

## ESL 421: METHODS AND MATERIALS FOR ACADEMIC LANGUAGE PROFICIENCY

Winter 2009 - 5 credits

**Meets:** Monday 3 - 7,

January 12 - March 16 in BH 227

Additional 20 hours of interaction in an ESL classroom required.

**Instructor:** Maria Timmons Flores

**Course description:** An expansion on theoretical and practical concerns in teaching English as a second language to students with intermediate to advanced proficiency in English. Emphasis is on innovative approaches to the teaching of literacy within a communicative framework. Provides guidance in the evaluation, development, and use of creative materials, including media-based materials. Requires participation in embedded practicum with English language learners.

In this course students move away from a focus on the beginning and low intermediate student, and consider instruction for the intermediate or high intermediate student who has a good grasp of basic interpersonal communication skills (BICS) but needs to learn the academic language and skills to succeed in the content classroom. Instructors of these ELLs need to apply many of the techniques introduced in TESL 420 but in the context of the content classroom. In reading and writing the move is away from **learning to read** English to **reading to learn in** English.

**In TESL 421 students will:**

- Prepare materials and demonstrate strategies to help ELLs transition from the use of social language (BICS) to the more formal academic vocabulary and register.
- Create lesson/units that integrate building skills in listening, speaking, reading, and writing within the context of a content lesson.
- Implement research-based instruction for the development of literacy, investigate and incorporate strategies for the intermediate and high intermediate level ELL.
- Plan effective responses to common errors in writing, with specific attention to challenges ELLs face.
- Include and support both content and language objectives in lesson and unit planning.
- Sequence lessons and provide clear comprehensible input for a content-based lesson in such a way as to scaffold learning for the ELL.
- Adapt materials and offer differentiated production opportunities to address individual learner variables.
- Understand the role of culture in learning and use this knowledge to enhance the educational experience of their students within and beyond the classroom.

- Demonstrate the ability to access and use state, national, or organizational standards to guide their lesson content and instruction by referring to these standards during the unit planning process, and relating these to their lessons in their rationale statements for their unit plans.
- Use technology to enhance language and content area instruction, to create or locate materials appropriate to students' developing language and content-area abilities, including appropriate use of L1.
- Understand how to integrate students' use of technology into instruction to enhance learning.
- Choose, administer and interpret the results of performance-based assessment tools and tasks that measure ELL's progress towards lesson, program, and state objectives.
- Encourage ELL students to understand and be part of the assessment progress through the use of guiding rubrics for learning projects.
- Collaborate and serve as resources for colleagues in a professional manner, with a plan to work with other professionals and resources to meet student needs.
- Contribute to this professional learning community with timely and neatly presented work, effective group participation, appropriate language and demeanor, and attention to English usage.

<b>Required Texts and Supplemental Materials</b>
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**Required Texts**

Echevarria, E., Vogt, M.E. & Short, D. (2008) *Making Content Comprehensible for English Language Learners: The SIOP Model*, Third Edition, Allyn & Bacon.

Parrish, B. (2004) *Teaching Adult ESL: A Practical Introduction*, McGraw Hill.

Snow, D (2006) *More Than A Native Speaker*, TESOL.

*Additional Required Course Readings will be posted on Blackboard under "Documents"*

**Recommended Texts**

Vogt, M.E. & Echevarria, E. (2008) *99 Ideas and Activities for Teaching English Language Learners with the SIOP Model*, Upper Saddle River, N.J.: Pearson / Allyn Bacon.

Zwiers, J. (2008) *Building Academic Language: Essential Practices for Content Classrooms (grades 5 – 12)*, San Francisco: Jossey Bass.

**Additional Resource:** *Help! They don't speak English Kit for Primary Teachers* (free download, or copies from TESOL office).

## Assignments\*

**Reading Responses (160):** Each week I will ask you to use a different *reading response* with a small portion of the text. In class we will reflect on the strategy on two levels, first how this strategy worked for you as a learner and second how you might adapt it for work with students in the classroom. I will also post a prompt or questions on BB by Thursday each week. Your brief written responses are to be posted on BB (discussion board) before class. Each weekly response is worth 20 points.

**Practicum Context & Journal (140):** There is a 20-hour practicum associated with this class. Write a one-page description of the context in which you are teaching which includes a description of the program, the students, program goals and philosophy, assessments and texts used, and your role in the setting. This description of the **context** is due on BB by **January 19**. Keep an ongoing journal of your interactions, describing what you did, how this experience connects to the content of our class, what questions this experience raised for you, and how you will apply this learning to your future teaching. *The journal should include a two page final reflection highlighting the overarching lessons you will take from the experience.* You will also include an assessment form completed by a supervising teacher at your practicum site. Interaction journal, reflection and assessment are due on **March 16**.

**Activities (180):** These sessions will generally require out of class preparation (research, information gathering, lesson planning) in order to work collaboratively with others in our classroom. Whenever possible, I will design these in a way that you can link this preparation directly to your practicum site or development of your unit plan.

**Academic Language Inquiry Project & Exhibition (220):** This project will allow you to investigate, through research and practice, one aspect of academic language development. For example, you might explore how to develop reading comprehension strategies, use graphic organizers to develop understanding of genre, support L1 literacy, or build background based on your students' "funds of knowledge." Pick one area that you would like to explore in depth to support ELLs' academic language and literacy proficiency. You will write a brief proposal that outlines the WHAT, WHY, HOW of this project, and post this to BB within 72 hours after our class discussion on Jan. 26. Your learning from this inquiry will be presented in a poster and a brochure at an exhibition on **March 2**.

**SIOP Unit Plan (250):** This multi-day (4 lesson minimum) unit plan may focus on the topic of your choice but will include: content and language objectives; a combination of reading, writing, listening and speaking; background building, contextualized input, a gradual release of responsibility, student interaction (cooperative work opportunities), a plan for assessment, use of rubrics/graphic organizers to guide and assess student learning, and use of technology to create visual/graphic support. It should be designed to differentiate instruction for the varying levels of ELD in the class but with a focus on enhancing academic language and understanding of content. Draft of the plan due in class on **March 9 (150)**, final draft due on **March 16 (100)**.

**Professional Contribution (50):** Professional collaboration is vital in the success of English learners and for any learning community. I ask that you come to class on time, prepared, with mind and heart focused on the learning of all who participate in this group. In addition to your classmates, assignments from this course will demand that you collaborate with educators in your school sites. At

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\* More Complete Project Descriptors and Rubrics will be posted on BB for Inquiry / Unit Plan.

quarters end, I will ask that you assess your own contribution to professional learning, both within and beyond our class.

### Overview of Assignments

Assignment	Grading Criteria	Points	Due Date
Reading Responses	Meets Expectations? ME / DNME	20 / wk	BB Posting Before Each Class
Description of Context	Describes context/role: ME /DNME	20	Jan. 19 on BB
Activity	Prep/Participation: ME / DNME	30 each	Weekly
Inquiry Project Proposal	Lays out a plan: ME / DNME	20	Jan 29
Inquiry Exhibition	Rubric for Poster / Brochure	200 total	March 2
SIOP Unit Draft	Rubric	150	March 9
SIOP Unit Plan	Rubric	100	March 16
Practicum Journal & Reflection & Evaluation	Rubric	120	March 16
Professional Contribution	Attendance / Attitude / Self Assessment with Rubric/Reflection	50	Ongoing

### Grading Scale for the Course

<b>Grading Scale</b>	930-1000 A	900-929 A-
870-899 B+	830-869 B	800-829 B-
770-799 C+	730-769 C	700-729 C-
670-699 D+	630-669 D	600-6209 D-

### Reasonable Accommodation Policy:

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, students must contact WWU disability Resources for Students at 360-650-3844 or [www.wwu.edu/depts/drs/](http://www.wwu.edu/depts/drs/).

### Academic Dishonesty Policy:

Western Washington University students are responsible for reading, understanding, and following the policy and procedures regarding academic dishonesty as set forth in the *WWU Academic Dishonesty Policy and Procedure* (see Appendix D of the University Bulletin).

**Class Schedule –TESL 421 Winter 2009**

**January 12 The Politics of Language**

Tea Party: Politics of Language (BBD)  
Chapter Review: SIOP CH 1: Introducing Sheltered Instruction  
SIOP Overview (PPT): Building on What's Come Before  
Overview of the Syllabus

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**January 17 *MLK Celebration - Invitation***

**Whatcom County Human Rights Conference**  
Whatcom CC, Syre Center, 9-5, Free, All Comers Welcome.

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**January 19 *MLK Birthday Observed: No Class***

**DUE: Description of the Context on BB**

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**January 26 Culturally Relevant Teaching**

**READ:** Christensen: The Politics of Language (BBD)  
Richards, et al: Addressing Cultural Diversity in Schools (BBD)

**JIGSAW:** *Read your assigned text and be prepared to teach others.*  
1. George et al: Connecting Children, Culture, Curriculum & Text (BBD)  
2. Boyd – Batstone: Reading with a Hero (BBD)  
3. Yaden, et al: Access to Books and Beyond (BBD)  
4. Gallego, et al: Mediating Language & Literacy (BBD)

**ACTIVITY I:** Bring background information (Student Profile) for 2 students in the settings where are doing your interactions

**DUE: Inquiry Proposal 72 Hours After In Class Discussion**

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**February 2 Academic Language: Function, Forms & Support**

**READ:** SIOP Ch 2: Lesson Preparation  
SIOP CH 3: Building Background

**JIGSAW:** 1. Harper & DeJong: Misconceptions about ELL (BBD)  
2. Dutro & Moran: An Architectural Approach (BBD)  
3. Zweirs: Teacher Practices & Perspectives (BBD)

**IN CLASS:** Christensen: Teaching Xochomilco / Vocabulary  
Bring Snow: Chapter 11 Vocabulary

**ACTIVITY II:** Bring a sample text to class that your students might use in your practicum setting.

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**February 9 Teaching English & Literacy Through Content:  
Genre, Texts & Graphic Support**

**READ:** SIOP Ch 4: Comprehensible Input  
Zweirs: The Third Language (BBD)  
Parrish: 6 Planning for Teaching & Learning

**ACTIVITY III:** Pick a topic you might teach and gather 3 – 5 short texts (books or internet sources) that you could use with students in your class who are at varying levels of English and literacy development. Bring these to class with you.

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**February 16                      President’s Day: No Class**

**Post on BB:** Parrish: Chapter 9 Assessing Learning and Teaching

**ACTIVITY IV:** Based on the leveled texts and lesson design from last week’s class, design one oral and one written assessment that you could use for this lesson.

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**February 23                      Reading as Thinking (strategies)**

**READ:**                      SIOP CH 5: Strategies  
**Parrish:** Chapter 5 Reading and Writing

**ACTIVITY V:** Bring a draft of a reading lesson focused on strategies to share (SIOP Format) and post final lesson plan after class.

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**March 2                              Writing as Thinking (strategies)**

**READ:**                      SIOP CH 7: Practice and Application  
Snow: Chapter 10 Writing

**ACTIVITY VI:** Bring a draft of a writing lesson focused on writing strategies to share (SIOP Format) and post a final after class.

**DUE:**                      **INQUIRY EXHIBITION / BROCHURE & POSTER**

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**March 9                              Developing Academic Language through Small Group Interaction & Discussion**

**READ:**                      SIOP CH 6: Interaction  
SIOP CH 8: Lesson Delivery

**WORKSHOP:** Bring a draft of your unit plan to share in a collaborative curriculum review.

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**March 16                            The Big Picture: From Lesson to Curriculum Planning**

**READ:**                      Snow: Chapter 6: Putting it All Together  
Parrish: Chapter 8 Materials, Textbooks, Community, Technology  
Parrish: Chapter 10 Standards and Accountability

**DUE:**                      **SIOP UNIT PLAN & Practicum Journal**

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