Sheltered ESL Instruction  
BED 4343 CRN # 23589  
Meeting Place: Tuesday and Thursday, EDUC 305 - Time: 05:00-10:00pm  
Elva Reza López, Ph.D. E-mail: erlopez3@utep.edu  
Office hours: Tuesday & Thursday one hour before class or by appointment. 
Office phone: (915) 747-5426  
Cell phone: (915) 433-0165

CATALOGUE DESCRIPTION  
Explores academic language socialization with Bilingual/ESL students. Focus is on academic and cognitive development through the teaching of subject matter via a second language. Examines theory and instructional approaches that can enhance learning for non-native speakers.

COURSE OBJECTIVES  
This course explores second language development and acquisition in school contexts. It emphasizes functional linguistic approaches to making content area pedagogy understandable for English Language Learners (ELLs). This course is an initial step on your journey to becoming an effective teacher of students who come to the classroom with an important resource – the experience of speaking a language other than English. You will begin by exploring the nature of language. Then you will study theories of how language learning works, and the techniques of second language teaching, with an emphasis on Sheltered English Instruction. You will also:

- Understand language and its components;  
- Understand second language acquisition, its theories and language stages;  
- Integrate the skills of listening, speaking, reading, and writing to develop ELL students' English language proficiency.  
- Apply knowledge of theories, concepts, and research related to language learning to support students' language development in English;  
- Understand the critical issues of ELLs in schooling;  
- Understand and apply the ELPS in its four domains and content areas;  
- Identify the various assessment procedures for ELL such as TELPAS; LPAC.  
- Understand and apply the strategies of Sheltered Instruction;  
- Develop sheltered lesson plans;  
- Review knowledge of factors that may affect students in order to facilitate their learning of academic content, language, and culture.

REQUIRED TEXT / READINGS  
1) Sheltered ESL Instruction: Language, Literacy & Content to ELLs: Teaching - Pearson Learning Solutions. Esquinca; Izquierdo; Reyes; Seda; and Ullman. ISBN 9781256482833.  
2) ELPS at a Glance - El Saber Enterprises

OTHER READINGS:  
3) The Nature of Language:  
5) **Myths and Misconceptions** about second language learning: what every teacher needs to unlearn
http://www.usc.edu/dept/education/CMMR/FullText/McLaughlinMyths.pdf

6) **Second Language Acquisition:**
http://www.everythingesl.net/inservices/_long_does_take_learn_english_55843.php
http://www.everythingesl.net/inservices/bics_calp.php
http://www.everythingesl.net/inservices/language_acquisiti_vs_language_02033.php

7) **Program Models**
✓ http://www.cal.org/resources/Digest/rennie01.html
✓ http://www.jstor.org/stable/
AND http://www.ncela.gwu.edu/

8) Chapter 74. Curriculum Requirements: Subchapter A. Required Curriculum
§74.4. English Language Proficiency Standards

**ONLINE RESOURCES**
- State law and Chapter 89: Commissioner's Rule (TAC Chapter 89)
  http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html

All students are expected to be prepared and check their course BB, emails, assignments, etc. on a DAILY basis. Reading the assignments is essential to meaningful participation. No excuses for incomplete or late assignments will be accepted. Two or more absences will result in a loss of 5 points. Also, three tardiness will be counted as one absence. No cell phones; no texting; no laptops. PLAN AHEAD. All students are required to maintain a high level of professionalism and respect for one another as we engage in a journey of exploration, critical consciousness and praxis.

**STUDENT LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>Standard I: The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.</th>
<th>By the end of course, the student will be able to:</th>
<th>To evaluate these outcomes, the faculty member will use the following assessment procedures:</th>
</tr>
</thead>
</table>
| 1. Review knowledge of the nature of language and basic language concepts to facilitate student learning in the ESL and general education classroom; | | a. Course chapter reflections and lecture assignments;  
  b. Class discussion of the myths and misconception of language and language learning; conventions of language and their direct application in educational settings and contexts. |
| 2. Apply and adapt knowledge of the functions and registers of language to develop and modify instructional materials; | | a. Course chapter reflections and lecture assignments;  
  b. Class discussion of the language registers and their direct application in educational settings and contexts. |
| 3. Integrate the skills of listening, speaking, reading, and writing to develop ELL students’ English language proficiency. | | a. Course chapter reflections and lecture assignments;  
  b. Class discussion of the domains/modalities of... |
### Standard IV: The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

**By the end of course, the student will be able to:**

4. Apply knowledge of theories, concepts, and research related to language learning to support students’ language development in English;

   - Course chapter reflections and lecture assignments;
   - Class discussion of second language acquisition language and their direct application in educational settings and contexts.

**To evaluate these outcomes, the faculty member will use the following assessment procedures:**

- Course chapter reflections and lecture assignments;
- Class discussion of second language acquisition language and their direct application in educational settings and contexts.

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Standard IV: The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

**By the end of course, the student will be able to:**

5. Devise and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills (TEKS);

   - Course chapter reflections and lecture assignments;
   - Class discussion of the TEKS and their direct application in various grades and content areas.

6. Modify planning procedures for effective, developmentally appropriate ESL instruction;

   - Course chapter reflections and lecture assignments;
   - Class discussion of the Sheltered instruction; SIOP.

7. Select instructional methods, resources, and materials, including the fine arts, appropriate for various goals and situations in the ESL classroom;

   - Course chapter reflections and lecture assignments;
   - Class discussion of the Sheltered instruction in the various Content Areas; SIOP.

8. Integrate technological tools and resources into the instructional process;

   - Course chapter reflections and lecture assignments;
   - Class discussion of various web links that support the sheltered instruction in the various Content Areas.

9. Design strategies that foster ELL students’ content-area learning;

   - Course chapter reflections and lecture assignments;
   - Class discussion of the sheltered instruction in the various Content Areas; SIOP.

10. Engage students in critical-thinking processes;

    - Course chapter reflections and lecture assignments;
    - Class discussion of the critical thinking and higher order questioning.

**Standard V: The ESL teacher has knowledge of the factors that affect ESL students’ learning of academic content, language, and culture.**

**By the end of course, the student will be able to:**

- To evaluate these outcomes, the faculty member will use the following assessment procedures:
able to: will use the following assessment procedures:

11. Review knowledge of factors that may affect students in order to facilitate their learning of academic content, language, and culture;
   a. Course chapter reflections and lecture assignments;
   b. Class discussion of Academic Language; SIOP; Content Area Instruction; SIOP; and learning styles.

12. Design instruction and devise activities that are responsive to diversity and individual student needs.
   a. Course chapter reflections and lecture assignments;
   b. Class discussion of diverse learners and differentiated instruction.

Standard VI: The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

13. Select, adapt, or develop appropriate assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency);
   a. Course chapter reflections and lecture assignments;
   b. Class discussion of the English Language Proficiency Standards (ELPS); and Sheltered Lesson Project.

14. Interpret results of standardized tests commonly used in ELL programs in Texas;
   a. Course chapter reflections and lecture assignments;
   b. Class discussion of TELPAS and ELPS.

15. Summarize LPAC recommendations for LEP identification, placement, and exit.
   a. Course chapter reflections and lecture assignments;
   b. Class discussion of LPAC Procedures.

16. Use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables ELL students to achieve learning goals.
   a. Course chapter reflections and lecture assignments;
   b. Class discussion of ongoing assessments; informal & Formal assessments; Progress Monitoring.

Academic Dishonesty:
The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others. Refer to [http://www.utep.edu/dos/acadintg.htm](http://www.utep.edu/dos/acadintg.htm) for further information.

Students with Disabilities:
If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to The Center for Accommodations and Support Services (CASS), Union East Building Room 106 * Phone: (915) 747-5148 Voice * Fax: (915) 747-8712 * Email: cass@utep.edu

Course Requirements
This course requires you to read and write critically, and to participate in classroom/online discussions and activities. You are also required to create lesson plans that employ praxis of the Sheltered Instruction Approach.

1. Pre-test --To be taken between sessions (5 points):
You must take the pre-test for this course. You will earn 5 points for taking the test, regardless of how well you do on the test.

2. Weekly quizzes (20 points):
These quizzes will be taken at the Technology Lab or at home on day designated and approved by class members.

3. Interactive Journal—(10pts)—You will be required to reflect after each class on a personal journal and share the following class time with at least three of your peers. Reflections should reflect what was presented in class via a critical lens. Entries should include how you envision application of knowledge and skills presented.

4. Journal/Article Reflections (10pts)—You will reflect, also, via Blackboard Journals on specific articles/readings assigned by professor (See schedule of events below for titles of articles/readings).

4. Interactive Learning Centers- (10pts)—This is a group presentation. You will be assigned to a group and given a specific theme that connects to Language and Second Language Acquisition to develop an interactive learning center that is hands-on. Further information will be provided later in the semester.

4. Lesson Plans/ Presentation and Critical Reflection Paper-(25pts) --

5. Final Exam (20 points)
This 100-question, two-hour exam covers all the content we have dealt with throughout the semester. You should study by reviewing everything we have covered throughout the semester.

Grades

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Dates, Topics, Readings and Assignments (May be modified during semester at instructor's discretion)

<table>
<thead>
<tr>
<th>Date</th>
<th>Generative Themes/Topics/Questions</th>
<th>Readings Assigned</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Session 1-07-08-14</td>
<td><strong>Objective:</strong> To understand what this course is about and the importance of community in classrooms.</td>
<td><strong>Language in Our Lives</strong> (Becoming Speakers, Readers and Writers)</td>
<td>PRE - TEST</td>
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<td><strong>GUIDING QUESTION:</strong> WHAT IS THE NATURE OF LANGUAGE</td>
<td><strong>Text Chapter 13: Case Study of Juan:</strong> The Beginning English Learner /Carole Cox/Paul S. Boyd</td>
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<tr>
<td>Session 2-07-10-14</td>
<td>Objective: To understand pedagogy as cultural work, the nature of language and how the conventions of the English language function in society.</td>
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|                  | Interactive Journals  
|                  | Review & Guiding Questions  
|                  | Book: **Zoom**-Macro/Micro.  
|                  | Group Presentations-Language in our lives & Chapter 13  
|                  | Twin Dialogue (Youtube)  
|                  | The Nature of Language (Online)  
|                  | Article: How long does it take?  
|                  | **TEXTBOOK CHAPTER 1**  
|                  | Language & Second Language Acquisition - Suzanne F. Peregoy/Owen F. Boyle pp. 1-14  
|                  | **McLaughling, B. (1992).** Myths and misconceptions about second language learning: What every teacher needs to unlearn.  
|                  | **Quiz 1 –How long does it take?**  
|                  | BB Interactive Critical Reflective Journal-**Language Concepts:** (See online link above)  
|                  | **Second Language Acquisition** (See online link above)  

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<tr>
<th>Session 3-07-15-14</th>
<th>Objective: To understand the theories of language acquisition, processes of first and second language acquisition and the interrelatedness of L1 and L2 development</th>
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</table>
|                    | Interactive Journals  
|                    | Whose Reality is it anyway?  
|                    | Perspectives & Theories of First and Second language Acquisition  
|                    | Group Presentations-Chapter 1 & Myths…  
|                    | Cummins’ CUP theory, BICS and CALPS  
|                    | Krashen’s five Hypothesis-  
|                    | Input*Affective Filter*Natural Order*Motivation*Monitor  
|                    | --Sheltered Instruction in the Content Areas (Ch. 2)  
|                    | -- Background on ELPS  
|                    | -- **ELPS at a Glance**  
|                    | -- State Law Ch. 89  
|                    | -- State Law Ch. 74 Lesson Preparation (Ch. 3)  
|                    | Building Background (Ch. 4)  
|                    | **Quiz 2-The Nature of Language and Language Concepts** & Take Quiz 3 – Chapter One  
|                    | BB Interactive Critical Reflective Journal on **Program Models** (see online link above) and Second Language Acquisition  

**Batstone**
## Objective: To understand formal and informal assessment procedures and instruments used in ESL instruction

- Interactive Journals
- Video: SIOP MODEL
- Approaches to Language Acquisition- Sheltered Instruction in the Content Areas, SIOP Protocol
- EPLS, STATE LAWS 89, 74
- Group Presentations-Chapters two, three & four
- -ELPS at a Glance

## Session 5-07-22-14

Objective: To understand how to promote students content-area learning, academic language development, and achievement across the curriculum.

- Interactive Journals-
- Learning Centers
- Shelter English Lesson Plan

## Session 6-07-24-14

Objective: To understand how to promote students content-area learning, academic language development, and achievement across the curriculum.

Dialectics: language acquisition

- Interactive Journals-

## Session 7-07-29-14

Objective: To understand how to promote students content-area learning, academic language

- Individual Lesson Plans
  --Science
  --Social Studies

### Take Quiz 4—Second Language Acquisition

BB Interactive Critical Reflective Journal on Language Acquisition and Language Learning (See online link above)
Appendix A: Lesson Plans

BED 4343 SHELTERED INSTRUCTION FOR ELLs

ELEMENTS FOR GROUP LESSON PLAN

I. TITLE PAGE: (This page should include course title, title of lesson plan, names of participants, & date).

II. GROUP NARRATIVE: (Provide the thought process of how the group decided on grade level, content subject and concept—the why. Provide the big idea of concept selected).

III. LESSON PLAN: (See Template)

IV. CRITICAL REFLECTIONS:

   ANTICIPATORY: (This section elaborates your thought process—what the group anticipates can occur as possible challenges and how it can be handle).

   SELF-REFLECTIONS: (This section reflects your critical perspective of the group process in developing the lesson—what was challenging, what was rewarding, what was the language of possibility applied, if any. Each member of the group needs to submit their own reflection)

ELEMENTS FOR INDIVIDUAL LESSON PLAN

I. THE BIG IDEA NARRATIVE: (Provide the thought process of how YOU decided on grade level, content subject and concept—the why. Provide the big idea of concept selected).

III. LESSON PLAN: (See Template)

IV. CRITICAL REFLECTIONS:

   ANTICIPATORY: (This section elaborates your thought process—what the group anticipates can occur as possible challenges and how it can be handle—it is part of your lesson plan).
**BED 4343 Sheltered Instruction Group Lesson Plan Observation / Assessment Form**

**GROUP__________________________**

**LESSON TOPIC________________________________**

**GRADE**

**LEVEL_________ CONTENT SUBJECT____________________________________________**

**I. Knowledge and Skills:** TEKS, ELPS--Domains -L, S, R, W & Level Proficiency well defined:
*(Please circle appropriate number)*

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Comments:

**II. Objectives- Content & Language objectives well elaborated and student-friendly:**

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Comments:

**III. Materials—samples provided:**

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Comments:

**IV. Accommodation for all domains and proficiency levels included as well as strategies:**

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Comments:

**V. Motivation - Building Background:**
VI. Presentation—Narrative provided clear evidence of all indicators being implemented and how teacher is facilitating the teaching and learning process:

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Comments:

VII. Practice / Application - Meaningful activities, interaction, strategies, practice/application, feedback were:

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VIII. Review / Assessment -- Content & Language objectives connects to assessment / learning:

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Comments:

Observer/ Evaluator’s name: ___________________________________________________
## Title of Lesson

<table>
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<tr>
<th>Grade Level:</th>
<th>Content Subject / Topic:</th>
<th>Prepared by</th>
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### TEKS (Texas Essential Knowledge & Skills):

### ELPs & Language Proficiency Levels:

### Content Objectives:

### Language Objectives:

### Vocabulary:

### Step 1: Accommodations -- Domains (L, S, R, W)-Proficiency Levels (B, I, A, AH) & Strategies/Activities

### Step 2: Motivation / Building Background

### Step 3: Presentation / Practice / Application (Step-by-Step Procedures)

### Step 4: Review / Assessment (Ensure that assessment connects to objectives mentioned above)

### Step 5: Anticipatory Critical Reflection (What do you anticipate might be barriers that would impede the teaching and learning process to succeed)

### Materials (Provide samples)