TS734 Teaching English as a Second/Foreign Language

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Course Description:
TS734/TS532 is designed to provide skills and knowledge for teachers who are/will be working with children identified by the federal government as limited English proficient (LEP). This course provides theory and practice of teaching English as a second language (ESL) and English as a foreign language (EFL) to non-native speakers. According to TESOL teacher education standards, this class emphasizes on the critical pedagogical aspects of teaching ESL/EFL and the preparation of teaching materials and tests for classroom use. The class also provides training in the major methodologies and techniques of teaching listening, speaking, reading, writing, grammar, vocabulary, computer-assisted language learning, and culture. This course calls for a highly constructive class participation, critical thinking and very responsible out of class reading and assignment preparation.

Course Goals:
This course provides students with an understanding of teaching ESL/EFL from elementary to post-secondary levels and to prepare them to impart language instruction within a contextualized approach to language teaching. Another equally important goal is to prepare the future ESOL/EFL teachers to develop the investigative, decision-making, and reflective teaching skills needed to foster professional growth as explained below in the Teachers College and KSDE professional standards. The ultimate goal is to develop a professional who is Critical Thinker, Creative Planner, and Effective Practitioner.

The Teachers College Conceptual Framework
Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets.
the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.

This course addresses the following Knowledge, Skills, and Dispositions outcomes:

Candidates exhibit knowledge of
1. characteristics of diverse learners.
2. legal issues and ethical standards that apply to sound educational practices.
3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
4. general education within an intellectual framework.
5. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
6. philosophical, historical, social, and theoretical foundations of education.
7. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
8. teaching and learning as a dynamic, constructive, and metacognitive process.
9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
10. ever changing educational needs of students living in a global society.
11. appropriate technology and how it may be used to enhance teaching and learning.
12. various instructional strategies that can be used to meet the needs and learning styles of individual students.
13. theories of human physical, cognitive, social, and emotional development.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.
16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching.
18. effective communication techniques in order to develop a positive learning environment.

**Candidates demonstrate practical ability to**
1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all students.
8. create learning experiences commensurate with a student’s level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.
12. integrate effective behavior management into all interactions with students.
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure student performance and growth.
15. develop a storehouse of learning strategies that help students understand and integrate knowledge.
16. respond respectfully to ideas and views of others.
17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
18. utilize student learning standards to promote student learning and achievement.

**Candidates exhibit dispositions that exemplify**
1. professionalism and ethical standards.
2. respect for cultural and individual differences by providing equitable learning opportunities for all students.
3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
4. the belief that educating children and adults requires the integration of multiple kinds of knowledge.
5. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
7. a commitment to challenge all students to learn and to help every child to succeed.
8. an awareness of the larger social contexts within which learning occurs.
9. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
10. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
12. a willingness to learn from other professionals in the field.

**Student Course Outcomes:**
Upon completion of this course, based on the TESOL Teacher Education Standards and the Teachers College Conceptual Framework, students will demonstrate skills which assist them in becoming effective ESL/EFL teachers. Each student will be expected to:
1. Know the process of second language acquisition and development.
2. Know the present-day objectives (academic/content, linguistic, and social) of the teaching of English as a second language.
3. Know instructional and assessment methods and techniques for attaining the above objectives.
4. Know specialized techniques and have the ability to evaluate the effectiveness of teaching materials, procedures, and curricula, as well as professional literature regarding teaching English as a second language and multiculturalism.
5. Have an understanding of the psycho-sociolinguistic processes involved in learning and teaching of English as a second language.
6. Know the teaching methods and the diagnostic and prescriptive activities which are appropriate for second language instruction of learners with special needs, including the ability to adapt existing materials in collaboration with teachers of students with exceptionalities to meet the needs of all English language learners (ELLs).
7. Become familiar with basic TESL/TEFL methods to foster student confidence and encourage emotionally healthy persons with healthy self-images.
8. Design a daily integrated lesson plan for a given unit, which contains: rationale, objectives, materials, procedures, and assessment and evaluation techniques.
9. Develop critical cross-cultural communicative competence.
10. Perform two micro-teachings in the areas of listening, speaking, reading, writing and cultural understanding.
11. Use technology critically to support language instruction.
12. Know the diverse, historical tapestry of cultures that make up the USA and the role language plays in the development of cultural identity.
13. Communicate effectively with students' parents, and members of various cultural groups.
14. Have a high level of proficiency in English commensurate with the role of an instructional model.
15. Understand and use a broad range of literacy methodologies, programs, and assessment tools for ELLs and acknowledge the important role of family literacy in second language acquisition.

**Required Texts:**
- Articles, handouts, and audio-visual material presented in class.
- Internet Resources: [http://www.emporia.edu/modlan/esl/resources.htm](http://www.emporia.edu/modlan/esl/resources.htm)

**Recommended Readings:**
- *Enhancing English language learning in elementary classrooms : A professional Development Program* by the Center For Applied Linguistics.


**Evaluation criteria:**

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<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
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<tr>
<td>Attendance/Quizzes/Homework/Participation</td>
<td>100</td>
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<tr>
<td>ESOL/FL SIOP Lesson Plan</td>
<td>40</td>
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<td>ESOL/FL SIOP Micro-Teaching</td>
<td>60</td>
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<tr>
<td>Final Reflective Inquiry Project</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<td>Total</td>
<td>400</td>
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Course requirements carry specified point values. Final grades will be determined by the percentage of cumulative points earned. These points will be converted to a letter grade according to the following percent scale:

A 93-100  A- 90-92  B+ 87-89  B 86-83  B- 80-82  C+ 77-79  C 70-76  D 60-69  Below 60 = F

**DISABILITY SERVICES NOTE:** "Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential."

**ACADEMIC DISHONESTY POLICY** "At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of
academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university."

ALL ESU graduate and undergraduate course policies and regulations apply to this class. Please visit the following links for more information on these policies: http://www.emporia.edu/lifelong/geninfo/policy.htm and http://www.emporia.edu/grad/pol.htm

To view what constitutes plagiarism, please see the following websites: Avoiding Plagiarism, Mastering the Art of Scholarship http://sja.ucdavis.edu/files/plagiarism.pdf

Plagiarism: What It is and How to Recognize and Avoid It http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Note: This syllabus is tentative and may be changed in part with advance notice through announcements.

Course Requirements and Assessment
All assignments are to be completed and submitted to the instructor during the specified class periods. Written assignments should be typed or word processed with references presented in APA style (4th ed.). A 5% per day (including weekends) will be applied to late assignments.

Class Attendance, Discussion/Participation in class activities/Quizzes, and Preparation (100 points) are imperative for mastery of course content and acquisition of skill for assessment and evaluation of ESL/EFL. You are required to answer questions or do activities related to the assigned readings for each week. Your meaningful interaction with course content must prepare you for class participation, quizzes, microteaching, and final examination. You will submit weekly assignments as scheduled to the instructor. The quality of your responses depends on how critical and relevant your answers are. Unexcused absences will be reflected in course grades. Homework and in-class activities provide experience with concepts and are intended to provide feedback on progress toward the course outcomes.

Lesson Planning (40 points) and Videotaped Micro-Teaching (60 pts) (Total 100pts)
Students are required to individually develop a taught lesson. The Lesson Plan Format and Lesson Plan Evaluation Criteria Guidelines Rubric will be provided in class. These lesson plans must be taught in class (or in your classroom) and videotaped for self-evaluation using SIOP. Micro-teaching is done based on the sign-up sheet schedule. You are required to provide your feedback to your peers on each taught lesson they teach in class during Critique Sessions. Lesson plans will be prepared and turned in for each lesson you teach. Make sure your lesson plan is pre-approved by the instructor one
week prior to the time of teaching. Have copies of your lesson plan for your peers and instructor ready. In a one-page (minimum) lesson self-evaluation you should reflect on your teaching experience and should address the questions given in the format. This self-evaluation is due two days after you teach the lesson based on your schedule of microteachings.

Final Reflective Inquiry Project: Methods and Techniques (100 points)
Part 1 (50 pts)
You will be assigned a method or approach to research. After researching, reading about your particular method or approach, you will be able to: (You will use Larsen-Freeman’s book, Echevarría, J., Vogt, V. and Short, D. (2007), course handouts, and other resources as necessary.
1. Write a 3-page report to describe 1) the theory of language, 2) the theory of learning and teaching behind the method, 3) its procedure, techniques used in it, 4) role of the teacher and learners, 5) popular names (if any) associated with it, and 6) Include a critique of the method or approach.
2. Provide a chart to share with the instructor and your peers as a brief summary of the above information.
3. Develop a lesson plan (see format from course materials).
4. Demonstrate an example from such method or technique in class. You have 10 minutes to teach your peers a function/curriculum concept from a communicative approach (to be approved by instructor) following the steps of a complete lesson (introduction, body, and closer, see Format). A rubric for assessing your lesson will be shared with you in advance.
5. Discuss the lesson and method critically in 5 minutes. Use the Project Assessment Rubric that will be given in class to guide you in this project.

Part 2 (50 pts)
Based on your viewing of SIOP videotaped program and reading of the book “making Content Comprehensible…” write a 3-page report. Your report should include a brief summary and a critique of the SIOP model. Use Echevarría, J., Vogt, V. and Short, D. (2007) for this project. Your grade depends on how critical you are of this model. Base your critique on research and cite your sources.

Final Exam (100 pts) The test format will be based on the text readings and class activities. The format of the final exam questions are similar to those presented to you in the four quizzes.

On-line Discussions and Computer Technology Use:
All students are required to use e-mail as a means of communication with the instructor and peers. A comprehensive list of Internet sites is provided as a valuable resource. Students are required to search these sites and others and share the information with the class. Class announcements and internet-based assignments will be given. Therefore, regular access to a computer with an internet connection is required.
Tentative Course Schedule

Week One 8/24
Course Introduction: Overview of Course Content and Process
Lesson Planning Criteria/Format/SIOP Rubric
Objective Writing and Assessment Practice Activities

Microteachings sign-up Sheet Completed

Homework:
- Read Peregoy & Boyle (2008) Chapter 1 "English Language learners in schools".
- Do MyEducationLab tasks on page 32.
- Download the following document to your computer. It contains the KSDE 2004 ESOL standards for use in your lesson plans for the microteachings. Keep it handy!
  http://www.ksde.org/LinkClick.aspx?fileticket=cWdQQ0o_Qpg%3d&tabid=3444&mid=7699&forcedownload=true
- Start working on your final project and prepare for your first micro-teaching.
- Graduate Students: In your opinion, what is culture? From a critical perspective, what is missing from the given definition of culture in the chapter? Write a 2-page essay discussing this concept. Make sure you cite your resources (at least 5 resources).

Week Two 8/31
English Language Learners in Schools
Where Do I start? (Presentation)
Method, Approach, Technique, etc… (Visual and definition of terminology)
Videotape Viewing Activity: The Natural Approach (pre-, -during, and post-viewing activities)
Teaching ESOL in the Elementary Schools: Examples from the classroom
Do Second Language Acquisition (SLA) activity given in class.

Homework:
- Read Course Document “Theories of SLA”. This handout will be sent via email
- Based on reading of chapter 2 and related handout and write a 3-page essay, describing your own theory of language, language acquisition, and language teaching (minimum 3 pages).

Graduate Students: Create a visual/poster based on your readings of both chapter 2 and the Course Document “SLA Theories” sent via email. This assignment is due on Sept. 14th.

Week Three 9/7
Understanding Second Language Acquisition
Discussion and Critique of Various Theories
The Natural Approach (continued)
Home Language Survey (example)

Homework:
• Read material on ESOL Standards & Check other Content area Standards (see Internet Resources for Math, Social Studies and Science curriculum concepts) for ideas for your lesson plan.
• Bring a draft of your lesson plan for class critique sessions.
• Read the brief summary handout of the book "Language Learning Strategies: What every teacher should know" (Oxford 1990). **Make sure you include a strategy for your Social/Language Learning Strategy Objectives in your lesson plan!**
• Create a visual based on Oxford (1990). Be prepared to share it in class.

**Week Four 9/14**
Discussion of major linguistic difficulties in some content areas (Math, Science, Social Studies)
Lesson Plan Critique Sessions
Teaching ESOL in The Secondary Level: Examples from ESOL Classrooms (videotaped examples)
**Quiz 1**
**Homework:**
• Read Sehlouai (2001), Developing Cross-cultural Communicative...
• Get ready for your micro-teaching
• Write a summary of the article and one question for class discussions and peers’ response
• Graduate students: Look for two similar articles and do the following:
  1. Write an annotated bibliography for each using APA style
  2. Critique the two articles in no more than 2 pages. Attach the articles to your work.

**Week Five 9/21**
Developing Cross-cultural Communicative Competence
Cultural awareness activities done in class/Adaptations for ESOL classroom use
Walking Down the Street Activity/ Discuss Adaptations for ESOL classrooms
**Homework:**
**Micro-Teaching and critique sessions begin**
• Read Peregoy & Boyle (2008) Chapter 3 Classroom Practices...
• Do MyEducationLab tasks on page 114.
Graduate Students: 1. List, 2. describe briefly, and 3. critique ALL techniques and methods discussed in the chapter.

**Week Six 9/28**
ESOL instruction: A rich repertoire (CALLA, Sheltered instruction, scaffolding, thematic instruction, cooperative learning, ALM, TPR, CLT, etc...)
**Micro-Teaching and critique sessions continue**
**Homework:**
• Read Peregoy & Boyle (2008) Chapter 4 "Oral Language..."
• Do MyEducationLab tasks on page 151.
Pay closer attention to the techniques discussed in the chapter and the grade level where they may be used.

Week Seven 10/5
Oral Language Development in ESOL/EFL
An interactive approach to teach speaking and listening in ESOL

Quiz 2
Micro-Teaching and critique sessions continue

Homework:
- Read Peregoy & Boyle, Chapter 5: Emergent Literacy
- Do MyEducationLab tasks on page 199
- List and describe ALL techniques discussed in the chapter and the grade level where they may be used.

Graduate Students:
- Do Activities # 2 and 6 pp. 198-199.

Week Eight 10/12
Emergent Literacy/Teaching Grammar and Vocabulary
Story-based language Approach to teach Grammar/Teaching Vocabulary
Language Learning Strategies Instruction in ESOL

Micro-Teaching and critique sessions continue

Homework:
- Read Chapter 6: “Words and Meanings…” and related handouts.
- Do either Elementary or Secondary MyEducationLab tasks on page p. 226

Week Nine 10/19
Vocabulary Teaching
Characteristics of ESOL/EFL Listening

Micro-Teaching and critique sessions continue

Homework:
- Read Peregoy & Boyle (2000) Chapter 7 "English Learners and Process Writing"
- Do MyEducationLab tasks on page 281.
- Pay closer attention to the techniques discussed in the chapter and the grade level where they may be used.

Week Ten 10/26
Teaching ESOL Writing Process
Discussion of Writing Process

Micro-Teaching and critique sessions continue

Homework:
- Read Chapter 8 Peregoy & Boyle (2008) "Reading and Literature..."
- Do MyEducationLab tasks on page 332.
- Pay closer attention to the techniques discussed in the chapter and the grade level where they may be used.
- Read Sehlaoui (2001) Facing the challenge of Teaching and Learning EFL Reading…”
- Read Sehlaoui (2008) article on preserving native literacies and heritage languages.
- Write a summary of the two articles and one question for class discussions and peers’ response

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**Week Eleven 11/2**

Micro-Teachings and critique sessions continue.

**Quiz 3**
Preserving Native Literacies and Heritage Languages: Strategies and techniques

**Homework:**
- Read Peregoy & Boyle (2008) Chapters 9: Content Reading and Writing: Pre-reading...
- Do MyEducationLab tasks on page 362.
- Pay closer attention to the techniques discussed in the chapter and the grade level where they may be used.

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**Week Twelve 11/9**
Content Reading & Writing

Micro-Teaching and critique sessions continue

**Homework:**
- Read Peregoy & Boyle (2008) Chapter 10 "Content Reading and Writing: Post-reading…"
- Do MyEducationLab tasks on page 392.
- Pay closer attention to the techniques discussed in the chapter and the grade level where they may be used.

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**Week Thirteen 11/16**
Content Reading and Writing

Video-tape Viewing activity: Writing Workshop
Introducing TWS in TESOL as a preparation for your practicum!

Micro-Teaching and critique sessions continue

**Homework:**
- Bring a summary and critique of a Computer-Assisted Language Learning Program to teach ESOL at one of the stages of SLA
- Read Peregoy & Boyle (2008) Chapter 11 "Reading Assessment and Instruction".
- Do MyEducationLab tasks on page 424.
- Pay closer attention to the techniques discussed in the chapter and the grade level where they may be used.

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**Week Fourteen 11/23**
Reading/Writing Assessment and Instruction
Integrating Technology in TESOL and The power of CALL in TESL/TEFL
Discussing CALL in TESOL: Some Pedagogical Implications

**Quiz 4**

**Last Micro-Teaching and critique sessions**

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**Week Fifteen 11/30**
Professional Development/Action Research
Review Session
**Final Project DUE**

**Homework:**
Study for your final examination!

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**December 7th** **Final Examination**

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**References**


