

MISSOURI SOUTHERN STATE UNIVERSITY  
COURSE SYLLABUS  
DEPARTMENT OF TEACHER EDUCATION

SCHOOL: Education

DEPARTMENT: Teacher Education

COURSE TITLE: Methods and Techniques for TESOL

COURSE NUMBER: EDUC 480

COURSE CIP NUMBER: 13.1401

CREDIT: 3

REVISION PREPARED BY: Dr. Andrea Hellman

DATE APPROVED BY DEPARTMENT: August 2001, Revised Fall 2010

**CATALOG COURSE DESCRIPTION:**

EDUC 480 (Su, Demand) 3 hrs. cr.  
Methods and Techniques for Teaching English as a Second Language

Current program designs for teaching English language learners with a focus on English as a second language and sheltered immersion. Recent methodologies in language teaching, such as task-based and content-based instruction. Effective techniques for developing language skills, curriculum development, needs and task analysis. (May be taken concurrently with or after Junior Block.)

**CONCEPTUAL FRAMEWORK: TEACHER AS A REFLECTIVE DECISION MAKER**

Participants observe the classroom through the eyes of students whose conversational and academic English is just developing. They reflect on the learning space, interactional opportunities, resources, and learning supports that are available to language-minority students to participate meaningfully in the curriculum. They create enhanced opportunities for students to learn academic language while also achieving grade level curricular content objectives.

**PROGRAM STANDARDS (MOSTEP)**

**Quality Indicator 1.2.1: The pre-service teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.**

- 1.2.1.1 knows the discipline applicable to the certification area(s);
- 1.2.1.2 presents the subject matter in multiple ways.

**Quality Indicator 1.2.3: The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.**

- 1.2.3.1 identifies prior experience, learning styles, strengths, and needs;
- 1.2.3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs;
- 1.2.3.4 connects instruction to students' prior experiences and family, culture, and community.

**Quality Indicator 1.2.4:** The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

- 1.2.4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., encourages exploration and problem solving, building new skills from those previously acquired);
- 1.2.4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance.

**Quality Indicator 1.2.7:** The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

- 1.2.7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications;
- 1.2.7.3 supports and expands learner expression in speaking, writing, listening, and other media;
- 1.2.7.4 uses a variety of media communication tools.

**STANDARDS OF THE DISCIPLINE** (Section to be used for Project SPEAK portfolio artifact reflection)

**Domain 1: Language**

**Benchmark:** The candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement.

**Performance Indicators:**

**Standard 1.b. Language Acquisition and Development:** Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

**Domain 3: Planning, Implementing, and Managing Instruction**

**Benchmark:** Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

**Performance Indicators:**

**Standard 3.a.: Planning for Standards-Based ESL and Content Instruction:** Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

**Standard 3 b.: Managing and Implementing Standards-Based ESL and Content**

**Instruction:** Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

**Standard 3. c.: Using Resources Effectively in ESL and Content Instruction:** Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

## Domain 5: Professionalism

**Benchmark:** Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.

### Performance Indicators:

**Standard 5.a. ESL Research and History:** Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

**Standard 5.b.: Partnerships and Advocacy:** Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.

## MSSU CORE COMPETENCIES

This course does not substantially address the goals and competencies of the Core.

## CONTENT OUTLINE

1. Working with English language proficiency standards in the multilevel classroom
2. Planning language curriculum: identifying language targets and translating language targets into language objectives for content-based instruction
3. Setting up classroom space for integrated language and content instruction
4. Classroom management with ELLs
5. Integrating literacy and content instruction in a curricular framework
6. Lesson planning with the SIOP
7. Teaching academic language across the curriculum
8. Differentiated reading instruction with ELLs
9. Differentiated writing instruction to with ELLs
10. Techniques for teaching vocabulary
11. Effective classroom discourse strategies

## TEXTBOOKS

Celic, C. M. (2009). *English language learners day by day K-6: A complete guide to literacy, content-area, and language instruction*. Portsmouth, NH: Heinemann. (Purchase text.)

Peregoy, S. F., & Boyle, O. F. (2008). *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners*. Boston, MA: Pearson, Allyn and Bacon. (Supplementary text. Rental.)

## PROCEDURES

1. Lectures on key concepts.
2. Whole class and group discussions.
3. Online discussions.
3. Project sharing.
4. Readings and projects to be completed in preparation for class.

## REQUIREMENTS

This is a hybrid methods course that is the equivalent of a 3-credit semester-long traditional seated class. You are strongly encouraged to attend all seven in-class sessions. In addition, you will be required to view online webcasts and videos and participate in four online discussion forums. You must have an MSSU mymail account from Day 1 and continue to use it until you have completed the course. (You can set a forwarding rule on your account and have your emails delivered to your regular email address.)

You must log in to the course Blackboard site regularly, no fewer than twice a week. You must have access to high speed internet so you can view large pdf files and streaming video without frustration. If you do not have this at home, you will need to go to a place where you can have it (library, school, Hardee's, McDonald's, Qdoba). For your convenience and personal use, you can download the files from Blackboard to your own computer. However, you need to be aware of the copyright limitations on distributing these files.

Assignments – with the exception of the online forum discussions – do not need to be sent via Blackboard. You can email them to me as email attachments to [andreahellman@gmail.com](mailto:andreahellman@gmail.com). I prefer to receive the resource guide as one booklet in hard copy or one file in electronic copy. Bring the resource guide items to class as outlined in the schedule below to discuss with your group. The lesson plan and reflection on the lesson plan must be submitted via email attachment. The lesson plan and final reflection are non-negotiable for successful completion of the course. They serve to demonstrate that you have achieved the course objectives.

## EVALUATION

1. Participation in class and workshops (700 points maximum)
2. Participation in online discussions and sharing (400 points)
3. SIOP lesson plan shared at workshop (200 points)
4. Resource guide (1,800 points, mandatory)
5. Final lesson plan (400 points, mandatory)
6. Reflection on the final lesson plan (100 points, mandatory)
7. Extra credit assignments (400 points maximum)

Minimums	A	B	C	D
Total points	3,000	2,600	2,200	1,800
Final lesson plan and reflection	400 (B)	350 (C)	300 (D)	300 (D)
Resource guide	1,400 (A)	1,250 (B)	1,100 (C)	950 (D)

## AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT

If you are an individual with a disability and required accommodation for this class, please notify the instructor or Judy Elimelech, Disabilities Coordinator, at the Learning Center (625-9516).

## INSTRUCTOR CONTACT AND TECHNICAL ASSISTANCE

I value your input and active participation, and you are welcome to contact me with questions and problems regarding the content of the course.

Your instructor is Dr. Andrea Hellman.

Office: Taylor Hall 263  
Office hours: Monday 1:00-4:00  
Tuesday 11:00-1:00; 2:00-4:00  
Thursday 11:00-1:00; 2:00-3:00  
Cell: 417 619-4027  
Email: [andreahellman@gmail.com](mailto:andreahellman@gmail.com)

I ask that you not use me as your first source of help with computing problems. The MSSU Information Technology Help Desk is well staffed to serve those needs. Their contact information, answers to frequently asked questions are available at <http://it.mssu.edu/>. You can also email them at [helpdesk@mssu.edu](mailto:helpdesk@mssu.edu).

The University's Distance Education division is also very useful with technical assistance. Please visit their site at <http://www.mssu.edu/lifelonglearning/CurrentStudents/index.htm>. We have staff to assist specifically with Blackboard; their contact is listed at <http://www.mssu.edu/lifelonglearning/LLLStaff.htm>.

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**SCHEDULE**

August 23 SWCEE workshop	Intake assessment with ELLs Whole class profile English language proficiency standards and language targets
Assignments due August 30	<ul style="list-style-type: none"> <li>• Read Celic (2009) pp. 27-61.</li> <li>• Resource guide item #2: Create a blank whole class profile that is meaningful and useful to you.</li> <li>• Resource guide item #3: Create a language target chart using the WIDA CAN DO descriptors for a group of ELLs you currently teach or a hypothetical group that you might teach in the future.</li> </ul>
August 30 class	Setting up classroom space for integrated language and content instruction
Assignments due September 27	<ul style="list-style-type: none"> <li>• Read Celic (2009) pp. 1-25.</li> <li>• Resource guide item #5: Create a layout for a classroom in which ELLs can actively engage in interaction, collaboration, hands-on experimentation, and self-directed learning tasks.</li> <li>• Resource guide item #6: Write a narrative description and rationale for your classroom layout.</li> <li>• Resource guide item #7: Plan a class library along with rules/routines/procedures for its effective use. Assemble a booklist for the content you teach for various reading levels; make this a wishlist for books you would buy for your classroom if suddenly you had a grant.</li> <li>• Report on your work in an online discussion forum.</li> <li>• Resource guide item #8: Bring a carefully constructed general lesson plan to class in a format that you are familiar with (one copy for everyone in your small group).</li> </ul>
September 27 class	Classroom management with English language learners SIOP-izing lesson plans
Assignments due October 25	<ul style="list-style-type: none"> <li>• <u>Extra credit:</u> View the SIOP webcast and/or webcast powerpoint slides at <a href="http://www.cal.org/create/events/webcasts/071108.html">http://www.cal.org/create/events/webcasts/071108.html</a> and post a brief summary on what you learned.</li> <li>• Resource guide item #9: Visit the CAL SIOP website and browse the model SIOP lessons (<a href="http://www.cal.org/siop/resources/lessonplans.html">http://www.cal.org/siop/resources/lessonplans.html</a>)</li> <li>• Create your own, original SIOP lesson plan.</li> <li>• Test your SIOP lesson in class, refine and revise it.</li> <li>• Polish and bring 10 copies of your SIOP lesson to the workshop for a lesson plan swap; be ready to present it to a small group. Make sure you put your name and contact information on each page.</li> </ul>

	Acknowledge any borrowed sources in an APA style Works Cited section.
October 25 SWCEE workshop	Teachers share their strategies for working with ELLs SIOP lesson plan swap
Assignments due November 8	<ul style="list-style-type: none"> <li>• Read Celic (2009) pp. 63-91.</li> <li>• Resource guide item #10: Create a classroom management plan that is geared toward the needs of English language learners. Use the questions on pp. 89-90 to guide and check your plan.</li> <li>• Discuss the most important aspects of your classroom management, as well as issues or questions you may have, with your online discussion group.</li> <li>• Read Celic (2009) pp. 93-120.</li> <li>• Resource guide item #11: Create a sketch of a yearlong curricular framework for a grade you teach or plan to teach (see pp. 98-99). Bring this with you to class.</li> </ul>
November 8 class	Integrating literacy and content instruction in a curricular framework Teaching academic language through the curriculum
November 17-18	Attend the MELL 2010 Conference in St. Louis ( <u>extra credit</u> ).
Assignments due November 22	<ul style="list-style-type: none"> <li>• Read Celic (2009) pp. 123-153 (Primary).</li> <li>• View the Colorin Colorado webcast with Deborah Short at <a href="http://www.colorincolorado.org/webcasts/middle">http://www.colorincolorado.org/webcasts/middle</a> (Middle and secondary).</li> <li>• Participate in online discussion.</li> <li>• Resource guide item #12: Write up several activities that you consider to be <u>the best</u> for teaching academic language and which can be adapted by teachers in different content areas.</li> <li>• Select a lesson topic and gather 3 or 4 texts about the lesson topic, each suitable for a different level of language proficiency; bring copies of these to class for your small group.</li> <li>• Resource guide item #13: Locate resources for leveled texts for your content area.</li> </ul>
November 22 class	Differentiated reading and writing instruction with ELLs Differentiated anticipation guides, jigsaw method, QTEL approach
Assignments due December 6	<ul style="list-style-type: none"> <li>• Read Celic (2009) pp. 155-199.</li> <li>• Participate in online discussion.</li> <li>• Resource guide item #14: Create anticipation guides for 3 different levels of language proficiency.</li> <li>• Resource guide item #15: Add an illustration of the jigsaw method of differentiation to your resource guide.</li> <li>• Resource guide item #16: Print frequency wordlists.</li> <li>• Resource guide item #17: Try WordSift and create one vocabulary activity with it. (<a href="http://www.wordsift.com/">http://www.wordsift.com/</a>)</li> <li>• View the Anita Archer videos.</li> <li>• Resource guide item #18: Write up several vocabulary teaching activities that you consider to be <u>the best</u>.</li> <li>• Prepare to demonstrate one vocabulary teaching activity in class.</li> <li>• <u>Extra credit</u>: View the webcast with Catherine Snow on Word Generation (Learning all purpose academic words) at <a href="http://www.cal.org/create/events/webcasts/070906.html">http://www.cal.org/create/events/webcasts/070906.html</a> and post a brief report on what you gained.</li> </ul>
December 6 class	Techniques for teaching vocabulary (Word Generation) Effective classroom discourse strategies (Cathy O'Connor)

Assignments due December 13	<ul style="list-style-type: none"> <li>• Assemble your resource guide. Cite the sources of information on each page. In addition, add an APA style Works Cited section at the end (Resource guide item #19).</li> <li>• Create a SIOP lesson plan that reflects your teacher competencies in the discipline. (See the section on <i>Standards of the Discipline</i> on pp. 2-3 in this syllabus.) Acknowledge any borrowed sources in an APA style Works Cited section.</li> <li>• Write a 2-3 page reflection on how the final lesson plan evidences each of the performance indicators of the <i>Standards of the Discipline</i>.</li> </ul>
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**EVALUATION**

1. Participation in class and workshops (700 points maximum)
2. Participation in online discussions and sharing (400 points)
3. SIOP lesson plan shared at workshop (200 points)
4. Resource guide (1,800 points, mandatory)
5. Final lesson plan (400 points, mandatory)
6. Reflection on the final lesson plan (100 points, mandatory)
7. Extra credit assignments (400 points maximum)

Minimums	A	B	C	D
Total points	3,000	2,600	2,200	1,800
Final lesson plan and reflection	400 (B)	350 (C)	300 (D)	300 (D)
Resource guide	1,400 (A)	1,250 (B)	1,100 (C)	950 (D)

**A**  
 All the following criteria must be met for a grade of A.  
 Final lesson plan and reflection: B or better (400-500 points)  
 Resource guide: A (1,400-1,800 points)  
 Total points: 3,000 or higher (3,000-4,000 points)

**B**  
 All the following criteria must be met for a grade of B.  
 Final lesson plan and reflection: C or better (350-500 points)  
 Resource guide: B or better (1,250-1,800 points)  
 Total points: 2,600 or higher (2,600-4,000 points)

**C**  
 All the following criteria must be met for a grade of C.  
 Final lesson plan and reflection: D or better (300-500 points)  
 Resource guide: C or better (1,100-1,800 points)  
 Total points: 2,200 or higher (2,200-4,000 points)

**D**  
 All the following criteria must be met for a grade of D.  
 Final lesson plan and reflection: D or better (300-500 points)  
 Resource guide: D or better (950-1,800 points)

Total points: 1,800 or higher (1,800-4,000 points)

## **ASSIGNMENTS**

### **Resource guide**

The purpose of the assignment is to help you assemble a collection of helpful resources that you can use in your teaching and share with your colleagues. The format of this project is up to you. Think “useful”, “handy”, “professional”, “presentable”. Electronic storage is generally best; you can put all the items in one Word document or Powerpoint presentation. You can also just print the documents and collect them in a 3-ring binder. I ask that your resource guide not be in the form of loose sheets. The project needs a cover page. The sources of information must be marked on every page in a textbox in APA style (for example, “Adapted from Celic, 2009, p. 25.”). In addition, there must be a complete Works Cited page at the end, which includes every one of the cited sources in APA style.

The resource guide contains the following items:

1. Cover (attractive, professional, with title, author, author’s affiliation and contact information)
2. A blank whole class profile that is meaningful and useful to you.
3. A language target chart using the WIDA CAN DO descriptors for a group of ELLs you currently teach or a hypothetical group that you might teach in the future.
4. A copy of WIDA CAN DO descriptors for the grade level cluster(s) you teach.
5. A layout for a classroom in which ELLs can actively engage in interaction, collaboration, hands-on experimentation, and self-directed learning tasks.
6. A narrative description and rationale for your classroom layout.
7. A class library plan with rules/routines/procedures for its effective use and a booklist for the content you teach for various reading levels (a wishlist for books you would buy for your classroom if you were in a position to request new resources).
8. A typical lesson plan marked up with comments on how to adapt it for sheltered instruction (SIOP).
9. A copy of a model SIOP lesson plan.
10. A classroom management plan that is geared toward the needs of English language learners. (Use the questions on pp. 89-90 in Celic (2009) to guide and check your plan.)
11. A table of a yearlong curricular framework for a grade you teach or plan to teach (see pp. 98-99). Create connections across the content areas.
12. Several activities that you consider to be the best for teaching academic language and which can be adapted by teachers in different content areas.
13. Resources for leveled texts for your content area.
14. Anticipation guides for 3 different levels of language proficiency.
15. A copy of the illustration of the jigsaw method of differentiation with a brief explanation.
16. A copy of frequency wordlists.
17. A worksheet you created with the WordSift program.
18. Several vocabulary teaching activities that you consider to be the best.
19. An APA style Works Cited page that includes all the resources you cited in the guide.

I have listed a due date for each of the resource guide items in the schedule. I prefer that you keep to the due date schedule because you will only be able to create a high-quality product if you take your time to develop, discuss, and revise items. I expect that you will bring with you to class the recently completed item(s) for discussion and feedback. You will present the almost completed resource guide to the whole class on December 6. The final points for the resource guide will be awarded when the entire project is in its finished form. Each item will be evaluated on (1) evidence of understanding, (2) completeness, (3) factual accuracy, and (4) whether the sources of information are correctly identified.

**Final lesson plan**

The purpose of the final lesson plan is to demonstrate and document that you have acquired the teacher competencies outlined in the section *Standards of the Discipline* on pages 2-3 in this syllabus. The lesson plan serves as a key artifact for your Project S.P.E.A.K. portfolio. The plan should be sufficiently detailed and elaborated for anyone to be able to understand and execute without further explanation. The preferred format is one of the SIOP lesson plan templates. If you actually taught the lesson, you can add a section in which you reflect on how the lesson went and what you revised or would revise based on your experience teaching this lesson.

**Reflection on the final lesson plan**

The reflection is a 2-3 page explanation not on how the lesson went, but on how the lesson plan evidences that you have acquired the competencies expected of ESOL teachers. This reflection should be carefully constructed and edited to serve as a model professional piece of writing expected of a trained ESOL teacher.

**Participation**

I value your presence and contributions in class as well as in online collaborations and discussions. Your substantive involvement earns 100 points per class session, workshop, and online discussion. This can add up to as much as 30% of your final grade. If for whatever reason you cannot participate, you can still earn a good grade, provided you excel at all your other assignments and the work you produce is genuinely your own.

**Online discussion**

Online discussions are conducted in small work groups. You are expected to post one in-depth message that constitutes substantial contribution to the discussion topic. In addition, you are expected to read everyone else's contribution and post at least one response to someone else's comment.

**Extra credit**

There are extra credit assignments included in the schedule. You may complete those if you wish.

You are welcome to attend the MELL 2010 Conference in St. Louis on November 17 and 18, where a number of Project S.P.E.A.K. completers and staff will be presenting. For extra credit, I would love to have you review one conference session. The review should include the objectives of the session, a summary of the content, some sample materials the presenters shared, the questions that were raised, and a brief reflection on how you could use the knowledge you gained in your own teaching.