Methods of Teaching English to Speakers of Other Languages (ESOL)
Syllabus

Course Description

This course provides participants with the knowledge and skills to implement the strategies, methods, approaches and best practices for teaching English Language Learners (ELLs). ESOL teachers will develop their abilities to provide rigorous, relevant instruction within a classroom environment that reflects an understanding and appreciation of cultural diversity. Educators will practice implementing a variety of different methods designed to ensure linguistic and academic achievement of ELLs.

Competencies

Upon completion of this course, participants will be able to
- Promote culturally and linguistically responsive classrooms and instructional practices
- Understand policies and regulations related to English Language Learners (ELL’s) and accountability measures
- Describe and implement various models of instruction (SIOP, CALLA, and TPR)
- Utilize effective technology to advance ELLs’ language development (CALL and CMC)
- Draw from a repertoire of teaching techniques in the areas of oral language development, transitions to print, reading and writing for purpose, integration of content, and use of technology, including video, audio, print, electronic mail, and multimedia software
- Identify and implement research-based strategies in their classrooms
- Differentiate instruction to meet the diverse needs of their learners

Course Alignment to Florida Performance Standards for Teachers of English for Speakers of Other Languages (TESOL)
ESOL Endorsement

To earn your ESOL Endorsement, complete all courses in the series:
1. Applied Linguistics
2. Cross-Cultural Communication and Understanding
3. Methods of Teaching English to Speakers of Other Languages (ESOL)
4. ESOL Curriculum and Material Development
5. Testing and Evaluation of ESOL

To meet endorsement requirements, you must earn a minimum of 121 points in each course in the series and **must participate in every session**.

<table>
<thead>
<tr>
<th>Course Requirements and Grades</th>
<th>Professional Development Requirements</th>
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<tbody>
<tr>
<td><strong>Discussion</strong></td>
<td>Participate in Discussions each session on two different days, <strong>9</strong> total, for <strong>54</strong> possible points. (39%)</td>
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<tr>
<td>Discussion postings require application of the session’s readings to the discussion prompt and work in dialogue fashion. Your first post should respond to the session prompt. Subsequent postings should address and respond to the comments of your colleagues. Submit three posts on two separate days each session; each post is worth up to 2 points.</td>
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<tr>
<td><strong>Journal</strong></td>
<td>Complete <strong>9</strong> Journals, for a total of <strong>63</strong> possible points. (46%)</td>
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<td>Journals use components of the 5-Step Method to connect the session’s readings to your professional and personal experience. Journals have a suggested length of 250 words and are worth 7 points each. See details on how your Journal will be evaluated by clicking “Journal Rubric” in your course newsflash. The journal can be viewed only by you and your instructor. When citing sources, be sure to reference them appropriately using APA style. (See APA Style.org, Electronic References <a href="http://www.apastyle.org/elecref.html">http://www.apastyle.org/elecref.html</a>).</td>
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<tr>
<td><strong>Workbook</strong></td>
<td>Complete any <strong>1</strong> Workbook for a total of <strong>25</strong> possible points. (15%)</td>
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<td>Workbooks allow you to apply course concepts to your unique school situation. Each Workbook is worth 25 points; see the Workbook Assignment Rubric for details. When citing sources, be sure to reference them appropriately using APA style. (See APA Style.org, Electronic References <a href="http://www.apastyle.org/elecref.html">http://www.apastyle.org/elecref.html</a>).</td>
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<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>142</strong></td>
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Professional development students **must participate in ALL course sessions** to earn credit for this course.
Professional development students must also earn a minimum of 121 points in order to earn credit for this course.

**CaseNEX Honor Code**

**Materials**

All materials are accessed via the CaseNEX website [http://www.casenex.com](http://www.casenex.com) using the PIN provided and the user name/password you create.

All readings listed can be found by going to the Virtual Library and looking under the case you are reading that session. When pdf files are linked, we recommend printing them for easier reading.

If you do not have the following three pieces of software, please download them from the given sites. You will find detailed instructions under the ‘Tutorials’ link.


**Cases Used**

- Deming, New Mexico
- Do the Math
- Pandora’s Box
- Room to Grow

**Course Schedule**

Typical course sessions run from Monday morning through Sunday at midnight. Specific session dates may be found by clicking on Syllabus on the top menu bar. Course participants should read both the case and assigned readings prior to joining the online discussion. Participation in the discussion should be ongoing throughout each course session. For typical courses, final discussion postings, journals,
and workbook assignments are due by Sunday at midnight unless otherwise noted. Please see the News Flash for any alterations of the course schedule posted by your instructor.
Session 1
Providing a Theoretical Framework for Second Language Acquisition

Case
Pandora’s Box

Readings
- Read the “Course Tutorial” linked from the TUTORIAL menu, paying special attention to the Case-Analysis and Workbook Assignment Rubrics. These rubrics will be used by your instructor throughout the course to evaluate your Journal entries, Discussion responses, and Workbook assignments where appropriate.
- Stages of Second Language Acquisition
- Brain Research: Implications for Second Language Learning
- The Essentials of Language Learning
- Comparing and Contrasting First and Second Language Acquisition
- Krashen and Terrell’s “Natural Approach”
- SLA Research: Its Significance for Learning and Teaching Issues
- Methodologies in Foreign Language Teaching

Discussion
Post an entry introducing yourself to your classmates and then review Krashen’s Input Hypothesis. Which aspects do you find most plausible? Least plausible? Describe any evidence from the case that either supports or refutes Krashen’s distinctions between acquiring and learning a second language. Why does Krashen feel acquiring a language is more important than “learning” a language? Given what you saw in Pandora’s Box, how would you take the “best” of his theories and apply them in the classroom while mindful of the various issues inherent in his ideas of SLA?

Journal
Suppose you have been invited to an international symposium on SLA, the goal of which is to devise a theory of SLA. You may bring three tenets or generalizations to be included in the theory. Decide on the most important things you would like to include and imagine the different perspectives on your choices. Defend your three tenets with knowledge from the readings and examples from your teaching experience.
Note

Use CaseMail to send a note to your instructor stating that you will be taking this course. To do so, click on CaseMail on the top menu bar and then ‘Click here to create a new message.’ Use the marked link to look up an address. Continue linking down until you see the class list. Click on the instructor’s name and then compose your message and hit ‘Post Message.’
Session 2
Understanding Internal and External Variables Affecting Language Acquisition

Case
Deming, New Mexico

Reading
- Factors Affecting Second Language Acquisition
- Language Acquisition and Affective Variables
- Motivating Learners: Understanding Language Acquisition
- Motivation as a Contributing Factor in Second Language Acquisition
- Age-Related Factors in Second Language Acquisition
- Contextual Factors in Second Language Acquisition
- Factors Affecting Second Language Acquisition

Discussion
After watching the Deming, New Mexico case, describe the impact of internal and external variables on language learning—for both teachers and students. From your perspective, which variables have the biggest impact on the rate at which students learn another language? Why might certain groups of speakers of other languages have a harder or easier time learning English than others? Be as specific as possible about other language features and their impact on learning English. What actions might teachers take to address factors affecting language acquisition?

Journal
Why is it important for teachers to understand the variety of factors affecting their students’ language acquisition? What issues are revealed by learning about their students’ background? How can “the status of students' ethnic groups in relation to the larger culture... help or hinder the acquisition of the language of mainstream society,” as the “Contextual Factors” reading states?

Workbook
None this session.
Session 3
Exploring General Principles for Teaching ELLs

Case
Pandora’s Box

Readings
- General Principles for Teaching ELL Students
- Teaching Strategies: Activating Prior Knowledge (Click on each of the strategies listed)
- We Can Talk: Cooperative Learning in the Elementary ESL Classroom
- Cooperative Approaches to Language Learning
- Cooperative Learning in the Secondary School: Maximizing Language Acquisition, Academic Achievement, and Social Development
- Acquiring a Second Language for School

Discussion
In Pandora’s Box, what actions do Judith and Maxie take to “activate prior knowledge” as they work in their classrooms? Using knowledge from the readings as a guide, what other actions might you suggest to build upon their ESOL students’ cultures? What might be the consequences of following your suggestions in terms of the development of a culturally responsive curriculum?

Journal
How can knowledge of comprehensible input and comprehensible output presented in “We Can Talk” be utilized by any grade level ESOL or mainstream classroom teacher on a daily basis? What are some of the instructional implications of putting these concepts into practice? Anticipate the issues that might arise for your and your students as you work toward this end.

Workbook
None this session.
Session 4
Teaching to Multiple Modalities

Case
Room to Grow

Readings
- The Importance of Learning Styles in ESL/EFL
- Teach to Students' Learning Styles
- Graphic Organizers for Content Instruction
- The Graphic Organizer (Explore in detail at least three of the links provided)
- Teaching Approaches: Total Physical Response

Discussion
Discuss how Christine targets her students’ learning styles in her worm unit. Which learning styles does she address and which are left out? When you respond to each other’s postings, assume the perspective of one of Christine’s students whose learning style might be addressed differently. How might he or she view Christine’s approach? Describe additional actions Christine might take to target all learning styles in this science unit.

Journal
In “The Importance of Learning Styles in ESL/EFL,” the author categorizes many different ways to describe learning styles: information processing, personality, and social interaction. Consider your own learning style in each category and how that influences the way you teach, organize you classroom, and respond to students. What issues does this raise for students who differ profoundly in the way they learn best? Knowing students’ perspectives vary widely, how can you create lessons or units that allow each student to work within his or her strengths?

Workbook
Multiple Modalities Lesson Plan

Focus on student learning objectives in your content area or grade level (or use a learning objective addressed in Room to Grow). Develop a lesson that you can implement this week that addresses this
objective and focuses on differences in either the information processing, personality, or social interaction preferences of your students. Detail your lesson, and be sure to include the following information:

- Description of classroom, students, grade level, content, languages spoken, stages of language acquisition, and any other relevant information
- Goals and objectives, including state standards if appropriate
- Grouping of students
- Materials
- Visual learning activity (use the templates from the “Graphic Organizers for Content Instruction” reading or create your own)
- Procedures
- Assessment (informal or formal)
- Rationale for your choices
- Reflections on your implementation of this lesson and ideas for its refinement. (Complete this portion after you have delivered the lesson).

Due by the end of Session 5.
Session 5
Applying Current Methodologies

Case
Room to Grow

Readings
- Program Alternatives for Linguistically Diverse Students
- Strategies and Resources for Mainstream Teachers of English Language Learners, pages 10-14, “Instructional Methods and Program Models for Serving English Language Learners,” and pages 21-32, “General Principles for Teaching ELL Students”
- Language Teaching Methodology
- The Best Beginner, Intermediate & Advanced English Language Learner Sites

Discussion

Based on “General Principles for Teaching ELL Students,” what additional strategies might you recommend Christine incorporate in her worm habitat unit to meet the guidelines outlined at the start of this article? Would using one method throughout the unit be more effective than implementing a variety of methods? Why or why not?

Journal

In “Language Teaching Methodology,” the author presents the relationship among method, the role of the teacher, and the role of the student. Review Figure 2 and reflect on which roles you are most comfortable with—and which you believe are most effective for students. Then, of the ten methods presented, consider the instructional consequences of any two that are most appealing to you—from both your and your students’ perspectives.

Workbook

Multiple Modalities Lesson Plan due by the end of this session.
Session 6
Implementing Sheltered Instruction Observation Protocol (SIOP) and Specially Designed Academic Instruction in English (SDAIE)

Case
Room to Grow

Readings
- SDAIE Handbook: Techniques, Strategies, and Suggestions for Teachers of LEP and Former LEP Students
- The Sheltered Instruction Observation Protocol (SIOP)
- Sheltered English Instruction
- SIOP: Making Content Comprehensible for ELLs
- The SIOP Model of Sheltered Instruction (explore lesson plans)
- SIOP Lesson Plan Templates

Discussion
Consider Christine’s worm habitat unit from this session’s case. Describe any elements of sheltered instruction she includes. What additional steps might she take to incorporate more elements of sheltered instruction in her unit? If you were her colleague, Lindsay, how might you provide meaningful feedback to Christine to help her make her worm unit even more effective?

Journal
Reflect on issues presented in the “SDAIE Handbook.” What might be the consequences for all students of implementing these strategies? Why is this approach particularly well-suited for ELLs?

Workbook
Creating a Sheltered Instruction Lesson Plan

Choose a grade level and content area that you currently teach or will be teaching in the future. Following the detailed descriptions in the “Sheltered English Instruction” reading, create a comprehensive lesson plan incorporating all components of sheltered instruction. Your lesson should include information about:
• Preparation
• Building background
• Comprehensible input
• Strategies
• Interaction
• Practice/application
• Lesson delivery
• Review and assessment

The “Preparation” component specifies that the lesson should be correlated to the Florida Performance Standards.

Due by the end of this session.
Session 7
Implementing CALLA

Case
Do the Math

Reading
- The Cognitive Academic Language Learning Approach
- Implementing CALLA: Cognitive Academic Language Learning Approach
- Integrating Learning Strategies into a Lesson
- Accessing Students’ Background Knowledge

Discussion

Focus on Kamila’s fractions lesson in Scene 2 of this session’s case. Mary, the math department chair, suggests Kamila consult a middle school math lesson for ideas to reach students better. How might Kamila benefit from incorporating the CALLA model into her teaching repertoire? Evaluate the appropriateness of this model for teaching fractions to this diverse group of learners. As you respond to your colleagues’ suggestions, imagine the perspectives of students on this new lesson format.

Journal

Think about a lesson or unit you recently taught or will soon teach. Find examples of declarative and procedural knowledge in this lesson and consider ways you have traditionally helped students master these skills. Describe any issues students are likely to face when they encounter new language and content? Then research additional strategies to address these issues. How will you teach these strategies to help students master content and language?

Workbook

Create a CALLA Lesson Plan

Design a lesson that follows the CALLA model. Your plan should include:

- Language objectives
- Content objectives
Learning strategy objectives

Describe activities for each of the phases of your CALLA lesson and include a rationale for why you chose these activities:

1. Preparation
2. Presentation
3. Practice
4. Evaluation
5. Expansion

If at all possible, implement this lesson with your students and then write a brief reflection on how this lesson went.

Due by the end of this session.
**Session 8**  
*Adapting Instruction for Linguistically Diverse Students*

**Case**  
Do the Math

**Reading**
- Supporting the Development of English Literacy in English Language Learners: Key Issues and Promising Practices
- Moving Beyond the Obvious: Examining our Thinking about Linguistically Diverse Students (Read pages 4 – 18)
- Scaffolding and Differentiating Instruction
- Differentiating Instruction for English Language Learner

**Discussion**

Review Kamila’s fractions lesson in Scene 2 of this session’s case. What evidence is there of differentiation in this lesson? How might differentiating the lesson address some of the issues Mary is concerned about? Use knowledge from the readings to suggest ways to help Kamila better engage her students.

**Journal**

Accommodating multiple first languages and levels of literacy (both L1 and English) within a classroom presents many challenges. Using your knowledge from the readings and from personal experience, what are some strategies you could use to address the needs of linguistically different students? What actions might a teacher take to address the students’ oral language development?

**Workbook**

None this session.
Session 9
Using Technology to Enhance Language Development

Case
Do the Math

Readings
- Computer Assisted Language Learning: An Introduction
- ESL Software Evaluation Form
- Web 2.0 for EFL/ESL Teachers
- The Best Web 2.0 Applications for Education—2008

Discussion
While Kamila’s math lesson incorporates some technology, how else might she use technology to help her students review this content? Suggest ideas based on knowledge from the readings and your own professional experience.

Journal
Describe your current use of technology with your ELLs. Then, consider knowledge of new technologies from this session’s readings. Explore at least one of the freely-available technologies and use the “Software Evaluation Form” to guide your reflection on its appropriateness for and effectiveness with your students. What actions might you take to capitalize on current technologies for use with your students?

Workbook
None this session.