



EDUC 599

Methods in Teaching English as a New Language

Semester: FALL 2009

Class Meetings: Wednesday 4:15 p.m. - 6:55 p.m. WPH 102

Class Number: 27121D

Units: 3

Instructor: Dr. Michael Genzuk

Office: WPH 1003-C

Office Hours: Wednesday 2:00 p.m. – 3:45 p.m. and by appointment.

Phone: (213) 740-3471

e-mail: genzuk@usc.edu Webpage: < <http://www-rcf.usc.edu/~genzuk> >

OVERVIEW OF COURSE:

This course includes systematic study of effective ways to structure learning opportunities for diverse student populations. An understanding of the instructional needs of students acquiring English as a new language, and language minority populations is developed and an awareness of the appropriate programs and services to meet those specific needs is presented. The course is intended to engage graduate students in exploring a variety of procedures, methods and approaches for use in bilingual and English as a New Language classrooms from the elementary school through adult education levels. It provides an overview of the historic and current trends and social issues affecting the education of language minority students. It also provides novice and practiced teachers as well as administrators and policy makers practical experience in implementation of instructional strategies addressing the needs of a diverse student population. The inclusion of multimedia strategies in addressing the needs of second language learners is a focus of this course. Major units of the course include: language learning theories; socio-cultural contexts of language development, principled selection of instructional strategies for teaching language and non-language subjects; assessment of language and non-language competencies; multimedia visual observation approaches to student behavior, and selected issues in teaching certain language minorities.

GOALS OF COURSE

Students completing this course will be able to:

NOTE: California Commission on Teacher Credentialing Standards of Quality and Effectiveness for Professional Teacher Preparation Programs are highlighted in boldface type.

URL: < <http://www-rcf.usc.edu/~genzuk/CTCTeacherPrepStandards.pdf> >

- Demonstrate familiarity with various theories and instructional methodologies in first and second language acquisition (**Standards 12d, 13d**).
- Demonstrate familiarity with past and current methods for teaching English as a second language. (**Standards 5a, 12d, 13d**)
- Identify the major types of bilingual programs, their strengths and weaknesses. (**Standards 13a, 13b, 13c, 13d**)

- Discuss strengths and weaknesses of varied organizational strategies for multilingual classrooms. (**Standards 13a, 13c, 13d**)
- Demonstrate awareness of the issues involved in language assessment and testing for instructional purposes. (**Standards 13a, 13b, 13c**)
- Demonstrate awareness of local and national legal, political and socio-cultural issues related to the education of English learners. (**Standards 4b, 5a, 11c, 13c**)
- Show familiarity with professional and bibliographic resources for English as a second language and bilingual instructional needs. Demonstrate knowledge of copyright issues. (**Standards 4b, 9i**)
- Demonstrate competence in the use of electronic research tools (e.g. access the Internet) to search for and retrieve information and the ability to assess the authenticity, reliability, and bias for the data gathered. Interact with others using e-mail and is familiar with a variety of computer based collaborative tools (**Standards 9c, 9f**)
- Develop a unit of study that demonstrates appropriate use of a regular curriculum framework in a multilingual classroom. (**Standards 12d, 12f, 13d**)
- Identify ways of involving the family, and other external communities in program instruction, implementation, assessment and evaluation. (**Standards 5b, 5e, 13h**)

COURSE REQUIREMENTS: (all internet links can be accessed through [Dr. Genzuk's webpage](#))

As a graduate course, completing the readings and participation in class discussions are important requirements. Performance in this course is weighed heavily on the quality of your written work and your participation during class sessions. Written assignments must be typed and proofread with the care that a graduate student should exhibit.

- **Preparation for Class Meetings** - Assigned readings about theory and practice related to language acquisition, cultural diversity and schooling form the core of each week's class session. All of these readings should be completed before each class session as a basis for an informed and penetrating analysis of the issues of this course and contribute to our [engagement in purposeful academic discussion](#). Since much of the class activity will be conducted in small groups, advanced preparation for course meetings is particularly important.
- **Class Participation** - Participation in the class must include original thought supported by references to common readings and widely held understandings. Participation in class discussions and [regular attendance](#) are required of all students. Throughout the semester the class will be divided into groups to discuss a variety of theoretical perspectives and their own diverse experiences related to language and socio-cultural issues in schools and neighborhoods. Each group will use articles from the reading list to support the various perspectives. The group, in turn, will be responsible for leading a class discussion on their topic. **(15%)**
- **T.V. Project** - Each student must select a non-English language television show in a language she/he does not know. You must watch two (2) hours of this program, preferably a 1/2 hour program (ex: soap operas, dramas or other programs with plots and human interactions), so that you can watch it over several presentations. You must watch it more than once, at least at two different time periods. It cannot be a foreign film, or a program with English subtitles. Keep a journal record for [each](#) of your viewings. You should write in your journal as soon as you can after watching each viewing of the program. The journal should include [for each viewing](#):

- (a) A detailed descriptive narrative of the program action, characters, settings, mood, etc;
- (b) A detailed description of your own reactions, feelings and emotions about the experience and process of watching a program in a language you do not understand; this section is about self-reflection. Thoroughly discuss the effects of the exercise, not the show itself; and
- (c) A comprehensive identification of all the strategies and clues you used for making sense of what is going on in the program (including your use of the verbal, visual, graphic, and behavioral clues/evidence of the program) for each viewing.

Besides parts a, b, and c above, you should also include a brief summary/synthesis of the three parts above that provides your reflection on the overall experience and process of this exercise. Bring this summary/synthesis of your journal for each member of the class.

Each student must be prepared to make an oral presentation covering a, b, and c above, based on his/her journal and submit the journal to the professor for evaluation. This exercise is designed to provide insights into the activities, feelings and strategies that language minority students experience and employ daily in classrooms. It may help you to begin asking yourself questions about the appropriateness of the classroom's structure in relation to the diverse cultural and linguistic background of your students. By questioning the goals and the values that guide a teacher's work, the context in which you teach, and examine your own assumptions, you will then begin the process of reflective teaching. This exercise is based on a distinction between teaching that is reflective and teaching that is technically focused. Presentation date and journal are due **September 30, 2009**. Presentation (5%); Journal (10%)

- **Instructional Projects** - Each student will be part of a cooperative/collaborative team that will develop a lesson plan based on both a specific, selected communicative language method for teaching an ESL lesson and that is taken from the appropriate grade level curricular framework and linked to the ESL lesson objectives for presentation to the class. Each member of the team will receive the same "group grade" on the lesson plan and class presentation. (see the following)

Communicative Language Teaching: An Introduction and Sample Activities

URL: < http://www.usc.edu/dept/education/CMMR/FullText/Galloway_ComLangTeach_IntroActivities.pdf >

Thematic, Communicative Language Teaching in the K-8 Classroom

URL: < http://www.usc.edu/dept/education/CMMR/FullText/Haas_CommunicativeLangTeachingK-8.pdf >

After selecting the instructional method, each student must read one journal article on the chosen communicative method taking care not to replicate articles being read by other team members. A concise review of each article must accompany the written group lesson plan to be submitted to the instructor. Students must use electronic research tools (e.g. access the Internet) to search for and retrieve information on the article reviewed. Each member of the group will receive an "individual grade" on the Journal Review. **The reviews will count for half of your overall project grade.**

See "Critical Reviews of Journal Articles" for guidelines on writing the reviews)

URL: < http://www-rcf.usc.edu/~genzuek/Reviews_Journal_Articles.pdf >

Collectively each group is to develop an ESL lesson plan with his/her group to teach to the class, being faithful to the selected method and reviewed articles. Enough copies of the lesson plan (reviews of articles not included) for each member of the class must be made. Lesson plans should be comprehensive, i.e. thorough enough that class members can replicate submitted lessons in their own instructional environments. A "Group Grade" will be assessed for the lesson plan, all team members receiving the same grade. Individual grades will be given for "reviews of articles".

Objectives: Through their instruction and coaching the lesson will maximize each learner's achievement by building on the learners' prior instruction, experience and knowledge. Through this process each class member will experience the benefits of collaborative, collegial planning by teachers and other adults in schools. They will demonstrate their understanding of the theory, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework. Also how this affects their decisions about teaching and learning through the design of the lesson. Candidates will collaboratively prepare, present, and evaluate lesson plans from the unit they develop that reflects knowledge of linguistic development, second language acquisition and how first language literacy connects to second language development.

Projects are due November 4, 2009. (20%)

- **ENGLISH AS A NEW LANGUAGE CASE STUDY PROJECT** - Each student will develop a "Ethnographic Case Study" for both a presentation to the class and a written case study to be submitted to Professor Genzuk for final grading (limit of 6-8 pages).

The English as a New Language Case Study Project employs methods of ethnographic research. Ethnographic research methods are a means of attaining local points of view, school, classroom, households and community "funds of knowledge" (Moll & Greenberg, 1990), a means of identifying significant categories of human experience up close and personal. Ethnography enhances and widens the view and enriches the inquiry process. It generates new analytic insights by engaging in interactive exploration of often-subtle arenas of human difference and similarity, habits and patterns that mark your school, work or home life. You may not even be aware of them, but the information they capture may provide teachers, researchers, doctors and engineers pathways to innovations that add to your learning, comfort and effectiveness. Through such findings ethnographers may inform others of their findings with an attempt to derive, for example, policy decisions or instructional innovations from such an analysis.

Currently many social scientists, including educators are employing this observational approach to human behavior. Start by watching people at school, work, or play. Follow with interviews, review of documents, artifacts and personal histories that you can react to. Then continue the process until you're sure you have something that makes a significant contribution. . . or not. Finally you tell the story, with words, visually, graphically, and artistically.

Now you have an idea of what "ethnography" is like. When we are young watching the world around us is a natural, enjoyable way to learn and remember. Ethnography is an extremely efficient mode of recording and presenting research, and now that gathering data with the help of technology is no longer as bulky and cumbersome as it used to be, it is likely to be taken up by more and more social science researchers.

Tasks and Procedures

Each student will be responsible for conducting a mini-ethnographic case study of an individual K-16 student whose race, ethnicity or language differs from his or her own. Identify a person who is either currently a student learning a new language, or who has in the past participated in a second language learner program. Be sure to follow the ethical procedures before starting your actual study.

First, before going out to a school you must give some thought to what the focus of your study will be. You will want to read the articles below to get some ideas of what you are in for. Further details will be given in class.

- Getting Started: The short paper, "How to Get Started on Your Ethnographic Project" (Genzuk, 2001), will help you launch your case study.
URL: < http://www-rcf.usc.edu/~genzuk/Getting_Started_Ethnography.htm >
- Required Reading: Genzuk, M. (1998). **A Synthesis of Ethnographic Research**
URL: < http://www-rcf.usc.edu/~genzuk/Ethnographic_Research.html >
- Required Review: **How to Do Ethnographic Research: A Simplified Guide**. A site at the University of Pennsylvania providing general, simplified information about how to conduct and write up the results of ethnographic research
URL: < <http://www.sas.upenn.edu/anthro/anthro/cpiamethods> >
- Suggested Web Site: Fieldwork: The Anthropologist in the Field. This web presentation by Professor Laura Tamakoshi uses "The Anthropologist in the Field" as a way of deepening students' appreciation and understanding of fieldwork. Professor Tamakoshi shows fieldwork to be challenging yet within our means. This work on the web provides students with valuable information on conducting ethnographic research.
URL: < <http://www.ianth.org/fieldwork/tamakoshi/> >

Once you have read the above papers, based on class readings, lectures, and discussions, generate a first "draft" list of questions for your potential interviewee. Your goal is to discover as much as you can about the person's experience as a second language learner: socio-cultural and political factors that he/she might have been aware of, or that might have affected his/her experience; type of organizational strategies that were utilized in his/her program; issues in assessment of progress experienced in his/her program; and any other information that will give you insight into the person's experience as a language minority student. Your initial draft questions will be due to the instructor on September 16th for group discussion and review. This is just the beginning of the process.

Next you will start the procedures for selecting your candidate. You will need to make contact with your school, get permission from the school administrator, teacher, and parents to conduct your study. It is important to follow all the ethical protocols to protect yourself and the participants of your study. Once this has been accomplished then you can start the process of selecting the best student for your study.

Final Case Study Written Assignment: Unlike a traditional ethnographic study, this project will not require a comprehensive "longitudinal" written case study analysis. Ethnographies can take several months to years to conduct. This would be impossible given

the limitations of our data gathering and course timeline. The Case Study should however supply all of the data and information described below. (Limit of 6-8 pages).

Your final descriptive report and analysis of your interviewee will include, but not be limited to the following:

- Brief background description and reason(s) for selecting the interviewee
- Questions asked of the interviewee (First-draft of questions & abstract due September 17, 2008)
- Response given by the interviewee, along with thorough analysis of each response
- Inclusion of additional data gathered through review of documents, artifacts, and additional interviews (teachers, aides, administrators, community, parents and family, etc.) that you can react to
- Summary, conclusions, analysis, and recommendations indicating your perspective on the type of program that was provided for the interviewee, its educational, social-cultural and political influences, and the effect you believe it had on the person's current situation in society.
- Additionally, a brief reflective summary focused on the process and experience of conducting this interview should be included

In summation, each student will be required to provide a written study including: introduction/abstract, followed by the purpose of the study, a brief description of the methodology employed to conduct the study, limitations of the study, final questions used and responses, a concise analysis of all the data gathered, findings, conclusions, and recommendations; and link all these areas to literature and theory read and discussed in the class as well as any other found in your review of the literature. A bibliography must be included. Additionally, a brief self-reflective summary focused on the process and experience of creating a Case Study should be included.

NOTE: *Final written study, analysis, summaries and reflections should follow the format of the Publication Manual of the American Psychological Association (APA).*

Grading Criteria For Case-Study: Thoroughness of final Case Study document; Use of class readings, discussions, and lectures to generate questions that allow for an objective interview; Depth of findings and analysis of interviewee's responses; Ability to integrate readings into discussion of findings and analysis; Professional presentation of written assignment. Draft questions and study abstract due **September 16, 2009**, final written interviews and class discussion are due **November 25, 2009**. (25%)

- **Course Exam** - There will be a mid-term exam covering the major theoretical units of the course, the lectures, and the readings. See "Answering Essay Questions In The Social Sciences"
URL: < http://www-rcf.usc.edu/~genzuc/Genzuc_EssayExamPrep.pdf >. (25%)
- **Establishing E-mail Accounts** - It is required of all EDUC 599 students to establish a University Computing electronic mail (E-mail) account. Students completing the course will be able to interact with others using E-mail and to be familiar with a variety of computer-based collaborative tools (e.g. threaded discussion groups, newsgroups, list servers, online chat, and audio/video conferences).

Access to technological resources, including computer networks, provides a wonderful opportunity for intercultural learning as well as enhancing communications. It is important to recognize that modern computer-based telecommunications networks, frequently referred to as the information superhighway or the Internet, do indeed open up entirely new possibilities for intercultural collaboration and linking to global learning networks. Numerous course readings come directly from Internet sources.

USC students are eligible to apply for University Computing accounts. To encourage greater student use of university computing resources and to ease the process of getting online, UCS (University Computing Services) has instituted a procedure for issuing computer accounts to students. Computer accounts are created automatically for all students enrolled in degree programs.

Returning students with accounts: No account renewal is necessary. Accounts remain active as long as students are enrolled. **Entering and returning students without accounts:** To activate a computer account, students will need to complete a simple Web based form and choose a password. To access this form, students can visit one of five public computing areas (Leavey Information Commons, KOH 200, SAL 125, or WPH B-34 on the University Park Campus, or Norris Medical Library on the Health Science Campus). In these facilities, students will find step-by-step instructions on how to activate new accounts.

For more information on automatic accounts, please contact either UCS's Customer Support Center or Computer Accounts Administration office at 740-5555, or send email to <consult@usc.edu>.

Once the students' accounts are established they must e-mail the professor to verify their account and to relay their new e-mail address. This should be done in the first week of class. The professor will establish a class network to enhance and encourage student interactions and to forward additional class materials and updates.

GRADING:

Grades will be based on the above criteria:

- Class participation and attendance (15%)
- TV Project Presentation (5%) Written journal (10%)
- Instructional Project (20%)
- English as a New Language Case Study (25%)
- Exams (25%)
- e-mail account (C/NC)

DISABILITY SERVICES AND PROGRAMS (DSP)

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

BEHAVIOR VIOLATING UNIVERSITY STANDARDS AND APPROPRIATE SANCTIONS

The University's Student Conduct Code articulates violations that are most common and readily identifiable. Conduct violating university community standards that is not specifically mentioned still may be subject to disciplinary action. General principles of academic honesty include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles.

Sanctions for violations of the university Student Conduct Code are assessed appropriately for the cited violation. Sanctions will be considered in light of students' entire conduct records at the university and will be designed to hold students accountable for their actions and the resulting or potential consequences of such actions, to promote the educational well-being of students and to protect the educational environment of the university and the safety of its community.

All academic integrity violations will result in an academic consequence. Failure to comply with the terms of any imposed sanctions may be considered an additional violation.

TEXTBOOKS FOR THE COURSE:

Required:

Crawford, J. (2004). Educating English Learners: Language Diversity in the Classroom (5th edition). Los Angeles: Bilingual Educational Services (BES).
ISBN: 0-89075-999-5

Leyba, C. (Ed.) (2005). Schooling and Language Minority Students: A Theoretical Framework (3rd edition). Los Angeles: LBD Publishers.
ISBN: 0-89755-030-7

Peregoy, S.F. & Boyle, O.F. (2008). Reading, Writing, & Learning in ESL: A Resource Book, for K-12 Teachers (5th edition). NY, Allyn & Bacon Publishers.
ISBN: 978-0-205-59324-8

Richard-Amato, P.A. & Snow, M.A. (1992). The Multicultural Classroom: Readings for Content-Area Teachers. White Plains, NY: Longman.
ISBN: 0-8013-0511-X

Recommended:

Cummins, J. (2001). Negotiating Identities: Education for Empowerment in a Diverse Society. Sacramento: California Association for Bilingual Education.

ISBN: 1-889094-01-3

Cummins, J. & Sayers, D. (1997). Brave New Schools: Challenging Cultural Illiteracy. St. Martins Press, NY.

ISBN: 0-312-16358-4

Dhority, L. (1991). The ACT Approach: The Use of Suggestion for Integrative Learning (2nd edition). Philadelphia, PA: Gordon and Breach Science Publishers.

ISBN: 2-88124-556-0

Holt, D.D. (Ed.) (1993). Cooperative Learning: A Response to Linguistic and Cultural Diversity. McHenry, IL: Center for Applied Linguistics.

ISBN: 0-937354-81-3

Krashen, S. (1993). The Power of Reading. Englewood, CO: Libraries Unlimited Inc.

ISBN: 1-56308-006-0

Krashen, S. & Biber, D. (1988). On Course: Bilingual Education's Success in California.

Sacramento: California Association for Bilingual Education.

ISBN: 0-317-30175-6

Krashen, S. & Terrell, T.D. (1983). The Natural Approach. Haywood, CA: The Alemany Press.

ISBN: 0-13-609934-3

Richards, J., & Rodgers, T. (2001). Approaches and Methods in Language Teaching (2nd edition). Cambridge, England: Cambridge University Press

ISBN: 0-521-00843-3

Smith, F. (1988). Joining the Literacy Club. Portsmouth, NH: Heinemann.

ISBN: 0-435-08456-9

West-Ed (2001). A Map for Teaching and Assessing California's English Language Development and English Language Arts Standards for English Learners (2nd Edition). San Francisco, CA:

Available free on-line:

URL: (uses Tiny URL feature) <<http://tinyurl.com/mvdc8d>>

Zwiers, J. (2007). Building Academic Language: Essential Practices for Content Classrooms, Grades 5-12. Wiley, John & Sons Inc.

ISBN: 978-0-7879-8761-9

****NOTE: READINGS LISTED FOR SPECIFIC SESSIONS MUST BE COMPLETED PRIOR TO CLASS MEETING. THE INFORMATION CONTAINED IN ASSIGNED READINGS ARE ESSENTIAL FOR ACTIVE PARTICIPATION IN CLASS DISCUSSIONS AND ACTIVITIES.***

MAJOR UNITS AND OUTLINE OF THE COURSE: (Likely to be adjusted during semester):

AUGUST 26, 2009 - Class begins - Introduction to the course. Organization, course syllabus, requirements and other topics concerning the management and fulfilling of course requirements will be discussed. Discussion of students' background, expectations, needs and other related topics will also be discussed.

Class Handouts:

- Course syllabus
- Freire, P. (1985). The Act of Study.
- Genzuk, M. (1994). Bilingual Schooling: A Historical Perspective.
URL: < http://www-rcf.usc.edu/~genzuk/GenzukBi_SchoolingHistory.pdf >

Readings:

- Crawford, J. (2004). Bilingualism in America: Ch. 1-3. Educating English Learners: Language Diversity in the Classroom. pp. 2-77.
- Genzuk, M. (2001). A Synthesis of Ethnographic Research
URLs: < http://www-rcf.usc.edu/~genzuk/Ethnographic_Research.html >
< http://www-rcf.usc.edu/~genzuk/Ethnographic_Research.pdf > (PDF)
- Coutts, A.T. (2001) Critical Reviews of Journal Articles
URL: < http://www-rcf.usc.edu/~genzuk/Reviews_Journal_Articles.pdf > (PDF)

SEPTEMBER 2, 2009 - The history of education of language minority students, an overview of the academic, social, economic and strategic rationale for specially designed programs for this student population. Who are English language learners? Programs to meet the needs of this population of students.

Readings:

- Crawford, J. (2004). Ch. 4: A Forgotten Legacy. Educating English Learners: Language Diversity in the Classroom. pp. 80-104.
- Peregoy, S.F. & Boyle, O.F. (2008). Ch. 1: English Language Learners in School. Reading, Writing, & Learning in ESL. pp. 1-31.

Class Handouts:

- Thonis, E. Eleven Point Rationale for Bilingual Program.
- Troike, R. (1981). Synthesis of Research on Bilingual Education.

Recommended:

- Krashen, S. & Biber, D. (1988). On Course: Bilingual Education's Success in California. Sacramento: California Association for Bilingual Education.

SEPTEMBER 9, 2009 - Language learning theories. Notions of language and it's relationship to school achievement. Patterns of multiple language acquisition and learning.

Readings:

- Cummins, J. Language Proficiency, Bilingualism, and Academic Achievement. In: Richard-Amato, & Snow (1992). The Multicultural Classroom: Readings for Content-Area Teachers. pp. 16-26.
- Cummins, J. (2005). Teaching the Language of Academic Success: A Framework for School-Based Language Policies. In: Schooling and Language Minority Students: A Theoretical Framework (3rd edition). pp. 3-32.
- Snow, M.A. (2005). Primary Language Instruction: A Bridge to Literacy. In: Schooling and Language Minority Students: A Theoretical Framework (3rd edition). pp. 119-160.
- King, K. & Fogle, L. (2006). Raising Bilingual Children: Common Parental Concerns and Current Research. Center for Applied Linguistics.
URL: < <http://www-rcf.usc.edu/~genzok/RaiseBilingualChildren.pdf> >

Class Handouts:

- Cummins, J. (1981). Range of Contextual Support and Degree of Cognitive Involvement in Communicative Activities.

SEPTEMBER 16, 2009 - Student's "English as a New Language Case Study" draft questions and abstract due, submit a draft of your potential interview questions and an abstract including name of the school where observing, observation schedule, classroom teacher's name, grade level and basic information on the student informant chosen.

Language learning theories (cont.). Language acquisition and learning issues in the classroom related to bilingual and English as a second language. Bilingual education programs, comparison of submersion and immersion programs, age factors in second language acquisition, and language learning hypothesis.

Readings:

- Krashen, S. (2005). Bilingual Education and Second Language Acquisition Theory. In: Schooling and Language Minority Students: A Theoretical Framework. pp. 33-61.
- Crawford, J. (2004). Ch. 8. Basic Research on Language Acquisition. Educating English Learners: Language Diversity in the Classroom. pp. 182-212.
- Peregoy, S.F. & Boyle, O.F. (2005). Ch 2: Second Language Acquisition. Reading, Writing, & Learning in ESL. pp. 33-72.

SEPTEMBER 23, 2009 - Language learning theories (cont.). Language acquisition and learning issues in the classroom related to bilingual and English as a second language. Bilingual education programs, comparison of submersion and immersion programs, age factors in second language acquisition, and language learning hypothesis.

Readings:

- Collier, Virginia P. (1995). *Acquiring A Second Language For School*. This short publication is written to guide the reader through the substantial research knowledge base that the field has developed over the past 25 years.
URL: < http://www.thomasandcollier.com/Downloads/1995_Acquiring-a-Second-Language-for-School_DLE4.pdf >
- Thomas, W. P. & Collier, V. P. (2003). *A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement Final Report*:
URL: < <http://www.usc.edu/dept/education/CMMR/CollierThomasExReport.pdf> >
- Cummins, J. & Genzuk, M. (1991). *Analysis of final report: Longitudinal study of structured English immersion strategy, early exit and late-exit transitional bilingual education programs for language-minority children* (Internet article) from the Center for Multilingual, Multicultural Research, University of Southern California.
URL: < http://www-rcf.usc.edu/~genzuk/Ramirez_report.html >
- Crawford, J. (2004). Ch. 12. Two-Way Bilingualism. *Educating English Learners: Language Diversity in the Classroom*. pp. 286-309.

SEPTEMBER 30, 2009 - T.V. Project presentation due. Bring a copy of your Journal's summary/synthesis and your reflection on the overall experience and process of this exercise for each member of the class. Completed journals due to professor.

Sociocultural factors in teaching language minority students. Emphasis is placed on the study of diverse cultural patterns among families and appropriate mechanisms for involving all families in the school program. This class will emphasize the self-examination and evaluation of attitudes towards people of different cultures and ethnic backgrounds.

Readings:

- Brown, H.D. *Sociocultural Factors in Teaching Language Minority Students*. In: Richard-Amato, & Snow (1992). *The Multicultural Classroom: Readings for Content-Area Teachers*. pp. 73-92.
- Banks, J.A. *The Stages of Ethnicity*. In: Richard-Amato, & Snow (1992). *The Multicultural Classroom: Readings for Content-Area Teachers*. pp. 93-101.
- Heath, S.B. *Sociocultural Contexts of Language Development: Implications for the Classroom*. In: Richard-Amato, & Snow (1992). *The Multicultural Classroom: Readings for Content-Area Teachers*. pp. 102-125.
- Scarcella, R. *Providing Culturally Sensitive Feedback*. In: Richard-Amato, & Snow (1992). *The Multicultural Classroom: Readings for Content-Area Teachers*. pp. 126-141.

OCTOBER 7, 2009 - Sociocultural factors in teaching language minority students (cont.). Emphasis is placed on the study of diverse cultural patterns among families and appropriate mechanisms for involving all families in the school program. This class will emphasize the self-examination and evaluation of attitudes towards people of different cultures and ethnic backgrounds.

Readings:

- Funds of Knowledge: A Look at Luis Moll's Research Into Hidden Family Resources.
URL: < http://www.usc.edu/dept/education/CMMR/FullText/Luis_Moll_Hidden_Family_Resources.pdf >
- Funds of Knowledge for Teaching – Model Strategies.
URL: < http://www-rcf.usc.edu/~genzuk/Funds_of_Knowledge_for_Teaching.pdf >

Recommended:

- Cummins, J. (1995). Negotiating Identities: Education for Empowerment in a Diverse Society.

OCTOBER 14, 2009 - Overview of methods. Communicative and grammar based approaches to second language acquisition. Difference in theory, procedures, techniques, methods, and approaches. Grammar-translation approach; direct method (approach); the Concurrent Translation approach; Reading approach; Audio-lingual approach; Cognitive approach, Total Physical Response method, the Natural approach; Suggestology; the Silent Way; Confluent education method, Community language learning.

Readings:

- Crawford, A.N. (2005). Communicative Approaches to Second Language Acquisition. In Schooling and Language Minority Students: A Theoretical Framework (3rd edition), pp. 65-117.
- Peregoy, S.F. & Boyle, O.F. (2005). Ch. 4: Oral Language Development in Second Language Acquisition. Reading, Writing, & Learning in ESL. pp. 118-155.
- Galloway, A.(1993). Communicative Language Teaching: An Introduction and Sample Activities. (Internet Article) Center for Applied Linguistics.
URL: <http://www.usc.edu/dept/education/CMMR/FullText/Galloway_ComLangTeach_IntroActivities.pdf>
- Haas, M. (2000). Thematic, Communicative Language Teaching in the K-8 Classroom.
URL: <http://www.usc.edu/dept/education/CMMR/FullText/Haas_CommunicativeLangTeachingK-8.pdf>

Recommended:

- Krashen, S. & Terrell, T.D. (1983). The Natural Approach. Haywood, CA: The Alemany Press.
- Kerper-Mora, J. Principles of L2 teaching methods and approaches
URL: < <http://coe.sdsu.edu/people/jmora/ALMMethods.htm> >

- Richards, J.C. & Rodgers, T.S. (2001). Approaches and Methods in Language Teaching. Ch. 1: A brief history of language teaching, pp. 3-17. Ch. 2: The nature of approaches and methods in language teaching, pp. 18-35. Ch. 3: The oral approach and situational language teaching, pp. 36-49. Ch. 4: The audio-lingual method, pp. 50-69. Ch. 5: Total Physical Response, pp. 73-80. Ch. 6: The Silent Way, pp. 81-89. Ch. 7: Community Language Learning, pp. 90-99. Ch.8: Suggestopedia, pp. 100-107. Ch. 15: Natural Approach, pp.178-191.

OCTOBER 21, 2009 – Reading instruction for English as a New Language students. Reading and writing instruction issues and techniques in bilingual and second language programs. Teaching English reading to bilingual students and teaching biliteracy.

Readings:

- Thonis, E.W. (2005). Reading Instruction for Language Minority Students. In: Schooling and Language Minority Students: A Theoretical Framework (3rd edition). pp. 161-198.
- Peregoy, S.F. & Boyle, O.F. (2005). Ch. 5: Emergent Literacy: English Learners Beginning to Write and Read. Reading, Writing, & Learning in ESL. pp. 156-205.
- Peregoy, S.F. & Boyle, O.F. (2005). Ch. 6: English Learners and Process Writing. Reading, Writing, & Learning in ESL. pp. 206-263.
- Peregoy, S.F. & Boyle, O.F. (2005). Ch. 7: Reading and Literature Instruction for English Language Learners. Reading, Writing, & Learning in ESL. pp. 264-313.
- Peregoy, S.F. & Boyle, O.F. (2005). Ch. 10: Reading Assessment and Instruction. Reading, Writing, & Learning in ESL. pp. 376-411.

Internet Readings:

- Krashen, S. (2004). Free Voluntary Reading: New Research, Applications, and Controversies.
URL: < http://www-rcf.usc.edu/~genzuk/Free_Voluntary_Reading-Krashen/FVReading1-Krashen.pdf >
- Krashen, S. (2003). Free Voluntary Reading: Still a Very Good Idea.
URL: < http://www-rcf.usc.edu/~genzuk/Free_Voluntary_Reading-Krashen/FVReading3-Krashen.pdf >

Recommended:

- Krashen, S. (1993). The Power of Reading: Insights from the Research. pp. 1-89.
- Smith, F. (1988). Joining the Literacy Club: Further Essays into Education. pp. 1 137.
- Andersson, T. A Guide to Family Reading in Two Languages (Internet article) from the National Clearinghouse for Bilingual Education.
URL: <http://www.usc.edu/dept/education/CMMR/FullText/Andersson_GuideFamilyRead2Langs.pdf>

OCTOBER 28, 2009 - Content area instruction. Strategies for providing access to the core curriculum and extending communicative approaches into L₂ literacy. The role of evaluation in the communicative program.

Readings:

- Peregoy, S.F. & Boyle, O.F. (2005). Ch. 3: Classroom Practice for English Learner Instruction. Reading, Writing, & Learning in ESL. pp. 73-117.
- Peregoy, S.F. & Boyle, O.F. (2005). Ch. 8: Content Reading and Writing: Prereading and During Reading. Reading, Writing, & Learning in ESL. pp. 314-345.
- Peregoy, S.F. & Boyle, O.F. (2005). Ch. 9 :Content Reading and Writing: Postreading Strategies for Organizing and Remembering. Reading, Writing, & Learning in ESL. pp. 346-375.
- Richard-Amato, P.A. & Snow, M.A. (1992). Chapters 10-18 address classroom instructional practices and materials. pp. 143-284.

Class Handouts

- Genzok, M. (1996). Specially Designed Academic Instruction in English (SDAIE) for Language Minority Students.

Recommended:

- Richard-Amato, P.A. & Snow, M.A. (1992). Chapters 19 thru 26 provide specific content area readings for the language minority student. The Multicultural Classroom: Readings for Content-Area Teachers. pp. 285-374
- West Ed (2001). A Map for Teaching and Assessing California's English Language Development and English Language Arts Standards. Available on-line:
<http://www.eric.ed.gov:80/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED451532&ERICExtSearch_SearchType_0=no&accno=ED451532>

NOVEMBER 4, 2009 - Instructional Project due - Collaborative Groups will present abbreviated communicative ESL lesson (no longer than 15 minutes) to the class, being faithful to the selected method. Enough copies of the lesson plan for each member of the class must be made.

NOVEMBER 11, 2009 - Multi-media strategies for language minority classrooms. The potential of networked computing resources for enabling teachers and students to engage in collaborative critical inquiry that is crucial for preparing students for full democratic participation in their society. How other languages can be used in conjunction with English to further intercultural and multilingual learning when teachers and students participate in computer-based global learning networks.

Readings:

- Genzuk, M. (2005). Visions of Possibilities: Multimedia Literacy in Teacher Education.
URL: <<http://www.usc.edu/dept/education/CMMR/FullText/MultimediaLiteracyInTeacherEd.pdf>>
- Krashen, S. (2007). Free Voluntary Web Surfing: Use of computers in language and literacy development.
URL: < http://www.usc.edu/dept/education/CMMR/FullText/Free_Voluntary_Web_Surfing_Krahen.pdf >
- Sayers, D. (1995). Language Choice and Global Learning Networks: The Pitfall of Lingua Franca Approaches to Classroom Telecomputing (Internet article). How can other languages be used in conjunction with English to further intercultural and multilingual learning when teachers and students participate in computer-based global learning networks?
URL: < <http://epaa.asu.edu/epaa/v3n10.html> >

Recommended:

- Cummins, J & Sayers, D. (1995). Brave new schools: Challenging cultural illiteracy. pp. 3-176.
- Cummins, J & Sayers, D. (1995). Brave new schools: Challenging cultural illiteracy. pp. 179-336.
- Technology in Education (Internet source). Center for Multilingual, Multicultural Research, University of Southern California.
URL: < <http://www-rcf.usc.edu/~cmmr/Technology.html> >
- Holt, D.D. (1993). Cooperative learning for students from diverse language backgrounds: An introduction. Cooperative learning: A response to linguistic and cultural diversity.
- David W. Johnson and Roger T. Johnson. Cooperative Learning, Values, and Culturally Plural Classrooms. (Internet resource).
URL: < <http://www.co-operation.org/pages/CLandD.html> >

NOVEMBER 18, 2009 - Use of support personnel including paraeducators and parents, team teaching and labs. The class will also review contemporary teacher education issues, recruitment, retention, and induction of new teachers, and on-going professional development of teachers of diverse student populations. .

Readings:

- Genzuk, M., Lavadenz, M., & Krashen, S. Para-Educators: A Source for Remediating the Shortage of Teachers for Limited English-Proficient Students, (Internet article) from The Journal of Educational Issues of Language Minority Students.
URL: <http://www.usc.edu/dept/education/CMMR/FullText/Genzuk_ParaEds_As_Teachers_For_LEPs.pdf>
- Genzuk, M. "Diversifying the Teaching Force: Preparing Paraeducators as Teachers" ERIC Clearinghouse On Teaching And Teacher Education (Internet article).
URL: < http://www-rcf.usc.edu/~genzuk/Preparing_PEs_ERIC.pdf >.
- Model Strategies in Bilingual Education: Professional Development (Internet article) from the U.S. Department of Education.
URL: < <http://www.ed.gov/pubs/ModStrat> >
- Calderon, M. Staff Development In Multilingual Multicultural Schools (Internet article) from ERIC Clearinghouse on Urban Education.
URL: < http://www-rcf.usc.edu/~genzuk/Calderon_StaffDevelopMMSchools.pdf >

Recommended:

- Crawford, J. (2004). Remaining chapters present an excellent overview of the politics, racism, and other current issues that influence the discussion of language minority student education. Educating English Learners: Language Diversity in the Classroom.

NOVEMBER 25, 2009 - Language Minority Case Study due.

The class will submit projects and discuss their diverse experiences related to their individual case study. Each student will participate in the presentation of their study and connect their conclusion and summary to articles from the class-reading list to put their project into a theoretical context. All class members will be responsible for leading a class discussion on their own project. Final Written Case Study Project handed in to the instructor.

DECEMBER 2, 2009 - Coping with Diversity - A review of topical issues confronting the educator of language minority populations including: English-only, immigration issues, affirmative action, racism, etc. Class will end with an overview of bilingual program from initial pupil identification to re-designation of language minority students.

Readings:

- Crawford, J. (2004). Ch. 6. English Only or English Plus Educating English Learners: Language Diversity in the Classroom. pp. 131-156.

DECEMBER 9, 2009 - FINAL EXAM SCHEDULED -

Copyright © 2009 by Michael Genzuk. All rights reserved.

Updated: 8/14/2009