

## Generic Syllabus

**Course Prefix and Number: EDUC 416/516**

**Title: Methods for Teaching English as a Second Language**

**Credit Hours: 3 Credit Hours**

**Prerequisites: None**

**Course Description:** This course will incorporate different methodology for teaching English as a Second Language (ESL) and academic content with exploration and development of lessons appropriate for students who are limited English proficient (LEP). The course will include methodologies and activities to make the English language and academic content comprehensible to students. This course is for certified teachers and candidates participating in a teacher education program.

**Conceptual Framework:** In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world and to prepare students for the future, The College of Education and Human Development (COEHD) has identified critical components of *The Effective Educator: professional standards (PS), knowledge of the learner (KL), strategies and methods (SM), content knowledge (CK), Diversity and Technology.*

**Course Objectives:** Upon completion of this course, the student will be able to:

- Apply knowledge and skill of problem solving processes using case scenarios of ESL students in public/private schools. (CK, SM, KL, Diversity)
- Demonstrate knowledge and skill to plan and implement effective teaching methodologies for teaching English (including reading) and content area subjects to ESL students. (SM, PS, KL, Diversity)
- Develop and implement organized lesson plans that include language and content objectives, activities, assessment procedures, and materials appropriate for ESL students. (SM, CK, PS, Diversity)
- Utilize websites that provide information about the education of ESL students to include: NCELA, CAL, TESOL, NABE, ESCORT and ERIC. (KL, Diversity)
- Differentiate assessments for screening, placement, classroom instruction and standardized testing. (SM, PS, CK, Diversity)
- Demonstrate and apply knowledge and skill of best teaching practices through inquiry, creativity, reflective thinking and self-assessment. (CK, KL, SM, Diversity, Technology)

**Evaluation:** A variety of performance-based (e.g., lesson planning and implementation with reflection) and non-performance-based assessments

### **Passport Requirements:**

Field Experiences: As you complete field experiences, you are required to enter them into Passport on a weekly basis. Do not wait until the end of the semester. It is your responsibility to collect student data as appropriate during field experiences.

Professional Development Activities: As you complete any professional development activity, you are required to enter it into Passport.

**Artifacts:** Teacher candidates are required to upload portfolio specified artifacts and/or any other artifact required by the instructor.

**Reference List:**

- Brown, S. & Attardo, S. (2005). *Understanding Language, Structure, Interaction, and Variation*. Youngstown: University of Michigan Press.
- Cary, S. (2000). *Working with Second Language Learners: Answers to Teachers' Top Ten Questions*.
- Chamot, A. U., Barnhardt, S., El-Dinary, P. B., & Robbins, J. (1999). *The Learning Strategies Handbook*. White Plains, New York: Addison Wesley Longman.
- Goldstein, T. (2003). *Teaching and learning in a multilingual school*. Mahwah, NJ: Lawrence Erlbaum.
- Hinkel, E. (ed.) (2005). *Handbook of research in second language teaching and learning*. Mahwah, NJ: Erlbaum.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford: Oxford University Press.
- Lightbown, P. & Spada, N. *How languages are learned*. NY: Oxford University Press.
- Mackey, A. & Gass, S. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Erlbaum.
- National Board for Professional Teaching Standards (2001). *Moving education forward...through National Board Certification*. Arlington, VA: NBPTS.
- Richard-Amato, Patricia A. (2003). *Making It Happen: From Interactive to Participatory Language Teaching*. (Third edition), Longman.
- Schmitt, N. (2000). *Vocabulary language teaching*. Cambridge: Cambridge University Press.
- Valdez, L. V. (2003). *Assessing English Language Learners*. Washington, D.C.: National Education Association.

Journals and websites:

[www.cal.org](http://www.cal.org)

[www.lsadc.org](http://www.lsadc.org)

*Annual Review of Applied Linguistics*

*Modern Language Journal*

*Language Learning*

*Adolescent and Adult Literacy*

*The Reading Teacher*

*Young Children*