

ESOL Basics

Course Description and Overview:

ESOL Basics is an eight-week, asynchronous online course. This course is designed for adult educators who are new to teaching English to speakers of other languages (ESOL). ESOL is a term often used synonymously with ESL, or ELA (English language acquisition). For consistency, we use the term ESOL in this course but recognize that some programs may use other terms. The course is taught through the [Virginia Commonwealth University's Canvas learning management system](#). Completion of the course is designed to require a minimum of **32 hours** of your time - approximately four hours per week. However, you may find that you want to spend longer with some topics. In order to receive a certificate for participating in the *ESOL Basics* training; you must complete all assignments, respond to each discussion question, and respond at least once to one of your classmates in any of the week's discussion/assignment forums. The course week runs Thursday through Wednesday and all assignments are due by midnight on Wednesday. There are no required textbooks.

As you go through the course, keep in mind [TESOL's 6 Principles for Exemplary Teaching of English Learners](#). We have incorporated these six principles into the course, and note in the syllabus where principles are incorporated into course content. The six principles include:

1. Know your learners,
2. Create conditions for language learning,
3. Design high-quality language lessons,
4. Adapt lesson delivery as needed,
5. Monitor and assess student language development, and
6. Engage and collaborate within a community of practice.

Note: There will be a lot of additional links and resources posted. Explore these to inform your practice as you have time.

Weekly Format:

Lessons are sequential. Each week will follow a similar format. Included in each week are:

- An announcement that introduces the content
- Weekly content
- Discussion board topic
- Assignments

Course Requirements:

Because the course is designed for busy professionals, it is scheduled over several weeks to allow time to work through the materials and complete the weekly work according to your schedule. It is important to you and to the learning community that you have reviewed your personal and work schedule and have made the time

available to commit to your learning and professional growth. It is expected that the course will require about 4 hours per week.

You must have consistent and reliable Internet access to participate in this course.

In order to receive a certificate of completion, you must complete and submit all assignments, including the Discussion Board questions and responses to at least once to one classmates in each week. (principle 6)

Remember that, although you will gain from doing the activities, you will learn most from discussions with your online colleagues and facilitator. (principle 6) To keep our discussions as productive as possible, please stay within the timeframe outlined for this course. You may refer to the course timeline for specific dates.

Many of you have already taken an online course offered by the [Virginia Adult Learning Resource Center](#). However, even if you are a seasoned veteran of online learning, it may help you from time to time to refer back to "Tips for Success", "Resource Center Commitments" and "Online Learner Commitments" in the pre-registration tutorial and document. This provides tips and expectations for being a good online learner, how to participate in the online discussions, an overview of online learning "netiquette," how to navigate the course, and other great tips for learning online.

Learning Outcomes:

What you will be learning.	How you will express and demonstrate that learning.
<ul style="list-style-type: none">• Characteristics of adult ESOL learners and how adults learn another language	<ul style="list-style-type: none">• Ongoing reflections of your learning by posting on the <i>Discussion Board</i>.• Providing weekly peer feedback.
<ul style="list-style-type: none">• Strategies for assessing learner needs and for assessing learning	<ul style="list-style-type: none">• Conduct a needs assessment and report results or share how you might use an assessment strategy.
<ul style="list-style-type: none">• Effective instructional methods of teaching a language	<ul style="list-style-type: none">• Complete and discuss Language Learning Questionnaire.• Choose a speaking and listening activity to try with your learners.• Choose a reading or writing activity to try with your learners.• Observe an adult ESOL class or watch a video of a class.• Draft a lesson or enhance a textbook lesson.• Revise a lesson plan that you have drafted.
<ul style="list-style-type: none">• Opportunities for further professional development	<ul style="list-style-type: none">• Complete and post your professional development plan.

Course Schedule:

Week #	Lessons	Assignments	Due Date
Week 1:	Characteristics of Adult ESOL Learners	<ul style="list-style-type: none">• Post a response on the Discussion Board under Week 1 Cultural Connections.• Post an introduction on the <i>Discussion Board</i> under Week 1 Introduction.• Post on the Discussion Board under Week 1 Adult Learner Profile.• Post a response to a classmate under Week 1 Adult Learner Profiles.	Wed.
Week 2:	Assessment: Needs, Placement, and Progress	<ul style="list-style-type: none">• Conduct a needs assessment and report results OR share how you might use a needs assessment strategy.• Post your work on the <i>Discussion Board</i> under Week 2 Needs Assessment.• Post response to classmate under Week 2 Assessment.	Wed.

Week 3:	Instructional Approaches and Techniques Part 1: Speaking and Listening	<ul style="list-style-type: none">• Complete and discuss Language Learning Questionnaire on the <i>Discussion Board</i> under Week 3 Methodology.• Share speaking and listening techniques you have used, read about, or observed on the <i>Discussion Board</i> under Week 3 Activity (Speaking/Listening).• Choose a speaking or listening activity to try with your learner(s) and report in the <i>Discussion Board</i> under Week 3 Discussion (Speaking/Listening).• Post a response to another student's post	Wed.
----------------	--	--	-------------

Week 4:	Instructional Approaches and Techniques Part 2: Reading and Writing	<ul style="list-style-type: none"> • Choose a reading or writing activity to try with your learner(s) OR read an article on teaching native speakers vs English learners and post your reflections under Week 4 Reading and Writing Activity. • Observe an adult ESOL class or watch a video of a class and report in the <i>Discussion Board</i> under Week 4 Observation. • Post a response to another student's post. 	Wed.
Week 5:	Lesson Planning and Classroom Management	<ul style="list-style-type: none"> • Post a reaction to Issues in Adult Language Learning as well as a response to a classmates post on the <i>Discussion Board</i> under Week 5 Issues in Adult Learning. • Draft a lesson or enhance a textbook lesson and post on the <i>Discussion Board</i> • under Week 5 Lesson Plan. 	Wed.
Week 6:	Standards-Based Instruction	<ul style="list-style-type: none"> • Read Meeting the Language Needs of Today's English Language Learners and post a reflection (question, new idea learned, aha moment, etc.) on the <i>Discussion Board</i> under Week 6 Standards Based Instruction. • Post a response to another student's post. 	Wed.

Week 7:	Integrated Skills and Contextualization	<ul style="list-style-type: none"> • Revise the lesson plan previously drafted to increase rigor and integrate academic and/or employability skills and/or civics skills and post it under Week 7 Integrated Lesson Plans. • Post a response to another student's post. 	Wed.
Week 8:	Professional Development and Farewell	<ul style="list-style-type: none"> • Make any last comments/questions on the <i>Discussion Board</i> under Week 8 Final Farewell. • Complete and post your professional development plan and post it on the <i>Discussion Board</i> under Week 8 Professional Development Plan. • Post a response to another student's post. • Complete course evaluation form • Check to ensure all assignments have been completed. 	Wed.

Student Expectations:

In order to receive a certificate of completion, you must submit all assignments on time. Remember that although you will benefit from doing the activities, you will learn most from discussions with your online colleagues and facilitator(s). To keep discussions as productive as possible, please post and respond within the assigned week. You may refer to the *Assignments* section of each module, *Syllabus*, or *Calendar* for specific dates. In order to stay on track, be sure to check your weekly progress in the *Grades* section of Canvas.

Discussion Board Posts:

Write a one- to two-paragraph response for each *Discussion Board* question. In order to receive full credit for your peer response post, your writing should include some details or depth. (Cursory responses such as "I agree with your answer." or "That is a good point." will not receive full credit.)

To post your initial response to the *Discussion Board*, please be sure to reply to the original prompt and not to a classmate's response.

Participants who do not post to the *Discussion Board* within the first week will be removed from the course. This will then place you on “waiting list only” status for future online courses and trainings.

If you do not post for more than one week at any time during the course or if you fall more than one week behind in your assignments, you may be removed from the course and will be placed on “waiting list only” status for future online courses. If you find that you cannot post for more than two weeks, please contact your technical facilitator at valrccourses@vcu.edu or 1-800-237-0178 as soon as possible to discuss the situation and your further participation in the course.