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

ESL 587 Curriculum, Methods, & Assessment for ESL/Bilingual Education
(ESLM587M2)

Course Syllabus, Mallorca 2nd Session 2013  
Session II: July 8-17

June 25

Course Credit: 1 Unit (3 credits)  
Class Format: Lecture/discussion/activities  
Instructor: Joan Wink, Ph.D., joan@joanwink.com, wink@tcnj.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.

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.

Resources, Texts, Internet Resources, & NJPT Standards
No hardcopy text is required for this class, as multiple sources will be made available through SOCS, www.JoanWink.com, and other internet citations.

Syllabus is available at SOCS and http://www.joanwink.com/scheditems/587M2-0713.pdf
www.JoanWink.com

TCNJ
http://www.tcnj.edu/
Mallorca, Global Programs http://www.tcnj.edu/%7Egraduate/global/europe.html
http://www.tcnj.edu/~graduate/global/europe.html
2012 Off Site Graduate information http://offsitegrad.pages.tcnj.edu/programs/locations/europe/europe-palma-de-mallorca-spain/
SOCS, http://socs.tcnj.edu/
PAWS http://www.tcnj.edu/~it/paws/
http://www.tcnj.edu/%7Eeducat/ncate/exhibit10/index.html
# Semester-at-a-Glance ESLM 587 13 M2

| Day 1, Monday, July 8 | Introductions  
Instructor presents: **The Big Ideas to Standards to Curriculum to Methods to Assessment**  
Discussion of all assignments and organization of class processes.  
Due Day 2. [http://www.joanwink.com/charts/WriteanIAmPoem.pdf](http://www.joanwink.com/charts/WriteanIAmPoem.pdf)  
Students/instructor dialogue: Assignments/expectations  
See Day Three Assignment description (group activity -> standards, curriculum, methods, assessment) |
Big Ideas to **Standards to Curriculum**  
Due: **I Am Poem**  
Group activity: standards, curriculum, methods, assessment |
| Day 3, Wednesday, July 10 | Instructor presents: Big Ideas to Standards to Curriculum to **Methods**  
Bilingual Basics continues.  
Due: **1-2 pg. vita OR autobiography**  
Group activity – standards, curriculum, methods, assessment  
**Group Sharing Day.** |
| Day 4, Thursday, July 11 | Instructor presents: Big Ideas to Standards to Curriculum to Methods to **Assessment**  
Methods assignment due in class.  
Bilingual Basics continue.  
Group activity – standards, curriculum, methods, assessment |
| Day 5, Friday, July 13 | Bilingual Basics continues.  
In class: Instructor/individual students: 25 pts. for Attendance/participation/preparation.  
**Due: Standards or Curriculum or Methods or Assessment**  
**Due: Final Project must be approved/accepted.**  
Group activity – standards, curriculum, methods, assessment |
| Saturday, July 13, no class  
Sunday, July 14, no class |
| Day 6, Monday, July 15 | Instructor presents: Sugata Mitra, Cummins’ multiliteracies, Sir Ken Robinson, Ellen Bialystok  
½ of class: Student preparation |
| Day 7, Tuesday, July 16 | Individual Written Assignments Due  
**DUE: Individual written projects.** |
| Day 8, Wednesday, July 17 – final day of class | Final presentations by students. |
**Evaluation of Student Performance**

See descriptions below this chart.

<table>
<thead>
<tr>
<th>Points</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td>25</td>
<td>Attendance/participation/preparation daily (See SSS below.)</td>
</tr>
<tr>
<td>5</td>
<td>1. I Am Poem, due Day 2, T</td>
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<tr>
<td>5</td>
<td>2. 1 to 2 page vita or autobiography, due Day 3, W</td>
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<td>10</td>
<td>3. Standards, or Curriculum, or Methods, or Assessment assignment due Day 5, F</td>
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<td>30</td>
<td>4. Individual Written Assignment, 3 pp./6 APA citations, Due Day 7</td>
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<tr>
<td>25</td>
<td>5. Final project: Due Day 8 – final day</td>
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<tr>
<td></td>
<td>a) Karaoke</td>
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<td>b) Slam poetry, art, music</td>
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<td>c) Autophotography</td>
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<td></td>
<td>d) Current annotated bib</td>
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<td></td>
<td>e) ESL/Bilingual Curriculum proposal (3 pp.)</td>
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<td></td>
<td>f) Partnership with other teachers proposal (3 pp.)</td>
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<td></td>
<td>g) Family Engagement proposal (3 pp.)</td>
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<td></td>
<td>h) Local Literacy Engagement (3 pp.)</td>
</tr>
<tr>
<td></td>
<td>i) Any focus on Standards, Curriculum, Methods, or Assessment</td>
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<td></td>
<td>Topics list is open for other options.</td>
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</tbody>
</table>

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:**

**Daily Participation Project** (20 pts. of the total 25 pts. under Attendance/participation/preparation)

*SSS: Search. Synthesize. Share*

Collaboration and sharing is encouraged daily in class. In addition, students will be asked to *search* on the net after each class for more information; *synthesize* the new learning; and *share* in class the following day. The last hour of class daily will serve as collaborative communities; group membership will
change daily the first 5 days of class. Each member of each group will share individually, and each community will share ONE consensus statement of the group’s learning.

**I Am Poem, 5 pts. Day Two**

1-2 pp. *vita or autobiography*, 5 pts. Day Three

**Group Sharing of Standards, Curriculum, Methods, or Assessment Day Three Assignment** – Day Three in class – 10 pts.

4 groups will be created Day One in class. Each group will focus on standards, curriculum, methods, or assessment. Each group will do an oral share in class Day 3. Each member of each group will do a 1-2 minute share of their unique contribution AND each must also turn in one index card of their individual share in their group. Sometime during Day 2, the group must build consensus on the ONE standards or curriculum or methods or assessment.

**STANDARDS > CURRICULUM > METHODS > ASSESSMENT: Guidance for the Group Sharing daily in class.**

**Review Professional Standards** – Review the following professional Standards:
- NJ CCCS (Core Curriculum Content Standards)
- NJ Standards for Teachers and INTASC Standards
- NJ ESL Standards
- TESOL/NCATE Standards for P-12 Teacher Education Programs
- TESOL Standards for P-12
- WIDA
- NCLB and RTTT

This list is not all-inclusive. If you have other standards, which affect you, please discuss with instructor. Your assignment: What are the pros and cons (benefits and disadvantages) of these standards in your life now? Ways of sharing: narrative, bullets, images, or integrated with technology, etc. The purpose of this assignment is to make meaning of one set of standards.

and

**Curriculum:**
Ways to begin your discussion and sharing: What curriculum guide do you use? 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

**Methods:**
One way to begin your dialogue: Review the various methods listed on the syllabus. Focus on the needs of either early, middle, or later language learners; choose one. Choose one group of learners (early, middle, or later) language learners. Demonstrate one example of the use of storytelling, scaffolding, sheltered, or TPR. Various styles of sharing are encouraged: traditional or be creative. Media format is your choice. Simplicity and clarity are essential. The use of media and new technologies is highly encouraged.

and

**Assessment:** Consider connecting the philosophies (The Big Ideas) learned in this class with the mandated standards and the required assessment and at your school. Demonstrates your understanding of one set of standards and one form of testing.

**Final Written (30 pts.) and Oral (25 pts.) Sharing**

Suggested topics: This list is not all-inclusive.
Focus on standards, curriculum, methods, or assessment of students who speak additional languages.

Each project (individual and group) must be approved by Day 5.

The influences of The Big Ideas on all of teaching/learning

How do The Big Ideas affect teaching/learning in the international context?

*How do The Big Ideas affect students acquiring a new languages?

How can technology be used with scaffolding?

What is the role of poverty in literacy development?

What role do libraries play in literacy development?

Create an overview of a 9 month ESL/bilingual curriculum guide.

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

Which three methods are most effective in the context where you teach?

Assessment: Which three assessments drive the instruction in your own context?

Common Core Curriculum: What are the pros and the cons, and how do each affect teaching and learning in your own context?

*What are the benefits of being bilingual? What is the bilingual advantage? Who is Bialystok?

Professional development: Capture the pros and cons of professional development today in the US and in the context where you teach.

Why do stories matter? What is the power of the narrative?

Yong Zhao
Ken Robinson
Sugata Mitra
Ellen Bialystok
Cummins’ Multiliteracy Framework
What is sheltering? How/why do we do it?

What is heritage language? How can you link the concept to students, families, and teachers?

Funds of knowledge
Diane Ravitch
Academic and Conversational Language
Steve Krashen’s latest letter-writing campaign

Ways to begin thinking about starting your final project.

One short story/vignette, which captures the essence of your idea. This syllabus is filled with stories, which capture the praxis (theory and practice) of language acquisition. You story must be one or two typed pages.

One primary image, which captures the essence of your idea.

*One ppt (10 slides) or video presentation (5 minutes)

Two or three page (single-spaced) of an overview of your presentation.

One page bulleted overview, which could be shared in your own context.

Three to five references from the internet.
### Class Agenda

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings/Resources</th>
<th>Class Activities</th>
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</thead>
<tbody>
<tr>
<td><strong>Day 2</strong>&lt;br&gt;7.9.13</td>
<td>Philosophy to Programs to Assessment</td>
<td>From Curriculum to Methods to Assessment</td>
<td><strong>3rd hour</strong>&lt;br&gt;Who reads what when?&lt;br&gt;Reflective Cycle in Class&lt;br&gt;<strong>Looking Forward.</strong>&lt;br&gt;Class rep - Stuart’s forms!&lt;br&gt;Tonight. Read. Think. Download.</td>
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<tr>
<td></td>
<td>Philosophy to Programs to Assessment</td>
<td>From Curriculum to Methods to Assessment</td>
<td><strong>Looking Back</strong></td>
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</tbody>
</table>
| Day 3  
7.10.13 Wed. | Methods | 10 Things Mainstream Teachers Can Do  
www.joanwink.com/scheditems/10things.pdf |
|---|---|---|
| Tues.  
Methods | Practices | Bilingual Basics:  
What is ESL? Sheltered Content?  
Bilingual Education?  
Scaffolding  
SD to Mallorca  
http://www.joanwink.com/love/lovesdtomallorca.php  
Bilingual Basics  
M, M, & M  
http://www.joanwink.com/love/lovemamas.php  
My People  
http://www.joanwink.com/love/lovemypeople.php  
Defining Bilingual Ed  
Expanding the ZPD  
What is ZPD?  
Mumbo Jumbo Story from Mallorca  
Left Brain/Right Brain  
Voice of America: Learning English  
http://learningenglish.voanews.com/  
StoryCorps  
www.storycorps.org  
Books in the Public Domain  
www.librivox.org  
7 Strategies: A good overview  
http://www.bham.wednet.edu/learning/documents/7strategies.pdf |
| 1st & 2nd hour  
Bilingual Basics |
| 3rd hour  
Review syllabus and assignment |
| 4th hour  
Discussion final oral and written projects |
<table>
<thead>
<tr>
<th>Date</th>
<th>Lesson Planning &amp; Methods</th>
<th>Academic Language Proficiency</th>
<th>Looking Back.</th>
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<td><a href="http://www.WordSift.com">www.WordSift.com</a></td>
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<td><a href="http://www.mimcc.com">www.mimcc.com</a> (look under bib)</td>
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<td>Messenger/Scribe</td>
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<td>SDAIE, SIOP</td>
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<td>Preview/Review</td>
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<td>Lesson Plan Resources posted on SOCS</td>
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<td>Lesson Plan ideas–Mary Borba</td>
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<td></td>
<td>Scaffolding</td>
<td>TPRS – Teaching Proficiency through Reading and Storytelling</td>
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<td><a href="http://www.LessonPlan.com">www.LessonPlan.com</a></td>
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<td>Levels</td>
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<td></td>
<td>Assessment Overview</td>
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<td>7.12.13</td>
<td>Assessment</td>
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<td>Fri.</td>
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<td></td>
<td>Looking Back.</td>
<td>Comprehending/Comprehension</td>
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</tbody>
</table>
### What is language proficiency?

[Overview of Levels](http://www.joanwink.com/charts/assessmentoverview.pdf)

[Levels & Descriptors](http://www.joanwink.com/scheditems/descriptors_lang_acq-0509.pdf)

[Intro/Through/Beyond](http://www.joanwink.com/newsletter/2005/into.pdf)

[Perspectives on Assessment](http://www.joanwink.com/scheditems/LA0509.pdf)

[Classroom Observation Form](http://www.joanwink.com/scheditems/gillette-ideas.pdf)

[Drop In Observation Form](http://www.joanwink.com/scheditems/observational-tool-jw1108.pdf)

[Qualitative/Quantitative](http://www.joanwink.com/scheditems/qlt-compare.pdf)

### 25 Reasons To Worry about High-Stakes Tests

Marion Brady in the Orlando Sentinel<br>June 24, 2012


<table>
<thead>
<tr>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>7/13/13</td>
<td><strong>FREE DAY</strong></td>
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<td>7/14/13</td>
<td><strong>FREE DAY</strong></td>
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<tr>
<td>Day 6 7/15/13 Mon.</td>
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<tr>
<td>Day 7 7/16/13 Tue.</td>
<td>Final written projects due at the end of class.</td>
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<tr>
<td>Day 8</td>
<td>Students share final oral projects.</td>
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</table>
### Historical Overview of Methods

<table>
<thead>
<tr>
<th>Method</th>
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<tbody>
<tr>
<td>Grammar Translation</td>
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<tr>
<td>Audiolingual Method</td>
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<tr>
<td>Direct Approach</td>
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<tr>
<td>Oral Approach/situational language teaching</td>
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<tr>
<td>Total Physical Response (TPR)</td>
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<tr>
<td>The Silent Way</td>
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<td>The Natural Approach</td>
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<td>Suggestopedia</td>
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<tr>
<td>Community Language Learning</td>
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<tr>
<td>Communicative Approach</td>
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<td>Task-Based Language Teaching</td>
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<td>Competency-Based Language Teaching</td>
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<tr>
<td>The Lexical Approach</td>
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<td>Neurolinguistic Programing</td>
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<tr>
<td>Cognitive Code Method</td>
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<td>CALLA</td>
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<td>Bilingual Education Approach</td>
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<td>Content-Based Instruction</td>
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<td>Whole Language</td>
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<td>Phonics</td>
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<td>Cooperative Language Learning</td>
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<td>Multiple Intelligences (MI)</td>
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<td>English for Special Purpose (ESP)</td>
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<td>Computer Assistant Language Learning (CALL)</td>
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<td>Differentiated Instruction (DI)</td>
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<td>Story Telling</td>
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<td>Drama</td>
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<td>Music Approach</td>
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<td>Games</td>
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<td>Rassias Method (DILM)</td>
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</table>
## Assessment Rubric for Projects

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Competent (3)</th>
<th>Exemplary (4)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td>Lack of understanding of the importance of collaboration between ESL teachers and content area teachers and parenting.</td>
<td>Somewhat Understand the importance of collaboration between ESL teachers and content area teachers and parenting, and realizes the impact on ESL instruction.</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<tr>
<td><strong>Organization</strong></td>
<td>The project activities were not organized and have problems in scheduling and procedures.</td>
<td>The activities were organized to meet the parents or teachers schedule to promote the partnership.</td>
<td>The activities were organized with a proper schedule and some strategies to make the partnership effective.</td>
<td>The activities were well organized with right strategies and procedures to make the partnership effective.</td>
<td></td>
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<tr>
<td><strong>Supporting Details</strong></td>
<td>The objectives of the activities were not stated and not supported with any resources available for parents and teachers.</td>
<td>The objectives of all the activities were described and supported with limited educational resources available for parents and teachers.</td>
<td>The objectives of the activities were described and supported with some educational resources available for parents and teachers.</td>
<td>The objectives of all the activities were stated clearly and were supported with various educational resources available for parents and teachers.</td>
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<tr>
<td><strong>Deliverable Presentation</strong></td>
<td>Materials are dull/repetitive and</td>
<td>Effort was made to make the</td>
<td>Some of the materials are</td>
<td>Materials are very parent-</td>
<td></td>
</tr>
<tr>
<td>not engaging or of little/no interests to parents, and no home language support</td>
<td>materials intelligible to parents but without home language support</td>
<td>parent-friendly with some home language support and at appropriate level</td>
<td>friendly with home language support, at appropriate level and geared toward issues faced by parents</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Internet Resources:
www.JoanWink.com

*Free To A Good Home*
http://www.joanwink.com/charts.php

*Joan’s Schedule*

*WinkWorld Archive*
http://www.joanwink.com/newsletter/archive.php

*Larry Ferlazzo:* A terrific website for language acquisition
http://larryferlazzo.com/
http://larryferlazzo.edublogs.org/

*The Electronic Village Online (EVO)* (10 great examples)
http://larryferlazzo.edublogs.org/2011/01/07/fabulous-professional-development-opportunity-for-eslefl-teachers/

*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*

*Internet Resources for Partnerships*
Center for Educational Partnerships, UC Irvine  http://www.cfep.uci.edu/

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/


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/
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.

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.

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

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