



## **Course Syllabus:**

# Teaching English Language Learners (ELL): An Introduction

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### 45 Hours or 3 Graduate Credits

#### Course Description:

This course focuses on effective strategies for English language instruction. Participants will go beyond a one-size-fits-all approach to explore and implement innovative ways of teaching vocabulary and grammar, listening and speaking, reading and writing, and designing fair and accurate assessments. Learn more about ELL (English language learner) students and their needs and how to choose the most appropriate materials and activities for the classroom. Explore how teachers can choose and fine-tune the principles that exactly fit their teaching situation. Participants will rethink the traditional native vs. non-native distinction, see why teaching English is so different from teaching other subjects, and explore innovative approaches like Communicative Language Teaching and the lexical approach.

#### Course Objectives: By the end of the course, participants will:

- Use a number of general language-teaching principles to guide your choice of classroom activities.
- Discover some different ways to select and teach words and phrases that are especially useful for your students, and get to know the lexical approach.
- Examine listening, speaking, and reading skills while exploring what you can do to help learners communicate more effectively in English and improve their comprehension and reading speed.
- Select appropriate tasks and topics to help your students compose texts more effectively with a better sense of why writing is the most challenging ability for language learners.
- Be a more effective and reflective teacher, as well as see the importance of continuing your professional growth now and throughout your career.

#### Student Expectations:

This online course is experiential and interactive. Participants will engage in a variety of activities to learn, practice, and apply the skills outlined in the course. This will include workbook exercises, short answers that are reviewed by a moderator, quizzes, observation and analysis of lessons, coaching interactions with a coaching partner that include feedback and analysis of both the lesson and the coaching episode. A final exam is also a part of the course. Participation in all of these areas is necessary for students to successfully complete the course with a passing grade.

**Grading:**

- **Forum Post Exercises/ Reflective Journals:** 70% of your final grade
- **Quizzes:** 10% of your final grade. Quizzes may be submitted up to 3 times each and the highest score of the 3 will be used.
- **Final Exam:** 20% of your final grade. **You must receive a score of 60% or greater on the final exam to pass this course.**
- You must have an 80% average to obtain university credit for any course. You must have an 80% average to pass the course unless your district has specified otherwise. If your district has specified a different percentage needed to pass, it will be posted in “Your District Information” in the District section of the site. If nothing is posted, you must pass with an overall average of 80%.
- Forum post exercises will not be approved until your entry has met the minimum approval score of 80%.

**Credit:**

- For those taking this course for credit, upon completion, the necessary paperwork will be submitted to the university that was selected at the time of purchase. Please see [University Partners](#) on our homepage for more information.
- For those taking this course for a Certificate of Completion, one will be emailed upon successful completion that may kept for your records.

**Class Outline:**

- Lesson 1
  - Introduction
  - 1.a How Linguists Look at English
  - 1.b Why People Can Learn New Languages
  - 1.c Who is a “Native Speaker” of English?
  - 1.d Taking a Continuum Approach
  - 1.e The Critical Period (CP) for Learning
  - 1.f How English Language Teaching is Different
  - 1.g Summary
- Lesson 2
  - 2.a ESL/ESOL/ELT: It’s all about teaching and learning
  - 2.b Roles and Expectations
  - 2.c ESL and EFL
  - 2.d Four Teachers
  - 2.e Different Styles of Classroom Interaction

- 2.f Supplementary Material
- Lesson 3
  - 3.a Introduction
  - 3.b The Effects of Age in General
  - 3.c The Particular Effects of Age
  - 3.d Why Are Your Students Studying English?
  - 3.e Students in Class: Similarities and Differences
  - 3.f Supplementary Material
- Lesson 4
  - 4.a Introduction
  - 4.b The Direct Method and the Grammar Translation Method
  - 4.c The Audio-Lingual Method
  - 4.d The Humanistic Revolution
  - 4.e Limitations of Methods
  - 4.f Supplementary Material
- Lesson 5
  - 5.a Introduction
  - 5.b Communicative Language Teaching (CLT)
  - 5.c Eight Principles from Murphy and Byrd
  - 5.d Your Own Principles Choosing
  - 5.e Choosing and Developing Principles: Two Examples
  - 5.f Supplementary Material
- Lesson 6
  - 6.a Introduction
  - 6.b Three Kinds of Meaning
  - 6.c Three Limitations of Teaching Only Referential Meaning
  - 6.d Teaching Vocabulary Using Synonyms and Antonyms
  - 6.e Teaching Vocabulary Using Word Chains, Rhyming, and Expressions
  - 6.f Supplementary Material
- Midterm
- Lesson 7
  - 7.a Introduction
  - 7.b Teaching Grammar through Listening
  - 7.c Teaching Grammar Using the Lexical Approach
  - 7.d Top-Down Grammar Teaching
  - 7.e Teaching Grammar in Context
  - 7.f Supplementary Material
- Lesson 8
  - 8.a Introduction

- 8.b The Importance of Stress in English Pronunciation
  - 8.c Four Kinds of Listening and Speaking
  - 8.d Teaching Listening
  - 8.e Teaching Speaking
  - 8.f Supplementary Material
- Lesson 9
  - 9.a Introduction
  - 9.b Writing and Spelling Systems
  - 9.c Different Types of Reading Skills
  - 9.d Teaching Reading Skills
  - 9.e Types of Reading Classes
  - 9.f Supplementary Material
- Lesson 10
  - 10.a Introduction
  - 10.b The Transcription of Spoken English
  - 10.c The Vocabulary and Grammar of Writing
  - 10.d Characteristics of Good Writing
  - 10.e Teaching Writing
  - 10.f Supplementary Material
- Lesson 11
  - 11.a Introduction
  - 11.b Assessment
  - 11.c Testing Terminology
  - 11.d Designing, Administering, and Scoring Tests
  - 11.e The Use and Abuse of Testing
  - 11.f Supplementary Material
- Lesson 12
  - 12.a Introduction
  - 12.b Teaching Knowledge
  - 12.c Teaching Efficiency
  - 12.d Teaching Insight
  - 12.e Professional Development
  - 12.f Supplementary Material
- Evaluation
- Final Exam

**Course Access:**

Upon enrollment, you have 180 days to complete your online course in our [eClassroom](#). If you have any questions about course access, please email [support@cecreditsonline.org](mailto:support@cecreditsonline.org), create a customer service ticket in the LMS, or call [425-788-7275](tel:425-788-7275) extension 104.

**Compliance with and Commitment to the American Disabilities Act:**

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to [support@cecreditsonline.org](mailto:support@cecreditsonline.org) at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

**Academic Integrity Policy:**

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.