

**Seattle Central Community College**  
**Credit by Examination**

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**Course Title: INTEGRATING ESL IN THE MAINSTREAM CLASSROOM**

**Course Number: EDU 272**

**Credits: 5**

**Instructor: DR. YILIN SUN (206) 587-5411 yilsun@sccd.ctc.edu**

**COURSE DESCRIPTION:**

This course is specifically designed for the mainstream teacher who has bilingual and monolingual students in the same classroom. Teachers who teach English as a foreign language may also find the practical suggestions for fostering culturally responsive education valuable. The course will include an overview of current theories of second language acquisition and discussions of sociocultural and other affective factors of second language acquisition. However, the majority of the materials will examine practical strategies for integrating language minority students in the mainstream classroom. The focus will be on the whole student and the total classroom environment, including incorporation of language minority students' experiences in the curriculum, interaction with language minority parents and community and augmentation of cultural sensitivity in the areas of learning styles and assessment.

**Suggested textbooks:**

Robin Scarcella (1990). *Teaching Language Minority Students in the Multicultural Classroom*. New Jersey: Prentice Hall.

Peitzman, F., & Gadda G. (1994) *With Different Eyes: Insights into Teaching Language Minority Students Across the Disciplines*. Addison-Wesley Publishing Company.

**Additional Readings:**

Cummins, J. (1994). Acquisition of English as a Second Language. in Spangenberg-Urbschat, K. and Pritchard, R. (1994). Kids come in all Languages. Newark, Delaware: International Reading Association.

Cortes, C. (1994). Multiculturalism: An Educational Model for a Culturally and Linguistically Diverse Society. in Spangenberg-Urbschat, K. and Pritchard, R. (1994). Kids come in all Languages. Newark, Delaware: International Reading Association.

Samway, K. & D. McKeon, (1999). Myths and Realities: Best Practices for Language Minority Students. Heinemann.

Essential Academic Learning Requirements (EALRs). Washington State Commission on Student Learning. (You can call Olympia (360) 664-3155, or check <http://www.k12.wa.us/reform/ealr/ealrs.htm>, to get a free copy of the EALRs and other information.

## **COURSE OBJECTIVES:**

Participants will be able to:

- have a better understanding of bilingual and multicultural education.
- understand the basic premises of second language acquisition theory.
- examine and explain how the theory of second language acquisition is related to classroom practice.
- identify the ways in which culture and language affect learning and use this information to suggest adaptations and modifications to traditional classroom structures and routines.
- improve knowledge of facilitating learners' communicative competence.
- develop an understanding of different learner factors and learning styles and implication for selection of teaching methods and assessment tools.
- adapt a content area lesson for ESL students in mainstream classrooms

## **KEY TOPICS/ PRINCIPLES:**

- 1. Know your Language Minority Students and Conduct Needs Assessment**
- 2. Understand Second Language Acquisition**
- 3. Provide Comprehensible Lessons & Develop Communicative Competence**
- 4. Encourage Interaction**
- 5. Appeal to Diverse Learning Styles**
- 6. Provide Effective Feedback**
- 7. Assess Students' Learning in Culturally Responsive Ways**
- 8. Encourage Minority Parent Participation**
- 9. Appreciate Cultural Diversity and Reduce Prejudice**
- 10. Incorporate Your Students' Languages and Cultures**

## **EVALUATION**

In order to receive credit for EDU 272, you will need to demonstrate your understanding and mastery of the course content in three assessment tasks. Directions and guidelines for each assessment task will be provided in the Course Assessment Packet and a study guide which you can obtain from the SCCC Center for Independent Study office. All the assignments must be typed.

### **30% Class Observation /Interaction Reports**

You are going to write three observation/interaction reports on an ESL class and ESL students in a mainstream class in K-12 system. Please find the guidelines for observations in the Assessment packet.

### **30% Application Project: A Classroom Plan**

You need to submit a Classroom Plan for Incorporating Language Minority Students into A Mainstream Classroom as part of the evaluation process. The plan should address at least four of the eleven principles listed on Page ix of the textbook. The plan should include:

- A goal and objectives
- Activities to carry out the objectives

- Resources needed
- Steps for implementation
- Assessment (how you will assess your success in implementing the plan)

The project guidelines are included in the Assessment Packet.

### **40% Written Examination**

The examination contains two parts. Part One will assess your understanding of key concepts of the course. Part II will assess your ability to apply what you've learned to classroom practice. You will be provided with cases as prompt to develop a lesson plan on any subject or combination of subjects for any amount of time. The Lesson plan should incorporate classroom strategies identified in the learning materials. The plan need not to be lengthy, however, you should include a justification for each component of the plan. You may use the lesson plan format with which you are most familiar and comfortable. You may want to write your written exam on-line if necessary. If so, Please contact the SCCC Center for Independent Study Office for further information.

Since this exam contains time and performance limitations, you need to arrange for a Proctor to time and monitor your performance. If you have difficulty getting a proctor, the SCCC Center for Independent Study Office can make an arrangement with reasonable advance notice.

You will receive percentage awards on each of the three assessment tasks listed above. The percentage awards will be averaged based on the grading system of SCCC.

### **Grading**

The final grade will be based on:

|                                  |                |
|----------------------------------|----------------|
| Observation/interaction Reports: | 30% (10% each) |
| Application project:             | 30%            |
| Written Exam                     | 40%            |

|          |            |         |            |          |                |         |
|----------|------------|---------|------------|----------|----------------|---------|
| Grading: | 95-100 = A | 4.0-3.9 | 77-79 = C+ | 2.4 -2.2 | 60-62 = D-     | 0.8-0.7 |
|          | 90-94 = A- | 3.8-3.5 | 73-76 = C  | 2.1-1.9  | 59 or less = E | 0.0     |
|          | 87-89 = B+ | 3.4-3.2 | 70-72 = C- | 1.8-1.5  |                |         |
|          | 83-86 = B  | 3.1-2.9 | 67-69 = D+ | 1.4-1.2  |                |         |
|          | 80-82 = B- | 2.8-2.5 | 63-66 = D  | 1.1-0.9  |                |         |