

FLED 344/ 544: Teaching English as a Second Language

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COURSE HOMEPAGE: https://uwsp.courses.wisconsin.edu/ (Canvas)	

COURSE DESCRIPTION

This course provides an introduction to the theory and practice of teaching English as a Second Language. We will cover theories and research findings of second language acquisition that inform language pedagogy. In addition, students will learn how to implement theoretical understandings of second language acquisition to create pedagogically sound lesson plans. I have designed this course in such a way that (most) assignments can, with minimal modifications, be taken to the students' future classroom.

LEARNING OUTCOMES

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

- ✓ gain a basic understanding of current issues in the area of Second Language Acquisition
- ✓ 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 field experience. Each student will be placed with an ESL teacher (or arrange such a placement themselves) who will help to advise and guide them through this process. The purpose of this practicum is to expose students to classroom interaction in an ESL environment.

COMPUTER REQUIREMENTS

- ✓ **For Windows PC Users**
 - ✓ **Browsers (you need at least one of the following):**
Internet Explorer 6, Internet Explorer 7, or Firefox 2.0
 - ✓ **Operating System:**
Windows 98, 98SE, ME, 2000, 2003, XP, or Vista
 - ✓ **Internet Speed:**
56K modem with internet access
 - ✓ **Java Script:**

- It is required to have Java Script Enabled when using Canvas
- ✓ **Cookies:**
It is required to have Cookies enabled when using Canvas

✓ **For Mac Users**

- ✓ **Browsers:**
Safari 1.3, Safari 2.0, or Firefox 2.0
- ✓ **Operating System:**
Mac OS X (up to 10.4)
- ✓ **Internet Speed:**
56K modem with internet access

CANVAS

- 1) Students with UWSP Network Account log-on by entering their current UWSP username and password followed by left-clicking the icon 'Login.'
- 2) If you need help with Canvas, feel free to call 1-833-828-9805. *This helpline is available 24/7!*

Note: If you have forgotten your password you will need to call the Help Desk at (715) 346 4357 or to email them at helpdesk@uwsp.edu.

REQUIRED TEXTS

- Brown, H. D. & Lee, H. (2015). *Teaching by Principles. (6th ed.)*. White Plains, NY: Pearson Education.
- Cook, V. (2008). *Second Language Learning and Language Teaching (4th ed.)*. London: Hodder Arnold (copies of chapters available via Canvas)
- Pre K-12 English Language Proficiency Standards. (2006). Alexandria, VA: TESOL International Association (<http://www.tesol.org/BookLanding?productID=318>).
- Selection of articles & readings on Canvas

You determine your grade for this course by fulfilling a contract that spells out in advance the requirements as well as the penalties for not fulfilling the terms of your contract. If a student fails to submit an assignment or does not submit a satisfactory revision after being given careful feedback (either by a fellow student or by myself), I will record a U grade for that assignment.

CONTRACT GRADING

The advantage of contract grading is that you, the student, decide how much work you wish to do this semester; if you complete work on time and satisfactorily, you will receive the grade for which you contracted. This approach requires planning ahead, thinking about all of your obligations and responsibilities this semester, and also determining what grade you want or need in this course. The advantage of contract grading to me is less whining, no special pleading, on the students' part. If you complete the work you contracted for, you receive that grade. Done!

I respect the student, who only needs a B, who has other obligations that preclude doing all of the requirements to earn an A in the course, and who contracts for the B and carries out the contract perfectly. This choice also represents a major life skill: taking responsibility for your own workflow.

GRADE CALCULATING

You will need to e-mail me a contract for a grade. I will keep a copy of it on file. *All requirements and penalties for each grade are spelled out below.* There are only two grades for any assignment—**satisfactory** (*full credit = 1 point*) / **unsatisfactory ‘U’** (*no credit = poor quality, late, or not submitted = 0 points*). At the end of the course, we tally. If you fail to do a contracted assignment or your peers do not deem your work satisfactory, you will receive the grade penalty spelled out in the contract and in the table below. Throughout the semester, you have the opportunity to resubmit your work until you receive full credit. Keep in mind the final due date for assignments beyond which no work may be resubmitted. The goal is for everyone to produce satisfactory work.

RANGES FOR LETTER GRADES (Your grades will be calculated in Canvas. You have access to your grade at all times.)			
A – Contract		B - Contract	
A	100 %	B	100 %
A-	1 grade of U	B-	1 grade of U
B+	2 grades of U	C+	2 grades of U
B	3 grades of U	C	3 grades of U
B-	4 grades of U	C-	4 grades of U
1 drop in final grade		for every assignment completed unsatisfactorily	
1 drop in final grade		for every absence beyond 2 classes per semester (=U)	

...And remember: the only dumb question is the one you don't ask...



ASSIGNMENTS // EXPECTATIONS FOR GRADES

1. ESL IN THE US AND IN WISCONSIN: POSTER

Why do we have to offer ESL instruction in US and in Wisconsin schools? You will design a poster to present information relevant to this topic. You will upload your findings both in the Dropbox AND under Discussion on Canvas.

Grade A

In addition to completing the poster (e.g., Prezi, PowerPoint), record your presentation of the poster where you explain each aspect using Screencast-o-matic). For this presentation, do not simply read the slides or individual bullet points, but rather explain them how they relate to the topic of History of ESL overall. The screencast has to include your image and needs to be without notes. Consider this exercise as training for a job interview.

Grade B

You research the following topics and summarize findings in the form of a poster. At the very least, you need to address the following topics:

- ❖ Laws / events important for TESL. Some examples include Lau vs. Nichols, Bilingual Education Act, No Child Left Behind, California's proposition 227, etc. (Make sure to do some research about relevant laws and regulations!)
- ❖ 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.

2. COLLECTION OF ACTIVITIES

Constructing good lesson plans necessitates a collection of well-designed and effective activities. For ESL instruction, these activities need to encourage the use of English and foster the acquisition of the English language. In this class, you have to start a collection of activities to ensure that you have a set of building blocks for the future.

Grade A

In addition to submitting the 20 activities, students add an explanation for each activity where you comment on how students use English with this activity and how the activity positively influences the acquisition of the English language. This explanation has to reference at least 2 readings; one reference may be our textbook, the other one needs to be a reading not covered in class. You have to reference at least 10 outside readings. Except for the textbook, each reading should only used three times.

Grade B

You should collect 20 activities that would work well in an ESL class. Explain how each activity works, add the grade level appropriate for each activity, describe when you would use each activity during a lesson and why, and discuss how each activity could be altered to use it in more than one class. Provide any handouts necessary for each activity.

3. CLASSROOM MANAGEMENT PLAN

Each student needs to 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. General categories should include homework policy, student expectations, types of activities and assignments, responsibilities of students and the teacher, and consequences for not meeting expectations. This outline should also reflect the characteristics for the level(s) that you would like to teach in the future: if you expect to teach at the elementary level, plan for that level.

Grade A

In addition to submitting the classroom rules, students add an explanation (at least 3 pages double-spaced) of how ESL classrooms differ from regular classrooms. Address answers to questions such as how do you deal with the different socio-economic realities of ESL students, what kind of language use do you encourage in your classroom (English only vs. bilingual), how does the cultural background of your students add potential problems to your classroom, etc. Make sure to reference at least 4 readings in your explanation; one reference may be our textbook, the other two need to be readings not covered in class. These readings may overlap with those used for other assignments.

Grade B

You create an outline of classroom rules that facilitate effective language instruction. Make sure to address all topics mentioned above.

4. LESSON PLANS

Effective lesson planning shows that you understand how to teach English to non-native speakers and learners of English. You need to create 4 lesson plans for a level, where you plan to teach in the future (i.e., 1st grade, High School, adult education, etc.). Each lesson plan has to include the following components: goal(s), objective(s), content and ESL standards, materials needed (including technology), procedure (warm-up, core lesson, cool-down), assessment, and homework. For the purpose of this class, lesson plans need to include prompts of what and how teachers offer directions and introduce individual activities. Also, it is expected that you provide all additional materials to be used for each day (handouts, websites, etc.). Finally, you should incorporate a meaningful use of technology (i.e., use of the computer) 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

Grade A

In addition to submitting 4 fully developed lesson plans, students also address the following elements:

- ❖ At least one of your lessons has to incorporate work with a SmartBoard
- ❖ Lesson plans 1 & 2: 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)
- ❖ Lesson plan 3: an annotated (= summary and evaluation) bibliography (=list of sources such as books, websites, documents, etc.) of 15 works typically read at your chosen level
- ❖ Lesson plan 4: a 1-page discussion of problems ESL students might face during your lesson based on what you know about second language acquisition

Grade B

You create 4 fully developed lesson plans. Make sure to address all topics mentioned above.

5. ASSESSMENT

What is assessment? How does it differ from testing? How are ESL students assessed both formally and informally? For this assignment, students formulate assessment tools (e.g., rubrics) to be used for their lessons. You have to assess at least one group project, one interview, and one writing assignment.

Grade A

Assessment represents a time-consuming and important part of every ESL teacher's professional life. In addition to submitting the rubrics for your 4 lessons, submit a list as well as a description/discussion of assessments ESL teachers administer regularly. Make sure to reference sources where you obtain information about these assessment tools using the APA style manual.

Grade B

You create all rubrics necessary for your 4 lessons.

6. PRACTICUM REFLECTION

As part of this class, you will need to complete at least thirty hours of pre-practice teaching field experience in school settings. Observing other teachers and reflecting on your own approach to teaching serves as a major component for training to enter the teaching profession. During your practicum, you are expected to write extensive journal notes. After you have observed the first few hours, choose 5 topics you would like to focus on with your notes. For each topic, choose one sample lesson. For this lesson, write one paragraph summarizing what happened during this class. Then write a second paragraph discussing the topic you focused on during this class. Three of these reflections have to discuss the following topics: thorough description of the language of one ESL student, role of assessment, and classroom management. In the other 2 reflections, you may choose from potential topics such as error correction, teacher feedback, activity formats, the use of the students' L1, etc. You will submit 5 typed reflections.

Grade A

In addition to submitting 5 reflections as described below, each reflection references at least 3 readings; one reference may be our textbook, the other two need to be readings not covered in class. The outside resources may have been used for other assignments.

Grade B

You submit 5 reflections. Each reflection summarizes one lesson and engages critically with the observed instruction citing examples from your own language learning experience and providing suggestions for improvement. The reflections are fully edited and represent academic writing (see explanation below).

7. POSITION PAPERS + COMPREHENSION CHECKS

For each assigned reading, you need to write a reaction paper. Each paper should be at least 1 paragraph and should not exceed 1 page double-spaced. These reaction papers 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. For each reaction paper, select one central idea, discuss your own position on the subject, and support your argument using examples from the reading, our class discussions, or your own experience as a language learner/language teacher. Once your paper is uploaded to the Canvas dropbox, record a question using Screencast-o-matic including some detail, what triggered this question for you. Upload the video to the discussion board on Canvas. Make sure to watch the questions of fellow students and add your own response to each question.

Grade A

In addition to submitting all position papers in time, you respond to the questions posed by others in class regularly and in detail. You also complete all of the comprehension quizzes.

Grade B

You complete all the position papers and submit them on time. Make sure to look at questions and responses posted on the Discussion section in Canvas.

8. FINAL EXAM (OUT OF 25 POINTS)

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. Both response papers and 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. The class is responsible for assembling a list of important terminology on a joint Quizlet site. As you work through assigned readings, add critical terms as well as a definition to this Quizlet site. This list assembled by the entire class will serve as the basis for the final exam.



Grade A

Your score has to be at least 21 points.

Grade B

Your score has to be at least 17 points.

COURSE SCHEDULE

DUE DATE	TOPIC	 READINGS	 ASSIGNMENTS
5/28	Introduction to class	---	
5/29	Initial Observations about Teaching ESL	Brown: Chapter 1 (3-11)	❖ Position Paper
5/30	Language Learning Beliefs	Lightbown & Spada: Chapter 7	❖ Position Paper ❖ Quiz: Comprehension Check
5/31	Second Language Acquisition	Cook: Chapter 1 & 2	❖ Position paper ❖ Quiz: Comprehension Check
6/3		Cook: Chapter 3 & 4	❖ Position paper ❖ Quiz: Comprehension Check
6/4		Article of your choosing	❖ Position paper ❖ Quiz: Comprehension Check
6/5	Teaching Methods	Brown: Chapter 2	❖ Position paper ❖ Quiz: Comprehension Check
6/6		Brown: Chapter 3	❖ Position paper ❖ Quiz: Comprehension Check
6/7	Standards	ESL Standards for PreK-12 Students	❖ Position paper
6/10+11	Language Policy	Brown: Chapter 8	❖ Position paper ❖ Quiz: Comprehension Check
6/12+13	Lesson planning	Brown: Chapter 10	❖ Position paper ❖ Quiz: Comprehension Check ❖ Submit Poster: History of ESL
6/14	Techniques / Materials	Brown: Chapter 11	❖ Position paper ❖ Quiz: Comprehension Check ❖ Submit 1st lesson plan (draft)
6/17		---	❖ Sharing of 1 Activity File for 'Collection of Activities'
6/18	Listening & Speaking in the ESL classroom	Brown: Chapter 15 & 16	❖ Position paper ❖ Quiz: Comprehension Check
6/19	Reading & Writing in the ESL classroom	Brown: Chapter 17 & 18	❖ Position paper ❖ Quiz: Comprehension Check
6/20	Teaching with Technology	Swaffar & Vlatten (1997) Brown: Chapter 12	❖ Position paper ❖ Submit lesson plan on reading (draft)
6/21	Assessment	Brown: Chapter 20 & 21	❖ Position paper ❖ Quiz: Comprehension Check ❖ Submit lesson plan on writing (draft)

6/24 – 6/27		<i>Individual ‘meetings’ – set up a Skype meeting to discuss progress on your project</i>	EDITING OF ASSIGNMENTS
6/28	Classroom management	Brown: Chapter 13	❖ Position paper ❖ Quiz: Comprehension Check
7/1		Brown: Chapter 14	❖ Position paper ❖ Quiz: Comprehension Check
7/2	Preparing for the Job	Brown: Chapter 22 & 23	❖ Position paper
7/3	FINAL EXAM	Study for Final Exam	❖ Final Exam on Canvas
7/8	Last chance for submission		❖ Collection of activities ❖ Lesson plans ❖ Assessment tools ❖ Classroom management ❖ Practicum reflections