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# **Syllabus for CTES 7460**

Auburn University

Department: Department of Curriculum & Teaching

Program: English to Speakers of Other Languages Education

Course Title: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES IN P-12

Course Number: CTES 7460

Course Credit: 3 hours

Semester: Fall, 2016

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Office Hours: Tues. 10:00 AM - 1 PM; Wed. 5-6 PM.

Schedule: Wed. 6:30-9PM

Classroom: Haley 2438

**1. COURSE DESCRIPTION**

**Catalog Description:**

Teaching practices and curriculum selection in P-12 ESOL.

**Overview:**

The course is designed to assist practicing and prospective teachers of second language learners in developing a knowledge base and the skills necessary for delivering effective and appropriate instruction to English language learners. This course will provide a historical foundation of ESOL methods before going on to focus on current theory-supported methods in listening, speaking, reading, writing, and vocabulary instruction.

**Required Text:**

Brown, H. D. & Lee, H. (2015). Teaching by principles: An interactive approach to language pedagogy (4th edition). New York: Pearson.

Other supplemental readings will be supplied on Canvas.

**Student Learning Outcomes:**

1. Demonstrate knowledge of the historical context of ESOL teaching methods and explain how teaching trends have evolved.

2. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction

3. Describe the evolution of laws and policy in the ESL profession, including program models for ELL instruction

4. Organize standards based instruction for ELLs at various levels.

5. Develop ELL’s listening and speaking skills for a variety of purposes.

6. Provide standards based reading and writing instruction for ELLs at various levels.

7. Collaborate with stakeholders to advocate for ELLs’ equitable access to academic instruction (through traditional resources and instructional technology.)

8. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.

9. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.

10. Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.

**Alabama State Teacher Education Standards**

**Instruction.** Candidates know, understand, and use standards-based ESOL and content instruction. This domain consists of three parts: planning, managing and implementing, and implementing.

1. **Planning.** Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. Using ESL and content standards, candidates plan instruction for culturally and linguistically diverse learners in multilevel classrooms. Prior to program completion, prospective teachers of English for speakers of other languages shall demonstrate:

(i) Knowledge of:

(I) State and national English language proficiency (ELP) standards.

(II) Content for Grades 6-12 in the *Alabama Courses of Study* for English

language arts, mathematics, science, social studies, and career and technical education.

(III) Best practices for helping ELLs to meet ELP and State content standards

in both self-contained ESL classrooms and mainstream content classrooms.

(IV) Strategies for sheltered instruction and accommodations for ELLs with varied schooling backgrounds.

(ii) Ability to:

(I) Plan standards-based ESL and content instruction based on the *Alabama Courses of Study* for English language arts, mathematics, science, and social studies in collaboration with colleagues.

(II) Create environments that promote standards-based language learning in supportive, accepting classrooms and schools.

(III) Plan differentiated learning experiences based on assessment of English and first language proficiency, learning styles, and prior formal educational experiences and knowledge.

(IV) Plan for particular needs of students with limited formal schooling.

2. **Managing and implementing.** Candidates know, manage, and implement a variety of research-based teaching strategies, techniques, and resources for meeting ESOL standards by developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs in meeting the content standards as they simultaneously learn language and content. Prior to program completion, prospective teachers of English for speakers of other languages shall demonstrate:

(i) Knowledge of:

(I) How to organize learning around standards-based subject matter and language learning objectives.

(II) How to incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn academic vocabulary and content area materials.

(III) Activities and materials that integrate listening, speaking, reading, and writing.

(ii) Ability to:

(I) Develop ELLs’ listening and speaking skills for a variety of academic and social purposes.

(II) Provide standards-based instruction that builds upon ELLs’ oral English to support them in learning to read and write.

(III) Provide accommodations for ELLs in standards-based reading instruction.

(IV) Provide accommodations for ELLs in standards-based writing instruction.

(V) Develop students’ writing though a range of activities, from sentence formation to expository writing.

(VI) Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.

3. **Resources and technology.** Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching. Prior to program completion, prospective teachers of English for speakers of other languages shall demonstrate the ability to:

(i) Select materials and other resources that are appropriate to students’ developing language and content-area abilities, including the appropriate use of first language.

(ii) Employ a variety of materials for language learning, including books, visual aids, props, and realia.

(iii) Use appropriate technological resources to enhance language and content-area instruction for ELLs (e.g., Web, software, computers, and related devices).

(iv) Use software and Internet resources effectively in ESL and content instruction.

**2. COURSE REQUIREMENTS**

**Attendance:**

Class attendance and engaged participation are essential to achieving the goals of this course. Missing class is like skipping a chapter in a book—what follows is harder to understand. Excused absences are defined in the *AU Bulletin*: You may be excused for personal illness, a serious illness or death of someone in your immediate family, a field trip, a religious holiday (one week notice required), or a subpoena. For a provisional excuse, please notify me before the day you miss by leaving a message by e-mail or telephone (no documentation is necessary). For a fully excused absence (and full attendance/participation points), you will need to provide documentation for your absence.

You will earn points by attending class and arriving on time (see grading plan below). Quizzes missed because of unexcused absences may not be made up. Late assignments lose 10% credit per day. If your absence is excused, any assignment will be due the following day and will begin to incur late penalties on the second day unless you provide daily updates of continuing excusing information. Assignments may be sent by course e-mail to avoid late penalties. If you do send work by e-mail, address it carefully and watch for error messages or for my acknowledgement. Note: *E-mail errors will not negate late penalties.*

**Grading Plan:**

 The final grade for the course is based on the following:

90%-100%= A

80%-89% = B

70%-79% = C

60%-69% = D

Below 60% = F
\*Please note that this is only a plan; point totals for the course may change during the semester if assignments are added or deleted. Detailed instructions will be available in Canvas.

**Classroom Expectations and Group Norms:**

* + Be respectful of yourself and others. Talking while others are addressing the class (including the instructor) is not appropriate.
	+ The class will start and end at the instructor’s designated time. If you arrive late or leave early, points will be deducted from your attendance and participation.
	+ No unauthorized guests.
	+ Cell phones, beepers, and pagers must be turned off or placed on vibrate mode. Inappropriate use of cell phones and other technology during class time will result in loss of points.

**Online Expectations:**

 You are expected to check Canvas often for assignments and announcements. The course is set up in weekly modules (see calendar for dates). The module starts on Thursdays and work must be completed by 6:00 PM on Wednesdays so that you can apply your learning in our face-to-face class on Wednesdays. Instructions will be provided in Canvas.

**Assignment Requirements:**

 All assignments must be typed unless otherwise noted by the instructor. If your assignment contains excessive writing errors *it will not be accepted*. Make sure to proof read any submitted work before turning it in Typographical and grammar errors will result in the lowering of an assignment grade. All assignments will be submitted via Canvas. Only use PDF or Word files when uploading to Canvas.

**3. University and College Policies**

**Participation**:

All students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met and for initiating arrangements for missed work.

**Unannounced Quizzes:**

There will be no unannounced quizzes.

**Accommodations:**

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

**Academic Honesty Policy:**

All portions of the Auburn University student [Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf) (Title XII) will apply to this class. All academic honesty violations or alleged violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Professionalism:**

Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.

**Writing Center:**

The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email writctr@auburn.edu or call 334-844-7475 M-F  7:45am-4:45pm.

**Student eHandbook:**

 Please refer to <http://www.auburn.edu/student_info/student_policies/> for all AU student policies.

# 4. **Tentative Schedule**

| Date  | Topic | Reading | Assignment |
| --- | --- | --- | --- |
| August 17  | Introduction to Course |  |  |
| August 24 | Historical Methods & Cases | B & L 2Diaz-Rico Chap 4 (pp 115-125)Doggett  |  |
| August 31 | ESOL Program Models | B & L 3\*Diaz-Rico(2014) Ch.6Liquanti |  |
| September 7 | Lesson Planning  | B & L 10 \*Levine & McCloskey Ch. 10 Dutro & Moran | ESOL Methods Critique  |
| September 14 | Scaffolding & Differentiation/WIDA | B & L 7\*Baecher et al Walqui | Description of Tutoring Subject Due  |
| September 21 | Teaching across age levels | B & L 6\*Murray & Christison Chap. 5 Schwarzer | Homework 1 is due  |
| September 28 | Special Populations of ELLs | DeCapua & Marshall\*Aguirre & HernandezOlson |  |
| October 5 | Materials & Technology  | B & L 11, 12\*Islam & Mares  | Reaction Paper 1 is due |
| October 12 | Classroom Interaction & Management | B & L 13, 14\* Cartledge, Singh & Gibson  | Homework 2 is due  |
| October 19 | Vocabulary | B & L 19 \*Herrera et al. Chapter 5 Hedgcock Ch. 8 | Midterm Exam is due |
| October 26 | Listening | B & L 15\*Celce-Murcia et al Ch. 10 Newton & Nation Ch. 3  | First tutoring reports are due. Lessons will be due at the same time.  |
| November 2 | Speaking | B & L 16Nation & Newton Ch 5 \*Celce-Murcia et al Ch.9 |  |
| November 9 | Reading  | B & L 17Nation Ch. 5\*Herrera Chap 6 | Homework 3 is due |
| November 16 | Writing | B & L 18 \*Nation Ch. 7 Ferris Chapter 5  | Reaction Paper 2 is due  |
| November 23 | THANKSGIVING | None | None  |
| November 30  | Student Presentations of Tutoring Project  |  | Last Tutoring Reports are due.  |
|  |  |  | Final Exam during Finals |

\* These readings may be chosen from for discussion leader presentations.

# **5. References for Assigned Readings (outside of textbook)**

Aguirre, N. M. & Hernandez, N.E. (2011). Differentiating the curriculum for gifted ELLs: Teaching them to learn. In J. Castellano & A.D. Frazier, Eds. *Special populations in gifted education: Understanding our most able students from diverse backgrounds* (pp. 273-286). Waco, TX: Prufrock Press.

Baecher, L., Artigliere, M., Patterson, D. K., & Spatzer, A. (2012). Differentiated instruction for English language learners as “variations on a theme”: Teachers can differentiate instruction to support English language learners. *Middle School Journal, 43*(3), 14-21.

Cartledge, G., Singh, A., & Gibson, L. (2008). Practical behavior-management techniques to close the accessibility gap for students who are culturally and linguistically diverse. *Preventing School Failure, 52*(3), 29-38.

Celce-Murcia, M., Brinton, D. M., Goodwin, J. M., & Griner, B. (2010). Chapter 9: Techniques, tools, and technology. In *Teaching pronunciation: A course book and reference guide* (pp. 335-364). New York: Cambridge University Press.

Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M.(2010). Chapter 10: Pronunciation and listening. In *Teaching pronunciation: A course book and reference guide*  (pp. 366-392). New York: Cambridge University Press.

Diaz-Rico, L.T. (2012). Chapter 4 Programs for English language learners. In *A Course for teaching English learners* (pp. 115-125). New York: Pearson.

Diaz-Rico, L.T. (2014). Chapter 6 Theories and methods of bilingual education. In *The Cross-cultural, language, and academic handbook: A Complete K-Reference Guide,5th edition* (pp.161-176). New York: Pearson.

DeCapua, A., & Marshall, H. W. (2011). Reaching ELLs at risk: Instruction for students with limited or interrupted formal education. *Preventing School Failure, 55* (1),35-41. doi: 10.1080/10459880903291680

Doggett,G. (1986). *Q & A: Eight approaches to language teaching*. ERIC Clearinghouse on Language and Linguistics.

Dutro, S., & Moran, C. (2003). Rethinking English language instruction: An architectural approach.

Ferris, D. R. & Hedgcock, J (2013). Chapter 7: Response to student writing: Issues and options for facilitating feedback. In *Teaching L2 composition: Purpose, process and practice*, 3rd ed. (pp. 237-278). Mahwah, NJ: Lawrence Erlbaum and Associates.

Hedgcock, J. S. & Ferris, D.R. (2009). Chapter 8: Vocabulary Learning and Teaching in L2 Reading Instruction. In *Teaching Readers of English: Students, Texts and Contexts* (pp. 283-322). New York: Routledge, Taylor & Francis.

Herrera, S.G., Perez, D.R. & Escamilla, K. (2010). Chapter 5: Vocabulary development: A framework for differentiated and explicit instruction. In *Teaching reading to English language learners* (pp. 103-131). San Francisco: Pearson.

Herrera, S.G., Perez, D.R. & Escamilla, K. (2010). Chapter 6: Strategies-based comprehension instruction: Linking the known with the unknown. In *Teaching reading to English language learners* (pp. 132-163). San Francisco: Pearson.

Islam, C. & Mares, C. (2003). Chapter 5: Adapting classroom materials. In B. Tomlinson (Ed.) *Developing materials for language teaching* (pp. 86-100). New York: Continuum.

Levine, L. N. & McCloskey, M.L. (2013). Structuring and planning content-language integrated lessons. In *Teaching English language and content in mainstream classes: One class, many paths* (pp. 233-264). New York: Pearson.

Murray, D. E., & Christison, M. A. (2011), Chapter 5: Teaching young learners. In *What English language teachers need to know (Volume II). Facilitating learning* (pp.69-86).New York: Routledge.

Nation, I.S.P. (2009). Chapter 5: Reading faster. In *Teaching ESL/EFL reading and writing* (pp. 61-74). New York: Routledge

Nation, I.S.P. (2009). Chapter 7: Helping learners write. In *Teaching ESL/EFL reading and writing* (pp. 93-111). New York: Routledge.

Nation, I.S.P. & Newton, J. (2009). Chapter 3: Listening. In *Teaching ESL/EFL listening and speaking* (pp. 37-58). New York: Routledge.

Nation, I.S.P. & Newton, J. (2009). Chapter 5:Pronunciation. In *Teaching ESL/EFL listening and speaking* (pp. 75-96). New York: Routledge.

Olson, L. (2014). *Meeting the unique needs of long-term English language learners: A guide for educators*. National Education Association.

Schwarzer, D. (2009). Best practices for teaching the “whole”adult learner. *New Directions for Adult and Continuing Education, 121*, 25-33. doi: 10.1002/ace.322

Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *International Journal of Bilingual Education and Bilingualism, 9*(2), 159-180.

# **6. Assignments**

| Assignment  | Point Value |
| --- | --- |
| Attendance and Participation:  | 45 |
| ESOL Methodology Critique  | 25 |
| Discussion leader presentation:  | 25 |
| Reader Response Journals:  | 25 (12 points for the first, 13 for the second) |
| Homework Assignments -3 assignments at 10 points a piece  | 30 |
| Take home Midterm Exam:  | 50  |
| Lesson Plans | 7 pts per lesson  |
| Tutoring Reports  | 50 points (25 per each time the reports are collected)  |
| Tutoring Project Presentation  | 15 |
| In-Class Final Exam  | 50  |

# 7. **Details on Assignments:**

# **A. Class Discussion Leader: (25 points)**

 You will be asked to prepare a 30 minute presentation on the day indicated for the reading that has an asterisk in front of it. You will be stopped at the 30 minute mark in order to provide adequate time for the remainder of the class activities.

The purpose of this assignment is **NOT** to merely summarize the reading, as we all have read the article. Rather, your role, as someone who has read the article carefully and thoughtfully is to engage the class in a thoughtful discussion and application activity of the content of the article. You can feel free to engage in a critique discussion, but be careful that your discussion stays productive and within the prescribed time limit.

What are the important teacher principles that we should gain from this reading?

How does this translate into classroom practice?

Here are some helpful hints to a successful discussion:

1) Provide a schedule or plan ahead of time for activities and stick with it

2) Divide students into small groups or pairs for at least part of the discussion and assign a manageable discussion topic that can reasonably be explored or answered in the time allotted

3) Give groups a time limit for discussion

4) Mix it up—some lecture can be very useful, but combine it with small group discussion, demonstration activities, or other activities

An evaluation rubric will be used to grade your class discussion (See Canvas for the Rubric)

1. **Response Papers:**

 These commentaries have three purposes. First, they show me that you are keeping up with the readings. They also allow you the opportunity to reflect on them and to apply the information from the readings to your own experiences and prior knowledge. Finally, it provides me with a way to dialogue about the readings to ask questions that you may not feel comfortable asking in class. You should NOT simply summarize the readings. If you’re unsure about how to go about this, a good way to start is to select a couple ideas or excerpts from different readings and compare the ideas in them, then tie these ideas in with examples from your own experience, but be careful that your examples stay on point. **The paper should be 3 pages long and be double spaced**. Papers must be handed in on the day that that particular reading is discussed. Please submit to Canvas. The due dates for the papers (2 of them) have been spaced throughout the semester to prevent procrastination until the end of the semester. You cannot submit two papers on the same day. See Canvas for Rubric

1. **Homework Assignments**- There will be three homework assignments throughout the course of the semester based on course content. Details will be provided as the semester progresses.
2. **ESOL Methodology Critique** *(20 points)*

You will critique one of the language methods that is mentioned in Brown Chapter 2. You will have to do outside research to complete this assignment. Specifically you must answer the following questions:

1. What is the historical context of this method? (How did this method get started? What was the perceived need for this method?)
2. What are the tenets on which this method is based? (What are the theories of language development and language learning that were represented through this method?)
3. What is the intended audience for this method? (What level of proficiency?)
4. If this method has waned in popularity, what were the issues that led to this decline? If the method is still popular today, what are the issues that contribute to its continued relevance?

See Canvas for Rubric

1. **Tutoring Project**

You will be asked to tutor an English language learner to study their language skills. You will meet with your subject 10 times throughout the course of the semester for a total of 10 hours of contact time. (If you want to meet for longer time periods with fewer overall meetings that is fine as long as you meet the 10 hours of required meeting time). Please keep track of your time spent tutoring. Five hours will be due mid-semester, with the remaining five due at the end of the semester.

Initial description of tutoring subject (one paragraph) due 9/14- Your purpose is to provide a brief introduction to the person- You should make up a pseudonym for the participant so that their identity is protected. Tell me in a paragraph the age, background of the person- how long have they been learning English, occupation, their goals in learning English. (10 points)

**Required Format for Lesson Plan** (Each lesson plan is worth 7 points- 1 point for each category.)

Content Objective:

Language Function:

Forms of language needed:

Vocabulary:

Describe the practice or application activities for the student:

Scaffolding-What scaffolding will you provide to meet the unique levels and needs of your student?

Describe how you will assess learning:

1. **Tutoring Reports-** You must write a two page (450-500 words) report for each session that you have with the participant. Each report will have the following sections:

The reports will be collected and handed in twice throughout the semester. The reports will be graded as a group.

A. Session Description- Write one paragraph explaining what occurred during your session. What activities did you do? How did the participant respond to the session? What issues might have come up? Please provide descriptive details so that I can understand your tutoring session (5 points)

B. Theoretical Analysis- (10 points) (Choose from the following questions)

* How did this lesson meet the proficiency needs/age level of the student?
* How does the session connect back to the theory/readings that we are discussing in class?
* What are the issues that the ELL is encountering in learning English? Why do you think that the student is struggling/succeeding with this lesson?

You should cite 2 sources from course readings in this section to back up your analysis.

C. Teacher Reflection- (10) points)

* What did you learn as a teacher from this session?
* Why did you make the teacher decisions for this particular lesson that you did? (Choice of activities, texts, scaffolding techniques, review, assessment)
* What would you do differently next time in a similar situation?
* How does this lesson shape what you will do with the next session with this participant?
* What did you learn about your skills/knowledge as a teacher?

Please cite sources when appropriate here

See Canvas for Rubric

1. ***Tutoring Project Presentation***

Each student will give a 10 minute presentation on their tutoring project participant on the last day of class. You must address the following areas:

1. Description of Participant- Give an overview of the participant
	* + - 1. Age
				2. Occupation
				3. Native Language Spoken/Ethnicity
				4. Reason for Learning English
				5. Goals for your tutoring session
2. Description of Theoretical Issues
	1. What were the issues that occurred with your participant? (Ex. Language transfer, grammar issues, reading comprehension difficulty, etc.)
	2. Don’t forget to cite sources here.
3. What did you learn as a teacher? (Scaffolding, reteaching, lesson planning, more wait time, etc.) After completing this tutoring,what is your next personal goal for your teaching? What did you learn about yourself as a teacher? **‘**

**See Canvas for Rubric**