EDCI634 Methods of Teaching ESOL Fall 2011 Wed. 5:00-7:45

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Description of Course
This course presents a survey of the historical and current approaches, methods, and techniques of teaching English to speakers of other languages, from grammar translation to audio-lingual and communicative approaches. Additionally, successful classroom practices that address the needs of culturally diverse and language minority students will be analyzed.

Course Objectives:
Methodology
• Acquire an understanding of historical and current methodology of ESL/EFL language teaching
• Acquire knowledge of the concept of standards, the TESOL Standards and the Maryland State Department of Education ESOL standards, and how all relate to language competency, proficiency, teaching and learning
• Demonstrate understanding of key theoretical concepts of ESL/EFL methodology

Language Skills
• Demonstrate familiarity with a variety of issues, activities and evaluation relevant to listening, speaking, reading, writing
• Plan instruction to achieve objectives
• Implement the plan of instruction in delivery of instruction; use variety of materials and strategies to address learner needs; motivate and involves students

Learners
• Acquire an understanding of learner variables (e.g., styles, strategies, MI) and their impact on teaching and learning

Technology
• Demonstrate familiarity with the use of technology in language education

Research
• Choose, summarize and synthesize articles on a specific topic

Required Readings:
• Additional readings in Blackboard (BB) as assigned (www.elms.umd.edu).
  To log in to BlackBoard, go to www.elms.umd.edu. Log in with your directory ID and password and select the link for this course in the “My Courses” box.

Grading: Grades will be assigned according to the following criteria:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Take-home methods evaluation (individual)</td>
<td>15%</td>
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<tr>
<td>Observation assignment: Classroom observation (individual or pair)</td>
<td>15%</td>
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<tr>
<td>Electronic discussions and participation</td>
<td>15%</td>
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<tr>
<td>Teaching tip (pairs)</td>
<td>15%</td>
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<tr>
<td>Research articles (individual)</td>
<td>15%</td>
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<tr>
<td>Teaching Philosophy (individual)</td>
<td>5%</td>
</tr>
<tr>
<td>Cross cultural projects (individual, pair and small group)</td>
<td>20%</td>
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</table>
Explanation/Guidelines

**Take-home Methods Evaluation (15%)**: We will have a take home evaluation to help us synthesize and apply what we’ve learned. **Due: Wed., Oct. 5.**

**Class observation (15%)**: You will have the opportunity to observe a linguistically and culturally diverse classroom with a critical eye. Your observation should be at least 45 minutes (or the length of the class) in an ESL classroom of your interest (e.g., K-12 or adults). You will be provided with a list of some potential sites you can access, but you must contact the teachers, arrange the visit time/date, and locate the school/site. You should take notes during your observation. Use what you have learned from our class readings and discussions to **analyze and evaluate the instruction** in these settings. Make specific references to our readings. Provide your suggestions if necessary. **Due: Wed., Nov. 30.**

**Electronic discussions (15%)**: Participation in class is essential. Again, please note that participation includes our “electronic” discussions and your responses to your colleagues’ postings. We will have five formal graded online discussions throughout the course:

1. **“Where I Come From:”** Individual post due **Mon. Sept. 5**; responses due **Wed., Sept. 7** (BB discussion board)
   a. Put your own response on BB Forum (Where I Come From) by Mon. Sept. 5 (noon)
   b. Look for someone whose experiences, points of view, ideas, etc. are similar to yours
   c. Look for someone whose experiences, points of view, ideas, etc. are different from yours
   d. Post responses to three people by Wed., Sept. 7 noon

   a. Watch “Freedom Writers” (reserved in Hornbake Library), analyze the teaching-learning process, and write a reaction on BB forum by Mon. Sept. 12 (noon)
   b. Respond to 3 people by Wed., Sep. 14 (noon)

   a. Post your language learning autobiography on BB forum by Mon. Sept. 19 (noon)
   b. Respond to 3 people by Wed., Sep. 21 (noon)

4. **“This I Believe:”** Individual post due **Mon. Sept. 26**; responses due **Wed., Sept. 28** (Wimba voice board)
   a. Introduce yourself and post your “This I believe” oral recording on the Wimba Voice Board by Mon., Sept. 26. (noon)
   b. Respond to 3 people by Wed., Sept. 28 (noon)

5. **Three annotated websites:** Individual post due **Wed., Oct. 19** (BB discussion board)
   a. Prepare a short annotated bibliography of 3 good teaching sites for language learning or teaching. Post them on BB discussion board by Oct. 19 (noon). Be prepared to share them in class.

**Teaching tip and holiday presentation (15%)**: You will present a 15-minute teaching tip (microteaching) integrating specific language skills. You will also hand in the lesson plan of the teaching tip following a specific format that I will give you. Sign up for a day in class.

**Research articles (15%)**: Due **Wed., Nov. 2**: Depending on the teaching context, age group, skill, method, etc. that interests you, 1) choose one specific topic and annotate three individual research articles from 2005 on, 2) write a short synthesis of the information, and 2) analyze and comment how it can be applied in your own teaching. See guidelines in BB.

**Teaching philosophy (5%)**: Due **Wed., Dec. 7**: You will develop a teaching philosophy in written form.
Cross-cultural projects (20%): You will work with your partners at Tamkang University in Taiwan to complete several cross-cultural projects. These tasks will help us apply and synthesize much of the course materials and seek a common ground so that can benefit your future students from both sides. We’ll talk further about in class.

Honor Pledge: The University of Maryland abides by an honor pledge. Please write the following signed statement on all assignments submitted: I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination

EDCI 634 Syllabus

Note: The syllabus will be modified according to class needs.

<table>
<thead>
<tr>
<th>Unit Date</th>
<th>Themes</th>
<th>Assignments for current class</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong> Aug. 31</td>
<td>Introduction • Introduction to class • Introduction to Blackboard • Class business</td>
<td><strong>Excellence in education</strong> • Intro to Classroom Assessment Techniques (CATs) • Teaching by principles</td>
<td><strong>Readings</strong> • Angelo &amp; Cross, pp. 3-11 (BB) (CATs) • Brown Chapter 24 (Classroom-based assessment) • Chapter 4 (Principles)</td>
</tr>
<tr>
<td>Meet face to face in classroom</td>
<td><strong>Class:</strong> 5:00-7:45</td>
<td><strong>Assignment for Mon., September 5, Wed., Sept. 7</strong> • Electronic discussion: Where I Come From</td>
<td><strong>Assignment for Mon., September 5, Wed., Sept. 7</strong> • Electronic discussion: Where I Come From</td>
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<td><strong>Week 2</strong> Sept. 7</td>
<td><strong>Methods: Where we come from</strong> • Historical overview of Methods</td>
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<td><strong>Class:</strong> 5:00-7:45</td>
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<td><strong>Week 3</strong> Sept. 14</td>
<td><strong>Methods: Where we are now</strong> • CLT and communicative competence • Lesson Planning: Good and bad lesson plans</td>
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<td>Meet face to face in classroom</td>
<td><strong>Freedom Writers due</strong></td>
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<td><strong>Assignment for Mon. Sept. 19, Wed., Sept. 21</strong> • Electronic discussion: Language Learning Autobiography</td>
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<td><strong>Class:</strong> 5:00-7:45</td>
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<td><strong>Week 4</strong> Sept. 21</td>
<td><strong>Methods: Where we are now</strong> • Task-based learning and backward design • Skills Integration • Wimba Voice board</td>
<td><strong>Readings</strong> • Lee, chapter 3 (BB) (Tasks) • Richards &amp; Rodgers, Chapter 18 (Tasks) (BB) • Wiggins &amp; McTighe (Backward design) (BB) • Brown, Chapter 17 (Integrated Skills)</td>
<td></td>
</tr>
</tbody>
</table>
| Class: 5:00-7:45 | **Language Learning Autobiography due** | Assignment for Mon. Sept. 26, Wed., Sept. 28:  
• *Electronic discussion: This I believe*  
• *Work on Take-home methods evaluation for Oct. 5* |
|----------------|------------------------------------------|--------------------------------------------------|
| **Week 5** Sept. 28 | **The classroom**  
• Listening and Reading  
• Observation  
*This I believe due* | **Readings**  
• Brown, chapters 18 (Listening) and 20 (Reading) |
| **Meet face to face in classroom** | **The classroom**  
• Speaking and Writing  
*Take-home methods evaluation due* | **Readings**  
• Brown, Chapter 19 (Speaking), Chapter 21  
• (Writing) |
| **Class: 5:00-7:45** | **The classroom**  
• Weave together: Into, through, beyond  
• Vocabulary  
*Teaching Tip#1: Listening* | **Readings**  
• Brown, Chapter 22 (Grammar and Vocabulary)  
• Brinton, Goodwin, & Ranks (1994): With Different Eyes |
| **Week 6** Oct. 5 | **The classroom**  
• Technology  
• Exploring resources and evaluating ESL resources on the web  
• Review of ESL sites  
• Introduction to the activities with Taiwan  
3 Annotated websites due | **Readings**  
• TBA  
Assignment |
| **Meet with Taiwan Class 6:00-9:00** | **Location TBA** | **Assignment for Wed., Oct. 19**  
• *Present three annotated sites/resources* |
| **Location TBA** | **The classroom**  
• The Millennials  
3 Annotated websites due | **Assignment for Wed., Nov. 30**  
• Conduct your class observation and write the report  
(Due Nov., 30) |
| **Week 9** Oct. 26 | **The classroom**  
• The Millennials  
3 Annotated websites due | **Readings**  
• Brown, Chapter 12 (Technology) |
<p>| | <strong>Class: 5:00-7:45</strong> | <strong>Assignment</strong> |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class: Meet face to face in classroom</th>
<th>Teaching Tip#2: Speaking</th>
<th>Class: Meet face to face in classroom</th>
<th>Teaching Tip#2: Speaking</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>Week 10</td>
<td>Nov. 2</td>
<td>The classroom</td>
<td>Competence, Proficiency and Standards</td>
<td>The classroom</td>
<td>Competence, Proficiency and Standards</td>
<td>Brown, Chapter 7 (Proficiency)</td>
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<td>PreK-12 English Language Proficiency Standards (BB)</td>
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<td>MSDE ESOL Standards (BB) (Under section lectures/activities)</td>
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<td>Readings</td>
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<td>Brown, Chapter 16 (Styles &amp; strategies)</td>
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<td>Oxford’s strategy typology &amp; SILL (BB lectures/activities)</td>
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<td>Readings</td>
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<td>Who we are: Individual differences</td>
<td>Learning Styles &amp; Strategies</td>
<td>Who we are: Individual differences</td>
<td>Multiple Intelligences</td>
<td>Richards &amp; Rodgers, chapter 10 (BB) (MI)</td>
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<td>Who we are: Individual differences</td>
<td>Comments on Style Instruments</td>
<td>MI ESL lesson plans (just look at for ideas)</td>
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<td>Teaching Tip#4: Writing</td>
<td>MI reading <a href="http://www.thirteen.org/edonline/concept2class/medium">http://www.thirteen.org/edonline/concept2class/medium</a></td>
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<td>Teaching Tip#4: Writing</td>
<td>Assignment for Wed., Nov. 2:</td>
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<td>Teaching Tip#4: Writing</td>
<td>Research articles due</td>
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<td>Teaching Tip#4: Writing</td>
<td>Assignment for Wed., Nov. 9:</td>
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<td>Teaching Tip#4: Writing</td>
<td>TBA</td>
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<td>Teaching Tip#4: Writing</td>
<td>Assignment for Wed., Nov. 16:</td>
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<td>Teaching Tip#4: Writing</td>
<td>Give yourself and 1 friend or student a language style instrument. Compare your results to theirs. (See lectures/activities)</td>
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<td>Teaching Tip#4: Writing</td>
<td>Assignment for Wed., Nov. 30</td>
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<td>Teaching Tip#4: Writing</td>
<td>Conduct your class observation and finish the report (Due Nov., 30)</td>
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<tr>
<td>Week 14</td>
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<td>The classroom</td>
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<td>Readings</td>
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<td>Readings</td>
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</tbody>
</table>

**Class:**
Meet face to face in classroom

**Readings**
- Richards & Rodgers, chapter 10 (BB) (MI)
- MI ESL lesson plans (just look at for ideas)
- MI reading [http://www.thirteen.org/edonline/concept2class/medium](http://www.thirteen.org/edonline/concept2class/medium) (optional; everything but the last topic)
| Nov. 30 | • Cooperative Learning  
         | • Teaching Philosophy  
         |                          | • Cooperative Learning: *(read all parts)*  
         | [http://edtech.kennesaw.edu/intech/cooperativelearning.htm](http://edtech.kennesaw.edu/intech/cooperativelearning.htm) |

**Assignment for Wed., Dec. 7:**

- TBA

| Week 15 | **The classroom**  
         | • Assessment Activities (BB)  
         | **Teaching Philosophy due**  
         | **TBA (Taiwan project)** |

**Readings**

- Brown, Chapters 23 (Assessment)

| Week 16 | **Wrap up and review**  
         | **TBA (Taiwan project)** |

**NO MORE READINGS!**