

Cedar Crest College
EDU 558 (3 credits)
Approaches to Educating ELL's
Summer II -- T/R 6-9pm

Instructor: Kenza Glass, M.S. Ed.

Office: Curtis 109

Email: kmglass@cedarcrest.edu

Phone: 610-606-4666 ext. 3591

Office hours: 8:30am – 4:30pm by appointment; before & after class by appointment

COURSE DESCRIPTION:

This course offers educational practitioners a survey of the major approaches to teaching different types of English language learners in terms of method, instructional strategies, assessment. The practical application of research including adapting materials, assessment and evaluation techniques, and access to student/teacher resources will be the primary focus of the course. These topics and other issues faced by ESL teachers and learners will be addressed in a multicultural context with the goal to develop competency in the integration of TESOL and PDE standards in the classroom. This course is designed for master's level education students and other education practitioners. Course content will be covered through lecture, discussion, student facilitation, practical application projects, and research.

This course is required for teachers seeking the ESL endorsement by the PA Department of Education and counts toward Act 48 requirements.

Course Assumptions:

- Participants in this course are education professionals who will come with different agendas and varying degrees of experience and prior knowledge.
- Participants will be both teachers and learners.
- Participants will draw upon and critically evaluate their own expertise, prior experience, and assumptions as both teachers and learners.

COURSE GOALS:

- The teacher will demonstrate the ability to plan and implement learning experiences that integrate experiences to foster the achievement of TESOL and PA Academic Standards.
- Provide an in depth review of the most current approaches to teaching ELL's for use with diverse ELLs.
- Develop critical analysis skills in creating and evaluating language texts and materials.
- Apply knowledge of ESL methods to curriculum, program design, and lesson planning for use in diverse classrooms.
- Acquire appropriate instructional strategies including content-based, project-based, learner-focused, performance-based learning, cooperative learning, etc.
- Develop skills to create and use critical assessment methods including portfolios, rubrics, testing, and limitations of assessment methods.
- Acquire ability to assist ELLs in the learning process by exploring multiple educational resources for both teacher and student, including use of technology.
- Understand the role of multiculturalism and its importance in intercultural communication and teaching strategies.

- Identify specific strategies, assessment tools, and resources for ELLs who may also present as special needs students.
- Critically evaluate and discuss our assumptions about language teaching and learning.
- Explore the critical role of the ELL teacher.

COURSE OBJECTIVES:

1. The teacher will demonstrate the ability to plan, implement and assess learning experiences for ELLs designed to support their English language development and content area achievement.
2. The teacher will demonstrate the ability to engage in appropriate intercultural communication with students and their parents.
3. The teacher will demonstrate the ability to plan learning experiences to support ELLs emergent, developmental and remedial literacy.
4. The teacher will demonstrate knowledge of current research and be able to participate in professional discourse with other educational practitioners.
5. Develop and evaluate a personal teaching philosophy in regard to content and issues covered in the course.
6. Develop a holistic approach to language teaching and learning.

STUDENT OUTCOMES:

1. Students will understand how diverse sociocultural factors influence language teaching and learning.
2. Students will gain a deeper knowledge of a select language teaching method and apply it to lesson planning, assessment, and classroom management.
3. Students will appreciate the importance of engaging the community in successful educational programs.
4. Students will develop strategies for cultural competence.

REQUIRED TEXTS:

Teaching English as a Second or Foreign Language, Celce-Murcia, Marianne (2001)
Heinle & Heinle ISBN: 0-838-41992-5

Educating Second Language Children, Genesee, Fred (1994) Cambridge University
Press ISBN: 0521457971

ASSESSMENT:

There are no exams in this course. Your final grade will be assessed holistically based on the quality of the work you submit for projects and papers outlined below and, in addition, on your attendance and participation. Also, please come to class prepared for discussion by reading assigned chapters and articles prior to class.

1. **Article Facilitation (20%)** Students will be responsible for facilitating one class discussion based on selected journal article(s). Students can work in pairs to prepare a creative and effective discussion of the major topics of each article including theoretical and methodological issues and the implications for ELL classrooms and pedagogy. Students should submit the original article (in advance) with a brief summary. Students should also prepare at least one handout with several well thought-out discussion prompts. Start early! Most of your articles will have to be gotten through interlibrary loan.

2. Learning Experiences (30%) Students will prepare a total of three separate lesson plans that reflect the outcomes for the course. See below:

Lesson Plan I: Plan a learning experience using a content-based approach to language learning in an elementary, middle or secondary school or other setting (whichever you teach in or plan to teach in).

Lesson Plan II: Plan a learning experience focused on the communicative competence approach. Components of language knowledge (lexicon, discourse, syntax, etc) for academic competence should be clearly addressed for the activity type (S/L/R/W/G/V).

Lesson Plan III: Plan a CALLA learning experience that will prepare your elementary or high school level ELL students for some aspect of academic language learning by explicitly covering academic strategies.

3. Textbook Review and Evaluation (30%) Select TWO student text books and prepare a 2- page (minimum) written review of each. One book should be your own that you have used or are currently using in the classroom. The other text book should be one that you are interested in using if you had the option to choose. Books can be previously owned, purchased, or borrowed from my office if need be. Your comments should be concise but comprehensive with an emphasis on topics covered in course readings. Textbook evaluation guidelines are attached to this syllabus. You should also be prepared to provide an oral summary of your review in class, time permitting.

4. TESOL Philosophy Essay (20%) This is a very open-ended assignment, and you are encouraged to think critically, creatively, and thoughtfully. Your essay should focus on research and best practices in TESOL reviewed during the course that have greatly impacted or influenced your view of language teaching and learning. Include specific examples of how you plan to incorporate what you have learned into your teaching practice. Conventional writing standards should be observed; cite resources as necessary and include a bibliography.

Article Facilitation: 20%

Lesson Plans: 30%

Textbook Evals: 30%

TESOL Philosophy: 20%

CLASS POLICIES and STUDENT RESPONSIBILITIES:

- **Attendance/Lateness/Leaving Class Early (Departmental Policy):** Your attendance at all class meetings is expected and a vital part of the learning process. If vacations, athletic activities, professional duties, medical appointments, or any other conflicts prevent you from fully attending all classes, you are strongly encouraged to take this course during another semester. If an illness or emergency occurs during the semester, you are responsible for contacting the course instructor to make up work missed. Due to the interactive nature of this course, however, there will be

assignments that you will not be able to make up if you are absent. More than one absence will significantly impact your ability to pass the course.

- If you have a disability that you would like to have documented in compliance with the ADA, please see the Disabilities Specialist in Academic Services.
- I fully support the Cedar Crest College Honor Code and the Classroom Protocol code as stated in the Customs Book including the Plagiarism Statement.

Week	Topic	Assignment
Week 1 T	Review Syllabus Overview of the ESL field: Social, cultural & psychological Perspectives on language Professional experience	Review Syllabus Select Article topics and facilitation dates. Inventories
R	Historical Approaches	Celce-Murcia Unit I Genesse Section I
Week 2 T	Communicative Approach Integrated Methods -content-based -sheltered -bilingual	Celce-Murcia Unit III Genesse Section II <i>Article facilitation</i>
R	Course Design Curriculum Development Guidelines for the Classroom	Celce-Murcia Unit I Genesse Section III <i>Article facilitation</i>
Week 3 T	Language Skills -Speaking/Listening	Celce-Murcia Unit II A/B <i>Article facilitation</i>
R	Language Skills -Reading/Writing	Celce-Murcia Unit II C/D <i>Article facilitation</i>
Week 4 T	Language Skills -Grammar/vocabulary	Celce-Murcia Unit II E <i>Article facilitation</i>
R	Skills for Teachers -adapting materials and texts -learning styles -Assessment	Celce-Murcia Unit IV & V Genesse Section IV <i>Article facilitation</i>
Week 5 T	Cultural Competence Reflective Practitioner	Celce-Murcia Unit V Genesse Chapter 13
R	Guest Speaker	
Week 6 T	Presentations	Thematic Unit Due
R	Presentations	Text Book Evals Due
FINAL T	No Class	TESOL Philosophy paper Due

Journals in TESOL and Related Fields

Anthropology and Education Quarterly
Annual Review of Applied Linguistics
Applied Linguistics
Applied Psycholinguistics
Bilingual Research Journal
Calico Journal (technology)
Caell Journal
Computers and Composition
College ESL
English for Specific Purposes
English Language and Linguistics
English Language Teaching Journal
English Today
Foreign Language Annals
Harvard Educational Review
International Review of Applied Linguistics
International Journal of Sociology of Language
Japanese Association of Language Learners
Journal of Asian Studies
Journal of Educational Psychology
Journal of Language and Social Psychology
Journal of Linguistics
Journal of Multicultural and Multilingual Development
Journal of Second Language Writing
Journal of the Reading Specialist
Language in Society
Language Learning
Language Teaching
Language Teaching and Linguistics Abstracts
Language Testing
Modern Language Review
Online Educator
Practical English Teacher
Pragmatics and Language Learning
Review of Educational Research
Second Language Research
Studies in Second Language Acquisition
TESOL Quarterly
TESOL Journal
TESL-EJ (listserv@cmsa.berkeley.edu)

Text Book Evaluation Guidelines

1. Identifying Information:
 - Name of Text
 - Author
 - Date of Publication
 - Name and City of Publisher
 - Price
 - Audience for whom text is intended including age of learners, proficiency level, targeted language goals, etc.
 - Components (books, CDs, teachers manual, scripts, etc.)
2. Authors beliefs and assumptions about language learning theory and practice
 - a. Make brief statements
 - b. Cite places in text where this information is discussed
 - c. If this information is not clearly articulated, state this and indicate if you are able to glean this information from other ways within the text.
3. Language Content
 - a. Describe the predominant types of activities, exercises, texts, and tasks.
 - b. Evaluate the realistic nature of the materials and activities. Are they authentic? Well-simulated? Why or Why not?
4. Learners role, tasks, and goals
 - a. Describe what learners are to do with the material and how they are to manipulate content, to complete the activities and exercises.
 - b. Assess the learner goals of the materials in terms of how they will advance the learners' communicative competencies: linguistic, sociolinguistic, discourse strategies, etc.
5. Teacher's role
 - a. Describe what the teacher is to do with the material to facilitate learning.
 - b. Describe the teacher's roles in terms of manager, facilitator, participant, observer.
6. Assessment and language learning
 - a. Describe how the text assesses the learners progress and goals
7. Potential for engagement of the learner with the materials
 - a. Note the potential for interest, appeal, and satisfaction with the use of the materials.
 - b. Note the degrees of relevance, transferability, and task orientation for maximum learner involvement.
8. Summary notes of the major strengths of the text.
9. Summary notes of the major weaknesses.
10. Concluding thoughts