

# ESL/Bilingual Endorsement Class Suggested Sequence

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The following order is a **suggested** sequence for the ESL courses. Due to scheduling conflicts it may not be possible to take them in this exact order. However, do take the Foundational courses early in the sequence as the remaining courses will build upon competencies gained in them.

Please be aware, however, that you must take the following four core ESL classes prior to registering for the ESL Practicum: CI 443/543 Effective Strategies, EPFA 467/567 ESL/Bilingual Program Designs and Models, Lin 423/523 Taking Stock, and Lin 422/522 How Do People Learn a Second Language.



## I. Foundational Courses

- **EPFA 466/566 Impact of Language and Culture (3 credits)**

Learn the importance of intercultural communication in working with children from a wide range of cultures in today's classrooms. Survey the cultural, linguistic, educational, and ethnic issues present in all classrooms today. Study the sociological and language issues and immigration history. Learn how to identify and appreciate cultural factors that affect social adjustment and learning.

- **LING 422/522 How Do People Learn a Second Language (3 credits)**

*Impact of Language and Culture in the Classroom* is strongly recommended before enrollment in this course.

Gain a historical perspective of language teaching, and look at current language learning and teaching models. Examine variables involved in first and second language learning. Consider individual differences, and patterns common to all learners and instruction. Collect and analyze natural language collected from second language learners. Appreciate the complexity of learning and studying in another language so you can understand and effectively help your Limited English Proficient students learn successfully.

- **EPFA 465/565 School/Community Relations: ELL (3 credits)**

Learn how to work with families to overcome barriers by setting up support systems in and out of school. Access appropriate community resources that can be critical for ensuring classroom success with English language learners (ELL). Gain understanding about other cultures' orientation to education and school. Learn strategies to build bridges between home, school, and the community.

## II. Mid-Program

Portland State University  
Bilingual Teacher Pathway Program

- **CI 443/543 Effective Teaching Strategies (3 credits)**

What kinds of strategies and materials work in teaching children who are learning English? Become acquainted with the current research on identification, development, and practice of developmentally and linguistically appropriate strategies and materials to effectively engage limited English proficient (LEP) students at all grade levels in the learning process. Special attention will be given to students' bilingual/bicultural characteristics as important aspects of developing a successful curriculum.

- **LING 423/523 Taking Stock: Assessment and Evaluation in Programs with Language Minority Students (2 credits)**

Consider ways to expand the assessment domains so that it describes the full range of student work and includes all populations. Learn about technical standards needed to ensure fair, accurate, and meaningful information. Discuss using assessment results to focus school and district services for language minority students.

- **SPED 455/555 Working with LEP Children with Special Needs (2 credits)**

Examine the current research in special education and see where it is appropriate in working with the limited English proficient (LEP) child. Consider issues including testing and diagnosis, appropriate teaching material and methods, and placement. Discuss political, social, and community concerns in working with LEP students with special needs.

### III. End of Program

- **EPFA 476/567 ESL/Bilingual Program Design and Models (3 credits)**

*Impact of Language and Culture in the Classroom* is strongly recommended before enrollment in this course.

Exemplary schools provide second language learners with a rich intellectual diet, not a remedial or basic skills curriculum. They expect all students to achieve high standards in literacy and other academic areas. Learn how these schools combine their understanding and apply the knowledge of local, state, and federal laws and policies, along with pedagogical considerations, to create effective programs. Participants will examine a variety of local, regional, and national program models for ESL and bilingual instruction. This will create opportunities to develop expertise in assessing the critical components of programs, serving preschoolers through adults.

- **CI 509 Practicum in ESL/Bilingual Education (3 credits)**

The following courses are **required** prior to this practicum:

- Effective Teaching Strategies
- Taking Stock
- How Do People Learn a Second Language?
- ESL/Bilingual Program Design and Models

The practicum is designed for new ESL/Bilingual educators and is an opportunity to practice what has been learned in the Succeeding with Linguistically and Culturally Diverse Students series. During the 90 contact hours, you will be given responsibility for at least six pupils and will:

- Assess individual learning needs
- Develop a curriculum to meet those needs
- Deliver the curriculum
- Evaluate the results of the curriculum
- Write a report on what you have learned from this exercise