

**Education 425 A & B**  
**English Language Learners/Foreign Language Instruction, Curriculum and Assessment**

**I. Course Description**

The purpose of this course is to introduce students to the theory and practice of ELL/foreign language learning and teaching, curriculum selection, evaluation and development as well as assessment of English and foreign language learners.

**II. Place in the curriculum**

This course is a part of a sequence of courses and is required of all students getting a supplemental endorsement, both undergraduate and graduate, in teaching English Language Learners (ELLs). The part A of the course has to be taken before the part B. This endorsement requires an applicant to hold or earn concurrently a subject or field endorsement. Persons with this endorsement may teach English Language Learners in grades Kindergarten through twelfth.

**III. Course Goals and Objectives:**

- ❑ Reflect on personal language learning experiences through writing a foreign language learner autobiography
- ❑ Become familiar with the history of language education in the U.S.A.
- ❑ Be introduced to various theories of first and second language learning/acquisition
- ❑ Become familiar with a variety of approaches, methods, and techniques of language teaching
- ❑ Demonstrate an understanding and application of the ESL Standards for Pre-K-12 Students
- ❑ Demonstrate an understanding and application of the Foreign Language National Standards and specifically, the Nebraska State Frameworks for the Teaching of Foreign Languages
- ❑ Utilize a variety of assessment tools (traditional and non-traditional) to obtain useful information about English language learners' placement, learning and development as well as assist students in reflecting on their own progress
- ❑ Be prepared to select, evaluate, develop, and modify the ELL/foreign language curriculum
- ❑ Create lesson plans integrating the four language skills and culture
- ❑ Develop a complete interdisciplinary unit plan based on a piece of literature

- ❑ Demonstrate an understanding and application of the meaningful use of technology (world wide web, power point, hyper studio, etc) in language learning and teaching
- ❑ Learn how to create a community of learners where students feel safe to take intellectual risks and work both independently and collaboratively
- ❑ Demonstrate knowledge of basic federal and state laws related to limited English proficient students
- ❑ Learn how to facilitate students and families' understanding of the new culture including the educational system
- ❑ Learn how to create linkages with families that enhance the educational experiences of their students
- ❑ Learn how to collaborate with other professionals to best accommodate the needs of English Language Learners
- ❑ Collect and organize various materials for the ELL/foreign language classroom
- ❑ Design an ELL/foreign language classroom plan
- ❑ Begin to develop a working ELL/foreign language teacher portfolio
- ❑ Develop goals for professional growth and development as future language teachers
- ❑ Develop a personal philosophy of language learning and teaching

#### **IV. Content**

- A. History of ESL/ELL
- B. Language Program Designs
- C. Community Building
- D. ESL/ELL Standards
- E. Instructional planning
- F. Language Arts and ELL
- G. Grammar Instruction
- H. Conversational Designs
- I. Assessment Instruments

#### **V. Methodology**

Interactive lectures, whole class and small group discussion, cooperative learning activities, Internet, WebCT, student presentations, guest speakers, teaching demonstrations/videos, response journals

#### **VI. Textbooks:**

##### **Required:**

Freeman, Y.S. and Freeman, D.E. (1998), ESL/EFL Teaching Principles for Success. Portsmouth, NH: Heinemann, ISBN 0325000794.

O'Malley, J.M. and Valdez Pierce, L., (1996), Authentic Assessment For English Language Learners Practical Approaches For Teachers. Addison Wesley, ISBN 0201591510.

Peregoy, S.F. and Boyle, O.F. (2005), Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers, Fourth Edition, Pearson Allyn & Bacon, ISBN 0205449239.

**Optional:**

TESOL (1997) ESL Standards for pre-K-12 Students. TESOL, Inc., ISBN 0939791714.

Echevarria, J., Vogt, M.E., and Short, D.J., (2004), Making Content Comprehensible for English Learners The SIOP Model, Second Edition, Pearson Allyn & Bacon, ISBN 0205386415.

## **VII. Student roles**

The student will:

1. faithfully attend class, participate in class activities and prepare assignments, including microteaching, in a professional manner. (20)
2. participate in a Special Inquiry Group (SIG) relating to a major topic in this course. (20)
3. prepare and present a collaborative thematic teaching unit. This unit will integrate content learning objectives, language learning objectives, the TESOL/ESL Goals and Standards and sheltered instruction techniques. (65)
4. submit three lesson plans as part of the clinical experiences required for this course. (15)
5. modify one lesson plan using the SIOP model. (15)
6. compose a native/foreign language learner autobiography which reflects personal language learning experiences. (15)
7. assess the language proficiency of a student using one of the assessment tools taught in this class. (15)
8. attend the OPS ESL Fall Conference on Saturday, October 20, 2007 and write a response paper on the experience. (15)

**Extra Credit options** (up to 10 points each; choose one):

1. Present a ten-minute book talk relating to a major topic in the course.
2. Prepare an annotated bibliography of resources (including electronic) pertaining to a topic in this course.

3. Student proposal. What interests you? What would you like to share with us?

### **VIII. Evaluation**

Evaluation in this course will be based on each student's performance in terms of the course requirements, class participation and professionalism. Students who will need extended time to complete a project must contact the instructor *PRIOR* to the assigned due date of the project. Failure to submit a project on the due date or an agreed upon date will result in a reduction of the grade assigned.

#### **Grading Scale**

A = 162 - 180

B = 144 - 161

C = 126 - 143

D = 108 - 125

F = Below 108

Reviewed August 2012