

**The Ohio State University
College of Education and Human Ecology
School of Teaching & Learning**

**EDUTL 5615
Autumn 2019
Tuesdays 4:30-7:00 pm
Eakin Elementary School**

***Instructor Name, Office, Phone, E-mail, Office Hours**

Dr. Brenda Custodio

Contact information: custodio.1@osu.edu or 614-371-1011 (cell)
Office hours: By arrangement or before or after class (preferred)

***Course Number, Title and Description, Credit Hours**

EDUTL 5615: TESOL Methods
3 semester credit hours

- * Course Objectives/Learning outcomes:** The goal of teacher preparation programs at The Ohio State University is to prepare discipline-based, reflective practitioners for pluralistic society through research-based inquiry. Students preparing to be teachers in the Teaching English to speakers of other languages program learn to be reflective, to develop a broad repertoire of teaching skills, to develop sound relationships with culturally and linguistically diverse students and colleagues, and to base their teaching practice on sound theory and research.

The purpose of this course is to present an **experientially-based** introduction to the field of Teaching English to Speakers of Other Languages. We believe that effective second language educators need to draw upon many types of knowledge including six NCATE/CAEP knowledge bases: 1) **knowledge of curriculum**, 2) **knowledge of learners**, 3) **knowledge of subject matter**, 4) **knowledge of educational goals and assessment**, 5) **knowledge of social context** and 6) **knowledge of pedagogy**. This course will provide an introduction to each of those six types of knowledge essential for Teaching English to Speakers of Other Languages for students of various ages (from children to adults), within various institutional contexts from K-12 in public schools in the U.S. as well as teaching English as a foreign language internationally.

Many effective ESOL teachers have developed a broad **repertoire of cultural and linguistic responsiveness** to second language students through their own experiences of studying a second language or living and working in a non-English speaking environment. Empathy and flexibility are qualities that enable teachers to better know the needs of students from diverse cultural and linguistic backgrounds. Demonstrations and simulated lessons will provide an experiential context for discussing second language teaching and learning. Through this course we will

explore theories of language acquisition, experience teaching and learning through a variety of second language teaching methods and techniques, and engage in observation and discussion with novice and experienced ESL teachers. The course emphasizes **problem-solving in curriculum design and instruction** with opportunities for individual study and reflection and discussion with other practitioners. For the final project, course participants will review the cultural aspects of teaching a second language and look at the impact of culture on creating appropriate lessons for their students.

Following successful completion of this course, the student will be able to:

1. Describe the major historical approaches and methods of TESOL and bilingual education.
2. Outline contemporary theories of language learning and teaching.
3. Develop increasing familiarity with learner characteristics and special needs of second language students.
4. Plan and deliver appropriate instruction for a wide variety of situations and learners in teaching listening, speaking, reading, writing and thinking.
5. Demonstrate knowledge of and an awareness for how to honor and integrate the home cultures of students into daily curriculum.
6. Identify and evaluate available resources for ESL teachers.

Required Texts and Related Course Materials

Required Textbooks:

Freeman, David and Yvonne. (2016). **ESL Teaching: Principles for Success**. Portsmouth, NH: Heinemann.

Echevarria, Jana; Voyt, MaryEllen, and Short, Deborah. **Making Content Comprehensible for English Learners: The SIOP Model**. Pearson. *(Wait until class to purchase. We will discuss which edition to buy in class.)*

Custodio, Brenda and Judith O'Loughlin. (2017) **Students with Interrupted Formal Education: Bridging Where They Are and What They Need**. Corwin Press.

Other related material provided in class.

Session

Topic

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|---------------------|--|
| 1. August 27 | Introduction to course. Course overview and requirements. |
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CAEP: Six knowledge bases 1) knowledge of curriculum, 2) knowledge of learners, 3) knowledge of subject matter, 4) knowledge of educational goals and assessment, 5) knowledge of social context and 6) knowledge of pedagogy

*Visit from Steven Wisnor from OSU TESOL Program

Required reading: The Freemans, ESL Teaching.

Chapter Two: Teaching should be learner centered.

Chapter Three: Teaching should go from whole to part

2. September 3 Methods of teaching a second or foreign language

Required reading: Freemans, Chapter One

Methods Demonstration and Culture Presentation sign up

**3. September 10 Role of Home Language and Culture in ESL --
Knowledge of social context in the classroom.**

Required reading: Chapter One in SIFE book

Barriers and Bridges in the American school system

Role of Culture in Language Learning

4. September 17 Latinos in US Schools --

Required reading: Chapter Two in SIFE book

Focus on Latino issues and immigration policy

Culture presentations begin

5. September 24 Refugee Resettlement Process

Required Reading: Chapter Three in SIFE book

Speaker from a resettlement organization

* Visit from Amanda Pritt of USTogether Refugee Resettlement

6. October 1 Complete Culture Presentations

Individual or group presentations about cultures present in Columbus City Schools

Complete culture presentations

Required Reading: Freeman, Chapter Seven: Supporting Students' Language and Cultures

**7. October 8 Students with Limited Formal Schooling (SIFE)
and Newcomer Programs**

Methods Demonstrations begin

Submit Culture presentation written report online

**8. October 15 *Methods Demonstrations conclude*
*Methods review due on Carmen***

- 9. October 22** **Materials Review in class**
- 10. October 29** **ESL Teaching Best Practices from Freeman book:**
Required Reading: Chapters Four through Six
Materials review due on Carmen
- 11. November 5** **No Class—PD day for Columbus City Schools**
- 12. November 12** **SIOP Model Introduced**
Lesson planning, background knowledge, comprehensible input and strategies
- 13. November 19** **SIOP Model Continues**
Interaction, Lesson Delivery, Practice and Application, Review and Assessment
- 14. November 26** **NO CLASS: Thanksgiving Vacation**
Lesson Plan due Dec 2
- 15. December 3** ***Project Presentations***
Share final curriculum projects with class
Final Projects Due by midnight, December 10
To be submitted electronically via Carmen and TK20
Course evaluations due (Paper and electronic)

Assignment Details:

1. **Attendance:** It is expected that students will attend all classes, except in emergencies. Please notify the course instructor about all absences, preferably BEFORE the absence. Use Carmen/Canvas if you are absent to post your reactions to the assigned readings.
2. **Assignments:** All course assignments and projects should precisely follow the guidelines provided by the instructor and are expected to be completed on time. All late assignments will be penalized by a reduction of at least one letter grade. Late assignments are discouraged.
3. **Readings:** All reading assignments should be completed before the date assigned for class discussion. To encourage interaction among students and provide opportunities for group discussion in class, each student should bring one question to class for each reading assigned.
4. **Field Experience:** This class has a required 10 hours of field experience. You will write a 2-page reflection on one method you saw demonstrated during your experience and post the reflection on Carmen. Five of the hours must be with a

TESOL endorsed teacher, but the other five can be in any class in which there are English learners. Your reflection should describe how the method you saw in use was beneficial (or not) for English learners. This ten-hour experience will be part of the fifty required hours for endorsement.

5. **Materials Review:** Select a textbook, set of books, or other type of teaching supports that you can rate for effectiveness in a P-12 classroom. Do not use material that is strictly online. Rate this material using the rating form supplied in class and also available on Carmen. Consider the cost, ease of use by the instructor and the students, and how well this particular material will work with the age and proficiency level of the students in your class. (10 points)
6. **Methods Demonstration of Language Teaching** (individual or group)
 - Create a ten to fifteen minute presentation about a language teaching method.
 - Demonstrate how you would use this method to teach a class
 - Prepare a handout to accompany the demonstration for participants to use
 - Prepare a short report or handout on your method which will include:
 - a) Background and description of the method;
 - b) Critical analysis of the method, including comparisons with other methods;
 - c) Possible variety in adaptations of the method;
 - d) Its appropriateness for various situations
(ESL/EFL/Bilingual? Age? Level? Teaching Context?)
 - e) Bibliography of teacher resources for this method
 - f) One page personal reaction/reflection to the method from each member of group to be posted on Carmen

Potential Teaching Methods from which to choose—may use others as well

CALL (computer-assisted language learning)

Content-based ESL (Math, Science, or Social Studies)

Cooperative learning activities/Games

ESL through Drama/Storytelling/Role playing

Grammar Translation

Jazz Chants

Literature-based ESL (integrating four language domains)

SIOP/ Sheltered Instruction

Total Physical Response

6. **Culture Project:** This project will have two components. As an individual or a small group, investigate a culture found in Central Ohio and report on it to the class. There will be an oral presentation of 10-15 minutes including a media presentation and a written component of 3-5 pages—see assignment form for details. Inform the class about what they would need to know about this culture group to best teach the children. (Oral

component, 15 pts. and written is 10 points.) This assignment will be part of your final project discussed below.

7. Final Project: During this course, you will have various opportunities to learn about culture and culture-related instruction. These may include:

- Interviewing ESL teachers about their approach to teaching culture
- Interviewing ELLs regarding their linguistic and cultural background
- Analysis of your school district's information about culture and teaching ELLs
- Your own reading and other sources of information about your ELLs' L1 backgrounds
- Course readings and lectures about culture
- Course readings and lectures about teaching methods

Your task in this assignment is to synthesize what you have learned from those sources, from the relevant national and state TESOL standards concerning culture, and your own ideas and experiences in order to discuss your culture teaching philosophy as it applies to National TESOL Standard 2 and the related Ohio TESOL standards cited earlier. In other words, in this paper you will discuss your ideas and approaches with respect to how you will account for the influence of culture, especially ELs' native culture, in your own instructional practices.

Additional details will be given in class, with a rubric. This assignment must also be uploaded to TK20 by the end of the class (*December 10 at midnight*).

***Grading Plan/Grading Rubric**

Class participation (Including self-evaluation)	5%
Field Experience of at least 10 hours with reflection	10%
Materials Review	10%
Methods demonstration	20%
Culture presentation	25%
Final project	30%

Grading Scale

A 93-100%	B+ 87-89	C+ 77-79	D+ 67-69
A- 90-92	B 83-86	C 73-76	D 60-66
	B- 80-82	C- 70-72	E 59% or less

Policies for Student Conduct and Participation

Students are expected to attend class and to participate. No more than 2 classes absences will be accepted in order to gain credit for the course. Unplanned circumstances will be considered on an individual basis (e.g., death in the immediate family, illnesses).

Academic Misconduct—The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the

academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obliged by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student conduct (http://sutdntaffairs.osu/info_for_students/csc.asp).

ODS Statement—Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Service is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>. You will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Grievances and Solving Problems—According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by ***speaking first with the instructor or professor***: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first ***to the supervising instructor***, then to the chairperson of the assistant’s department.”

Statement on Diversity—The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religions, sex, sexual orientation, or veteran status, is prohibited.

Technology

Technology provides a variety of tools to support ESL students learning across the curriculum. The course will introduce the field of Computer Assisted Language Learning

(CALL) including opportunities for students to develop skills in areas such as web design, video, power point and electronic communication. The ESL population in the Columbus area is comprised of students who bring diverse resources to our school system. The course will model and demonstrate how technology can facilitate the development of multilingual, multicultural voices to promote academic achievement.