EDBI 477  
Introduction to Teaching English as a Second Language (ESL)  

Dr. Debra Cook Hirai  
Winter, 2004

COURSE SYLLABUS

Course Description:
This course reviews and applies theories of second language acquisition and development. It focuses on the practice of ESL methods and materials for the classroom. EDBI 477 provides teacher candidates with the methodology elements to meet CCTC Domain III—ESL methodology. This course builds on EDBI 475 (Introduction to Crosscultural Education) which meets CCTC Domain II—Cultural Diversity and EDBI 476 (Introduction to Language Acquisition and Development) which meets CCTC Domain I—Language Acquisition.

EDBI 477 moves from a review of the pedagogy for second language acquisition to an analysis of CA State EL demographics, to investigating and comprehending the ELD and ELA State Standards, to exposure of various ESL strategies (including ELD and SDAIE), to observing ESL lessons which address the State Standards, and finally to designing their own ESL lessons, appropriate for the grade level and content area candidates expect to teach in. Critiques and self-reflection with be critical components throughout this course.

Goal:
Students in this course will develop the ability to apply ESL (ELD and SDAIE) methodology and materials in the classroom, based on theory and reflective decision making regarding the education of English language learner (ELL) students.

Objectives:
Through this course, each student will:

1. review theories and models of second language acquisition and development (PS*3a, 4b, & **TPE 7);

2. further investigate second language pedagogy data, including cognitive and affective factors and the importance of teaching “Academic English” (PS 3a, 13d & TPE 7);

3. describe national, state, and local demographic data on ELL students, based on the CELDT and other school district assessment methods and results (PS 4a, 12c, 12d, 13b, 13g, & TPE 3);

4. thoroughly analyze the ELD/ELA state standards and implement them in planning lessons for English Learners (PS 4d, 13a, 13e, & TPE 4);

5. analyze and apply ESL methodology and materials for specific language and grade levels, including lesson observations (PS 3e, 4a, 5a, 6c, 12c, 13a, 13e & TPE 7);

6. examine and utilize ESL instructional materials (PS 4e, 13e, & TPE 7);

7. develop and present one 2-day series of lessons each for ELD and SDAIE (PS 3d, 4a, 6c, 8A-B, 12c, 13e, & TPE’s 1A, 1B 7); and

8. develop an instructional plan for their English Learners for the candidates content area or grade level.
Textbooks:


Student Responsibilities and Evaluation:

<table>
<thead>
<tr>
<th>Credit</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10 pts. Daily</td>
</tr>
<tr>
<td>ELD &amp; SDAIE Lessons In Class</td>
<td>30 pts</td>
</tr>
<tr>
<td>SDAIE/ELD content Lesson (Field Based)</td>
<td>25 pts. Day 9</td>
</tr>
<tr>
<td>Classroom Instructional Program</td>
<td>35 pts. Day 11</td>
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<tr>
<td>TOTAL</td>
<td>100 pts.</td>
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</tbody>
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Grades:

- A = 94-100
- B+ = 87-89
- B- = 80-82
- C = 76-73
- D = 67-69
- A- = 90-93
- B = 83-86
- C+ = 77-79
- C- = 72-70
- F = below 67

PROJECT 1—ELD AND SDAIE LESSONS IN CLASS WITH CRITIQUES:
Teacher Candidates will design and teach one ELD lesson and one SDAIE lesson (designed for a Beginning to Intermediate Level English Learner) to a group of grade alike peers in the classroom using strategies learned in the classroom. (10 points for each lesson and 10 points for class presentation.) Fellow candidates will then critique/fill out an observation form for each lesson taught in our class.

PROJECT 2—SDAIE/ELD CONTENT LESSON (FIELD BASED):
After reflecting on the observations/critiques produced by fellow candidates in our classroom, teacher candidates will revise one of the lessons taught. They will then teach this lesson to a group of not less than five English learners in a school setting. After teaching the lesson, the teacher candidate will hand in the revised lesson with self-reflection and observations on their lesson experience. (15 points for conducting the lesson, 5 points for reflection and 5 points for sharing their experience with their group in our classroom)

PROJECT 4—INSTRUCTIONAL PLAN:
For the culminating activity, candidates will write an instructional plan with goals and objectives for teaching the English Learner in their content area or grade level. This plan will apply the theory, practices and principles appropriate for the English Learner and will apply reading, writing, listening and speaking skills at a level appropriate to the student’s assessed level of language proficiency. Strategies expressed will be explicit, will be designed to advance the current level of language acquisition for the student, in addition to developing the students’ academic language and to advancing their knowledge of the core content area(s). (Goals and objectives will be worth 5 points, theory,
practice and principles, along with program content description will be worth 15 points, explicit strategies will be worth 10 points and course reflection will be worth 5 points)

The following questions should be addressed throughout your instructional plan:

1. How will you assess the language ability levels of your students?
2. How will you differentiate instruction for your students? (What will you do that is different to enhance the instruction and assessment of your English Learners?)
3. What kind of strategies will you use to motivate your students and enhance their involvement in language learning and in actively engaging them in the core curriculum?
4. How will you scaffold instruction, tap into prior knowledge and use realia in your classroom?
5. What types of listening, speaking, reading and writing instructional strategies will you use in your classroom?

**TENTATIVE SCHEDULE:**

1/8  -- Review theories and models of second language acquisition and development (Krashen, Cummings, et.al.) & basic terminology
     --Review types of second language acquisition programs
     Read Chapters 1, 9 & 2

1/15 -- Review ELD/ELA standards, scavenger hunt
      --Begin ELD vs. SDAIE
      Read Chapters 3 & 4

1/22 -- SDAIE vs. ELD
      --CA demographics

1/29 -- Instructional Strategies for the English learner
      --Lesson plan questions
      --ELD methodology
      Read Chapters 5 & 6

2/5  -- Library day to research strategies for lessons
      Prepare lessons
      Read Chapter 7

2/12 -- Analyze and review Academic Language Strategies for reading, writing, listening & Speaking/ELD methodology
      Lessons due next week

2/19 -- Teach lessons, reflect and critique
      Rewrite & teach lessons

2/26 -- Discuss Instructional Plan
       -- Discuss and analyze lesson critiques
       -- Examine and review ELD Materials/websites
      Teach lessons

3/4  -- Share and discuss lessons
      Lesson report due

3/11 -- Share and discuss observations & Instructional Plan
      Instructional Plan due
Dr. Debra Cook Hirai: dhirai@csub.edu
(He’rye) Office Hours: Monday 3:00- 6:00 PM
Thursday 4:00-6:00 PM & by appt.
(Also after class for off-campus)
Office # 232 (EDU) 664-3129

Please bring a stamped, self-addressed envelope for return of your final project.

Academic Honesty:
The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing will protect the integrity of all academic work and student grades. Students are expected to do all work assigned to them without unauthorized assistance and not to give unauthorized assistance. Faculty have the responsibility of exercising care in the planning and supervision of academic work so that honest effort will be positively encouraged.

Academic Dishonesty (cheating): This is a broad category of actions that use fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situation alone, but arises whenever students attempt to gain an unearned academic advantage. Plagiarism is the misuse of published or unpublished words of another by claiming them as one’s own. It may consist of handing in someone else’s work, copying or purchasing a composition, using ideas, paragraphs, sentences or phrases written by another, or by using data an/or statistics compiled by another without giving citation. Another example of academic dishonesty (cheating) is the submission of the same or essentially the same paper or other assignment for credit in two different courses without gaining prior approval.

When a faculty member discovers a violation of the community’s principles, the faculty member is required to give a failing grade to the student for the course. In addition to assigning the final grade, the faculty member also notifies, in writing, the Dean of Students and the relevant school dean that an act of academic dishonesty has occurred and a grade of “F” has been assigned. The student receives a copy of this letter which becomes a part of the student’s permanent file. If a second act of dishonesty occurs, the student is administratively dismissed from CSUB.