ESOL Curriculum and Materials Development
Syllabus

Course Description

This course provides educators with the knowledge and skills to evaluate, develop and implement appropriate curricula that supports the language development of English Language Learners (ELLs). It includes a general overview of curriculum design, the basics of second language curricular needs and how to adapt instructional strategies for grade level content curriculum for ELLs. Different types of research-based instructional delivery models will be explored and teachers will gain proficiency in differentiating instruction based on language acquisition phase to ensure linguistic and academic success.

Competencies

Upon completion of this course, participants will be able to

- Match the various stages of language acquisition to strategies for addressing them in the regular education classroom
- Implement curriculum that integrates language proficiency levels, Sunshine State Standards, and the National ESOL Proficiency Standards
- Demonstrate an understanding of culture and the ways it affects language and learning in the school environment
- Differentiate lesson plans to support the development of reading and writing skills along with content knowledge for ESOL students
- Provide lessons targeting learning styles to support ESOL students
- Develop tools and strategies for communicating with families and increasing family involvement in school
- Display an understanding of and utilize Sheltered Instruction techniques to integrate language and content instruction

Course Alignment to Florida Performance Standards for Teachers of English for Speakers of Other Languages (TESOL)
ESOL Endorsement

To earn your ESOL Endorsement, complete all courses in the series:
1. Applied Linguistics
2. Cross-Cultural Communication and Understanding
3. Methods of Teaching English to Speakers of Other Languages (ESOL)
4. ESOL Curriculum and Material Development
5. Testing and Evaluation of ESOL

To meet endorsement requirements, you must earn a minimum of 121 points in each course in the series.

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<thead>
<tr>
<th>Course Requirements and Grades</th>
<th>Professional Development Requirements</th>
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<tr>
<td><strong>Discussion</strong></td>
<td>Participate in Discussions each session on two different days, <strong>9</strong> total, for <strong>54</strong> possible points. (39%)</td>
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<tr>
<td><strong>Journal</strong></td>
<td>Complete <strong>9</strong> Journals, for a total of <strong>63</strong> possible points. (46%)</td>
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<tr>
<td><strong>Workbook</strong></td>
<td>Complete any <strong>1</strong> Workbook for a total of <strong>25</strong> possible points. (15%)</td>
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Professional development students **must participate in ALL course sessions** to earn credit for this course.

Professional development students must also earn a minimum of **121** points in order to earn credit for this course.
**CaseNEX Honor Code**

**Materials**

All materials are accessed via the CaseNEX website [http://www.casenex.com](http://www.casenex.com) using the PIN provided and the user name/password you create.

All readings listed can be found by going to the Virtual Library and looking under the case you are reading that session. When pdf files are linked, we recommend printing them for easier reading.

If you do not have the following three pieces of software, please download them from the given sites. You will find detailed instructions under the ‘Tutorials’ link.


**Cases Used**

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

**Course Schedule**

Typical course sessions run from Monday morning through Sunday at midnight. Specific session dates may be found by clicking on Syllabus on the top menu bar. 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. For typical courses, final discussion postings, journals, and workbook assignments are due by Sunday at midnight unless otherwise noted. Please see the News Flash for any alterations of the course schedule posted by your instructor.
Session 1
Exploring the CaseNEX Site
Designing Effective Programs

Case
None this session

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.
- School Effectiveness for Language Minority Students (Focus on “Understanding Our ‘How Long’ Findings: The Prism Model,” pages 40-47) (Required)
- Teaching Style Questionnaire (Required)
- TESOL ESL Standards for Pre-K-12 Students
- Florida Performance Standards

Discussion
First, introduce yourself to your colleagues, briefly summarizing your professional background and interest in working with ELLs. Then, using the “School Effectiveness” reading as a starting point, discuss any issues relevant to your school, classroom, and community and consequences of addressing all four aspects of the prism model.

Journal
Take the “Teaching Style Questionnaire” and describe any issues the results reveal about your philosophy and teaching style. Where do you agree and disagree with your characterization? What might be the consequences of this style on your students’ experiences in your classroom?

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 2
Making Curricular Choices

Case
Room to Grow

Readings
- ESL and Bilingual Program Models
- Models and Classroom Instruction
- Instructional Methods and Program Models for Serving English Language Learners: An Overview for the Mainstream Teacher (Required. However, note that all readings assigned this session are required for completion of the Workbook.)

Discussion
Which model of instruction is evidenced in this session’s case? What are the consequences—both positive and negative—of implementing this model of instruction for the students in this session’s case?

Journal
Review the five stages of language acquisition described in “Instructional Methods and Program Models for Serving English Language Learners.” With which stages are you most comfortable providing instruction? Pick one of the strategies listed in the reading and describe how you would differentiate it for use with students at each level. Evaluate the consequences, whether positive or negative, of using this strategy with a range of students. What additional knowledge do you need to better fit strategies to stage of language acquisition?

Workbook
Targeting the Achievement Gap

Using knowledge from the readings, briefly describe the services your school or district provides to its ELLs. Then, review and summarize achievement data for your class, grade, school, or district for ELLs and other subgroups. What does the data reveal about achievement gap issues for the ELLs you work with? Propose an action plan targeting this gap for ELLs in your school. Which model of instruction do you believe would be most beneficial for these learners? Why? You may need to do research (either online or through traditional sources) to
develop your rationale. Be sure to cite your sources. Due by the end of Session 3.

Session 3
*Understanding Language Transfer, Interference and Interlanguage*

Cases
Pandora’s Box

**Readings (All readings required this session)**
- What Is Learner English?
- Code Switching by Second Language Users
- Didactics - 6: Critique of Krashen II The Natural Order Hypothesis
- The Relationship between Interlanguage, Learning and Cross-cultural Communication
- Integrating Language Learning Strategy Instruction into ESL/EFL Lessons

**Discussion**

Find examples of language transfer, interference and interlanguage made by the students in this session’s case. How is this knowledge useful to classroom teachers and how might you recommend Maxie use information about language learning to nurture her students’ language growth?

**Journal**

Work with an ELL you know (of whatever age or grade). Talk with this student or examine his or her writing and record note any nonstandard patterns of English language usage. What **issues** do these patterns reveal and what **actions** might you take to prevent the fossilization of these errors? Suggest ways to incorporate strategy instruction to prevent language fossilization.

**Workbook**

Targeting the Achievement Gap due by the end of this session.
Session 4
Implementing Strategies for Oral Language Development

Case
Match Makers

Readings
- Speaking and Listening: Instructional Philosophy and Teaching Suggestions (Required)
- How to Develop Questioning Strategies
- BBC Teaching English (Explore the listening and speaking activities, clicking on the attachments to get more details about each)
- Oral Language Development for Beginners

Discussion
Using knowledge gained from the “Speaking and Listening” reading, at which stage would you place Allen and Marta (from the Match Makers case)? Why? Which strategies does Jennifer, the ESOL teacher, use as she works with these students? Suggest at least three additional strategies or activities from this session’s readings that Jennifer might utilize as she works to move each student to the next phase.

Journal
Apply knowledge from the “Speaking and Listening” reading to your teaching experience. First, identify one student you know (or have known) at each stage and focus on his or her perspective. Then, describe the social and academic issues each student might face in both a pull-out and mainstream classroom. Finally, describe actions teachers might take to address the issues you have identified.

Workbook
None this session.
Session 5
Understanding Reading Strategies

Case
Pandora’s Box

Readings
- What Does Research Tell Us about Teaching Reading to English Language Learners?
- Using Cognates to Develop Comprehension in English
- Teaching Reading: Vocabulary Development
- Help! They Don’t Speak English and They Don’t Read
- Think Aloud Protocols: Teaching Reading Processes to Young Bilingual Students
- English Language Learners and the Five Essential Components of Reading Instruction
- Guided Reading
- Teaching Strategies: Cooperative Reading
- Shared Reading
- Creating Drama with Poetry: Teaching English as a Second Language Through Dramatization and Improvisation

Discussion
Evaluate Maxie’s reading lesson in this session’s case using knowledge from the readings as your guide. How might you suggest she revise her lesson? If you work with older students, how might you adapt her lesson to fit your students?

Journal
Consider the reading level of your ESOL students, or, if you do not currently teach ESOL students, consider the students from Room to Grow. Describe the reading issues these students face, whether in a pull-out or bilingual program, or if they are part of a mainstream classroom. Which of the reading strategies presented this session might they find most helpful? Describe the consequences of implementing these strategies. Include short- and long-term consequences as well as intended and unintended consequences.

Workbook
None this session.
Session 6
Using Errors as Learning Opportunities

Case
Match Makers

Readings
- An ELT Notebook. (Required.) Read through posts on:
  - Deciding What and When to Correct
  - Correcting Written Work: A Process-Oriented Approach
  - Understanding Learner Errors
  - Correcting Written Work: Encouraging Noticing
- Second Language Writing and Research: The Writing Process and Error Analysis in Student Texts
- Providing Feedback on ESL Students’ Written Assignments

Discussion
After Jennifer assesses Marta’s language skills, how might she use this information in her ongoing work with her? Specifically, how might she incorporate information about the errors Marta made into her instruction? Using knowledge from the readings, outline at least three specific actions Jennifer might take to develop Marta’s English language skills.

Journal
How do you currently use errors as a learning opportunity for your students? Using knowledge from “An ELT Notebook” on error correction, describe any new strategies and rationales for error correction and any changes you would like to make to your current method of using students’ errors as teaching tools. Imagine your students’ perspectives on this new approach.

Workbook
None this session.
Session 7
Improving Students’ Writing Skills

Case
Match Makers

Readings
- Academic Reading and Writing
- Metalinguistic Transfer in Spanish/English Biliteracy (Required)
- Children’s Writing in ESL (Required)
- Teaching Writing to ESL Students (Required)
- Writing and English as a Second Language

Discussion

According to “Children’s Writing in ESL,” which issues are common to both native writers and non-native writers? How are these issues manifested in Marta’s writing sample, the letter to Santa, in Scene 2 from this session’s case? Imagine you are Marta’s teacher and respond to this piece. How did you prioritize whether to focus on content, process, correctness, her stage of language learning, and/or cultural considerations? Imagine Marta’s perspective as she reviews your comments on her writing.

Journal

Using knowledge from the readings, how might you help an ELL whose native language includes phonemes and graphemes different from those in the English language? What knowledge do teachers need of students’ L1 to select which strategies to use to promote students’ speaking and writing of English? Be sure to cite your sources.

Workbook

Developing and Analyzing Appropriate Writing Assignments

Based upon knowledge from the readings, develop examples of appropriate writing assignments for:

- a beginning ELL in elementary school;
- an advanced ELL in middle school; and
- an intermediate level ELL in high school.
Then use the 5-Step Method to analyze the implementation of at least one of these writing assignments. Describe how the lesson went, addressing each of the 5-Steps in turn. Refer to the Course Tutorial and the Case-Analysis Rubric to guide your thinking.

Due by the end of Session 8.
Session 8
Supporting ELLs in the Content Areas

Case
Room to Grow

Readings (All readings required this session)

- Content-Centered Language Instruction
- Challenges for ELLs in Content Area Learning
- Meeting the Challenge of Content Instruction
- Teaching Mathematics and Science to English-Language Learners
- Organizing and Assessing in the Content Area Class
- Graphic Organizers for Content Instruction
- Cooperative Learning Strategies
- Content-Based ESL Curriculum and Academic Language Proficiency

Discussion

Evaluate Christine’s work with ELLs 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 ELLs 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

Developing and Analyzing Appropriate Writing Assignments due by the end of this session.
Session 9
Supporting ELLs in the Mainstream Classroom; Ensuring that All ELLs Learn

Case
Match Makers

Readings
- Sensitize Your Mainstream Students
- Modifying Content Area Instruction for ESL Students
- Working with Bilingual Parent Volunteers
- Culture in Second Language Teaching
- Changing Teaching Practices (read through relevant sections)
- Learning Disability or Language Development Issue?
- English Language Learners with Special Needs: Effective Instructional Strategies (Required)
- Study Skills for ELLs

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 perspectives 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
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 others learning? Consider their perspectives when formulating your ideas.

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 ELLs. Within your unit plan, address instructional strategies for teaching to different stages of language acquisition and attending to the cultural diversity of the 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, stages of language acquisition, 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
- Modifications/differentiation
- Rationale for your choices

Finally, focus on an ELL 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 this session.