

**Methods of Teaching English as a Second Language**  
**13/14-546**  
**Fall 2008**

Instructor: Don Hones  
Location:  
Time: T-Th, 8-9:30  
Office Hours: By Appointment

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**Description:**

Welcome to *Methods of Teaching English as a Second Language*. In this course we will review developments in second language (L2) theory and practice; explore ways to teach, and integrate, the skills of reading, writing, listening and speaking in content-area instruction; survey a variety of approaches to ESL methods; discuss ways to focus on culture in language teaching, to create community among L2 learners and to build bridges between schools and diverse linguistic and cultural communities; and address the needs of L2 learner assessment and classroom management.

As part of our professional education in the College of Education and Human Services, this methods course will also help prepare us to be

- knowledgeable about culture, content and learning
- able and willing to select or adapt curriculum and pedagogy to meet the needs of diverse learners
- a skillful practitioner, a reflective professional, and a lifelong learner, striving to become an agent for positive change in the students, school, and society.

**Requirements:**

***Participation (10%)*** Regular attendance and active participation (including active listening) in class lectures, discussions, student lessons, and other activities is expected. You will also be participating in field placements working with English language learners for 7 weeks (15 hours) during the semester.

***Your Life as a Comic Strip (5%)***. This will be an autobiographical piece that will allow you to use graphics and basic words to convey meaning about who you are--imagine it as a way to share your life with an English Language Learner. Should be approximately 10-12 frames.

***Field Placement/Reading Journals (15%)***. Each week you will submit 1 page (typed, double-spaced—can be emailed) of journal reflections on

- a) Course readings—Echevarria, Cary, the Polk e-reserve materials; and
- b) Observations from your field sites (beginning week 4): You will be in the field over 7 weeks, approximately 2 hours each week. 5 of our Thursdays we will not meet as a class to facilitate some of these field visits.

These journal reflections should raise questions, provide critique (e.g., what do you like about what you observe? What do you find problematic? Are SIOP techniques and strategies being used in these classrooms, and do they seem to work, or not?), and offer comparisons/contrast between what you read and what you observe in practice.

**Lesson Plans (30%):** You will create two lesson plans of approximately 3-4 pages. To complete these lesson plans follow the suggestions in the *99 Ideas...SIOP Model*, page 21. Connect your lessons to the TESOL Standards.

- 1) Lesson plans should focus on an intended audience of ELL level 1-2 (beginning) learners.
- 2) Lessons must include PAIR and SMALL GROUP meaningful activities. Pair work is the foundation of interactive language learning.
- 3) Lessons should specify content and language objectives.
- 4) Lessons should specify key new vocabulary
- 5) Lessons should build background/address prior knowledge on the topic for students

**These 2 lessons should focus on the following language objectives:**

- 1) **A speaking/listening lesson.** Focus on one or more of the following areas:
  - **pronunciation** (including stress, intonation, vowels)
  - **dictation**
  - **discussion activities**
  - **vocabulary building exercises**
  - **surveys/interviews**
  - **role plays/drama**
  - **listening skills** (verbal and nonverbal cues, note-taking, questioning)
- 2) **A literature-based reading/writing lesson.** Focus on one or more of the following:
  - **journals** (dialogue, buddy, reading)
  - **vocabulary building exercises**
  - **storytelling and story creation**
  - **readers' theater**
  - **literature circles**
  - **basic literacy** (whole language and phonics)
  - **reading comprehension** (scanning, skimming, predicting, making inferences)
  - **process writing** (brainstorming, webbing, drafting)
  - **academic writing** (summarizing, paraphrasing, synthesizing)
  - **creative writing** (poetry, prose, proverbs)

**\*Remember, focus on the needs of your level 1-2 English learners when preparing these lessons. Vocabulary, basic concepts, and basic communication cannot be assumed!**

**ELL Lesson (10%).** I will be coming to observe you teach an ELL lesson during the semester. You are welcome to use one of the lessons developed, above. Note: I understand that your school placement might allow you greater or lesser opportunity to do a complete lesson—We will be flexible about this.

**Classroom visit/SIOP Observation (10%)** You will have the opportunity to observe and analyze academic language used in another ELL teacher’s classroom. Complete a SIOP protocol (Appendix A) for this teacher (use pseudonyms as appropriate).

**Technique-O-Rama (10%).** You will review one (or more) of the number of books we have for techniques in teaching reading, writing, speaking, listening, grammar, vocabulary, etc. Then, with a partner, you will teach your fellow teachers ways in which to use these techniques with their students (hands-on only, no lecture). You and your partner will have approximately 30 minutes, so choose 4-5 favorite techniques to highlight. Please provide a 2 page handout to the class with the book’s title and highlights of the techniques. Sign up to share your technique-orama beginning in the 5<sup>th</sup> week of class.

**Cloze Exercise (10%).** Prepare a one-page (2-sided) handout for the class.

1. Present a song/poem/essay to us, with missing words for us to (listen for and) fill in. These words should focus our attention on an aspect of grammar (e.g., conditionals, superlatives), as well as vocabulary building.
2. Go over the grammar point/vocabulary
3. Lead discussion on meaning(s) in the song

I will share one of these during the first few weeks so you can get the idea. Sign up to share your own beginning in the 5<sup>th</sup> week of class.

**Strategies Binder (5+ points extra credit).** Each week you are welcome to add a brief description of 2 or more strategies you have learned in class or in your field placement—through demonstration, readings, or student presentations. You can keep any relevant handouts with this, too. This is for you to keep for future reference...You can keep it in a book, on index cards, however you would like. It could include strategies for teaching and learning:

- Speaking and Pronunciation (stress, intonation, enunciation, etc.)
- Listening (for details, main ideas, etc.)
- Grammar (pronoun use, adjectives, adverbs, verb tenses, etc.)
- Reading ((initial literacy, comprehension, scanning, skimming, etc.)
- Writing (note taking, spelling & punctuation, pre-writing, drafting, transitions, etc.)
- Building vocabulary
- Language learning through the content areas

### **Required Texts:**

Echevarria, Vogt, Short ((2000). *Making Content Comprehensible for English Language Learners: The SIOP Model*. Needham Heights, MA: Allyn and Bacon.

Vogt and Echevarria (2007). *99 Ideas and Activities for Teaching English Learners with the SIOP Model*. Boston, MA: Pearson Education.

TESOL (2006). *PreK-12 English Language Proficiency Standards*. Alexandria, VA: TESOL.

Library e-reserve for ESL Methods, Polk Library:

Diaz-Rico, L. (2008). *Strategies for Teaching English Learners*, 2<sup>nd</sup> edition. Boston: Pearson, 37-73.\*

Ortmeier, C. (2000). Project Homeland: Crossing Cultural Boundaries in the ESL Classroom. *TESOL Journal*, 9(1), 10-17.

Bell, D. (1999). Rise, Sally, Rise: Communicating Through Dance. *TESOL Journal*, 8(1), 27-32.

Lucas, T. and Wagner, S. (1999). Facilitating Secondary English Language Learners' Transition Into the Mainstream. *TESOL Journal*, 8(4), 6-13.

Hones, D. (1999). U.S. Justice? Critical Pedagogy and the Case of Mumia Abu Jamal. *TESOL Journal*, 8(4), 27-33.

Bunch, G., Abram, P., Lotan, R. and Valdes, G. (2001). Beyond Sheltered Instruction: Rethinking Conditions for Academic Language Development. *TESOL Journal*, 10(2-3), 28-33.

\*Diaz-Rico's textbook matches remarkably many of the items on the Praxis II exam for ESL. I recommend it as a study guide.

### **Recommended Texts:**

Peregoy and Boyle (2008). *Reading, Writing, and Learning in ESL*. Pearson.

Schinke-Llano & Rauff (1996). *New Ways in Teaching Young Children*. Alexandria, VA: TESOL. **For PK-6 ESL**

Short, D. (1999). *New Ways in Teaching English at the Secondary Level*. Alexandria, VA: TESOL. **For 6-12 ESL**

## Schedule and Contents of Coursepack:

Sept 4	Introductions. Find Someone Who
Sept 9,11	Second Language Acquisition. <i>Your Life as a Comic Strip Due</i> * Readings: Diaz-Rico, 37-73, e-reserve.
Sept 16	The SIOP Model: Lesson Preparation and Building Background. Readings: <i>Making Content</i> ch. 1-3; <i>99 Ideas</i> , pp. 13, 20-21.
Sept 18	Field sites. Focus: How does one build background?
Sept 23	SIOP Practice Lesson Planning (Small Group Projects). Readings: <i>Making Content</i> , ch. 4; <i>99 Ideas</i> , p. 32, 36-39, 45-47.
Sept 25	Field sites. Focus: How does one make content comprehensible?
Sept 30	SIOP: Comprehensible Input and Learning Strategies. Readings: <i>Making Content</i> , ch. 5; <i>9 Ideas</i> , pp. 53, 63-65, 94, 97-99.
Oct 2	Field sites. Focus: What learning strategies are used for different subjects/skills?
Oct 7,9	Classroom Practices and Culture. Readings Ortmeier (e-reserve); <i>SIOP Observation due</i> .
Oct 14,16	Interaction and Oral Language Development. Readings: <i>Making Content</i> , 6-7; <i>99 Ideas</i> , pp. 105, 110, 119, 120, 123-125
Oct 21,23	Literacy development. <i>Readings: Making Content</i> , 8-9; <i>99 Ideas</i> , 133-146, 149, 155-157. <b>Listening/Speaking Lesson due.</b>
Oct 28-30	Literacy Development, Grammar and vocabulary building. Readings: Hones (Abu Jamal), Bunch—e-reserve.
Nov 4, 6	Field sites: Focus: reading/writing strategies, vocabulary building.
Nov 11	Multiple Intelligences: Storytelling and Drama. <b>Literature-based Lesson due</b> Readings: Hones (Milpera—e-reserve)
Nov 13	Field sites: Focus: multiple intelligences and language learning.
Nov 18,20	Multiple Intelligences: Music, Poetry. Readings: Bell (e-reserve)
N 25, 27	Using video and other technologies. Readings: <i>Making Content</i> , ch. 10-11.
Dec 2, 4	Special Topics. <b>All assignments due</b>

**Methods of Teaching English as a Second Language  
Standards, Performances and Assessments:**

<p><b><u>Standards:</u></b></p> <p><b>COEHS, DPI, TESOL</b></p>	<p><b><u>Performances/Assessments:</u></b></p> <p><b>Knowledge, Skills, Dispositions</b></p>
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<p><b>COEHS Model:</b></p> <p><i>Teachers are skillful practitioners in matters of curriculum, pedagogy and assessment.</i></p> <p><b>DPI Standard 3:</b></p> <p><i>Teachers employ effective curriculum, instruction, and assessment practices for English language learners and possess knowledge of the content taught in schools.</i></p> <p><b>TESOL Goal 2:</b></p> <p><i>Teachers will help learners use English to achieve in all content areas.</i></p>	<ul style="list-style-type: none"> <li>• Students will learn the importance of visual cues for language learners by producing autobiographical comic strips</li> <li>• Students will prepare lesson plans that integrate content with language learning</li> <li>• Students will develop and teach ESL lessons</li> </ul>
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<p><b>COEHS Model:</b></p> <p><i>Teachers are Agents of Change in schools.</i></p> <p><b>DPI Standard 4:</b></p> <p><i>Teachers recognize the importance of situating the support program for ELLs within the context of the school and community to ensure the academic success of ELL's.</i></p> <p><b>TESOL Goal 2:</b></p> <p><i>Teachers will help learners use English to achieve in all content areas.</i></p>	<ul style="list-style-type: none"> <li>• Students will analyze the content of school textbooks, and suggest adaptations to support English Language Learners in content classrooms</li> <li>• Students will analyze the academic language used in classrooms with English Language Learners, and suggest ways to increase academic language fluency</li> </ul>
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<p style="text-align: center;"><b><u>Standards:</u></b></p> <p style="text-align: center;"><b>COEHS, DPI, TESOL</b></p>	<p style="text-align: center;"><b><u>Performances/Assessments:</u></b></p> <p style="text-align: center;"><b>Knowledge, Skills, Dispositions</b></p>
<p><b>COEHS Model:</b></p> <p><i>Teachers are reflective professionals and lifelong learners.</i></p> <p><b>DPI Standard 5:</b></p> <p><i>Teachers are reflective practitioners who continually engage in ongoing professional development, networking, research, and innovation (see Standard 9, Wisconsin Teacher Standards). Teachers actively seek out opportunities to grow and contribute professionally.</i></p>	<ul style="list-style-type: none"> <li>• Students will network with each other through classroom and web-based discussions</li> <li>• Graduate students will prepare and deliver research reports on topics of special interest to TESOL professionals</li> </ul>