

EASTERN MENNONITE UNIVERSITY LANCASTER
Master of Arts in Education
EDSL 551: Methods of Teaching ESL and FL
Summer 2012

Graduate Credit Hours: 3 semester hours

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*Please Note: I would be happy to provide advice or support in completing projects. However, **please do not email papers** to be reviewed. I am available by appointment. Advice should be sought **at least a week** before papers or assignments are due in order for any implementation of suggestions to be effective.*

Class Dates & Times: July 16th -20th, 2012
Monday-Friday 8:00 a.m.-5:00 p.m. (includes 30. min. lunch break)
Total: 42 hours

Required Course Texts:

Himmele, P. & Himmele, W. (2009). *The language-rich classroom: A research-based framework for teaching English language learners*. Alexandria, VA: ASCD

ISBN 978-1-4166-0841-7

Coelho, E. (2004). *Adding English: a guide to teaching in multilingual classrooms*. Pippin Publishing Corporation: Ontario.

ISBN: 978-0-88751-095-3

Course Description:

Emphasizes theory, practical methods, assessment and materials, design and development for teachers teaching English as a second language and foreign language.

This course is designed to help participants gain knowledge of the different ways languages have been taught and can be taught. Participants in the class will gain knowledge through reading, writing, discussion, mini-lectures, demonstration and technology. Participants will lead discussions on the readings and will conduct demonstration lessons in order to experience first-hand the feel and look of particular methods and principles. Participants will be able to identify, compare and contrast various approaches to language learning and teaching. In addition, there will be exposure to a variety of instructional strategies in each of the main language skills (listening, speaking, reading, writing, pronunciation, grammar and vocabulary). The course will focus significant discussion and reflection on the relation of teaching principles, methods, and instructional strategies for the sociocultural and affective dimensions of language learning. We will explore various aspects of working with language learners by integrating the theoretical and the practical. A 20-hr. field experience is required.

Conceptual Framework: “Preparing Caring, Reflective Teachers for the Changing World”:

The EMU Teacher Education Program has chosen the theme “*Preparing Caring, Reflective Teachers for a Changing World*” as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

M.A. in Education Program Outcomes:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice. **(S)**

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change. **(I)**

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices. **(PK)**

Communication: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others. **(C)**

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peace building in diverse settings. **(Ca)**

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts. **(L)**

Knowledge Base Rationale:

In the field of ESL/FL teaching, the international professional organization recognized world-wide as a leader in language acquisition research and development is Teachers of English to Speakers of Other Languages (TESOL) based in Alexandria, Virginia. This organization has argued since its inception over thirty years ago that the field of ESL/FL teaching is one that must be studied in its own right. It is a misconception that anyone who speaks a language is capable of teaching that language without proper training. The approaches are analyzed, various methods are compared and contrasted, and numerous techniques for teaching specific language skills are explored.

Primary Course objective:

This course will equip prospective and practicing teachers with tools for helping English language learners succeed in the K-12 classroom. Students will learn to apply theoretical foundations to teaching English language learners at the various stages of language development. Students will also learn to use best approaches for helping students develop both conversational and academic language as well as strategies for reading and learning in the content areas.

Field Experience:

The purpose of this 20-hr field experience is for the candidate to concentrate on observing, planning, implementing, and managing instruction while teaching ESL students. Candidates are required to teach a minimum of 2 lessons, one of which must be observed by an ESL supervisor.

The setting must be at a grade level K-5; 6-8; 9-12 and at a setting different from that experienced in the 10-hr field experience. As a requirement of the continuum for professional development and teaching performance, during this field experience the candidate will place an emphasis on the following competencies:

Design standards-aligned instruction in English utilizing Pennsylvania Academic Standards, the English Language Proficiency Standards, and the Can-Do descriptors in relation to the continuum of proficiency levels. PA Competencies: (III:A)

Differentiate instruction based on formative assessment of student progress, reteaching as necessary for students who need additional time and alternative approaches to meet learning outcome, PA Competencies (III:E)

Select, analyze and adapt a variety of authentic sources and tools to enhance English proficiency skills. PA Competencies (III:H)

Model explicit comprehension and learning strategies appropriate for the lesson. PA Competencies: (III:)

Develop and implement communicative activities in K-12 classrooms that promote authentic interactions for social and academic purposes and that integrate all language skills. PA Competencies (III:F)

Collaborate with and provide guidance to content teachers of ELLs related to using English language proficiency standards (ELPS), appropriate supports, and adaptations which provide students access to content instruction, tasks and assessments at their English language proficiency level. PA Competencies (III:J)

Candidates are expected within the field experience component to demonstrate the integration of ELPS with PA Academic Standards along with ways the candidate collaborated with ESL/literacy specialists. Evidence of this expectation shall be included in lesson planning.

Course Outcomes:

Students who successfully complete this course will:

- Appreciate the importance of using principles to guide their teaching and understanding that methods and techniques have their limitations (S, I, PK) PA Competencies: (D,E,F)
- Gain an understanding that all learning is situated in complex sociocultural contexts and requires an understanding of Limited Formal Schooling (LFS) and Students with Interrupted Formal Education (SIFE). (I., PK) PA Competencies: (II:C)
- Begin to develop a personal philosophy of and approach to language learning/teaching (I, PK) PA Competencies (V:A)
- Gather instructional strategies in the major language skills: listening, speaking, reading, writing, pronunciation, grammar and vocabulary (I, PK) PA Competencies (III:B)
- Gain practical experience in language teaching/learning and lesson planning, language needs assessment and testing through working with language learners (I., PK, C, L) PA Competencies: (III:A-J)
- Design standards-aligned instruction in English utilizing Pennsylvania Academic Standards, the PA English Language Learners Proficiency Standards, and the Can-Do descriptors in relation to the continuum of proficiency levels. PA Competencies: (III:A)

- Differentiate instruction based on formative assessment of student progress, re-teaching as necessary for students who need additional time and alternative approaches to meet learning outcome. PA Competencies: (III:H)
- Select, analyze and adapt a variety of authentic sources and tools to enhance English proficiency skills. PA Competencies: (III:H)
- Use an ELL's first language as a support for learning English. PA Competencies: (I:F)
- Model explicit comprehension and learning strategies appropriate for the lesson. PA Competencies: (III:I)
- Identify and evaluate ESL/FL teaching resources (S, PK, L)

Attendance Expectations:

As stated in the EMU Graduate Catalog: "Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance, if possible. Multiple absences from class will result in lower grades. The student is responsible for the material presented in classes missed."

As stated in the MA in Ed Program Handbook: "Because of the interactive nature of graduate classes at EMU, we believe that students who miss class for the equivalent of 300 minutes in a three semester hour course (200 minutes for a 2-semester hour course, 100 minutes for a 1-semester hour course) have not fulfilled necessary requirements to receive an "A" in the graduate class. Grades may be lowered for absences of less time at the instructor's discretion."

Special Accommodations Statement:

If a student needs course adaptations or accommodations because of a documented disability, or has emergency medical information to share, please inform the instructor of your needs.

Academic Integrity Statement:

The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidents of academic dishonesty may result in a failing grade for the work submitted and a "Record of Academic Dishonesty" filed in the graduate dean's office. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

COURSE REQUIREMENTS:

Unless otherwise indicated, all assignments should be **typed in font 12, double spaced, and well edited**. Excessive mistakes due to lack of editing may lower an assignment's grade. All sources should be cited using **APA formatting**.

1. Class Participation

10%

Professional behavior and participation are vital to your role as a learner. Much of which is contingent upon in-class participation and cannot be replicated in other ways. As co-learner and prospective teacher, **please come on time and be prepared** to incorporate reflections on the reading, personal experiences, opinions and questions in a positive, responsible and professional manner. You will be participating in small and whole group class discussions and simulations during class sessions. The rubric below contains the criteria used to assign class participation grades.

10: Outstanding participation (requires full attendance)! Daily engaged in whole class discussions. Was always prepared showing evidence of having thoughtfully completed readings and assignments. Contributed to a safe and intellectually stimulating classroom environment. Displayed a high degree of professional dispositions.

9: Excellent Participation! Daily engaged in large group discussions. Contributed to a safe and an intellectually stimulating classroom environment. Was prepared showing evidence of having thoughtfully completed readings and assignments. Displayed a high degree of professional dispositions.

8: Sometimes participated in large group discussions. Contributed to a safe and an intellectually stimulating classroom environment. Was prepared showing some evidence of having thoughtfully completed readings and assignments. Displayed a high degree of professional dispositions.

5-7: Occasional, but rare large group participation and contribution to a safe and an intellectually stimulating classroom environment. Verbally contributed in less than half of the class sessions during whole class activities or unprepared for class two or more times.

0-4: frequently late or left early, or engaged in distracting behavior, or little or no large group participation. Frequently unprepared and/ or detracted from a safe and intellectually stimulating classroom environment.

2. Anticipatory Guide 20%

(Date Due: _____)

Before reading the assigned chapters in *Adding English: A guide to teaching in multilingual classrooms*, read the statements on the anticipatory guide and consider whether you think that they are true or false. Indicate your answers in the left-hand column. During Reading, check to see whether your answers are in line with the text. After reading, review the statements again and mark your answer in the right-hand column. On a separate typed sheet, please indicate in writing why each statement is either true or false. Your explanation should be brief (no more than 4-5 sentences/ bulleted items).

3. Modified Instructional Unit Portfolio 30%

(Date Due: _____)

You will choose three different lessons that you are currently using or will use in the near future to assist ESL students in learning **content area information**. Using the provided lesson plan template, develop scaffolded activities, adaptations and modifications for teaching these three lessons so that they are made comprehensible to English language learners within a context that promotes authentic interactions for social and academic purposes that integrate all language arts skills. One lesson should be developed for a student at the **entering level**, another lesson for a student at the **developing level**, and finally the third lesson should be developed for a student at the **bridging level** of English language development. At the beginning of each lesson plan, reflect on the probable challenges teachers can expect to have by teaching the specific lesson as well as incorporating re-teaching strategies and use of alternative approaches. Discuss how your modifications will help learners be successful in developing both content and language. Additional guidelines can be found on the grading rubric for this assignment.

4. Comprehension Lesson Demonstration 20%

(Date Due: _____)

One of the adopted course texts, *The Language-Rich Classroom*, offers practical strategies for teaching ELLs at all stages of language development. In pairs, plan on creatively presenting several of the general and specific ideas presented in the book. Be sure to consult with others who may have signed up for the same chapter, so that you are not duplicating presentations. Provide visual descriptions of the best parts of your reading and share implications for whom the strategies might be useful. Provide visuals so that classmates can get a feel for how to best use these ideas in their classrooms. Provide a handout for classmates to follow along and remember the most important ideas. You will have approximately 20 minutes to share.

5. Reflection Papers (2) 20%

(Date Due: _____)

Students will submit two 2-page reflection papers on any topic discussed in class. The reflection papers should include two sections: (1) a summary of the concept or teaching strategy (approximately one-half page) and (2) your reaction and possible application of the principle and/or strategy in the classroom (approximately one and one-half pages). See Appendix A for the writing grading rubric.

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style:

Candidates are expected to use the *Publication Manual of the American Psychological Association 6th Edition* for written assignments including annotated bibliographies and references. Candidates citing references in Power Point references are also expected to use APA style. Instructors may exclude short personal narratives, essays, lesson plans, or some project work if APA writing style is inappropriate.

All instructors teaching in the Master of Arts in Education program are asked to apply the EMU Graduate Writing Standards to any written work submitted. The instructors may use their discretion if the assignment does not lend itself to the EMU Graduate Writing Standards rubric. (See Appendix A). Use of APA and the Graduate Writing Standards rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research project.

Appendix A
Writing Standards – Graduate Level (Grid Version) *(revised 2012)*

Criteria	A excellent	B good	C minimal expectations	Comments
Content <i>(quality of the information, ideas and supporting details.)</i>	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure <i>(logical order or sequence of the writing)</i>	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
Rhetoric and Style <i>(appropriate attention to audience)</i>	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality but lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
Information Literacy <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity <i>(appropriate acknowledgment of sources used in research)</i>	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style.	
Conventions <i>(adherence to grammar rules: usage, mechanics)</i>	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				Grade