Early Childhood, Elementary, and Middle Level Education
EDF/ELE 5310: Foundations: ESL/Bilingual Education
Summer, 2014

Credit Hours: 3 semester hours
Instructor: Sham'ah Md-Yunus, Ph. D.   Email: smdyunus@eiu.edu
Office: 2203 Buzzard Hall   Office Hours: Mondays 9-4 pm
Phone: 217- 581-6215
Class   4:30- 7pm   Location: Buzzard 2440
Meetings: May 19 and June 25, 2014: Hybrid Class

Unit Theme: Educator as creator of effective educational environments integrating diverse students, subjects, strategies, societies, and technologies.

Graduate Mission Statement:
The Department of Early Childhood, Elementary, and Middle Level Education seeks to advance scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth to age fourteen.

The Department is dedicated to the preparation of knowledgeable citizens for the 21st century and seeks to empower individuals to meet the challenges faced by professional educators in a rapidly changing society. Candidates for the Master of Science in Education Degree will be prepared to teach in diverse environments recognizing multiple pathways of learning.

The Department is committed to enhancing the graduate academic experience in order to create educators who can function effectively in a culturally diverse, technologically advances, and global environment in order to engage learning at all levels.

Outcomes for All Graduate Students at Eastern Illinois University
Graduate students will:
1. Possess a depth of content knowledge including effective technology skills and ethical behaviors;
2. Engage in critical thinking and problem solving;
3. Exhibit effective oral and written communication skills;
4. Engage in advanced scholarship thorough research and /or creative activity;
5. Demonstrate an ability to work with diverse clientele, recognizing individual difference; and
6. Collaborate and create positive relations within the school, community, and professional in which they work.

Information Processing Models
Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them. (pp. 25-28)

Joyce, B., Weil, M. & Calhoun, E. (2009). *Models of teaching* (8th ed.). Boston: Pearson.

Illinois Common Core Standards http://www.isbe.net/common_core/pls/level1/pdf/ela-standards.pdf
Illinois Professional Teaching Standards http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf

Course Description:
This course addresses historical, political, sociocultural and educational issues, along with local, state, and federal policies, that affect English language learners (ELLs). The course explores current theories of second language

acquisition, bilingualism, and culture for their pedagogical implications and examines program models used in elementary, middle, and high school for their effects on academic achievement. Ten hours required for the field experience.

Course Purpose:
This course provides advanced study for teachers who have already completed the basic courses required for teaching general education classes. The course may be used as an elective within the graduate education programs. It has been approved by the Illinois State Board of Education to serve as one of the courses in the state-approved sequence leading to a bilingual/ESL endorsement.

Course Objectives:
As a result of completing this course, students will be able to

1. Analyze the political, sociocultural and educational issues that contribute to the formation of language policy at local, state, and federal levels.
2. Explain the historical events that have contributed to the development of programs for teaching ELLs in schools.
3. Critique instructional models and theories in terms of their implications for teaching ELLs.

Textbook & Supplemental Materials:
Ovando, C. J., & Collier, V. P. (2005). *Bilingual and ESL classrooms* (5th ed.) Boston: McGrawHill.

Reading Materials will be posted on D2L as and when needed.

Course (Core) Requirement	Demonstrated Competencies –IPTS (2013)	Graduate Standards
Reflection Paper	1A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum; 1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community; 1E) understands the impact of linguistic and cultural diversity on learning and communication; 1F) understands his or her personal perspectives and biases and their effects on one's teaching; 2H) understands the relationship among language acquisition (first and second), literacy	1.a. depth of content knowledge in the discipline 1.b. effective use of technology as appropriate 2.a. critical thinking and problem solving 3.b. effective written communication skills 5.f. an ability to engage in reflective practice

	development, and acquisition of academic content and skills. 9Q) proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom;	
Community Member Interviews	1A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum; 1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community; 1L) uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students. 2H) understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills. 3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction; 6C) understands communication theory, language development, and the role of language in learning;	1.d. an understanding and respect for professional ethics in the discipline 2.a. critical thinking and problem solving 2.b. the ability to effectively evaluate situations and identify an appropriate course of action 3.a. effective oral communication skills 3.b. effective written communication skills 4.a. an understanding of the role of research in the discipline 4.b. the ability to conduct research and apply it to practice 5.f. an ability to engage in reflective practice
Analysis and Discussion of Curriculum, Strategies, Assessment, and Issues related to ELL's	1J) differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse	1.a. depth of content knowledge in the discipline 1.b. effective use of technology as appropriate

	learning needs;	1.c. the ability to apply content knowledge to practice
	1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;	1.d. an understanding and respect for professional ethics in the discipline
	3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction;	3.b. effective written communication skills
	4L) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;	
	5E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics;	
	6C) understands communication theory, language development, and the role of language in learning;	
	7H) knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations;	
	8D) understands the benefits, barriers, and techniques involved in parent and family collaborations;	
Final Project– Plan of Action to Proactively Meet the Needs of ELL Students	1A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum;	1.a. depth of content knowledge in the discipline
		1.b. effective use of technology as appropriate
		1.c. the ability to apply content knowledge to practice
	1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive,	1.d. an understanding and respect for professional ethics in the

	linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;	discipline
		2.a. critical thinking and problem solving
	1E) understands the impact of linguistic and cultural diversity on learning and communication;	
		2.b. the ability to effectively evaluate situations and identify an appropriate course of action
	1F) understands his or her personal perspectives and biases and their effects on one's teaching;	3.a. effective oral communication skills
	1J) differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs;	3.b. effective written communication skills
		5.a. an understanding of individual differences in clientele
	1L) uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.	5.b. a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace
	2H) understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills.	5.c. a respect for individual differences through the use of rich and varied approaches
	3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction;	5.d. an ability to provide evidence of differentiation of curricula
		5.e. an ability to provide evidence of inquiry based instruction
	4L) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;	6.a. the ability to collaborate with other professionals to promote the success of their clientele
		6.b. the ability to effectively work with the community to promote the success of their clientele
	5E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics;	
	5M) uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences;	

	6C) understands communication theory, language development, and the role of language in learning; 6J) selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers); 7H) knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations; 8S) participates in the design and implementation of individualized instruction for students with special needs (i.e., IEPs, IFSP, transition plans, Section 504 plans), ELLs, and students who are gifted; 9Q) proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom;	
Clinical Experience	1A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum; 1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community; 1E) understands the impact of linguistic and cultural diversity on learning and communication; 1F) understands his or her personal perspectives and biases and their effects on one's teaching;	1.a. depth of content knowledge in the discipline 3.a. effective oral communication skills 3.b. effective written communication skills 6.a. the ability to collaborate with other professionals to promote the success of their clientele 6.b. the ability to effectively work with the community to promote the success of their clientele

	1L) uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students. 2H) understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills. 3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction; 4L) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement; 5E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics; 6C) understands communication theory, language development, and the role of language in learning; 7H) knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations; 9Q) proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom;	

Course Assignments:

Assignment	Description	Weight & Points	Due Dates
Reflection Paper	Student will write a reflection paper to demonstrate understanding of the strengths and richness that ELL students bring to the classroom. They will demonstrate the ability to reflect on how these strengths can be used as building blocks for both academic and language development of students who are ELL. The paper should be a minimum of two pages in length and include the following sections: a. Brief summary of ELL strengths b. Reflections c. Discussion of factors that impact academic and language development of ELL's	5 % ___ points each	May 28
Community Member Interviews	Students will interview two community members (not professional educators) so as to include one ethnic majority member (Caucasian) and one immigrant from a non-English speaking country to learn about attitudes toward ELLs and knowledge of programs and issues related to teaching ELLs in the community. An oral report of the results; and a written summary and analysis need to be submitted. The questions that will be used for these interviews will be developed during class meetings in small groups. Students will need to have about 10 questions for the interview. Student will write a report and present it in class. The report must include the following components: a. Backgrounds of participants and setting b. Summary of the Data c. Results of the interviews c. Discussion and implications The report needs to be submitted in D2L.	20 % ___ points	Written Report – June 18. Oral Report – June 25
Analysis and Discussion of Curriculum, Strategies, Assessment, and Issues related to ELL's	Student will post a minimum of four responses (of at least 250 words each) to discussion board prompts based on the course readings and resources, and respond to at least two other postings from classmates.	10% ___ points	1. 5/25 2. 6/1 3. 6/8 4. 6/15
Final project- Plan of Action to Proactively Meet the Needs of ELL	Student will write a report on a plan of action for teaching ELLs in one's own current or future classroom. The report will describe the target population and justify one's choice of a particular program model and strategies. Specific guidelines will	45 % ___ points	June 18

Students	be provided in a separate document on D2L, but the report must include the following components: a. The program model; b. The teaching strategies and activities; and c. The evaluation of the program.		
Clinical Experience	As a part of this clinical experience (ten hours), the student will collect data on the classroom environment related to ELLs; document the program model and teaching strategies observed in the ESL clinical setting; compile materials and resources for ELLs; and administer the "Teacher's Inventory" and "Home Language Survey" provided by the course instructor. Student will document Field Experience in an electronic notebook form and submit in D2L. The log sheet in the electronic form will be provided in the "Description of Assignment" document.	20% _____ points	June 25

Grading Scale:

A = 93-100%   B = 85-92%   C= 77-84%   D = 69-76%   F= 68% & below

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard.

<div align="center">

Course Schedule/Topics Outline: (For Hybrid Class)

</div>

Week 1: Students, Policy and Programs
- What Do We Mean by Bilingual Education and ESL?
- Demographic
- Types of Language Minority Students
- Students and Family Background
- Program Models
- The Politics of Bilingual Education
- Historical Background
- Historical Overview of Title VII Legislation
- "No Child Left Behind" (PL 107-110, 115 Stat. 1425, 2002)
- Court Decisions and the Office for Civil Rights
- State Policies

Week 2: Teaching and Language
- Passive and Active Learning

- Inquiry-based Learning
- Cooperative Learning
- Accelerated Learning
- Critical Pedagogy
- Art
- Technology
- Music
- Language Acquisition
- Interdependence of First and Second Languages
- Second Language Acquisition
- The Contribution of Sociocultural Theory
- Instructional Approaches to Teaching a Second Language
- Teaching Arts in a Bilingual Classroom
- Language and Multicultural literature across the Curriculum

Week 3: Culture
- Perspectives on the Concept of Culture
- Processes in the Development of Cultural Identities
- Multicultural Education
- Prejudice and Discrimination
- The Role of Culture in Language Minority Achievement
- Ethnographic Approaches to Cultural Understanding

Week 4: Mathematics, Science, and Social Studies
- Achievement of Language Minority Students in Mathematics
- Current Standards and Math and Science Reform
- Opportunity to Learn Standards
- Language in Mathematics and Science Classrooms
- Cultural Issues in Mathematics and Science
- A Theme-Based Approach: Science Technology, and Society.
- A Framework for Social Studies
- Classroom Settings for Bilingual and ESL Social Studies
- Methods for Social Studies Instruction
- Theme-Based, Integrated Social Studies Units

Week 5: Assessment and Bilingual Special Education
- Political Context for Assessment
- Type of Assessments and Appropriate Assessment for ELLs
- Screening procedures: HLS (Home Language Survey) and WAPT
- Foundations for Bilingual Special Education
- Current Educational Policies and Reform
- ELLs in Special Education
- Understanding the Prereferral, Evaluation, and Placement Processes

Week 6: School and Community
- The historical Context of Language Minority Communities
- Developing a Portrait of the Community
- Pathways to Partnership

References

Abedi, J. (Ed.). (2007). English language proficiency assessment in the nation: Current status and future practice. Davis, CA: University of California. Retrieved from http://education.ucdavis.edu/research/elp_report.pdf

August, D., & Shanahan, T. (2006). (Eds.). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth.* Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Bailey, A. L. (Ed.). (2007). *The language demands of school: Putting academic language to the test.* Princeton, NJ: Yale University Press.

Bolos, N. (2012). Successful Strategies for Teaching Reading to Middle Grades English Language Learners. *Middle School Journal*, *44*(2), 14-20.

Bui, Y. N., & Fagan, Y. M. (2013). The Effects of an Integrated Reading Comprehension Strategy: A Culturally Responsive Teaching Approach for Fifth-Grade Students' Reading Comprehension. *Preventing School Failure: Alternative Education for Children and Youth*, *57*(2), 59-69.

Chamot, A., and O'Malley, J. M. (1994). *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*. Boston: Addison-Wesley.

Cheung, A. C. K., & Slavin, R. E. (2005). Effective reading programs for English language learners and other language-minority students. *Bilingual Research Journal*, *29*(2), 241-267.

Cheung, A. C. K., Slavin, R. E., (2012) Effective reading programs for Spanish-dominant English language learners (ELLs) in the elementary grades: A synthesis of research. Review of Educational Research, 82(4), 351-395.

Cline, Z., & Necochea, J. (2003). Specially designed academic instruction in English (SDAIE): More than just good instruction. *Multicultural Perspectives*, *5*(1), 18-24.

Cloud, N., Genesee, F., & Hamayan, E. (2009). *Literacy instruction for English language learners: A teacher's guide to research-based strategies*. Portsmouth, NH: Heinemann.

Collier, V. P., & Thomas, W. P. (2009). *Educating English learners for a transformed world.* Albuquerque, NM: Fuente Press.

Drucker, M. J. (2003). What reading teachers should know about ESL learners. *The Reading Teacher*, 22-29.

Echevarria, J., & Graves, A. W. (2003). *Sheltered content instruction: Teaching English-language learners with diverse abilities*. Boston: Allyn and Bacon.

Echevarria, J., Short, D., & Powers, K. (2006). School reform and standards-based education: A model for English-language learners. *The Journal of Educational Research*, *99*(4), 195-211.

Echevarria, J., Vogt, M., & Short, D. J. (2008). (3rd Ed.). *Making content comprehensible for English*

learners: The   SIOP model. Columbus, Ohio: Allyn & Bacon/ Merrill.

Espinosa, L. M. (2010). *Getting it RIGHT for young children from diverse backgrounds: Applying research to improve practice.* Upper Saddle River, NJ: Pearson

Farris, S. (2011). In Yasir's Shoes: A Principal gains insight by shadowing an English Language Learner student. *Journal of Staff Development*, *32*(5), 20-23.

Genesee, F., Lindholm-Leary, K., Saunders, B., & Christian, D. (2006). *Educating English language learners: A synthesis of research evidence*. Cambridge University Press.

Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH : Heinemann. ISBN: 0325003661

Gray, T., & Fleischman, S. (2004). Successful Strategies for English Language Learners. *Educational Leadership*, *62*(4), 84-85.

Herrell, A., & Jordon, M. (2004). *Fifty strategies for teaching English Language Learners*. Upper Saddle River, NJ: Pearson.

Hill, J., & Flynn, K. (2006). *Classroom instruction that works with English language learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Hite, C. E., & Evans, L. S. (2006). Mainstream first-grade teachers' understanding of strategies for accommodating the needs of English language learners. *Teacher Education Quarterly*, *33*(2), 89-111.

Janzen, J. (2008). Teaching English language learners in the content areas. *Review of Educational Research*, *78*(4), 1010-1038.

Kopriva, R. J., Emick, J. E., Hipolito-Delgado, C. P., & Cameron, C. A. (2007). Do proper accommodation assignments make a difference? Examining the impact of improved decision making on scores for English language learners. *Educational Measurement: Issues and Practice*, *26*(3), 11-20.

Opitz, M. F., & Harding-DeKam, J. L. (2007). Understanding and Teaching English-Language Learners. *The Reading Teacher*, *60*(6), 590-593.

Quiñones-Benitez, A. L. (2003). Training teachers of English Language Learners through instructional conversations: A metalogue. *NABE Journal of Research and Practice*, *1*(1), 25-49.

Rothenberg, C., & Fisher, D. (2007). *Teaching English language learners: A differentiated approach*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Saenz, L. M., Fuchs, L. S., & Fuchs, D. (2005). Peer-assisted learning strategies for English language learners with learning disabilities. *Exceptional Children, 71*(3), 231–247.

Short, D., & Echevarria, J. (2004). Teacher skills to support English language learners. *Educational Leadership*, *62*(4), 8-13.

Stoddart, T., Pinal, A., Latzke, M., & Canaday, D. (2002). Integrating inquiry science and language development for English language learners. *Journal of Research in Science Teaching*, *39*(8), 664-687.

Sumaryono, K., & Ortiz, F. W. (2004). Preserving the cultural identity of the English language learner. *Voices from the Middle, 11*(4), 16-19.

Torres-Velasquez, D., & Lobo, G. (2004). Culturally Responsive Mathematics Teaching and English Language Learners. *Teaching Children Mathematics*, *11*(5), 249.

Tran, A. (2006). An approach to basic-vocabulary development for English-language learners. *Reading Improvement*, *43*(3), 157-162.

Wallace, C. (2008). Vocabulary: The Key to Teaching English Language Learners to Read. *Education Digest: Essential Readings Condensed for Quick Review*, *73*(9), 36-39.

Washburn, G. N. (2008). Alone, confused, and frustrated: Developing empathy and strategies for working with English language learners. *The Clearing House*, *81*(6), 247-250.

Watson, S. (2004). Opening the Science Doorway: Strategies and Suggestions for Incorporating English Language Learners in the Science Classroom. *Science Teacher*, *71*(2), 32-35.

Williamson, A. M. (2012). My Students Don't Speak English. *Educational Horizons*, *91*(1), 16-20.

Zwiers, J. (2008). *Building academic language: Essential practices for content classrooms.* San Francisco: Josey-Bass.

Professional Journals

1. Multicultural Perspectives

2. Journal of Multicultural   Education

3. American Educational Research Journal

4. Journal of Research in Education

5. Review of Research in Education