Methods of Teaching ESOL

Online Course

Course Syllabus

Description:

Welcome to the Methods of Teaching ESOL online course. This is a facilitated 10-week online course focused on principle of differentiated instruction and exploring methods and strategies for identifying the needs of individual students who are in the process of acquiring English.

This course is designed to enable participants to identify and apply major ESOL methodologies and approaches. Teachers will learn best practices to teach subject matter, critical thinking and problem solving skills, and to determine the appropriateness of instruction and learning opportunities for ESOL students to help them succeed.

This course includes no face to face meetings. All work will be completed and submitted online. To be successful in this online course, you will need to be comfortable accessing the Internet and using a browser, have a high-speed Internet connection, and have time to work and interact with your classmates using Blackboard.

Organization:

The course content is organized into 6 learning modules. The course is designed so that one module is completed each week. The modules are to be completed in order. Embedded in each module are the required readings, discussion board prompts, assignments, and assessments.

Course Objectives:

The FLDOE has identified Florida Teacher Standards for ESOL Endorsement. The Methods of Teaching ESOL online course addresses Domain 3: Methods of Teaching English to Speakers of Other Languages. The Florida standards for Domain 3 are listed below:

Standard 1: ESL/ESOL Research and History

- Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

Performance Indicators

3.1.a. Demonstrate knowledge of L2 teaching methods in their historical context.

3.1.b. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
3.1.c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

**Standard 2: Standards-Based ESL and Content Instruction**

- Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs’ English listening, speaking, reading, and writing skills.
- The teacher will support ELLs’ access to the core curriculum by teaching language through academic content.

**Performance Indicators**

3.2.a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.

3.2.b. Develop ELLs’ L2 listening skills for a variety of academic and social purposes.

3.2.c. Develop ELLs’ L2 speaking skills for a variety of academic and social purposes.

3.2.d. Provide standards-based instruction that builds upon ELLs’ oral English to support learning to read and write in English.

3.2.e. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.

3.2.f. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.

3.2.g. Develop ELLs’ writing through a range of activities, from sentence formation to expository writing.

3.2.h. Collaborate with stakeholders to advocate for ELLs’ equitable access to academic instruction (through traditional resources and instructional technology).

3.2.i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.

3.2.j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.

3.2.k. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.
Standard 3: Effective Use of Resources and Technologies

- Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

Performance Indicators

3.3.a. Use culturally responsive/sensitive, age-appropriate, and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.

3.3.b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.

3.3.c. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.

Course Topics:

- Module 1: Educational Policy and Program Models
- Module 2: Language Theory and Methods
- Module 3: Pedagogy and Standards
- Module 4: Planning for Instruction
- Module 5: Literacy and ELLs
- Module 6: Sources of Instructional Support

Text and Required Supplies:

The required readings are embedded into each learning module and include PDF’s, web pages, and web-based presentations and videos. There are no additional required texts.

Grading Plan:

For this course you will receive a Pass/Fail grade. To receive a passing grade in the course, you must complete ALL assignments with at least 80% mastery.

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### Module 4
**Planning for Instruction**

| 4.1 Stages of Language Development Chart | 10 |
| 4.2 Classroom Listening and Speaking Practices | 10 |

**Discussion Board:** Planning for Instruction

- 4
- 4

**Discussion Board:** Cooperative Learning

- 4

**4.3 Observation Chart**

- 15

**4.4 Lesson Plan 1**

- 40

### Module 5
**Literacy and ELLs**

| Discussion Board: Reading and ELLs | 4 |
| 5.1 Decision Tree Chart | 20 |

**Discussion Board:** Writing and ELLs

- 4

**5.2 Lesson Plan 2/Reading**

- 40

### Module 6
**Sources of Instructional Support**

| Discussion Board: Family Resources | 4 |
| 6.1 Technology Resource Packet | 20 |

### Post Test

- 50

### Maximum Total Points

- 327

**Points required for passing grade (everything completed)**

- 262

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**Suggestions for Success:**

- Set aside time each day to work on the online course.
- Pace yourself so that you can complete one learning module per week.
- If you fall behind, contact your facilitator right away. Your facilitator’s contact information is located in the “Facilitator” section.
- If you need technical help, click the “?” icon at the top of the screen and then click the “Participants” button. There are step by step directions and videos there to help you.
- Make sure that your computer is up to date with the latest Java plug in, Adobe Flash Player, and Adobe Reader.
- Make sure that the computer you are using does not have You Tube blocked. All of the embedded videos are housed on the Schultz Center’s YouTube channel, or other YouTube channels.
- Use Firefox, Chrome, or Safari as your browser. Internet Explorer is **not** recommended.
- Keep digital copies of all of your assignments.