

**Eastern Illinois University**  
**Early Childhood, Elementary, and Middle level Education**  
**ELE 5310.600: Foundations: ESL/Bilingual Education**  
**Spring 2018**

**Instructor:** Dr. Kiran Padmaraju

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**Class Meetings:** Online Course – No class meetings

**Semester:** Spring 2018

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

**Graduate Mission Statement:** The Graduate Program in Elementary Education advances 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 through age fourteen. The graduate curriculum encompasses comprehensive content knowledge and promotes the use of critical thinking and problem solving to cultivate teacher-researchers who are empowered to serve as leaders in the profession. Faculty members challenge students to bridge the gap between theory and practice as they develop the skills required for ethical and effective collaboration and communication within the local school community and a culturally diverse, technologically advanced global environment.

**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. 10-13)

Joyce, B., Weil, M. & Calhoun, E. (2015). *Models of teaching* (9<sup>th</sup> ed.). Boston: Pearson.

**Illinois Common Core Standards** [http://www.isbe.net/common\\_core/pls/level1/pdf/ela-standards.pdf](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](http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf)

**Course Description (3-0-3):** 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., & Combs, M. C. (2012). *Bilingual and ESL classrooms* (5<sup>th</sup> ed.). Boston: McGrawHill.

Reading materials will be posted on D2L as needed.

Course (Core) Requirement	Demonstrated Competencies – IPTS (2013)	Graduate Standards
Reflection Paper	<p>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;</p> <p>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;</p> <p>1E) understands the impact of linguistic and cultural diversity on learning and communication;</p> <p>1F) understands his or her personal perspectives and biases and their effects on one's teaching;</p> <p>2H) understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills.</p> <p>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;</p>	<p>1.a. depth of content knowledge in the discipline</p> <p>1.b. effective use of technology as appropriate</p> <p>2.a. critical thinking and problem solving</p> <p>3.b. effective written communication skills</p> <p>5.f. an ability to engage in reflective practice</p>
Community Member Interviews (2)	<p>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;</p> <p>1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past</p>	<p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>2.a. critical thinking and problem solving</p> <p>2.b. the ability to effectively evaluate situations and identify an appropriate course of</p>

	<p>experiences, talents, prior knowledge, economic circumstances and diversity within the community;</p> <p>1L) uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.</p> <p>2H) understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills.</p> <p>3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction;</p> <p>6C) understands communication theory, language development, and the role of language in learning;</p>	<p>action</p> <p>3.a. effective oral communication skills</p> <p>3.b. effective written communication skills</p> <p>4.a. an understanding of the role of research in the discipline</p> <p>4.b. the ability to conduct research and apply it to practice</p> <p>5.f. an ability to engage in reflective practice</p>
Analysis and Discussion of Curriculum, Strategies, Assessment, and Issues related to ELL's	<p>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;</p> <p>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;</p> <p>3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction;</p> <p>4L) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;</p> <p>5E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics;</p> <p>6C) understands communication theory, language development, and the role of language in learning;</p>	<p>1.a. depth of content knowledge in the discipline</p> <p>1.b. effective use of technology as appropriate</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>3.b. effective written communication skills</p>

	<p>7H) knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations;</p> <p>8D) understands the benefits, barriers, and techniques involved in parent and family collaborations;</p>	
Final Project – Plan of Action to Proactively Meet the Needs of ELL Students	<p>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;</p> <p>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;</p> <p>1E) understands the impact of linguistic and cultural diversity on learning and communication;</p> <p>1F) understands his or her personal perspectives and biases and their effects on one's teaching;</p> <p>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;</p> <p>1L) uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.</p> <p>2H) understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills.</p> <p>3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction;</p> <p>4L) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;</p>	<p>1.a. depth of content knowledge in the discipline</p> <p>1.b. effective use of technology as appropriate</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>2.a. critical thinking and problem solving</p> <p>2.b. the ability to effectively evaluate situations and identify an appropriate course of action</p> <p>3.a. effective oral communication skills</p> <p>3.b. effective written communication skills</p> <p>5.a. an understanding of individual differences in clientele</p> <p>5.b. a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace</p> <p>5.c. a respect for individual differences through the use of rich and varied approaches</p> <p>5.d. an ability to provide evidence of differentiation of curricula</p> <p>5.e. an ability to provide evidence of inquiry based instruction</p> <p>6.a. the ability to collaborate with other professionals to promote the success of their clientele</p>

	<p>5E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics;</p> <p>5M) uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences;</p> <p>6C) understands communication theory, language development, and the role of language in learning;</p> <p>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);</p> <p>7H) knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations;</p> <p>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;</p> <p>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;</p>	<p>6.b. the ability to effectively work with the community to promote the success of their clientele</p>
Clinical Experience	<p>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;</p> <p>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;</p> <p>1E) understands the impact of linguistic and cultural diversity on learning and communication;</p> <p>1F) understands his or her personal perspectives and biases and their effects on one's teaching;</p>	<p>1.a. depth of content knowledge in the discipline</p> <p>3.a. effective oral communication skills</p> <p>3.b. effective written communication skills</p> <p>6.a. the ability to collaborate with other professionals to promote the success of their clientele</p> <p>6.b. the ability to effectively work with the community to promote the success of their clientele</p>

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

Assignment	Description	Weight and Points	Due Dates
Reflection Paper	<p>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.</p> <p>The paper should be a minimum of three pages in length and include the following sections:</p>	<p><b>10 %</b></p> <p><b>20 points</b></p>	<b>Feb. 7<sup>th</sup></b>

	<ul style="list-style-type: none"> <li>a. Brief summary of ELL strengths</li> <li>b. Reflections</li> <li>c. Discussion of factors that impact academic and language develop of ELL's</li> </ul>		
Community Member Interviews (2)	<p>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.</p> <p>A written summary and analysis need to be submitted. The questions that will be used for these interviews will be developed during class discussions 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:</p> <ul style="list-style-type: none"> <li>a. Backgrounds of participants and setting</li> <li>b. Summary of the Data</li> <li>c. Results of the interviews</li> <li>d. Discussion and implications</li> </ul> <p>The report needs to be submitted in D2L.</p>	<p><b>20 %</b> <b>40 points</b></p>	<b>March 7<sup>th</sup></b>
Analysis and Discussion of Curriculum, Strategies, Assessment, and Issues related to ELL's	<p>Student will participate in discussion boards based on the course readings and resources. Requirements for the discussion boards will be posted in the Modules as needed.</p>	<p><b>10%</b> <b>20 points</b></p>	<b>As assigned</b>
Final Project – Plan of Action to Proactively Meet the Needs of ELL Students	<p>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 be provided in a separate document on D2L, but the report must include the following components:</p> <ul style="list-style-type: none"> <li>a. The program model;</li> <li>b. The teaching strategies and activities; and</li> <li>c. The evaluation of the program.</li> </ul>	<p><b>40 %</b> <b>80 points</b></p>	<b>April 25<sup>th</sup></b>

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 “Parent Home Survey” provided by the course instructor. Student will document Field Experience in an electronic notebook form and submit in D2L.	<b>20% 40 points</b>	<b>To be completed by April 25<sup>th</sup></b>
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Instructor's Policies for the Course (i.e., attendance and late assignments): **Late assignments will be accepted for up to a week after the due date; however points (2 points for each day) will be deducted for late submissions.**

**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.**

**Students with Disabilities- If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.**

Topics Outline

Week 1: Introduction and Overview (including course sequence and content as well as outline of clinical component)

1. Status of language minority education/historical overview
2. Federal educational policies – rules and regulations, legislation, and court rulings (e.g. Lau vs Nichols)
3. Review of State educational policies – rules and regulations (e.g. IL School Code Article 14 [Special Education] and Article 14C [Bilingual Education]; 23 IL Administration Code #228 [Bilingual Education] and #226 [Special Education] [Current as of 10/06]) and court rulings (e.g. Gomez vs. ISBE)
4. Bilingual education resources (e.g. OELA, NABE, NCELA, IAMME, TESOL)

Week 2: Changing Demographics and Policies

1. The history of immigration and national, state and local immigration patterns
2. Distinctions concerning citizens, permanent residents, the undocumented
3. Rights of immigrants students in public schools on the federal level (e.g. Plyler vs. Doe) and the state level (e.g. residency requirements and the DREAM Act)



## Weeks 3 & 4: Bilingualism and Second Language Acquisition

1. Definition of bilingualism
2. Relationship between L1 and L2
3. Social language vs. academic language proficiencies
4. Developmental stages of second language acquisition
5. Bilingualism and giftedness (ELL issues leading to underrepresentation in gifted programs)
6. Local or district-level decision-making around issues related to ELLs (e.g. Dual Language Programs and newcomer Centers)
7. Application of content knowledge regarding Second Language Acquisition

## Weeks 5 & 6: ELL Education - Particularly as Related to State Rules and Regulations

1. Theory and rationale
2. IL English Language Proficiency Standards and IL Spanish Language Arts Standards (see World-Class Instructional Design and Assessment, WIDA)
3. Effective native language and ESL delivery
4. State Required Programs: TBE and TPI
5. Framework for Service : ESL (self-contained, pull-out, resource); Dual language (two-way immersion, developmental bilingual program, foreign language immersion) and transitional bilingual education (early exit and late exit)
6. School Improvement, (e.g. district and school improvement plans, language and content standards (TESOL and WIDA)

## Weeks 7 & 8: Assessment

1. Implications of identification: language minority students, ELLs, and Redesignated/Formal ELL (e.g. Fall Housing Report)
2. Screening procedures: HLS (Home Language Survey) and WAPT
3. ISBE Assessments: ISAT, IMAGE, ACCESS, and the new 2008/2009 instrument replacing IMAGE

## Weeks 9 & 10: Research and Policy on Bilingual Education

1. Research on the effectiveness of native language instruction and heritage language (e.g. Collier, Krashen, Cummins, et al.)
2. The English-Only Movement
3. Anti-bilingual Education Initiatives (e.g. California, Massachusetts, Arizona and Colorado [defeated])

## Weeks 11 & 12: Other Educational Programs/Integrating Services for Language Minority Students

1. ESEA reauthorization including No Child Left Behind (NCLB)
2. Title III

3. Title I

4. IDEA (Special Education): Review of the law

- a) Foundations and Current Educational Policies and Reforms
- b) ELLs in Special Education
- c) Understanding the Pre-referral, Evaluation, and Placement Processes

5. Adult and Vocational Education

6. Family Literacy and Newcomer Programs

7. Early Childhood Programs and Preschool for All (IL)

8. Mainstream Education

Week 13: Professional Preparation

- 1. IL Certification and Approval
- 2. Professional development requirements and opportunities
- 3. Professional organizations and resources
- 4. Advocacy

Weeks 14 & 15: Family and Community Involvement

- 1. Federal and state mandates regarding parental participation in public education
- 2. Funds of knowledge (e.g. Moll)
- 3. Barriers to participation for ELL families
- 4. The historical Context of Language Minority Communities
- 5. Developing a Portrait of the Community
- 6. Pathways to Partnership

**References**

\*Denotes Unit Conceptual Framework 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](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.

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#### **Professional Journals**

1. Multicultural Perspectives
2. Journal of Multicultural Education
3. Journal of Research in Education
4. American Educational Research Journal
5. Journal of Research in Education
6. Review of Research in Education

Effective: Spring 2015