English as a Second Language

1 Credit Online Graduate Course

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**Course Description**

The focus of this course is to provide educators with an overview of the methodologies and theories suggested to teach English to second language learners. Students will participate in several assignments that reinforce the concepts and strategies found within the course modules and must see websites including the application of these strategies through the development of lesson plans.

**Course Objectives**

1. Explain historical processes that have influenced the development of the English language.
2. Create lesson plans that celebrate cultural differences and promote cultural awareness in students.
3. Discuss major researchers and their contributions to the field of second language learning and teaching.
4. Select approaches related to language learning.
5. Integrate selected theory into classroom and teaching strategies.
6. Examine various ESOL Program models.
7. Plan appropriate use of ESOL Teaching Strategies.
8. Create lesson plans for classroom use based various language learning approaches.

**Time Requirements**

**English as a Second Language** is a three module, one credit graduate level course that runs over four weeks online.

**Hardware & Computer Skills Requirements**

Participants should possess basic word processing skills and have Internet access with an active e-mail account. Participants are expected to have a basic knowledge of how to use a Web browser such as Google Chrome, Mozzilla Firefox or Microsoft Internet Explorer.

### Course Materials

Online readings and Web site reviews (including journal articles and best practices from the body of educational research) will be assigned during the course to enhance learning. These readings will be presented as annotated Web sites within the course content.

## Module Outline

Module One: History of English Language

**Objective:**

1. Explain historical processes that have influenced the development of the English language.
2. Create lesson plans that celebrate cultural differences and promote cultural awareness in students.

**Contents:**

History of English

Terminology

Why Learn English

The Teacher’s Role

**Module Two:** **Theories**

**Objective:**

1. Discuss major researchers and their contributions to the field of second language learning and teaching.
2. Select approaches related to language learning.
3. Integrate selected theory into classroom and teaching strategies.

**Contents:**

Chomsky

Piaget

Vygotsky

Schumann’s Acculturation Model

Krashen’s Monitor Model

Grammar Translation

Audio Lingualism

Cognitive Code

The Direct Method

The Natural Approach

Total Physical Response

**Module Three: Approaches to Teaching Language**

**Objective:**

1. Examine various ESOL Program models.
2. Plan appropriate use of ESOL Teaching Strategies.
3. Create lesson plans for classroom use based various language learning approaches.

**Contents:**

**ESL**

**Sheltered English**

**Newcomer Programs**

**Transitional Bilingual Education**

**Developmental Bilingual Education Programs**

**Dual Language Programs**

**Teaching Strategies**

## Grading

#### Assignment Points Grading Scale

Reading, Assignments/Reflections 05 29-27 **A** Lesson Plans 24 26-24 **B**

**Total Points 29** 23-21 **C**

## Students Requirements

1. Complete all reading, lesson plans and reflection assignments.