GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Division of Elementary, Literacy, Multicultural & Secondary Education
EDUC 500: Methods for Teachers of ELL/Bilingual Students
Prince William County: ESL 726
Spring 2013: January 8 – April 23
Hylton HS: classroom E142, Tuesday (4:30 – 7:30 pm)

Name: Dr. Marietta Bradinova
Cell phone: 703-798-0392
Office hours: Immediately following class
Email address: BradinMS@pwcs.edu

COURSE DESCRIPTION

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 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.
8. Develop effective formative, summative, and alternative assessments for ELLs.

In sum, when faced with the prospect of teaching ELLs, you will know...

- What to teach (content, objectives, course design, etc.)
- How to teach (methods, techniques, classroom management, etc.)
- With what (materials, textbooks, websites, or teacher-created materials)

and you will meet that challenge with well-earned confidence and enthusiasm.

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.

Required Textbooks:
- Brown, H. D. (2007). *Teaching by Principles: An interactive approach to language pedagogy, third edition.* Pearson Longman
- Chamot, A.U., (2009). *The CALLA Handbook: Implementing the cognitive academic language learning approach, second edition.* Pearson Longman
- Ovando, C.J., Collier, V.P., & Combs, M. C. (2005). *Bilingual and ESL classrooms: Teaching in multicultural contexts, fourth edition.* McGraw Hill

Optional Textbooks:
- Echevarria, J., Vogt, M., & Short, D.J. (2008). *Making content comprehensible for English learners: the SIOP Model.* Boston: Allyn & Bacon
- O'Malley, J. M. & Pierce, L.V. (1996). *Authentic assessment for English language learners: Practical approaches for teachers.* Reading, MA: Addison-Wesley.

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:

Attendance & Participation	10 points
Needs Assessment	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	

Assignment details:

Needs Assessment (20 points; due February 5): Students will develop a Needs Assessment 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.

Fully describes program, learners, and their needs.	**Beginning**	**Developing**	**Competent**	**Accomplished**
	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 March 19): Students will review three instructional materials of their choice and complete a written evaluation of these materials. 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 examines the instructional materials with discussion and relevant examples for each material being evaluated.	**Beginning**	**Developing**	**Competent**	**Accomplished**
	0-1 point	2 points	3 points	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 9**): 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. 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**	**Developing** (Limited evidence)	**Competent** (Clear evidence)	**Accomplished** (Clear, convincing, substantial evidence)
	0-1 point	2 points	3 points	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 explains why	0-1 point	2 points	3 points	4 points
Writes clearly with few stylistic errors	0-1 point	2 points	3 points	4 points

Final project (30 points; due April 16 or April 23): 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 (assessment), 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 8-11 of Chamot 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

Week 1 **Tuesday, January 8**

Introduction to the Course and Syllabus
Understanding Language Development: First and Second Language Acquisition
Teaching ELLs- KW(L)

Week 2 **Tuesday, January 15**

ELLs and Bilingual Students
Readings:
  Ovando, Combs, & Collier, Chapter 1: Students
  Ovando, Combs, & Collier, Chapter 2: Policy and Programs

Week 3 **Tuesday, January 22**

Overview of older methods for teaching a second or foreign language
Readings:
  Brown, Chapter 1: Getting Started
  Brown, Chapter 2: A "Methodical" History of Language Teaching

Week 4 **Tuesday, January 29**

Current approaches to teaching a second or foreign language
Readings:
  Brown Chapter 3: The Postmethod Era: Toward Informed Approaches
  Brown, Chapter 4: Teaching by Principles

Week 5 **Tuesday, February 5**

Needs Assessment due
Teaching language through the content areas
Teaching academic language and learning strategies
Readings:
  Chamot, Chapter 2: The Content-Based Curriculum
  Chamot, Chapter 3: Academic Language Development
  Chamot, Chapter 4: Learning Strategy Instruction
  Brown, Chapter 16: Strategies-Based Instruction

Week 6
Tuesday, February 12

Teaching language through the content areas
Content: literacy; teaching reading and writing/language arts
Readings:
> **Chamot, Chapter 7: Literacy Development in CALLA**
> **Chamot, Chapter 8: Teaching English Language Arts in CALLA**
> **Ovando, Combs, & Collier, Chapter 4: Language (pp. 159-174)**

Week 7
Tuesday, February 19

Teaching language through the content areas
Content: math and science
Readings:
> **Ovando, Combs, & Collier, Chapter 6: Mathematics and Science**
> **Chamot, Chapter 9: Teaching Mathematics in CALLA**
> **Chamot, Chapter 10: Teaching Science in CALLA**

Week 8
Tuesday, February 26

Teaching language through the content areas
Content: social studies
Readings:
> **Ovando, Combs, & Collier, Chapter 7: Social Studies**
> **Chamot: Chapter 11: Teaching History/Social Studies in CALLA**

Week 9
Tuesday, March 5

Evaluating and choosing materials
Technology in the classroom
Readings:
> **Brown, Chapter 12: Technology in the Classroom**
> **Ovando, Combs, & Collier, Chapter 3: Teaching (pp. 109-115)**

Week 10
Tuesday, March 12

Differentiated instruction: teaching a multi-level language class
Dually-identified students
Readings:
> **Brown, Chapter 6: Teaching Across Age Levels**
> **Brown, Chapter 7: Teaching Across Proficiency Levels**
> **Ovando, Combs, & Collier, Chapter 9: Bilingual Special Education**

Materials Review work session/sign up for presentations

Week 11
Tuesday, March 19

Materials Review due
    Presentations

Week 12
Tuesday, March 26

NO CLASS Spring Break

Week 13
Tuesday, April 2

Observation Reports due
Assessment of ELLs: performance-based, portfolio, standardized; WIDA ACCESS for ELLs
Readings:
    Brown, Chapter 23: Language Assessment: Principles and Issues
    Brown, Chapter 24: Classroom Based Assessment
    Ovando, Combs, & Collier, Chapter 8: Assessment
    Chamot, Chapter 6: Assessing Student Progress in CALLA

Week 14
Tuesday, April 9

School and Community
Readings:
    Ovando, Combs, & Collier, Chapter 10: School, community, and parent participation

Final Projects work session - sign up for presentation dates

Week 15
Tuesday, April 16

Final Projects due
    Presentations

Week 16
Tuesday, April 23

Final Projects due
    Presentations
    Complete "L" portion of KWL
    Course evaluation