

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDUC 500.626: Methods for Teachers of ELL/Bilingual Students
Prince William County: ESL 726
Spring 2012: January 19 – May 3
4:30 – 7:30 pm Thursdays

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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 and evaluate 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. Please 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, third edition.*
- Chamot, Anna Uhl and O'Malley, J. Michael (1994). *The CALLA Handbook Implementing the Cognitive Academic Language Learning Approach.*

- Ovando, Carlos J. and Combs, Mary Carol (2012). *Bilingual and ESL Classrooms: Teaching in Multicultural Contexts, fifth 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.

Grading overview:

Participation	10 points
Needs Description	20 points
Materials Review	20 points
Field Observations & Report	20 points
Final Project- Thematic Unit	30 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

Grading/Assignment Details:

Participation (10 points)

	Beginning	Developing	Competent	Accomplished
Actively participates in class discussions and activities, sharing ideas and relevant professional or personal experiences.	0-3 points	4-5 points	6-8 points	9-10 points

Needs Description (20 points; due Feb. 16): Students will develop a needs description based on the linguistic, content, socio-cultural, and cognitive needs of their current or anticipated students. This description should be 2-3 pages in length, single-spaced, and include information on the general background of the class, the four general areas listed above, and a synthesis of these findings. Finally, students should include a section that discusses the implications of their students' needs as they relate to the development of the culminating unit plan.

	Beginning	Developing	Competent	Accomplished
Fully describes program, learners, and their needs.	0-1 point	2 points	3 points	4-5 points
Describes implications of these needs as they relate to designing unit plan.	0-1 point	2 points	3 points	4-5 points
Writes clearly with few stylistic errors.	0-1 point	2 points	3 points	4-5 points
Presents accurate, relevant and concise information.	0-1 point	2 points	3 points	4-5 points

Materials Review (20 points; due Mar. 29): Students will review three instructional materials of their choice and complete a written evaluation of these materials following

the criteria on page 49 in Chamot and O'Malley. The goal of the evaluation is to aid students in their future review of materials for use in the classroom. Please include at least one text and one web or software-based resource in the review. Because your final project requires the development of a unit plan, you should include a section that discusses how these materials will support/apply to its content and language objectives. The materials review should be 2-3 pages in length, single-spaced.

Fully responds to the prompts in Chamot and O'Malley (p.49), with discussion and relevant examples for each material being evaluated.	Beginning 0-1 point	Developing 2 points	Competent 3 points	Accomplished 4-5 points
Evaluates the appropriateness of the materials for the culminating unit plan.	0-1 point	2 points	3 points	4-5 points
Writes clearly with few stylistic errors.	0-1 point	2 points	3 points	4-5 points
Presents accurate, relevant and concise information.	0-1 point	2 points	3 points	4-5 points

Field Observations and Report (20 points; due April 12): Students will complete a minimum of five hours of observation in a classroom that includes ELLs. Students are responsible for setting up their own observations, but please contact me if you run into any problems and I will try to assist you.

You may choose to observe one teacher for five hours or multiple classes for a total of five hours. In general, you are there to observe, not to critique. You may use pages 46-47 in Chamot and O'Malley as a guide or for note-taking during the observations. In your report, describe the setting(s), students, and instructional objectives. Analyze the instructional approaches/strategies utilized by the teacher and how they are supported by current ESOL pedagogy. Please cite your texts to make this connection. Finally, 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 a common theme within one classroom. Total length should not exceed 2 pages, single-spaced.

Clearly describes setting(s), students, and instructional objectives.	Beginning 0-1 point	Developing (Limited evidence) 2 points	Competent (Clear evidence) 3 points	Accomplished (Clear, convincing, substantial evidence) 4 points
Has clear focus and cohesion.	0-1 point	2 points	3 points	4 points
Supports analysis by citing readings.	0-1 point	2 points	3 points	4 points
Identifies techniques for adoption/adaptation and	0-1 point	2 points	3 points	4 points

explains why.				
Writes clearly with few stylistic errors.	0-1 point	2 points	3 points	4 points

Final Project- Thematic Unit (30 points; due April 26 or May 3): Students will create a thematic unit plan designed to address the needs of their students as well as the curriculum objectives for the subject area they will be teaching. The unit should include an introductory rationale (maximum of 1 page single-spaced) that references the course readings and links the findings of the student needs description, materials review, and field observations to the development of the unit plan. The unit should also include 3-5 complete lesson plans that demonstrate an understanding of current ESOL teaching methods and a variety of teacher-made materials/handouts. Please use the model lessons in Chapters 9-12 of Chamot and O'Malley as templates/guides for your lesson plans. Students will present their unit plans in 15-20 minute blocks. The first 5-10 minutes should be spent describing the unit and the final 10 minutes should be used for a teaching demonstration from one of the lesson plans in the unit.

Criteria / score	Beginning 0-1 point	Developing (Limited evidence) 2 points	Competent (Clear evidence) 3 points	Accomplished (Clear, convincing, substantial evidence) 4-5 points
Clearly identifies targeted student population, making reference to their instructional needs.				
Identifies language and content objectives that are linked to unit activities.				
Supports rationale for unit plan with citations from readings.				
Incorporates scaffolded, high-quality, teacher-made materials into the unit plan.				
Writes clearly with few stylistic errors.				
Presents accurate, relevant and concise information.				

Course schedule:

- Jan. 19 Course introduction and syllabus
Language Beliefs Questionnaire and discussion
Teaching ELLs- KW(L)
- Jan. 26 OC pp 7-35; pp 125-153; pp 175 (bottom)-178
Overview of ELL, community, and program characteristics
Review of second language acquisition research
- Feb. 2 Brown Ch 2; OCC pp 35-44
Overview of older methods for teaching a second or foreign language
Program models
- Feb. 9 Brown Ch 3, Ch 4, and Ch 17
Current approaches to teaching a second or foreign language
- Feb. 16 **Needs Descriptions due**
Presentations
- Feb. 23 OC pp 154-162; CO Ch 3 and Ch 4
Teaching language through the content areas
Teaching academic language and learning strategies
- Mar. 1 Brown Ch 20 and 21
Literacy: teaching reading and writing
- Mar. 8 Teaching language through the content areas, cont.
Group presentations:
Language arts- CO Ch 12; OC pp 167-183
Social studies- CO Ch 11; OC Ch 7
Science- CO 9; OC Ch 6
Math- CO 10; OC Ch 6
- Mar. 15 Brown 187-194 and Ch 12; CO Ch 2; OC pp 114-119
Evaluating and choosing materials
Technology in the classroom
Materials Review work session/sign up for presentations
- Mar. 22 Brown Ch 6 and 7; OC Ch 9
Differentiated instruction: teaching a multi-level language class
Dually-identified students
Materials Review work session
- Mar. 29 **Materials Review due**
Presentations

- Apr. 5 **SPRING BREAK**
- Apr. 12 **Observation Reports due;** Brown Ch 24; OC Ch 8
Discussion of observations
Assessment of ELLs: performance-based, portfolio, standardized; WIDA
ACCESS for ELLs
Final Projects work session- sign up for presentation dates
- Apr. 19 Brown Ch 26; OC Ch 10
School and community
The role of the ESOL teacher
Final Projects work session
- Apr. 26 **Final Projects due**
- May 3 **Final Projects due**
Complete “L” portion of KWL
Course evaluation