

South Dakota State University
College of Education & Human Sciences
Teaching, Learning and Leadership Department

EDFN 463/563
Methods of Teaching
English as a Second Language
Three Credit Course
8.17.2011

Professor: Dr. Joan Wink

Office Hours: Daily, M-F, online. Feel free to schedule an appointment for phone or SKYPE.

E-mail: joan@joanwink.com

Phone: 209-480-8468 (cell); 605-985-5240 landline with recorder

Skype: joanwink

Course Description

This course addresses the methods of teaching English as a second language. It develops the central concepts, tools of inquiry, and structure of teaching English to students with limited English proficiency. It includes the evaluation of instruction processes, teaching materials and learning resources, curriculum and language programs. Emphasis will be on teaching students to use English in educational public settings. Specifically, participants will explore and critically examine:

- ❖ the major approaches and methods of language learning and teaching and how they inform classroom practice;
- ❖ the social, linguistic and affective environment of second language learning;
- ❖ the methods and techniques of presenting and practicing productive and receptive language skills; and
- ❖ class planning, management and evaluation.

No Required Texts

Model of Delivery

D2L

The class will also use video conferencing, to the degree possible, through the instructor's Elluminate account.

Attendance and Participation

Your participation on D2L and attendance in class are very important. Being absent from any class or not actively engaging on D2L during a week may result in a lowered grade. Active, thoughtful, and reflective participation is required through class readings, discussions, activities, and assignments. Participation points will only be earned by ON TIME and substantive participation. You are required to use your SDSU email account for all communication.

HOW TO TURN IN ASSIGNMENTS

The instructor will create a specific area for each assignment; some will go to the dropbox, and some will be shared with all at the Discussion tab.

HOW TO LABEL YOUR ASSIGNMENTS

Each Word doc or PowerPoint, needs the SUBJECT LINE (on the doc & on the email & D2L post) to read:

Last name, First name, Name of assignment.
For example, the first assignment will be labeled,
Doe, Jane, Cyberspace file Week 3

Required Reading and Materials

There are NO required texts for this course. We will provide related readings each week online. It is your responsibility to be prepared for class by having an understanding of the readings and be ready for active discussions with your classmates.

Teams

Teams will be created on D2L. Each team's primary responsibility is to take good care of each other. Many teachers have a class rule: *Ask three, and then me.* This encourages the students to use all resources (material and human) in the classroom before asking the teacher. In other words, when you have a question, ask you team-members first.

Objectives/Outcomes

Students will be able to:

- ❖ understand how limited English proficiency affects learning
- ❖ understand the developmental progression and range of individual variation of students with limited English proficiency in the context in which taught
- ❖ understand the process of second language acquisition and about strategies to support the learning of students whose first language is not English
- ❖ demonstrate effective instruction for ELLs by providing oral activities for a variety of situations, such as individual small group and whole group instruction, cooperative learning, and learning centers
- ❖ recognize the importance of teaching reading as a process rather than as a discrete series of skills to be taught through unrelated activities and exercises
- ❖ develop lesson plans demonstrating appropriate ESL strategies for teaching the mechanics of reading and writing using authentic literature appropriate to the age, language proficiency and interest level of the bilingual student
- ❖ demonstrate application of content area reading and writing instruction for English language learners
- ❖ utilize strategies that promote reading comprehension
- ❖ apply a variety of ESL teaching strategies and approaches to expand student's critical thinking abilities
- ❖ apply ESL strategies and approaches to enhance learning in content area instruction
- ❖ demonstrate knowledge to adapt content-based curriculum using ESL approaches for different situations in the implementation of an ESL model.

Course Requirements and Assessment

THREE primary assignments: (a) cyberspace file of reflections of your weekly learning; (b) a "shadowing" process of a bilingual learner; (c) and the weekly reading and responding on D2L.

EDFN 463 and EDFN 563 ~ Please note the difference in the assignments for the students taking the course for graduate credit.

Cyberspace File

A cyberspace file is a summary of your weekly learning. Examples will be posted on D2L. You may create your cyberspace file with a Word doc, PowerPoint, or a Prezi. Your first slide (or page) must contain your photo and your email addresses. A home address is helpful, but not mandatory. Do not share your student ID number or other private information. The 2nd slide (or page) will have your I Am Poem. The 3rd slide (or page) will begin the weekly reflections.

Shadow a Bilingual Student

SDSU students will shadow one multilingual/bilingual student. You may choose an early language learner or an intermediate language learner at any grade level. A good way to do this is one hour before and after recess or lunch. During recess SDSU students can collect information from the student and from the teacher or other adults who work with that student.

A schedule for how-to-proceed:

First, (during Weeks One & Two of class)

Find the school and the “shadow” student. Make arrangements with teacher and staff at school regarding your plans for shadowing the students. After making the arrangements, use the Permission Form, attached at the end of this syllabus. Turn in the signed form to instructor (PO Box 137, Howes, SD, 57748) by September 19. Go to www.JoanWink.com, Free to A Good Home, and download the Reflective Cycle and the Action Research templates.

Practice your reflection as you write on these templates. Find other reflective guidelines, if you choose, using a web search. Begin the shadowing process as soon as possible.

Week 3, September 12: Mail signed Permission Letter to class during this week. Continue the shadowing process. Practice your reflections using the Reflective Cycle. By September 12, you need to have found your shadow student, be comfortable with the reflective cycle, and be comfortable in the classroom of the student.

Week 4: September 23, Friday - **1st reflection** of “shadow” student due on Discussion Board. Use the Reflective Cycle to collect data on the student. Write your 200-word reflection using the information collected with the Reflective Cycle. Focus ONLY on DESCRIPTION, DESCRIPTION, DESCRIPTION, as you write your narrative.

Week 5, due Th, September 29: 2nd reflection due on D2L.

EDFN 463 – Use the short Observational Tool to collect information on your student. Write a 200-word narrative and post on D2L.

EDFN 563 - Use the *EL Observational Tool* to collect information on the student. Pay close attention to the every 5 minutes “snapshot” of student learning. Use this information to write your 200-word narrative for D2L. The URL will be given for both observational forms, and they will also be posted on D2L.

Week 6 (10.3) & Week 7 (10.10) During these two weeks, arrange with the classroom teacher to teach a lesson to your shadow student, which is supportive of the curriculum being used in the class. This can be a small group setting. Post the lesson and your 200-word reflection of the lesson on D2L by 10.14.

Various lesson plan formats are available at www.JoanWink.com, Free To A Good Home.

Week 8, October 17: 4th reflection Use the SOLOM to assess the language proficiency of your shadow student. Due October 14, 200 word narrative of your learning while giving the SOLOM. Do not use the real name of the student on D2L. SOLOM will be posted on D2L.

Week 9, October 24: Use the Action Research cycle to provide the data needed to write your final case study of the shadow student. 463 students – 400 words & 563 students 1000 words. Due on D2L, November 4, Friday.

Short Observation Form, adapted from Campbell County Schools District, Gillette, WY (463)
<http://www.joanwink.com/scheditems/WinkDropIn.pdf>

Long Observation Form, adapted from Stanislaus Co. and LAUSD (563)
<http://www.joanwink.com/scheditems/observational-tool-jw1108.pdf>

Reflection: An Overview
<http://www.joanwink.com/scheditems/reflection-an-overview.pdf>

Action Research
<http://www.joanwink.com/charts/action.pdf>

SOLOM
<http://www.joanwink.com/charts/SOLOM.pdf>

For each week you will be required to respond to the discussion question posted in the discussion tab. Each individual assignment will be posted on Discussion Board, and will also be sent directly to the instructor at joan@joanwink.com.

Grading scale: 92 - 100 % = A
 84 - 91% = B
 75 - 83% = C
 65 - 74% = D

Evaluation of Student Performance	Points	Due Dates
Cyberspace File folder (30 total pts.)		
Two PPT slides or 2 pages due 9.12, Wk. 3	5	
Weekly summaries due 10.19, Wk. 8	10	
Weekly summaries of 14 weeks & conclusion, due 12.5	15	
Shadow a Bilingual Student (50 total pts.)		
Signed permission form from classroom teacher, due 9.19	5	
Reflective cycle		
1 st reflective cycle 200 word: description, description, description on D2L, 9.23	5	
Observational Forms (463 students <i>short</i> & 563 <i>long</i>), due 9.29	5	
Lesson and reflection, due 10.14	5	
200-word narrative on your learning during the SOLOM, due 10.24	10	
Action Research for final case study, 463 (400 wds.) & 563 (800), due 11.4	20	
D2L: Attendance/participation/in class/online reading/sharing (Quantitative #'s to be shared privately Wks. 7 & 11.) Qualitative & Quantitative	10	
Test: Final online test	10	
TOTAL	100	

Tentative Course Schedule

Detailed weekly overviews will be included each week in the content tab of D2L.

Week One - Week of August 29

Introduction & Syllabus

How will this class operate?

Content: Who are the students?

What is ESL, EAL, ENL, ELD, sheltered?

Who needs what, when?

Who can do it?

What is the cyberspace file?

Template & examples are posted.

Assignment: www.JoanWink.com

Share your discoveries on D2L

And

Open Letter To Students

<http://www.joanwink.com/openletter.php>

Mamas, Meaning, and Motivation

<http://www.joanwink.com/love/love-mamas.php>

My People Made It Without Bilingual Ed: What's The Matter With Yours?

<http://www.joanwink.com/love/love-mypeople.php>

Instructor is in Santa Fé this week.

Week Two - Week of September 5

Labor Day, M, 9.5

Content: www.JoanWink.com

Due: Student share their discoveries

Sept. 7: last day to add/drop

Assignment: *Write an I Am Poem*

<http://www.joanwink.com/charts/WriteanIAmPoem.pdf>

Post on D2L & send to joan@joanwink.com

Travel Guide: How To Get From South Dakota to Mallorca Spain

<http://www.joanwink.com/love/love-sdtomallorca.php>

Week Three - Week of September 12

Content: Early Language Learners

Who are the students?

Methods for early language learners

The Natural Approach, TPR (Total Physical Response), cooperative learning, music, drama, physical education, games

Due: 9.12.2011 Cyberspace file (2 slides)

(your photo, ID, & I Am Poem)

Assignment:

Levels of Language Proficiency

http://www.joanwink.com/scheditems/levels_lang_acq-0509.pdf

Descriptors of Language Acquisition

http://www.joanwink.com/scheditems/descriptors_lang_acq-0509.pdf

Cummins' Quadrant

<http://www.joanwink.com/charts/cummin.pdf>

The Iceberg

<http://www.joanwink.com/scheditems/iceberg-1.pdf>

Dual Iceberg

<http://www.joanwink.com/scheditems/b-w-iceberg.pdf>

Cummins' Theories

<http://www.joanwink.com/scheditems/Cummins-ppt.pdf>

Separate Underlying Proficiency (SUP)

<http://www.joanwink.com/charts/SUP-Cummins.pdf>

Common Underlying Proficiency (CUP)

<http://www.joanwink.com/charts/CUP-Cummins.pdf>

Due: 9.19.2011, signed permission form. Mail to PO Box 137, Howes, SD 57748

Week Four - Week of September 19

Content: Intermediate Language Learners

Who are the students?

Methods for intermediate students

Sheltered Content Instruction

SDAIE: Specially-designed Academic Instruction in English

SDAIE Strategies

<http://www.suhsd.k12.ca.us/suh/---suhionline/SDAIE/glossary.html>

SIOP: Sheltered Instruction Observation Protocol

<http://www.cal.org/siop/resources/faqs.html>

The SIOP (Sheltered Instruction Observational Protocol) is comprised of two parts: The SIOP model and the SIOP protocol. The model includes 8 components, which helps **content area** teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency. The protocol contains 30 features that allows administrators, coaches, etc. to evaluate instruction.

Differentiated Instruction

<http://differentiatedinstruction.com/>

Due: 9.23.2011, first reflective cycle narrative of "shadow" student

Week Five - Week of September 26

Content: Bilingual Basics

Defining Bilingual Education in Various Contexts

http://www.joanwink.com/love/love_pgs97-101.php

Bilingual Basics

<http://www.joanwink.com/research/bilingualbasics-0811.pdf>

http://www.joanwink.com/scheditems/bil_basics-02-25-08.pdf

www.JoanWink.com/schedule, April 2008

Individual graphics/images available

Due: 9.29.2011, Observational Forms, (Short form for 463 students; long form for 563 students)

Week Six - Week of October 3

Content: Different Perspectives

2 points of view

<http://www.joanwink.com/newsletter/2007/perspective1.pdf>

3 points of view

http://www.joanwink.com/cp3/cp3_pgs72-79.pdf

<http://www.joanwink.com/cp3/3perspectives.php>

5 points of view: Maaria shares

<http://www.joanwink.com/treas/Maaria.php>

100 Years in a 1000 Words

<http://www.joanwink.com/scheditems/100Years.pdf>

Instructor is in Deadwood for SD Book Festival

Week Seven - Week of October 10

No Monday Class Native American Day

Content: Krashen 5 Hypotheses

<http://www.languageimpact.com/articles/rw/krashenbk.htm>

What is Academic Language Proficiency?

<http://www.joanwink.com/research/Krashen-Brown-ALP.pdf>

What is heritage language?

<http://www.joanwink.com/love/love-heritage.php>

Instructor drives to CA for 4 weeks

Due: 10.14, lesson plan and 200-word reflection on lesson

Quantitative D2L count will be shared privately with each student.

Week Eight - Week of October 17

Content: Benefits of Bilingualism

The Power of Two Languages

<http://www.joanwink.com/pub/pub-p21.php>

Krashen, *Keep Your Brain Young*

Text: <http://www.joanwink.com/research/krashen1010.pdf>

Video: <http://www.youtube.com/watch?v=jLcootlU9lc>

Due: 10.19.2011, Cyberspace File, weekly summaries of first 7 weeks of learning (10.20.2011, Thursday is midterm of semester.)

Week Nine - Week of October 24

Content: What is scaffolding?

Who needs it? Who can do it? How do you do it?

<http://projects.edtech.sandi.net/staffdev/presentation/scaffolding.htm>

<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1scf.htm>

<http://scaffoldingineducation.net/>

Due, reflection on SOLOM for your “shadow” student

Week Ten - Week of October 31

Content

What Can English-dominate Teachers Do In A Multilingual Context?

<http://www.joanwink.com/pub/pub-cajourn.php>

10 things Mainstream Classroom Teachers Can Do

http://www.joanwink.com/scheditems/levels_lang_acq-0509.pdf

Week Eleven - Week of November 7

Content: Sociocultural Context

Those People: You Know How They Are

<http://www.joanwink.com/pub/pub-those.php>

Professor Beto: Passionate Pedagogy

<http://www.joanwink.com/love/love-heritage.php>

Quantitative D2L count will be shared privately with each student.

Week Twelve - Week of November 14

Content

The Bilingual Home

<http://www.joanwink.com/scheditems/bilhouse.pdf>

Vanishing Words, Vanishing Worlds: When we lose a culture, the whole world loses

http://rapidcityjournal.com/news/article_347364be-4744-11df-bcd2-001cc4c03286.html

Vanishing Words, Vanishing Worlds: Generation gap strains the efforts to save Lakota Language

[http://rapidcityjournal.com/news/article_3986038e-474f-11df-be8c-](http://rapidcityjournal.com/news/article_3986038e-474f-11df-be8c-001cc4c03286.html)

[001cc4c03286.html](http://rapidcityjournal.com/news/article_3986038e-474f-11df-be8c-001cc4c03286.html)http://rapidcityjournal.com/news/article_3986038e-474f-11df-be8c-001cc4c03286.html

VW, VWs: Uncovering strategies to keep language alive

http://rapidcityjournal.com/news/article_cd98cfea-4752-11df-ae10-001cc4c03286.html

Due, 11.14.2011, Action Research Case Study

Week 12.5, Week of November 22

Thanksgiving (11.24)

Discussion of *Vanishing Words/Worlds* continues on D2L.

Week Thirteen - November 28

Content: Benefits of Bilingualism

Bialystock, E.

<http://www.yorku.ca/coglab/>

Bialystok's list of publications

http://www.yorku.ca/coglab/?page_id=163

Dreifus, C. (2011, May 31). The Bilingual Advantage.

http://www.nytimes.com/2011/05/31/science/31conversation.html?_r=2&nl=todaysheadlines&emc=tha210

Being Bilingual Protects the Brain

<http://news.bbc.co.uk/2/hi/health/3794479.stm>

Bilingualism: Personal Advantages and World Benefits

<http://www.suite101.com/content/bilingualism-personal-advantages-and-world-benefits-a298141>

Week Fourteen - December 5

Due: 12.5.2011, Final cyberspace file, including a conclusion

What is immersion?

Immersion confusion, *WinkWorld*, June 2008

No Cow Left Behind

<http://www.joanwink.com/scheditems/nocow-adapted0907.pdf>

Blueberry Story by Jamie Vollmer

<http://www.joanwink.com/blueberry.php>

December 12-16 Final Week

Final Online Test: Due December 13

EDFN 463 & EDFN 563 will have separate tests.

December 21, W, Grades Due

The above schedule, policies, and assignments in this course are subject to change at the discretion of the instructor.

Class Format

General Information for Online Course

1. All written assignments need to be written in Microsoft Word. Please submit all assignments in the weekly dropbox. All assignments are due on Sunday 11:59 PM of that week. The instructor will have all assignments graded within one week of the due date. Don't hesitate to contact me via e-mail or by phone when questions arise. I check D2L on a daily basis Monday through Friday however, please allow for a 24 hour turn-around time on all emails. I look forward to working with you.
2. Late Assignment Policy - All assignments must be completed and submitted by the date listed on the syllabus. Exceptions will be made at the discretion of the instructor if the learner has made prior arrangements with the instructor. If you cannot complete an assignment on time because of work requirements, travel, or illness you must notify the instructor.
3. Students must be willing to take control of their learning and a high level of self-motivation and participation is expected. All course assignments and guidelines posted on D2L in the content tab.
4. Participation Policy - You must complete the D2L discussion requirements in a timely manner on the days required. Post your response to the instructor's question on the day assigned. You must also respond at a minimum to two people within your group. D2L questions will be posted on Monday. Each week each student must respond to two other students.
 - a. Each unit of this course begins on Monday and ends the following Sunday. Late participation in the discussions will not be accepted without prior approval.
 - b. Your interactions in the course discussion should be related to the discussion question (s). Please direct off topic discussions to the email tab.
 - c. There are required discussions in each week. Your responses to other learners' needs to be of a substantive nature. A simple "I agree" or "Good post" is inadequate. Your responses need to provide additional information about the topic, pose a question to the original responder, or provide an alternative point of view.
 - d. It is okay for discussions to be less formal than assignments but the content should still be scholarly in nature and provide justification and explanation for agreeing or disagreeing with the existing discussion.

Course Policies

Participation. A significant portion of this course entails weekly discussions. Time management and adequate preparation is necessary for effective interactions. Students should confer with the instructor about extenuating circumstances. A conference / phone conversation will be scheduled with those who miss or are consistently late with assignments to determine the feasibility of satisfactorily completing the course. If a withdrawal is indicated, the student is responsible for completing the formal withdrawal process.

Written Assignments. All written work must be submitted in APA style as prescribed in the *Publication Manual of the American Psychological Association* (6th ed.). Graded work is evaluated for content quality, organizational effectiveness, and APA style. A sample document formatted in APA (6th ed) is provided for students to model all assignments after.

Academic Integrity. Students are expected to maintain high standards of academic integrity as prescribed in the Student Conduct Code. Students are expected to construct assignments independently, cite sources in compliance with APA guidelines, and contribute original thought in a professional manner. If it is determined that a student has engaged in any form of academic dishonesty, he or she may be given an “F” for that assignment. More serious offenses may warrant further action.

Policy on Incompletes. The grade of “I” (incomplete) is given at the sole discretion of the instructor. It is reserved for situations in which an exceptional circumstance prevented a student, who has satisfactorily completed a major part of the work, from completing the remaining work by semester’s end. Exceptional circumstances must be documented and a contract signed with the instructor to define how the incomplete will be resolved. Such documentation must be completed prior to the end of the semester.

ADA Statement. This course acknowledges the importance of ADA requirements. Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenhoff-Crooks, Coordinator of Disability Services privately to discuss their specific needs. Please contact the Office of Disability Services at (605) 688-4504, Fax: 605-688-4987 in room 125, the Wintrade Student Success Center to coordinate reasonable accommodations for students with documented disabilities. For more information please see SDSU's Office of Disability Services

Freedom in Learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

Diversity and Collegiality. Civic discourse and academic debate is a part of life in the academe. This course is enriched by the variety of academic disciplines and personal backgrounds among the students. Therefore, active and lively discussion is encouraged. All involved will act with integrity and strive to conduct themselves consistent with the [Principles of Civic Discourse](#) and the [Rules of Netiquette](#).

Technology requirements: <http://d2l.sdbor.edu/shared/sdsu/require.htm>

Technical Support: <http://www.sdstate.edu/technology/index.cfm>

Support Desk: <http://www.sdstate.edu/technology/support-desk.cfm>

- Helpdesk 605-688-6776 or SDSU.supportdesk@sdstate.edu.
- Distance Education Support: <http://www.sdstate.edu/cee/distance/index.cfm>