EDFS 670 - Principles and Strategies for Teaching English to Speakers of Other Languages (ESOL) (K-12)

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Class Hours: Online and three Face to Face; Tentatively 8/24, 10/5 &12/7
Location: North Campus
Credit: 3 Graduate Hours – College of Charleston


Course Description:

This survey course provides pre-K through 12 educators knowledge of the principles underlying methodologies and techniques for promoting acquisition of a second language through academic content, whether formal schooling has been continuous, interrupted, or meager. The main focus of the class is to investigate a variety of instructional strategies that might benefit all students in a multicultural classroom. Topics include first and second language acquisition models, variables affecting limited English proficient learners, learning strategy research, and effective instructional strategies for developing ESL proficiency among K-12 learners. Instructional strategies include content-based language instruction, learning strategy training, cooperative learning, graphic organizers, whole language approaches, curriculum integration, and continual assessment strategies, such as portfolio evaluation. Legal issues and relations between home and school will also be discussed.

Course Goals: To help students:
• understand the basic principles and strategies for teaching English to various students, levels, and grades.
• understand which principles and strategies work best for different students under different circumstances.

Course Objectives: Upon successful completion of this course, students will be able to:
• identify the major theories of language acquisition (Standard I*).
• demonstrate a variety of instructional strategies that might benefit all students (Standard III).
• discuss several ESOL/migrant education program models (Standards II & III).
• adapt materials and classroom procedures to meet educational needs of migrant/ESOL students (Standards I, II & III).
• state several of the variables that affect second language acquisition (Standards I, II, & III).
• implement lessons for multi-level classrooms (Standard III).
• construct and use various kinds of graphic organizers (Standard III).
• describe the nature and function of assessment in an ESOL classroom (Standard VI).
• identify the strengths and limitations of the major approaches to teaching second language acquisition (Standards I, & II).
• suggest ways of encouraging communication between the school and home (Standard V).
• discuss a variety of ways ESOL/migrant education teachers can collaborate with regular faculty and support staff (Standards IV & V).
• explain the legal issues that impact ESOL students and schools in South Carolina (Standard VII).
• design a long term and short term education plan for an ESOL/migrant student (Standards I, III, & VI).
• design content-based lesson plans (Standards I, II, & III).
• provide an overview of gifted methodologies (Standards I & II).
• incorporate technology into the ESOL classroom (Standard III).

Course Requirements and Activities:

A. Lesson Plans: You will develop two lesson plans based on the template provided for you in the syllabus. You will select the grade level and topic. The lesson plans must be consecutive – as if you were planning to deliver them on consecutive days. The lesson plan should include at least two strategies covered in class/reading. Clearly identify the strategy being used. *Develop something new that you might use in the future.

B. Chapter/Forum Discussion Leader: You will be responsible for leading a class discussion in OAKS. Read the chapter assigned to you and provide a prompt to which your classmates can respond. You will wrap up the discussion by adding your thoughts after all others have responded. Two people will submit discussion questions for each chapter. (List to be added to calendar.)

C. Research Paper: Select a topic of your choice. What do you most want to know about ESOL strategies? Your topic is fine as long as it has to do with ESOL strategies. Keep the following in mind when writing:
   1. Use APA writing style.
   2. No abstract (You will post a summary to OAKS Discussion board)
   3. Must include cover page and reference page.
   4. Content to be five to six pages long (Do not count title or reference page.)
   5. Include a clear thesis statement.
   6. Include five refereed journal articles. You may have as many references as you like.
   7. Quality writing is expected.
8. Paper must be about ESOL strategies, either one or several.
10. Summarize paper for OAKS Discussion box.

D. **Research Paper Summary:** You are to condense and summarize your research paper. This one-to-two page summary (no more) should be posted in OAKS discussion box for your peers to read and comment on.

E. **Article Reviews:** You will select two refereed journal articles about ESOL strategies. Summarize the articles and post them in the OAKS Dropbox. Your posting should be approximately two pages long. The journal article should be no less than five pages long. **Reference the article in the posting using APA style.**

F. **Mid Term Face to Face.** Recommend one or more articles that you have found that others might find helpful. Provide reference information; explain why the article is significant to an ESOL teacher.

G. **Final Exam:** You are now an expert in strategies that might be used with ESOL students. These strategies might be helpful to your colleagues and you have been asked to prepare an in-service training for non-ESOL teachers. You will work in pairs or groups (3 max). Keep the following in mind:
   a. Make your presentation lively.
   b. Include as many manipulatives, realia, and visuals as possible.
   c. You may include music.
   d. Do not present a lecture. Include your audience in the presentation: questions, activities, etc.

H. **The Most Important Things I Learned:** Write a two-page summary/reflection paper on the most important things you learned in this course. What did you learn about second language learners? What did you learn about yourself? What did you learn that you might use in your class?

I. **Participation:** Our text is ten chapters. Two people will act as discussion leader for each chapter. You are expected to respond constructively to both prompts offered by your colleagues (100 pts.). These comments are in addition to when you lead and conclude the chapter discussion.

**Grading:**

- A. Two lesson plans 30 pts. (15 pts. each)
- B. Chapter/Forum Discussion Leader 30 pts.
- C. Research Paper 100 pts.
- D. Research Paper Summary 30 pts.
- E. Article Reviews 60 pts. (30 pts. each)
- F. Final Exam 100 pts.
- G. The Most Important Things I Learned 50 pts.
- H. Participation (in response to chapters) 100 pts.