ESOL Instructional Strategies
Syllabus

Course Description

This course is intended for both regular education and ESOL teachers and will focus on developing instructional strategies for supporting ESOL students in content area learning. Course participants will develop the instructional and leadership skills needed for teaching ESOL. Participants will reflect upon using proven instructional practices to enhance learning in today’s challenging classroom environment. Using the cases as a launching point, teachers will be given the opportunity to participate in on-line discussions regarding beliefs, best practices, challenges, current research, and ways to apply them to their own teaching practice.

Competencies

Upon completion of this course, participants will be able to:
1. Demonstrate an understanding of the 5-Step Method and how it can be applied to everyday situations;
2. Articulate the various stages of language acquisition and strategies for addressing them in the regular education classroom (Standard III);
3. Demonstrate an understanding of culture and the ways it affects language and learning in the school environment (Standards IV, VII);
4. Differentiate lesson plans to support reading and writing skills along with content knowledge for ESOL students (Standards III, VI);
5. Provide lessons targeting learning styles to support ESOL students in the content areas (Standard VI);
6. Develop tools and strategies for communicating with families and increasing family involvement in school (Standard II, VII); and
7. Display an understanding of and utilize Sheltered Instruction techniques to integrate language and content instruction (Standard VI).

Materials

All materials are accessed via the CaseNEX website (https://www3.casenex.com/) using the PIN provided and the user name/password you create.
All readings listed can be found by going to Class Materials→Virtual Library→Readings (Search).

If you do not have the most recent versions of the following software, please download each from the given sites.

- Windows Media Player  
  http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx
- Adobe Reader  
  http://www.adobe.com/products/acrobat/readstep2.html
- QuickTime  

Cases Used

- Match Makers
- Pandora’s Box
- The Real World
- Room to Grow

Course Requirements and Grades

Close reading of all assigned materials is expected prior to beginning other course requirements listed for each session. Please make every effort to complete assignments by the due date. If you are turning in an assignment late, you must email your instructor to inform him/her that a late assignment has been posted. Points will be deducted from late work at the instructor’s discretion.

Please note: Substitution of coursework is not allowable in securing the ESOL endorsement. A student must begin and complete the required courses in the same program.

Introductory Session (2 points) – Students completing the outlined requirements of the introductory session can earn 2 bonus points. The Journal and Discussion in this session do not count as one of your required Journals or Discussion participation.

Journal (56 points) – Completion of reflections based upon personal and professional experiences, case readings, and Journal prompts is required. These reflections are to be completed in your online Journal and should use components of the 5-Step Method as indicated in the prompt. To access your Journal, click on the “Journal” button. This entry can only be viewed by
you and your instructor. Students are required to complete 8 journals from a choice of 10. Each Journal is worth a maximum of 7 points for a total of 56 possible points. The two journals not chosen may be used with prior instructor permission only for make-up or substitution points for a struggling student under unusual circumstances (for example, serious health problem or other family emergency). All Journals have a suggested length of 250 words. See the Case Analysis Rubric under Course Tutorials for details on how your Journal will be evaluated.

**Discussion (60 points)** - Informed participation in online Discussions led by the course instructor is required. Discussion topics will be posted each session by your instructor. Participation should not be limited to simply answering the instructor’s question. Instead, discussions should follow an ongoing process of reviewing and responding to classmates’ and instructor’s comments in a dialogue fashion. Discussion postings should include application of the session’s readings to the issues raised in the discussion prompt. You should log into and participate in the discussion at least three separate times each session. *(Please note, your class discussion can be found under the ‘Discuss’ tab on the top menu bar. The ‘Discuss this case’ link found within a specific case is a ‘global’ discussion area where you can interact with students in other classes. For the purpose of your class discussion assignments, however, please use the top menu bar.)* Students are required to participate in all 10 topics of Discussion and may earn up to 6 points per session for a total of 60 possible points.

**Workbook (75 points)** – The Workbook is intended as a place to apply course concepts to your unique school situation. Students are required to complete three Workbook Assignments as noted in the syllabus. Each Workbook is worth 25 points, for a total of 75 possible points. See the Workbook Assignment Rubric under Course Tutorials for details. Workbooks are accessed from the Talking to Each Other menu. Post your Workbook Assignment there following the directions given. *(Note: If your Workbook includes images, charts, tables, or other complex formatting, please work in a word processing program and then attach your work to this area. This will ensure that all formatting stays intact). When citing sources, be sure to reference them appropriately using APA style. (See APA Style.org, Electronic References [http://www.apastyle.org/elecref.html](http://www.apastyle.org/elecref.html)).

**Total points: 191**

Students must earn a B- or higher in order to receive professional development credit. The point distribution is noted below:
Course Schedule

Typical course sessions run from Sunday morning through Saturday at midnight. Course participants should read both the case and assigned readings prior to joining the online discussion. Participation in the discussion should be ongoing throughout each course session. The initial discussion posting is due by Tuesday at midnight. Please reply to all other posting by midnight Saturday. You are not allowed to submit late assignments. Please contact your instructor in the event of extenuating circumstances. For typical courses, final discussion postings, journals, and workbook assignments are due by Saturday at midnight unless otherwise noted. Please see the newsflash for any alterations of the course schedule posted by your instructor.
Introductory Session
Exploring the CaseNEX Site

Complete these tasks prior to the beginning of Session 1.

Readings

Read the course requirements, paying special attention to the Case-Analysis and Workbook Assignment Rubrics. They will be used by your instructor throughout the course to evaluate assignments where appropriate.

Discussion

Post one entry introducing yourself to your classmates. You may choose to describe your professional background and experience, relevant personal information, or why you are taking this course. (100 words or fewer)

Journal

What do you find inspiring and challenging about your work in education? (100 words or fewer)

Note

Use CaseMail to send a note to your instructor stating that you will be taking this course. To do so, click on CaseMail on the top menu bar and then ‘Click here to create a new message.’ Use the marked link to look up an address. Continue linking down until you see the class list. Select the instructor’s name and then compose your message and hit ‘Post Message.’
Session 1
A Theoretical Framework for ESOL Strategies

Case
Pandora’s Box

Readings
- Instructional Methods and Program Models for Serving English Language Learners: An Overview for the Mainstream Teacher
- Overview of Second Language Acquisition Theory
- Stages of Second Language Acquisition
- Program Alternatives for Linguistically Diverse Students
- Stephen Krashen’s Theory of Second Language Acquisition
  http://www.sk.com.br/sk-krash.html

Discussion

Post an entry introducing yourself to your classmates and then review Krashen’s Input Hypothesis. Which aspects do you find most plausible? Least plausible? Describe any evidence from the case that either supports or refutes Krashen’s distinctions between acquiring and learning a second language. Why does Krashen feel acquiring a language is more important than “learning” a language? Given what you saw in Pandora’s Box, how would you take the “best” of his theories and apply them in the classroom while mindful of the various issues inherent in his ideas of SLA?

Journal

Suppose you have been invited to an international symposium on SLA, the goal of which is to devise a theory of SLA. You may bring three tenets or generalizations to be included in the theory. Decide on the most important things you would like to include and imagine the different perspectives on your choices. Defend your three tenets with knowledge from the readings and examples from your teaching experience.

Note

Check your CaseMail (linked from top menu bar) and News Flash (on the right when you login) for notes from your instructor every time you log on to the site.
Workbook
None this session.
Session 2
Activating Prior Knowledge, Comprehensible Input/Output

Case
Pandora’s Box

Readings
• What Is Learner English?
• Code Switching by Second Language Users
• General Principles for Teaching ELL Students
• Lesson Plan for Comprehensible Input: Magnets
• We Can Talk: Cooperative Learning in the Elementary ESL Classroom
• Acquiring a Second Language for School

Discussion

In Pandora’s Box, what actions do Judith and Maxie take to “activate prior knowledge” as they work in their classrooms? Using knowledge from the readings as a guide, what other actions might you suggest to build upon their ESOL students’ cultures? What might be the consequences of following your suggestions in terms of the development of a culturally responsive curriculum?

Journal

How can knowledge of comprehensible input and comprehensible output presented in “We Can Talk” be utilized by any grade level ESOL or mainstream classroom teacher on a daily basis? What are some instructional applications of this strategy both as shown in the “Lesson Plan” reading as well as relevant to your own classroom? How can the issue of individual differences between students be addressed?

Workbook

None this session.
Session 3
Providing Context for Instruction, Cooperative Learning

Case
Room to Grow

Readings
- An Introductory Resource for Social Change in Education, Part III: Language
- Cooperative Learning in the Secondary School: Maximizing Language Acquisition, Academic Achievement, and Social Development
- Cooperative learning strategies
  http://www.colorincolorado.org/educators/content/cooperative/

Discussion
Consider the knowledge presented in the two readings on cooperative learning from sessions 2 and 3. Develop and present a rationale for why Christine might work on grouping her students? What actions would you suggest to incorporate ESOL students into cooperative groups with native speakers in the mainstream classroom? What might be the positive and negative consequences of a cooperative learning approach? How might cooperative learning differ in the elementary and secondary school?

Journal
What actions might the ESOL teacher or mainstream teacher of ESOL students take to present new concepts or skills within a context that is relevant to their students? Cite specific strategies suggested in the “An Introductory Resource for Social Change in Education” reading that you think will be effective for you and your students. This week, implement at least one of these strategies with your class or with an English language learner you know, and reflect on the consequences of your actions. What do you think the long-term consequences of using this strategy with your students might be?

Workbook
See above guidelines.
Session 4
Using Multiple Modalities

Case
Room to Grow

Readings
• Teach to Students' Learning Styles
• Sample Lesson Plans from CAL SIOP Central Graphic Organizers for Content Instruction
• The Graphic Organizer
• The Importance of Learning Styles in ESL/EFL
• Total Physical Response [link]

Discussion

In Room to Grow, how does Christine use graphic organizers? How else might she use graphic organizers to increase learning? Which learning styles does Christine address and which are left out? What actions could she take to make sure that students of all learning styles are gaining the knowledge presented in the lesson? What might students’ perspectives be on participating in lessons taught to reach a variety of learning styles?

Journal

In “The Importance of Learning Styles in ESL/EFL,” the author categorizes many different ways to describe learning styles: information processing, personality, and social interaction. Consider your own learning style in each category and how that influences the way you teach, organize your classroom, and respond to students. What issues does this raise for students who differ profoundly in the way they learn best? Knowing students’ perspectives vary widely, how can you create lessons or units that allow each student to work within his or her strengths?

Workbook

Multiple Modalities Lesson Plan

Focus on student learning objective/s in your content area, or use a learning objective addressed in Room to Grow. Develop a lesson that you can implement this week that addresses this objective and includes kinesthetic,
tactile, and visual learning opportunities. Detail your lesson, and be sure to include the following information:

- Description of classroom, students, grade level, content, languages spoken, and any other relevant information;
- Goals and objectives, including state standards if appropriate;
- Grouping of students;
- Materials;
- Visual learning activity (use the templates from the “Graphic Organizers for Content Instruction” reading);
- Procedures;
- Assessment (informal or formal);
- Rationale for your choices; and
- Reflections on your implementation of this lesson and ideas for its refinement. (Complete this portion after you have delivered the lesson).

Due by the end of Session 5.
Session 5
Literacy Strategies for ELLs

Case
Pandora’s Box

Readings
- Using Cognates to Develop Comprehension in English Teaching
- Linguistic Literacy and ELLs: A Conceptual Framework p2-4
- What Does Research Tell Us about Teaching Reading to English Language Learners?
- Language and Literacy resources
- Teaching Content Areas
- Creating Drama with Poetry: Teaching English as a Second Language Through Dramatization and Improvisation

Discussion

Share your perspective about your role for developing literacy in your classroom. Describe current issues in your classroom various ELLs face (might face) with literacy. What actions must you take for your instruction to address the literacy needs of your ELLs? When responding to others’ posts, comment on their proposed actions, offering feedback and suggestions.

Journal

Have a conversation with the ESOL teacher at your school. What kind of tools and strategies does he/she use in the classroom to support ELLs? If there is not an ESOL teacher at your school, what strategies and tools mentioned in the readings might support ELLs? From the perspective of ELLs in your classroom, what strategies would be most helpful to understanding your content area? Research and integrate recommendations from current ELL literature regarding effective strategies to use with ELL in the mainstream classroom. What actions might you take to encourage your students to use academic language specific to your content area? How can you promote ELL students’ understanding of the terms?

Workbook
Multiple Modalities Lesson Plan due by the end of this session.

Strategies to develop literacy

Part one:
Using Language and Literacy Resources as a guide, and any other resources from this course, develop a “cheat sheet” of strategies that are appropriate to use with ELLs in your content area.

Part two:
Implement one strategy for each of the following areas: speaking, reading, writing, and vocabulary.

Include the following in part two:
- Grade level
- Content area
- Strategy description
- Rationale for choosing this strategy
- Reflection of how this strategy improved learning for your ELLs

Be sure to address the workbook rubric when creating your plan.

Due at the end of session 7.
Session 6
*Linguistic Literacy and ELLs, Part II*

Case
Pandora’s Box

Readings
- Think Aloud Protocols: Teaching Reading Processes to Young Bilingual Students
- Guess and Check
- Guided Reading
- Teaching Strategies: Cooperative Reading
- Using Cognates to Develop Comprehension in English
- Teaching Reading: Vocabulary Development
- Teaching Writing to ESL Students

Discussion
In Pandora’s Box, what reading strategies do Maxie and Judith use with their ESOL students? Using your knowledge from the readings, suggest three alternate specific strategies that each teacher could use to enhance and develop literacy skills. As you respond to your peers’ responses, discuss the consequences, whether positive or negative, of using the suggested strategies.

Journal
Current research indicates that simply teaching content to ELLs is not enough. In order for them to fully understand, we must incorporate appropriate listening, speaking, reading and writing strategies. Using knowledge gained from the readings, what strategies are most appropriate for your subject area? Describe some that you have successfully used in your classroom and at least three that you will incorporate into your classroom repertoire.

Workbook
*Strategies to develop literacy* Due at the end of session 7.
Session 7
Supporting ELLs in the Content Areas

Case
Room to Grow

Readings
- Content-Based Second Language Instruction: What is it?
- Meeting the Challenge of Content Instruction
- Organizing and Assessing in the Content Area Class
- Challenges for ELLs in Content Area Learning
- Content-Centered Language Learning
- Teaching Mathematics and Science to English-Language Learners
- Graphic Organizers for Content Instruction

Discussion
Evaluate Christine’s work with ESOL students and the variety of strategies she incorporates to enhance content learning. Using knowledge from the readings, suggest additional strategies she might incorporate to push her growth as a teacher and better meet her students’ needs. How might she use technology in her classroom? Respond to your colleagues’ suggestions as if you were one of the ESOL students in the case. What might you learn about developing an instructional unit by considering strategies from a student perspective?

Journal
Describe three teaching strategies new to you from the readings and possible consequences—both positive and negative—of implementing them in your classroom. Describe any issues that might arise for you and your students. What might their perspectives be on the strategies you’ve chosen? What actions might you take to overcome any obstacles that arise?

Workbook
Create a Unit Plan

Chose a grade level and content area that you are working with now or plan to work with in the future and create a short (three lesson) thematic unit for a class that includes ESOL students. Within your unit plan, address
instructional strategies for teaching to different learning styles and multi-level learners. Apply at least three different strategies from the readings in addition to knowledge gained throughout the course.

For the unit, describe the students, grade level, content, languages spoken, and any other relevant information. For each of your three lessons, be sure to address each of the following items:

- Goals and objectives, including state standards if appropriate;
- Grouping of students;
- Materials;
- Procedures;
- Assessment (informal or formal); and
- Rationale for your choices

Finally, focus on an ESOL student you know (or use one from the cases). Discuss how your unit will support this student’s needs and learning style. You may focus on instruction, assessment, or any other area that will support the student in question.

Due by the end of Session 10.
Session 8
Implementing Sheltered Instruction Observation Protocol (SIOP) and Specially Designed Academic Instruction in English (SDAIE)

Case
Room to Grow

Readings

• SDAIE Handbook: Techniques, Strategies, and Suggestions for Teachers of LEP and Former LEP Students
• The Sheltered Instruction Observation Protocol (SIOP)
• Sheltered English Instruction
• SIOP: Making Content Comprehensible for ELLs
• The SIOP Model of Sheltered Instruction (explore lesson plans) Helping Educators Work Effectively with English Language Learners http://www.cal.org/siop/ (Click the various links for more information on SIOP.)

Discussion

Consider Christine’s worm habitat unit from this session’s case. What elements of sheltered instruction does she include? What additional steps might she take to incorporate more elements of sheltered instruction in her unit? If you were her colleague, Lindsay, how might you provide meaningful feedback to Christine to help her make her worm unit even more effective?

Journal

Reflect on issues presented in the “SDAIE Handbook.” What might be the consequences for all students of implementing these strategies? Why is this approach particularly well-suited for ELLs?

Workbook
Due by the end of Session 10.
Session 9
Accommodating the ESOL Student in the Mainstream Classroom

Case
The Real World

Readings
- Sensitize Your Mainstream Students
- Modifying Content Area Instruction for ESL Students
- Working with Bilingual Parent Volunteers
- Family Literacy: Home and School Working Together
- How to Create a Welcoming Classroom Environment

Discussion
Using knowledge from the case, the readings, and your own experience, what are the issues surrounding the use of having parent volunteers? How might Lena utilize parent volunteers from within her own student community? What might be the consequences for herself as a teacher and for her students of developing a pool of bilingual parent volunteers? What actions might Lena take to build such a program and to improve connections with students’ families in general?

Journal
Diverse classrooms present many opportunities and challenges for educators. Describe the related issues in your current school situation along with specific actions you could take to capitalize on this diversity. How might you help all of your students gain the most from exposure to cultures other than their own? How might you help them support each other’s learning? Consider their perspectives when formulating your ideas.

Or
Consider your classroom environment from the perspective of an ELL. Which elements for creating a welcoming class environment might this student notice? What additional actions might this student suggest to make the classroom a place where he or she feels truly welcomed? What might be the consequences for this student and others of implementing his or her suggestions, whether positive or negative, short- or long-term?

Workbook
Create a Unit Plan is due by the end of Session 10.
Session 10
Ensuring that All ESOL Students Learn

Case
Match Makers

Readings
• Learning Disability or Language Development Issue?
• English Language Learners with Special Needs: Effective Instructional Strategies
• Study Skills for ELLS
• Language and Reading Interventions for ELLs and ELLs with disabilities http://www.centeroninstruction.org/files/Lang%20and%20Rdg%20Interventions%20for%20ELLs%20and%20ELLs%20with%20Disabilities.pdf
• Learning Disabilities and English Language Learners http://www.ldonline.org/spearswerling/Learning_Disabilities_in_English_Language_Learners
• English Language Learners with Disabilities (webcast) http://www.colorincolorado.org/webcasts/disabilities/

Discussion
Evaluate the testing of Allen and Marta and their current placement in the mainstream classroom. How might cultural issues affect the results of their testing? What might be their perspective on the administration of the language tests? What strategies might you recommend to their mainstream teachers as they work with these students? What additional knowledge do you need to decide if either student might benefit from a referral for a special education evaluation?

Journal

Issues of the ESOL student and special education are complex, and ESOL teachers often serve as the student’s advocate in the referral process. What issues specific to ESOL students could complicate the process and its conclusions? What actions need to be taken to address these issues (particularly before testing begins)?

Workbook

Create a Unit Plan is due by the end of this session.