

## **EDTR 269**

### **TESOL Methods: Classroom and Curriculum**

3 Credits

## Community College of Baltimore County Common Course Outline

### **Description**

**EDTR 269 – TESOL Methods: Classroom and Curriculum:** This course prepares students to conduct and/or support English as a second language (ESL) or English as a foreign language (EFL) instruction in the US or abroad in adult, community, and post-secondary education contexts as well as in K-12 support contexts. Major topics include the design and delivery of instruction, instructional technology, assessment, support for diverse learners, and administrative matters in TESOL. The course provides opportunities for peer teaching and requires tutoring, teaching, or assisting in teaching English language learners. This course and the other courses in the TESOL series also prepare students and existing educators to pursue the ESOL K-12 Praxis examination credential.

**Pre-requisites:** ACLT 053 or (ESOL 052 and ESOL 054)

### **Overall Course Objectives**

Upon completion of this course, students will be able to:

1. design lesson, unit, and course plans for teaching core English language skills, including holistically and via task- and content-based instruction involving varied fields/contexts;
2. use a wide range of instructional methods and techniques in English language teaching;
3. design instructional activities that incorporate culture and technology into English language teaching and learning;
4. evaluate, select, and adapt instructional materials for varied learner levels and profiles;
5. design assessments appropriate for various purposes in English language instruction;
6. interpret and apply assessment data;
7. demonstrate an understanding of best practices in providing student feedback;
8. differentiate instruction for multiple levels/needs;
9. develop strategies to promote autonomous learning and learners' acquisition of receptive and productive language skills;
10. apply core principles of teaching pronunciation;
11. explain approaches for working with content instructors to develop materials and activities for English language learners;
12. formulate strategies to address affective and administrative needs in instruction; and
13. discuss the role of professional development for ESL instructors.

### **Major Topics**

The Common Course Outline (CCO) determines the essential nature of each course.

For more information, see your professor's syllabus.

- I. Instructional design
  - a. Developing lesson, unit, and course plans
  - b. Varying instructional methods and techniques
  - c. Teaching core English language skills holistically and via task- and content-based instruction involving varied fields/contexts
  - d. Evaluating, selecting, and adapting instructional materials for varied learner levels and profiles
  - e. Teaching critical thinking
  - f. Involving culture in instruction
- II. Technology in instruction
  - a. Course platforms
  - b. Remote teaching
  - c. Varied tools for instruction
- III. Differentiation of instruction for varied needs
  - a. The multi-level class
  - b. Special needs
  - c. Gaps in formal education
  - d. Gifted learners
  - e. Accommodations and services
- IV. Supportive learning
  - a. Promoting autonomous learning
  - b. Creating a language-rich environment
  - c. Balancing receptive and productive language skills
  - d. Using cognitive and meta-cognitive strategies
- V. Assessment
  - a. Entrance and exit assessments
  - b. Formal versus informal assessments
  - c. Formative and summative assessments
  - d. Norm- versus criterion-referenced assessments
  - e. Designing assessments
  - f. Adapting mainstream assessments for English language learners
  - g. Refining student feedback skills
  - h. Interpreting and using assessment data
- VI. Pronunciation
  - a. Phonetics and the phonetic environment
  - b. Stress and intonation patterns
  - c. The International Phonetic Alphabet
  - d. Dialect variation in English
  - e. Pronunciation instruction in ESL
- VII. Administrative matters
  - a. Classroom management
  - b. Affective needs in TESOL
  - c. Administrative needs in TESOL
  - d. Interactions with English language learners' parents/guardians
  - e. Community resources
- VIII. ESL in the whole-school context
  - a. Collaboration with content instructors to support and to develop materials and activities for English language learners

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- b. Advocacy for departmental and student needs
- c. Legal and ethical matters in ESL
- IX. Professional development for ESL instructors
- X. Instructional practice: Tutoring and/or teaching

### **Course Requirements**

Grading will be determined by the individual faculty member, but shall include the following, at minimum:

- A mid-term examination and a final examination
- Three class presentations, including at least two mock teaching assignments
- Three written lessons, units, and/or curriculum plan assignments
- Class observation reports reflecting a minimum of two and a half hours of observations
- Tutoring and teaching reports reflecting a minimum of two and a half hours of tutoring and/or teaching activities

Written assignments and research projects: Students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

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