EMSE 5420: METHODS FOR TEACHING ENGLISH LANGUAGE LEARNERS IN ESL/EFL SETTINGS: STANDARDS BASED APPROACH

COURSE NUMBER: EMSE 5420

SEMESTER HOURS: Three

PREREQUISITES:

LIMITATIONS ON ENROLLMENT: 20

REQUIRED: For students in the Graduate Bilingual Program

LANGUAGE OF INSTRUCTION: English

CATALOG DESCRIPTION:

This course examines the methodologies required to effectively teach all students, with a focus on ELLs in ESL and EFL settings. TESOL & WIDA standards-based instruction, curriculum development, and assessment will be emphasized.

N.B.: In order to ensure full class participation, students requiring special accommodations (e.g., recording devices, adaptive equipment, special note-taking or test-taking procedures or sign/oral interpreter) are strongly encouraged to inform the professor the first day of class.
EMSE 5420: METHODS FOR TEACHING ENGLISH LANGUAGE LEARNERS IN ESL/EFL SETTINGS: STANDARDS BASED APPROACH

I. INTRODUCTION

Conceptual Cornerstones is the name of Kean University’s College of Education’s foundational statement of goals for its preparation of future educators. The statement represents the collaborative syntheses of the thinking of the College’s faculty and was formerly adopted in the Summer of 2014.

The learning by teacher education candidates in the College of Education is based upon a foundation of four philosophical constructs, the Conceptual Cornerstones:

A. 21st Century Skills
B. Equity and Diversity
C. The Whole Learner
D. Global Competencies

Generally, the Conceptual Cornerstones are enacted when candidates demonstrate knowledge, skill and dispositions in the following five domains:

I. Academic Content Knowledge and Planning for Learning
II. Clinical Partnerships and Environments for Learning
III. Instructional Practice for Learning
IV. Professional Development and Values for Learning
V. Networks for Learning

II. STUDENT LEARNING OUTCOMES

(Note: outcomes are aligned with TESOL Pre-K-12 English Language Proficiency Standards; WIDA English Language Development (ELD) Standards; and EdTPA English as an Additional Language Academic Language.)

In this course, students will:

A. demonstrate understanding of proficiency as the organizing principle of standards-based language instruction. (Domain I & 3) (NJPST 1, 2, 3, 5, 6) (TESOL SLOs 1, 2, 3, 4)

B. select and evaluate priorities in assessing the teaching of language skills in accordance with the needs and abilities of students, including exceptional children. (Domains I, II, V) (NJPST 6) (TESOL SLOs 1, 3)

C. demonstrate understanding of Second Language Acquisition (SLA) theory and the relationship of ELL research to instructional best practices. (Domains I, III, IV) (NJPST 1, 2, 3, 7, 8, 9) (TESOL SLOs 1, 2, 3, 5)

D. use TESOL and WIDA standards as the focus for instructional planning and lesson design. (Domains I, III, V), (NJPST 1, 2, 3, 6, 7, 8, 9) (TESOL SLOs 3, 5)
E. design lessons collaboratively that reflect an understanding of child and adolescent development and address learner diversity in order to create a supportive learning environment to meet individual learner needs. (Domains I, II, III), (NJPST 1, 2, 3, 5, 7, 8, 11) (TESOL SLOs 1, 2, 3)

F. use the principles contained TESOL and WIDA standards to evaluate, select, design, and adapt instructional resources including technology resources to support instruction. (Domains I, II, II, V) (NJPST 6, 7, 8, 11) (TESOL SLOs 1, 2, 3, 4, 5)

II. Course Content

A. Teaching for communication with proficiency as an organizing principle
   1. Competence vs. performance
   2. Different competencies
      a. Communicative
      b. Socio-linguistic
      c. Grammatical
      d. Discourse
      e. Strategic
      f. TESOL standards
      g. WIDA standards

B. Prioritizing and assessing the learners needs
   1. Age in terms of second language acquisition
   2. Conditions leading to academic challenges pertaining to the learning of another language
   3. Educational/cultural backgrounds in relation to teaching/learning style
   4. Native language proficiency and its relationship to second language acquisition

C. Introduction to Second Language Acquisition (SLA) Theory
   1. Overview of SLA research
   2. Implications for instruction/relation to best practices
      a. Communicative/standards-based approaches
      b. Meaningful/contextualized learning
      c. Use of the target language and comprehensible input
      d. Integration of language and culture
      e. Proficiency targets and Backward Design principles

D. TESOL and WIDA Standards, Instructional Strategies and Formal & Informal Assessments
   1. Instructional Strategies for Interactive Communication.
      a. Types of questions and tasks
      b. Interactive language activities
      c. Assessing interactive communication
   2. Instructional Strategies for Reading and Listening
a. Storytelling, story reading, story mapping
b. Pre-reading and pre-listening strategies
c. Listening and reading for a purpose
d. Literacy building strategies
e. Age/grade-level reading/listening materials
f. Assessing reading and writing

3. Instructional Strategies for Speaking and Writing
a. Speaking performances
b. Writing/developing a product for a purpose
c. Writing as process-prewriting/draft/share/edit
d. Assessing speaking and writing

4. Instructional Strategies for Culture
a. Experiencing culture through authentic materials/cultural practices
b. Incorporating products, practices and perspectives
c. Examples of cultural products/practices
d. Story and culture; art and culture
e. Developing global competencies
f. Using innovative technologies.

5. Instructional Strategies for Integrated Thematic Planning
a. Frameworks for curriculum development:
   i. Content-based/content-related
   ii. Backward Design
   iii. Project-Based Learning
b. Integration of language, culture and content
c. Communicative language functions
d. Context-embedded and context-reduced language tasks
e. Bloom’s Taxonomy for activating higher level cognitive skills
f. Techniques and strategies for accessing content
   i. Common Core State Standards
   ii. State Content Standards

6. Instructional Strategies for Finding Similarities and Differences in Language and Culture
a. Intercultural communicative competence
b. Authentic literature/including works in the target culture
c. Thematic cross-cultural units
d. Visual and media literacy
e. Semantic mapping

E. Collaborative Lesson Design, Unit planning and Assessments
1. Planning integrated thematic units using proficiency targets and Backward Design principles and assessments
   a. Designing lessons and assessments that are contextualized, connect to prior learning, require attention to meaning and keep learners engaged
2. Accommodating the needs of diverse learners
   a. Heritage and native speakers, exceptional, struggling, accelerated
3. The connection between learning management and learner engagement
a. Teacher-to-student, student-to-teacher and student-to-student interactions in the context of the American education system

F. Instructional Resources based on TESOL/WIDA Standards
   1. Use of the organizing principles in the standards to evaluate, select, create and/or adapt instructional materials
   2. Value of authentic materials
   3. Resources beyond the textbook (Internet resources, technology tools including Web 2.0 and mobile devices)

III. Methods of Instruction

A. Demonstration and modeling of standards-driven instructional strategies

B. Active student engagement through:
   1. Task-based collaborative work
   2. Analyses of electronic standards-based video lessons
   3. Analyses of lesson planning and in-class micro lessons
   4. Evaluation, selection and adaptation of instructional materials
   5. Selection and integration of innovative technological tools
   6. Self and peer assessment of micro lessons
   7. Interactive blogging

C. Lecture and class online discussion

D. Step-by-step project-based instruction with ongoing feedback on the development of thematic units and lesson plans

IV. Methods of Evaluation

A. Case study analyses based on selected video clips in the Annenberg Learner series, e.g. *Teach with English*, (SLOs A, B, E)

B. Standards-based lesson plans and in-class micro lesson presentations (SLOs A, C, E)

C. Rubric-based evaluation of effectiveness of collaboration within/outside of class on projects and tasks (SLOs A, C, E)

D. Reflective journals (SLOs A, C, E, D, E)

E. Evaluation of authentic print, non-print, electronic and other materials selected for use in lesson planning/instruction (SLOs C, D, E)
F. Creation of standards-based thematic unit/electronic portfolio containing artifacts created during the course (SLOs A, B, C, D, E)

V. Recommended Texts


***This publication is the one that best meets the requirements of the course.


VI. Bibliography

A. Print


B. Seminal Works


C. Non-Print Media

Terrill, L. (2014, November 13-14). The keys to planning for learning: *Effective curriculum, unit and lesson design* [Power Point slides]. Retrieved from:


D. Websites

ACTFL 21st Century Skills Map

ACTFL Integrated Performance Assessment (IPA) Project
http://www.actfl.org/i4a/pages/index.cfm?pageid=3565

ACTFL Resources for the Keys to Planning and Learning

Advice for Choosing Instructional Materials
http://asiasociety.org/education-learning/chinese-language-initiatives/advice-choosing-instructional-materials
Annenberg Learner: Teacher resources and professional development across the curriculum [https://www.learner.org/resources/browse.html](https://www.learner.org/resources/browse.html)

Considerations for Meeting Specific Learning Needs in Skill and Instructional Areas (Figure 49), Planning for Multiple Intelligences in the Classroom (Figure 44), Multiple Intelligences Grid of Ideas (Figure 45). [http://www.state.nj.us/education/frameworks/worldlanguages/appendd.pdf](http://www.state.nj.us/education/frameworks/worldlanguages/appendd.pdf)

NJ Core Curriculum Content Standards [http://www.state.nj.us/education/cccs/](http://www.state.nj.us/education/cccs/)

NJ Department of Education List of Technology Tools [http://www.state.nj.us/education/cccs/sr/tech.htm](http://www.state.nj.us/education/cccs/sr/tech.htm)


WIDA [https://wida.wisc.edu/](https://wida.wisc.edu/)