates for teaching demonstrations.
- Jan. 28 Brown Ch 1 and 2 (*same*); OCC pp 145-160; *145-156*
Overview of older methods for teaching a second or foreign language, or
“I remember ALM”
Instructional approaches
- Feb. 4 Brown Ch 3 and 4 (*same*); OCC pp 72-80 (*35-44*) re program models;
OCC pp 86-99 (*87-102*)
Current methods for teaching a second or foreign language
- Feb. 11 **Textbook evaluations due**
Brown Ch 15, Ch 16, Ch 17; *17, 18, 19*
Current methods, cont.: integrating listening, speaking, reading, and
writing
Multiple intelligences (Brown 403-404; *461*)
Teaching language through music (OCC 111; *115-116*), drama, art (OCC
104-106; *107-109*), and games: What do you do in your classroom?
- Feb. 18 Brown Ch 14 (*16*); OCC pp 170-181 (*164-174*), Ch 6 and Ch 7 (*same*)
Social studies and language arts
Teaching language through the content areas; CALLA; math and science
- Feb. 25 **Teaching demonstrations**
Select dates for final project presentation
- Mar. 4 **Teaching demonstrations**
Brown pp 143-146 (*196-205*), OCC 106-111 (*109-114*): Technology in the
language classroom
Share your favorite website(s) via email to the class
- Mar. 11 **Teaching demonstrations**
Brown Ch 18 and 19 (*20, 21*)
Developing literacy skills
Teaching reading and writing
Teaching literacy-level students
Long-term English language learners

- Mar. 18 Brown Ch 6 and 7 (*same*); OCC Ch 9 (*same*)
Differentiated instruction: teaching a multi-level language class.
Teaching culturally and linguistically diverse exceptional students.
Designing appropriate activities for a multi-level class.
- Mar. 25 **Observation reports due**
Discussion of your observations: Plus/Minus/Interesting
HW: Reading Rockets; short written reflection
Catch-up
- April 1 SPRING BREAK
- Apr. 8 Brown Ch 22 (24); OCC Ch 8 (*same*)
Assessment of ELLs: performance-based, portfolio, standardized;
ACCESS for ELLs from WIDA; IPT for initial placement
- Apr. 15 **Final projects**
- Apr. 22 **Final projects**
Brown, Ch 5 and 8; OCC, Ch 2 and 5; optional OCC, Ch 10 (*all same*)
The role of the ESOL teacher
Culture and community
- Apr. 29 **Final projects**
Course evaluations
Review (KW)L