Course Information

English 565 Integrated Teaching English as a Second Language or TESL
Professor Alex Poole, PhD
On-line Course Spring 2020
Office: A6 Cherry Hall
Office Phone: 745-5780
You can also reach me by email by clicking here or by typing in
alex.poole@wku.edu
Office Hours: M, TH: 1000-1100, by appointment

Expected Course Outcomes:

To learn about the issues associated with child and adult acquisition of second languages
To learn about the cognitive, social, and emotional issues associated with bilingualism
To learn about the methods of teaching English as a second language or ESL
To learn about the materials used to teach ESL
To learn about some of the strategies and techniques used to teach and assess specific language skills
To learn about working with mainstream teachers and parents
To learn about differentiated instruction

Course Format:

Course readings
Blackboard postings
Videos
Discussion
This course assumes that you have a computer that can access the university's website and the web, in general, with little difficulty. Those whose computer access is not reliable need to find other facilities. Although occasional technical problems are understandable, computer crashes and the like are not valid excuses. As a rule, you should have access to another computer in case yours goes down; likewise, save all of your work not only on your computer, but also in two other places, preferably on a disk (I'm dating myself!) and as an e-mail attachment. Let me know if you have any questions regarding how to do such things.

Kentucky Teacher Performance Standards (KTPS)	ENG-565	Course Content Connection
Standard 1. Learner development	X	Error analysis project; Research paper
Standard 2. Learning differences	X	Research paper
Standard 3. Learning environments		
Standard 4. Content knowledge	X	Error analysis project; Research paper
Standard 5. Application of content	X	Research paper
Standard 6. Assessment		
Standard 7. Planning for instruction	X	Research paper
Standard 8. Instructional strategies	X	Error analysis project; Research paper
Standard 9. Professional learning and ethical practice	X	Research paper
Standard 10. Leadership and collaboration	X	Research paper

Kentucky Teacher Performance Standards (KTPS)

Teacher Standards for Educator Preparation and Certification after June 30, 2018. The standards established in this section shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers beginning June 30, 2018.

Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.

Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3. Learning environments. The teacher shall work with others to create environments that:
   a. Support individual and collaborative learning; and
   b. Encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4. Content knowledge. The teacher shall:
   c. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
   d. Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.

Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8. Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:
   e. Take responsibility for student learning;
   f. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and
   g. Advance the profession.

TESOL P-K-12 Teacher Preparation Standards	ENG-565	Course Content Connection
STANDARD 1: KNOWLEDGE ABOUT LANGUAGE Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English language Learners (ELLs) acquire academic language and literacies specific to various content areas.	X	Error analysis project; Research paper
STANDARD 2: ELLS IN THE SOCIOCULTURAL CONTEXT Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.	X	Research paper
STANDARD 3: PLANNING AND IMPLEMENTING INSTRUCTION Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.	X	Error analysis project; Research paper
STANDARD 4: ASSESSMENT AND EVALUATION Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.		
STANDARD 5: PROFESSIONALISM AND LEADERSHIP Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.	x	Research paper

Course Texts

All course texts are required. You can get them at the university bookstore or wherever is cheapest. You need to get them immediately. Can you buy used books? YES! But make sure they are the correct edition.

Lightbown, P., & Spada, N. (2013). *How languages are learned (4th edition*). Oxford: Oxford University Press.

Richards, J., & Rodgers, J. (2014). *Approaches and methods in language teaching* (3rd *edition*). Cambridge: Cambridge University Press.

Swan, M., & Smith, B. (2001). *Learner English: A teacher's guide to interference and other problems (2nd edition).* Cambridge: Cambridge University Press.

Also, there will be some articles that you will download from Blackboard.

Grading

Paper: 225 points
Weekly Blackboard Participation: 210 points
Mid-Term Exam: 200 points
Final Exam: 200 points
Error Analysis Project: 110 points

Grading Scale

90-100=A; 80-89=B; 70-79=C; 60-69=D; 0-59=F
Grades will not be curved. I will post all of your grades in the grade book on Blackboard.

Paper

You are to do a paper on a topic that is directly related to your career goals. Your topic must be DIRECTLY related to your current or anticipated teaching position. I don't want general papers. They do very little for you! Students must raise a theoretical issue and suggest how to address it pedagogically. Whatever you decide to do, you must create a research-based thesis and offer pedagogical suggestions. No summaries will be allowed. In this paper, you could, among other things, touch upon the following topics:

Reading difficulties in a specific population
Handling absolute beginning learners
Writing issues

Understanding the bilingual child
Collaborating with mainstream teachers
Outreach to parents
Teaching speaking/listening
Generation 1.5 students in college writing classrooms

Note that if you have already taken or plan to take English 407G, these papers must be on the same topic. The English 407G paper must be on the theoretical aspects of an issue; the 565 paper must cover the applied aspects of it. For example: In one were to do a paper on the difficulties of reading in English 407G, then the English 565 paper should extend that by discussing pedagogical solutions. If one were to examine the linguistic difficulties of teaching in a bilingual setting in English 407G, then the English 565 paper should discuss teaching techniques to address such difficulties.

Whatever you decide to do, you must have your topic approved by me by **February 21st (email me)**. If you do not do this on the specified date, I will take off four (40) points from your final paper grade. I will also take off four (40) points if you don't do the following two things: On **March 21st,** you will send me (via e-mail) (1) a 250-word synopsis of your paper (i.e., what you plan to do and why); (2) and a list of your sources (in APA style). On **April 6th**, you will send me a complete draft of your paper. Below are more specific requirements:

This paper must use a minimum of ten library sources (15 if you have already written your 407G paper).
This must be typed with 12 point font, Times New Roman style.
Use APA style.
You need a title.
No more than 100 words may be quoted.
You cannot use any more than two sources from class.
Length: If you have not written your English 407G paper, this is to be 15 pages (total). If you write fewer than 13 pages, you get a zero; if you write more than 17 pages, you get a zero. If you have written your 407G paper, this is to be 20 pages (total). If you write fewer than 18 pages, you get a zero; if you write more than 22 pages, you get a zero.

- Due date for final draft: April 17th

- Hand it in on Blackboard. The rubric is also on Blackboard.

The Blackboard Discussion Board

Each week there will be questions on the discussion board—i.e., "Daily Work" or "DW"--that you must answer. As stated above, these will be posted by Tuesday. These will be based on the week's readings. I will also post notes under the "Content" section for several readings. I encourage you to read these in order to make the material more comprehensible. **Responses to each week's questions must be posted by the following Monday at 1000AM**. If they are late, you get a zero for that particular posting. Answers are to be substantial, and must neither simply reject nor support another's assertion; instead, thoughtful analysis and explanation are expected. There is no minimum word length; simply put, you should fully answer the question. The rubric is on Blackboard.

Mid-Term
I will post it March 9th and you will return it to me March 16th (on Blackboard, of course). This will be essay in format. The breadth and depth of answers will determine one's grade. More specifically, the exam will involve students demonstrating clear evidence of (1) comprehending the material, (2) being able to give examples of how it is applied in instructional settings, (3)and being able to show its theoretical and instructional faults and limitations. No quotes are allowed; you must paraphrase instead.

Final
This will be comprehensive. **I will send it to you May 4th** and you will return it to me **May 11th** (on Blackboard). This will be essay in format. The breadth and depth of answers will determine one's grade. More specifically, the exam will involve students demonstrating clear evidence of (1) comprehending the material, (2) being able to give examples of how it is applied in instructional settings, (3) and being able to show its theoretical and instructional faults and limitations. No quotes are allowed; you must paraphrase instead.

Error Analysis Project

You are to do an error analysis project based on the text by Swan and Smith (*Learner English*). First, pick six languages. Then, you are to make a chart in which you list the difficulties the speakers of each of these languages have with the following features in English. Also, you must exemplify each of these difficulties

(use the examples that are provided in the book), and explain their source (as discussed in the text). Here are the specific language features you are to treat:
Phonology: 3 difficulties
Orthography: 1 difficulty
Grammar: 4 difficulties
Vocabulary: 1 difficulty
Finally, you are to write a 1000-word essay about the ways in which you could address these written errors (obviously not the phonological errors) based on the positions by Chandler (2003), Truscott (1996, 1999, 2007), and Ferris (1997, 2004). Specifically, you must do the following:
- Pick a general position on addressing written errors; summarize it.
- Detail why this position makes sense based on these texts. You must cite at least two of the above articles. You can also discuss your own experiences.
- Hand in the entire project as one document. The title should simply be "Error Analysis Project." Cite all sources in APA (in-text and references).
- **Hand in on Blackboard.**
- **The rubric is on Blackboard.**

Due March 2nd

Student Disability Services
In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.
Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Title IX Misconduct/Assault Statement

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at *https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf* *and Discrimination and Harassment Policy (#0.2040) at* *https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.*

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

*Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.*