

**Fall 2013**

**ED 607: Contextualized ELD Instruction (2 credits)**

**Instructors:**

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**Course Description**

This course focuses on methods and strategies for embedding English Language Development (ELD) instruction in the content of K-12 classrooms in accord with current theories of ESOL/ bilingual education and current standards for English Language Learner (ELL) proficiency. We will emphasize techniques for analyzing and teaching relevant language functions, contextualized grammatical forms, and content vocabulary utilizing multiple modes of reading, writing, speaking, and listening. Students will develop and share lesson plans and language assessments that align with adopted standards.

**Course Objectives**

* Analyze content-specific language functions and grammatical forms that must be mastered for academic success in the content areas.
* Examine and apply research-based teaching methods, materials, and assessment tools for English language development.
* Create contextualized learning environments that foster the acquisition and use of English in listening, speaking, reading, and writing for social and academic purposes.
* Devise language-focused classroom activities and lessons that support content learning and that reflect interactive participatory approaches.
* Foster continuing reflection on practice professional development that enhances teaching.

**Required Text**

Azar, B. S. and Hagenm S. A. (2009). *Understanding & Using English Grammar, Chartbook, 4th Ed.* New York: Pearson Longman. ISBN 978-0-13-205210-8

**Required Readings (available at our Weebly.com course site)**

Larson-Freeman, D. (2001). Teaching grammar. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language*. (3rd ed.) (pp. 251-266). Boston: Heinle & Heinle.

Fillmore, L. W., & Fillmore, C. J. (2012). What does text complexity mean for English learners and language minority students? http://ell.stanford.edu. Understanding Language Initiative / Stanford University.

**Optional Texts**

Azar, B. S., & Hagen, S. A. (2009). *Understanding and Using English Grammar, Student Book w/answer key, 4th ed*. New York: Pearson Longman. ISBN 978-0-13-233331-3

Conrad, S., Biber, D., and Leech G. (2002). *Longman Student Grammar of Spoken and Written English*. Essex, UK: Pearson Longman. ISBN 978-0-58-223726-1

**Suggested Additional Readings**

Brown, C. L. (2007). Supporting English language learners in content-reading. *Reading Improvement, 44*(1), 32–39.

Bunch, G., Kibler, A., & Pimentel, S. (2012). Realizing opportunities for English learners in the Common Core English Language Arts and disciplinary literacy standards. http://ell.stanford.edu. Understanding Language Initiative / Stanford University.

Creese, A. (2010). Content-focused classrooms and learning English: How teachers collaborate. *Theory Into Practice, 49*, 99-105.

Lewis, M. A. (2005). Towards a lexical view of language—A challenge for teachers. *Babylonia, 3*(05), 7-10.

Long, M.H. (1997). “Focus on Form in Task-Based Language Teaching” *www.mhhe.com*. McGraw-Hill Companies. Retrieved Dec 26, 2012.

Mize, K., & Dantas-Whitney, M. (2007). English language development in k-12 settings: Principles, cautions, and effective models. *ORTESOL Journal, 25*, 17-24.

Moschkovich, J. (2012). Mathematics, the Common Core, and language: Recommendations for mathematics instruction for ELs aligned with the Common Core. http://ell.stanford.edu. Understanding Language Initiative / Stanford University.

Quinn, H., Lee, O., & Valdes, G. (2012). Language demands and opportunities in relation to Next Generation Science Standards for English language learners: What teachers need to know. http://ell.stanford.edu. Understanding Language Initiative / Stanford U.

Russell, F. A. (2012). A culture of collaboration: Meeting the instructional needs of adolescent English language learners. *TESOL Journal, 3*(3), 445-468.

Snow, C. E. (2010). Academic language and the challenge of reading for learning about science. *Science, 328*(5977), 450-452.

Van Lier, L., & Walqui, A. (2012). Language and the common core standards. http://ell.stanford.edu. Understanding Language Initiative / Stanford University.

Welsh, L. C., & Newman, K. L. (2010). Becoming a content-ESL teacher: A dialogic journey of a science teacher and teacher educator. *Theory Into Practice, 49*, 137-144.

**Course Requirements**

1. Required readings and regular participation in class activities and discussion 25%

2. Analysis of academic language forms and functions 25%

3. Collection of content specific language activities and lessons w/assessment 25%

4. Teaching demonstration / presentation 25%

**1. Readings and class participation.** You will be assigned readings from articles that are posted on the class Weebly website. In order to demonstrate your understandings and to clarify ideas related to the readings, you will participate in class discussions. Everyone should do all the assigned readings and arriveprepared to respond by agreeing /disagreeing, making related comments, and/or asking additional questions. Everyone should contribute and add substantial content to the group’s discussion.

**2. Analysis of academic language forms and functions.** The ELP (English Language Proficiency) Standards provided by ODE and the Common Core State Standards (CCSS) are important guidelines for teachers. However, each instructor must be able to apply these language descriptions to his or her classroom content.

In this assignment, **you will analyze the language forms and functions** that are essential for English Language Learners to master in order to be successful in a **specific content area text and grade level**. Your analysis should include at least **five language functions** **with corresponding forms for at least one proficiency level** (Beginning, Intermediate, and/or Advanced). A good grammar reference book such as Azar (2009) or Conrad, Biber, and Leech (2002) will be useful for this assignment.

To do your analysis, follow these steps:

* Gather the teaching materials, textbooks, curriculum, etc. that you want to analyze.
* Gather assessments (formal and informal) and other activities/projects assigned to students for the corresponding lessons.
* Carefully examine the language of these materials, activities and assessments **through the eyes of an ESOL student/teacher**. Conduct a linguistic analysis in order to determine **key language functions and grammatical forms** that students must master to use these materials/assessments or complete their assignments.
* In your materials, identify five functions that you can explicitly teach based. You will need 1 “Function and Form” chart for each function that you choose to teach along with the lesson content.
* The next task is to identify language forms (phrase, sentence, grammatical patterns) that enable the text and function to be meaningful.

For example, reading and writing a narrative will likely require understanding & using various past tense aspects (simple, perfect, progressive). Or reading and writing predictions for the future will likely use conditional sentences. Or summarizing will likely include many prepositional phrases.

Your task is to identify text features like these that are at beginning, intermediate, or advanced levels and describe them on a chart so that you can explicitly address these forms as they enable a function in the context of your lessons.

* Write your description of each form and example sentence frames on your “Function and Form” Analysis charts which we will provide.

**3. Collection of content-specific language activities.** You will produce a collection of at least **five classroom activities or lessons designed to teach/practice the language functions and forms in your analysis** (above). These can be original activities, or they can be activities which you have borrowed and/or adapted from other resources such as our course readings or websites you may have reviewed. The description of each activity should be about 1-2 double-spaced page/s.

Make sure you include a variety of activities that not only reflect the language functions/forms in your classification, but also integrate the skills of listening, speaking, reading, writing and vocabulary development. *(Note: The individual activities do not need to integrate* ***all*** *these skills. Just make sure your collection will cover all of them!)*

**Write an introduction to your collection** (1-2 pages) in which you discuss the theoretical and pedagogical principles guiding these activities. Include explicit references to our course reading/s.

For each activity, include the following:

* Title of activity
* Grade level
* Content area or thematic unit

*(Note: The grade level and content area should be the same for all the activities in this collection. They should coincide with your classification of functions/forms)*

* Language proficiency levels of ELLs
* Language function and forms being taught/practiced
* Objectives
* Class time
* Materials needed: (*Include sample handouts if appropriate*)
* Short overview of activity
* Step-by-step procedure
* Caveats and options: *(Identify potential challenges/issues and discuss possible modifications)*
* References

4. **Teaching demonstration / presentation.** For the final class meeting, you will prepare a demonstration lesson that is based on your classification chart and the materials you created. Your demo lessons will last maximum 20 minutes, and it may include the following modes of instruction: hands-on activities, demonstrations of teaching strategies, brainstorming and discussion, sharing/production of instructional materials, or mini-lectures. **You should actively engage your peers during the demonstration**. Depending on the number of students in the course, you might team-teach a lesson.

**Course Website**

Our course website contains a copy of this syllabus, readings, general course information, Power Point slides and other materials used by us. Important announcements and updates will also be posted there during the course. If you have any difficulties accessing the site for our course, please contact your instructor.

**Guidelines for Course Assignments**

* Pay close attention to the scoring guide for each assignment and make sure you have addressed all requirements.
* Use care in editing your written work.
* Use **APA style** (6th edition) for citing your sources. Easy-to-follow directions on how to use APA format can be found in the following website: <http://www.wou.edu/provost/library/instruct/citations/apa/index.php>

**Attendance**

This course does not rely on traditional mid-terms or final exams. Most of the learning takes place in class through interactive lectures, discussions, and cooperative learning. Thus, regular attendance and participation is essential. If you must miss a class meeting, discuss make-up options with the instructor.

### **Students needing class accommodations**

If you have a documented disability which requires any academic accommodations, you must contact the Office of Disability Services (ODS) for appropriate coordination of your accommodations. You can visit APSC 405 or contact ODS at (503) 838-8250 (V, TTY) to schedule an appointment.

**Grading system**

**A** 94 – 100% **B+** 87 – 89% **C+** 77 – 79% **D+** 67 – 69% **F** below

**A-** 90 – 93% **B** 84 – 86% **C** 74 – 76% **D** 64 – 66% 60%

**B-** 80 – 83% **C-** 70 – 73% **D-** 60 – 63%

**Course Schedule, Fall 2013**

|  |  |
| --- | --- |
| Date | Times/Topics |
| **Tues, Sept. 17** | 8:30-12:30  ELLs, Language as Function/Form/Meaning, and ELP standards, ELP Models, Lesson Planning Modeling and Practice  12:30-1:30 Lunch  1:30-4:00 Work Time |
| **Tues, Sept. 24** | 8:30-11:00 Analyzing Materials for Contextualized ELD, Text Complexity, Text Complexity, Four Language Skills, Tasks, Assessment  11:00-12:00 Lunch  12:00-2:30  Work Time |
| **Tues, Oct. 1** | 8:30-11:00  Assessment, Work Time  11:00-12:00 Lunch  12:00 – 2:30  Presentations |
| **Thurs, Oct. 17** | Due date for   * Introduction to collection of 5 contextualized ELD lessons/activities * 5 Function/Form analysis charts for the 5 lessons/activities * 5 lessons/activities for contextualized ELD   Submission of work   * email to foltza@mail.wou.edu * Or drop off at WOU, College of Education main office (ED 202) |

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PP**: Possible points

**SA**: Self-Assessment

**IA**: Instructor’s assessment

**Scoring guide for Analysis of language functions and forms**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **PP** | **SA** | **IA** |
| Conducts a careful analysis of materials/activities/assessments used in a specific content area and grade level. | 5 |  |  |
| **Language Function #1** with corresponding forms for different proficiency levels (Beginning, Intermediate, and/or Advanced) and target forms | 3 |  |  |
| **Language Function #2** with corresponding forms for different proficiency levels (Beginning, Intermediate, and/or Advanced) and target forms | 3 |  |  |
| **Language Function #3** with corresponding forms for different proficiency levels (Beginning, Intermediate, and/or Advanced) and target forms | 3 |  |  |
| **Language Function #4** with corresponding forms for different proficiency levels (Beginning, Intermediate, and/or Advanced) and target forms | 3 |  |  |
| **Language Function #5** with corresponding forms for different proficiency levels (Beginning, Intermediate, and/or Advanced) and target forms | 3 |  |  |
| **Total** | **20** |  |  |

**Scoring guide for the Collection of content-specific language activities**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **PP** | **SA** | **IA** |
| Creates a collection of five activities that not only reflect the language functions/forms in classification, but also integrate the skills of listening, speaking, reading, writing and vocabulary development. | 4 |  |  |
| Writes an effective introduction to the collection (1-2 pages) discussing the theoretical and pedagogical principles guiding these activities. Includes references to course readings. | 4 |  |  |
| **Activity #1**: Title of activity, Grade level, Content area, Language proficiency levels of ELLs, Language function and forms being taught/practiced, Objectives, Class time, Materials needed, Short overview of activity, Step-by-step procedure, Caveats and options | 2 |  |  |
| **Activity #2**: Title of activity, Grade level, Content area, Language proficiency levels of ELLs, Language function and forms being taught/practiced, Objectives, Class time, Materials needed, Short overview of activity, Step-by-step procedure, Caveats and options | 2 |  |  |
| **Activity #3**: Title of activity, Grade level, Content area, Language proficiency levels of ELLs, Language function and forms being taught/practiced, Objectives, Class time, Materials needed, Short overview of activity, Step-by-step procedure, Caveats and options | 2 |  |  |
| **Activity #4**: Title of activity, Grade level, Content area, Language proficiency levels of ELLs, Language function and forms being taught/practiced, Objectives, Class time, Materials needed, Short overview of activity, Step-by-step procedure, Caveats and options | 2 |  |  |
| **Activity #5**: Title of activity, Grade level, Content area, Language proficiency levels of ELLs, Language function and forms being taught/practiced, Objectives, Class time, Materials needed, Short overview of activity, Step-by-step procedure, Caveats and options | 2 |  |  |
| **Editing, Presentation, and Timeliness**  Uses appropriate grammar and punctuation, desired page length (12 pp., excluding references), and APA style. Completes assignment by due date. | 2 |  |  |
| **Total** | **20** |  |  |

**Scoring guide for Teaching demonstration**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **PP** | **SA** | **IA** |
| **Content.** Provides a clear overview of / rationale for the lesson or activity. | 4 |  |  |
| **Activity delivery.** Effectively demonstrates the activity/ies. All group members have a significant role in the presentation | 10 |  |  |
| **Discussion and class participation.** Leads the class in a discussion of benefits and limitations of the suggested activity/ies, and possible adaptations for different grade levels/content areas. All class members are actively engaged in the demonstration. | 6 |  |  |
| **Total** | **20** |  |  |