

**University of Wisconsin-Stevens Point**  
Department of World Languages and Literatures

**FLED 344: Teaching English as a Second Language**

INSTRUCTOR: Sara Williams	E-MAIL: sawillia@uwsp.edu
OFFICE: 020G SSC	CLASS: T and R 12:30-1:45 in 305 CCC
OFFICE HOURS: T 2-3 & by appointment	

**REQUIRED TEXTS**

Brown, H. D. (2007). *Teaching by Principles. (3rd ed.)*. White Plains, NY: Pearson Education.  
Selection of articles & readings on D2L

**COURSE DESCRIPTION**

This course provides an introduction to the theory and practice of teaching English as a Second Language. We will discuss theories and research findings of second language acquisition (SLA) that inform language pedagogy. In addition, students will learn how to implement theoretical understandings of second language acquisition to create pedagogically sound lesson plans. It is intended that most assignments from this course can, with minimal modifications, be taken to the students' future classrooms.

**LEARNING OUTCOMES**

By the end of this course, students will...

- gain a basic understanding of current issues in the area of SLA
- demonstrate an understanding of important contemporary topics in ESL education and how these topics impact classroom planning and teaching
- develop a specialized vocabulary to aid in professional discussions
- form their own, well-reasoned opinions based on readings, observational experiences, and discussion with colleagues
- engage in reflective learning and practice
- gain a greater appreciation for content-based teaching in ESL classrooms as well as techniques of teaching ESL to aid them in their future classrooms
- use assessment strategies to evaluate information in an informed manner for which they will hold their future students accountable
- use technology in a way that enhances other teaching strategies in the ESL classroom
- formulate a well-articulated classroom management plan
- demonstrate professional work habits as a teacher

**FIELD EXPERIENCE**

As part of this course, students will be required to participate in at least 30 hours of pre-teaching field experience. Students will be placed with an ESL teacher who will help to advise and guide them through this process. The purpose of this practicum is to expose students to classroom interaction in preparation for their student teaching assignments. At the end of the practicum experience, students will have the cooperating teacher fill out the clinical field experience report (on D2L), scan it, and turn it in via OneDrive.

## **EVALUATION CRITERIA**

Participation/Attendance/Readings 10%

Discussion question presentation 2%

Video Presentation 8%

Classroom Management Plan 10%

Collection of Activities 20%

Lesson Plans 20%

Assessments 10%

Practicum Reflections 10%

Exam 10%

## **PARTICIPATION/ATTENDANCE/READINGS 10%**

1. Students will be graded based on their active participation in class activities (whole class, group work, pair work). Students are expected to come to class prepared by having read the assigned reading for that day. Although we will not be focusing on everything from the readings in class, students are still expected to understand the information found in the readings. We are here to learn, so contribute with your thoughts and concerns! Respectful behavior is expected (no use of cell phones in the class).

2. Attendance is obligatory and contributes to the grade earned for the course. When absent, participation is not possible and therefore results in a loss of participation points. Absences that are justified by a doctor's note are excused. In case of an emergency (i.e., due to grave illness, hospitalization, funeral of a family member, etc.), you must let me know as soon as possible. Send me an email, or leave me a note in my mailbox. Written documentation/evidence of extenuating circumstances must be given to me within one week of the absence.

3. Arrive on time. When students arrive late, they disrupt the class and may miss important announcements.

4. Students are expected to come to class prepared by having read the assigned reading for that day. Although we will not be focusing on everything from the readings in class, students are still expected to understand the information found in the readings. Discussion Questions and other assignments are designed to help students identify, analyze, and practice the concepts covered in this course.

Discussion Questions are postings on a forum on D2L that are tied with the reading for each class period. These Discussion Questions represent a chance to engage with the readings, to process the readings more thoroughly, to develop one train of thought, and to practice writing fully-developed paragraphs. Students will 1) select one central idea, discuss their own position on the subject, and support their argument using examples from the reading, our class discussions, or their own experience as a language learner/language teacher and 2) pose a question (either for clarification or further inquiry) relating to the reading. **These postings will be due at 9:00 am the day they are written on the course calendar.**

## **DISCUSSION QUESTION PRESENTATION 2%**

Students will give a short (5 min.) presentation on the discussion questions submitted by their peers for one of the readings. Students will identify at least 2 key issues described in the discussion question postings for their assigned day, briefly summarize each issue, and propose a response based on discussions and previous class readings.

**VIDEO PRESENTATION: ESL IN THE US AND IN WISCONSIN 8%**

With a group, students will research ESL in the US and in Wisconsin, design a PowerPoint or Prezi, and record the presentation as a video. The presentation should address the following topics:

- Why do we have to offer ESL instruction in US and in Wisconsin schools?
- Laws / events: Lau vs. Nichols; Bilingual Education Act; No Child Left Behind; California's proposition 227; formation of bilingual schools in Dade County, FL; Arizona's proposition 203; Elementary and Secondary Education Act (1984); founding of TESOL.
- Historical evolution of ESL population in the US
- Current situation in Wisconsin: Who are the ESL students in Wisconsin? Where are they from? What laws exist? How does the state deal with ESL students currently? Describe the direction of ESL instruction in Wisconsin.

The presentation will be approximately 10 minutes in length. Students will upload the video file to OneDrive.

**CLASSROOM MANAGEMENT PLAN 10%**

Students will develop an outline of general classroom rules and practices that will help to facilitate an atmosphere conducive to general learning and language learning in particular. This outline should also reflect the characteristics for the level(s) that you would like to teach (e.g., if you expect to teach at the elementary level, plan for that level). Detailed instructions can be found on D2L.

**COLLECTION OF ACTIVITIES 20%**

Students will create a collection of 15 activities, including the materials needed for each activity. These activities need to encourage the use of English and foster the acquisition of the English language. Students should consult the cooperating teacher for their practicum in the creation of their activities. Throughout the semester every student will have an opportunity to present their favorite activity in a 5-minute presentation.

The collection of activities must include a table of contents indicating the title of each activity and which ones incorporate technology. For each activity students must:

- Include the appropriate grade level
- Include a list of materials needed
- Explain how the activity works, preferably in steps
- Describe when you would use the activity during a lesson and why
- Include any handouts/materials (within reason) for the activity

### **LESSON PLANS 20%**

Effective lesson planning shows an understanding of how to teach English to non-native speakers and learners of English. Students will create 4 lesson plans for a level they plan to teach in the future (i.e., 1<sup>st</sup> grade, High School, adult education, etc.) using the SOE template (on D2L). Students will also provide all additional materials to be used for each lesson (handouts, websites, etc.). Finally, you should incorporate a meaningful use of technology that will be of value to students in understanding the topic at hand.

- Lesson plans 1 & 2 (topic-based lessons): develop a 2-lesson sequence on a specific topic relevant for your level of instruction
- Lesson plan 3 (reading): pick a reading text appropriate for your level of instruction and develop a lesson that allows students to engage with the text
- Lesson plan 4 (writing): pick a writing assignment and develop a complete lesson around it.

As part of the lesson plans, students will also submit:

- 1) A comprehensive list of topics covered in ESL classes based on the curriculum relevant for your chosen level (I suggest you discuss this list with your cooperating teacher).
- 2) An annotated (= summary and evaluation) bibliography (=list of sources) of 15 works typically read at your chosen level.

### **ASSESSMENTS 10%**

Students will formulate at least one assessment tool (e.g., rubrics) to be used with each of their lesson plans. Students will also submit a list of assessments ESL teachers administer regularly, including a brief description of the assessment (I suggest you discuss this list with your cooperating teacher).

### **PRACTICUM REFLECTIONS 10%**

Observing other teachers and reflecting on one's own approach to teaching serves as a major component for training to enter the teaching profession. During the practicum, students should write extensive journal notes. Based on those notes, students will write 5 reflections. Each reflection should engage critically with the observed instruction, citing examples from your own language learning experience and providing suggestions for improvement. The reflections must discuss the following topics:

1. Thorough description of the language of ESL students you observed
2. The role of assessment
3. Classroom management
4. Topic of your choosing
5. Topic of your choosing

Potential topics for reflections 4 and 5 you could choose from are: error correction, teacher feedback, activity formats, the use of the students' L1, etc. Each reflection should comment on how the classroom practices under observation contribute to language learning.

The practicum evaluation (on D2L) is a part of the practicum reflection grade and will be turned in the same day as the practicum reflection. It is the responsibility of students to have their cooperating teacher fill out and sign the evaluation. Once filled out, it must be scanned and uploaded to OneDrive as a pdf file.

#### **NOTES ON ASSIGNMENTS**

Students will be turning in 'drafts' of major assignments throughout the course. Only one Word document per assignment should be submitted to OneDrive. Using a shared folder in OneDrive facilitates feedback and helps students to revert to previously saved versions if necessary. Do not upload a new document to OneDrive for each draft of an assignment; which makes the workflow for everyone much more complicated.

All assignments, aside from the presentations, will be graded **Satisfactory (= 100%), Needs work (=50%), or Unsatisfactory (=0%)**. The idea is to turn in a final draft that is satisfactory after instructor and peer feedback. Grades will be indicated after each assignment is due as indicated on the course calendar. A final assessment will be conducted at the end of the semester, at which point the grades may be changed based on improvements made and will be finalized.

#### **FINAL EXAM 10%**

The final exam will be a comprehensive exam of concepts and terms covered during the semester. The exam will require you to be familiar with all the important terms we covered in class and in the readings. Discussion Questions and in-class discussions should prepare you well for this exam, so take both your preparation for class as well as the work we do in class very seriously. Also, if you have read the syllabus up to this point, please email me a picture of the Senegalese Minister of Culture. No joke.

## GENERAL COMMENTS

**Writing:** FLED 344 is not listed as a writing emphasis class. However, the lack of WE designation does not suggest that I accept writing of a lesser quality. Not only do I urge you to pay close attention to the revision process of any assignment you submit, but I also reserve the right to deduct points from each assignment, which does not meet the standards of good academic writing. If you would like additional help with revising your assignments, feel free to talk to me or to visit the UWSP Tutoring-Learning Center. Below is a list of the most common issues in students' writings:

- Overuse of the verb 'to be:' Avoiding excessive use of passive voice and choosing stronger verbs serve as a good way to tackle this writing issue. Also avoid phrases such as there is, it is, there are, that is, etc.
- Underdeveloped paragraphs: Each paragraph has to begin with a topic sentence and end with a summary sentence. A paragraph, which is not at least 3 sentences long, cannot be considered a fully developed paragraph. In addition, each paragraph should only address one topic. Provide plenty of evidence to support each topic.
- Lack of transitions: Create logical connections between sentences in paragraphs and between paragraphs in your paper.

**Disability Services:** UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.

























**Academic Misconduct:** This course is part of the UW-Stevens Point academic community, an academic community that is bound together by the traditions and practice of scholarship. Honest intellectual work – on examinations and on written assignments is essential to the success of this community of scholars. Using classmates' responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course is challenging and will demand a good deal of each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the semester comes to a close.

















Additionally, the classroom environment is a unique opportunity. Additionally, the classroom environment is a unique opportunity for students to share ideas, opinions, discuss classroom and course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include: arriving to class on time, being prepared for class, no electronic devices, unless authorized to do so, any loud shouting, excessive side conversations, arriving to class under the influence of any alcohol or drugs, profane language, and verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to the professor or other students. If any of this behavior is exhibited, you may be asked to leave the class for the day. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

**IMPORTANT:** This syllabus is accurate and complete to the best of my knowledge. However, I reserve the right to make midcourse changes to the readings, assignments, or exam dates as needed.

This calendar is tentative. Students are responsible for checking D2L and their university e-mail accounts. Assignments, guidelines, and other deadlines will be posted and sent there.

### COURSE SCHEDULE

DATE	TOPIC	 READINGS	 ASSIGNMENTS
1/22	Introduction to class	Syllabus	---
1/24	Language Learning Beliefs	Lightbown & Spada: Chapter 7	 Discussion Question
1/29	Second Language Acquisition	Cook: Chapter 1	 Discussion Question
1/31	Second Language Acquisition	Cook: Chapter 2	 Discussion Question  Drafts of 3 Activities
2/5	Second Language Acquisition	Cook: Chapter 3	 Discussion Question
2/7	Second Language Acquisition	Cook: Chapter 4	 Discussion Question
2/12	English Language Learners: Guest Lecturer	English Language Learners	 Discussion Question  Drafts of 3 Activities
2/14	Teaching Methods	Brown: Chapter 2	 Discussion Question
2/19	Teaching Methods	Brown: Chapter 3	 Discussion Question
2/21	Teaching Methods		
2/26	Standards	ESL Standards for PreK-12 Students	 Discussion Question  Drafts of 3 Activities
2/28	Language Policy	Brown: Chapter 8	 Discussion Question
3/5	Lesson planning	Brown: Chapter 10	 Discussion Question
3/7	Lesson planning	Brown: Chapter 1 (3-10)	 Discussion Question  Video presentation: ESL in the US and in Wisconsin
3/12	Techniques / Materials	Brown: Chapter 11	 Discussion Question
3/14	Classroom management	Brown: Chapter 14	 Discussion Question  Drafts of Lesson Plans 1&2
3/19	SPRING BREAK		
3/21	SPRING BREAK		
3/26	Classroom management	Brown: Chapter 13	 Discussion Question
3/28	<i>Revisions and peer editing</i>		 Discussion Question  Drafts of 3 Activities

4/2	Listening in the ESL classroom	Brown: Chapter 15	 Discussion Question  Draft of Classroom Management Plan
4/4	Speaking in the ESL classroom	Brown: Chapter 16	 Discussion Question
4/9	Reading in the ESL classroom	Brown: Chapter 17	 Drafts of Lesson Plans 3&4
4/11	Writing in the ESL classroom	Brown: Chapter 18	 Discussion Question  Drafts of 3 Activities
4/16	Teaching with Technology	Brown: Chapter 12	 Discussion Question
4/18	<i>Individual meetings in my office – sign up for 15 minute time slots</i>		Bring drafts of: <ul style="list-style-type: none"> <li>• lesson plans</li> <li>• collection of activities</li> <li>• assessment</li> <li>• (teaching philosophy)</li> <li>• practicum reflections</li> </ul>
4/23	<i>Individual meetings in my office – sign up for 15 minute time slots</i>		
4/25	<i>Individual meetings in my office – sign up for 15 minute time slots</i>		
4/30	<i>Revisions and peer editing</i>		
5/2	Assessment	Brown: Chapter 20	 Discussion Question
5/7	Preparing for the Job	O'Malley and Valdez Pierce Presentation of Activities	 Discussion Question  Collection of Activities
5/9	Preparing for the Job	Brown: Chapter 22	 Discussion Question  Classroom management plan  Practicum Reflections  (Teaching philosophy)
			<b>Due May 13</b>  Lesson plans  Assessments
5/16	<b>Final Exam</b> Thursday, May 16 <sup>th</sup> , 12:30-14:30 in 305 CCC		