

Methods of Teaching Second

Language Students

Course TSL 468 (Undergraduate) – 3 credit hours
(Graduate) – 3 credit hours

Course TSL 599

Course Description: The English Language Learner population is constantly growing in our schools. Each of you will, in the course of your teaching career, have the opportunity to teach these students in your regular classrooms. This course will offer a variety of strategies and methods that will help both you and your ELL students find success in the learning process. With some preparation on the part of the classroom teacher, activities that promote the various learning styles of your students will become part of your daily routine. Students will learn through innovative activities in which each can achieve success. These strategies will make learning fun! Grade Level K-12.

Students will be guided through various strategies throughout the course. Video, PowerPoint presentations, music, and overheads will be used to demonstrate and discuss each strategy. Activities incorporating many of the strategies presented will be demonstrated and group discussions will be used to find interesting and viable uses for these activities and strategies in future classrooms. Students will be presented with lesson plans for their particular grade levels and asked to incorporate two or more of the strategies that we have used and discussed. We will then review some of the knowledge skills and decide which strategies can be used to impart these skills within a diverse classroom. A final discussion will include various uses for the strategies, including how they may be used as assessment tools. All of this will be conducted in a relaxed atmosphere in which open discussion and questions are encouraged.

Course Meeting Times:

- Wednesday: 5:00-7:30pm –Main Campus
- Monday: 5:00-7:30pm – Western Institute / Northland

Meeting Location:

Main Campus: Murphy 109

Western Institute / Northland Campus

Attendance Policy: Attendance for the entire class time is required. The attendance policy outlined in your handbook will be followed.

Contact Information:

MA
0028

Instructor: Kay Dickerson,
(816) 880-

kdickerson@kc.rr.com

Available by appointment

Course Prerequisites: None

Course Materials:

Strategies in the Classroom: Tools that Work!

Kay Dickerson--

\$15.00—Available from the instructor the first day of class.

Stephanie Harvey and Anne Goudvis. ***Strategies that Work: Teaching Comprehension to Enhance Understanding.*** Portland, MA: Stenhouse Publishers, 2007. (Available in the Bookstore)

Suggested Reading:

Scarcella, Robin C. and Rebecca L. Oxford. *The Tapestry of Language Learning: The Individual in the Communicative Classroom.* Boston, MA: Heinle and Heinle Publishers, 1992.

Course Objectives: Students will be able to:

- Describe the unique learning styles of English Language Learners (ELL)
- Discuss the impact of being a limited English speaker at home, school, work, and in the community
- Identify effective strategies for working with ELL students, both in the regular and ELL classrooms
- Explain how to include these strategies in their daily classroom routine
- Explain how to accommodate learning materials to the acquisition level of the ELL students
- Explain, discuss, and practice using the same materials and strategies—*with accommodations*—to teach the same skill to a truly diversified classroom (a classroom containing gifted, ELL, SPED, average achievers, and low achievers)

Course Methods and Procedures: This course has been developed to provide instruction in the creation and hands-on use of a variety of strategies through the following activities:

- PowerPoint presentations and discussions
- Cooperative groups
- Supplementary readings
- Hands-on practice—designing and constructing materials to be used in the classroom through the use of computers (Word, Internet, PowerPoint, etc)
- Individual presentations by students
- Group presentations of learning activities
- Development of *usable* lesson plans in both the regular and ELL classrooms—***Backward Design***
- Development of *usable* materials / strategies for immediate classroom presentation

Week 1: Introduction

- Introduction to class. (Pohnpei)
- Review of materials that will be needed.
- Discussion of expectations of class and background of those attending.
- Power Point presentation discussing second language acquisition.
Terms: overgeneralization of rules, telegraphic speech, simplification, imitation, avoidance, use of formulas and routines, comprehensible input, $I + 1 =$, factors influencing comprehensibility, bilingual professionals, paras, tutors, language proficiency levels, prior knowledge, developmental levels, L2, L1, realia, pre-production, early speech, speech emergence, intermediate fluency, BICS, CALP, language models
- **Assigned Reading:** Harvey, pp. 11-43. Be ready to answer: “How does this relate to your idea of teaching? Have you envisioned teaching in a classroom that consists of international students (some who don’t speak any English), gifted, special education, low achievers, and just the normal kid? How will you help each of

them succeed academically?”

Week 2: How do we learn a language—any language?

- Questions from our last meeting.
- Review of text assignment/questions.
- A game of life.
- Power Point: Learning about our International Students.

Terms: essential vocabulary in context, verbal communication, nonverbal communication, positive feedback, rephrase, paraphrase, idioms, slang, literacy-rich classroom environment, word families, language experience approach, reader's theater, story map, cognitive mapping, Direct Reading-Thinking Activity (DR-TA), literature response journals, phonemic awareness, phonics, background knowledge, portfolio assessment, observations, at-risk students

- **Assigned Reading:** Harvey, pp. 44-74. Walqui, *Contextual Factors in Second Language Acquisition*. Cummins, *Basic Interpersonal Communicative Skills and Cognitive Academic Language Proficiency*.

Week 3: Language Acquisition

- Discuss Walqui and Cummins—how do these theories apply to what you have experienced?
- Jigsaw of Terms
- Introduction of Project Assignment: METHOD AND CURRICULUM DESIGN: See Attachments
- **Assigned Reading:** Harvey, pp. 74-108. Colorin Colorado, *NCLB articles*.

Attachment

Method and Curriculum Design

50% of grade

In this part of the course, you are to design a curriculum guide for your program. The following outline is intended to guide you at each stage. By preparing each step for preliminary review and then revising the steps you will be able to develop a sound program.

1. Describe a Teaching Situation

The first step in planning a curriculum is to describe the teaching situation in which it will be used. In this assignment, you are to describe either a previous, current, or a potential teaching situation. The description will help you to focus on the remaining assignments in this class.

The description should include at least the following information:

- a. Location: urban/rural, suburban
- b. Age range of students (grade levels)
- c. Setting: college, K-12, adult basic education, etc
- d. Number of contact hours per week, length of class (45 minutes, 90 minutes)
- e. Length of the course (9 weeks, 18 weeks)
- f. Skills and content/themes to be included and/or emphasized
- g. Class size
- h. Needs of the students and how you plan to address them
- i. Other factors which you feel are important in designing your curriculum (you may draw from class discussion regarding *Backward Design*)

In describing the focus, be sure to indicate if it is whole language, thematic, notional/functional, content-based, etc. The focus refers to the orientation and organization of the material you plan to present.

2. Using the teaching situation, outline the appropriate goals for the course. Goals should be written on two levels: general or overall goals, and goals specific to the course. Choose the overall goals from the Missouri Grade Level Expectations, PreK-12 English Language Proficiency Standards (revised TESOL Standards), and from the TESOL Standards. (Missouri Grade Level Expectations may be found at the following site: <http://dese.mo.gov/divimprove/curriculum/GLEDdocuments.html>, the TESOL Standards may be found at <http://www.gisd.k12.nm.us/standards/esl/> and the PreK-12 English Language Proficiency Standards may be found at http://www.tesol.org/s_tesol/sec_document.asp?CID=1186&DID=5349. A more usable copy is the *PreK-12 English Language Proficiency Standards*. Alexandria, VA: TESOL, 2006.) As a rule of thumb, you should have at least 3-4 general goals and 4-6 course goals. Do not develop specific goals for a unit at this time. Write the goals in terms of what the students will be able to do.
3. Choose a book or combination of books/primary sources/materials for your class. Using the book/s you have

chosen and the goals you have written, outline a program of study for the time period given.

4. In this part, you are to outline two 5-10 hour units for a specific group of learners. The units are to:
 - Integrate a grammar point with the teaching of reading, writing, speaking, listening;
 - Teach some aspect of language through a content area;
 - Teach an aspect of language using a whole language approach;
 - Address various learning styles and multiple intelligences;
 - Incorporate a cooperative learning experience;
 - Incorporate the TESOL Standards, Missouri Grade Level Expectations and *PreK-12 English Proficiency Standards*.

(This assignment calls for the integration of the teaching of language **within** the framework of a content-based, whole language approach.)

Using the information developed in 1, 2, and 3 you are to define the unit's objectives. Choose a part of the materials from #3 and outline a unit of 5-10 hours for your students. The outline should include time allotment, (i.e. how many hours), procedure, objectives, and materials.

Please type this assignment. **WHILE IT MAY BE IN OUTLINE FORM, IT IS TO BE IN SUFFICIENT DETAIL THAT SOMEONE ELSE COULD TEACH FROM IT.** The entire assignment should be no longer than 5 pages per unit. *Remember: You are to complete 2 units that will be taught in a 5-10 hour time period **for each unit**.* Total: 10-20 hours of instruction.

5. In this section, you are to write at least two lessons for one unit, which are consistent with 1, 2, 3, and 4. The lessons are to be part of one of the units described in #4. The lessons outlined should consist of goals, procedures, time allotted for each lesson, and types of materials to be used (e.g. a graphic organizer, specific strategies covered in class, pictures, video, etc.). Each should be about one hour in length. (Elementary lessons may be shorter in length but should integrate several skill/content areas or be a series of lessons in the same area equaling one hour.)

Please type this assignment. While it may be in outline form, it should be written such that someone else could teach from it. One to two pages is sufficient length per lesson.

6. Materials should be appropriate to 1-5 above and accompany #5. They shouldn't be lengthy.
7. Presentations are to be 15-20 minutes in length.

To simulate a real working environment and to enhance the quality of the presentations and the curriculum, **each student will be assigned a peer coach** whose responsibility is to review each assignment offering suggestions through the use of questions and active listening.

Attachment

CARD FILE AS A TEACHING RESOURCE
Undergraduate Students Only

PURPOSE: To initiate a database of ideas that is useful in the language and/or the mainstream classroom.

SOURCE OF IDEAS: Any source, including readings, class, discussion, observations, experience, etc. is acceptable.

MATERIALS: Index cards 3x5", 4X6" or whatever size you prefer), file box to keep them in, dividers for sorting them by topic.

CONTENT: Cards may have several types of content depending upon function. Examples of several types include:

1. **REFERENCE CARD**—Refers to articles, books, journals, websites, etc., that you may refer to in the future. Such cards contain the name of the article, book or journal, the author's name, the date, where it is published, and notes about the content. These cards **do not count towards the required 50**.
2. **TECHNIQUE CARD**—Information concerning a specific teaching technique is recorded on the card. The information you record is **your choice**. However, others have found it helpful to record the following information: name of the activity, skills and age level for which it is most appropriate, purpose, materials needed, time constraints, description, source of the idea, and problems (potential or encountered).

Sample Technique Card

	Skill
	Age/Language Level
Name of Activity	
Purpose: (Review, Introduce, etc.)	
Description: _____	(Time Limit)
Materials Needed:	
Source:	
Problems:	

FILING: The heading/s under which you file the cards is your choice. You may wish to choose headings which you feel suit your needs. Examples of headings include content areas, skills, age levels, language acquisition levels, method, approach, etc.

FINAL NOTE: The total number of cards is up to you, but **a total of 50 cards minimum is required**. Why not keep a stack nearby as you do your assignments for this class or even next to you during the class periods? Why not set a minimum number of cards that you will fill in each week (e.g. 10)? You will be surprised at how easily this section of the project can be completed.

Attachment

Problems: *Graduate Students Only*

The purpose of this assignment is to examine “problems” which occur in the various language teaching areas, to analyze them, and to offer a “solution”.

NOTE: You may choose to use one or more of the problems in conjunction with your curriculum design. At least one activity is to involve cooperative learning and at least one of the strategies we have discussed in class.

Format of response

1. Oral presentations.

DUE DATES: Problems are due the class after we complete the study of that area.

READING:

- A. Select a reading passage (or write one) and note the devices used to relate sentences to each other (e.g. the use of pronouns and connectors (conjunctive adverbs) such as *however, in addition, consequently, etc.*
- B. Take a reading passage and select words with which you think non-native speakers would have difficulty. Divide the words into the following categories:
 1. Should be learned and incorporated into the student’s active vocabulary
 2. Should be learned as passive vocabulary
 3. Should be taught for understanding the passage, but otherwise ignored because the item is too rare, too specialized, or too difficult to be worthy of discussion.
 4. Next, formulate teaching strategies for the words in category (1).

- C. Select a reading passage and write at least 12 questions using Norris's hierarchy (at least 3 questions per category).

SPEAKING:

- A. Choose three of the following communicative situations and list the kinds of grammatical constructions that would be needed. How would you teach or reinforce them in your course? Be sure to account for levels of social acceptability according to the context.

Affirming

Expressing possibility

Expressing conditions

Wishing

Requesting information

Expressing likes and dislikes

Describing things and people

Advising

- B. Describe a sticky situation appropriate for your students. Devise a sociodrama or role play that resolves the situation.
- C. What oral skills must a student possess in order to take part in a class and/or group discussion? What phrases must they know? How would you teach them these skills? These phrases?

LISTENING:

- A. Record a portion of a radio/television interview program (or find one on a website) or a lecture. Analyze it for problems speakers of other languages might have in comprehending it. Are all the utterances complete sentences? Do you find any examples of the use of language that do not conform to textbook rules with which you are familiar? How would you explain the problems to your students? What types of pre-question would you use? What types of activities would you use to teach the content?
- B. Write a short (15-20) lines), live dialogue in a survival situation (restaurant, bank, store, classroom, etc.). What "pre-" and "post-" questions would you ask? How would you explain the use of fillers, slang, false starts (you know, you see)? How would you move from teaching about the content to teaching how to use the content?

WRITING:

- A. Using a passage of your own, or taken from a text, prepare exercises involving at least two of the following activities: (1) sentence combining, (2) sentence expansion with modifiers, (3) a sentence sense exercise (e.g. He had **two cents** in his pocket and felt a **sense** of doom **since** he had no idea where **to** go earn more money and he was **too** tired **to** walk even one more step.) Make whatever changes in the text you think are advisable.

Here are some examples of a "sentence sense" exercise. Have fun!

Can you read these correctly the first time? How would you explain these to an ESL student?

- 1) The bandage was wound around the wound.
- 2) The farm was used to produce produce.
- 3) The dump was so full that it had to refuse more refuse.
- 4) We must polish the Polish furniture.
- 5) He could lead if he would get the lead out.
- 6) The soldier decided to desert his dessert in the desert.

- 7) Since there is no time like the present, he thought it was time to present the present
- 8) A bass was painted on the head of the bass drum.
- 9) When shot at, the dove dove into the bushes.
- 10) I did not object to the object.
- 11) The insurance was invalid for the invalid.
- 12) There was a row among the oarsmen about how to row
- 13) They were too close to the door to close it.
- 14) The buck does funny things when the does are present.
- 15) A seamstress and a sewer fell down into a sewer line.
- 16) To help with planting, the farmer taught his sow to sow.
- 17) The wind was too strong to wind the sail.
- 18) Upon seeing the tear in the painting I shed a tear.
- 19) I had to subject the subject to a series of tests.
- 20) How can I intimate this to my most intimate friend?

Now that you've given your students some idea of how English works, try to explain this:

Let's face it - English is a crazy language.

There is no egg in eggplant, nor ham in hamburger; neither apple nor pine in pineapple. English muffins weren't invented in England or French fries in France. Sweetmeats are candies while sweetbreads, which aren't sweet, are meat. We take English for granted. But if we explore its paradoxes, we find that quicksand can work slowly, boxing rings are square and a guinea pig is neither from Guinea nor is it a pig.

And why is it that writers write but fingers don't fing, grocers don't groce and hammers don't ham? If the plural of tooth is teeth, why isn't the plural of booth, beeth? One goose, 2 geese. So one moose, 2 meese? One index, 2 indices? Doesn't it seem crazy that you can make amends but not one amend? If you have a bunch of odds and ends and get rid of all but one of them, what do you call it?

If teachers taught, why didn't preachers praught? If a vegetarian eats vegetables, what does a humanitarian eat? Sometimes I think all the English speakers should be committed to an asylum for the verbally insane. In what language do people recite at a play and play at a recital? Ship by truck and send cargo by ship? Have noses that run and feet that smell?

How can a slim chance and a fat chance be the same, while a wise man and a wise guy are opposites? You have to marvel at the unique lunacy of a language in which your house can burn up as it burns down, in which you fill in a form by filling it out and in which, an alarm goes off by going on.

English was invented by people, not computers, and it reflects the creativity of the human race, which, of course, is not a race at all That is why, when the stars are out, they are visible, but when the lights are out, they are invisible.

PS. - Why doesn't "Buick" rhyme with "quick"

Now that you have that covered—explain this!

There is a two-letter word that perhaps has more meanings than any other two-letter word, and that is "UP." It's easy to understand UP, meaning toward the sky or at the top of the list, but when we awaken in the morning, why do we wake UP? At a meeting, why does a topic come UP? Why do we speak UP and why are the officers UP for election and why is it UP to the secretary to write UP a report?

We call UP our friends. And we use it to brighten UP a room, polish UP the silver, we warm UP the leftovers and clean UP the kitchen. We lock UP the house and some guys fix UP the old car. At other times the little word has real special meaning. People stir UP trouble, line UP for tickets, work UP an appetite, and think UP excuses. To be dressed is one thing, but to be dressed UP is special.

And this UP is confusing: A drain must be opened UP because it is stopped UP. We open UP a store in the morning but we close it UP at night.

We seem to be pretty mixed UP about UP! To be knowledgeable about the proper uses of UP, look the word UP in the dictionary. In a desk-sized dictionary, it takes UP almost 1/4th of the page and can add UP to about thirty definitions. If you are UP to it, you might try building UP a list of the many ways UP is used. It will take UP a lot of your time, but if you don't give UP, you may wind UP with a hundred or more. When it threatens to rain, we say it is clouding UP. When the sun comes out we say it is clearing UP.

When it rains, it wets the earth and often messes things UP.

When it doesn't rain for awhile, things dry UP.

One could go on and on, but I'll wrap it UP, for now my time is UP, so..... it is time to shut UP.....!

- B. Devise a writing exercise that uses the process approach. (**Writer's Workshop:** prewriting, drafting, revising, editing, publishing – or **6 + 1 Traits of Writing:** ideas, organization, convention, sentence fluency, word choice, voice—presentation).

How would you present it to your class? How would you incorporate rhetorical mode, grammar, cohesion, etc. into the activity? *In other words, how would you incorporate writing into second language instruction?*

<http://jmm.aaa.net.au/articles/18185.htm>

Week 4: Legal Problems / Solutions

- Questions from our last meeting.
- Review of text assignment/questions.
- **Terms:** NCL, accountability, Title III, Academic Content Standards, curricula tied to scientifically based research, method of instruction for ELL students, Title I, accommodations, modifications, migrant, refugee, academic content words and phrases
- **The Art of Teaching ESL:** Addison-Wesley Publishing Company. Video. (45 minutes of video)
- **Assigned Reading:** "Accommodations for ELLs: The Content Teacher-ESL Teacher Partnership" by Short, "The ESL Standards: Bridging the Academic Gap for English Language Learners" by Short.
- **Assignment:** Bring one example/book to class next week of something you are reading in your class **or** a book that you enjoyed as a student. (**Hint:** Bring a children's book)

Week 5: Strategic Thinking

- Questions from last meeting
- Strategies observed in *The Art of Teaching ESL*: relevancy, manageability in the classroom, assessment, accountability?
- Power Point: Strategic Thinking
- Design a mini-lesson to develop strategic thinking using the book you brought to class. Concentrate on **one** strategy.
- **Terms:** making connections, schema theory, decoding, making meaning, comprehension, synthesizing information, repairing understanding, four components of comprehension strategy instruction, literal

understanding, constructing meaning, questioning, visualizing, inferring

- **Assigned Reading:** Harvey, pp. 109-153

Week 6: Strategic Reading

- Questions from last meeting
- Presentations of mini-lessons
- Discussion
- Power Point: Strategic Reading
- **Terms:** strategic reading, metacognitive **knowledge** (4 levels), summarizing, monitoring comprehension, text connections, visualizing, making inferences, analysis, language acquisition level
- **Assigned Reading:** Harvey, pp. 155-202

Week 7: **Midterms**

Weeks 8-9: Strategy Instruction and Practice

- Discussion from last meeting.
- Power Point: Strategy Instruction and Practice
- Development of an informal assessment for mini-lessons
- **Terms:** explicit modeling, release of responsibility, guided practice, informal assessments, formal assessments, text coding, lifting text, reasoning through the text, anchor experiences, pair shares, quick write, reciprocal reading, jigsaw, concept review jigsaw, poetry chart, vocabulary star, base groups, expert groups, literature circles.
- **Assigned Reading:** Harvey, pp. 205-253

Weeks 10-11: Teaching with Short Text

- Power Point: Teaching with Short Text
- Select a piece of short text and develop a mini-lesson for **one** of the comprehension strategies.
 1. This lesson must be designed specifically for ESL students.
 2. **But not for just any ESL students—high school or adult ESL students are our focus.**
 3. You must design this lesson for each of the following using the same materials: beginning ESL, intermediate ESL, advanced ESL students.
 4. You may use any of the strategies we have discussed in class or any that you have found in your reading.
 5. For this assignment, you may work in pairs or small groups.
 6. Present your mini-lesson to the class.
- **Terms:** short text, genre, text structure, form, perspectives

Weeks 12-13: More Strategies

- Power Point: Strategies in the Classroom: Tools that Work
- Power Point: 6 + 1 Traits of Writing—Ideas, Organization, Voice

Weeks 14-15: Final Projects

- Final Projects presented to the class
- Discussion