



Winter 2013

ED 607: Contextualized ELD Instruction (2 credits)**Instructor:** Dr. Robert Troyer**Email:** troyerr@wou.edu**Phone:** 503-838-8954**Office:** Maske Hall 312**Office Hours:** Mon & Wed 2-4pm
and by appointment**In conjunction with:**

Dr. Maria Dantas-Whitney, College of Education, Division of Teacher Education

Email: dantasm@wou.eduPhone: 503-838-8636

Dr. Carmen Cáceda, College of Education, Division of Teacher Education

Email: cacedac@wou.eduPhone: 503-838-8409**CRNs #, Times, and Locations**

#TBD, Fridays (4) and Wed evenings (4), Independence Elementary School

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 Texts

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

Additional Required Readings (available at <http://projectluisa.weebly.com/>)

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

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

- 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.
- 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.

Course Requirements

- | | |
|---|-----|
| 1. Required readings and regular participation in class activities and discussion | 25% |
| 2. Classification 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 have at least one question to pose. **Come prepared 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. **Classification 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 create a classification of academic language forms and functions** that are essential for English Language Learners to master in order to be successful in a **specific content area and grade level**. Your classification should include at least **five language functions with corresponding forms for different proficiency levels** (Beginning, Intermediate, and Advanced). A good grammar reference book such as Azar (2009) or Conrad, Biber, and Leech (2002) will be essential for this assignment.

To create your classification, follow these steps:

- Examine your district's existing chart for language functions and forms that should be taught in March, April, May, and June. For this assignment, you will choose five functions, the study of which you will incorporate into your daily literacy curriculum with differentiated instruction for ELLs.
- Gather your literacy teaching materials, textbooks, curriculum, etc. for this spring.
- Gather assessments (formal and informal) and other activities/projects assigned to students for the corresponding lessons.
- Carefully examine the language demands in 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 when using these materials/assessments
- Choose **five key functions** for your classification (these will be from your district's curriculum plan for the spring). Consult a grammar reference book for ideas on differentiation forms for the three language proficiency levels.
- Create a chart like the example below for each unit of study. If you address more than one function in a unit, add rows to the chart:

Grade level:		Theme of the literacy unit:		
Language Function	Examples of target form <u>found in materials/assessments</u>	Examples of student proficiency at various levels		
		Beginning	Intermediate	Advanced

After you develop your classification, **write a reflection** (3-4 double-spaced pages) in which you summarize the process of creating your classification. Make sure that you address at least three of the following questions: (a) what type of materials/activities/assessments did you examine? (b) how did you go about conducting your linguistic analysis? (c) how did you arrive at the five key functions? (d) how did you choose corresponding language forms for each proficiency level? and (e) what was surprising/ enlightening/ challenging about this assignment?

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 classification** (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 from 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.** When you submit your self-

assessment, make sure you include a brief reflection on the strengths of the lesson, areas of improvement, or changes to be made. Depending on the number of students in the course, you might team-teach a lesson.

Weebly Course Site

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

- All assignments must be received by the instructor by the due date and time (**).
- Please use **pseudonyms** for your participant/s.
- **Pay close attention** to the scoring guide for each assignment and make sure you have addressed all requirements. **You also need to submit a self-scoring guide** with each assignment.
- When devising your presentations, you may bring handouts or use any technology format to present your information to the class.
- 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>

****LATE WORK POLICY:** Work is due on the day listed on the syllabus unless I have made prior arrangements with you to turn it in at a later date. **Any work that is not turned in on time without prior arrangements, will receive a 25% reduction in points.**

Punctuality is an absolute necessity for teachers. A proportionate penalty for excessive unexcused tardiness or leaving class early may be assessed. As a courtesy to the instructor and to avoid these penalties, please let me know before class if you need to leave early.

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 and mandatory**. ***You are responsible for making sure you sign in the attendance sheet each week*** and making up any absences. An absence will result in a **2 point deduction** from your attendance and participation grade. Students may ***make-up no more than 1 absence***.

Absence make-up procedures

Write a **two-page reaction** to the required reading/s for the day. Make-up work must be turned in within **ONE week** after the absence.

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.

Plagiarism is not tolerated

The internet offers many resources, all easily downloaded. Use of another person's thinking, writing, graphic or visual presentation **without crediting the author is plagiarism**. All information not the student's original work must be cited using correct APA style.

Grading system

A	94 – 100%	B-	80 – 83%	D+	67 – 69%
A-	90 – 93%	C+	77 – 79%	D	64 – 66%
B+	87 – 89%	C	74 – 76%	D-	60 – 63%
B	84-86%	C-	70 – 73%	F	Below 60%

Course Schedule, Winter 2013

Day, Date, Time	Topics
Fri, Jan 18 8:30-11:00am or 12:30-3:00pm	Registration for credit (8-8:30am or 12-12:30pm) Language functions and forms Teaching explicit language in context Grammar review Read before session: Long (1997), Larson-Freeman (2001), and Fillmore & Fillmore (2012)
Wed, Jan 23 4:30-6:30pm	Work session: bring class materials for task analysis and classifying language functions and forms
Fri, Feb 1 8:30-11:00am or 12:30-3:00pm	Designing contextualized language lessons and activities that are differentiated for ELLs ELD curriculum scope and sequence Read before session: Mize & Dantas-Whitney (2007), Brown (2007),
Wed, Feb 6 4:30-6:30pm	Work session: designing lessons Aligning classification and lessons with CCSS and ELD standards Read before session: Bunch, Kibler, & Pimentel (2012)
Fri, Feb 15 8:30-11:00am or 12:30-3:00pm	Implementing authentic formative assessment and progress monitoring Read before session: Welsh & Newman (2010), Lewis (2005)
Wed, Feb 20 4:30-6:30pm	Work session: designing assessments
Fri, Mar 1 8:30-11:00am or 12:30-3:00pm	Infusing language instruction throughout daily content Technology for language teaching and learning Plans for continued professional development Read before session: Creese (2010), Russell (2012)
Wed, Mar 6 4:30-6:30pm	Sharing of charts, lessons, and assessments Teaching demonstrations / presentations

PP: Possible points
SA: Self-Assessment
IA: Instructor's assessment

Scoring guide for Classification of academic language functions and forms

Name: _____	PP	SA	IA
Conducts a careful analysis of materials/activities/assessments used in a specific content area and grade level	4		
Creates classification including the following: Language Function #1 with corresponding forms for different proficiency levels (Beginning, Intermediate, and Advanced) and target forms	2		
Language Function #2 with corresponding forms for different proficiency levels (Beginning, Intermediate, and Advanced) and target forms	2		
Language Function #3 with corresponding forms for different proficiency levels (Beginning, Intermediate, and Advanced) and target forms	2		
Language Function #4 with corresponding forms for different proficiency levels (Beginning, Intermediate, and Advanced) and target forms	2		
Language Function #5 with corresponding forms for different proficiency levels (Beginning, Intermediate, and Advanced) and target forms	2		
Thoughtfully reflects on the process of creating the classification. Summarizes the process and discusses what was surprising/ enlightening/ challenging	4		
Editing, Presentation, and Timeliness. Uses appropriate grammar & punctuation, desired page length (3-4 pp), and APA style. Completes assignment by due date.	2		
Total	20		

Student's Comments:.....

Scoring guide for the Collection of content-specific language activities

Name: _____	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		
Creates a collection including the following: 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	2		

time, Materials needed, Short overview of activity, Step-by-step procedure, Caveats and options			
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		

Student's Comments:.....
.....
.....

Scoring guide for Teaching demonstration

Name: _____	PP	SA	IA
Content. Provides a clear overview of the principles/issues discussed in the chapter.	3		
Activity delivery. Effectively demonstrates the activity/ies. All group members have a significant role in the presentation	5		
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.	5		
Reflection. Reflects on the strengths of the lesson, areas of improvement, or changes to make.	2		
Total	15		

Student's Comments:.....
.....
.....