

BME 430: Course Outline and Calendar

Introductory Module (week 1)

Introduction to Methods and Materials in Second Language Teaching, and how this is applied specifically to Structured English Immersion.

How to get started:

Review the Course Syllabus to get an overview of the assignments and exams.

Preview this Course Outline and Calendar. This will show what topics we will cover, when some of the assignments are due, and when you can expect the Midterm and Final exams.

Next, preview the Study Guides. These will guide your reading and studying.

Read and study the Guidelines for the [Teaching Case Study Project](#). Think about a person that could serve as a student for this activity, and start to plan the project (e.g. permission from parents or guardian if your student is a minor, teaching materials, etc.)

Preview the three textbooks and compare the chapters and major headings of each chapter with the topics for each module in the Course Outline to get a more detailed overview of the course; look for topics that you might integrate into your [Reaction Paper](#).

Go to [Cline Library Reserves](#). Start right away with the first reading from Samway & McKeon *Best practices for language minority student*. Next, download the reading from Cummins' (2000) *Language, power and pedagogy* book. You will need this reading to do your Reaction Paper, so it would be a good idea to survey it this week.

Browse through the different links for the course, starting with the [Rosetta Stone Language Library](#), the [British Broadcasting Corporation \(BBC\) Learning English](#) and [Teaching English](#) sites. These websites will be explored in depth later in the course.

Bookmark this website for useful information that will help you with your assignments: Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students (OELA):

<http://www.ncela.gwu.edu/>

Be familiar with the requirements of Arizona's "English for the Children" Proposition 203 that was passed by Arizona voters in 2000. This is why you have to take this course:

<http://www.azsos.gov/election/2000/info/pubpamphlet/english/prop203.htm>

Start: Self-test & Tutorial.1

Module 1: Introduction to Multicultural Education and Teaching English as a Second Language (ESL): How immersion works (week 2)

Study guide #1

Readings:

(1) Samway (1999). *Best practices for language minority students* (pp. 28-43), "Myths" 1-7. ON RESERVE.

(2) Faltis (2001). *Joinfostering*, Chapter 1 (pp. 14-29): "Language and literacy socialization practices." ON RESERVE.

Start: Teaching Case Study Project

Study: ESL-Talk

Start: Learning English Project

Module 2: Teaching English in the Multicultural Classroom, Social and Historical Contexts of Second Language Teaching, & Cognitive and language learning foundations (week 3)

Study guide #2

Readings:

- (1) Learners with diverse abilities: *Sheltered Content Instruction*, Chapter 1 (pp. 2-6). Adjusting discourse to enhance learning: *Sheltered Content Instruction*, Chapter 7 (pp. 150-165).
- (2) Francis & Reyhner (2002). *Language and literacy teaching for indigenous education: A bilingual approach* (pp. 104- 121). ON RESERVE.
- (3) Lessow-Hurley (2001). Historical and international perspectives: *Foundations*, Chapter 1. ON RESERVE.

Start: Computer Assisted Language Learning (CALL) Project

Start: Analysis of ESL Talk

Complete: Tutorial.1

Module 3: Second Language Teaching Program Types

Study guide #3 (week 4)

Readings:

- (1) Herrera & Murry (2005) *Mastering ESL and bilingual methods: Differentiating instruction for culturally and linguistically diverse (CLD) students* (pp. 94-116), ON RESERVE.
- (2) Baker (2001). *Foundations of Bilingual Education*, section on "Language allocation in bilingual classrooms (pp. 273-280). ON RESERVE.
- (3) Comparing instructional models: *Sheltered Content Instruction*, Chapter 1 (pp. 6-10, 14-19).
- (4) Sheltered Instruction/Structured English Immersion in the content areas: *Sheltered Content Instruction*, Chapter 3 (pp. 55-78).

Start: Reaction Paper

Start: Analysis of Tarzan-talk

Module 4: Language Learning and Assessment - Basic Concepts I (week 5)

Study guide #4

Readings:

- (1) Piper (2007) *Language and learning: The home and school years* (pp. 23-34, 38-43, 49-56). ON RESERVE.
- (2) Otto (2002) *Language development in early childhood* (pp. 52-73). ON RESERVE.

Submit first progress report on: Teaching Case Study Report (via email)

Submit final report on: Learning English Project

Module 5: Language Learning - Basic Concepts II (week 6)

Study guide #5

Readings:

- (1) English language knowledge: *Sheltered Content Instruction*, Chapter 1(pp. 10-13).
- (2) Crandall et al. (2002) Using cognitive strategies to develop English language and literacy (pp. 1-5), ON RESERVE.
- (3) Díaz-Rico (2004) *Teaching English learners: Strategies and methods* (pp. 292, 303-305). ON RESERVE.

Assessment of English Learners:

(4) *Sheltered Content Instruction*, Chapter 1, the sections on Assessment(pp. 6, 13-14, 20-29).
(5) Díaz-Rico (2004) *Teaching English learners: Strategies and methods* (pp. 66-81). ON RESERVE.

(6) Díaz-Rico (2008). *A Course for Teaching English Learners* (pp. 95-101).ON RESERVE.

(7) Harmer (2001). *The Practice of English Language Teaching* (pp. 321-32). ON RESERVE.

Start: Teaching English Project

Submit first progress report on: CALL Project

Module 6: How to Study for the Midterm Exam (week 7)

Study guide #6

MIDTERM EXAM (Go to "Exams" in the course menu to get started.)

Module 7: Content-based Language Instruction I (week 8)

Study guide #7

Readings:

(1) Snow, Met & Genesee (1989). A conceptual framework for the integration of language and content (pp. 201-217). ON RESERVE.

(2) Hernández (2005). Making content instruction accessible for English language learners (pp. 125-138). ON RESERVE.

(3) Faltis (2001) *Joinfostering*, Chapter 4 (pp. 100-108). ON RESERVE

(4) Jesness (2004). *Teaching English Language Learners K-12*. (pp. 37-43). ON RESERVE.

Start: Second Language Learning Material Design Project

Submit final report on: Teaching English Project

Module 8: Content-based Language Instruction II (week 9)

Study guide #8

Readings:

(1) Theoretical foundations of second language teaching: *Sheltered Content Instruction, Chap. 2*.

(2) Haley & Austin (2004) *Content-based second language teaching and learning: An interactive approach* (pp. 31-52). ON RESERVE.

(3) Peregoy & Boyle (2005) *Reading, writing, and learning in ESL: A Resource book for K-12 teachers* (pp. 78-88). ON RESERVE.

(4) Coelho (2003) *Adding English: A guide to teaching in multilingual classroom* (pp. 217-241). ON RESERVE.

Start: Tutorial.2

Module 9: Teacher-Student Communication and culturally responsive teaching in the Structured English Immersion (SEI) Classroom I (week 10)

Study guide #9

Readings:

(1) Rothenberg & Fisher (2007). *Teaching English Language Learners: A Differentiated Approach*, (pp. 20-23, 41-48, 112-121, 176-180). ON RESERVE.

(2) Díaz-Rico (2004). *Teaching English Learners: Strategies and Methods*, (pp. 300-302). ON RESERVE

Three review readings: (3) Díaz-Rico (2004), from SG.5 (pp. 303-305). (4) Hernández (2005), from

SG.7 (pp. 127-130). (5) Peregoy & Boyle (2005), from SG.8 (pp. 78-81, 86-88).
Submit first progress report on: Second Language Material Design Project

Module 10: Teacher-Student Communication in the SEI Classroom II (week II)

Study guide #10

Readings:

- (1) Affective issues: *Sheltered Content Instruction*, Chapter 4
- (2) Learning strategies: *Sheltered Content Instruction*, Chapter 5
- (3) Curriculum adaptations: *Sheltered Content Instruction*, Chapter 6

Module 11: Language Teaching/Culture/School and Community I (week 12)

Study guide #11

Readings:

- (1) Pratt-Johnson (2006) *Communicating cross-culturally: What teachers should know* (pp. 1-5).
- (2) Peterson & Coltrane (2003) *Culture in second language teaching* (pp. 1-5).
- (3) Otto (2002). *Language development in early childhood*. Re-read "Language differences," pp. 53-56.
- (4) Francis & Reyhner (2002) *Language and literacy teaching for indigenous education: A bilingual approach* (pp. 122-130). All ON RESERVE.

Submit: Reaction Paper

Module 12: Language Teaching/Culture/School and Community II (week 13)

Study guide #12

Review Readings:

- (1) Faltis (2001). *Joinfostering*, Chapter 1 (pp. 14-29). ON RESERVE.
- (2) Cummins (2000). Language proficiency in academic contexts, Chapter 3 (pp. 57-85). ON RESERVE; and study your answers to Tutorial 2 and other important review readings.

Submit final report on: Second Language Learning Material Design Project

Module 13: Language Policy in the Classroom and in Society (week 14)

Study guide #13

Readings:

- (1) Balderrama & Díaz-Rico (2006). *Teaching Performance Expectations*, Chapter on Families and Communities (pp. 291-299). ON RESERVE.
 - (2) Self-evaluation and collaboration: *Sheltered Content Instruction*, Chapter 8.
- Review: (3) Herrera & Murry (2005). *Mastering ESL and Bilingual Methods* (pp. 96-99, 102-104).

Complete: Tutorial.2

Module 14: How to Study for the Final Exam (week 15)

Study guide #14

FINAL EXAM, May 10 from 10:00 – 12:00

Submit all remaining and outstanding assignments by May 8