

# EDUC601

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

## Course Summary

**Course :** EDUC601 **Title :** Methods and Materials in TESOL Education

**Length of Course :** 8

**Prerequisites :** N/A **Credit Hours :** 3

## Description

**Course Description:** This course is intended for both regular education and English Language Learners teachers and will focus on developing instructional strategies for supporting ELL students in content area learning. Course participants will develop instructional and leadership skills needed for teaching ELL. Participants will reflect upon using proven assessment and instructional practices to enhance learning in today's challenging classroom environments. Cases will be used to facilitate online discussions regarding beliefs, best practices, challenges, current research, and applications to individuals' own teaching practice.

### Course Scope:

This course explores the underlying principles that provide the foundations for effective language teaching, understanding the evolution and use of national standards in the provision of exemplary lessons, and the nature of professional conduct in the field of Teaching English as a Second Language (TESOL). Through readings, forums, and other activities, students will gain insight into their own assumptions about teaching languages and begin conversations that challenge traditional language teaching methods. Students will exit the course with a general understanding of important Second Language Acquisition theories as they relate to language teaching and will discover approaches to language teaching that promote successful language acquisition.

## Objectives

After successfully completing this course, you will be able to:

1. Identify and be conversant in the knowledge that ESL/EFL teachers must possess in order to promote language acquisition in classroom settings (Standard 1.b)
2. Engage in informed forums about the use and role of the National TESOL Standards. (Standard 3.a)
3. Demonstrate an understanding of how the National TESOL Standards effect practice and daily classroom instruction. (Standards 3.a and 3.b)
4. Identify and know theoretical constructs necessary for choosing teaching strategies. (Standard 3.b)
5. Use sophisticated understanding of the theory that underpins the creation of effective listening, reading, writing, speaking, and cultural activities to inform forum concerning ESL instruction and curriculum design. (Standards 1.b, 2.a, 3.a, 3.b, and 3.c)

6. Develop curriculum-based assessments for use in instructional planning and assessments in the ESL classroom. (Standards 4.a, 4.b, and 4.c)
7. Engage in informed forum on uses and limitations of technology in the second language classroom. (Standards 3.a, 3.b, and 3.c)
8. Develop differentiated assignments and activities based on an understanding of how learner characteristics effect learning outcomes. (Standards 1.b, 4.a, and 4.b)
9. Identify processes and procedures for professional development and continued pedagogical growth. (Standards 5.a, 5.b, and 5.c)

**Standard 1.b. Language acquisition and development.** Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

**Standard 2.a. Nature and Role of Culture.** Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

**Standard 3.a. Planning for Standards-Based ESL and Content Instruction.** Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

**Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction.** Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

**Standard 3.c. Using Resources Effectively in ESL and Content Instruction.** Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

**Standard 4.a. Issues of Assessment for ESL.** Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.

**Standard 4.b. Language Proficiency Assessment.** Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

**Standard 4.c. Classroom-Based Assessment for ESL.** Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.

**Standard 5.a. ESL Research and History.** Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

**Standard 5.b. Partnerships and Advocacy.** Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.

**Standard 5.c. Professional Development and Collaboration.** Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.

---

# Outline

## Week 1: An Introduction to TESL

---

### Learning Objectives

- Identify and be conversant in the knowledge that ESL/EFL teachers must possess in order to promote language acquisition in classroom settings.
- Engage in informed forums about the use and role of the National TESOL Standards.
- Demonstrate an understanding of how the National TESOL Standards affect practice and daily classroom instruction.
- Identify processes and procedures for professional development and continued pedagogical growth.

### Readings

#### **Text:**

Chapter 1, 2, and 3

**File Download:** TESOL Standards for Instruction.

**Review** the Additional Resources to supplement your learning.

### Assignments

- **Forum Post 1**
- **Forum Post 2**
- **Article Critique 1**

## Week 2: Lesson Planning

---

### Learning Objectives

- Identify and be conversant in the knowledge that ESL/EFL teachers must possess in order to promote language acquisition in classroom settings.
- Demonstrate an understanding of how the National TESOL Standards effect practice and daily classroom instruction.

### Readings

#### **Text:**

Chapters 23

**Review** the Additional Resources to supplement your learning.

### Assignments

- **Forum Post 3**
- **Get to know your Carnegie Speech NativeAccent software and Identify a Student for your Case Study**

## Week 3: Teaching Listening and Speaking Skills

---

## Learning Objectives

- Identify and be conversant in the knowledge that ESL/EFL teachers must possess in order to promote language acquisition in classroom settings.
- Demonstrate an understanding of how the National TESOL Standards affect practice and daily classroom instruction.
- Identify and know theoretical constructs necessary for choosing teaching strategies.
- Use sophisticated understanding of the theory that underpins the creation of effective listening, reading, writing, speaking, and cultural activities to inform forum concerning ESL instruction and curriculum design.

## Readings

### **Text:**

Chapters 6-10

**Review** the Additional Resources to supplement your learning.

## Assignments

- **Forum Post 4**
- **Forum Post 5**
- **Activity 1**

## **Week 4: Creating Effective Reading and Writing Activities**

---

## Learning Objectives

- Identify and be conversant in the knowledge that ESL/EFL teachers must possess in order to promote language acquisition in classroom settings.
- Demonstrate an understanding of how the National TESOL Standards affect practice and daily classroom instruction.
- Identify and know theoretical constructs necessary for choosing teaching strategies.
- Use sophisticated understanding of the theory that underpins the creation of effective listening, reading, writing, speaking, and cultural activities to inform forum concerning ESL instruction and curriculum design.

## Readings

### **Text:**

Chapters 13, 14, 34, and 35

### **File Download:**

A Composite Textual Comprehension Model for Literacy in the LOTE Classroom.

**Review** the Additional Resources to supplement your learning.

## Assignments

- **Forum Post 6**
- **Forum Post 7**
- **Activity 2**
- **Article Critique 2**

## **Week 5: Effective Grammar Activities**

---

## Learning Objectives

- Identify and be conversant in the knowledge that ESL/EFL teachers must possess in order to promote language acquisition in classroom settings. Demonstrate an understanding of how the National TESOL Standards affect practice and daily classroom instruction.
- Identify and know theoretical constructs necessary for choosing teaching strategies.
- Use sophisticated understanding of the theory that underpins the creation of effective listening, reading, writing, speaking, and cultural activities to inform forum concerning ESL instruction and curriculum design.

## Readings

### **Text:**

Chapters 16, 17, and 18

**Review** the Additional Resources to supplement your learning.

## Assignments

- **Forum Post 8**

- **Activity 3**

## **Week 6: Using Technology Effectively**

---

## Learning Objectives

- Identify and be conversant in the knowledge that ESL/EFL teachers must possess in order to promote language acquisition in classroom settings.
- Demonstrate an understanding of how the National TESOL Standards affect practice and daily classroom instruction.
- Identify and know theoretical constructs necessary for choosing teaching strategies.
- Use sophisticated understanding of the theory that underpins the creation of effective listening, reading, writing, speaking, and cultural activities to inform forum concerning ESL instruction and curriculum design.
- Engage in informed forum on uses and limitations of technology in the second language classroom.

## Readings

### **Text:**

Chapter 26

**Review** the Additional Resources to supplement your learning.

## Assignments

- **Forum Post 9**

- **Article Critique 3**

## **Week 7: Effective Classroom Assessment**

---

## Learning Objectives

- Identify and be conversant in the knowledge that ESL/EFL teachers must possess in order to promote language acquisition in classroom settings.
- Demonstrate an understanding of how the National TESOL Standards affect practice and daily classroom instruction.
- Develop curriculum-based assessments for use in instructional planning and assessments in the ESL

classroom.

- Develop differentiated assignments and activities based on an understanding of how learner characteristics effect learning outcomes.
- Identify processes and procedures for professional development and continued pedagogical growth.

Readings

**Text:**

Chapters 20 and 21

**Review** the Additional Resources to supplement your learning.

Assignments

- **Forum Post 10**
- **Activity 4**
- **Professionalism – Advocacy Project**

## **Week 8: Unit Planning and Class Summary**

---

Learning Objectives

- Identify and be conversant in the knowledge that ESL/EFL teachers must possess in order to promote language acquisition in classroom settings.
- Demonstrate an understanding of how the National TESOL Standards affect practice and daily classroom instruction.
- Identify and know theoretical constructs necessary for choosing teaching strategies.
- Use sophisticated understanding of the theory that underpins the creation of effective listening, reading, writing, speaking, and cultural activities to inform forum concerning ESL instruction and curriculum design.
- Identify processes and procedures for professional development and continued pedagogical growth.

Readings

**Text:**

Chapters 39 and 40

**Review** the Additional Resources to supplement your learning.

Assignments

- **Forum Post 11**
  - **Forum Post 12**
  - **Unit Plan**
  - **Case Study (NativeAccent) Reflection**
  - **Reflection**
- 

## **Evaluation**

**Grading:**

Name	Grade %
------	---------

## Materials

**Book Title:** Teaching English as a Second or Foreign Language, 4th Edition

**Author:** Celce-Murcia/Brinton/Snow

**Publication Info:** Heinle (Cengage)

**ISBN:** 9781111351694

**Book Title:** Students will need a USB headset, compatible with MACs and PCs to use with NativeAccent product. (Recommended- Microsoft Lifechat LX 3000)

**Author:**

**Publication Info:**

**ISBN:** NOTE

**Book Title:** Carnegie Speech NativeAccent product is required for this course. Please purchase NativeAccent v3.0 18-week license through the APUS Bookstore-  
<https://www.myedmap.com/Storefront/Home/APGSP#search>(Google Chrome is the preferred browser for NativeAccent)

**Author:**

**Publication Info:** Carnegie Speech

**ISBN:** NA3US-18

## Course Guidelines

Phasellus eros sopien, lacinia eget veut vitae, viverro finibus neque Donec vulputate (empor erat id laoreet Nunc commodo ornare justo, sit omet ultrices magna pharetro quis Ut oc nunc in metus fermentum pellentesque eel quia leo. Fusce sodales diam eel tempor posuere ougue nsus ullamcorper quom, id vehiculo libero ante oc ipsum, Donec vitae purus magna Curobitur semper dui quis risus pretium finibus Phosellus non magna consectetur, foubibus magno et, ullamcorper eros. Ut oc nunc in metus fermentum pellentesque eel quia leo. Fusce sodoles, diom eel tempor posuere, ougue risus ullomcorper quom, id vehiculo libero ante oc ipsum. Donec vitae purus magna. Curobitur semper dui quia risus pretium finibus. Phasellus non magna consectetur, faucibus magno et, ullomcocper eros. lacinia eget velit vitae, vrvecro finibus neque Donec vulputote tempor erot id looreet Nunc commodo ornare 'usto, sit omet ultrices magno phoretro quis. Ut oc nunc in metus fermentum pellentesque eel quis leo. Fusce sodoles, diom eel tempor posuere, ougue risus ullomcocper quom, id vehiculo libero ante oc ipsum, Donec vitae purus magno. Curobitur semper dui quia risus pretium finibus. Phasellus non magno consectetur, foubibus magno et, ullamcorper ecos. Phosellus eros sopien, lacinia eget veut vitae, viverra finibus neque Donec vulputote tempor erot id looreet Nunc commodo ornare justo, sit omet ultrices magno phoretro quis Ut oc nunc in metus fermentum pellentesque eel quia leo. Fusce sodoles, diom eel tempor posuer ougue nsus ullomcorpec quom, id vehicula libero ante oc ipsum. Donec vitae purus magno Curabitur semper dui quis risus pretium finibus Phosellus non magno consectetur, foubibus magno et, ullomcorpec eros.

---

# University Policies

## [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.