

EDCI 3315: Approaches and Methods to ESL

A. MAJOR COURSE REQUIREMENTS:

This course will prepare teacher candidates to teach English Learners in both bilingual and monolingual classroom settings. An emphasis will be placed on the process of first- and second-language acquisition and development. Program models, methodologies, and strategies that best meet the needs of emergent bilingual students will be explored.

B. LEARNING OBJECTIVES:

ESL Standards

ESL Standards

Source:

https://tea.texas.gov/sites/default/files/EC-12%20ESL_0.pdf

Standard I.	The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
Standard II.	The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.
Standard III.	The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.
Standard IV.	The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
Standard V.	The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.
Standard VI.	The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.
Standard VII.	The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

Technology Standards

Technology Standards

Source:

<https://tea.texas.gov/sites/default/files/techapp.pdf>

1.1k	The beginning teacher knows and understands the appropriate use of hardware components, software programs, and their connections;
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2.1k	The beginning teacher knows and understands a variety of strategies for acquiring information from electronic resources;
2.3k	The beginning teacher knows and understands how to evaluate acquired electronic information.
4.3k	The beginning teacher knows how to evaluate communication in terms of both process and product.

BranchED

BranchED Standards	
Criterion #	A curriculum that demonstrates inclusive instruction
1	Explores issues of identity including intersections of identity
2	Encourages praxis through informed action, advocacy, and/or activism.
3	Centers the voices of families, community, and K12 education stakeholders through asset- and place-based partnerships.
4	Includes representation of multiple dimensions of diversity (e.g., c cultural, ethnic, multilingualistic, gender, ability, sexuality, religious, etc. in materials across the program.
5	Includes representation of multiple dimensions of diverse backgrounds (e.g., socioeconomic, racial, ethnic, multilingualistic, gender, ability, sexuality, religious, etc.) across those who develop and deliver the instruction.
6	Utilizes aspects of Universal Design for Learning, providing flexibility, voice, and choice to ensure engagement access, and needed supports for every teacher candidate.
7	Develops critical perspectives in teacher candidates that result in critiques of systems.
8	Develops and integrates asset-based pedagogies of care.
9	Embeds histories (experiences of assimilation and oppression, contributions, etc.) of marginalized groups in education throughout the program.

C. LECTURE OR DISCUSSION TOPICS:

Integrated Language Teaching

Language Acquisition

Culturally Responsive Instruction

Linguistic Domains and ELs

Structuring and Planning Content Language Integrated Lessons

D. REQUIRED & RECOMMENDED READINGS

Levine, L. & McCloskey, M. L. Teaching English Language and Content in Mainstream Classes: One Class, Many Paths, Paperback, 2nd edition.

E. ASSIGNMENTS

Course Assignments		
Assignment Title: ESL Intervention Exploration	Assignment Description: Students will identify the various ESL educational interventions that exist and explore how they look in the classroom (gallery walk, scavenger hunt, group work, discussion forums, etc.)	Standards Covered: 1, 4, 5, 7, 9 BranchEd ESL: FLA 1-12, CRT 1-9
Assignment Title: ESL Lesson Plan - Accommodations	Assignment Description: Students will focus on the modifications and accommodations section of an LP, creating case studies for various ESL learning needs.	Standards Covered: 6 BranchEd ESL: CR 2, 7
Assignment Title: Data Analysis	Assignment Description: Students will look at full campus ESL data and/or classroom specific ESL data and identify: Identifying ESL groups/sub-pops by level Which students need intervention? What type of intervention do they need? To then determine what next steps need to be taken in the classroom to address those needs.	Standards Covered: 8 BranchEd ESL EIA 1-28, LPA 1-10
Assignment Title: ESL Assessment Tool	Assignment Description: Students will develop an appropriate intervention to address student areas of deficiency based on data provided. A presentation will be developed and conducted using technology that identifies data, intervention assessment tool, and rationale.	Standards Covered: 6 BranchEd Technology: 4.3, 1.1 ESL EIA 1-28, LPA 1-10

Assignment Title: Parent Communication	Assignment Description: Students will prepare for ESL parent conferencing and communications (like LPAC meetings), based on intervention data and student needs to ensure stakeholders are involved in the learning process.	Standards Covered: 2, 3 BranchEd Technology: 2.1, 2.3 ESL PLPA 1-12
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