

The College of New Jersey
School of Education
Department of Special Education, Language and Literacy

ESL 587 Curriculum, Methods, & Assessment for ESL/Bilingual Education
(ESLM58709M2)

Course Syllabus, Mallorca 2nd Session 2009
July 9 through July 19, 2009
(June 27, 2009)

Course Credit:	1 Unit (3 credits)
Class Format:	Lecture/discussion/activities
Instructor:	Joan Wink, Ph.D., jwink@csustan.edu
Office Hours:	By appointment

Course Description:

This course is designed to develop the student's competency in the application of theoretical foundations of L2 learning and acquisition in teaching multilingual populations. It incorporates *The New Jersey Professional Teaching Standards, TESOL standards, NJ standards for ESL/bilingual certification* and *NJ CCCS* in curriculum design and lesson planning and prepare candidates for field practice. It enables candidates to practice ESL and bilingual methodologies, to design and implement appropriate instructional strategies and activities, to develop curricula and select materials, and to perform proper evaluation procedures for teaching ESL at K-12, higher education and other adult ESL settings as well as bilingual education.

Resources:

No hardcopy text is required for this class, as multiple sources will be made available through SOCS, www.JoanWink.com, and other internet citations. The following texts are supportive of the knowledge base required for this class.

Schedule

http://www.joanwink.com/scheditems/4150-bib-F08_S09.pdf

Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge UP.

Brow, H. D. (2003). *Language assessment-principles and classroom practice*. Pearson ESL.

Richard-Amato, P.A. (2003). *Making it happen: From interactive to participatory language Teaching*. Longman.

Echevarria, J., Vogt, M., & Short, D. (2004). *Making content comprehensible for English learners: The SIOP model*. Pearson Allyn and Bacon.

Brown, J. D. (1995). *The elements of language curriculum*. Heinle & Heinle.

Richards, J. C., & T. S. Rodgers. (2001). *Approaches and methods in language teaching*. Cambridge UP.

Richards, J.C. (2002). *Methodology in Language Teaching*. Cambridge UP.

Internet Resources:

www.JoanWink.com

Free To A Good Home

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

Joan's Schedule

http://www.joanwink.com/scheditems/4150-bib-F08_S09.pdf

WinkWorld Archive

<http://www.joanwink.com/newsletter/archive.php>

Retrieved from: www.joanwink.com/scheditems/ESLM58709M2-6_27_09.pdf

Larry Ferlazzo: A terrific website for language acquisition

<http://larryferlazzo.com/>

<http://larryferlazzo.edublogs.org/>

Institute for Language and Education Policy

<http://www.elladvocates.org/>

An Equity Agenda for English Language Learners

A Seven-Point Plan by the Institute for Language and Education Policy

http://www.elladvocates.org/documents/ESEA/Equity_Agenda_for_ELLs.pdf

Fact Sheet on English Language Learners: Who are ELL students?

http://www.elladvocates.org/documents/ESEA/Factsheet_on_ELLs.pdf

TESOL/NCATE Standards for P-12 Teacher Education

http://www.tesol.org/s_tesol/seccss.asp?CID=219&DID=1689

Internet Resources for Partnerships

Center for Educational Partnerships, UC Irvine <http://www.cfep.uci.edu/>

National Network of Partnership Schools <http://www.csos.jhu.edu/p2000/index.htm>

A Guide to Promising Practices in Educational Partnerships

<http://www.ed.gov/pubs/PromPract/index.html>

U.S. Department of State Bureau of Educational and Cultural Affairs -

Educational Partnership Program <http://exchanges.state.gov/education/partnership/>

The Arts Education Partnership (AEP) <http://www.aep-arts.org/>

Business/Education Partnerships – ERIC Digest [http://www.ericdigests.org/1996-](http://www.ericdigests.org/1996-1/business.htm)

[1/business.htm](http://www.ericdigests.org/1996-1/business.htm)

The Kennedy Center for the Performing Arts Partners in Education Program

<http://www.kennedy-center.org/education/partners/>

National Council for Community and Education Partnerships <http://www.edpartnerships.org/>

Rural Community College Alliance <http://www.ruralccalliance.org/>

Science Education Partnership Award Program <http://www.ncrrsepa.org/>

Urban Education Partnerships <http://www.laep.org/>

Family Literacies

Parenting for Academic Success: A Curriculum for Families Learning English

(posted on SOCS)

Course Objectives:

The course readings, assignments, activities are in conformity with *The New Jersey Professional Teaching Standards*, *TESOL standards*, *NJ standards for ESL/bilingual certification* and *NJ CCCS*. After successfully completion of this course, students will acquire, clarify, enhance, and utilize knowledge, skills and dispositions related to these standards and will be able to fulfill the following objectives.

**NJPT Standard 1: Subject Matter Knowledge; NJAC 6A:9-11.5 V and VI, 11.4 II and V;
TESOL: 1a 1-2; 5c 2-4; 3a 1-4; 3b 1-8; 3c 1-5**

Students in this course will understand theories and practice related to language curriculum development and the history of language teaching shift from *Chomsky* through *Hymes* to the present with an emphasis on major contributions and limitations. Upon successful completion of this course, students will be expected to

- Know and understand the framework and procedures to develop effective ESL/Bilingual programs at different levels;
- Able to compare and contrast the conceptual and operational similarities between K-12 ESL and College and adult ESL programs
- Select and apply appropriate instructional strategies and approaches in ESL/Bilingual settings.

NJPT Standard 3: Diverse Learners, TESOL a 1-4; 2b 1-5

Students in this course will understand the practice of linguistically and culturally responsive teaching. Upon successful completion of this course, students will be expected to

- Know and understand individual difference in terms of learning style, social class, gender, race, ethnicity, language, age, and special needs
- Respect for individual differences and adapt appropriate instructional strategies in lesson planning and curriculum design.

**NJPT Standard 4: Instructional Planning and Strategies; NJAC 6A:9-11.5 VI; 11. IV;
NJ CCCS 3.1-3.5 , TESOL: 3a 1-4; 3b 1-8; 3c 1-5**

Students in this course will learn how to design appropriate instructional plans and choose adequate instructional strategies to meet the needs of different populations in ESL/bilingual settings. Upon successful completion of this course, students will be expected to

- Know and understand procedures for instructional planning and management
- Describe, compare, and evaluate the effectiveness of the traditional and current instructional approaches.
- Know how to design a lesson plan that meets the needs of target language populations
- Focus on the teaching and acquisition of the discrete language skills in integrated ways.
- Understand the social and cultural contexts of language acquisition and recognize the influences of societal, motivational and personal factors, age in particular, upon that acquisition.
- Select and develop appropriate instructional materials for different programs and age learners.
- Develop curriculum or curriculum guides for use in ESL and bilingual instructional settings.
- Know and apply instructional strategies to promote literacy development and content area knowledge of ESL/bilingual students

NJPT Standard 5: Assessment; TESOL: 4 Assessment: 4a 1-4; 4b 1-5; 4c 1-3

Students in this course will understand theories and practice related to language assessment. Upon successful completion of this course, students will be expected to

- Know and understand the concept and rationale of variety of assessment.
- Know and understand various assessment instruments
- Select and apply different assessment for different tasks, purpose and settings including students of special needs

Tentative Class Outline:

8/18

Students, please download on to your computer or flash drive the URLs. Printing is your choice – however, it will be important for you to be able to access these materials to read during our time together. It will be to your advantage, I believe, if you prints some of the blackline masters for lesson planning.

Dates	Topics	Readings/Activities/	Due and Class Activities
<p>7/9 Th.</p>	<p>Overview: Philosophy First (Curriculum, Assessment, Methods, CAM)</p>	<p>2 pts of view http://www.joanwink.com/newsletter/2007/perspective1.pdf</p> <p>3 pts of view http://www.joanwink.com/cp3/cp3_pgs72-79.pdf</p> <p>Nicastro Philosophy on SOCS</p> <p>5 pts of view (See Maaria's 5 ISMs on SOCS)</p> <p>Open Letter to Students http://www.joanwink.com/openletter.pdf</p> <p>100 Years in a 1000 Words http://www.joanwink.com/scheditems/100Years.pdf</p> <p>Benefits of Two Languages SOCS, Bilingual Basics</p>	<p>Four Corners http://www.joanwink.com/cp3/cp3_pg134.pdf</p>
<p>7/10 Fri.</p>	<p>Philosophy to Programs to Practices</p> <p>Curriculum & Assessment</p>	<p>Curriculum and Assessment Overview What is ESL? Sheltered Content? Bilingual Education?</p> <p>Please read & download the following articles:</p> <p>SD to Mallorca http://www.joanwink.com/love/love-sdtomallorca.pdf</p> <p>Bilingual Basics http://www.joanwink.com/research/bilingualbasics.pdf</p> <p>M, M, & M http://www.joanwink.com/love/love-mamas.pdf</p> <p>My People http://www.joanwink.com/love/love-mypeople.pdf</p> <p>Defining Bilingual Ed http://www.joanwink.com/love/love_pgs9</p>	

		<p>7-101.pdf</p> <p>Expanding the ZPD http://www.joanwink.com/vov/vov_pgs102-112.pdf</p> <p>What is ZPD? Mumbo Jumbo Story from Mallorca http://www.joanwink.com/vov/vyg-zpd.pdf</p> <p>Left Brain/Right Brain http://www.joanwink.com/scheditems/rt-left_brain_descriptors.pdf</p> <p>http://www.joanwink.com/scheditems/rt-left_brain_dancingwoman.pdf</p> <p>These are generic curriculum websites, which will be used for reference: ASCD www.ascd.org McRel. www.mcrel.org http://www.mrbriggs.com/marzano/index.html NWREL. www.nwrel.org www.nwrel.org:80/request/2003may/general.html 7 Strategies: A good overview http://www.bham.wednet.edu/learning/documents/7strategies.pdf CREDE http://www.joanwink.com/scheditems/CREDE08.pdf</p>	
7/11 FREE DAY			
7/12 FREE DAY			
7/13 Mon.	Methods	<p>10 Things Mainstream Teachers Can Do www.joanwink.com/scheditems/10things.pdf</p> <p>What is ESL and Sheltered Content http://www.joanwink.com/scheditems/ELD-ESL_SDAIE0509.pdf</p> <p>Differentiation Cycle http://www.joanwink.com/charts/reflective_cycles_differentiation.pdf</p> <p>Preview/Review http://www.joanwink.com/charts/preview-review.pdf</p>	<p>NJPT Standard 3 Bulleted 1. Each person has 10 minutes. Summary of one method. The focus will be on</p>

		<p>Dual Language http://www.joanwink.com/charts/duallang.pdf http://www.joanwink.com/charts/duallang.pdf</p>	
7/14 Tues.	Lesson Planning	<p>Academic Language Proficiency http://www.joanwink.com/newsletter/2007/Krashen-Brown-ALP.pdf Lesson Plan Resources posted on SOCS</p> <p>Hunter's or 5/7 Step http://www.joanwink.com/newsletter/2005/hunter.pdf</p> <p>Sheltered or SDAIE http://www.joanwink.com/scheditems/eld-sdaie-0208.pdf</p> <p>http://www.joanwink.com/charts/Questioning_Lesson_Plan.pdf</p> <p>Alma Flor Ada Creative http://www.joanwink.com/scheditems/creativediag.pdf</p>	<p>NJPT Standard 4 Bulletese 2. 10 minutes each. Summary of one method. The focus will be on strategies.</p> <p>Messenger/Scribe http://www.joanwink.com/cp3/cp3_pg136.pdf</p>
7/15 Wed.	Assessment	<p>Assessment Overview http://www.joanwink.com/charts/assessmentoverview.pdf</p> <p>Levels http://www.joanwink.com/scheditems/levels_lang_acq-0509.pdf</p> <p>Overview of Levels http://www.joanwink.com/charts/assessmentoverview.pdf</p> <p>Levels & Descriptors http://www.joanwink.com/scheditems/descriptors_lang_acq-0509.pdf</p> <p>Intro/Through/Beyond http://www.joanwink.com/newsletter/2005/into.pdf</p> <p>Perspectives on Assessment http://www.joanwink.com/scheditems/LA0509.pdf</p> <p>Classroom Observation Form http://www.joanwink.com/scheditems/gillette-ideas.pdf</p> <p>http://www.joanwink.com/scheditems/WinkDropln.pdf</p> <p>Drop In Observation Form</p>	<p>NJPT Standard 5 Bulletese 3. 10 minutes each. Emphasis on diverse learning groups or mainstream</p> <p>Comprehending/Comprehension http://www.joanwink.com/cp3/cp3_pg137.pdf</p> <p>What is language proficiency? How do you measure it?</p> <p>FSI (Foreign Service Interview) Internet-based TOEFL oral interview evaluation</p> <p>TWE, Test of Written English</p> <p>TOEIC</p> <p>Robb Kvasnak www.robbkvasnakblog.blogspot.com www.linguisticblog.blogspot.com</p>

		http://www.joanwink.com/scheditems/observational-tool-jw1108.pdf Qualitative/Quantitative http://www.joanwink.com/scheditems/qqt-compare.pdf	
7/16 Th.		Review NJ ESL Standards, TESOL standards for ESL teachers, TESOL standards for P-K-12 Models of Parental Involvement http://www.joanwink.com/scheditems/modelsparental.pdf	Developing an ESL/Bilingual Curriculum, 7/16 Bulletese 4. 10 minutes. Last group.
7/17 Fri.			Individual presentation on a method, 7/17
7/18 FREE DAY			
7/19 Sun.	Presentation on Partnership projects		Partnership Project Presentations, 7/19

Evaluation of Student Performance

Points

Attendance/participation/preparation	10
NJ CCS, NJ Teacher Standards, TESOL Standards	5
Bulletese (Overview of one method)	5
Internet 2 nd language acquisition resources	10
ESL/Bilingual Curriculum Guide Due 7/16, Thursday	20
Individual Presentation on a Method Due 7/17, Friday	25
Partnership Project: Due 7/19, Sunday	25

Total Points	100

Grading

- 96-100 A
- 95-90 A-
- 89-88 B+
- 84- 80 B
- 87-85 B
- 79-78 C+
- 77-75 C
- 74-70 C-

Assignments Guide:

1. Review Professional Standards on SOCS

Students are required to review the following professional Standards:

- NJ CCCS (Core Curriculum Content Standards)

- NJ Standards for Teachers
- TESOL/NCATE Standards for P-12 Teacher Education Programs
- NJAC 6A:9-11.5 and NJAC 6A:9-11.4
- TESOL Standards for P-12

2. Bulletese (Due dates, 7/13 – 7/16; signup on first day of class)

A bulletese is a summary of one method. Various styles of presentations are encouraged: Be traditional or be creative. Media format is your choice. Simplicity and clarity are essential.

2. Concise Summary of 6 New 2nd Language Acquisition Internet Resources, discovered during Mallorca Summer School, 2009 (7/11)

- Include title and 150-word paragraph summarizing contents
- Simplicity and clarity are essential.
- <http://www.joanwink.com/links.php> to begin your research.

3. Developing an ESL/bilingual curriculum guide (Due: Thursday, 7/16)

This is a group assignment (two students). Every group is required to develop an ESL/bilingual curriculum guide which incorporates NJ CCCS, NJ Standards for Teachers, TESOL/NCATE Standards for P-12, and NJAC 6A:9-11.5 and NJAC 6A:9-11; and submit a written curriculum guide at the end of the course. Classroom time will be given to do most part of this project. The curriculum guide should include but not restrict to the following parts:

1. Identification of the program for which your curriculum is designed
2. Needs and situational analysis
3. Objectives/goals
4. Organization of major components of the curriculum: courses/units/tasks
5. Summary tables of major components of the curriculum
6. Major learning tasks/skills
7. Instructional materials/ resources
8. Assessment methods and instruments
9. A sample lesson

3. Individual presentation on a method: (7/17/09, Friday)

A: Every student is required to review an instructional method or approach. A one-page brief summary and critique with resources is required to be posted in SOCS before class. It should include the three parts listed below.

1. Theoretical and historical background of the method
2. Main characteristics of the method
3. Critique and comments on its values and weak points

B: Design a mini-lesson using this method or approach and give an oral presentation. The lesson should include the following parts.

1. the school setting and target students (age, proficiency level, etc.)
2. objectives and learning tasks (linguistics, communicative, sociolinguistic)
3. instructional strategies
4. instructional materials
5. learning activities
6. evaluation instruments and procedures

C. Skills and language elements for mini-lessons:

1. vocabulary: etymology, collocation, slang, idiomatic usage, most frequently used, academic,

2. reading: phonetics, intensive, extensive, scanning, comprehensible,
3. grammar: tenses, plural forms, third person singular, articles, prepositions, phrases, verbs and verbal phrases,
4. writing: letters, sentence level, paragraphs, essays, academic
5. listening: discrimination, minimum pair, telephone, songs, lyrics, radio, movie, TV
6. speaking: situation dialogues, scenario, telephone conversation, drama, academic discussion and presentation

3. Partnership Project: (7/19)

Every student is required to complete a partnership project that includes two activities of initiatives: one is for collaboration between ESL, content area teachers, and/or administrators; the other is for parenting. The two activities are to be presented in class either with a PowerPoint presentation or by showing the actual activities for 10 minutes.

Possible topics for the activities:

Collaboration with Teachers:

Workshops/Conference for ESL and Content area teachers (administrators)
Workshops for mainstream teachers and administrator to understand ESL students
Workshop for all school staff on ESL issues

The activity should cover the following:

1. Topics/issues and purpose of the activity
2. Strategies to build good partnership
3. Activity schedules and procedures
4. Problem solving strategies
5. Assessment of the effectiveness

Parenting:

Parent-teacher conference
Organizing Parent-teacher conference
Activities to provide learning opportunities and resources
Activities to help parents know American education systems
Activities to build a good working relationship with parents

The activity should cover the following:

1. Topics/issues and purpose of the activity
2. Strategies to build good partnership
3. Materials that are parent-friendly
4. Develop a set of academic and educational resources for parents/guardians
5. Home Language support (in Spanish or other languages)
6. Assessment of the effectiveness

Method Demonstration Schedule

	Date	Method	Presenter
1	7/13	Early Language Learners - ESL	

2	7/14	Intermediate Language Learners - Sheltered Content, CALLA SIOP, Differentiated Instruction	
3	7/15	Diverse Groups of Language Learners - Bilingual Education Approaches, Multiple Intelligences (MI), English for Special Purpose (ESP), Computer Assisted Language Learning (CALL), CREDE Activity Centers	
4	7.16	Other Choices Suggestopedia	

An Overview of Methods

Grammar Translation
Audiolingual Method
Direct Approach
Oral Approach/situational language teaching
Total Physical Response (TPR)
The Silent Way
The Natural Approach
Suggestopedia
Community Language Learning
Communicative Approach
Task-Based Language Teaching
Competency-Based Language Teaching
The Lexical Approach
Neurolinguistic Programming
Cognitive Code Method
CALLA
Bilingual Education Approach
Content-Based Instruction

Whole Language
Phonics
Cooperative Language Learning
Multiple Intelligences (MI)
English for Special Purpose (ESP)
Computer Assistant Language Learning (CALL)
Differentiated Instruction (DI)
Story Telling
Drama
Music Approach
Games
Rassias Method (DILM)

Assessment Rubric for Partnership Project

Criteria	Unacceptable (1)	Acceptable (2)	Competent (3)	Exemplary (4)	Score
Knowledge	Lack of understanding of the importance of collaboration between ESL teachers and content area teachers and parenting.	Somewhat Understand the importance of collaboration between ESL teachers and content area teachers and parenting, and realizes the impact on ESL instruction.	Know the importance of collaboration between ESL teachers and content area teachers and parenting, and realizes the impact on ESL instruction and acquisition of content knowledge.	Good understanding of the importance of collaboration between ESL teachers and content area teachers and parenting, and realizes the impact on ESL instruction and acquisition of content knowledge.	
Content	Did not advocate and serve as resource for families of learners and their community and demonstrate the intention to conduct collaboration with teachers including those in the content areas.	Somewhat advocated and served as resource for families of learners and their community and demonstrated the intention to conduct collaboration with teachers including those in the content areas.	Effectively advocated and served as resource for families of learners and their community and demonstrated the intention to conduct collaboration with teachers including those in the content areas.	Especially adept in advocating and serving as resource for families of learners and their community and demonstrating the intention to conduct collaboration with teachers including those in the content areas.	
Organization	The project activities were not organized and have problems in scheduling and procedures.	The activities were organized to meet the parents or teachers schedule to promote the partnership.	The activities were organized with a proper schedule and some strategies to make the partnership effective.	The activities were well organized with right strategies and procedures to make the partnership effective.	
Supporting Details	The objectives of the activities were not stated and not supported with any resources available for parents and teachers.	The objectives of all the activities were described and supported with limited educational resources available for parents and teachers.	The objectives of the activities were described and supported with some educational resources available for parents and teachers.	The objectives of all the activities were stated clearly and were supported with various educational resources available for parents and teachers.	
Deliverable Presentation	Materials are dull/repetitive and not engaging or	Effort was made to make the materials	Some of the materials are parent-friendly	Materials are very parent-friendly with	

n	of little/no interests to parents, and no home language support	intelligible to parents but without home language support	with some home language support and at appropriate level	home language support, at appropriate level and geared toward issues faced by parents	
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