



MTI 514: Theoretical Foundations of Teaching ESL and Bilingual Students

**ONLINE INSTRUCTOR-LED COURSE FOR ANDREWS UNIVERSITY
ESL/BILINGUAL ENDORSEMENT**

Instructor Information:	
Instructor Name:	Dr. Ariana Leonard
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Instructor Background:	<p>Dr. Ariana Leonard has been a school District Director of Language Acquisition for the last 13 years in both the state of Florida and Illinois. As a district administrator, she has overseen EL/Bilingual and World Language programming EC-12, written and managed all federal Title I, Title II and Title III grants, has written standards-based curriculum for EL, bilingual, dual language and world language programs, and has provided professional development on best instructional practices for language learners. She developed and implemented a two-way immersion 80/20 dual language program, which included developing a district-wide lottery and transportation process as well as a district curriculum that provided integrated units of study and authentic resources. She was also one of the first to implement the Illinois State Seal of Biliteracy. Prior to her administrative roles, Dr. Leonard taught middle school Spanish and Intensive Reading for ESOL, taught high school Spanish and Developmental Language Arts for ESOL and taught Bilingual Kindergarten.</p> <p>Dr. Leonard holds a Bachelor's degree in Political Science from Illinois Wesleyan University, a Bachelor's degree in Spanish Education from Illinois State University, a Master's degree in Educational Leadership from Saint Leo University, an Educational Specialist degree with</p>

	<p>Superintendent endorsement from Northern Illinois University, and a Doctorate in Educational Administration and Policy from Northern Illinois University. She is a member of multiple professional organizations that are dedicated to the education and instruction of multilingual learners and partners with several community organizations to ensure that resources are readily available for the multilingual families in the community she serves. She collaborates and consults with other districts to support implementation of EL/Bilingual and World Language programming.</p>
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Course Information	
<p>Course Format (distance learning, online, webinar, experiential onsite courses):</p>	<p>Online Course</p> <p>The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI email address listed above. Approximately 135 hours of instructional time is devoted to this course .</p> <p>All questions, customer service, grades and transcript questions are to be directed to MTI, NOT ANDREWS UNIVERSITY for this course.</p> <p>We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on the <i>help</i> tab, then Canvas 101. If you are having trouble with Canvas, technical support is available online 24/7 under the <i>help</i> tab, then <i>report a problem</i>.</p>
<p>Prerequisites</p>	<p>All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development.</p>
<p>Course Materials</p>	<p>Resources provided for this course can be found towards the bottom of this document in the section labeled Course Materials.</p>
<p>Learning Outcomes/Competencies:</p> <p>At the completion of this course, the learner will be able to:</p> <ul style="list-style-type: none"> Analyze and evaluate the historical, social, and cultural factors that have shaped the field of ESL teaching and their implications for current practice. InTASC 4,10 Compare and contrast different theoretical frameworks, including behaviorism, cognitivism, and constructivism, and evaluate their relevance to language learning and teaching. InTASC 1,4 Analyze and evaluate different pedagogical approaches to teaching ESL, including communicative language teaching, task-based language teaching, and content-based language teaching, and assess their strengths and weaknesses in relation to different learning contexts and student needs. InTASC 1,8 	

- Apply theoretical frameworks and pedagogical approaches covered in the course to develop and implement a teaching project that addresses the language learning needs of a specific group of learners. InTASC 1,2,6
- Reflect on their own teaching practices and consider how the theoretical frameworks and pedagogical approaches covered in the course can inform and enhance their teaching. InTASC 3,7,9

Course Description: This course provides educators an in-depth exploration of the theoretical foundations that inform the practice of teaching English as a second language (ESL). A wide range of theoretical perspectives and pedagogical approaches will be explored, with an emphasis on critical analysis and practical application. Included will be an overview of the historical, social, and cultural factors that have shaped the field of ESL teaching, including the role of English as a global language and the implications of language policy and planning. Then the course will delve into various theoretical frameworks, including behaviorism, cognitivism, and constructivism, and examine their relevance to language learning and teaching.

***20 hours of clinical work in course:** Included in this course is 20 of the 100 required hours of clinical work for the ESL/bilingual endorsement.

****Clinical hours alternative:** As an alternative to the clinical hours you may provide an administrator's letter stating that you are assigned to classes with English learners and/or in a bilingual setting. If you are using this option you will need to provide this documentation to each instructor in the 5 courses you are taking for the endorsement.

Learning Strategies: Professional literature analysis, whole group discussions, personal reflection, application assignments and project-based learning.

Experiential Learning Opportunities: Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.

Format of the Course and Submitting Work

You are required to complete all of the assessments with a total grade of an A or B in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed below in the assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS(Learning Management Software) Canvas. Your application, research project and evaluation assignments will be submitted electronically to your instructor. Files can be saved in PDF's or WORD Documents. You can also share via Google Drive format. Please contact your instructor if you have any questions or need help with the Google Drive format.

Assessments		Approximate contact hours for each assessment
Introduction to using Canvas video and pre-survey		1 hour

Resources and reflection time		33 hours
Answer and discuss weekly questions posted by the instructor to online classroom at Canvas forum. (5 @ 9 points per question), including time for re-reading previous assignments and posts.	45 points	10 hours
Reflect on classroom experiences and the required reading, then respond to 2 posts weekly made by colleagues online at Canvas classroom forum. (10 total @ 9 points per response).	90 points	10 hours
Studying (time to reread and take notes)		5 hours
Application assignment 2 @s (45 points each)	90 points	12 hours
Journaling of field experience in the classroom implementing concepts from the course with students and fellow teachers.	60 points	33 hours
Research project (planning, researching, and formulating)	100 points	14 hours
Research on theoretical foundations of teaching ESL		5 hours
Final evaluation/reflection essay	100 points	12 hours
Total	485 points	135 hours
Grading Scale: A (90-100%); B (80-89%) <i>*Anything below a B will not receive graduate credit and result in a failing grade of F.</i> If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.		

Answer and Discuss Rubric- 5 questions @ 9 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Reflect and Response Rubric- 10 responses @ 9 points each
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Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Project Rubric- 2 assignments @ 45 points each

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
Supporting Evidence in Practice ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/10	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Journal Rubric- 10 journal entries @ 6 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Research Project Rubric- 100 points

Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
Understanding of web tool ___/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.

Practical evidence ___/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
Completion ___/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
Grammar and Spelling ___/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
Sequencing ___/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

Evaluation/Reflection Rubric- 100 points				
Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
Supporting Evidence in Practice ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing ___/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection ___/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Schedule

Week 1

- Syllabi/assignment review
- Examine resource lists 1, 2
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Week 2

- Examine resource lists 3, 4, and 5
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Application #1- Due Sunday end of week #2 (45 points)

Using [this resource](#), Lydia White relies on the problem of learning and the poverty of the stimulus argument to posit an innate language faculty. What other explanation might there be, other than innateness, for problems White discusses? Write 1 to 2 pages APA format.

Week 3

- Examine resource lists 6 and 7
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Application #2- Due Sunday end of week #3 (45 points)

Using resource group 7 (as well as any resources you find) as a guide, explain in your own words, why one cannot equate declarative memory with explicit knowledge/learning and procedural memory with implicit knowledge/learning. **Write 1 to 2 pages APA format**

Week 4

- Examine resource lists 8, 9, 10
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Research Assignment- Due Sunday end of week #4 (100 points)

Research

Complexity theory rejects standard experimental design as “uncompromising”. Critics of this theory would claim that without imposing control on some of the factors in a learning context, it is impossible to interpret research findings. After viewing resources in group 11, what is your view? Research two articles on experimental design to defend your view. **Write 2-3 pages APA format**

Week 5

- Examine resource lists 11 and 12
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Final Evaluation Assignment due by Sunday night end of week # 5 (100 points)

Read the exemplary study presented in [chapter 12 of this resource](#) and prepare a 3 to 5 page paper in which you describe how you would conduct a replication study. Be sure to explain any changes you would make and what motivates such changes. APA format, 3 to 5 pages.

Journaling

Journals are designed to demonstrate that students are reflecting on and implementing concepts and strategies in their own education settings. Journal entries are to be roughly 2-3 paragraphs each. Students are expected to complete 10 entries over the course of the class. These are done at your own pace and are to be shared with your instructor at the end of class. You will not need to share them with the other students. You may use the same type of journal entry more than once. Make sure to include some examples of what you have actually done to support your thoughts whenever appropriate. Some examples of acceptable journal topics include:

- How has what you learned about a strategy/topic changed the way you think?
- What were the results of trying something new that you learned in class, and how could you improve it next time?
- Reflections on conversations you had with students, colleagues or administrators about what you have learned.
- Research you've discovered on a topic and how it complements or contradicts what the author says.
- These are a few examples, but any journal entry along these lines is acceptable. Remember that you can use the same journal topic more than once to examine different concepts or strategies, or even to examine different impacts on multiple types of classes.

Course Resources

The following is a list of resources that can help you facilitate this course. You may need to do some extra research on your own to complete all assignments for this course.

Some content in the categories is general for the topic, some is specific for that category.

Resource Group 1: Foundations: Understanding Theoretical Frameworks in SLA

Video

[Language Acquisition: Crash Course Linguistics #12](#)

Video

[Krashen's Theory of Second Language Acquisition](#)

Video

[How languages are learned \(with Patsy Lightbown\)](#)

Video

[Is everyone WRONG about Stephen Krashen's "comprehensible input" theory?](#)

Research Paper

[Krashen, S. \(1981\). *Second Language Acquisition and Second Language Learning*. Pergamon.](#)

Research Paper

[Collier, V. P. \(1995\). *Promoting Academic Success for ESL Students*. NJBE](#)

Research Paper

[Factors influencing second language learning based on the research of Lightbown and Spada](#)

Websites and Tools

[SECOND LANGUAGE ACQUISITION Resources](#)

Websites and Tools

[Colorín Colorado's SLA Stages Guide](#)

Websites and Tools

[University of Texas SLA Theory Guide](#)

Resource Group 2: Generative Linguistics and Universal Grammar in Language Learning

Video

[The Concept of Language \(Noam Chomsky\)](#)

Video

[Noam Chomsky - The Structure of Language](#)

Research Paper

[Second Language Acquisition and Universal Grammar](#)

Research Paper

[Second Language Syntax: A Generative Introduction.](#)

Websites and Tools

[Innateness and Language](#): Stanford Encyclopedia of Philosophy

Resource Group 3: Functional Perspectives: The Concept-Oriented Model in SLA

Video

[Halliday's systemic functional linguistics](#)

Video

[Unpacking terms: Communicative Competence](#)

Research Paper

[A Critical Review of the Concept-Oriented Approach in Second Language Acquisition: Strengths, Weaknesses, and Misconceptions](#)

Websites and Tools

[Systemic Functional Linguistics: A Comprehensive Overview](#)

Resource Group 4: Usage-Based and Emergentist Approaches to Language Acquisition

Video

[A course in Cognitive Linguistics: Usage-based linguistics](#)

Research Paper

[The usage-based theory of language acquisition-Michael Tomasello](#)

Research Paper

[Cognitive and Social Aspects of Learning from Usage](#)

Research Paper

[Constructions, chunking, and connectionism: The emergence of second language structure](#)

Resource Group 5: The Development of Skills in Second Language Learning

Video

[Skill Acquisition Theory \(Part 1\)](#)

Video

[Skill Acquisition Theory \(Part 2\)](#)

Websites and Tools

[What is skill acquisition theory?](#)

Resource Group 6: How Learners Process Input in Second Language Contexts

Video

[Principles of Input Processing #1](#)

Video

[Principles of Input Processing #2](#)

Podcast

[Talking Language Acquisition with Dr. Bill VanPatten: What Every Language Teacher Should Know about SLA – Part 1](#)

Websites and Tools

[What is "Input Processing"?](#)

Resource Group 7: Neurocognitive Models: The Declarative/Procedural Distinction

Video

[Prof. Michael Ullman on the Declarative/Procedural Model](#)

Research Paper

[Contributions of memory circuits to language: the declarative/procedural model](#)

Websites and Tools

[Declarative vs Procedural Knowledge in Language Learning](#)

Resource Group 8: Stages and Constraints: Processability Theory Explained

Research Paper

[Language processing and second language development: processability theory](#)

Websites and Tools

[Processability Theory in SLA Best Explanation & Practices](#)

Resource Group 9: The Role of Input, Interaction, and Output in SLA

Video

[Second Language Acquisition Input Output Interaction](#)

Research Paper

[The Role of Input, Interaction and Output in the Development of Oral Fluency](#)

Resource Group 10: Sociocultural Influences on Second Language Development

Video

[Lev Vygotsky Sociocultural Theory](#)

Research Paper

[The Role of Sociocultural Theory in L2 Empirical Research](#)

Websites and Tools

[Zone of Proximal Development](#)

Resource Group 11: Complexity and Dynamics in Language Learning Systems

Video

[Complex Dynamic Systems Theory and Second Language Development](#)

Websites and Tools

[Complex Dynamic Systems Theory as a meta-theory for language education](#)

Resource Group 12: Bridging Theory and Practice in Language Teaching

Research Paper

[How theory informs teaching and how teaching informs theory](#)

Websites and Tools

[TESOL Resource Center](#)

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of

learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.