Syllabus

Methods of Teaching ESL

Course title: Methods of Teaching ESL
Course number: EDBI 6326
Course discipline: Teacher Education

Course description: This course will provide the foundations for language acquisition and methodology for Second Language Learners, including basic interpersonal communication skills and academic skills applicable in a school setting.

Course date: Monday, January 12, 2009 through Friday, May 8, 2009
Location: MB 4264
Meeting day(s): Mondays
Meeting time(s): 5:40-8:20

Methods of Teaching ESL

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Office location: MB 4274
Office hours: Monday 4:30-5:15 and by appointment
Phone: 432-552-2600

Course Goals

Course goals: 1. To gain an indepth understanding of the process of acquiring a second language and the best methodology to use with English Language Learners. (NCATE CompetenciesK1,2,3,4,5 6; S 1,2,3 4,9 D 1,2,3,4,5,6,7,8; DP 1,2,4, a,b,c.)
2. To gain an understanding of strategies and techniques for students who are second language learners. (NCATE Competencies: K 1,2,3,4,5; S1,2,3,4,5,7; D 2,4,5,6,7,8; DP 1,2)
3. To gain an awareness of current trends in ESL instruction (NCATE Competencies K 1,2,4,6,9; S 1,2,4,6,9,10,11; D1,5,6,7,8; DP 1,3,4b)
4. To demonstrate the ability to use ESL methodology, strategies, techniques and activities in the general education, ESL or bilingual education setting. (NCATE Competencies: K 2,6,7 S 1,2,3,4, D 4,5 DP 1,2,3,4 a,b,c)
5. To gain knowledge of the research and programs
available for English Language Learners. (NCATE Competencies: K 2,6,7 S 1,2,3,4, D 4,5 DP 1,2,3,4 a,b,c)

**Policies**

**Introduction:** The following class policies apply to EDBI 6326:

**Academic Dishonesty:** All students are expected to do their own work. Cheating and plagiarism will not be tolerated. Do not copy anyone's work word for word. You must cite sources properly and you must give credit to your sources. See the student guide for more information on academic dishonesty.

**ADA:** Students who have instructional needs related to ADA should visit with the instructor so that the needs can be met. Dropping the Class: The last day to drop the course without creating an academic record is January 28. The last day to drop or withdraw from a course (with an academic record) is March 27. Students who are still enrolled after March 27 will receive a grade for the course. Those who drop between January 28 and March 27 will receive a grade of W.

**Additional information:**

**Attendance:** All students are expected to attend class. Students who miss more than two class periods may not pass the class.

**Participation:** All students are expected to participate in class discussions and class activities.

**Distractions:** Students should ensure that cellular phones and pagers are set on silent prior to class time. Under no circumstances will the instructor tolerate a phone conversation, extensive talking in class, reading or working on outside material or other distractions in the classroom. Students who are disruptive to the instructional process will be asked to leave the room. We will work together to ensure that each student can receive the maximum benefit from the course.

**Assignments:** Assignments should be submitted by the due date or points may be deducted.

**Professor's Commitment:** I am committed to the vision of the school of education to provide..."a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices." This means a commitment to the students' development of knowledge and skills that will result in excellence in the classroom setting. It is the goal of the instructor that the required competencies will be developed in a classroom that promotes mutual respect and compassion for all learners.
I will expect you to show professionalism in the development of your teaching career, while maximizing your learning. In return, I pledge to work with you to develop the knowledge, skills and dispositions needed to attain proficiency in the competencies the State of Texas has outlined as necessary for teachers. If you are experiencing difficulty, I ask that you communicate with me regarding the problem, so that we may resolve the issue together. Your success is my goal.

Textbooks


Course Requirements

Introduction: Each student will complete all assignments and will miss no more than 2 class periods. Class attendance and completion of each assignment is required to pass this course.

Requirements:  
**Grading:** Points will be assigned as follows:  

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Analysis of Educational Policy related to Second Language Learners</td>
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<tr>
<td>Abstracts of Journal Articles</td>
<td>20</td>
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<tr>
<td>Instructional Unit</td>
<td>20</td>
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<tr>
<td>Attendance at Bilingual/ESLConference</td>
<td>10</td>
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<td>Discussion Postings</td>
<td>25</td>
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<tr>
<td>Class attendance, participation &amp; Quizzes</td>
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</table>

A= 90-100  B=80-89  C=70-79 (All assignments must be completed to pass the course)

Specification of Assignments:

Analysis of Educational Policy related to Second Language Learners. Each student will submit a three page (double spaced 12 point font, 1 inch margins) paper describing local, state and federal policy related to the education of English Language Learners. A fourth page should be added for references. Use APA syle. Due Date: Jan. 26, 2009.

Abstracts of Journal Articles: Each student will complete abstracts of eight journal articles and should be prepared to discuss these in class or online. Approximately length is 2-3 pages each following APA style. Due Date: March 2, 2009
**Instructional Unit:** Working in groups of two-four people, students will complete a four week instructional unit for second language learners. The unit should include a total of at least 20 lesson plans for the group. Each student will develop 8 ESL strategies/activities that relate to the unit. (Note that some of the unit work will be done in class so students must be in class to benefit from the time allowed for group work under the guidance of the professor). More specifications for the unit will be given at a later time. This assignment must be typed. Due date is April 27, 2009.

**Attendance at the Permian Basin Bilingual/ESL Conference:**
**February 13 and 14, 2009.** Each student will attend the conference (to be held at UTPB). Students will submit a summary and reflection of each conference session attended. If extenuating circumstances do not permit the student to attend the conference, an alternative conference or an assignment will be completed. Students will complete a participation form indicating what was learned from the conference. This assignment may be typed or handwritten, but must be legible. **Due Date: February 23.**

**Discussion Postings:** Each student will respond to questions related to the assigned readings online through Web CT weekly. A series of questions will be posted by the instructor. Each student should respond in depth to two questions and should comment on at least three other postings. The comments may be brief, but should provide proof of reflections of the previous posting. This will be completed weekly.

**Class attendance, participation & Quizzes:** Each student will attend class and participate in class discussions. Short quizzes will be given over the class material as it relates to the ESL supplement exam. Students will be graded on completing the quiz, not the number correct. This is a weekly assignment.

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**NCATE and State of Texas Information**

Course Related Competencies:

Conceptual Framework of the School of Education of UT Permian Basin: Vision Statement The vision of the School of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices. Mission Statement The mission of the School of Education is to prepare pre-service and
professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by: • Facilitating the acquisition of necessary knowledge, skills, and dispositions; • Cultivating the value of diversity • Encouraging collaborative inquiry, innovation, and research; • Promoting collegiality and service in schools and communities; • Integrating technology into practice; • Providing opportunities for professional growth; and • Influencing educational practices and policies at the local, state, and national level. Learning Outcomes for Teacher Candidates and Other School-Based Professionals: The faculty expects that candidates will: • Demonstrate content knowledge in their respective content-area • Use appropriate processes and teaching practices • Apply knowledge about child and adolescent development • Incorporate knowledge of diversity in planning and delivering instruction • Incorporate technology in planning and delivering instruction • Plan for and assess students’ learning • Create an appropriate learning environment • Communicate and collaborate with all stakeholders • Engage in professional growth Candidate Proficiencies To achieve the learning outcomes, candidates must demonstrate that they “are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning” (NCATE, 2000, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit. KNOWLEDGE (K): Our candidates will exhibit knowledge about and understand the impact on teaching and student learning of: 1. theoretical perspectives of the profession 2. the content, processes, and practices appropriate for their students 3. child and adolescent development 4. diversity 5. technology 6. planning and assessment 7. the learning environment and classroom management 8. collaboration 9. legal and ethical issues related to education SKILLS (S): Our candidates will be able to: 1. select appropriate content for use in lesson planning and delivery 2. apply best practices to promote learning in all students 3. use knowledge of child and adolescent development to direct their teaching 4. select from an array of techniques to meet the needs of diverse learners 5. integrate the use of technology into the learning environment 6. use
appropriate assessments to measure students’ developmental progress 7. develop an appropriate learning environment 8. apply classroom management techniques 9. communicate with all members of the educational community (students, families, other educators, administration, community members) 10. reflect on their professional performance in order to improve their professional effectiveness 11. employ ethical and legal standards in education

DISPOSITIONS (D): Our candidates will demonstrate a/an: 1. respect for themselves and a positive regard for others 2. passionate nature about learning 3. belief in the value of a learner-centered instruction 4. dedication to providing a safe and supportive learning environment 5. acknowledgement of and respect for the fact people are shaped by their cultures 6. commitment to clear and accurate communication 7. professional and ethical attitude 8. desire to keep current on educational research and practice.

Diversity Proficiencies: 1. Instill the awareness of diversity for implementing inclusive instruction 2. Incorporate the diverse nature of learning and teaching as exemplified in the global community. 3. Model critical global thinking through coursework 4. Conceptualize diversity experiences from a variety of perspectives: a) to strive for social justice, equality, and equity for all learners b) to continue the process of self-growth, narrowing the student achievement gap in our nation c) to empower all learners as citizens in a global society

Each student will complete all assignments and will miss no more than 2 class periods. Class attendance and completion of each assignment and field based work is required to pass this course. All assignments, except the unit plan and the conference feedback form should be completed using APA style.
Conceptual Framework of the School of Education of UT Permian Basin:

Vision Statement
The vision of the School of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

Mission Statement
The mission of the School of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

- Facilitating the acquisition of necessary knowledge, skills, and dispositions;
- Cultivating the value of diversity
- Encouraging collaborative inquiry, innovation, and research;
- Promoting collegiality and service in schools and communities;
- Integrating technology into practice;
- Providing opportunities for professional growth; and
- Influencing educational practices and policies at the local, state, and national level.

Learning Outcomes for Teacher Candidates and Other School-Based Professionals:

The faculty expects that candidates will:

- Demonstrate content knowledge in their respective content-area
- Use appropriate processes and teaching practices
- Apply knowledge about child and adolescent development
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students’ learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders
- Engage in professional growth
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KNOWLEDGE (K):
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1. theoretical perspectives of the profession
2. the content, processes, and practices appropriate for their students
3. child and adolescent development
4. diversity
5. technology
6. planning and assessment
7. the learning environment and classroom management
8. collaboration
9. legal and ethical issues related to education

SKILLS (S):
Our candidates will be able to:

1. select appropriate content for use in lesson planning and delivery
2. apply best practices to promote learning in all students
3. use knowledge of child & adolescent development to direct their teaching
4. select from an array of techniques to meet the needs of diverse learners
5. integrate the use of technology into the learning environment
6. use appropriate assessments to measure students’ developmental progress
7. develop an appropriate learning environment
8. apply classroom management techniques
9. communicate with all members of the educational community (students, families, other educators, administration, community members)
10. reflect on their professional performance in order to improve their professional effectiveness
11. employ ethical and legal standards in education

DISPOSITIONS (D):
Our candidates will demonstrate a/an:

1. respect for themselves and a positive regard for others
2. passionate nature about learning
3. belief in the value of a learner-centered instruction
4. dedication to providing a safe and supportive learning environment
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6. commitment to clear and accurate communication
7. professional and ethical attitude
8. desire to keep current on educational research and practice.
Diversity Proficiencies:

1. Instill the awareness of diversity for implementing inclusive instruction
2. Incorporate the diverse nature of learning and teaching as exemplified in the global community.
3. Model critical global thinking through coursework
4. Conceptualize diversity experiences from a variety of perspectives:
   a) to strive for social justice, equality, and equity for all learners
   b) to continue the process of self-growth, narrowing the student achievement gap in our nation
   c) to empower all learners as citizens in a global society

Course Description: Students will acquire and use skills to diagnose English language learners and to prescribe individualized instruction in a practicum setting.

Course Participants:
This course is designed for students seeking a master's degree in bilingual education/ESL or those who wish to have an advanced practicum experience in this area.

Course Objectives: Upon successful completion of the readings and assignments for the course, for the course the following objectives will be met (Note: NCATE Proficiencies are noted as they correlate with each objective).

1. To gain an understanding of how second language is acquired and the best methodology to use with ESL students. (K1,2,3,4,5,6; S1,2,3,4,9 D1,2,3,4,5,6,7,7; DP 1,2,4, a,b,c)
2. Students will generate professional reports related to student achievement and progress. (K 1,2,3,4,5; S1,2,3,4,5,7; D 2,4,5,6,7,8; DP 1,2)
3. To gain an awareness of current trends in ESL instruction (K 1,2,4,6,9; S 1,2,4,6,9,10,11 D1,5,6,7,8; DP 1,3,4b)
4. To plan and deliver practical aspects of instruction for English Language Learners. (K 2,6,7 S1,2,3,4, D 4,5 DP 1,2,3,4 a,b,c)

Course Textbook: None

ExCET/TExES Competencies in Bilingual Education/ESL:
The following competencies are covered in this course.

Competency 001: The bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.

Competency 002: The beginning bilingual education teacher understands processes of first and second language acquisition and development and applies this knowledge to promote students’ language proficiency in their first language (L1) and second language (L2).
Competency 003: The beginning bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in L1 and the development of assessment of biliteracy.

Competency 004: The beginning bilingual education teacher has comprehensive knowledge of content-area instruction in L1 and L2 and uses this knowledge to promote bilingual students’ academic achievement across the curriculum.

Course Delivery and Setting:
The course will be delivered by independent study and practicum at UTPB and in public school settings.

Course Requirements:
Completion of each assignment and field based work is required to pass this course.

1. Each student will assess and plan instruction for a minimum of two clients at least two levels. Some settings may lend themselves better for group instruction. In such a case, the practicum student may focus on one or more students in his/her reporting.
2. At least 45 hours of instruction must be planned for each client (or small group of clients) at each level for a total of 90 hours.
3. Each student will write a pre-practicum position paper describing his/her position on language and literacy instruction for English Language Learners students. The paper should be approximately 4 pages in length with sources, etc. This will be used as the philosophical basis for the student’s work with clients and should be submitted to the instructor by 1/20/09.
4. After being assigned clients to work with, each practicum student should write a diagnostic/prescriptive report using the following procedure:
   a. Administer a language test to each client. (LAS)
   b. Following the testing, the student should write a brief (2-3 page) synopsis describing each client’s strengths and weaknesses.
   c. Next, the student should briefly describe the type of lessons that would best assist the client in developing English and, if appropriate, literacy in another language.
   d. Submit the report for approval of the instructor.
5. Each practicum student should write a series of lesson plans for each client to be delivered over a period of at least six weeks. The following procedure should be followed:
   a. Prepare the lesson plan containing an objective, list of materials, brief procedural description and assessment.
   b. Next, the student should deliver the lesson to the client.
   c. Following the lesson, the student should write a reflection of the lesson to include:
      i. The client’s response to the lesson
      ii. The extent to which the lesson was successful
      iii. Progress that has been observed
      iv. Suggestions for future related instruction.
d. Keep the lessons and reflections in a binder
e. You should post-test your students.

6. At the end of the practicum, students will write a summary report of each client’s progress, his/her further needs and suggestions for long-term instruction in English and another language (if appropriate).

7. Final report: A final report of approximately 2 pages should be prepared by each student to describe what has been learned from the practicum. It should contain references to the pre-practicum philosophy paper. The student should describe whether his/her philosophy has changed as a result of the practicum experience and how these changes will affect future his/her instruction of English Language Learners.

8. All materials should be submitted in a binder to the instructor by 5/1/09. The binder should contain the following divisions:
   a. Pre-practicum position paper
   b. Assessment Reports
   c. Lesson Plans and Reflections
   d. Summary Reports
   e. Final Report

Grading:
Pre-practicum Position Paper   15%
Assessment of Students           20%
Planning for Instruction       30%
Diagnostic Reports               25%
Final Reports                     10%

Academic Dishonesty:
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ADA:
Students who have instructional needs related to ADA should visit with the instructor so that the needs can be met.

Dropping the Class:
The last day to drop the course without creating an academic record is January 28. The last day to drop or withdraw from a course (with an academic record) is March 27. Students who are still enrolled after March 27 will receive a grade for the course. Those who drop between January 28 and March 27 will receive a grade of W.
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