



# LOYOLA UNIVERSITY CHICAGO

*Preparing people to lead extraordinary lives*

## **CIEP 472 Methods and Materials of Teaching ESL**

English Language Teaching and Learning

Loyola University Chicago

School of Education

English Language Teaching & Learning

**Spring 2017**

### **Instructor Information:**

Course instructor: Sarah Cohen Ph.D.

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### **Course Information:**

Dates: January 19-April 27

Days: Tuesdays

Times: 7:00-9:30

On-campus location: Corboy 525

Office hours: Before or after class or by appointment

### **Course Description**

This course focuses on methods and materials for teaching ELLs within ESL, bilingual, and mainstream classrooms, including relevant topics on second language acquisition and the nature and function of language. Program models, methodologies, and strategies that are appropriate for ELLs will be discussed and presented. Methods and materials for literacy development and content area instruction in the native language will be discussed. Methods of teaching listening, speaking, reading, and writing in the second language will be presented along with methods of integrating the teaching of language and academic content. Sheltering and scaffolding instruction will be emphasized and the use of the fine arts and literature will also be encouraged. Students will select and critically analyze bilingual and ESL materials. The role of culture and socio-economic diversity in the curriculum and ways of making meaningful connections to families will be explored. Techniques for activating and integrating students' home languages in the curriculum will be investigated and practiced.

### **Course Texts**

- Garcia, O., Ibarra Johnson, S., & Seltzer, K. (2017) *The translanguaging classroom: Leveraging student bilingualism for learning*. Philadelphia, PA: Caslon
- Selected Chapters from: Echevarria, J., Vogt, M., & Short, D. J. (2013). *Making content comprehensible for English language learners: The SIOP model* (4th ed.). Boston, MA: Allyn & Bacon. (ISBN 0-205-51886-9)
- WIDA Essential Actions Handbook and other additional readings are posted on Sakai and

referenced in our class schedule.

## Course Outcomes

Candidates will:

- Demonstrate familiarity with theories, methodologies, and strategies for teaching ELLs.
- Demonstrate familiarity with programs for ELLs, including bilingual models.
- Identify and use resources, including books, technology, professional organizations, and human resources and select/create appropriate material for the instruction of ELLs.
- Demonstrate awareness of the socioeconomic, cultural and political factors related to the instruction of ELLs.
- Identify ways of involving family and other external communities in program instruction and implementation
- Demonstrate understanding of the crucial role of educational leaders in integrating advocacy and instruction in the education of ELLs
- Demonstrate ability to shelter and scaffold instruction
- Demonstrate ability to integrate language and content instruction
- Demonstrate ability to adapt lessons plans to accommodate the educational needs of ELLs
- Develop a unit of study that demonstrates appropriate use of methods and materials for ELLs
- Connect theory to practice through clinical experiences and written reflections.

## Related TESOL Standards

- **3.a.1.** Plan standards-based ESL and content instruction.
- **3.a.2.** Create supportive, accepting classroom environments.
- **3.a.3.** Plan differentiated learning experiences based on assessment of students' English and L1 proficiency, learning styles, and prior formal educational experiences and knowledge.
- **3.a.4.** Provide for particular needs of students with interrupted formal education (SIFE).
- **3.a.5.** Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for students to successfully meeting learning objectives.
- **3.b.1.** Organize learning around standards-based subject matter and language learning objectives.
- **3.b.2.** Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material.
- **3.b.3.** Provide activities and materials that integrate listening, speaking, reading, and writing.
- **3.b.4.** Develop students' listening skills for a variety of academic and social purposes
- **3.b.5.** Develop students' speaking skills for a variety of academic and social purposes
- **3.b.6.** Provide standards-based instruction that builds on students' oral English to support learning to read and write.
- **3.b.7.** Provide standards-based reading instruction adapted to ELLs.
- **3.b.8.** Provide standards-through a range of activities, from sentence formation to expository writing.
- **3.c.1.** Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.
- **3.c.2.** Select materials and other resources that are appropriate to students' developing content-area abilities, including appropriate use of L1.
- **3.c.3.** Employ a variety of materials for language learning, including books, visual aids, props, and realia.
- **3.c.4.** Use technological resources to enhance language and content-area instruction for ELLs.
- **5.b.4.** Engage in collaborative teaching in general education, content-area, special education, and gifted classrooms.

## IDEA Instructional Objectives

Essential learning objectives for this course:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Learning to apply course material (to improve thinking, problem solving, and decisions)

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

## **Topical Outline**

- Curriculum and instruction in bilingual, ESL, & sheltered programs
  - Evaluation of methods and materials available for use with ELLs
  - Creation of materials for instructional use with ELLs
  - Methods and strategies for teaching ELLs
  - Adaptation and creation of lesson plans for ELLs
  - Sheltering and scaffolding instruction in second language classrooms
  - Sheltered instruction for academic achievement
  - Professional organizations and resources in ESL/Bilingual Education
  - Work with bilingual students some of whom may have limited formal schooling in their first language
  - Work with immigrant and refugee students and families
  - Building connections with parents, families, and communities and incorporate such into your curriculum planning.
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### **Attendance:**

Attendance at all classes is mandatory. Points will be deducted for more than one absence from class. If you have conflicts that would result in your missing more than 2 nights of class, or conflicts that prevent you from attending for the full class period, you should consider taking this course in a different semester when your schedule permits adequate attendance. In addition, it must be clear that this attendance policy applies to both face-to-face and any online class sessions. *In order to be considered to be in attendance for any online sessions, you must log on to Sakai and participate in the online components of the session.*

### **Participation policy:**

Participation in this course is evaluated in relation to both on-line and in class face-to-face (f2f) sessions. Your participation in class will be assessed based on your contributions and the preparation (i.e., having completed assigned readings, taking notes on them, etc.) you demonstrate. You are expected to have read the articles/texts at least once prior to class. It is recommended that you take some sort of notes to help you keep track of important ideas found in the readings and any questions you have in response to them.

### **Late Policy:**

No assignments will be accepted after the assigned due date without prearrangement.

### **Conceptual Framework**

Each course within the ESL endorsement sequence places educational equity and advocacy for English language learners as foundational tenets to the discipline as well as fundamental aspects of social justice. The mission of the School of Education ***Social Action through Education*** provides the foundation for these tenets and their expression in this course. The School of Education conceptual framework standard specifically addressed in this course is as follows:

- CFS4: *Candidates engage with local and/ or global communities in ethical and socially just practices.*

This standard will be assessed through the completion of the main project of this course, the *Sheltered Instruction Unit Plan* which is described in full below.

## **Technology**

This course will make use of both face-to-face and online modalities. Candidates are therefore required to engage with and make use of the variety of online resources and modalities that will be made accessible to them through the Sakai course website. In addition, use of scholarly and professional websites is integrated throughout the course. Technology is encouraged and supported in all class sessions and group presentations. Live Text [www.livetext.com](http://www.livetext.com) is used for the submission of the final project.

## **Diversity**

Content for this course is designed to highlight theoretical and methodological considerations of educational equity for English language learners. Both linguistic and cultural diversity are addressed within this framework.

## **Dispositions**

The dispositions assessed in this course are in the areas of:

### **Inquiry, Social Justice, and Professionalism**

The rubric used to assess these dispositions is found on our Live Text course site

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## **Loyola University Chicago School of Education Syllabus Addendum**

### **IDEA Course Evaluation Link for Students**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

### **Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

### **LiveText**

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

### **Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines*. We ask that you read each policy carefully.

The above link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education**.

## COURSE ASSIGNMENTS

In addition to the general descriptions below, each assignment has a rubric stating the criteria to be addressed. These will be made available on Sakai.

**Assignments must be: (a) submitted on time, (b) typed and double-spaced in Times New Roman and 12-point font, (c) include appropriate identifying information, (d) cite sources for all quotes, paraphrases, and adapted ideas, (e) use APA style (6th ed.) for citing references.**

Live Text must be used for submission of the final assignment.

Please click on this link: [LiveText](#) for more information about Live Text.

<b>Assignment Descriptions &amp; Points</b>	
<b>Course Participation</b>  20 pts.	Candidates are expected to read all texts thoroughly and deeply prior to class sessions. Reading, assignments, and other preparation are needed to engage in class dialogue, which is an essential component of this course. This includes in-class reflections as well as on-line that demonstrate your ability to apply your learning to teaching practice.
<b>Strategy Project</b>  30 pts.	<p><b>Classroom Teachers:</b> Candidates will choose a strategy from the resources provided on Sakai to implement in their classroom in order to enhance their teaching of ELLs. Candidates will reflect on and present results from their implementation of the strategy on Voice Thread on Sakai. You will present the results of your implementation through a PPT in which you include photos and sample student work, and reflections on your implementation that you upload for others in class to view and comment upon. Make sure to include a reference list so your colleagues can access information</p> <p><b>Non-classroom Teachers:</b> Candidates will select a strategy from the resources provided on Sakai that you wish to learn more about. Conduct research on approved strategy and present your findings in a visually engaging PPT that you post on Voice Thread on Sakai for others in class to view and comment upon. Make sure to include a reference list so your colleagues can access information that you cite.</p>
<b>Sheltered Instruction Unit Plan</b>	
<p><i>For the main assessment, candidates will demonstrate that they know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates will write a unit plan, comprised of detailed sheltered lesson plans, and teach at least one of the lessons in a classroom with ELLs. They will then reflect on the instructional planning process. Collaboration with another educator (e.g., classroom, special education, or ESL teacher) in order to plan/teach at least one lesson from this unit plan is an expected component of this process.</i></p> <p style="text-align: center;"><b><i>Please see the various components and grade breakdown below.</i></b></p>	
<b>Unit Plan Overview</b>  10 pts.	Write a narrative overview of a unit plan using the tenets of sheltered instruction to teach content while simultaneously supporting language development. Write the unit plan for the grade level and content area of certification and target the language proficiency levels in a given classroom.
<b>Lesson Plans:</b>  20 pts.	Create 2 detailed lesson plans to accompany your unit plan description. Grounded in content and language standards, sheltered lesson plans should include and demonstrate: clearly stated content and language goals and objectives, a focus on accessing prior knowledge, building background knowledge, explicit vocabulary instruction, focus on language demands, emphasizing higher- level thinking, incorporating student interaction, using technology and hands-on applications, culturally

	<p>relevant materials, and assessments of content and language.</p> <p><b>Include an MPI for each of your focal students demonstrating how you will differentiate the language objective of each lesson for your two focal students.</b></p>		
<p><b>Focal Students:</b> <b>15 pts.</b></p>	<p>Select two students to focus differentiated strategies for language and content support. Describe each student (e.g., social, emotional, cultural, linguistic, academic lenses) and outline aligned instructional accommodations and strategies to build on strengths and meet needs. Recommended focus ELL students include: students identified as having special needs and students with interrupted formal education (SIFE).</p>		
<p><b>Reflection:</b> <b>15 pts.</b></p>	<p>For this section, you are asked to reflect on the process of <b>instructional planning, collaboration, and classroom implementation</b> that you engaged in to ensure your plans and practices reflect best practice for ELLs. This should include your collaboration with ESL or bilingual classroom and/or lead teachers. Please also make explicit reference to what you have learned in regard to ways of and the effects of including family and community connections during instructional planning and implementation.</p>		
<p><b>Final Grade</b></p>	<p>A = 100 - 93% A- = 92 - 90% B+ = 89 - 88%</p>	<p>B = 87 - 83% B- = 82 - 80% C+ = 79 - 77%</p>	<p>C = 76 - 70% D = 70 - 65% F = 64 and below</p>