Western Washington University  
**Teaching English to Speakers of Other Languages**

TESOL 441: *INSTRUCTIONAL THEORIES & METHODS for TESOL*

4 Credits | IN-PERSON | Summer 2024 dates: June 25 – aug 23

**Instructor**: Paul Mart | [paul.mart@wwu.edu](mailto:paul.mart@wwu.edu) | office: 360-650-2808  
**Office Hours**: by appointment on Zoom

# Course Description

Exploration of theories and methods of the instruction of English language learners in a variety of contexts, with special emphasis on supporting English language learners in community-based contexts. Includes opportunities to evaluate and demonstrate principles of teaching and supporting reading, writing, speaking, and listening.

**Prerequisite**: Admission to the TESOL program or permission of instructor.

# Course Resources and Materials

*An effort has been made to ensure that all course materials are available to students at no cost. Resources will either be available through Western’s library, available through Open Educational Resource (OER) libraries, or your instructor will provide chapters.*

* Parrish, B. (2019). *Teaching Adult English Language Learners: A Practical Introduction*. Cambridge. <https://onesearch.library.wwu.edu/permalink/01ALLIANCE_WWU/gd092f/alma9992964722801453>

# Program and Course Goals and Objectives

*Program Goal*: The TESOL Certificate in “Supporting English Language Learners” prepares individuals to work in community and professional contexts in supporting English language learners through community outreach, instruction, and mentoring.

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| **Program Learning Objectives (PLOs)**  Students will be able to… | **Course Learning Objectives (CLOs)**  Students will be able to… |
| 1. develop and apply principles of linguistics and second language acquisition to supporting English language learners 2. investigate methods for supporting and instructing English language learners in various contexts 3. investigate opportunities for developing a professional identity as an advocate for English language learners 4. practice supporting English language learners in a community-based context   *Note: All PLOs are addressed in the TESOL course sequence—TESL 411, 441, 450, 451* | 1. evaluate instructional models and theories for teaching languages (PLO 2) 2. demonstrate strategies for planning curriculum (PLO 2) 3. evaluate materials used in English language learning contexts (PLO 2) 4. identify resources for supporting English language learners (PLO 2) 5. practice building lesson plans and delivering instruction (PLO 2) |

# Modality Overview

All TESOL courses will be offered both face-to-face and online. The course learning objectives for both modalities are the same. In both cases, students will be expected to complete 30 hours of work total for each credit across their enrollment in the course. For online courses, a combination of synchronous and asynchronous activities, lectures, and discussions will take the place of face-to-face activities.

# Course Schedule and Learning Modules

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| **Module and Theme** | **Dates** | **Content: *Readings and Online Resources*** | **Assignments** |
| Module 1: *Introduction* | Week 1 | **Readings:**   * Course & Practicum Info | **Discussion:**   * Introductory Discussion |
| Module 2: *Supporting ELLs* | Week 2 | **Readings:**   * Lesson Planning Resources | **Activities:**   * Practicum Info Sheet * Standards & Outcomes   **Discussion:**   * Review & Respond to a Lesson Plan |
| Module 3: *ESL Icebreakers & Warm-ups*  Module 4: *SIOP Teaching Model* | Week 3 | **Readings:**   * ESL Icebreakers & Warm-ups * Overview of SIOP Model: *Reflections on Teaching Multilingual Learners*   **Videos:**   * SIOP Review | **Activities:**   * Create a warm-up * Review & Respond to a Listening/Speaking Activity   **Discussion:**   * Teaching Reflection #1 * Professionalism in the Classroom * Teaching Reflection #2 * SIOP |
| Module 5: *Lesson Planning I* | Week 4 | **Readings:**   * Grammar Lesson Plan * *Stages of Language Fluency*   **Videos:**   * Basics of Lesson Planning: Backwards Planning | **Discussion:**   * Teaching Reflection #3   **Projects:**   * Mid-Point Check-In (Hours & Experience) |
| Module 6: *Lesson Planning II* | Week 5 | **Readings:**   * *Using Thematic Units for English Language Development*   **E-resource:**   * Azar Grammar Activities | **Activities:**   * Write a mini-lesson plan * Attend an advising session |
| Module 7: *Working with ELLs in Instructional Contexts* | Week 6 | **Readings:**   * *How Lessons Fail Els* * Sample Lessons from previous practicum students | **Discussion:**   * Discussion on a Lesson Plan |
| Module 8: *Teaching ELLs in the US* | Week 7 | **Readings:**   * Sample Reading Lesson Plan * *Iceberg Model: Surface & Deep Culture* * *Considering Culture* | **Activities:**   * Review & Respond to a Reading Lesson   **Discussion:**   * Discussion on Considering ELLs Culture |
| Module 9: *Assessment* | Week 8 | **Readings:**   * *Classroom-based Assessment* * SIOP: Review & Assessment * Sample Assessments & Rubrics | **Activities:**   * Review & Respond to Readings on Assessments   **Discussion:**   * Teaching Reflection #4 |
| Module 10: *Wrap-Up* | Week 9 |  | **Activity:**   * Final Practicum Reflection and Hour Log |

# Assignment Categories and Course Requirements

*Additional descriptions for each assignment, including instructions and a grading rubric, are provided in Canvas.*

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| --- | --- | --- | --- |
| **Assignment Category** | **Quantity** | **Percentage** | **Course Learning Objectives (CLOs)** |
| **Activities**  Course activities engage students in thinking about the content from each learning module and how to demonstrate and apply the concepts to supporting English language learners. | 5 @ 5% | 25% | CLO 1 |
| **Discussions**  Discussion activities provide an opportunity for students to investigate applications of the module theme to English language learners. Each discussion will include three questions, one focused on exploring students’ understanding of the theme, one on the application to language learners, and one on how that knowledge could be positioned to support language learners. | 5 @ 5% | 25% | CLOs 1, 2 |
| **Community-Based Practicum**  Students will each complete a practicum, supporting ELLs in a specified context for a total of 30 hours throughout the quarters (approximately three hours over 10 weeks). Students will complete a log and a reflection paper outlining their experiences. | 1 @ 50% | 50% | CLO 3 |
| **Total** | | **100%** |  |

## Grading Scale

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| S (70-100%) |
| U (69.9 and below) |

# Course and University Policies

## Resources and Student Services

The list below provides general information about student services available through Western:

* Policies for Western Students: <https://syllabi.wwu.edu/>
* Western Campus Resources: <https://syllabi.wwu.edu/campus-resources/>
* General University Student Services: <https://www.wwu.edu/overview-student-services>
* Hacherl Research and Writing Studio: <https://library.wwu.edu/rws>

## Submission of Individual Work

The course is structured in learning modules. As all information builds on materials from previous weeks, students are expected to stay current with course assignments. All individual work must be submitted no later than the specified due date unless prior arrangements have been made.

## Submission of Group Work

There may be an emphasis placed on group work in this course. As group work is interdependent, all group work must be turned in by dates specified in the module unless prior arrangements have been made, or in case of emergency. If an individual member of the group is to have a planned absence, then his or her share of the group project must be turned in to other group member in advance to allow them to include that student’s work.

## Expectations for Group Interaction

Students are expected to equally share the workload of group projects, be accessible for and responsive to group activities and communication, and in general, work in a manner conducive to fostering positive group interaction.

## Rules of Engagement

This course operates from the standpoint that *diversity in humankind is a strength*. Therefore, during all course interactions, participants are expected to treat those with differing opinions, attitudes, abilities, and learning styles with respect. Students are encouraged at appropriate times to voice differing opinions and disagreements to said opinions, if done in a positive and respectful manner. At no time are students allowed to disrespect others on a personal or socio-cultural basis, or on any other basis that the instructor may have neglected to include. Keep in mind that posts on media/websites outside of Canvas may be in the public domain (see “Third-Party Software and FERPA” policy below).

For a discussion of Netiquette (i.e., etiquette for online communications) please see: [http://www.indiana.edu/~icy/netiquette.html](http://www.indiana.edu/~icy/netiquette.html.).

## Academic Honesty

Students are responsible for reading, understanding, and following the policy and procedures regarding academic dishonesty as set forth in the *WWU Academic Honesty Policy and Procedure*   
(see [Appendix D of the University Bulletin](http://catalog.wwu.edu/content.php?catoid=5&navoid=463)).

## Reasonable Accommodation Policy

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, contact WWU [Disability Access Center](http://www.wwu.edu/depts/drs/) at 360-650-3083.

## Third-Party Software and FERPA

During this course you may have the opportunity to use public online services and/or software applications sometimes called third-party software (i.e. Google Docs, YouTube). While some of these may be used for required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname (ensuring the facilitators know how to identify you). Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identifiable/sensitive information. If you have any concerns about this, please contact your instructor.

## Professionalism

*Please be aware of the following professional expectations in this and all TESOL courses.*

The TESOL student…

* contacts the teacher in the event of an emergency
* treats the instructor and classmates with respect
* is responsible for all assigned work
* does assignments neatly and turns them in on time
* turns in writing that has been proofread and has correct grammar, punctuation and spelling