

Teaching English to ESOL Learners

English as a Second Language

An Online Graduate Course

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Course Description

With the driving force of English as the world's dominant language, educational systems providing ESOL lessons to young learners have increased worldwide. This course provides an overview of the methodologies, theories and applications suggested to teach English to young learners, K-12. A primary goal of this course requires that teachers will learn various applications that they can assimilate and emulate upon return to their classrooms. Additionally, teachers will enhance their cultural insights by understanding differences and sociological factors that contribute to a successful teaching and learning experience.

Objectives

1. Knowledge of language principles: Identify basic concepts of phonology, morphemic analysis and English semantics as they relate to language acquisition
2. Understand the grammatical structure of an English sentence
3. Identify concepts and influences associated with social and regional varieties of American English
4. Compare the sociolinguistic language functions of social and regional varieties of American English
5. Identify sociolinguistic principles that have influenced the development of the English language
6. Identify historical processes that have influenced the development of the English language
7. Increase knowledge of instructional methods and strategies
8. Identify instructional, meta-cognitive, cognitive and socio-affective strategies that promote second language acquisition
9. Identify features of the natural approach, total physical response and communicative approaches for various proficiency levels
10. Identify major researchers and their contributions to the field of second language teaching and learning
11. Match instructional approaches with language learning theories
12. Identify appropriate instructional interventions to address fossilization
13. Identify appropriate methods and strategies to teach language arts and basic language skills to ELLs
14. Identify methods and strategies of differentiating instruction for ELLs in general education classes
15. Identify methods of incorporating students' first language and cultures into the existing curriculum

Curriculum Design

This is a sixty hour, three credit graduate level course completed over a thirteen-week period. Modules one through nine will be completed one per week. Module ten will be completed over a two-week period, so students will have time to revise and complete the final integration project.

Hardware & Computer Skills Requirements

Students may use either a Macintosh computer or a PC with Windows 2000 or higher. Students should possess basic word processing skills and have internet access with an active email account. Students also are expected to have a basic knowledge of how to use a Web browser, such as Internet Explorer, Netscape Navigator, etc. To download a browser at no cost visit one of the following Web sites — Microsoft.com; Netscape.com or Aol.com.

Course Materials

The required textbook for this course is *Unlocking English Learners' Potential: Strategies for Making Content Accessible*, 1st Edition by Diane Staehr Fenner and Sydney Cail Snyder.

Module Outline

Module One: Characteristics of a Young Language Learner

Content:

1. Member introductions
2. What defines a young language learner
3. What defines an ESOL teacher
4. Defining ESOL
5. Child social, intellectual and physical development
6. Assignments/What ESOL means to you; create a sample lesson

Module Two: Theories and Applications

Content:

1. Chomsky's Theory
2. Krashen's learning acquisition process
3. Pinker's Study
4. Historical processes
5. Principles and theories of second language acquisition
6. Major contributors to second language teaching
7. Identify instructional approaches with theories

8. Assignments: Create an activity related to a specific theory

Module Three: Language Acquisition

Content:

1. Cortes Contextual Interaction Model
2. Learning another language
3. Principles of language learning
4. Teacher and student attitudes
5. Intercultural orientation
6. Trends and issues related to learning a second language
7. Assignment: Identify an issue and formulate a solution

Module Four: Linguistics

Content:

1. The English language
2. Sociolinguistic principles related to the development of the English language
3. Teaching intonation and accent training
4. An overview of Morphology and phonology principles
5. Defining semantics, pragmatics, syntax and discourse
6. Assignment: Create an activity designed to promote word recognition

Module Five: Cultural Awareness

Content:

1. Understanding cultural differences
2. Promoting cultural sensitivity
3. Social differences and principles
4. Defining cultural boundaries
5. Effective parental and student communication
6. Assignment: Cultural role-play. Also, respond in written form how you would react to a specific cultural situation (provided by instructor).

Module Six: Types of Learning Processes

Content:

1. CLT Approach
2. PPP Approach
3. The Silent Way Approach
4. The Grammar Translation Approach
5. The Natural Approach
6. Total Physical Response (TPR)
7. Assignment: Create an exercise depicting one of the above approaches, and apply it within the classroom

Module Seven: Methodologies

Content:

1. Overview of ELT approaches and methods within the classroom
2. Using play, drama, stories and games

3. Integrating the students' native language within activities
4. Instructional strategies and techniques
5. Assignment: Create an activity ascribing to one of these applications

Module Eight: Speaking, listening and reading skills

Content:

1. Basic curriculum design
2. Teaching speaking, listening and reading skills
3. Implementing speaking, listening and reading exercises
4. Assignment: Create an activity designed to target these skills

Module Nine: Grammar and Writing skills

Content:

1. Teaching grammar skills: Sentence structure
2. Teaching writing skills
3. Implementing these skills within the classroom
4. Assignment: Create an activity designed to target these skills

Module Ten: Additional Resources/Final exam

Content:

1. Overview of resources and suggested websites
2. Final exam (lesson plan) including the four major components: listening, speaking, reading and writing

Student Requirements

1. Participation: Actively participate in all activities.
2. Reading assignments: Complete all readings and reflection assignments.
3. Students are required to put the assessment strategies and concepts into action and to construct a portfolio during the course that will serve as a toolkit of specific ideas and protocols for their classrooms as a part of their final project which will include a final exam and will be due by the end of Module 10.

Grading Criteria

| Assignment | Points | Grading Scale |
|-------------------|--------|-----------------|
| Talking Points | 24 | 104-96 A |
| Class assignments | 40 | 95-88 B |
| Lesson Plan | 40 | 87-80 C |
| | | 79-73 D |
| Total Points | 104 | 72-0 F |

Student Academic Integrity

Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a

violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.