

TSL 4324: ESOL Strategies for the Content Area Teacher
Online Course Syllabus
University of Florida
ONLINE/WEB-BASED COURSE
Summer C 2015
www.online.education.ufl.edu

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Course Description

Welcome to TSL 4324, a 6-week, fully online undergraduate course in education. This ESOL (English for Speakers of Other Languages) Strategies course is designed to help *content* teachers gain the skills they need to provide effective instruction to ELLs (English Language Learners) in the mainstream classroom. Key concepts from the five ESOL Endorsement courses: Language Principles, Cross-Cultural Communication, Methods of Teaching ESOL, Curriculum and Materials Development, and Testing and Evaluation are also addressed.

Course Objectives

The following objectives will be developed over the course of the 8-week semester. Objectives are categorized according to the above five concept areas. They will not necessarily be covered separately or in this order.

CONTEXT OF ESOL EDUCATION
<ul style="list-style-type: none"> Understand the historical and legal context of ELL education Identify and describe appropriate program models for the implementation of content and language instruction for ELLs.
LANGUAGE PRINCIPLES
<ul style="list-style-type: none"> Demonstrate knowledge of first (L1) and second (L2) language acquisition theories and the implications of those theories for teaching content area subjects to ELLs. Understand the stages of language development and describe appropriate classroom activities (including questioning techniques) for each stage. Understand the difference between the acquisition of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) and design appropriate curriculum, instructional materials, and materials for both types of L2 proficiency Identify language functions, structures, and vocabulary characteristics of specific content areas.
CULTURE
<ul style="list-style-type: none"> Understand the underlying assumptions and major goals of culturally responsive teaching and recognize the benefits of such an approach for all students. Identify culture-specific linguistic, sociolinguistic, and extralinguistic (gestures, eye contact, etc.) characteristics, and recognize differences as potential sources of cross-cultural misunderstanding.
METHODS
<ul style="list-style-type: none"> Describe the major ESOL methodologies and approaches in relation to the various needs of ELLs, e.g., language proficiency, age, and learning styles. Demonstrate methods and techniques that increase ELL involvement in content areas classes. Design instruction that is comprehensible yet cognitively challenging for ELLs. Understand and apply three principles of effective lesson modification for ELLs. Demonstrate techniques for teaching content-specific language functions, structures, and vocabulary.
CURRICULUM
<ul style="list-style-type: none"> Identify language objectives and sequence instruction appropriately for ELLs Select and adapt appropriate technology and other materials for ELLs at different proficiency levels
ASSESSMENT
<ul style="list-style-type: none"> Develop awareness of sources of cultural bias in instructional and assessment techniques and materials, and develop ways to reduce these and other forms of bias. Understand the interdependent relationship between teaching and assessment and demonstrate the ability to develop authentic instructional tasks and tests Understand the important role of language in testing for content area achievement Identify teachable test-taking skills and metacognitive strategies helpful in studying for and taking classroom and standardized tests

Florida Educator Assessment System (EAS)

- ✓ This course meets the Florida Department of Education requirements for the 60 hour ESOL endorsement for content teachers. In order to meet the state's requirements, you must pass this course with a B grade (85%) or better. The criteria are as follows:
 - ACCOMPLISHED. The candidate consistently demonstrates knowledge of and the ability to apply knowledge about theories of culture in schooling, theories of second language acquisition and literacy development, effective pedagogy and curriculum development, and assessment by passing the course with a high B (85%) or higher
 - DEVELOPING. The candidate demonstrates developing knowledge and ability to apply knowledge about theories of culture in schooling, theories of second language acquisition and literacy development, effective pedagogy and curriculum development, and assessment by passing the course with a low B (83-84%)
 - UNSATISFACTORY. The candidate demonstrates little or no knowledge of or ability to apply knowledge about theories of culture in schooling, theories of second language acquisition and literacy development, effective pedagogy and curriculum development, and assessment by not passing the course with a minimum of a B- (80-82%)

Required Text and Materials

Echevarría, J., Vogt, M. & Short, D. J. (2012). *Making Content Comprehensible for English Learners: The SIOP Model*. 4th Ed. Boston: Allyn & Bacon. -- REQUIRED

Required Websites to visit:

- SIOP Institute – Note that the SIOP templates are fully accessible here: <http://www.siopinstitute.net/classroom.html>
- *Sunshine State Standards and Benchmarks* <http://www.fldoe.org/bii/curriculum/sss/>
- *TESOL Standards for PreK-12 Students*. Available at www.tesol.org
- *Colorín Colorado* <http://www.colorincolorado.org/>

ESOL-related Professional Organizations



Sunshine State TESOL (Florida's affiliate of international TESOL, www.sunshine-tesol.org)

TESOL Inc.,



www.tesol.org



New ESOL Standards (Rev 2015) for TSL 4324

ESOL Standard	Standard 1	Standard 2	Standard 3
Domain 1	1.1a, c, e, f	N/A	N/A
Domain 2	2.1b,c,d	2.2b	2.3a-e
Domain 3	3.1b,c	3.2a, d-k	3.3a-c
Domain 4	4.1a, c-e	4.2a-c	N/A
Domain 5	5.1b, d, e	5.2b-c	5.3a-f

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.c. Use a range of resources in learning about the cultural experiences of ELLs and their families

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

1.1.f. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

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.c. Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.

2.1.d. Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.

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

2.3.a. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.

2.3.b. Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.

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.

2.3. c. Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs' learning.

2.3.d. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' L2 literacy development in English.

2.3.e. Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.

3.2. a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.

3.2.d. Provide standards-based instruction that builds upon ELLs' oral English to support learning to read and write in English.

3.2.e. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.

3.2.f. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.

- 3.2. g. Develop ELLs' writing through a range of activities, from sentence formation to expository writing.
- 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.
- 3.2. k. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.
- 3.3.a. Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.
- 3.3.b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.
- 3.3.c. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.
- 4.1.a. Plan for integrated standards-based ESOL and language sensitive content instruction.
- 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.
- 4.1.d. Plan learning tasks for particular needs of students with limited formal schooling (LFS).
- 4.1.e. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.
- 4.2.a. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.
- 4.2.b. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy.
- 4.2.c. Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for 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.
- 5.1.e. Distinguish among ELLs' language differences, giftedness, and special education needs.
- 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.
- 5.3.a. Use performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development.
- 5.3.b. Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.
- 5.3.c. Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development.
- 5.3.d. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.
- 5.3.e. Assist ELLs in developing necessary test-taking skills.
- 5.3. f. Assess ELLs' language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics.

Course Evaluation and Important Dates

Your work and final course grade will be based on the *completion and quality* of all assignments completed as per instructions outlined in this syllabus and any modifications to the course materials posted by the course instructor (or Teaching Assistant). Feel free to use this table to calculate your grade.

Evaluations	Percent	Due Date
Assignment 1: Venn Diagram	16	05/31/2015
Assignment 2: Content Lesson Plan for ELLs in Inclusion Settings (individual assignment)	30	07/05/2015
Assessments for the State of Florida Educator Assessment System (EAS). You MUST pass these assessments in order to receive a grade for this course! Midterm (Week 4) Final (Week 8)	(30) 15 15	 06/04/2015 07/05/2015
Participation in all online module activities (Weekly Response Forum – WRF=12 points; completion of all modules = 12 points) with a demonstrated Positive Disposition in all interactions	24	Weekly
TOTAL	100%	

* Participation, Attendance, & Positive Dispositions based on:

- ❖ Professional behavior (tolerance of different perspectives, respect of others, integrity, etc.).
- ❖ Active participation in online class discussions and communications.
- ❖ Evidence of completion of assigned readings/activities/small assignments—i.e., depth and quality of postings.

Grading Scale

- A 95 - 100
- A- 90 - 94
- B+ 87 - 89
- B 83 - 86
- B- 80 - 82
- C+ 77 - 79
- C 73 - 76
- C- 70 - 72

D/F/Incompletes: See Instructor

UNIVERSITY POLICIES

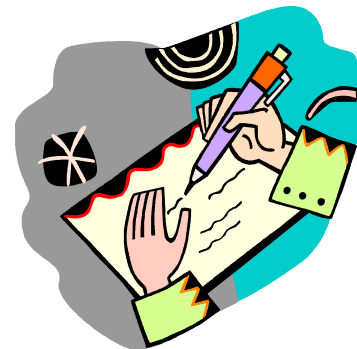
Policy concerning accommodations for students with disabilities: "Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."

Honesty Policy: As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." All students are required to abide by the Academic Honesty Guidelines set forth in the University of Florida Rules - 6C1-4 Student Affairs, 6CI-4.017 Student Affairs: Academic Honesty Guidelines. The following website contains details covering the academic honesty guidelines: <http://www.dso.ufl.edu/judicial/honorcode.php>

A Note about Plagiarism: Believe it or not, plagiarism has become an issue for some students each semester. Be aware that plagiarism includes copying and pasting in text from PowerPoints and other class materials into your own papers or assignments (e.g., lesson plans). **Plagiarism, in one or more instances, on any assignment will result in 0 points for that assignment.**

WRITTEN ASSIGNMENT GUIDELINES

- Careful attention to all tasks and details specified on the relevant assignment sheet.
- Key points supported by references to course texts with short quotes and examples provided, as appropriate. (Note: supplemental references may be cited as sources)
- Clear demonstration of engagement with the text/discussion (i.e., content connected to course readings and/or discussions).
- Well-written text in terms of style, language, and consideration of audience.
- Postings free from spelling, punctuation, and grammatical errors.
- Make references to **specific** classroom methods, as applicable (i.e., instead of saying “discuss”, state method/strategy, such as Think-Pair-Share; instead of “write”, state method/strategy, such as mind map; instead of “read”, state method/strategy, such as use the prereading strategy of prediction).
- Assignments should **not** be “recycled” from other classes.



Assignment 1: Modified/Unmodified Content Lesson Analysis (16% of final grade) (Venn Diagram)

In this assignment, you will compare/contrast (using the Venn diagram on the course website) (a) a lesson in your content area that does *not* address ELLs specifically (you can use one you have already created OR identify one online) with (b) a lesson in your area that specifically addresses the language needs of ELLs. You will be responsible for locating the lesson plans by doing research on the Internet and/or in the library or by using those of your own or from classmates/teachers. You should submit both lesson plans with the Venn diagram by uploading the materials under the online module.

This assignment will build background for designing your own lesson for ELLs in an inclusion (mainstream) classroom.

Assignment 2: Content Area Lesson Plan (30% of final grade—major course assignment)

Lesson Plan Introduction:

The main goal of this assignment is to help you grow a deeper understanding of the ESOL strategies in general and SIOP method/lesson planning in particular in order to build the skills necessary to modify instruction for ELLs. The expectation is that you will prepare a lesson plan to address the needs of ELLs of different proficiency levels in a mainstream content classroom. You should *NOT* follow the usual practice of adding a final section with a list of their ESOL strategies/modifications. SIOP templates may be found on the course website or here: <http://www.siopinstitute.net/classroom.html>

Lesson plans should have content and language objectives, in addition to specific strategies (instruction, grouping, assessment and so on) for ELLs at a beginning and intermediate language proficiency level in English.

Your lesson plan should follow the outline provided in the SIOP model. Different templates are available on the online course website. You are free to choose whichever template you wish; however all major components must be detailed and specified on the lesson plan. These include **6 major components**:

1. **Content objectives** (Keep in mind that you are responsible for addressing the same State Standards with ELLs as with all other students!) look up state standards, if necessary. Link is on this course syllabus.
2. **Language objectives for one beginning and one intermediate ELL (two different ones).**
3. **Instructional procedures including:**
 - a. Explicit examples of *comprehensible input* throughout the designated procedure for beginning and intermediate ELLs
 - b. Explicit activity/activities for *increased interaction* (cooperative learning or “strategic” grouping)
 - c. Explicit questions/activities for *higher order thinking skills* (HOTS) for beginning and intermediate ELLs
4. **Assessments that address both content and language objectives for beginning and intermediate ELLs – include accommodations for ELLs!**
5. **Rationale for your work and decisions regarding the sheltered instruction you are following** (Either an essay at the end or several paragraphs built into the lesson)
6. **4 graphic organizers (2 for teacher’s presentation which will have very specific and detailed information) and 2 for students to complete.**

We will be working with the SIOP framework (Sheltered Instruction Observation Protocol) and materials, which will provide some good examples for you to follow. You must read the book in order to understand how the SIOP model works! Email the instructor if you have any concerns or questions about this assignment.

Assignment 3: Online Course Modules (14% of final grade).

Throughout the course you are required to complete a total of 7 modules. These are graded as either “satisfactory” (i.e., meets the assignment requirement) or “unsatisfactory.” Final grade for all modules will be assigned in a range of 0-10, based on the quality of the work.

Assignment 4: Weekly Response Forum (WRF) Group Postings (10% of final grade)

Each week (for six different weeks), you and your group members (to be assigned by the instructor by Week 2) will post **one** group response to the Question of the Week. You can use the online chat room feature of this website to communicate and formulate your group response.

Please post one group original posting to the Weekly Response Forum (the weekly question will be on the course website) and then, as a group, respond to one other group posting for each week!

Please limit postings to 350 words!

Content Area Lesson Plan
Assessment Rubric (what the instructor of this course will use to assess your
Assignment #3 SIOP Lesson Plan)

Use this as a checklist to ensure you receive full credit for your work.

Adapted from Echevarria, J., Vogt, M.E., & Short, D. (2012). *Making content comprehensible to English language Learners: The SIOP model*. 4th Ed. Boston: Allyn & Bacon.

Design a lesson for the mainstream classroom using the following checklist as an outline. **Choose one of the SIOP Templates found on the course website / top of page under “Resources.”**

Note that you should plan for at least one beginning and one intermediate level ELL in the class, so accommodate these students accordingly and make it clear in your writing how you’re accommodating them for each section of the plan.

For each section of your lesson plan **explicitly** describe how you will deliver effective practices for teaching ELLs and why you made those deliberate choices. Include a copy of the graphic organizers and all other materials that you would create.

Overview	Superb	Good	Somewhat	None
1. Write one paragraph or bullets to describe your class (subject area, grade level, number of students, and background knowledge of subject in lesson -where it falls in relation to unit sequence). Briefly describe your two ELLs in terms of reading, writing, and oral abilities.	3	2	1	0
Preparation				
2. Write content objectives clearly for students (grade level SSS). Keep in mind that you are responsible for addressing the same Standards with ELLs as with all other students. See syllabus for link to the new Sunshine State Standards.	3	2	1	0
3. Write language objectives (targeted forms and functions) clearly for students—minimum of one beginning and one intermediate level ELL. <i>Link these to the TESOL K-12 standards they fall under. See syllabus for link to TESOL K-12 Standards.</i>	3	2	1	0
4. Include introduction that is engaging, creates interest in rest of lesson, builds on background and is comprehensible.	3	2	1	0
5. Identify supplementary materials to use (graphs, models, visuals). This might include online links to sites. Note: many teachers use united streaming /discovery learning. There are free resources on this website: http://streaming.discoveryeducation.com/ .	3	2	1	0
6. Adapt content (e.g., text, assignment) to meet your ELL students’ proficiency levels in English.	3	2	1	0
7. Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter- writing, and simulations) with language practice opportunities for the four skills.	3	2	1	0
Building Background				
8. Explicitly link concepts to students' backgrounds and experiences or build it	3	2	1	0
9. Explicitly link past learning and new concepts.	3	2	1	0

10. Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students.	3	2	1	0
Comprehensible Input (Principle: Increase Comprehensibility)				
11. Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, simple sentence structure for beginners).	3	2	1	0
12. Explain academic tasks clearly.	3	2	1	0
13. Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language, graphic organizers, etc.).	3	2	1	0
Strategies				
14. Provide ample opportunities for students to use cognitive and metacognitive strategies (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).	3	2	1	0
15. Use scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson (think alouds, modeled talk, text talk). Must include at least 2 graphic organizers for teacher demonstration/instruction/modeling and 2 for students to complete and integrate listening, speaking, writing, and reading.	3	2	1	0
16. Use a variety of question/activity types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions). (Principle: Increase Higher Order Thinks Skills). List at least 2 higher order questions/tasks each for beginning and intermediate ELLs. (Principle: Increase Higher Order Thinks Skills)	3	2	1	0
Interaction (Principle: Increase Interaction)				
17. Provide frequent opportunities for interactions and discussion between teacher/student and among students, and encourage elaborated responses.	3	2	1	0
18. Use group configurations (at least 1) that support language and content objectives of the lesson. (cooperative learning)	3	2	1	0
19. Provide sufficient wait time for student response consistently (<i>indicate where you will do this on your lesson plan</i>).	3	2	1	0
Practice/Application				
20. Provide hands-on materials and/or manipulatives for students to practice using new content knowledge.	3	2	1	0
21. Provide activities for students to apply content and language knowledge in the classroom.	3	2	1	0
22. Provide activities that integrate all language skills (i.e., reading, writing, listening, speaking— should address language objectives by beginner and intermediate proficiency levels.)	3	2	1	0
Lesson Delivery				
23. Support content objectives clearly.	3	2	1	0

24. Support language objectives clearly.	3	2	1	0
25. Engage students approximately 90-100% of the time (most students taking part/on-task).	3	2	1	0
26. Pace the lesson appropriately to the 2 ELL students' ability level.	3	2	1	0
Review/Assessment				
27. Give a comprehensive review of key vocabulary	3	2	1	0
28. Give a comprehensive review of key content concepts .	3	2	1	0
29. Provide feedback to students regularly on their output (e.g., language, content, work— <i>indicate where and how you will do this on your lesson plan</i>).	3	2	1	0
30. Conduct assessments of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response). How will beginning and intermediate ELLs demonstrate their learning (sentence frames, graphic organizer, model, etc.)? Provide samples of these assessments as appropriate. Make sure content and language objectives are assessed in valid/reliable ways!	3	2	1	0
TOTAL POINTS (will be converted to 30 point scale)				

Supplemental Readings and References

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- Anonymous (1982). Respect my child: He has a right to be himself. *Saskatchewan Indian*, 12(7), 45. Federation of Saskatchewan Indian Nations. Retrieved April 25, 2009 from <http://www.sicc.sk.ca/saskindian/a82sep45.htm>
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- The Diversity Kit: An Introductory Resource for Social Change in Education, Part II: Culture (2002) (pages 4-9, 13-15, 41-45). The Education Alliance at Brown University. Retrieved April 25, 2009, from http://www.alliance.brown.edu/tld/diversitykitpdfs/dk_culture.pdf
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- Szecsi, T.& Giambo, D. (2004). ESOL in every minute of the school day. *Childhood Education* 5, 104-106
- Miranda, M. (2011). My name is Maria: supporting English language learners in the kindergarten general music classroom. *General Music Today* 24 (2), 17-22.
- Abril, C. (2003). No hablo ingles: Breaking the language barrier in music instruction. *Music Educators Journal* 89 (5), 38-43.