English 470: Methods and Materials for Teaching English as a Second Language

Expected Course Outcomes:

- To learn about the methods of teaching ESL
- To learn about the materials used to teach ESL
- To learn about some of the strategies and techniques used to address specific language skills
- To learn about the needs of different populations (children/adults) of ESL students
- To learn about the use of technology and ESL instruction
- To learn about the methods of assessing ESL students
- To learn about working with content teachers and parents in order to help ESL students achieve their learning objectives

Course Format:

- Lecture
- Group discussion
- Presentations
- Videos

Kentucky Teacher Standards/TESOL Standards
This course addresses the following Kentucky Teaching Standards:
1. Designs/Plans
2. Learning Climate
3. Manages Instruction
4. Assessment
5. Reflection
6. Collaboration
7. Content Knowledge
8. Technology
9. Leadership

This course addresses the following TESOL Standards

1. Language: Describing Language; Language Acquisition and Development

3. Instruction: Planning for Standards-Based ESL and Content Instruction; Managing and Implementing Standards-Based ESL and Content Instruction; Using Resources Effectively in ESL and Content Instruction

4. Assessment: Issues of Assessment for ESL; Language Proficiency Assessment; Classroom-Based Assessment for ESL

5. Professionalism: ESL Research and History; Partnerships and Advocacy

Course Texts: All course texts are required. You can get them at the university bookstore. You should get them ASAP.

1. Course packet
6. Articles that can be downloaded on-line, and should be done ASAP. See below for directions.

**Evaluation:**

I. Extensive book review: 20 points
   - A critical review of the Scovel text book. APA style must be used when citing this.

II. Critical article/chapter reviews: 50 points
   - 25, one page reviews equally divided among the major course themes: methods, materials, strategies, technology, assessment, technology, and working with mainstream teachers and parents. APA style must be used when citing these.

III. One 30-minute article presentation/demonstration of teaching technique: 12 points
   - A presentation of an article dealing with a teaching technique and a demonstration of that technique

IV. 5 Standards-based lesson plans: 18 points
   - Each lesson should deal with a different skill (reading, writing, listening, speaking, and grammar)

The Praxis exam number for ESL is 20360. Notice that a passing score in Kentucky is 620. Tennessee is 530. Ohio is 420. North Carolina is 520. Minnesota is 540. Washington is 580. Wisconsin is 530. You can order a test preparation guide from them if you want: [http://www.ets.org/praxis/prxky.html](http://www.ets.org/praxis/prxky.html)

**Week One:**
Topic: Perspectives on First and Second Language Acquisition and Various Factors that Influence Learning.
   - Cross article
   - Various handouts

**Week Two:**
Topic: ESL and Bilingual Methods of Teaching Children/Adults
   - Lessow-Hurley article
   - Soltero-White article
   - Haley & Austin, Ch.2

**Week Three:**
Topic: ESL and Bilingual Methods of Teaching Children/Adults
   - Poole article
   - Video on dual language instruction

**Week Four:**
Topic: K-12 Issues: ESL Standards, Standards-based Instruction and Assessment, Collaborating with Mainstream Teachers and Parents
   - Becker & Hamayan (all)

**Week Five:**
Topic: K-12 Issues: ESL Standards, Standards-based Instruction and Assessment, Collaborating with Mainstream Teachers and Parents
   - Haley & Austin, Ch.8
   - Buchanan
Week Six:
Topic: Standards-based Unit Lesson Planning
- Ur—Module 12
- Ur: Module 13--materials
- Ur: Module 14—content
- Ur: Module 15—lesson planning

Week Seven:
Topic: Standards-based Unit Lesson Planning
- Haley & Austin, Ch. 3, Lesson Preparation & Planning
- Ur: Module 16—classroom interaction
- Ur: Module 17—Giving Feedback
- Extensive book review due

Week Eight:
Topic: The Teaching of Reading
- Haley and Austin, Ch. 5
- Ur: Module 10
- Diaz-Rico: Ch. 6
- Sears

Week Nine:
Topic: The Teaching of Reading
- Handout: Continuum of reading methods
- McCauley & McCauley
- Day & Bramford
- Handout: Wren: Balanced Reading

Week Ten:
Topic: The Teaching of Writing
- Haley & Austin: Ch. 7
- Peck
- Orem
- Al-Kahtani

Week Eleven:
Topic: The Teaching of Writing
- Ur: Module 11
- Leki
- Video: Why Reading is So Difficult

Week Twelve:
Topic: The Teaching of Grammar
- Ur: Module 6
- In-class lecture: Stages of 2nd language grammar acquisition
- In-class lecture/reading: Tracy Terrell, the Natural Approach, and Grammar

Week Thirteen:
Topic: The Teaching of Grammar
- Various websites: TBA
- Video on group work
- Observations due

Week Fourteen:
Topic: Computer Assisted Language Learning and Assessment
- Haley & Austin: Ch. 9
- Hanson-Smith

Week Fifteen:
Topic: Computer Assisted Language Learning and Assessment

- Godwin-Jones
- Morris
- Article/chapter reviews due in class or via email.
- Lesson plans due

Articles

*Note: Some of these articles are in your course packet, while others are available on-line, and some will be handed out in class. Those listed on-line are indicated below. With the articles that require the use of KYVL (Kentucky Virtual Libraries), you must have campus Internet access. The remainder are in your course packet.

Al Kahtani, S. (1999). Electronic Portfolios in ESL writing: An alternative approach. *Computer Assisted Language Learning, 12* (3), 261-268. This is available if you look it up on KYVL (Kentucky Virtual Libraries). Go to “find books, articles, and more” and then search for the article under “education.”

Buchanan, K. (2005). “School administrators’ guide to ESL standards.” This is published by the TESOL (Teaching English to Speakers of Other Languages) association. Available directly at: http://www.tesol.org/s_tesol/bin.asp?CID=112&DID=2040&DOC=FILE.PDF or you can go to www.tesol.org and then go to “professional issues” and then click on “standards and other issues.” You’ll see a yellow line that says “ESL Standards for Pre K-12 Students.” Click on that and you’ll get to a page in which you click on “additional resources.” Then click on the document “School administrators’ guide to ESL standards.”


McCauley, J., & McCauley, J. (1992). Using choral reading to promote language learning for ESL students. *The Reading Teacher, 45*(7), 526-533. This is available if you look it up on KYVL (Kentucky Virtual Libraries). Go to “find books, articles, and more” and then search for the article under “education.”


Orem, R. (2001). Journal writing in adult ESL: Improving practice through reflective writing. *New Directions for Adult and Continuing Education, 90*, 69-77. This is available if you look it up on KYVL (Kentucky Virtual Libraries). Go to “find books, articles, and more” and then search for the article under “education.”


Sears, S. (1999). The development of reading strategies in a whole language classroom. *Journal of Reading Psychology, 20*, 91-105. This is available if you look it up on KYVL (Kentucky Virtual Libraries). Go to “find books, articles, and more” and then search for the article under “education.”


Wren, Sebastian. “What does a ‘balanced literacy approach’ mean?” Southwest Educational Development Laboratory.

**Student Disability Services**

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.
Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**The Learning Center (TLC) (located in the Academic Advising and Retention Center, DUC-A330)**

Should you require academic assistance with this course, or any other General Education Course, there are several places that can provide you with help. TLC tutors in most major undergraduate subjects and course levels throughout the week. To make an appointment, or to request a tutor for a specific class, call 745-6254 or stop by DUC A330. Log on to TLC’s website at [www.wku.edu/tlc](http://www.wku.edu/tlc) to find out more. TLC hours: M-Thur. 8am-9pm, Fri. 8am-4pm, Sat.-Closed, and Sundays 4pm-9pm.

**Extra TESOL links that may be of interest to you:**

**Organizations:**
2. The TESOL organization: [www.tesol.org](http://www.tesol.org)
4. The international reading association: [www.reading.org](http://www.reading.org)
5. National Center on Adult Literacy and International Literacy Institute: [http://www.literacyonline.org/](http://www.literacyonline.org/)
10. Center for multilingual, multicultural research: [http://www.usc.edu/dept/education/CMMR/](http://www.usc.edu/dept/education/CMMR/)
12. International Phonetic Association: [http://www.arts.gla.ac.uk/IPA/ipa.html](http://www.arts.gla.ac.uk/IPA/ipa.html)
   (I encourage everybody to attend the conference if they can.)

**Journals:**
2. The Reading Matrix: [www.readingmatrix.com](http://www.readingmatrix.com)
5. English Teaching Forum: [http://exchanges.state.gov/forum](http://exchanges.state.gov/forum)

**Teaching sites:**
1. Dave’s ESL Café: [http://www.eslcafe.com](http://www.eslcafe.com)

Legislation/Government Issues (Teachers should be aware and up-to-date with such governmental issues concerning ESL/LEP students):

1. No Child Left Behind (Found at the Office of English Language Acquisition): http://www.ncela.gwu.edu/oela/


Thirty Hours of ESL Teaching

You are to do 30 hours of teaching/observations at the location or locations that you and I have agreed upon. You should spend the majority of your time doing actual teaching in the form of lesson planning, tutoring, helping individual students during class, assessment, materials development, and lesson presentation. What you do depends on the needs of your host teacher. You are to keep a portfolio, which is detailed below.

This teaching must be finished by the end of the semester. Ideally, you would spread out the teaching evenly in the semester. After you have finished your teaching at the determined site (s), I will need a detailed letter from the teacher/teachers you taught under that attests to your participation in their program. This letter should include the dates you taught and your role in the classroom. They can send this letter to me via snail mail or e-mail.

Additionally, I would like to meet with you four times during the semester. One time, I would like to observe your teaching. I do this in order to give you feedback on what you’re doing right, what you need to improve on, and what aspects of ESL teaching I need to address more in our courses. Before you teach, you need to send me your lesson plan so I know what you will be teaching. I will evaluate you using the document below. During the other three times, you should come to my office to discuss your progress. If you live in a galaxy far, far away, then we can talk over the phone. **I want you to have sent me a list of times that I can come to observe you ASAP.** Also, at that time, send me two different times during the semester in which you can come to my office to discuss your teaching progress.

Portfolio

Your portfolio is to be kept in a binder and presented to me at the end of the semester. You must give this to me in person because it is so thick. It should contain a table of contents that lists the contents and the order of them. Here are the specific elements that your portfolio should contain:

- A description of the learners: age, gender, number of students, L2 proficiency level, L1, previous educational experiences, etc. You can get this information from teachers/administrators.
• A description of the setting that you are teaching in: institution (elementary, secondary, ESLI, college, adult education), socioeconomic level of area (wealthy, poor, etc.), available ESL resources, etc. You can get this information from teachers/administrators.
• A description of the teacher/teachers you are working with: age, educational background, number of years of teaching, and personal teaching philosophy. However, you should also ask them about what language teaching methods, theories of second language acquisition, teaching strategies, and textbooks have most influencedguided them. You can get this information just by asking them.
• What type of syllabus does the teacher use? Communicative? Structural? Notional-Functional? You can ask the teacher, but you can also interpret it based on the materials and methods you see in the classroom. If this is the case, explain why you have made such a determination.
• A description of each teaching day. Here, you must be quite specific. Included in these must be the information listed below. If some of these elements are not present on a particular day, then you need not, of course, report them. This information must be typed and 12-point font used. You need not organize this in any particular way, but the order in which I have listed these ideas seems like the best way. Before writing each section, write out the issue in bold (ex: The communicative portion of the lesson) and then underneath it start writing. Keep these lessons in chronological order (in other words, by date).
- Describe the date and time during which this observation/teaching day took place.
- Describe the goals of the activity for the day.
- Describe the communicative (if any) portion of the lesson.
- Describe the grammatical elements (be specific) or pronunciation elements (be specific) portions of the lesson.
- Describe the types of interaction between the students and teacher that occurred.
- Describe the types of interaction between the students themselves.
- Describe the grammatical/lexical/pronunciation/reading/writing difficulties that the students had.
- Describe the types of other skills emphasized during the lesson.
- Describe the types of strategies the teacher used to impart the lesson.
- Describe the materials that were used by the students.
- Describe the methods of assessment, if any.
- Describe the Kentucky standards addressed in the lesson (if any).
- In your view, was the lesson successful? Why or why not?

30-Hour Teaching Observation: TESL Program
Alex Poole, PhD
Director of the Teaching English as a Second Language Program (TESL)
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Student: Class:
School:

Date:

General comments:
Linguistic/content goals of lesson:
- Strong points:
- Issues to consider:

Feature of lesson: specific tasks:
- Strong points:
- Issues to consider:

Feature of lesson: specific L2 skills addressed (grammar, reading, writing, speaking)
- Strong points:
- Issues to consider:

Feature of lesson: class organization:
- Strong points:
- Issues to consider:

Feature of lesson: interaction with students:
- Strong points:
- Issues to consider:

Feature of lesson: building bridges between L1 and L2 culture:
- Strong points:
- Issues to consider:

Feature of lesson: use of specific L2 methodologies:
- Strong points:
- Issues to consider:

Feature of lesson: language and techniques used to address specific learning goals/difficulties:
- Strong points:
- Issues to consider:

Feature of lesson: use of assessment:
- Strong points:
- Issues to consider:

Feature of lesson: use of technology:
- Strong points:
- Issues to consider:

Feature of lesson: Kentucky standards addressed
- Strong points:
- Issues to consider: