Making Meaning--Teaching English Language Learners in K-12 Classroom and International Settings –TESC, Spring 2016

**Syllabus (Draft 2-10-2016; Subject to Revision)**

Instructor: Leslie Flemmer, Ph.D. Email: flemmerfl@evergreen.edu

Office: Sem 2-A-2112 Office Hours: By appointment

Tentative Schedule and Locations TBD

• M 10-3

• W 10-1

• Th 10-4

• Language Lab—Lib 2302D (16 cr: 3 hours weekly; lab hours

M 3-8 p.m.; Tu 12-1 or 4-8; Th 4-8; Fri, Sat. 12-4 (students arrange their own hours)

## Purpose

The intent of this 16-credit program is to *introduce* undergraduate students to the foundational theories, research and strategies specific to teaching English language learners (ELLs) in adult and K-12 classroom or international settings. This program focuses on language acquisition theory, literacy and curriculum development and assessment.

First, students will examine how such conditions as history, political climate, school policies and program models impact the access and quality of education ELLs receive. Secondly, students will focus on the study of language as a system with an emphasis on three important aspects of ELL pedagogy: a) literacy development; b) academic language/content area instruction; c) assessment of language proficiency, and; d) explore their own language learning processes while studying in the language lab (Lib 2302D—see <http://blogs.evergreen.edu/languagelab/> for info and hours).

Students will analyze the central theories presented in language acquisition research. With this knowledge base, students will design literacy curriculum and instructional strategies that align with Washington’s K-12 English language development (ELD) and Common Core standards, **or** the TESOL (Teaching of English to Speakers of Other Languages) standards for adult ELLs.

Next, all students research ELL methods for content-area subjects (i.e. math, science, social studies). In addition, all students will design assessment strategies specific to the 4x4 language domains: listening, speaking, reading, and writing, and the four levels of language proficiency: pre-production, beginner, intermediate and advanced. Students will also learn the principles of backward design lesson planning, and provide ELLs opportunities for comprehensible input (receptive language instruction) and comprehensible output (productive language instruction); and offer content-area lesson demonstrations for peer feedback.

Lastly, students will conduct a case study where they will interview and examine the experiences of an English language learner. By analyzing the interrelationship between language learning and community, students will consider how ELLs lived, experiences influence the language acquisition process.

**Course Objectives**

By the end of this course, you will be able to:

1. Identify the ESL history, characteristics of current program models and the core curriculum or TESOL standards that support language.
2. Identify methods of literacy instruction and design lessons using a 4x4 model.
3. Describe the role of the heritage language in the acquisition of English.
4. Analyze general theories that challenge our assumptions about the language acquisition process, academic language and comprehensible input and outputs
5. Interview an ELL in order to prepare a case study that reveals their target language acquisition process.
6. Critically discuss the relationship between issues of socioeconomic status, race, religion, class, national origin, disability, gender, and immigration history relevant to language acquisition.

**2015 WA State Endorsement ELL Competencies P-12 Relevant To This Course**

1.E Candidates can explain the interrelationships between the language domains (i.e., listening, speaking, reading, writing, and viewing) and language modalities in ELP standards (i.e., receptive, productive and interactive).

2.A Candidates are knowledgeable about the interrelationship between language and culture and its effects on teaching and learning.

2.B Candidates can demonstrate knowledge and application of strategies which incorporate cultural and linguistic diversity to ensure equity in teaching and learning.

2.C Candidates understand the diversity within the English language learner population (e.g., immigrant, migrant, refugee, and those born in the United States) and the impact of immigration status, socioeconomic status, race, religion, class, national origin, disability, and gender on student learning.

2.D Candidates can recognize and acknowledge the contributions of diverse cultural groups to our local, national, and global societies.

2.F Candidates can explain the complexities involved in cultural identity including the influences of assimilation, cultural pluralism, acculturation, enculturation, and deculturation.

3.F Candidates can explain the features, benefits, and challenges of various models including dual language (two-way and one-way), early and late exit bilingual programs, sheltered instruction, content-based instruction, push in, pull-out, and newcomer.

4.G Candidates apply a range of teaching strategies, structures, and methods to support the development of higher level thinking skills at all levels of language proficiency.

4.H Candidates apply a range of teaching strategies, structures, and methods to elicit student voice (e.g., including reflection related to learning targets, metacognition strategies, and effective use of resources) and engagement at all levels of language proficiency.

4.I Candidates employ a variety of materials for language learning including books, visual aids, props, realia, software, internet resources, native language resources and technological resources to enhance language and content-area knowledge.\

4.J Candidates develop instructional plans and assessments to support ELLs’ language development across language domains and within disciplines.

**Credit Equivalencies**

4-Understanding Language, Culture and Identity Among ELLS

4-ELL Programming and Instructional Strategies

4-First and Second Language Acquisition Theory

4-ELL Assessment

**Reading List**

Myles & Mitchell. *Second Language Acquisition.*ISBN: 9780340807668 (required)

Peregoy. *Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English*

*Learners*. ISBN: 9780205593248 (required)

O'Malley. *Authentic Assessment for English Language Learners: Practical Approaches for*

*Teachers*. ISBN: 9780201591514 (required)

Teachers of English to Speakers of Other Languages. *Standards for Adult Education ESL*

*Programs.* ISBN: 9781931185035. **Or** *PreK-12 English Language Proficiency Standards.* ISBN: 9781931185318. (select one from these two choices-required)

Suarez-Orozco, C. et al., *Learning in a New Land.*ISBN: 9780674045804 (required)