English 565: Integrated TESL
On-line course

Expected Course Outcomes:

• To learn about the issues associated with child acquisition of second languages
• To learn about the cognitive, social, and emotional issues associated with bilingualism
• To learn about the methods of teaching ESL
• To learn about the materials used to teach ESL
• To learn about some of the strategies and techniques used to address specific language skills
• To learn about classroom, unit, and standardized testing
• To learn about working with mainstream teachers, parents, and the local community
• To learn about the use of technology in ESL instruction
• To develop a professional development plan

Course Format:

• Course readings
• Blackboard postings
• Discussion
• Article Reviews
• Website Reviews
• Lesson Plans
• Observations

*Note: This course assumes that you have access to 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 a disk and as an email attachment.

Kentucky Teacher Standards/TESOL Standards
This course addresses the following Kentucky Teaching Standards:

1. Designs/Plans
2. Learning Climate
3. Manages Instruction
4. Assessment
5. Reflection
6. Collaboration
7. Content Knowledge
8. Technology
9. Leadership

This course addresses the following TESOL Standards

1. Language: Describing Language; Language Acquisition and Development
2. Culture: Nature and Role of Culture; Cultural Groups and Identity

3. Instruction: Planning for Standards-Based ESL and Content Instruction; Managing and Implementing Standards-Based ESL and Content Instruction; Using Resources Effectively in ESL and Content Instruction

4. Assessment: Issues of Assessment for ESL; Language Proficiency Assessment; Classroom-Based Assessment for ESL

5. Professionalism: ESL Research and History; Partnerships and Advocacy; Professional Development and Collaboration

Course Texts: All course texts are required. You can get them at the university bookstore. You should get them ASAP. Also, there will be some articles that you should download from the internet. The links for those are provided or they will be posted in the “course documents” section or sent to you.


A. 25 Critical Article/Chapter Reviews: 35.5% (35.5 points)
   • Your website reviews must be equally divided among the following topics: second language acquisition theory, bilingualism, culture, assessment, classroom teaching methods and techniques, and working with mainstream teachers and parents. You must cite these using APA style.

B. Weekly Blackboard Participation: 20.5 (20.5 points)
   • You are to respond to 6 Blackboard posts each week (M-F), responding to specific discussion board questions. These will be based on the week’s readings and notes.

C. Website Evaluation: 6% (6 points)
   • You are to do one website review of a major ESL advocacy group, such as TESOL, American Association for Applied Linguistics, the Center for Applied Linguistics, or the National Association for Bilingual Education. You are to cite this using APA style.

D. 4 Standards-based Lesson Plans: 20% (20 points)
• You are to do four standards-based lesson plans, each one dealing with a different skill (grammar, pronunciation, reading, writing, etc.). You should plan them according to the type of setting in which you plan to teach.

E. 2 Classroom Observations: 10% (10 points)
• You are to observe two ESL classrooms. If you are going for the ESL endorsement, they must be in a public school, and they should be in the setting in which you plan to teach. The point of these is to give you an idea of how practicing ESL teachers design and carry out instruction.

F. Error Analysis Project: 8% (8 points)
• You are to do an error analysis project based on the text by Swan and Smith (Learner English).

Grading Scale:
90-100=A; 80-89=B; 70-79=C; 60-69=D; 0-59=F
Grades will not be curved.

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.

Course Schedule:

Week One: Introduction to TESOL; Second Language Acquisition Theory: Fundamentals of Second Language Acquisition (SLA) Research; Second Language Acquisition Theory: Theories and Hypotheses of SLA
• See notes for day one on Blackboard
• Diaz-Rico, Chapter 1: "Who Are English Learners and Their Teachers?"
• Lightbown and Spada, Chapter 2: "Explaining Second Language Learning"

Week Two: Second Language Acquisition Theory: Individual Factors in SLA
• Lightbown and Spada, Chapter 3: "Individual Differences in Second Language Learning"
• Dornyei, Z. (2007): "Creating a Motivating Classroom Environment" See notes for day three on Blackboard for this article

Week Three: L2 Learners' Language; Interaction in the classroom
• Lightbown and Spada, Chapter 4: "Learner Language"
• Lightbown and Spada, Chapter 5: "Observing Learning and Teaching in the Second Language Classroom"

Week Four: Methods: The Audiolingual Approach, Total Physical Response
• Richards and Rodgers, Chapters 4, 5

Week Five: Methods: The Silent Way, Suggestopedia, and Whole Language
• Richards and Rodgers, Chapters 6, 8, and 9
Week Six: Methods: Multiple Intelligences, Neurolinguistic Programming, and the Lexical Approach
- Richards and Rodgers, Chapters 10, 11, and 12

Week Seven: Methods: Communicative Language Teaching and the Natural Approach
- Richards and Rodgers, Chapters 14, 15

Week Eight: Methods: Content-Based Instruction and Task-Based Language Teaching
- Richards and Rodgers, Chapters 17, 18

Week Nine: Bilingualism and Language Policy
- Chapter 11, Diaz-Rico: “Dual-Language Proficiency”
- Intercultural Development Research Association (IDRA) webpage: http://www.idra.org/South_Central_Collaborative_for_Equity/National_Origin_Desegregation/Laws_and_Court_Cases/

Week Ten: Strategy Instruction; Speaking and Listening
- Ch. 5, Diaz-Rico: “Learner Strategies and Learner-Focused Teaching”
- Ch. 6, Diaz-Rico: “Oracy Instruction That Builds on the First Language”
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Week Eleven: Reading and Writing: Differentiation and Culture
- Ch. 1, Quirocho and Ulanoff: “What Differentiation Should Be for English Language Learners”
- Ch. 2, Quirocho and Ulanoff: “The Role of Culture in Planning”

Week Twelve: Reading and Writing: Planning Differentiated Instruction; Assessing Literacy
- Ch. 3, Quirocho and Ulanoff: “The Role of Language in Planning and Delivering Differentiated Literacy Instruction to English Language Learners”
- Ch. 4, Quirocho and Ulanoff: “Effectively Assessing ELLs”

Week Thirteen: Reading and Writing: Strategies for Teaching Reading; Scaffolding
- Ch. 5, Quirocho and Ulanoff: “Teaching and Learning the Necessary Skills for Literacy Success”
- Ch. 6, Quirocho and Ulanoff: “Strategies That Count”
- Ch. 8, Quicho and Ulanoff: “You Mean I Have to Scaffold the Scaffolds? Learning from Myra and Roberto”

Week Fourteen: Writing and Error Correction; Assessment
- Ch. 4, Diaz-Rico: “Performance-Based Learning”
- The WIDA English Language Proficiency Standards. Follow the link. It is the first file under “Resource Guide” http://wida.wceruw.org/standards/elp.aspx
- District Procedures for Identify and Servicing ELLs: http://www.education.ky.gov/KDE/Instructional+Resources/High+School/Language+Learning/English+Language+Learning/District+Procedures+Overview++ELL.htm

Week Fifteen: Community and Parental Involvement; Professional Development Plan Posting
- Ch. 14, Diaz-Rico: “Building a Community of Learners”
See “ESL Professional Development Planner” in course documents section

ESL Links
Below is a list of ESL/ESL-related links

Organizations:
2. The TESOL organization: www.tesol.org
4. The International Reading Association: www.reading.org
5. National Center on Adult Literacy and International Literacy Institute: http://www.literacyonline.org/
6. College Reading and Learning Association: http://www.crla.net/
7. College Reading Association: http://www.collegereadingassociation.org/
8. National Association for Bilingual Education: http://www.nabe.org/
10. Center for multilingual, multicultural research: http://www.usc.edu/dept/education/CMMR/
14. Kentucky TESOL: http://www.kytesol.org/ (I encourage everybody to attend the conference if they can.)
17. Japan Association for Language Teaching: http://www.jalt.org/
23. International Language Testing Association: http://www.le.ac.uk/education/testing/ltr.html
24. International Association of Teachers of English as a Foreign Language: http://www.iatefl.org/
25. Joint National Committee For Languages and National Council For Languages And International Studies: http://www.languagepolicy.org/

Journals:
2. The Reading Matrix: www.readingmatrix.com
3. Reading in a Foreign Language: http://nflrc.hawaii.edu/rfl/
5. English Teaching Forum: http://exchanges.state.gov/forum
6. Language Learning and Technology: http://llt.msu.edu/
17. NABE News Online: http://www.nabe.org/publications/NNewsmenu.htm

Teaching sites

1. Dave’s ESL Café: http://www.eslcafe.com
2. Karin’s ESL Partyland: http://www.eslpartyland.com/
7. Extensive Reading pages: http://www.kyoto-su.ac.jp/information/er/
8. The Reading Matrix: www.readingmatrix.com

The above link has a huge amount of links to ESL textbooks (on-line and off-line), along with a number of other sources.

Legislation/Government Issues (Teachers should be aware and up-to-date with such governmental issues concerning ESL/LEP students):

1. No Child Left Behind (Found at the Office of English Language Acquisition): http://www.ncela.gwu.edu/oela/

ESL Professionals’ Websites:

2. Kenji Hakuta (Stanford University): http://faculty.ucmerced.edu/khakuta/research/publications.html


4. The Linguist List: http://www.linguistlist.org/

5. Andrew Cohen (University of Minnesota): http://www.carla.umn.edu/about/profiles/Cohen.html

6. Elaine Tarone (University of Minnesota): http://www.carla.umn.edu/about/profiles/Tarone.html

7. John Norris (University of Hawaii): http://www2.hawaii.edu/~jnorris/

8. Yvonne Freedman (University of Texas): http://blue.utb.edu/education/ci/FACULTY/CI_YFreeman.htm

9. Yetta Goodman (University of Arizona) http://www.u.arizona.edu/~kgoodman/yetta.html

10. Kenneth Goodman (University of Arizona): http://www.u.arizona.edu/~kgoodman/

11. Kate Menken (City University of New York): http://web.gc.cuny.edu/Linguistics/people/menken/index.html


14. Deborah Tannen (Georgetown University): http://www9.georgetown.edu/faculty/tannend/

15. Noreen Webb (UCLA) http://www.gseis.ucla.edu/faculty/members/webb

16. Alison Mackey (Georgetown University):
http://www9.georgetown.edu/faculty/mackeya/

17. Cristina Sanz (Georgetown University):
http://explore.georgetown.edu/people/sanzc/?PageTemplateID=129