

Methods & Materials for Teaching ESL

EDUC-345

Fall 2018 Section Z 4 Credits 08/20/2018 to 10/15/2018 Modified 11/13/2018

MISSION STATEMENT

As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

Contact Information

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Office Hours

Monday, 9:00 PM to 10:00 PM, Virtual via Canvas

Description

Provides for the participants the competencies needed by all teachers of limited English proficient and English language development learners. This course presents strategies, techniques and skills in teaching Pre-K12 academic subjects, including techniques to improve ESL learners reading comprehension, speaking and writing skills. The theoretical bases underlying instructional strategies and techniques are presented, along with advantages of each instructional approach. This is a required course for the Illinois State Board of Education ESL Teacher Approval.

Objectives

College of Education Mission

The mission of the College of Education is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders.

Understanding Students

Candidates will develop and understanding of how to create learning environments for second language development. Student ability to use appropriate teaching and learning strategies in a bilingual program classroom will be considered.

Serving the Community

Candidates will demonstrate the ability to interact with colleagues in a professional manner through exchanging (both listening and sharing) ideas, thoughts, experiences, and insights in attempt to integrate language and content instruction.

Finding Our Professional Selves

Candidates will examine their own beliefs and experiences as professionals within the area of English as a second language education and connect them with the findings of current research on successful practices.

Outcomes

Access to standards referenced in this section can be found at

<http://stfrancis.edu/real/syllabus>

By the conclusion of the course, each participant will be able to do the following:

Domain 1. Language Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners' develop language and literacy and achieve in the content areas. Develop an understanding of the role of grammar –based instruction in the limited English proficient classroom and demonstrate competency in the application of the communicative instructional approach,

- Standard 1.a. Language as a System
- Standard 1.b. Language Acquisition and Development

Domain 3. Planning, Implementing, and Managing Instruction. Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Understand rationale for integrating language and content instruction, apply expertise in the development of specifically designed academic instruction for English language development, and identify components of the Cognitive Academic Language Learning Approach, demonstrate knowledge of techniques to facilitate writing and literacy development and total physical response, and explore and apply a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

- Standard 3.a. Planning for Standards-Based ESL and Content Instruction
- Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction
- Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction

Domain 5. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices and work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families. Demonstrate the ability to interact with colleagues in a professional manner through exchanging (both listening and sharing) ideas, thoughts, experiences, and insights. (*TESOL/CAEP*)

- Standard 5.a. ESL Research and History
- Standard 5.b. Professional Development, Partnerships, and Advocacy

Materials

RQD-(2010) Making It Happen (4th ed) Longman, Inc., NY.

Assignments

Weekly Discussions and Activities

Respond to weekly discussion prompts directly related to assigned readings. Create one weekly activity that involves further investigation, evaluation, and application on the week's objectives.

Outcomes: TESOL/CAEP D.1, 3, 5

Standards: 1.a,b; 3.a,b,c; 5.a,b

Weekly Reflections

The weekly reflection is an opportunity for students to synthesize understandings and practice deep reflection as to how these topics impact your professional experiences and goals. Students are encouraged to share personal experiences, self-evaluate their progress, and address areas for future inquiry.

Outcomes: TESOL/CAEP D.5

Standards: 5.b

Final Capstone Project: 5-Day Unit Instructional Plan

The instructions and required elements for this project are located in Canvas. Candidates will create a 5-Day Unit Instructional Plan with Targeted WIDA ELD Standards and key differentiated instructional design for LEPs at varied fluency levels. The instructions and required elements for this project are located in Canvas.

Outcomes: TESOL/CAEP D.1, 3, 5

Standards: 1.a,b; 3.a,b,c, 5.a,b

* Course Policies

Policies for the College of Education at University of St. Francis

[CLICK HERE \(https://stfrancis.edu/real/syllabus\)](https://stfrancis.edu/real/syllabus) for policies, including but not limited to:

- Method of Instruction
- Expectations of Candidates
- Online Courses
- Attendance Policies for Site-Based and Online Courses
- Minimum Standards for Writing

Course Evaluations | IDEA Surveys

USF has elected to participate in the AQIP Program which requires a focus on continuous quality improvement as part of our Higher Learning Commission accreditation. The information learned during the IDEA Course Evaluations is an important part of maintaining quality and continuous improvement in courses, and it is the University's expectation that students will thoughtfully participate in this evaluation process.

Institutional Policies

Students should use the USF portal as the first resource for guidance and support on items such as student complaints, safety, security and transportation questions, contact information for various USF departments, student support services such as counseling and academic resources. Information on these resources can be found in the "For Students" section of the USF portal.

A complete listing of university policies and procedures can be found in the University of St. Francis Course Catalog and Student Handbook. For the most current version of the catalog, please visit <http://stfrancis.edu/academics/university-catalog>

Academic Integrity

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Collaboration is only acceptable when it is explicitly acknowledged. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Since a lack of integrity hinders the student's academic development, it cannot be tolerated under any circumstances. Violations include but are not limited to: cheating, fabrication, facilitating academic dishonesty, plagiarism, and denying others access to information or material. See the [USF Catalog \(https://www.stfrancis.edu/academics/university-catalog/\)](https://www.stfrancis.edu/academics/university-catalog/) for further clarification and information on grievance procedures.

Services and Accommodations for Students with Disabilities (ADA)

The University strives to be in compliance with the Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA). A student who requires special accommodations or arrangements due to a disability should contact the Office of Disability Services. This contact preferably should occur no later than the first week of classes. Early contact before the semester starts is encouraged to allow sufficient time to provide accommodations. Extra time is needed for some types of accommodations such as sign language interpreters or special text formatting. Should a need arrive after the start of a semester; the student is encouraged to contact the Office of Disability Services as soon as possible. Note that accommodations are not retroactive. Each case will be reviewed on an individual basis to determine reasonable and appropriate accommodations.

USF is committed to ensuring the full participation of all students in its programs, regardless of the course format. If you have a documented disability and need a reasonable accommodation to participate in a course, complete course requirements, or benefit from the University's programs or services, please contact the Office of Disability Services at [815-740-3631](tel:815-740-3631) or ODS@stfrancis.edu. The Office of Disability Services is in the Academic Resource Center (ARC) and is located on the second floor of the LaVerne and Dorothy Brown Library in room L214. Consultations are welcome, please contact the Office of Disability Services for an appointment.

Technology Support

1. The Department of Academic Technology (DAT) administers the learning management system Canvas. If you are experiencing any difficulty using Canvas or need technical assistance, you have several options to receive support, including:
 - a. 24x7 Live Canvas Support. If you experience technical difficulties or have a question about Canvas, you can receive support 24 hours a day 7 days a week through the Canvas help menu. From the help menu, select **Chat with Canvas Support** for a "live" text-based click-to-chat session,
 - b. select **Report a Problem** to send an email support request, or speak to someone directly by using the toll-free number listed under the Canvas Support Hotline.

NOTE: Responses to Canvas' email-based Report a Problem request system will go to your USF stfrancis.edu email account, NOT your personal email.

2. Online Self-Service Help Resources. A student user guide and other resources for solving issues related to Canvas can be found at <http://learnitnow.stfrancis.edu>

3. Telephone Support from DAT. You can also phone the Department of Academic Technology for personal help at (815) 740-5080 or (866) 337-1497 (toll-free) between 8 a.m. and 4 p.m. Central Standard Time, Monday through Friday.

For any technical support issues that are not related to Canvas, please contact the USF Technology Support Center (TSC). You can reach them via:

- Phone: 1-815-768-TECH (8324)
- Email: techsupport@stfrancis.edu
- Web: <http://techsupport.stfrancis.edu>
- Or visit them on the first floor of Marian Hall

Notice of Copyright

This course may contain copyrighted materials that are intended to support the learning experiences of students currently enrolled in the course. No student may retain or further disseminate any copyrighted materials, in their entirety or any portion thereof, under penalty of law.

Academic Support Services

The Academic Resource Center (ARC) located in Room L214 in the Library (815-740-5060) offers various types of academic services. Online and distance learning students can contact ARC for appropriate resources. ARC serves students who need tutoring in many areas of study including writing and math. Library services include a number of online services and full text databases. Call the Library at 815-740-5041 for additional information. If you need academic-related resources or assistance, please contact the Academic Resource Center.

Course References

Asher, J. (2000). *Learning another language through actions* (6th ed.) Los Gatos, CA: Sky Oaks.

Auerback, E (2000). Creating participatory learning communities: Paradoxes and possibilities. In J.K. Hall & W. Eggington (Eds.), *The socio-politics of English language teaching* (pp. 143-164).

Baily, K. (2005). *Practical English language teaching: Speaking*. New York: McGraw-Hill.

Bradley, G., & Garrett, N. (2005). Technology and the teaching of "foreign languages across the curriculum." In R. M Jourdenais, & S. E. Springer (Eds.), *Content, tasks and projects in the language classroom: 2004 conference proceedings* (pp. 115-121). Monterey, CA: Monterey Institute of International Studies.

Dornyei, Z., & Schmidt R. (Eds.). (2001). *Motivation and second language acquisition* (Tech. Rep. No. 23). Manoa: University of Hawaii.

Echavarría, J., Vogt, Me. E., & Short, D (2008). *Making content comprehensible for English learners: The SIOP model*. Boston: Allyn & Bacon.

Flowerdew, J., & Miller, L. (2004). *Second language listening: Theory and practice*. New York: Cambridge University Press.

Kaufman, D., & Crandall, J. (2005). *Content-based instruction in primary and secondary school settings*. Alexandria, VA: Teachers of English to Speakers of Other Languages.

Richard-Amato, P. (2010). *Making it happen: From interactive to participatory language teaching: Evolving theory and practice*. (4thed) Longman, Inc. NY. Course Text

Savignon, S. (2005). Communicative language teaching: Strategies and goals. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp.635-651)

National Clearinghouse for English Language Acquisition (NCELA) (2008). *Dual Language Learners in the Early Years: Getting Ready to Succeed in School*. Washington, D.C.: NCELA.