English 470: Methods and Materials for Teaching English as a Second Language
Spring 2016
Online
Dr. Alex Poole, PhD
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Office Hours: M, TH: 1200-1100; By Appointment

Class Description:
This class is a mix of future English as a second language (ESL) teachers and future foreign language (FL) teachers. This means that some of the readings and assignments will be different for each of these groups in order to meet their respective needs. Some of them will be the same for both groups. Even if you are from one group and reading an article/chapter that seems to focus on the other one, don’t worry: The principles apply to both ESL and FL teachers. Seeing as I am an ESL teacher and Spanish speaker, I feel very enthusiastic about this class.

Expected Course Outcomes:
To learn about the methods of teaching ESL and FL
To learn about the materials used to teach ESL and FL
To learn about some of the strategies and techniques used to address specific language skills
To learn about the needs of different populations (children/adults) of ESL students
To learn about the methods of assessing ESL and FL students
To learn about working with content teachers and parents in order to help ESL students achieve their learning objectives

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 Format
Online

Kentucky Teacher Standards

This course addresses the following Kentucky Teaching Standards
Designs/Plans
Learning Climate
Manages Instruction
Assessment
Reflection
Collaboration
Content Knowledge
Technology
Leadership

This course addresses the following Teaching English to Speakers of Other Languages (TESOL) Standards.
Language: Describing Language; Language Acquisition and Development
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
Assessment: Issues of Assessment for ESL; Language Proficiency Assessment; Classroom- Based Assessment for ESL
Professionalism: ESL Research and History; Partnerships and Advocacy

Course Texts for ESL Students
Selected articles available on “content” section of Blackboard

Course Texts for Foreign Language Students
Selected articles available on “content” section of Blackboard

**Articles**
*Note*: I will post these under the “course documents” section in Blackboard or you can get them from the library.


Nation, P. (2005). *Teaching vocabulary*. *Asian EFL Journal, 7* (3). This article is also available at the following address: [http://www.asian-efl-journal.com/sept_05pn.pdf](http://www.asian-efl-journal.com/sept_05pn.pdf)


**Evaluation for ESL Students (see below for more details):**

Blackboard Discussion Board: 21 points. You are to respond to Blackboard postings each week. Questions will be posted by Tuesday of each week. **They must be finished by the following Monday.**

Error Analysis Project: 21 points. **Due date: April 1st**

Paper: 20 points. **Due date: April 18th**

Two observations: 8 points. **Due date: May 2nd**

Book Review: 20 points. Seven-10 page critical book review of the Becker text (*Teaching ESL K-12*). **Due date: March 28th**

Take-home Final: 20 points. This exam will be emailed to you **May 3rd**; it will be due **May 10th**. It is comprehensive.

**Praxis Information:**
The Praxis exam number for ESL is 0361. All ESL students must take the Praxis before they can receive the endorsement. Notice that a passing score in Kentucky is 157. You can order a [test preparation guide](http://www.asian-efl-journal.com/sept_05pn.pdf) from them if you want: This text
guide is also available at the following email address (http://www.ets.org/praxis/prxky.html) You can also order the test guide from Mometrix Media: This text guide is also available at the following email address (http://www.mo-media.com/praxisii/english-to-speakers-of-other-languages.htm)

I have also posted a sample praxis on Blackboard. I highly recommend that you study for several months before taking the exam. Also, I highly recommend that you don’t spread the ESL coursework out for more than two years, and that you regularly review the material from a course once it is done. This is a tough test, so don’t take it lightly.

**Evaluation for FL Students (see below for more details):**

Blackboard Discussion Board: 21 points. You are to respond to Blackboard postings a week. Questions will be posted by Tuesday of each week. They must be finished by Monday of the following Monday.

Lesson Plans: 20 points. You are to do four standards-based lesson plans, each one dealing with a different skill (grammar, pronunciation, reading, writing, listening, etc.). **Due date: April 1st**

Paper: 20 points. **Due date: April 18th**

Take-home Midterm: 20 points. This exam will be emailed to you on **March 21st**; it will be due **March 28th**.

Take-home Final: 20 points. This exam will be emailed to you **May 3rd**; it will be due **May 10th**. It is not comprehensive. It will be over the material covered after the mid-term.

**Grading Scale**

90-100=A; 80-89=B; 70-79=C; 60-69=D; 0-59=F

Grades will not be curved; the average of all of your grades will be calculated and your final grade will be assigned based on this grading scale.

**The Blackboard Discussion Board (for both FL and ESL students):**

Each week there will be questions on the discussion board that you must answer. As stated above, these will be posted by Tuesday. These will be based on the day’s readings. I will also post notes under the “Course Documents” section for several chapters. 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. Each posting is worth 1.5 points. I will NOT grade them based on
spelling and grammar. Instead, I will grade them based on the following criteria:

TEXT COMPREHENSION OF KEY CONCEPTS, IDEAS, THEORIES, ETC. A grade of 0 to
.50 is unacceptable. Key concepts, ideas, theories, etc., are not explained or done
so poorly. Little to no reference is given to specific authors. A grade of .35 to .4 is
acceptable. Key concepts, ideas, theories, etc., are explained sufficiently, yet
without great depth and scant reference to specific authors. A grade of .5 is
excellent. Key concepts, ideas, theories, etc., are explained very well with constant
reference made to specific authors.

APPLICATION OF CONCEPTS IN THE FORM OF EXAMPLES. A grade of 0 to .50 is
unacceptable. Examples absent or incomplete. A grade of .35 to .4 is acceptable.
Examples are present and sufficient, but not correctly applied in some contexts. A
grade of .5 is excellent. Examples clearly and convincingly show text concepts.

CRITICISM OF IDEAS AND VIEWPOINTS PRESENTED IN TEXTS. A grade of 0 to .50 is
unacceptable. Few or no specific criticisms of ideas/viewpoints. A grade of .35 to
.4 is acceptable. Criticisms of ideas/viewpoints are present, yet insufficiently
explained and/or justified. A grade of .5 is excellent. Criticisms of ideas/viewpoints
clearly explained and/or justified.

Error Analysis Project
You are to do an error analysis project based on the text by Swan and Smith
(Learner English). You are to examine the chapters on Spanish and Catalan,
Russian, Arabic, Chinese, and Korean. Specifically, you are to make a chart in
which you list the difficulties that 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
Grading for this project:
Students will be given full credit for completing the exercise. For each missing component of each language, 2.33 points will be deducted. **Due date: April 1st**

Lesson Plans (for FL students):
You are to make four standards-based lesson plans that follow the guidelines below. Each lesson must focus on one of the four language skills (reading, writing, listening, speaking). FL students must use the ACTFL standards found on page 37 in the Omaggio Hadley text.
Each is worth 5 points. **Due date: April 1st**
Clearly state the age, proficiency level, and type of institution that you are doing the lesson in.
Discuss the motivation for this lesson.
Clearly state the language and content (if any) goals of the lesson.
List the materials needed to carry out the activity.
List the steps you will take in order to teach the lesson.
List the theories/hypotheses/views of language that influence the lesson.
Explain the pre-lesson activities you might use.
Explain how you would evaluate the effectiveness of the lesson.
Discuss some of the possible drawbacks of the lesson.
Discuss what standards are covered in the lesson.
Use 12-point font size and Times New Roman font.

TESOL/ACTFL STANDARDS. A grade of 0 to .50 is unacceptable. This is when no mention of standards is present; or standards are not clearly explained; or standards are not obviously covered in the lesson. A grade of .7 to .8 is acceptable. Standards are mentioned, yet not clearly integrated into the lesson; or standards are not well-explained. A grade of .9 to 1 is excellent. Standards are clearly integrated into the lesson; student exceptionally explains how standards function in the lesson.

BACKGROUND INFORMATION. A grade of 0 to .50 is unacceptable. No or little explanation for why this particular lesson has been devised. A grade of .7 to .8 is acceptable. An explanation for why this particular lesson has been devised is sufficient, but lacks depth and/or theoretical justification. A grade of .9 to 1 is excellent. Explanation for why this particular lesson has been devised is well-explained and contains a theoretical justification.
SKILL ADDRESSED. A grade of 0 to .50 is unacceptable. It is unclear how the procedures address the skill in question and/or how the procedures are aimed at improving the skill in question. A grade of .7 to .8 is acceptable. Procedures for addressing the skill in question and how they are aimed at improving the skill are generally clear, yet are not convincing in terms of their efficacy and practicality. A grade of .9 to 1 is excellent. Procedures for addressing the skill in question and how they are aimed at improving the skill are clear and convincing in terms of their efficacy and practicality.

Use OF RESOURCES. A grade of 0 to .50 is unacceptable. The lesson does not effectively incorporate resources or does not do so clearly. A grade of .7 to .8 is acceptable. The lesson sufficiently incorporates resources into the lesson, yet their effectiveness is not convincing. A grade of .9 to 1 is excellent. The lesson effectively incorporates resources into the lesson.

ASSESSMENT. A grade of 0 to .50 is unacceptable. Assessment plan for effectively evaluating the lesson is not present or is incomplete. A grade of .7 to .8 is acceptable. Assessment plan is sufficiently incorporated into the lesson, yet contains problematic components. A grade of .9 to 1 is excellent. Assessment plan is well-incorporated into the lesson and clearly evaluates the skill in question.

Paper
(Due April 18th!)

*10-page paper (not including title page, abstract, and works cited)*

You are to write a paper that addresses the methodologies you would use in order to address a specific pedagogical problem. The problem must be directly related to your ESL-related career goals. In other words, you must write about a problem in the setting (e.g., ESL, EFL) and age (children, adult) you wish to teach. In addition, your paper must (1) discuss what is known about the issue based on the professional literature; (2) argue that certain steps must be taken to improve instruction based on evidence from the professional literature.

Possible examples:
• Teaching prepositions to adult learners
• Meeting the needs of ESL students with autism
• Teaching survival English to non-literate refugees
• Teaching academic vocabulary to children
• Culturally-responsive literacy instruction

Below are more specific requirements:

• This paper must use a minimum of ten library sources from peer-reviewed papers and/or books.

• This must be typed with 12 point, Times New Roman style.

• Use APA style.

• You need a title.

• No quotes!

• You cannot use any more than two sources used for blackboard discussions/articles.

• Whatever you decide to do, you must have your topic approved by me by February 23rd
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Possible points: 8

8: Perfect. No errors, no possible revisions or recommendations.
6.4-7.9: Good. Could improve slightly on one or five elements.
5.6-6.3: Acceptable. Needs improvement on six to eight items, or major areas are absent or need major improvement.
4.8-5.5: Problematic. Needs improvement on most areas; in other words, major areas are lacking or severely deficient.
0-4.7: Poor. Assignment not completed and major areas lacking; several major areas also need improvement.

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Possible points: 2

2: Perfect. No errors
1.6-1.9: Good. One minor error and/or one minor revision/recommendation.
1.4-1.6: Acceptable. Two or three minor errors or two or three minor revisions/recommendations
1.2-1.3: Problematic. Three to five minor errors or three to five minor revisions/recommendations; or omission of one major organizational structure
0-1.1: Poor. More than five minor errors or minor revisions/recommendations; or omission of two or more major organizational structures

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Possible points: 4
4: Perfect. No errors
3.5: One error
3.0: Two errors
2.5: Three errors
2.0: Four errors
1.5: Five errors
Etc.

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Possible points: 2
2: Perfect. No errors
1.75: One error
1.50: Two errors
1.25: Three errors
1.0: Four errors
.75: Five errors
Etc.

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Possible points: 4
4: Perfect. No errors
3.5: One error
3.0: Two errors
Two Observations
You are to do two (2) classroom observations. If you are going to teach public school, you should do them in a public school setting; if you are going to teach adults, you should observe in an adult setting. These are due May 2nd. The specifications are below:

Part one: This will be an introduction to the setting in which you are observing. You are to interview the lead teacher (s) and obtain the following information. You are not to write this as a list, but rather in expository form. I realize that teachers may not always know the answers to all of these questions. Get as much information as you can.

A) The teacher’s educational background and teaching experience
B) The teacher’s philosophy of teaching ESL. What theories of second language acquisition guide them? What methods do they use?
C) The school’s profile: number of students, number of ESL students, L1s in the school
D) Teaching and learning goals for this grade in terms of language and content
E) Assessment procedures and tests used for placement, standardized assessment, and exiting that are used.

Part two: Core of the lesson. Based on your observation and your conversations with the teacher, address the following issues.

A) Narrative
In two to three sentences, describe the motivation and goals of the lesson. Also, outline what happened in the lesson; in other words, the things which happened first, second, third, etc.

B) Linguistic focus of each lesson
Is the focus on reading, writing, listening, speaking, pronunciation, grammar, vocabulary, spelling or a mixture of more than one of these? Rule of thumb: It is
better to explain more than less. Be very detailed.

C) Standards addressed
What TESOL and/or Kentucky Teaching Standards are being addressed?

D) Methods used to implement the lesson
You must list the methods/approaches used to carry out the lesson. If you are asking yourself "What does he mean by method/approach?" I mean those which are listed in the Richards and Rodgers text; for example, Communicative Language Teaching, the Audiolingual Method, and the Natural Approach. Of course, a lesson can use more than one method/approach (most do), and that is perfectly acceptable. If the teacher you are working under is not specific about what methods they are using, you must infer them.

E) Materials used to implement the lesson (paper and computer-based)
You must list and explain the materials used to carry out the lesson. Why were these materials used? Was it because they were mandated by a certain method? Was it because they were mandated by the state? Was it because they were the only things available and were used in lieu of more ideal materials?

F) Mode of assessing student learning
What kind of assessment was used, if any?

Take-home Midterm
This is for FL students only. As I wrote above, this will not be comprehensive. I will send it to you March 21st and you will return it to me March 28th (by e-mail, of course). This will be essay in format. The breadth and depth of answers will determine one’s grade. More specifically, exams 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, and (3) being able to show its theoretical and instructional faults and limitations. No quotes are allowed; you must paraphrase instead.

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TEXT STRUCTURE/MECHANICS. A grade of 0 to .50 is unacceptable. Text does not flow and/or contains excessive sentence-level mistakes in terms of grammar, punctuation, and spelling. A grade of .35 to .4 is acceptable. Text flow is acceptable, yet with several sentence-level mistakes in terms of grammar, punctuation, and spelling. A grade of .5 is excellent. Text flow is excellent with few sentence-level errors in terms of grammar, punctuation, and spelling.

Book Review:
ONLY ESL students are required to do this review. This is due March 28th. You must review the Becker text. It deals with the following topics: ESL curriculum in elementary and secondary groups; assessment issues; special education and ESL students; involving parents; and promoting school-wide instruction. You must address the questions/statements below for each chapter. The order that you answer them in and the organization you use are up to you. However, you cannot merely answer each question in block form. In other words, this review must be written in essay form. It should be no longer than 10 pages and no shorter than seven pages (double-spaced, Times New Roman font, 12-point font size).

1. Summarize the main ideas presented in the chapter.
2. What is the author trying to say about teaching?
3. What is the author trying to say about the nature of second language learning?
4. Based on your experience, which of the author’s ideas seem convincing?
Explain.
5. Examine the author’s evidence. Does it sufficiently support her points? Explain.
6. How will the ideas in the text influence your teaching?
7. What concepts/research findings did you learn about that you were previously unfamiliar with?
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**Possible points: 8**

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Schedule
Week One: **Topics: Nature of Methods**
**FL students:** Omaggio Hadley, Ch. 2,
**ESL students:** Herrera and Murry, pp. 9-10
**Both:** Richards and Rodgers, Chs. 1 & 2
**Both:** [Jack Richards video](http://www.youtube.com/watch?v=URpjAcs9fy0&list=PL29EFEBC48DA9B67&index=6) This video is also available at the following web addresshttp://www.youtube.com/watch?v=URpjAcs9fy0&list=PL29EFEBC48DA9B67&index=6

Week Two:
**Topic: Methods**
**Both:** Richards and Rodgers, Chs. 3-13
**Audiolingual Method:** This video is also available at the following web address
[http://www.youtube.com/watch?v=Pz0TPDUz3FU](http://www.youtube.com/watch?v=Pz0TPDUz3FU)
**TPR:** This video is also available at the following web address
[http://www.youtube.com/watch?v=YuS3ku-PSL8](http://www.youtube.com/watch?v=YuS3ku-PSL8)
**Silent Way:** This video is also available at the following web address
[http://www.youtube.com/watch?v=xqLzbLCpack](http://www.youtube.com/watch?v=xqLzbLCpack)

Week Three:
**Topic: Methods**
**Both:** Richards and Rodgers, Chs. 14-19
**Natural Approach:** This video is also available at the following web address
[http://www.youtube.com/watch?v=NlTsduRreug](http://www.youtube.com/watch?v=NlTsduRreug)
**Communicative Language Teaching:** This video is also available at the following web address
[http://www.youtube.com/watch?v=3kRT-rsKxn4](http://www.youtube.com/watch?v=3kRT-rsKxn4)

Week Four:
**Topic: Reading**
**FL students:** Omaggio Hadley, Ch. 5
**Neil J. Anderson video for ESL students:** This video is also available at the following web address
[http://tapestry.usf.edu/Anderson_Zygouris-Coe;Drucker article](http://tapestry.usf.edu/Anderson_Zygouris-Coe;Drucker article)
Week Five:
**Topic: Writing/Grammar**
FL students: Omaggio Hadley, Ch. 7
ESL students: Zamel
**ESL students: video on errors** This video is also available at the following web address: [http://tapestry.usf.edu/responding_to_errors/](http://tapestry.usf.edu/responding_to_errors/)

Week Six:
**Topic: Listening**
Both: Dunkel
Midterm sent out to FL students

Week Seven:
**Spring Break**

Week Eight:
**Work Week!**

Week Nine:
**Topic: Speaking**
Both: Morley

Week Ten:
**Topic: Vocabulary**
Both: Nation
**ESL video on vocabulary:** This video is also available at the following web address [http://tapestry.usf.edu/Snow/](http://tapestry.usf.edu/Snow/)
Book review due (ESL): March 28th
Error analysis project due (ESL): April 1st
Lesson plans due (FL): April 1st
Mid-term due (FL): March 28th

Week Eleven:
**Topic: Assessment/Special Education**
FL students: Omaggio Hadley, Ch. 9
**ESL video on special education:** This video is also available at the following web address: [http://tapestry.usf.edu/Fradd/index.html](http://tapestry.usf.edu/Fradd/index.html)
Week Twelve:
Topic: FL students: Culture
Omaggio Hadley, Ch. 8
Topic: ESL students: Content-based instruction
Herrera and Murry, Ch. 7

Week Thirteen:
Topic: FL students: Context
Omaggio Hadley, Ch. 4
Topic: ESL students: Sheltered instruction
Herrera and Murry, Ch. 8
Papers due!

Week Fourteen:
Topic: Language Learning Strategies
FL students: Dornyei
ESL students: Herrera and Murry, Ch. 9

Week Fifteen:
Topic: Standards-based Teaching
FL students: Omaggio Hadley, Ch. 1
ESL students: Herrera and Murry, Ch. 10 and Cummins video on common core:
This video is also available at the following web address:
http://tapestry.usf.edu/Cummins/
Observations due: May 2nd

Finals Week: Final exam due May 10th