

Course: ED411 T & NT Instructional Techniques for ELLs  
Credit: 3 hours  
Semester: Fall 2025 Sessions 1 & 2  
Time: Mondays & Wednesdays from 2:30 -3:50 p.m.  
Location: East Education, Room 116  
Instructor: Timothy Hange: [tim.hange@calvary.edu](mailto:tim.hange@calvary.edu) (816) 425 6184

## I. DESCRIPTION

This course surveys theory and practice in planning, implementing, and assessing instruction of linguistically and culturally diverse students in a variety of teaching contexts.  
(Prerequisites for education majors: ED190 and ED325 or permission from the Education Department program director; must be officially admitted to Teacher Education program)

*This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments, and interaction outside of the class period are done in the learning management system.*

## II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation Program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

## III. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Describe the history of language teaching methodology development, comparing and contrasting the key methodologies.
  - a. MTS.1.1; 1.3; 2.3; 2.6; 3.3; PLO-3
  - b. Assignments: A, B, C, D

*Our Mission: "...to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."*

2. Identify and analyze the foundational principles of language teaching and learning
  - a. MTS.1.1; 1.3; 2.3; PLO-3
  - b. Assignments: A, B, C, D
3. Articulate the key contexts of language learning and analyze the impact of these contexts.
  - a. MTS.1.1; 2.1; 2.6; 3.1; 3.3; 6.2; PLO-3
  - b. Assignments: A, B, C, D
4. Define and describe the key components of the SIOP (Sheltered Instruction Observation Protocol).
  - a. MTS.3.2; 3.3; 4.3; 5.2; PLO-2
  - b. Assignments: A, B, C, D
5. Apply the components of the SIOP to lesson planning.
  - a. MTS.3.2; 3.3; 4.3; 5.2; PLO-3
  - b. Assignments: B, E

B. Specific competencies to be achieved. The student will:

1. Evaluate the key principles of language teaching in preparation of their practical application to the Sheltered Instruction Observation Protocol (SIOP).
  - a. MTS.3.2; 3.3; 4.3; 5.2; PLO-2
  - b. Assignments: A, B, C, D
2. Articulate and apply the approach of SIOP to lesson preparation
  - a. MTS.3.2; 3.3; 4.1; 4.3; PLO-3
  - b. Assignments: A, B, C, D, E
3. Synthesize the principles of language learning with the teaching of practical skills (listening, speaking, reading, writing, grammar, and vocabulary).
  - a. MTS.3.2; 3.3; 4.3; PLO-3
  - b. Assignments: A, B, D, E
4. Define and apply “Background building” techniques to SIOP lesson planning.
  - a. MTS. 3.2; 3.3; 6.2; PLO-3
  - b. Assignments: A, B, C, E
5. Articulate the concept of comprehensible input and apply the principle to lesson planning.
  - a. MTS. 3.2; 3.3; 6.2; PLO-3
  - b. Assignments: A, B, C, E
6. Examine and apply SIOP classroom interaction principles in lesson planning.
  - a. MTS.3.2; 3.3; 5.1; PLO-3
  - b. Assignments: B, E
7. Apply differentiation techniques to accommodate multiple levels within the classroom.
  - a. MTS.3.2; 3.3; 4.3; 5.3; PLO-3
  - b. Assignments: B, E

8. Create a lesson plan portfolio for various classroom contexts utilizing the SIOP
  - a. MTS.3.2; 3.3; 5.1; PLO-6
  - b. Assignments: E
9. Integrate an understanding of the Biblical approach to teaching throughout all objectives
  - a. MTS.2.3; 6.2; PLO-1
  - b. Assignments: B, E

### III. MATERIALS

#### A. Required Textbooks

Eschevarria, J., Vogt, M., Short, D. (2016). *Making Content Comprehensible for English Learners* (5th ed.). Pearson ISBN-13: 978-0134045238 (Retail \$72.00)

Brown, H. D. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (4<sup>th</sup> ed.). Pearson. ISBN-13: 978-0133925852 (Retail \$75.53)

American Psychological Association. (2020). *Concise guide to APA style* (7th ed.). ISBN-13: 978-1433832734 ISBN10: 1433832739 \$32.63

*The Bible* (see note below in course policies).

#### B. Additional Reading

You will be expected to read additional material (handouts, journal articles, websites, etc.) that will be assigned by the instructor during the course.

#### C. Reading Requirements

To accomplish all of our learning goals, you will need to be engaged in a significant amount of learning outside of the classroom. You will be expected to read the text and articles. To help you actively engage with the text, written reactions to your reading will be required. You are encouraged to focus upon the questions posed in the Reading Assignments/Final Exam Review Sheet provided by your professor.

***While we will be reviewing some of the concepts from the text in class, we will simply not have enough time to cover everything. As a future educator, all of the information is important!*** Your quizzes and exams will be drawn from your reading assignment questions.

### IV. REQUIREMENTS (Note: A detailed schedule will be given at the beginning of the cycle)

- A. Reading and Responses: A reading schedule will be provided at the beginning of the cycle. Students are required to complete each weekly reading and submit a two-page response.

- B. Chapter Questions: In addition to reading responses, specific questions and/or exercises will be given for each chapter on a weekly basis.
- C. Quizzes: Weekly quizzes will be given to evaluate knowledge and skill retention from the prior week.
- D. Class Discussion: Engagement in discussion will be accomplished both in class and online. Students are required to participate in both, and plenty of opportunity will be given.
- E. Lesson Portfolio Project: A lesson plan portfolio project will be due at the end of the cycle, with checkpoint due dates included. Students will choose topics and contexts for the lesson plans, and complete the lesson planning according to the SIOP.

V. METHODS A. Teaching

- 1. Lectures
- 2. Large group discussion
- 3. Small group discussion
- 4. Reading with written responses
- 5. Completion of chapter exercises
- 6. Lesson plan portfolio project

B. Grading

- 1. Weight given to assignments:

Reading and responses	20%
Chapter exercises	20%
Discussion Participation	20%
Lesson plan portfolio project	30%
Final Exams (1)	10%

- 2. Late Assignments

Late assignments will be penalized 5% of the grade on that assignment per calendar day. They will be unavailable after the available date of the assignment passes in Canvas. This does not apply to the reading assignments for which there are no late assignment options.

- 3. Letter/Numerical Grade Scale

The grading scale listed in the current University Catalog will be used for this course.

## VI. COURSE POLICIES

***Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.***

### **Grade Requirements**

Education majors must maintain a high standard for GPAs to successfully complete their program. Education majors must maintain a 3.0 GPA in Professional Education coursework and a 2.5 GPA in Content Area coursework. This course must be passed with a grade of “C” or higher. Receiving a grade lower than a “C” will mean that this course must be repeated.

#### **A. The Bible as Required Textbook**

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT AND NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

#### **B. Class Participation**

Students are expected to attend class and participate in discussing the daily material. Learning takes place best when the student is personally involved in the process. Cell phones should be set to silent and placed on the table or in a book bag/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

#### **C. Academic Honesty**

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated. Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

Required class assignments must be original and not used for credit for any other class, (high school, college, or graduate/seminary), or resubmitted when retaking a course, without the professor's permission.

D. Attendance

In a course that relies upon discussion and classroom interaction, every class session is crucial. To allow for the challenges of life, however, two absences will be allowed under the following conditions: First, that the student watch the recorded video of the missed class, and second, that they write a response to the discussion and lecture that was missed (submitted via email). Additional absences will result in zero class participation points for the day missed.

Any student arriving after class begins will be recorded as tardy. Three tardies will be counted as an absence, which will contribute to the two-absence limit. Any student arriving later than 15 minutes to class will be counted as absent for the session.

Situations such as a severe/sudden health problem, or a death in the family will be considered on an individual basis and may require appropriate documentation.

Students who sign up for the in-class format must attend in person. Students who sign up for the online version may either attend live (via link provided in Canvas), or watch the online student videos and submit the "pause and answer" questions. Online students may freely alternate week to week between live and recorded formats.

E. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator of any disabling condition that may require support.

Email: [aso@calvary.edu](mailto:aso@calvary.edu)

F. Style Guide

All class papers must follow APA style according to the *Publication Manual of the American Psychological Association*, 7<sup>th</sup> edition.

G. The Clark Academic Center

The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)) located in the library building, is dedicated to providing free academic assistance for all Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams, and facilitate tests. Please take advantage of this service.