American Public University System

The Ultimate Advantage is an Educated Mind

Education
EDUC601
Methods, Instructional Strategies, and Assessment in Teaching English to Speakers of Other Languages
Credit Hours = 3
Length of Course = 8 weeks
Prerequisite: EDUC (May be taken concurrently)

Instructor Information

Instructor: APUS Faculty

Course Description (Catalog)

This course is intended for both regular education and English to Speakers of Other Languages (ESOL) teachers and will focus on developing instructional strategies for supporting ESOL students in content area learning. Course participants will develop instructional and leadership skills needed for teaching ESOL. Participants will reflect upon using proven assessment and instructional practices to enhance learning in today’s challenging environment. Using the cases as a launching point, teachers will be given the opportunity to participate in on-line forums regarding beliefs, best practices, challenges, current research, and ways to apply them to their own teaching practice.

Course Scope

This course explores the underlying principles that provide the foundations for effective language teaching, understanding the evolution and use of national standards in the provision of exemplary lessons, and the nature of professional conduct in the field of Teaching English as a Second Language (TESOL). Through readings, forums, and other activities, students will gain insight into their own assumptions about teaching languages and begin conversations that challenge traditional language teaching methods. Students will exit the course with a general understanding of important Second Language Acquisition theories as they relate to language teaching and will discover approaches to
language teaching that promote successful language acquisition.

### Course Objectives

After successfully completing this course, you will be able to:

1. Identify and be conversant in the knowledge that ESL/EFL teachers must possess in order to promote language acquisition in classroom settings (Standard 1.b)
2. Engage in informed forums about the use and role of the National TESOL Standards. (Standard 3.a)
3. Demonstrate an understanding of how the National TESOL Standards effect practice and daily classroom instruction. (Standards 3.a and 3.b)
4. Identify and know theoretical constructs necessary for choosing teaching strategies. (Standard 3.b)
5. Use sophisticated understanding of the theory that underpins the creation of effective listening, reading, writing, speaking, and cultural activities to inform forum concerning ESL instruction and curriculum design. (Standards 1.b, 2.a, 3.a, 3.b, and 3.c)
6. Develop curriculum-based assessments for use in instructional planning and assessments in the ESL classroom. (Standards 4.a, 4.b, and 4.c)
7. Engage in informed forum on uses and limitations of technology in the second language classroom. (Standards 3.a, 3.b, and 3.c)
8. Develop differentiated assignments and activities based on an understanding of how learner characteristics effect learning outcomes. (Standards 1.b, 4.a, and 4.b)
9. Identify processes and procedures for professional development and continued pedagogical growth. (Standards 5.a, 5.b, and 5.c)

**Standard 1.b. Language acquisition and development.** Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

**Standard 2.a. Nature and Role of Culture.** Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students’ learning.

**Standard 3.a. Planning for Standards-Based ESL and Content Instruction.** Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

**Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction.** Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.
Standard 3.c. Using Resources Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Standard 4.a. Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.

Standard 4.b. Language Proficiency Assessment. Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

Standard 4.c. Classroom-Based Assessment for ESL. Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.

Standard 5.a. ESL Research and History. Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

Standard 5.b. Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students’ families.

Standard 5.c. Professional Development and Collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

Course Materials

Required Course Textbooks


Additional Course Materials

In addition to the required readings, the following resources can provide valuable information to students.


Advanced Composition for Nonnative Speakers of English (http://www.eslbee.com)


Audio Lingual Method (http://www.sil.org/lingualinks/LANGUAGELEARNING/WaysToApproachLanguageLearning/TheAudioLingualMethod.htm)


**Websites**

In addition to the required course texts the following public domain Websites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.
• “Achievement Testing for English Language Learners, Ready or Not?”
  http://epaa.asu.edu/epaa/v16n1/v16n1.pdf
• An Outline of CALLA, http://coe.sdsu.edu/people/jmora/MoraModules/CALLA.htm
• Assessment and Accountability Comprehensive Center,
  http://www.aacompcenter.org/cs/aacc/print/htdocs/aacc/home.htm
• Bilingual Research Journal Online, http://brj.asu.edu/
• “A Cognitive Strategies Approach to Reading and Writing Instruction for English Language Learners in Secondary School,”
• “Content Based ESL Curriculum and Academic Language Proficiency,”
• Everything ESL.net, http://www.everythingesl.net/
• “Integrated Content and Language Instruction,”
  http://www.cal.org/resources/digest/integratedcontent.html
• Guidelines for Ensuring the Technical Quality of Assessments Affecting English Language Learners and Students with Disabilities: Development and Implementation of Regulations,
  http://www.aacompcenter.org/cs/aacc/print/htdocs/aacc/dir.htm
• Making Content Comprehensible for English Language Learners—SIOP Model SHELTERED INSTRUCTION— for Academic Achievement, http://www.misd.net/bilingual/ELL.pdf
• National Center on Educational Outcomes, http://cehd.umn.edu/NCEO/
• National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, http://www.n cela.gwu.edu/
• Planning Instruction for English Language Development,
  http://coe.sdsu.edu/people/jmora/MoraModules/ELDInstruction.htm#ContentAreas
• “Preparing Secondary Education Teachers to Work with English Language Learners: Science,”
  Center for the Study of Language and Education The George Washington University
• “Reforming Mathematics Instruction for ESL Literacy Students,”
  http://www.cal.org/resources/digest/buchan01.html
• The Role of Schools in the English Language Learner Achievement Gap,
  http://pewhispanic.org/files/reports/89.pdf
• “Teaching to the Test: How No Child Left Behind Impacts Language Policy, Curriculum, and Instruction for English Language,”

Evaluation Procedures

Assignments

• **Forum** assignments are due weekly. Responses to the original forum question or questions for each week with the first set of Forum posts due by midnight, Tuesday, and responses to classmates will be due by midnight, Thursday. The second set of Forum posts are due midnight, Friday, and responses to classmates due no later than midnight, Sunday. All due dates are relevant to Eastern Time (ET). Weekly forums are worth 5 points per post.

• **Activity Sets** are assigned for weeks 3, 4, 5, 6, and 7. These assignments are each worth 20 points per activity, with 5 points per peer response (2), for a total of 30 possible points per Activity Set.

• An **Article Critique** is due no later than Sunday for each week for a total of 8 critiques. Each article critique is worth 20 points and will be graded with a rubric that is attached to the assignment details.

• **Professionalism – Advocacy** is due Week 7 with peer responses to peer postings due no later than Sunday, Week 7. The Professionalism – Advocacy assignment is worth up to 130 points with two responses to classmates’ postings, 10 points each, for a total of 150 points. The assignment is graded on a rubric.

• **Reflection** is due no later than Sunday, Week 8. The assignment is worth 120 points and evaluated on a rubric.

• **Project-Unit Plan** is due Week 8 with peer responses (2) due no later than Sunday of Week 8. This assignment is worth 130 points, with 10 points per peer response to peer Unit Plans for a total of 150 points for your final grade.

APA Formatting

For all projects use APA formatting. For those not familiar with APA format for writing and publishing, please review the following website: http://apastyle.apa.org

You may also consider purchasing the APA Publications Manual, currently in its 5th edition, at http://www.apastyle.org/pubmanual.html

Due Dates
For the purposes of this course, all forum postings and assignments are due no later than midnight U.S. Eastern time zone on the day/date due.

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<thead>
<tr>
<th>Grade Instruments</th>
<th>Points Toward Final Grade</th>
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<tbody>
<tr>
<td>Forum Participation</td>
<td>120</td>
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<tr>
<td>Activity Sets</td>
<td>150</td>
</tr>
<tr>
<td>Article Critiques</td>
<td>240</td>
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<tr>
<td>Professionalism - Advocacy</td>
<td>140</td>
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<tr>
<td>Reflection</td>
<td>150</td>
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<tr>
<td>Project – Unit Plan</td>
<td>200</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
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**Instructor Announcements**

The success of this course depends on our ability to have read the assigned readings closely, to have thought carefully about the points raised or ignored by author, and to bring to the group your questions and concerns about their theses and positions into the forums groups. Prior to each class I will post Announcements and outline the focus of the subsequent session and direct your reading. Having prepared the readings prior to class ensures your productive participation.

**Forum Postings & Participation**

Classes will typically begin with a question I have posed the previous week. We should work to achieve conversational exchanges with each other through Forum s and emails, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings.

In all participation and assignments I am looking for evidence of:

- Demonstration of substantial knowledge and higher order thinking and analytic skills and application of facts, concepts, terms, and processes learned/read/discussed;
- Critical contemplation, i.e., "grapple" with issues and topics;
- Appropriate use of knowledge learned;
- Imaginative thinking and responses to challenges/problems/issues;
- Exploring underlying assumptions about the lifelong value of education and classroom management of schooling;
- Clarity of expression and logical connection among ideas expressed;
- Writing that reflects precise and concise thinking;
- Excellent grammar, syntax, and spelling.

Please be aware of the new requirement for first post in the forum. As of July 1, 2011, the first post must have at least 250 words. These posts will be submitted through word count software by the Technology Department for compliance. If the minimum 250 word count is not met, you will be dropped from the course by the end of the first week. I assure you this is real and it is serious. Thank you for your attention to this very important matter.
All students are required to log into each of their courses during Week One and to submit a class discussion board post of at least 250 words. Students who do not submit this assignment during the first week of class will be automatically dropped from any courses in which this assignment has not been completed. The first week of classes runs from the day the course opens until 11:59 p.m. (Eastern Time) on the first Sunday of that week. At the beginning of Week Two, students who did not submit this assignment during Week One and did not submit an official online form to voluntarily withdraw from the course will be dropped. Students who are dropped for lack of academic activity will receive a tuition credit for the course on their student account. Those who wish to continue taking classes with us may register for courses in a future session. Detailed information on course drops is located in the Drop/Withdrawal Policy section of the Student Handbook.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
</table>
| 1    | An Introduction to TESL  | • Identify and be conversant in the knowledge that ESL/EFL teachers must possess in order to promote language acquisition in classroom settings.  
• Engage in informed forums about the use and role of the National TESOL Standards.  
• Demonstrate an understanding of how the National TESOL Standards affect practice and daily classroom instruction.  
• Identify processes and procedures for professional development and continued pedagogical growth. | Text: Teaching English as a Second or Foreign Language. Celce-Murcia. Chapters: “Communicative Language Teaching for the Twenty-First Century” & “Guidelines for Language Classroom Instruction”.  
File Download: TESOL Standards for Instruction.  
Review the Additional Resources to supplement your learning. | • Forum Post 1  
• Forum Post 2  
• Article Critique 1 |
| 2    | Lesson Planning          | • Identify and be conversant in the knowledge that ESL/EFL teachers must possess in order to promote language acquisition in classroom settings.  
• Demonstrate an understanding of how the National TESOL Standards affect practice and daily classroom instruction. | Text: Teaching English as a Second or Foreign Language. Celce-Murcia. Lesson Planning.  
Review the Additional Resources to supplement your learning. | • Forum Post 3  
• Article Critique 2 |
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| 3 | **Teaching Listening and Speaking Skills** | • Identify and be conversant in the knowledge that ESL/EFL teachers must possess in order to promote language acquisition in classroom settings.  
• Demonstrate an understanding of how the National TESOL Standards affect practice and daily classroom instruction.  
• Identify and know theoretical constructs necessary for choosing teaching strategies.  
• Use sophisticated understanding of the theory that underpins the creation of effective listening, reading, writing, speaking, and cultural activities to inform forum concerning ESL instruction and curriculum design. | **Text:**  
**Review** the Additional Resources to supplement your learning. |  
|   |   |   |   |
|   |   |   |   |
| 4 | **Creating Effective Reading and Writing Activities** | • Identify and be conversant in the knowledge that ESL/EFL teachers must possess in order to promote language acquisition in classroom settings.  
• Demonstrate an understanding of how the National TESOL Standards affect practice and daily classroom instruction.  
• Identify and know theoretical constructs necessary for choosing teaching strategies.  
• Use sophisticated understanding of the theory that underpins the creation of effective listening, reading, writing, speaking, and cultural activities to inform forum concerning ESL instruction and curriculum design. | **Text:**  
Teaching English as a Second or Foreign Language. Celce-Murcia. Teaching Children Literacy Skills in a Second Language Developing Adult Literacies Reading for Academic Purposes: Guidelines for the ESL/EFL Functional Tasks for Mastering the Mechanics of Writing and Going Just Beyond Considerations for Teaching an ESL/EFL Course Grammar in Writing. |  
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<th>Assignment(s)</th>
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| 5    | Effective Grammar Activities | • Identify and be conversant in the knowledge that ESL/EFL teachers must possess in order to promote language acquisition in classroom settings. Demonstrate an understanding of how the National TESOL Standards affect practice and daily classroom instruction.  
  • Identify and know theoretical constructs necessary for choosing teaching strategies.  
  • Use sophisticated understanding of the theory that underpins the creation of effective listening, reading, writing, speaking, and cultural activities to inform forum concerning ESL instruction and curriculum design. | Text: Teaching English as a Second or Foreign Language. Celce-Murcia. Teaching Grammar and Cognitive Approaches to Grammar Instruction.  
  Review the Additional Resources to supplement your learning. | • Forum Post 8  
  • Activity 3  
  • Article Critique 5 |
| 6    | Using Technology Effectively | • Identify and be conversant in the knowledge that ESL/EFL teachers must possess in order to promote language acquisition in classroom settings.  
  • Demonstrate an understanding of how the National TESOL Standards affect practice and daily classroom instruction. | Text: Teaching English as a Second or Foreign Language. Celce-Murcia. Computers in Language Teaching and The Use of Media in Language Teaching.  
  Review the Additional Resources to supplement your learning. | • Forum Post 9  
  • Activity 4  
  • Article Critique 6 |
### Effective Classroom Assessment

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<th>7</th>
<th><strong>Effective Classroom Assessment</strong></th>
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<tr>
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<td>• Identify and be conversant in the knowledge that ESL/EFL teachers must possess in order to promote language acquisition in classroom settings.</td>
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<td></td>
<td>• Identify processes and procedures for professional development and</td>
</tr>
<tr>
<td></td>
<td><strong>Text:</strong> Teaching English as a Second or Foreign Language. Celce-Murcia. Second Language Assessment.</td>
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<tr>
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<td><strong>Review</strong> the Additional Resources to supplement your learning.</td>
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</table>

- **Forum Post 10**
- **Activity 5**
- **Professionalism – Advocacy Project**
- **Article Critique 7**
| Unit Planning and Class Summary | • Identify and be conversant in the knowledge that ESL/EFL teachers must possess in order to promote language acquisition in classroom settings.  
• Demonstrate an understanding of how the National TESOL Standards affect practice and daily classroom instruction.  
• Identify and know theoretical constructs necessary for choosing teaching strategies.  
• Use sophisticated understanding of the theory that underpins the creation of effective listening, reading, writing, speaking, and cultural activities to inform forum concerning ESL instruction and curriculum design.  
• Identify processes and procedures for professional development and continued pedagogical growth. | Text: Teaching English as a Second or Foreign Language. Celce-Murcia. Keeping Up to Date as an ESL or EFL Professional and Reflective Teaching in ELT.  
Review the Additional Resources to supplement your learning. | • Forum Post 11  
• Forum Post 12  
• Unit Plan  
• Article Critique 8  
• Reflection |
A. Deep Web—Licensed Materials

- Journal Titles & Databases Available
  - *International Journal of Learning* from 9/01/2005 to present in EBSCO
  - *Reading Improvement* from 3/01/2004 to present in EBSCO
  - *Reading Teacher* from 2/01/1990 to present in EBSCO

- Online Catalog (or, titles available electronically)

- Textbooks (Licensed to Students—CMM adds)
  - Text available as eBook: None

- Specific Suggestions—Articles, Case Studies, etcetera


**B. Open Web**

- **Trusted Web Sites (Open Web, include Associations, Universities…)**
  - “Achievement Testing for English Language Learners, Ready or Not?”
    - [http://epaa.asu.edu/epaa/v16n1/v16n1.pdf](http://epaa.asu.edu/epaa/v16n1/v16n1.pdf)
• An Outline of CALLA, http://coe.sdsu.edu/people/jmora/MoraModules/CALLA.htm
• Assessment and Accountability Comprehensive Center, http://www.aacompcenter.org/cs/aacc/print/htdocs/aacc/home.htm
• Bilingual Research Journal Online, http://brj.asu.edu/
• Everything ESL.net, http://www.everythingesl.net/
• “Integrated Content and Language Instruction,” http://www.cal.org/resources/digest/integratedcontent.html
• Making Content Comprehensible for English Language Learners—SIOP Model SHELTERED INSTRUCTION— for Academic Achievement, http://www.misd.net/bilingual/ELL.pdf
• National Center on Educational Outcomes, http://cehd.umn.edu/NCEO/
• National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, http://www.ncela.gwu.edu/
• Planning Instruction for English Language Development, http://coe.sdsu.edu/people/jmora/MoraModules/ELDInstruction.htm#ContentAreas
• “Reforming Mathematics Instruction for ESL Literacy Students,” http://www.cal.org/resources/digest/buchan01.html
• The Role of Schools in the English Language Learner Achievement Gap, http://pewhispanic.org/files/reports/89.pdf

• Sample Syllabuses
  o Assessment Considerations for Non-Native English Speaking Students, Sierra Nevada College, http://www.sierranevada.edu/UserFiles/File/07SummerARL-E3-TESL561-ALyke.pdf
  o Content Area Instruction and Assessment, Canyon College, http://www.canyoncollege.edu/cc/education/syllabus/ed530.htm

• Listservs/Forum groups/Blogs/Social Networking
  o ESL Forum Center, http://www.daveseslcafe.com/discussion/#teacher