

**Vision Statement**

We develop educational leaders who create tomorrow's opportunities.

**Mission Statement**

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

**BME 430 - Methods & Materials in Second Language Teaching & Structured English Immersion**

Department of Educational Specialties

Spring 2012 – Course Syllabus – 3 Credit Hours

**General Information:**

**Instructor:** Dr. Jon Reyhner

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**Office Hours:** Mon. & Wed. 2:45-4:00 pm & Tues. & Thurs. 2:45-4:00 pm

**Course Description:** The course will prepare pre-service teachers to: assess the needs of English Language Learners (ELL) and develop curriculum materials and effective teaching methods for ELLs enrolled in both Structured English Immersion (SEI) programs and mainstream classes. Students will examine critically the theoretical foundations and recent research findings that inform second language classroom practices.

**Course Objectives & Student Learning Expectations:**

*ELL Proficiency Standards Objectives, 1 clock hour*

1. Examine and discuss the alignment between Arizona State Language Arts Standards (in Listening, Speaking, Reading and Writing) and the Arizona ELL Proficiency Standards.
2. Understand how to use the ELL Proficiency Standards to plan, deliver, and evaluate instruction.
3. Demonstrate how to integrate ELL Proficiency Standards into all content areas.

*Assessment Objectives, 6 clock hour*

4. Analyze and apply disaggregated data to differentiate instruction (understand assessment results by analyzing the mastery of different subskills and abilities revealed in students' performance on tests and other evaluation instruments).
5. Interpret and use "snapshots" of longitudinal data (evaluate student progress on different aspects of language proficiency and content learning from one point in time to another).
6. Track students progress on the ELL proficiency standards using the Stanford English Language Proficiency (SELP) test, and other assessment instruments.
7. Integrate diagnostic, formative and summative assessments for ELLs.
8. Create and offer multiple assessments.
9. Use assessment results for placement and accommodation for special education and gifted students.
10. Use standardized testing and language proficiency assessments to monitor student progress.

*Foundations Objectives, 5 clock hours*

11. Understand the linguistic, academic, cultural, historical, and legal issues related to the education of language minority students, including rationales for SEI. Understand the basic concepts of bilingualism, bilingual development, and second language learning from a cognitive perspective.
12. Define basic terminology related to SEI, second language learning, content-based language learning, sheltered content teaching, and language minority education in general.
13. Understand the basic theoretical principles of language acquisition and immersion language teaching. Compare and contrast the different program models for second language learners.
14. Discuss the role of culture in language learning, how culture is related to bilingualism and to the development of second language abilities.
15. Define Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) and explain how these concepts are important for designing a second language learning program in which language objectives and content objectives are integrated.

*SEI Strategies Objectives, 30 clock hours*

16. Demonstrate multiple strategies to improve ELL achievement:
    - how to provide comprehensible input during instruction, including modifications in teacher discourse.
    - how to provide appropriate corrective feedback for learners,
    - implement different types of grouping structures and techniques,
    - build and applying background knowledge,
    - promote vocabulary development,
    - maximize student engagement, and
    - use computer technology and internet resources to teach a second language
  17. Modify and elaborate SEI methods for beginning ELLs (TPR Storytelling, contextualized presentations of content, narrative approach, and integration of grammar and other kinds of language learning objectives into the content areas).
  18. Describe the Silent Period (ways of responding, developmental processes)
  19. Identify and describe pre- and early production strategies of students.
  20. Integrate current materials into ELL instruction (lesson and text modifications); how to appropriately modify learning materials for second language learners.
  21. Extend SEI content methods (preview/review, content area reading and writing strategies, experiential methods, appropriate uses of students' first language).
  22. Analyze and apply vocabulary development approaches in the content areas, and learn how to integrate grammar learning objectives with communicative approaches.
  23. Plan SEI lessons based on students prior knowledge, and how to utilize students' first language knowledge appropriately.
  24. Select, adapt, and sequence curricular materials for ELLs, including Computer Assisted Language Learning (CALL) materials.
- Parent, Home, School Scaffolding Objectives, 3 clock hours*
25. Identify the socio-cultural influences on ELLs (bilingualism, language shift, cultural and linguistic identity, the role of culture in learning).
  26. Discuss the different aspects of bilingualism and home language use.
  27. Describe parental and community sources for aiding English language acquisition.
  28. Discuss how to cultivate home-school partnerships.
- Course Structure/Approach:** Sessions will follow a discussion and problem solving format based on required readings, demonstrations and class presentations, and reports from practice teaching sessions and CALL experiences.

### Readings and Materials

#### Required Texts and Materials:

##### *Required textbook:*

(1) Echevarría, J. & Graves, A. (2007). *Sheltered content instruction*. New York: Allyn & Bacon

##### *Materials and resources:*

(2) Arizona English Language Learner Proficiency Standards, on-line at

<http://www.ade.state.az.us/asd/lep/>

(3) Arizona Language Arts Standards, on-line at

<http://www.ade.state.az.us/standards/contentstandards.asp>

##### *Required readings on reserve:*

(5) Baker, C. (2001). Foundations of bilingual education and bilingualism. *Multilingual Matters*. (pp. 273-284).

(6) Balderrama, M. & Díaz-Rico, L. (2006). *Teaching performance expectations*. Pearson (pp. 291-299).

(7) Coelho, E. (2003). *Adding English: A guide to teaching in multilingual classroom*. Toronto: Pippin Publishing (pp. 217-241).

(8) Crandall, J.; Jaramillo, A.; Olsen, L. & Peyton, J. K. (2002). Using cognitive strategies to develop English language and literacy. *ERIC Digest*, EDO-FL-02-05 (pp. 1-5).

(9) Cummins, J. (2000). Language proficiency in academic contexts. In *Language, power and pedagogy*, Chapter 3 (pp. 57-85).

(10) Díaz-Rico, L. T. (2004). *Teaching English learners: Strategies and methods*. New York: Pearson (pp. 66-81, 292-305).

(11) Díaz-Rico, L. T. (2008). *A course for teaching English learners*. New York: Pearson (pp. 95-103).

(12) Faltis, C. (2001). *Joinfostering: Teaching and learning in multicultural classrooms*. Prentice Hall (pp. 14-29, 100-108).

- (13) Francis, N. & Reyhner, J. (2002). *Language and literacy teaching for indigenous education: A bilingual approach*. Clevedon: Multilingual Matters (pp. 104-130).
- (14) Haley, M. H. & Austin, T. Y. (2004). *Content-based second language teaching and learning: An interactive approach*. New York: Pearson (pp. 31-52).
- (15) Harmer, J. (2001). *The practice of English language teaching*. Longman (pp. 321-327).
- (16) Hernández, A. (2005). Making content instruction accessible for English language learners. In G. García (ed.), *English learners: Reaching the highest level of English literacy*. IRA (pp. 125-138).
- (17) Herrera, S. G. & Murry, K. G. (2005). *Mastering ESL and bilingual methods: Differentiating instruction for culturally and linguistically diverse (CLD) students*. New York: Pearson (pp. 94-116).
- (18) Jesness, J. (2004). *Teaching English language learners K-12*. Corwin Press (pp. 37-43).
- (19) Lessow-Hurley, J. (2001). *The foundations of dual language instruction* (Chapter 1).
- (20) Otto, B. (2002). *Language development in early childhood*. Columbus: Merrill (pp. 52-73).
- (21) Peregoy, S. F. & Boyle, O. F. (2005). *Reading, writing, and learning in ESL: A Resource book for K-12 teachers*. New York: Pearson (pp. 78-88).
- (22) Peterson, E. & Coltrane, B. (2003). Culture in second language teaching. *Center for Applied Linguistics Digest* (pp. 1-5).
- (23) Piper, T. (2007). *Language and learning: The home and school years*. New York: Pearson (pp. 23-56).
- (24) Pratt-Johnson, Y. (2006). Communicating cross-culturally: What teachers should know. *The Internet TESL Journal*, vol. 12 (pp. 1-5).
- (25) Rothenberg, C. & Fisher, D. (2007). Teaching English language learners: A differentiated approach. Pearson (pp. 20-23, 41-48, 112-121, 176-180).
- (26) Samway, K. D. & McKeon, D. (1999). *Myths and realities: Best practices for language minority students*. Chapter 5, pp. 31-43.
- (27) Snow, M. Met, M. & Genesee, F. (1989). A conceptual framework for the integration of language and content in second/foreign language instruction. *TESOL Quarterly*, 23(2), 201-217.

#### Optional reading

- (28) Filmore, L. & Snow, C. (2000). *What teachers need to know about language*.

#### Course Requirements

**Class attendance and participation:** Attendance and participation in class are required. In case of absence, the student should contact the instructor prior to class in order to make up missed or due work.

**Midterm exam:** Students will synthesize and apply the material covered in readings and class discussions to specific problems in the field of second language immersion teaching.

**Reaction paper:** Briefly respond to one of the readings (e.g., questions, clarification of concepts, self-assessment, evaluation or expansion of instructor's treatment of the material, personal application, personal reflection upon language use or cross-cultural experiences, etc.). Make sure you refer to the reading, the concept(s) that the author is addressing and two outside readings that you find on your own that are related to the topic. In the bibliography, list the course reading and the outside readings and cite these in the paper. Length: six pages, double-spaced.

**Teaching module/case study:** During the semester each student will work with a second language (L2) learner. After studying the Snow, Met & Genesee article, design a teaching module (a short series of lessons) that integrates a content-area object with a language objective. You will work with the student in his or her L2, without recourse to translation. Write a report that includes: a lesson plan, an anecdotal record of what actually transpired during the work sessions, and an evaluation of the objectives and the effectiveness of the lessons. See teaching module guidelines for detailed instructions and format for report.

**Second language learning material design:** Each student will design and produce an example of a second language learning material that he or she will use in the classroom. Materials will be presented to the class for comment and critique during a materials demonstration session.

**Computer Assisted Language Learning (CALL) project:** This assignment involves engaging in learning activities in a second language. You will choose a language that you do not speak or are learning as a L2 from two different computer language learning programs. Beginning to work at an appropriate difficulty level, you will progress as far as you can during the course of the semester. Write a eight page (double-spaced, Times 12-point) reflection on your language learning experience. See CALL project guidelines for detailed instructions and format for report.

**Final exam:** Students will synthesize and apply the material covered in readings and class discussions

**Tutorials:** After reading the reserve readings, you will complete a self-assessment. A score of 100% is required on the tutorial to get a passing grade in the class. You can take the tutorial as many as times as is necessary.

### Evaluation

|   |          |                |             |
|---|----------|----------------|-------------|
| Mid-term exam                                     | 20%      | CALL project   | 20%         |
| Final exam  | 30%      | Reaction paper | 5%          |
| Teaching module/case study                        | 10%      | Tutorials      | 5%          |
| 2 <sup>nd</sup> language learning material design | 10%      |                |             |
| A 90-100%   | B 80-89% | C 70-79%       | D 60-69%    |
|   |          |                | F Below 60% |

### Course Policies

- Regular attendance is expected and all assignments should be submitted on the due date to receive full credit. While class attendance is required, please be cautious about attending class if you are feeling ill or have to travel on icy roads.
- All assignments prepared outside of class for submission to the instructor, or to the class, should be typewritten and double-spaced (12 point times font using black ink). Incomplete or unedited work will be assigned an *Incomplete* and may be returned to be reworked before final grading if time permits. If time remaining before the end of the semester does not permit, zero credit may be awarded to the assignment.
- Papers handed in late without a valid excuse (medical, sports, etc.) may lose points.
- All students need to evacuate the building if the fire alarm sounds. If the fire alarm is sounds during a test, leave your exam face-down on your desk, and exit the building.
- Cell phones must be turned off during class and are not allowed to be visible. Laptops are only to be used for taking notes.**
- If you must be absent, you are responsible for getting class notes, announcements, etc. from another student.
- If you are unable to take an exam at the regularly scheduled time, notify the instructor before the exam.
- Writing errors, such as spelling, punctuation, grammatical errors, etc., will be taken into consideration and may lower your grade. Papers, unless otherwise indicated, must be typed double-spaced in "Times" (like this syllabus) or a similar typeface with 12 point type and 1" margins. Use APA 5th edition reference style.
- Students are permitted and encouraged to proofread and critique each other's assignments.
- Make a copy of every assignment before you submit it to the instructor. Keep returned copies of all graded assignments until you have received your final grade and are satisfied with it.
- In the event of an unusual final point distribution, the final point requirements may be lowered. This will be solely at the instructor's discretion.
- Assignments submitted as a requirement for another class cannot be submitted for this class. All assignments should be the original work of the student completed for this class.**
- Plagiarism is defined as knowingly using the work of others and presenting it as your own. Academic dishonesty includes cheating on tests or lying about class work. If an individual engages in these activities the NAU Student Handbook policy will be followed. If you take more than three words in succession from a source, put them in quotation marks and site your source!**
- ACCOMMODATION OF RELIGIOUS OBSERVANCE AND PRACTICE: No employee, agent, or institution under the jurisdiction of the Arizona Board of Regents, shall discriminate against any student, employee, or other individual, because of such individual's religious belief or practice or any absence thereof. Furthermore, administrators and faculty members are responsible to reasonably accommodate individual religious practices. A refusal to accommodate is justified only when undue hardship would result from each available alternative of reasonable accommodation. No administrator or faculty member shall retaliate or otherwise discriminate against any student, employee or prospective employee because that individual has sought a religious accommodation pursuant to this policy. (excerpt from 1998-2000 Student Handbook, p. 43)
- MEDICAL INSURANCE COVERAGE FOR STUDENTS: The University's self-insurance plan does not provide medical coverage to students if injured while participating in University-related activities or academic programs. Students are strongly encourage to obtain medical/health insurance prior to participation through their parent's health insurance plan or by purchasing insurance (such as the Blue Cross/Blue Shield package offered through Fronske Health Center.)
- CLASSROOM MANAGEMENT: Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. It is the responsibility of each student to behave in a

manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabi. At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.

**Northern Arizona University Policy Statements:**

1. **Safe Environment Policy:** NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university. You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action office.
2. **Students with Disabilities:** If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services. In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations. Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed. Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at <http://www2.nau.edu/dss/>.
3. **Academic Integrity:** NAU takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner. Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU's *Student Handbook*.
4. **Academic Contact Hour Policy:** The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit." The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.