

## Sample only

### Course Description ELL M.Ed. Winter Year 1:

#### Literacy Development for English Language Learners

This course focuses on how M.Ed. students and educational practitioners can structure English literacy instruction with a research-based sequence that addresses the four domains of the language arts: listening, speaking, reading and writing. The strategies discussed in this class address the challenges English language learners (ELL) face as they develop English literacy skills. Because language and literacy are the foundation of students' academic achievement, this course focuses on teachers' curriculum design and the selection of language methods for students at various levels of English proficiency. A framework for analyzing the congruence between the language of texts and students' language proficiency will be analyzed as well.

In addition to focusing on teaching strategies specific to literacy instruction, we will examine different program models (i.e., mainstream/English immersion, dual language, ESL-pullout) and educational policies that impact language/literacy instruction in the public schools. Graduate students/practitioners will also be introduced to a range of texts and Internet resources for planning and expanding their repertoire of ELL teaching strategies relevant to critical literacy instruction. Lastly, in keeping with the State of Washington ESL Teacher Endorsement Competencies, students will collaboratively plan and present literacy lessons specific to English language development standards (ELDS), maintain reflective journals to gauge their own ESL professional development and engage in dialogues specific to the seminar readings concerning ELL policy and educational leadership.

The class builds upon theories and practices introduced in the previous ESL courses, Linguistics for Teachers and Second Language Acquisition.

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### Required texts:

Huerta, G. (2009). *Educational Foundations: Diverse Histories, Diverse Perspectives*. Boston: Houghton-Mifflin/Cengage.

Peregoy, S.F., & Boyle, O. F. (2008). *Reading, Writing, and Learning in ESL*. New York: Longman.

Valdes, G. (2001). *Learning and Not Learning English: Latino Students In American Schools*. New York: Teachers College Press.

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### Research articles and additional readings:

Hakuta, K., Butler, Y. & Witt, D. (2000). *How Long Does It Take English*

*Learners to Attain Proficiency?* Stanford, CA: The University of California Linguistic Minority Research Institute.

Lara-Alecio, R., Galloway, M., Irby, B., Rodríguez, L., & Gómez, L. (2004). Two-Way Immersion Bilingual Programs in Texas. *Bilingual Research Journal*, 28(1), 35-54.

Macedo, D. (2000). The Colonialism of the English Only Movement. *Educational Researcher (American Education Research Association)*, 29(3), 15–24.

Washington Office of the Superintendent of Public Instruction. (2008). *Sample ESL Endorsement Test*. Seattle: WA OSPI.