

TEACHING ESL TO CHILDREN, K-12

INTR 618

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TESOL Program Goal:

To develop specialists in Teaching English to Speakers of Other Languages who demonstrate a high level of professionalism as the foundation for cross-cultural ministry.

Immigration patterns during the past 20 years have resulted in the development of English as a second language and bilingual education programs in schools throughout North America. At the same time, the number of EFL programs in national school systems and international schools overseas has expanded rapidly. Whether or not they are ESL/EFL specialists, teachers in U.S. and international schools can expect to have language minority students in their classes.

Since 1990, “K-12 ESL” matured as a field, with its own research base, program options, terminology and textbooks. Increasingly, administrators in the schools expect teachers to be knowledgeable about K-12 ESL methodology and practices. This course is designed to meet that professional need, and to provide you with a number of practical ideas and techniques for the classroom. In addition, it should help you prepare for the standardized ESL endorsement test given in Illinois and other states.

More specifically, in this course prospective and practicing teachers will

(1) become conversant with (and able to articulate perspectives on) the **issues** in K-12 instruction in ESL and EFL classrooms, including

- * **government policies** related to the education of English language learners;
- * **cognitive and language development** in immigrant children;
- * the **development of literacy** in children;
- * **traditional program models** such as pull-out programs and grade-level ESL;
- * **sheltered and content-area ESL models** at all levels;
- * **bilingual and dual-language program models** at all levels;
- * **assessment practices**, particularly authentic assessment, for K-12 classrooms;
- * the differences between **ESL and EFL** instruction with children;

(Continued)

(2) demonstrate the ability to **construct teaching techniques, lessons and units** for a particular level or type of classroom;

(3) demonstrate the ability to connect the above theory and methodology with students in **real classroom contexts**.

Required textbooks (available at the Wheaton College Bookstore):

Herrera, Socorro and Murry, Kevin. (2005). *Mastering ESL and bilingual methods*. Pearson.

Law, Barbara and Eckes, Mary. (2000). *The more than just surviving handbook*, 2nd ed. Winnipeg: Peguis.

Samway, Katharine and McKeon, Denise. (1993). *Common threads of practice: Teaching English to children around the world*. Alexandria, VA: TESOL.

The above textbooks have been selected for their breadth and practicality. They are books that you will definitely want to keep on your shelf and use in the future.

Course requirements:

Attendance and participation. (10 %) The Thursday evening classes will have a varied, interactive format. In addition to lecture/discussions related to the reading selections, we will be engaged in group problem-solving tasks, demonstrations of teaching ideas, and question-and-answer sessions with practicing teachers and administrators. Your active participation will be crucial to the success of this class. You should come to class with questions about what you've read and/or ideas that you'd like to discuss. If you do have to miss a class session, please contact me in advance.

Task Groups and Reflection Papers. (20 %) Each week you will be required to complete a set of readings in preparation for the class. Based on your teaching interests, you will be assigned a "task group" in the class to process the reading material in terms of a specific context (elementary ESL, secondary ESL, overseas EFL with children, etc.). Each week, your task group will work together to come up with a short document in response to a discussion or case study. You will be asked to reflect on these group tasks in two short "reflection papers" (done individually) which connect the group task to the readings. For more information about this course requirement, please look at the "Task Group/Reflection Paper" page at the end of this syllabus.

Project. (40 %) The individual project allows you to pursue a topic of interest related to your future teaching. Roughly ten pages in length, this paper can address one of the issues covered in the course (including at least two sources from outside of the assigned class readings), or it can take the form of a case-study profile of a local ESL or BE program (involving observations and interviews), or it can be an instructional unit -- a series of lessons that could be implemented in an ESL or EFL classroom. You should begin now to think about what you'd like to do with the project; your plans should be set by the third class (March 30). This is not a major research

paper. (For more specific information about this requirement, see the project assignment sheets at the end of this syllabus.)

Final Exam (30 %) The final examination will allow you to demonstrate your grasp of the basic concepts of this course. This exam (in a take-home format) will involve writing about significant content from the readings and class discussions. The primary purpose of this exercise is to allow you to solidify your understanding of the course content in preparation for job interviews, teaching, curriculum development, and consulting. If you are planning to take the Illinois Certification Test for an ESL endorsement, this test will also be good preparation. (A more detailed description of the exam will be given later in the course.)

Office hours. I will be available in BGC M220 during the afternoon (2:00-3:30) on Mondays, Tuesdays, Thursdays, and Fridays this quad. Please use the sign-up sheet on my door or call me to make an appointment. At the very least, I'd like to talk with each of you once about your project. I'd also like to chat with you about your future plans and provide whatever help I can.

Course Schedule for INTR 618:

DATE TOPICS, SPEAKERS, and READING SELECTIONS

Week 1 INTRODUCTION TO K-12 ESL.

- *“Putting a face” on the students in K-12 programs
 - *Current government policy on immigrant students
 - *Myths and realities in K-12 instruction
- Guest speaker: Claudia Root

Survey: Development of ESL/EFL/BE Task Groups

Week 2 FOUNDATIONAL ISSUES I

- * CALP and BICS.
- * Psychological and cultural struggles for immigrant children.
- * Linguistic challenges.
- * Oral communication and error correction.

Task Groups: Responses to case studies

Reading selections:

Mastering ESL and Bilingual Methods, Chs. 1-3
The More Than Just Surviving Handbook, Ch. 1, 3, 7

Week 3 FOUNDATIONAL ISSUES II

- * Models for instruction: pull-out vs. self-contained classrooms
- * Developing literacy

Task Groups: Literacy instruction

Reading selections:

Mastering ESL and Bilingual Methods, Chs. 4, 5
The More Than Just Surviving Handbook, Ch. 4-6
Seaman, “When They Don’t All Speak English...” (reserve)

**** Individual Project proposal due in Dr. Seaman’s mailbox by Friday ****

Week 4 LINGUISTIC ISSUES: L1/L2 and BILINGUAL EDUCATION

- * Bilingual education at the elementary, middle school, and secondary levels
- * Dual language programs
- * Using the first language in ESL instruction

Task Groups: Bilingual models of instruction.

**** Reflection Paper #1 Due ****

Reading selections:

Selected bilingual education articles on reserve:

1. Cummins, "The Entry and Exit Fallacy in Bilingual Education."
2. Christian, Donna, "Bilingual Education: Contexts and Programs" and Saunders, "Strengthening the Transition in Transitional Bilingual Education" *Bilingual Education*.
3. Krashen, "Bilingual Education Works" Ch. 9 of Oller, *Methods that Work*
4. Cloud, "Program Development and Implementation, Ch. 3" In *Dual Language Instruction*
5. Kelman, "Strategies of a monolingual ESL teacher in a bilingual classroom"

Week 5

ACADEMIC ISSUES

- * Sheltered and content-area instruction
- * Teaching academic language-learning strategies
- * Integrating skills: the CALLA approach and the SIOP model

Reading selections:

Mastering ESL and Bilingual Methods, Chs. 7-9
The More Than Just Surviving Handbook, Ch. 8

Task Groups: Content-based instruction

Week 6

THE BIG PICTURE: CURRICULUM AND ASSESSMENT

- * Designing an effective overall program: a process
- * Standards and standardized testing (the IMAGE, LAS, and ACCESS tests)
- * Alternative assessment techniques
- * Textbooks for ESL/EFL K-12, Part 1

Task Groups: Program Design, Part 1

**** Reflection Paper 2 Due ****

Reading selections:

Mastering ESL and Bilingual Methods, Ch. 10
The More Than Just Surviving Handbook, Chs. 2, 9
Teemant, Annala, et al. "Collaborating with content-area teachers: What we need to share." (*Reserve*)

Week 7

TEACHING CHILDREN IN EFL CONTEXTS

- * Issues in national, International, and MK schools
- * Textbooks for ESL K-12, Part 2

Reading selections:

Selections from *Common Threads of Practice* (see sheet at end of syllabus).
The More Than Just Surviving Handbook, Conclusion.

Task Groups: Program Design, Part 2

Week 8 ** Individual projects due by 5:00 **

**Final meeting FINAL CLASS DISCUSSION: PUTTING IT ALL TOGETHER
Task Group Presentations**

_____ ****Take-home exam due by 2:00 p.m. in Dr. Seaman's mailbox****

Books and Articles on Reserve in Buswell Library

These articles provide additional reading on topics related to this course. They are also helpful for research papers.

Akrofi, Amma. (2003). "English Literacy in Ghana: The Reading Experiences of ESOL First Graders." *TESOL Journal*, Summer 2003.

Chamot, Anna and O'Malley, Michael. (1994). *The CALLA Handbook: Implementing the cognitive academic language learning approach*. Reading, MA: Addison-Wesley.

Christian, Donna and Genesee, Fred. (2001). "Bilingual Education: Contexts and Programs" In *Bilingual Education*. TESOL.

Cloud, Nancy, et al. (2000). "Program Development and Implementation, Ch. 3" In *Dual Language Instruction*. Heinle & Heinle.

Crandall, JoAnn. (1998). "The Expanding Role of the Elementary ESL Teacher." *ESL Magazine*. July/August 1998.

Cummins, Jim. (2001). "The Entry and Exit Fallacy in Bilingual Education." In *An Introductory Reader to the Writings of Jim Cummins*. Eds. Baker and Hornberger. Clevedon: Multilingual Matters.

DiCerbo, Patricia. (2000). "Title VII Funding: Making Your Program Dreams a Reality." *ESL Magazine*, May/June 2000.

Dwyer, Margaret. (1998). "Creating and Sustaining Change for Immigrant Learners in Secondary Schools." *TESOL Journal*, Autumn 1998.

Faltis, Christian. (1994). "Learning English as an additional language in K-12 schools." *TESOL Quarterly*, Autumn 1994.

Gottlieb, Margo. (1995). "Nurturing student learning through portfolios." *TESOL Journal*, Autumn 1995.

Haley, Marjorie. (2000). "Culturally and Linguistically Diverse Exceptional Students: Refocusing the Lens." *ESL Magazine*, Nov./Dec. 2000.

Kelman, Julie. (1996). "Strategies of monolingual ESL teacher in a bilingual classroom." *TESOL Journal*, Spring 1996.

- Krashen, Stephen. (1993). "Bilingual Education Works." Ch. 9 of *Methods That Work*. (Ed., John Oller). Heinle & Heinle.
- Marcus, Susanne and Ames, Margery. (1998). "Reaching Linguistically and Culturally Diverse Young Learners with Disabilities." *TESOL Journal*. Summer 1998.
- Samway, Katherine and Taylor, Dorothy. (1993). "Inviting children to make connections between reading and writing." *TESOL Journal*, Spring 1993.
- Saunders, William and Goldenberg, Claude. (2001). "Strengthening the Transition in Transitional Bilingual Education." In *Bilingual Education*, TESOL.
- Seaman, Alan. (2000a). "Developing Effective ESL Programs in Christian International Schools." *ACSI World Report*. Association of Christian Schools International, Summer 2000.
- Seaman, Alan. (2000b). "When They Don't All Speak English: Helping ESL Students in Regular Classrooms." *ACSI World Report*. Association of Christian Schools International, Fall 2000.
- Short, Deborah. (2002). "Language Learning in Sheltered Social Studies Classes." *TESOL Journal*. Spring 2002.
- Teemant, Annela, et al. (1996). "Collaborating with content-area teachers: What we need to share." *TESOL Journal*, Summer 1996.
- Wertheimer, Carol and Honigsfeld, Andrea. (2000). "Preparing ESL Students to Meet the New Standards." *TESOL Journal*, Spring 2000.
- Wolfson, Nessa. "Bilingual Education." Ch. 11 of *Perspectives: Sociolinguistics and TESOL*, Harper Collins.

Task Groups/Reflection Papers

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Most students enter this course with fairly specific teaching goals. You may be focused on teaching at the primary, upper elementary, middle, or secondary levels in the U.S., or you may be interested in working with children in an overseas context. By participating in a *task group* of people with similar interests during our class sessions, you will be able to apply the readings and lectures to a particular situation. For instance, when we discuss “literacy issues,” your task group will apply these issues to a particular level of instruction by working together on a clearly defined task (e.g., developing a lesson, demonstrating a teaching idea, solving a case study, developing the outline of a program).

The work that you do in these task groups will be collected in a group portfolio. This portfolio will be turned in at the end of the course to receive a group grade. (This group grade will be a minor part of your overall grade in the course.) Your group will also make a presentation during the final class session as we wrap up the course.

At two points during the course you will be asked to write a *reflection paper* about your work in the task group. These papers will be written and turned in individually. In general, reflection papers are short assignments that are written freely, like an extended journal entry. However, they should be typed (@ 2 pages) and written in clear prose. These reflection papers allow you to reflect individually on one aspect of what you’ve done in the task groups, connecting the task or problem with the readings and personalizing it. These papers will be returned to you one week after you’ve turned them in.

Reflection Paper #1 – Due _____. Select one of the first two group tasks (on *literacy* or *culture*) and discuss how it relates to the readings you’ve done for this class, your own past experiences in the classroom, and/or your goals for teaching in the future. Think critically about the issues as you relate them to a particular teaching context.

Reflection Paper #2 – Due _____. Select one of the second two group tasks and discuss how it relates to the readings you’ve done for this class (on *bilingual instruction* or *academic English*), your own past experiences in the classroom, and/or your goals for teaching in the future. Think critically about the issues as you relate them to a particular teaching context.

The reflection papers will be graded on clarity and depth of thought. It is important to make reference to and discuss the class reading assignments in these papers.

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CLASS PROJECT**

GENERAL SPECIFICATIONS

- * Length: @ 10 pages
- * Due date: _____, by 5:00 p.m. in Dr. Seaman's mailbox.
- * Purpose: The project allows you to (1) connect the theory of this course to a specific teaching context which interests you (either in the form of a case study in a school context or in the form of an instructional unit) or to (2) explore one aspect of the theory in more depth.

OPTION ONE - AN ISSUE-RELATED PAPER

Select this option if you would like to explore in depth an issue or theory from the class readings and discussions. Perhaps you'd like to look closely at the CALLA approach -- what it's based on and how it has been developed. Or perhaps you'd like to deal with one aspect of a topic such as bilingual education, language policy for public school systems, or English instruction in the schools of a particular country. Whatever you choose, it will be important to narrow your focus to deal with an appropriate issue for a 10-page paper. In other words, don't just try to cover "Whole Language Approaches" or "Bilingual Education." Instead, explore **one aspect** of these larger topics. See Dr. Seaman if you feel you need help with this.

The paper you write should follow standard essay format. It should have an introduction with a clearly-stated thesis, and should cite supporting information from at least two outside sources (beyond the assigned readings for this class). Include a bibliography with your paper.

OPTION TWO - A CASE STUDY

This is the field research option, as opposed to the library research described in Option One. You will create an ethnography of a particular ESL classroom OR on a case study description of a particular ESL student.

If you focus on the classroom, plan at least three separate visits for observation of the context. Take careful notes about what you see happening in the classroom. Try to write out these notes in complete sentences, since a narrative format is easier to return to later for analysis. In addition, plan to interview the teacher at least once after you've done two of the observations. Tape-record the interview or take notes. From the recording or your notes, construct a transcript which accurately reflects what the teacher has said. Your transcript should be detailed enough to quote directly in your paper.

If you focus on a student, try to learn as much as possible about the student's background by talking to him/her, the teacher(s), and/or other interested parties (guidance counselors, social workers). Take careful and systematic notes from these sources. Observe the student in regular or ESL classes, also taking careful notes. If possible, interview the student about his/her perspectives on adjusting to education in the U.S.

In both cases, your paper should represent a complete profile or portrait of the classroom or student. Organize the paper into several sections: an introduction, background information, specific issues. Do more than simply provide a narrative of your various visits and interviews. Build the paper around a series of ideas and insights.

The paper should have an appendix which contains samples of your classroom observation notes and interview transcripts.

OPTION THREE - INSTRUCTIONAL UNIT

If you select this option, focus your efforts on a context (real or hypothetical) which is relevant to your current or future teaching interests. This is a practical option; in fact, some past units have been actually put into practice in the Chicago area or overseas.

The paper should be divided into several sections: an introduction, a description of the context, an explanation of your philosophy or approach to teaching, and the plans themselves. The first three sections should constitute the first half of the paper; the plans should constitute the second half. In explaining your basic philosophy and approach, be sure to refer specifically to concepts and methods that we've discussed in class or that you've covered in the readings.

The unit should consist of a series of lessons which are connected in some way -- perhaps by a theme, a content area, or a language skill area. Your lessons can be described in a basic outline form (single-spaced) which is understandable to an outside reader. The lessons should also be consistent with the concepts articulated in the previous sections.

If you are working with a particular textbook or other resources, provide photocopies of the specific pages in an appendix to your paper.

APPOINTMENTS

If you have questions about this project, please contact Dr. Seaman at his office (x7044) or at home (668-1902), or write an e-mail message (Alan.Seaman@wheaton.edu). You may wish to set up an appointment during office hours at some point in the near future.

Reading Selections from *Common Threads of Practice*

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The anthology *Common Threads of Practice* is a good way to end our course, since it takes the “ESL” theory articulated in the other textbooks and translates it into a variety of EFL contexts. In a number of overseas teaching situations, there are variables which limit the methodology that an American teacher can use. Those of you who plan to teach overseas will find this book particularly relevant to your concerns. Others of you who plan to teach in the U.S. will still find this book helpful, because you’ll be teaching students who come at least some of the countries in which the chapters are based. These chapters are filled with practical, interesting ideas to try out in the classroom.

Based on your current and future teaching interests, select at least *seven* of the following chapters to read. Take notes and come to class on _____ prepared to discuss the specific ideas in the chapters you’ve read.

- Ch. 2 - Soweto, South Africa
- Ch. 4 - Taiwan
- Ch. 5 - Russia
- Ch. 6 - Brunei (near Malaysia)
- Ch. 8 - A refugee camp in the Philippines
- Ch. 10 - Austria
- Ch. 11 - China
- Ch. 12 - Botswana
- Ch. 14 - Estonia