



TOURO COLLEGE

School of Education & Psychology, Graduate Division
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EDU 637: Second Language Learners and the Content Areas

Instructor:

Phone:

Email:

Course Dates:

No Classes:

Location:

Course Description

This course will examine current teaching methods and materials for teaching English language arts, global studies, as well as math and science to high school second language learners of diverse cultural and linguistic backgrounds. It will also explore the five elements that constitute academic literacy.

The Sheltered Instructional Observational Protocol will be demonstrated as well as connections to QTEL methodology and language.

Course Objectives

By the end of this course participants will:

- Analyze the components of scientifically based instruction
- Apply research based strategies to classroom instruction
- Develop content objectives
- Develop language objectives
- Choose strategies for establishing background knowledge
- Scaffold instruction in order to increase academic vocabulary
- Scaffold instruction in order to increase comprehension of academic content
- Write a SIOP Lesson Plan

Required Texts

- 1) Echevarria, J., Vogt, M. & Short, D. (2008). Third Edition. *Making content comprehensible for English learners: The SIOP model*. Pearson: NY. (Comes with a CD)
- 2) Vogt, M. & Echevarria, J. (2008). *99 ideas and activities for teaching English learners with the SIOP model*. Pearson Education: New York.

Recommended Text:

Gibbons, P. (1993). *Learning to learn in a second language*. Heinemann: Portsmouth.

Materials Needed

- 1) 3 ring binder for hand-outs and lesson plans
- 2) Journal for writing reflections
- 3) Textbooks or trade books from the high school course you are teaching

Requirements

- 1) Attendance is required. Most work will be done in class. Class participation is mandatory since this will be an interactive class. 30%
- 2) Homework: Assigned readings each session. A minimum of a 3-page response to each assignment is required. 30%
- 3) Final Project: A portfolio of Lesson plans developed during this class. 40%
- 4) Before the first class, watch the CD found in your book. Read the Sections on the components of the SIOP model, Chapter 1 and the Frequently Asked Questions. We will discuss this in class. Bring questions and ideas to class on Monday, Sept. 8.

Session 1: What is Sheltered Instruction?

- Read article by Echevarria, Short, & Powers (2006). School reform and standards-based education: A model for English-language learners. *Journal of Educational Research*, 99(4), p. 195, 17 pages. Available on-line through Proquest.
- Read Chapter 1, Introducing Sheltered Instruction, pp.1-20
- Second Language Acquisition Overview:
 - 1) Read on line: Cummins, J. (1999). BICS and CALP. www.iteachilearn.com/Cummins/bicscalp.html
 - 2) Read on line: Peterson, E. & Coltrane, B. (2003). Culture in second language teaching (Digest EDO-FL-03-09). Washington, DC: ERIC Clearinghouse on Language and Linguistics. www.cal.org/resources/digest/0309peterson.html
- Video: Helping English Learners Succeed: An Overview of the SIOP Model.

Assignment for Session 2

- Answer Question # 4 in a clearly developed essay.
- Attach an Unadapted Lesson Plan.

Session 2: What are Content and Language Objectives?

- Read Chapter 2, pp. 22-51.
- SIOP Features
- SIOP Feature #1 Content Objectives
- SIOP Feature #2 Language Objectives
- CD, Chapter 2, Modules 1 & 2 Writing content and language objectives
- CD, Chapter 2, Module 3, Effective Use of Supplementary materials
- Teaching Scenarios
- Work in subject area groups to discuss language objectives. Each group prepares a mini-lesson using content and language objectives.

Assignment for Session 3

- Respond to Discussion Questions # 1 and # 5.

Session 3: What components make up Building Background Knowledge?

- Read Chapter 3, pp. 52-77, in Making Content Comprehensible
- Activating Background Knowledge, CD, Chapt. 3, Module 2
- Using the Insert method
- Vocabulary knowledge: content words, process words, word parts that teach English structure
- Teaching Scenarios, discussion of lessons; Group work with vignettes.

- Work in subject area groups to discuss vocabulary activities. Each group prepares a mini-lesson using a particular set of subject matter vocabulary.

Assignment for Session 4

- Respond to Discussion question #3.
- Adding background knowledge to your lesson plan; choose an activity from “Building Background” in 99 Ideas to incorporate in your lesson plan.
- Bring in this part of the Lesson plan to class next time as well as the response to question #3.

Session 4: What Is Comprehensible Input?

- Read Chapter 4, pp.78-93, in Making Content Comprehensible.
- Recommended reading:
 - 1) Carrel, P. (1987). Content and formal schema in ESL reading. *TESOL Quarterly* 21(3), 461-481.
 - 2) Stefferson, M.S., Joag-Dev, C., & Anderson, R.C. (1979). A cross-cultural perspective on reading comprehension. *Reading Research Quarterly* (15), pp.10-29.
- Appropriate Speech, CD, Chapter 4, Module 1
- A variety of techniques to make content concepts clear, pp.83-84.
- Teaching scenarios: a science lesson; divide into groups to discuss teacher’s plans

Assignment for Session 5

- Add comprehensible input features to your lesson plans.
- Bring in next week; choose an activity from the section on “Comprehensible Input in 99 Ideas” to incorporate into your lesson.

Session 5: What are some strategies that enhance learning for ELLs?

- Read Chapter 5, pp. 94-113 in Making Content Comprehensible
- Recommended reading:
 - 1) Short, D. (2002). Language learning in sheltered social studies classes. *TESOL Journal* 11,(1), 18-24.
 - 2) Buchanan, K. & Helman, M. (1997). Reforming mathematics instruction for ESL literacy students (Digest EDO-FL-98-03). Washington, D.C: Clearinghouse on Languages and Linguistics. www.cal.org/resources/digest/buchan01.html
- Strategies: metacognitive, cognitive, and social/affective
- SQP2RS: CD, Chapter 5, Module 2
- Scaffolding techniques: CD, Chapter 5, Module 1
- Questions that promote higher-order thinking skills. (Bloom’s Taxonomy)
- Teaching scenarios
- Group work according to subject area: choose SQP2RS, scaffolding technique, or questioning strategies to add to a lesson to present to class.

Assignment for Session 6

- Respond to Questions #3 and # 4.
- Add meaningful activities and higher order questions to your lesson plan; choose an activity from Section 5 (Strategies) to incorporate into your lesson plan.

Session 6: What are Effective Strategies for Promoting Interaction in your classroom?

- Read Chapter 6, pp.114-135.
- Recommended reading:
 - 1) Anderson, N. (2002). *The role of metacognition in second language teaching and learning* (Digest EDO-FL-00-05). Washington, DC: ERIC Clearinghouse on Languages and Linguistics. www.cal.org/resources/digest/0110anderson.html
 - 2) Chamot, A.U. & O'Malley, J.M. (1994). *The Calla handbook: Implementing the cognitive academic language learning approach*. White Plains, NY: Addison-Wesley Longman.
 - 3) Crandall, J.A., Jamarillo, A., Olsen, L., & Peyton, J.K. (2002). Using cognitive strategies to develop English language and literacy (Digest EDO-FL-02-05). Washington DC: ERIC Clearinghouse on Languages and Linguistics. www.cal.org/resources/digest/0205crandall.html
- Eliciting interaction, CD, Chapter 6, Module 1; compare mainstream and SIOP lesson
- Opportunities for Interactions, such as Expert Stay Stray
- Grouping configurations that support language and content objectives
- Teaching scenarios

Assignment for Session 7

- Respond to Questions #1 and #4. Add activities and grouping configurations to enhance interaction.
- Choose an activity from Section 6 (Interaction) in 99 Ideas to incorporate into your Lesson plan.

Session 7: How are new language and content knowledge presented in the Classroom?

- Read Chapter 7, pp136-151 in *Making Content Comprehensible*.
- Recommended reading:
 - 1) Calderon, M.E. (1999). *Promoting language proficiency and academic achievement through cooperation* (Digest EDO-FL-99-11). Washington DC: ERIC Clearinghouse. www.cal.org/resources/digest/cooperation.html
 - 2) Kagan, S. (1994). *Cooperative learning*. San Clemente: CA: Kagan Publishing.
 - 3) Saunders, W.M. & Goldberg, C. (1998). *The effects of instructional conversations and literature logs on the story comprehension and thematic understanding of English proficient and limited English proficient students* (Research Rep.No.6) Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence. www.cal.org/crede/pubs/#RR1
- Hands-on Materials and or Manipulatives
- In 99 Ideas and Activities for Teaching English Language Learners with the SIOP Model, p.130 (Bingo) and p.148(Piece of Pizza) are samples of manipulatives that students can create in class
- Activities that integrate all language skills
- Ecosystem Lesson
- Teaching scenarios

Assignment for Session 8

- Create a manipulative activity for your lesson.
- Bring in a sample to next week's class. Respond to Question 2.
- Create a project-based learning activity OR choose a strategy from Section 7 (Practice and Application) in 99 Ideas to incorporate into your lesson plan.

Session 8: What is a plan for Lesson Delivery?

- Read Chapter 8, pp.152-165 in *Making Content Comprehensible*
- Recommended Reading:

- 1) Herrell, L. (2000). *Fifty strategies for teaching English language learners*. Upper Saddle River, NJ: Prentice Hall.
 - 2) Morrison, S. (2002). *Interactive language learning on the web* (Digest EDO-FL-02-12). Washington, D.C. www.cal.org/resources/digest/0212morrison.html.
 - 3) Peyton, J.K. (1993). *Dialogue journals: Interactive writing to develop language and literacy* (Digest EDO-FL-93-01). Washington, D.C. www.cal.org/resources/digest/peyton01.html
- View CD, Chapter 8, Module 1; sample of a SIOP lesson delivery
 - Language Objectives clearly supported by lesson delivery
 - Content objectives clearly supported by Lesson Delivery
 - Students engaged approximately 90% to 100% of the period.
 - See “99 Ideas,” p.164 for activity “Chunk and Chew”
 - Think-Pair-Share is an example of an effective interaction activity
 - Lesson on The Gold Rush
 - Teaching scenarios

Assignment for Session 9

- Respond to Question 1 and Question 4.
- Bring in a SIOP Plan with the times allotted for each activity. How is your pacing of the lesson?
- Choose an activity from Section 8 (Lesson Delivery) to incorporate into your lesson plan.

Session 9: What Is Effective Review and Assessment?

- Read Chapter 9, pp.166-185, in *Making Content Comprehensible*.
- Recommended Reading:
 - 1) Center for Research on Education, Diversity & Excellence (1999). *From at-risk to excellence: Principles for practice* (Digest EDO-FL-98-01). Washington, DC: Eric Clearinghouse on Languages and Linguistics. www.cal.org/resources/digest/crede001.html
 - 2) Center for Research on Education, Diversity & Excellence (1999). *Promoting successful transition to the mainstream: Effective instructional strategies for bilingual students* (Digest EDO-FL-99-05). Washington, D.C.:Eric Clearinghouse on Languages and Linguistics. www.cal.org/resources/digest/promoting.html
 - 3) Padron, Y.N., Waxman, H.C., & Rivera, H.H. (2002). *Educating Hispanic students: Effective instructional practices* (Practitioner Brief No.5). Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity, & Excellence. www.Cal.org/crede/pubs/PracBrief5.html
- Content objectives: Participants will be able to
 - 1) Select techniques for reviewing key content concepts;
 - 2) Incorporate a variety of assessment techniques into lessons
- Language objectives: Participants will be able to
 - 1) Write a lesson plan that includes review of key vocabulary;
 - 2) Teach a lesson with group response techniques
- View CD, Chapter 9, Module 1 to see an example of the relationship between assessment and instruction
- Comprehensive review of key vocabulary
- Comprehensive review of key content concepts
- Group assessments through group response that include: “thumbs up/thumbs down; number wheels, response boards; Number 1-3 for self-assessment
- Lesson plan: Egyptian Mummies
- Teaching scenarios

Assignment for Session 10

- Design a group assessment activity for one of your lessons; bring in your plan for discussion

- Respond to Discussion Questions #1, #2, #3.
- Choose an activity from Section 9 on Review and Assessment in *99 Ideas* to incorporate into your lesson plan.

Session 10: What are the issues of reading development and special education for ELLs?

- Read Chapter 10, pp.186-201, in *Making Content Comprehensible*.
- Recommended Readings:
 - 1) Coltrane, B. (2002). *English language learners and high-stakes tests: An overview of the issues* (Digest EDO-FL-03-01). Washington DC: ERIC CLL.
www.cal.org/resources/digest/0207coltrane.html
 - 2) Gomez, E. (1999). *Portfolio assessment for English language learners: Frequently asked questions and a case study of the Brooklyn International High School*. Providence, RI: The Education Alliance, Northeast and Islands Regional Educ.Lab. at Brown University.
www.lab.brown.edu/publi/pubs/ass/port/ell/ass/port/ell.pdf
 - 3) Gomez, E. (2000). *Assessment portfolios: Including English language learners in large-scale assessments* (Digest EDO-FL-00-10). Washington, DC: ERIC CLL.
www.cal.org/resources/digest/0010assessment.html
 - 4) O'Malley, J.M. & Pierce, L.V. (1996). *Authentic assessment for English language learners: practical approaches for teachers*. Reading, MA: Addison Wesley.
- Content objectives: Participants will be able to 1) Explain how linguistic differences in home languages and English can impact English learners' reading and writing development.
- Language objectives: Participants will be able to 1) Design assessments to determine student academic language learning; 2) discuss with a group how to plan appropriate instruction for English learners who may have reading and learning difficulties; write a lesson plan that develops vocabulary and reading proficiency for English learners who struggle to read and learn
- Issues of reading development and assessment
- Issues related to special education
- Assisting struggling learners

Assignment for Session 11

- Respond to discussion questions #1, #2, #3, #4

Session 11: Effective use of the SIOP Protocol

- Read Chapter 11, pp.202-221, in *Making Content Comprehensible*.
- Practice applying the SIOP features into a lesson plan, using the SIOP lesson planning tools and colleagues as resources.
- Group planning by content area.
- Modify lesson plans for students at a different English proficiency level.
- Scoring and interpreting the SIOP Protocol

Assignment for Session 12

- Work on Final Portfolio project

Session 12: Celebrate Success

- Participants will present and discuss their Portfolio of Lesson Plans and activities.