

LING 460 Practicum in TESOL Spring 2013

Eastern Mennonite University By arrangement

Advisor: R. Michael Medley, Ph.D.
Office: Campus Center 345
Email: medley@emu.edu Tel. Ext. 4051 (Home: 574-4277)

Credit hours: 3

Course Description:

Observation and participation in teaching English language learners in a classroom or in one-to-one instruction of English to non-native speakers of English. Lesson plans and reflections are prepared for each of sixty clock hours taught. It may be completed during any semester or during the summer. Prerequisite or co-requisite: LING 450.

Course Goals and Outcomes:

The Practicum is the capstone to the minor in TESOL and should be done concurrently with or preferably following LING 450 Methods of Language Teaching. It gives the student experience and opportunity to apply under supervision the theory, techniques and materials studied in other courses of the minor. The goals are

1. To give the ESL teacher candidate an opportunity to practice teaching English as a second language and to teach as many of the 60 hours as possible with groups of learners. If necessary, up to 20 hours may be spent tutoring in a one-to-one situation. The number of hours one is allowed to teach depends on the professional judgment of the supervising teacher.
2. To observe how a teacher establishes relationships with students or clients.
3. To observe and experience how ESL teachers team with other instructors to meet the needs of English language learners
4. To practice application of methods and materials appropriate to students who speak English as a second language, striving to meet or exceed at least 80% of the standards for assessing student practicum performance (see the rubric attached)
5. To apply and assess diagnostic and prescriptive testing techniques in ESL.
6. To receive insights into the psychology of pupil behavior.
7. To gain broader understanding of what it means to be a teaching professional.

The goals, content, and activities of this course are designed to fulfill the following **EMU Core cross-cultural outcomes for cross-cultural designate courses:**

1. Students will develop a critical awareness of self and others within an intercultural context.
2. Students will develop global awareness in examination of social contexts, systems, and institutions.\

The outcomes of this course include objectives set by the *Virginia Department of Education* for teachers of English as a second language PREK to12 and requirements set forth by *NCATE/TESOL* for teachers of English to speakers of other languages.

Procedure:

Students are placed with a practicing, qualified ESOL teacher. Placement may be arranged at the initiative of the student in consultation with the TESOL advisor. Placements in local public schools must be arranged through the EMU Education Department.

Students keep a session-by-session log and journal. The log records time, cumulative hours, date, number and culture of students expected to be present, and principle elements of the lesson plan as it was prepared before being taught. The log journal must also account for and describe activities for all the hours spent in the practicum including observations and assisting the supervising teacher in other activities, such as tutoring individual learners, serving as a resource teacher in other classrooms, assisting with parent-conferences, etc.

The journal entries, written after the lessons are taught, identify problems and decisions the practicum teacher encounters day to day and his/her thought processes in resolving them. Sample log-journals will be provided to guide you in creating your own.

☀ **IMPORTANT:** The log-journal is submitted to the TESOL advisor upon completion of *each 20-hour segment* for review and evaluation. It is important to submit the log-journal immediately after 20 hours and not after 30 or more hours are completed, in order to allow feedback from your adviser in a timely fashion. *If you would like to get feedback on initial log-journals before submitting the first 20 hours, you are welcome to submit the first log-journal right away.* **Prompt submission of the log-journals following the 20th and 40th hours is particularly important and will affect your final grade in the course.** The last installment may be submitted any time up to the end of the semester. All log journals are submitted and returned electronically through the course Moodle page.

Your log-journal serves several purposes:

1. It is a tool for you to reflect deliberately and thoughtfully after each lesson, considering questions like: “How did it go?” “Why didn’t it go as I planned?” Why did/why didn’t the students *get it*?” Unless you have taken time to reflect immediately following your lesson, you won’t be mindful of what you need to do before teaching the next lesson.
2. It is a tool for the practicum advisor (me) to see what kinds of lessons you are teaching and how you are reflecting. I can observe you only about twice during the semester. Although I solicit your supervising teacher’s evaluation, I also want your input, which you can provide mainly through the log-journal. Having read your log-journal, I may be able to influence your teaching for the better.
3. For purposes of assessing our program of ESL teacher preparation, we need the kind of documentation provided in the log journal. I need to learn where you may not have been adequately prepared to face situations in ESOL teaching so that I can work to improve EMU’s program.

The location of the practicum is not limited to the Harrisonburg area. However, agencies in our area provide valuable support to EMU’s TESOL program and we therefore encourage local placement. We have also found that teacher education candidates who complete their TESOL practicum in Harrisonburg-area schools obtain a superior teaching experience because of the large proportion of ESOL students and highly qualified ESL teachers in area schools.

Meetings with the advisor:

In the course of the semester, you will attend approximately six meetings with the course advisor (me). The first meeting will help you understand the practicum requirements and procedures. Two meetings will be scheduled as follow-up sessions to discuss your teaching on the occasion of my observations. Approximately three more meetings will be scheduled during the semester in order to guide and support you in the accomplishment of the following tasks (as determined by your situation): (a) formulating appropriate objectives and lesson plans; (b) devising strategies for differentiating instruction for diverse learners and integrating content instruction with language instruction; (c) constructing appropriate assessments for at least one of your lessons. In the final meeting of the semester, we will have a discussion that attempts to bring closure to your practicum experience, reviewing the evaluation of your supervising teacher and looking to future needs for development and opportunities for practice.

Evaluation:

The final grade is based upon the TESOL advisor’s evaluation of the log-journal (three grades) and the supervising teacher’s written evaluation upon completion of the practicum. The TESOL advisor will visit the classroom at least twice and have follow-up conferences with the practicum student. Periodic conversation also occurs between the TESOL advisor and the supervising teacher either in person or by telephone (if distant from EMU), except when the practicum is done outside the US, in which case communication is by e-mail.

A final grade will be calculated as follows:

- 60% - a letter grade on each of the three installments of the practicum log-journal, including coverage for every hour of practicum experience, the level of details recorded, insightfulness of reflections, and timely submission of the log-journal in the specified format
- 20% - a letter grade based on the supervising teacher's evaluation & practicum instructor's observation
- 20% - a letter grade based on the candidate's initiative and reliability in responsibly carrying out the practicum, preparedness for all the meetings, and maturity and professionalism exhibited in communicating with both advisor & supervising teacher

A form for the supervising teacher's evaluation of the practicum performance is attached. Your comments on these standards will be received gratefully as the assessment process is ever evolving.

Certification:

The minor in TESOL credential may be used in getting a teaching position inside or outside the United States. However, it may not qualify one for teaching ESOL in public schools in the United States. One needs a teaching certificate from Virginia or from the state in which he/she will teach. For that one must complete teacher education courses. States sometimes grant provisional licenses for a year while new teachers make up courses that are needed for full licensure. Please consult with an advisor in the Education Department on issues relating to licensure.

Financial Arrangements:

A \$50 fee is charged to the student's account which is used to provide a modest honorarium to the supervising teacher.

Academic integrity policy

"EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God."

"What academic integrity means at EMU:

1. honesty in producing one's own work
2. use of documented course information and aids
3. submission of work that is one's own
4. honesty in representation of research
5. results, one's credentials, and facts or opinions
6. honesty in use of technology, including cell phones and the Internet
7. honesty in acknowledging sources used in research and presented in papers and other assignments
8. honesty in establishing and maintaining the appropriate parameters of collaborative work"

(See the EMU Undergraduate Catalog for further details.)

Remember that you must now be a model of academic integrity for your students. When you incorporate other sources of information or lesson content from outside the learners' textbooks, then you should give credit to those sources in your written lesson plans, PowerPoint slides, student worksheets, and other handouts. When appropriate, depending on the maturity of the learners, you should also inform them whenever your lesson is derived from other identifiable sources.

Rubric for grading the log-journal (LJ)

	A	B	C	D or F
Format for reporting time & activities	LJ follows the prescribed format exactly, clearly and precisely reporting the time spent in each practicum hour 4	Generally follows the format, but shows lapses in reporting the time spent in each practicum hour 3	Does not consistently follow the format and may not report clearly the time spent in each practicum hour 2	Does not follow the prescribed format and does not clearly report clearly the time spent in each practicum hour 1
Observation reports	LJ objectively reports observations in a streamlined manner with ample relevant details 8	Objectively reports observations but perhaps without concision or with insufficient relevant details 6	Shows inconsistencies in objectivity and in reporting sufficient relevant details 4	Reports observations haphazardly or incompletely 2
Lesson plan format	LJ follows the EMU lesson plan template fully and meticulously 4	Generally follows the EMU lesson plan template 3	Follows the EMU template but shows consistent problems with certain aspects 2	Does not follow any systematic format 1
Lesson plan content and delivery	Lessons are not only appropriate and delivered by effective techniques, but evidence creativity and deep understanding of learners' needs 4	Lessons are appropriate; delivered by techniques that are attested as good instructional practice; and meet learners' needs 3	Lessons present standard types of content in conventional ways; may not be completely appropriate for learners 2	Lesson demonstrate a lack of careful thought and planning. 1
Reflections	Reflections are full and make reference to careful observations of learners' responses and draws insightful conclusions for future instruction 8	Reflections are ample and may make reference to observations and allude to plans for future instruction 6	Reflections are uneven in substance and length; they may not reference learners' responses to or lead to realistic assessment of instruction 4	Reflections are short and relatively superficial. 2
Timeliness	LJ is submitted within 72 hours of completing one third of the practicum hours 8	LJ is submitted within 96 hours of completing one third of the practicum hours 6	LJ is submitted within 120 hours of completing one third of the practicum hours 4	LJ is submitted more than 120 hours after completing one third of the practicum hours 2

Total: _____ points ÷ 2.25 = _____ (scale of 16)

Converting the rubric score to a percentage score

16 = 100	13 = 88	9 = 78	5 = 68
15 = 96	12 = 86	8 = 76	4 = 66
14 = 92	11 = 84	7 = 74	3 = 64
	10 = 82	6 = 72	2 = 62

Standards for Assessing Student Practicum Performance

Student's name: _____

Date: _____

Assigned school/setting: _____

Grade(s) and subject(s): _____

Standards:

	Competent	Emerging	Does not meet expectations	Not observed
1. The candidate uses a variety of contextually appropriate instructional techniques to help ELLs a. achieve better pronunciation/develop phonemic awareness b. apply knowledge of Eng. morphology to word study c. build their syntactic ability in spoken & written English d. learn new vocabulary , idioms, & collocations e. communicate appropriately in informal/formal and social/academic settings f. use a range of written genres, discourse structures, & writing conventions	a. _____ b. _____ c. _____ d. _____ e. _____ f. _____	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____
2 a. She/he demonstrates understanding of student's heritage language as a resource and b. how specific features of the heritage language may affect acquisition of English	a. _____ b. _____	_____ _____	_____ _____	_____ _____
3. In the course of instruction the candidate provides a. rich exposure to English b. comprehensible input and scaffolding c. opportunities for meaningful interaction d. positive expectations for high achievement e. a secure and motivating learning environment	a. _____ b. _____ c. _____ d. _____ e. _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
4. Instruction reflects a. knowledge of how racism, stereotyping, & discrimination affect ESL teaching/ learning b. understanding of interrelationships between language and culture c. sensitivity to learners' individual identity formation in relation to cultural forces d. awareness of the impact of cultural clashes	a. _____ b. _____ c. _____ d. _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____

Standards for Assessing Student Practicum Performance

	Competent	Emerging	Does not meet expectations	Not observed
5. The candidate plans instruction a. according to learners' assessed language proficiency & prior knowledge b. that is organized with an awareness of standards for ESL and grade-appropriate academic content c. that incorporates authentic uses of language d. that integrates listening, speaking, reading, and writing	a. _____ b. _____ c. _____ d. _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
6. When assessing students the candidate a. prepares students appropriately for the assessment b. understands how to create and use performance-based or traditional assessments as appropriate c. can make appropriate accommodations for ELLs related to psychological, cultural & linguistic factors d. draws on multiple sources of information in making an assessment of language & communicative competence	a. _____ b. _____ c. _____ d. _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
7. As a developing TESOL professional, the candidate a. shows potential for being an advocate for ELLs b. shows potential as a resource person for families of ELLs and school colleagues c. collaborates well with other teaching staff to provide appropriate instruction for learners	a. _____ b. _____ c. _____	_____ _____ _____	_____ _____ _____	_____ _____ _____

Comments:

Supervising teacher: _____
(print name)

(signature)

Contact information: _____

