ESOL Foundations: Language and Culture in Elementary Classrooms
TSL 3520
Spring 2015

Instructor: Tia Rivera
Email: tianrerva@ufl.edu
Class periods: Wednesdays, 3-5 (9:30am-12:30pm)
Office hours: 12:30-2:30 or by appointment

OVERVIEW

This course examines issues of language and culture that are relevant for elementary learners of English as a Second Language (ESL). The course provides an introduction to the structure of language and to principles and processes of first and second language development in young learners. The role of the native language and culture and their influence on learning for language minority students is a major focus of the course. The course also provides an introduction to the influence of culture on language learning (especially oral language development) and communication styles, value and belief systems, and patterns of interaction and behavior. Readings, vignettes, case studies, journals, audio, video, and transcribed language samples are used for reflection, analysis, and in-class discussion activities. Field experiences, which take place one full day per week in a local elementary school, help students apply concepts to further their understanding of language and culture of English Language Learners (ELLs).

Course Objectives
Pre-service teachers will acquire knowledge related to three key areas: the nature of culture, the nature of (second) language acquisition, and the nature of language teaching and learning (delineated below). Within each area, related topics will guide course readings, inquiry, discussion, activities, and assignments. This course is designed to provide pre-service teachers with the foundation necessary for future coursework in ESOL curriculum, methods, and assessment.

The Nature and Role of Culture

- The nature of culture and aspects in which cultures may vary
- The stages of cultural adjustment
- The ways in which family roles, relationships, and expectations can vary across cultures and influence student learning in school
- The major characteristics of different cultural groups represented in Florida’s ESOL student population
- The explicit and implicit rules of American (classroom) culture and how these can affect the participation and success of culturally diverse learners in school
- The characteristics of culturally responsive education

The Nature of Language

- The functional and social purposes of language
- The systematic (patterned) yet variable nature of language
- The subsystems of language and ways in which these can vary across languages
- The structure of English and the challenges faced by ESOL learners from various language backgrounds acquiring these structures
- English oral language development
The Nature of Language Teaching and Learning

- The complex and lengthy process of second language learning
- The similarities and differences in first and second language acquisition
- The processes and stages of second language development
- The current major theories of second language acquisition
- The role of the native language in cognitive development, second language acquisition, literacy, and academic achievement
- The interdependence of listening/speaking/reading/writing skills development
- Instructional strategies for English oral language development
- The varying receptive and productive abilities of ESOL learners at beginning, intermediate, and advanced levels of English language proficiency
- The differences between basic interpersonal communicative language skills (BICS) and cognitive/academic language proficiency (C/ALP) and the relevance of these for ESOL learners
- The nature of language or learning challenges vs. linguistic or cultural differences in ESOL learners

COURSE REQUIREMENTS

Professionalism
We assume that you will approach this class with a professional attitude and demonstrate professional behavior toward yourself, your peers, and the instructor. This includes but is not limited to: timeliness, being prepared to discuss the readings, making positive contributions to large and small group discussions in class, collaborating outside of class with your group members, not engaging in disruptive and/or distracting behaviors in class, and submitting thoughtful work.

U.F. Academic Honesty Policy: The University of Florida expects its students to be honest in all their academic work. Please consult the University Honesty Policy for details. We utilize the university’s database system, Turnitin, to identify plagiarized papers. Plagiarism of any type will not be tolerated.

Course Textbook (required)

Course Readings
These are available on the University of Florida online reserves system. The readings are required as part of the course. Your instructor will provide details on how to access the course readings.

WRITTEN ASSIGNMENTS

1. Exams (midterm and final)

Exams will include a mixture of the following: multiple choice, matching, true/false, short answers, and essays. The midterm and (non-cumulative) final will be held during class times on specific dates (see course agenda). The midterm and final will include material covered in the course readings (including textbook), online, and class discussions.
2. Field Experience Presentations and Final Paper

This semester, you will work one full day per week in your field placement in Levy County elementary schools in Florida. While you are working in content area classrooms (specifically reading and mathematics), you will also take detailed notes on the ESOL student(s) in those classes. You do NOT need to follow the ESOL student(s) into other classrooms. Your focus is on (a) teaching and learning of English for the English learner; (b) differentiation of instruction (strategies, graphic organizers, grouping, assessments and so on) of the EL. Your notes (especially information on the background of the EL) will be useful to your final course presentation and paper.

The final paper will be about 3 pages long and will be due at the time of the final presentation in class. Your final paper will have four main sections:

- Who is the student (EL)? Include background of the student, such as L1 and L1 literacy, home culture, assessment data, personality traits and habits, parental involvement.
- Think of at least two (2) “wonderings” or questions about the teaching/learning of the EL and his or her work, participation and learning in school.
- Notes on what you observed in the math and reading classes and results of SOLOM instrument.
- How these three things (observation, background information, questions about teaching and learning ELs) will inform my instruction for this (these) student(s) in the future.

<table>
<thead>
<tr>
<th>Additional Notes and Detailed Topics</th>
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<tbody>
<tr>
<td>Learn who the principal, teacher, coaches, and paraprofessionals are</td>
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<td>Learn about all the ELLs in the class; who are the ELLs? What are their L1s?</td>
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<tr>
<td>Who is your case study student? Why did you pick that student? What is the ELL’s L1? Can the ELL read/write in the L1? What are some of the funds of knowledge of your ELL? How do you know?</td>
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<tr>
<td>Who is responsible in the school for ELL identification and placement? What assessment was used for identification and placement? What was the student’s scores?</td>
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<tr>
<td>What additional data can you obtain about your student’s language and content achievement? Is there CELLA (language) data available? What are those scores? Is there FAIR (reading) test data? What are those scores?</td>
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<tr>
<td>Observe and take notes on the ELL’s oral language use in class and out of class (playground, lunch room). What do you notice? How does the student’s individual oral language use vary in different contexts?</td>
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<tr>
<td>Conduct an in-class SOLOM assessment. What are the scores? What is usual/unusual, especially in comparison with the observations from last week’s notes?</td>
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<tr>
<td>Reading notes on your ELL’s actual reading of the text and to evidence of his/her comprehension. Apply notes to linguistics (esp. phonology) to your ELL’s oral reading production.</td>
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EVALUATION

Evaluation will be based on

- Professional behavior
- Regular class attendance
- Active participation and evidence of preparation in all classes
- Two examinations (midterm and final)
- The quality of written requirements including the ability to connect readings to the field experiences and discuss the significance of course content to classroom practice
The timely completion of all assigned readings and written requirements (papers, modules, etc.), bringing course reading materials to class, and completion of all necessary field experience paperwork

In this class there is a great deal of emphasis on interactive learning and group work. For this reason it is imperative that you attend all classes and participate actively in all class activities. Students should give the instructor prior notice of any absences. One unexcused absence will be permitted. Unexcused absences (i.e., unverifiable medical or emergencies) may be reflected in your final class grade. Please arrive on time for class.

Class Requirements

| Field Experience (Levy County classroom) and ELL Report and presentation (15 presentation; 15 paper) | 30 points |
| Regular attendance | 10 points |
| Contribution to class discussion and professionalism | 10 points |
| Timely submission of all written assignments and online contributions (Caslon website) | 10 points |
| Examinations 1 and 2 (20 points each) | 40 points |
| **Total** | **100 points** |

Please see your individual instructor if she requires you to turn in both hardcopy and electronic copies of all papers for the course.

Grading Scale

93% and above = A; 90 to 92 = A-; 87 to 89= B+; 83 to 86 = B; 80 to 82 = B-; 77 to 79 = C+; 73 to 76 = C; 70 to 72 = C-; 67 to 69 = D+; below 65% = E (Incompletes are given only in the most extreme circumstances).

<table>
<thead>
<tr>
<th>Week Number</th>
<th>ESOL Course Content</th>
<th>Florida ESOL Standards and Indicators</th>
<th>Florida Reading Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to ESOL</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Demographics (national and state), major federal legal cases, and the Florida Consent Decree</td>
<td>3.1.c, 5.2.a, 5.2.b</td>
<td></td>
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<tr>
<td>3</td>
<td>Identification of ELLs ESL/Bilingual Education Program Types (Speaking in Tongues video)</td>
<td>3.1.c</td>
<td></td>
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<tr>
<td>4</td>
<td>Migrant and refugee ELLs, role of culture in ESL and Funds of Knowledge</td>
<td>1.1.a, 1.1.b, 1.1.c, 1.1.d, 1.1.e</td>
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<tr>
<td>6</td>
<td>L1-L2 Similarities and Differences, individual variables in SLA and myths about SLA</td>
<td>1.1.b, 1.1.e, 2.2.c, 2.2.d</td>
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<tr>
<td>7</td>
<td>Structure of language</td>
<td>2.1.a, 2.1.b, 2.1.e, 3.2.j</td>
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<tr>
<td>8</td>
<td>Midterm (in class)</td>
<td></td>
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<tr>
<td>9</td>
<td>Cross-linguistic comparison and language demands of the school curriculum</td>
<td>2.1.e</td>
<td>1.A.2, 1.G.2, 2.C.3</td>
</tr>
<tr>
<td>10</td>
<td>Assessment I (what is CELLA? FCAT/ELLs?) Language proficiency levels Oral language development (SOLOM)</td>
<td>5.1.a, 5.1.b, 5.1.d, 5.2.b, 5.2.c</td>
<td></td>
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<tr>
<td>11</td>
<td>Oral language development strategies, TPR and LEA</td>
<td>2.2.c, 3.1.b, 3.2.b, 3.2.c, 3.2.j, 4.1.c</td>
<td>2.B.3</td>
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<tr>
<td>12</td>
<td>Parent communication and primary language support</td>
<td></td>
<td></td>
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<tr>
<td>13</td>
<td>Introduction to strategies and styles, language difference versus disability</td>
<td>3.2.h</td>
<td></td>
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<tr>
<td>14</td>
<td>Field Experience Culminating Event ESOL student presentations in class.</td>
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**Note:** Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor early in the course to identify and plan specific accommodations.

**ESOL Performance Standards (Revised 8/2012)**

**ESOL Performance Standards (new)** This course will address the following performance standards identified for teachers of ESOL students in Florida:

**Domain 1: Culture (Cross-Cultural Communications)**

Standard 1: Culture as a Factor in ELLs’ Learning

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

Performance Indicators

1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
1.1.b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.

1.1.c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.

1.1.d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.

1.1.e. Understand and apply knowledge about home/school connections to build partnerships with ELLs' families (e.g., Parent Leadership Councils (PLCs)).

**Domain 2: Language and Literacy (Applied Linguistics)**

**Standard 1: Language as a System**

Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs' acquisition of English in order to learn and to read, write, and communicate orally in English.

**Performance Indicators**

2.1.a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.

2.1.b. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs' development of listening, speaking, reading, and writing (including spelling) skills in English.

2.1.e. Identify similarities and differences between English and other languages reflected in the ELL student population.

**Standard 2: Language Acquisition and Development**

Teachers will understand and apply theories and research on second language acquisition and development to support ELLs' learning.

**Performance Indicators**

2.2.a. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.

2.2.b. Recognize the importance of ELLs' home languages and language varieties, and build on these skills as a foundation for learning English.

2.2.c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' learning of English.

2.2.d. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.
Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)

Standard 1: ESL/ESOL Research and History
Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

3.1.a. Demonstrate knowledge of L2 teaching methods in their historical context.

3.1.b. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.

3.1.c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

Standard 2: Standards-Based ESL and Content Instruction
Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs’ English listening, speaking, reading, and writing skills. The teacher will support ELLs’ access to the core curriculum by teaching language through academic content.

Performance Indicators
3.2.b. Develop ELLs’ L2 listening skills for a variety of academic and social purposes.

3.2.c. Develop ELLs' L2 speaking skills for a variety of academic and social purposes.

3.2. h. Collaborate with stakeholders to advocate for ELLs’ equitable access to academic instruction (through traditional resources and instructional technology).

3.2.i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.

3.2.j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.

Domain 4: ESOL Curriculum and Materials Development

Standard 1: Planning for Standards-Based Instruction of ELLs
Teachers will know, understand, and apply concepts, research, best practices, and evidence-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

Performance Indicators
4.1.b. Create supportive, accepting, student-centered classroom environments.

4.1.c. Plan differentiated learning experiences based on assessment of students’ English and L1 proficiency and integrating ELLs’ cultural background knowledge, learning styles, and prior formal educational experiences.

Domain 5: Assessment (ESOL Testing and Evaluation)
Standard 1: Assessment Issues for ELLs
Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

5.1.a. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.b. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.d. Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.

Standard 2: Language Proficiency Assessment
Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

Performance Indicators
5.2.a. Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the LULAC Consent Decree.

5.2.b. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.

5.2.c. Use multiple sources of information to assess ELLs' language and literacy skills and communicative competence.

Florida Reading Competencies in TSL 3520 (Revised 8/2012)
In this course, one or more assignments have been selected as “Key Tasks” that will assess your mastery of knowledge, skills, and/or dispositions that the State of Florida requires of all entry-level educators. These assignments were specifically selected as Key Tasks because they align with the Florida Reading Competencies.

Your mastery of each Indicator will be measured by your performance on a Key Task. To pass this course, you must successfully complete all Key Tasks and receive a rating of “Accomplished.” No exceptions will be made to this rule, even if you do not plan to practice in Florida after graduation or do not apply for state certification.
Students who receive an “Unsatisfactory” rating will be offered a chance to redo the Key Task or, in some cases, to complete a comparable task assigned by the instructor. Students who do not complete their makeup work satisfactorily will receive a failing grade at the instructor’s discretion.

The rating guide framework below will be used to evaluate your performance on tasks assessing specific Florida Reading Competency Indicators covered in this course. The language of each Reading Indicator completes the statements. For more information, please visit the Educator Assessment System Student Portal at: https://my.education.ufl.edu/.

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<thead>
<tr>
<th>Reading Competencies in ESOL Course TSL 3520</th>
<th>Task</th>
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<tbody>
<tr>
<td>(1.A.1) Understand that building oral and written language facilitates comprehension</td>
<td>Final</td>
</tr>
<tr>
<td>(1.B.2) Understand the differences between social and academic language</td>
<td>Midterm</td>
</tr>
<tr>
<td>(1.G.1) Identify language characteristics related to social and academic language</td>
<td>Midterm</td>
</tr>
<tr>
<td>(1.G.2) Identify phonemic, semantic, and syntactic variability between English and other languages</td>
<td>Final</td>
</tr>
<tr>
<td>(2.B.3) Recognize and apply an English language learner’s home language proficiency as a foundation and strength to support the development of oral language in English</td>
<td>Final</td>
</tr>
<tr>
<td>(2.C.3) Understand and apply knowledge of how variations in phonology across</td>
<td>Final</td>
</tr>
<tr>
<td>(4.3) Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.</td>
<td>Final</td>
</tr>
</tbody>
</table>

Citations of Additional Readings


Klingner, J.K., & Artiles, A.J. (2003). When should bilingual students be in special education?: How can we avoid the inappropriate provision of special education services to culturally and linguistically diverse student? Educational Leadership, 60(9), 66-71.


Note: Changes and additions to the list of readings will be made as needed during the semester. Updates will be announced in class as they are posted.