

T&L 2900 — Methods & Materials for Teaching ESL Students

Course at a Glance

Instructor: Dr. Karen Lea

Length: Approximately 45 hours, complete in 4 months

Dates: Rolling admission

Number of Graduate Professional Development Credits: 3, from the University North Dakota

Introduction

Methods & Materials for Teaching ESL Students was written to help teachers understand concepts and terms related to educating students whose first language is not English. This course discusses how to apply instructional methods in creating lessons; how to create a motivating and caring learning environment; how to integrate teaching reading, writing, speaking, and listening skills; how to differentiate instruction for English language learners; and how to identify culturally appropriate curriculum and instructional resources.

This course is designed as an informational course for K–12 teachers, administrators, parents, and related service personnel. Information discussed is designed to help you better understand second language acquisition and current educational models being used to educate English language learners. This course will allow you to compare and identify how school districts in your own area are implementing English language learning programs and handling current issues, along with some of the practices teachers are using to educate students and communicate with parents/guardians.

This online, self-paced program can be started and completed at the student's own leisure **within four months from the UND assigned course start date after enrollment.**

Learning Objectives

As a result of taking this course, participants will be able to demonstrate their ability to:

1. Apply instructional methods in creating lessons
2. Create a motivating and caring learning environment
3. Create standards-based lessons
4. Integrate the teaching of reading, writing, speaking, and listening skills
5. Differentiate instruction for English language learners
6. Identify culturally appropriate curriculum and instructional resources

Session Topics

Information provided in this course has been divided into four chapters, which should be completed in the order in which they are presented in the program. Once you have completed these four chapters, you should have a better understanding of the methods and materials for teaching English language learners. You are strongly encouraged to read additional journal articles, books, and research materials outside the course material to gain a better understanding of current issues related to educating students who are learning English as a second language.

Chapter 1: English Language Learners

This chapter focuses on who English language learners are and instructional methods that research tells us work best with individuals who are learning a second language, learning academic content, and perhaps also continuing to learn their native language at home and in the community.

Chapter 2: Instructional Strategies

Chapter 2 focuses on instructional methods and theories for teaching individuals who are learning English as a second language.

Chapter 3: Methods

This chapter focuses on specific strategies/methods for teaching reading, writing, speaking, and listening when teaching individuals who are learning English as a second language.

Chapter 4: Choosing Cultural Materials

Chapter four focuses on how to choose and create culturally sensitive classroom and/or school materials.

Course Materials

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course. There are NO required textbooks.

Assignments & Examinations

Assignments-

This course has two required writing components. **ALL ASSIGNMENTS ARE REVIEWED.**

1) *Essay Requirement: Critical Thinking Questions*

There are four Critical Thinking Questions that you must complete. You will do research on the questions and write brief essay responses relating it to the course content (and your personal experiences, when possible).

2) *Essay Requirement: Journal Articles*

This task requires you to write a review of three peer-reviewed or scholarly journal articles (blogs and news articles are not acceptable) of your choice on a topic related to this course.

Examinations-

At the end of each course section, you will be expected to complete an examination designed to assess your knowledge. There are a total of 4 exams in this course. You may take these exams a total of three times.

Grading

This online course uses **Letter Grading (A, B, C, or F)**.

- **Writing assignments for this course comprise 50% of the final grade.**
- **The remaining 50% of the grade will be the average from the four (4) course examinations.**

Course Grading Scale for Letter Grades:

A = 90 - 100% of total score

B = 80 - 89%

C = 70 - 79%

F= below 70%

Scholastic Dishonesty

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at: <http://und.edu/student-affairs/code-of-student-life/>