



BESL 5313: ESL/EFL Methodology
Fall 2017
College of Education
Department of Language, Literacy, and Special Populations

BESL 5313 is a required course for M.Ed. in TESOL Program

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Class Format: This course is taken in conjunction with M.Ed. in TESOL Program. Therefore, the course will involve online assignments and discussions. We will not be meeting face-to-face at all during the semester. The format for learning and interaction will include reading, researching, independent work, and online presentation.

Class day and time: ONLINE

Class Location: ONLINE

Course Description

BESL 5313: This course is an in-depth study of various approaches, methods and techniques used in the teaching of language components (grammar, vocabulary, pronunciation) and language skills (reading, writing, listening and speaking) in English as a Second/Foreign Language (ESL/EFL) settings. The course provides practice in developing and implementing effective language lesson plans along with evaluating and selecting appropriate ESL/EFL teaching materials.

Course Objectives Alignment with Modules

Upon completion of this course, each student will be expected to:

1. Know the process of second language acquisition and development (Weeks 2 & 6).
2. Know the present-day objectives (academic/content, linguistic, and social) of the teaching of English as a second and foreign language (Week 1).
3. Know instructional and assessment methods and techniques for attaining those objectives (Weeks 2, 9, 10).

4. Know specialized techniques and have the ability to critically evaluate the effectiveness of teaching materials, procedures, and curricula, as well as professional literature regarding teaching English as a second or foreign language (Weeks 3, 4, 5, 9).
5. Have an understanding of the psycho-sociolinguistic processes involved in learning and teaching of ESL/EFL (Weeks 2 & 6).
6. Use and identify the best teaching strategies for integrating the four language skills through content-based methods as opposed to grammar-structural approaches (Weeks 3, 2, 4).
7. Observe and critically evaluate classroom practices in ESL/EFL settings (Week 2-15).
8. Design a daily integrated lesson plan for a given unit, which contains: rationale, objectives, materials, procedures, and assessment and evaluation techniques (Weeks 1-15).
9. Develop a critical cross-cultural communicative competence (Week 4).
10. Use technology critically to support language instruction (Weeks 12, 15).
11. Understand and use a broad range of literacy methodologies, programs, and assessment tools for ELLs and acknowledge the important role of family literacy in second language acquisition (Weeks 1, 4, 15).

Relevant IDEA Course Evaluation Objectives

1. Gaining factual knowledge in terms of terminology and sociolinguistics concepts to build knowledge base in this area.
2. Learning fundamental principles, generalizations, or theories by connecting facts and understanding relationships between and among concepts.
3. Learning to apply course material and concepts (to improve thinking, problem solving, and decisions) and applying what was learned in the class to clarify thinking or to solve problems.

Required Textbook

- Peregoy, S. & Boyle, O. (2017). *Reading, writing and Learning in ESL: A resource book for teaching k-12 English learners* (7th Ed.). White Plains, NY: Allyn & Bacon.
- Articles, handouts, and audio-visual material presented in class.
- Internet Resources Provided through Blackboard.

Recommended Readings

- Richards, J. C. Rodgers, T. S., and , Swan, M. (2001) *Approaches and Methods in Language Teaching*. (2nd Ed.) Cambridge University Press.
- Herrell, A. & Jordan, M. (2004). *Fifty strategies for teaching English Language Learners* (2nd Ed.). Upper Saddle, New Jersey: Pearson.
- Ellis, R. and Barkhuizen, G. (2005). *Analyzing learner language*. New York. Oxford University Press
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. Third Edition. Pearson, Longman.
- Chamot, U. A. & O'Malley, J. M. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. New York: Addison-Wesley.
- Echevarria, J., Vogt, V. and Short, D. (2008). *Making Content Comprehensible for English Language Learners: The SIOP Model* (3rd Ed.) . New York: Pearson Allyn and Bacon
- *Enhancing English language learning in elementary classrooms : A professional Development Program* by the Center for Applied Linguistics.
- Freeman Y. S., Freeman D. E., and Mercuri, S. (2002). *Closing the Achievement gap: How to*

reach limited-formal-schooling and long-term English Learners.

Portsmouth, NH: Heinemann.

- Larsen-Freeman, D. & Anderson, M. (2011). *Techniques and principles in language teaching*. Third Edition. Oxford University Press.
- Long, M. & Doughty, C. (2009). *The handbook of language teaching*. Wiley-Blackwell Publication.
- Omaggio, A. (2001). *Teaching language in context*. Third Edition. Heinle & Heinle.
- Samway & McKeon (1999). *Myths and Realities* NH: Heinemann.
- Sehlaoui, A. S. (2011). *Developing ESL/EFL Teachers' Cross-cultural Communicative Competence: A Research-based Critical Pedagogical Model*. New York, NY: Lambert Academic Publishing.
- Sehlaoui, A. S and Nwoye, J. (Eds.) (2001). *Multicultural Education: Diverse Perspectives*. Victoria: Canada. Trafford.
- Sehlaoui, A. S. (2001b). Developing Cross-cultural Communicative Competence via Computer-Assisted Language Learning: The Case of Preservice ESL/EFL Teachers, *The Association of Learning Technology Journal*, Vol. 9 (3) 2001.
- Sehlaoui, A. S. (2001c). Facing the Challenge of Teaching and Learning EFL Reading: Beyond The Language of Critique, *Reading in a Foreign Language Journal*, Vol. 13 (2) 2001.
- Sehlaoui, A. S. (2001a). Developing Cross-cultural Communicative Competence in Preservice ESL/EFL teachers: A Critical Perspective *Language, Culture, and Curriculum Journal*, Vol. 14:1, 2001
- Sehlaoui, Abdelilah S. (2008a) Language Learning in the United States of America. *Language, Culture, and Curriculum Journal*, Vol. 21:3, 2008.
- Sehlaoui, Abdelilah S. (2008b). Language Learning, Heritage, and Literacy in the USA: The Case of Arabic *Language, Culture, and Curriculum Journal*, Vol. 21:3, 2008.

Evaluation Criteria

Requirements	Due Date Before 11:59PM	Points
Weekly Class Participation Assignments (100 pts.)	As scheduled	100 pts.
Lesson Plan (100 pts.)	Oct. 29th	100 pts.
Two Quizzes (50 pts. x 2 = 100 Points)	Oct. 15 and Nov. 30th	100 pts.
Video/Classroom Observation (100 Points)	Sept. 9th	100 pts.
Textbook/Material Evaluation Project (100 Points)	Nov. 19 th	100 pts
Total		500 pts.

Course requirements carry specified point values. Final grades will be determined by the percentage of cumulative points earned. These points will be converted to a letter grade according to the following percent scale:

A 93%-100% B 92%-80% C 79%-70% D 69%-78% Below 69 = F%

NCATE Unit Standards

<http://www.shsu.edu/academics/education/center-for-assessment-and-accreditation/accreditation/ncate/>

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

State Standards: <http://tea.texas.gov/bilingual/esl/education/>; <http://www.sbec.state.tx.us>

Web address for TESOL ESL standards: <http://www.tesol.org>

Web link for Conceptual Framework: <http://www.shsu.edu/academics/education/educator-preparation-services/index.html>

Standards Matrix.

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator NETS – ISTE NETS Technology Standards TESOL
Demonstrate effective written communication of thoughts and reflections.	Weekly Discussion/Questions	Online Discussion Rubric	DDP – 1, 8 CF – 1, 2, 3 TESOL – 2.a., 3.c. NETS - 3
Demonstrates knowledge and understanding of fundamental language learning and methodologies.	Text readings, journal articles, and discussion questions Engages in discussion groups to explain, compare, contrast and critique teaching practices. Evaluates present school and classroom practices ESL/EFL Methods and Strategies Project Papers	Online discussion rubric Quizzes 1 and 2 Classroom Observation Project Papers Assessment Rubric	DDP – 7, 8, 9, 10 CF - 1, 3 TESOL – 3.a., 3.b., 3.c. NETS - 3
Develop and analyze appropriate lesson plan & classroom activities for ELLs.	Creating a Lesson Plan	Creating a Lesson Plan Rubric	DDP – 7, 8, 9, 10 CF – 1, 3, 4 TESOL – 3.a., 3.b. NETS -2
Examine and evaluate ESL resources and classroom practices reflecting on current research and best practices.	Textbook/Material Evaluation Project Weekly Video/Classroom Observation/Evaluation of Practices	Textbook/Material Evaluation Rubric Classroom Observation Rubric Quizzes 1 and 2	DDP – 1, 4, 7, 10 CF – 1, 3 TESOL – 3.b, 3.c NETS – 2, 3

Demonstrate and apply knowledge of effective ESL strategies	Reflective Inquiry Project Papers: Strategies, Methods and Techniques	Reflective Inquiry Project Papers Critique Rubric Quizzes 1 and 2	DDP – 5, 6, 10 CF – 1, 3 TESOL – 3.c. NETS – 2
Shares knowledge and skills with other professionals	Participates in discussion groups focused on issues of language learning and teaching. Weekly Sharing of Resources, Knowledge and Skills with Others.	Online Discussion Board Assessment Rubric Online Discussion Board Assessment Rubric	DDP – 1, 3, 8 CF – 1, 3 TESOL – 5.b. NETS – 5

Time Requirement: For each hour of class, you will be expected to commit at least an hour outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

Note: This syllabus is tentative and may be changed in part with advance notice to the students through Blackboard announcements and/or SHSU email.

Please be reminded that Commitment to Professionalism and Ethical Standards is required. Some highlights of these dispositions follow:

- **Attitudes:** Students are expected to maintain a professional and courteous attitude toward professors/instructors, other students, and course content. It is important to communicate with professors/instructors and peers in a professional manner.
- **Behavior:** Students are expected to demonstrate behavior consistent with a professional attitude both in traditional classroom settings and online classes.
- **Responsibility:** In order to do quality work as a student, a reasonable amount of time and commitment is required. When you enroll in a course, it is your responsibility to meet the expectations of the course. Weigh your time carefully when determining if your personal and professional responsibilities allow you the time commitment it takes to be successful in online coursework. Read the Tips for Success in Online Classes Handout and MAKE SURE YOU CHECK YOUR SHSU EMAIL REGULARLY.

NOTE: To view what constitutes plagiarism, please see the following websites:

- Avoiding Plagiarism, Mastering the Art of Scholarship
<http://sja.ucdavis.edu/files/plagiarism.pdf>
- Plagiarism: What It is and How to Recognize and Avoid It
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

All assignments are to be completed and submitted to the instructor during the specified class periods and as instructed. **LATE ASSIGNMENTS ARE NOT ACCEPTED. SUBMISSION VIA EMAIL IS NOT AN OPTION IN THIS CLASS. ALL ASSIGNMENTS AND QUIZZES BECOME AVAILABLE FOR SUBMISSION FROM 6AM THE DAY BEFORE THEY ARE DUE TILL 11:59PM ON THE DAY THEY ARE DUE.** Since all assignments are given ahead of time as scheduled on the course outline below, feel free to work on assignments in advance, save your work, but **you must wait till the assignment becomes available for submission.** Uploading and submitting an assignment when it is ready to be submitted usually takes a couple of minutes. **DO NOT WAIT TILL THE LAST MINUTE TO SUBMIT YOUR ASSIGNMENTS.**

When you have a page limit on assignments, it means **no less or more than that page limit**. It is always double-spaced using a 12 inch font size. Otherwise, you are NOT meeting the assignment requirement. APA style must be following closely in your work.

Regular access to a computer with internet connection service during the duration of this course is REQUIRED. Not having access is NOT an excuse. It is your responsibility to secure such access.

Course Requirements and Assessment Description

All assignments are to be completed and submitted to the instructor during the specified class periods. Written assignments should be typed, with a 12 font size, double-spaced, and word processed with references presented in APA style (latest edition). A 5% per day (including weekends) will be applied to late assignments.

1. Weekly Class Participation (100 points):

Weekly Discussion Board Postings and Assignment Tool Submissions are required as scheduled for each week. Besides the Discussion Board Tool, under each week's module, you will also be using the Assignments Tool if required for that given week (see Course Outline and Schedule for details). Assignment submission links become available within a time frame and then close after the deadline is over. Blackboard automatically records all interactions for assessment (5% will be taken away for each overdue posting). Each class member will read the assigned weekly readings and post their response on the DB or submit their work via the Assignment Tool, according to the assigned activities/questions given for each week. These postings and assignments **MUST** be done on their due dates under the appropriate module and topic for each particular week and particular due date following the instructions given on how to assure the quality of DB postings as clarified in the DB and AT Submission Criteria and Guidelines document, shared under Week 1 Module. Feel free to work ahead on assignments, save your work, and post them or submit them according to the schedule. You will be prepared to contribute to the class discussion of key concepts, exercises, and activities explored in the readings. Please use these interchanges as opportunities to expand your individual and collective thinking by introducing related sources of knowledge, based on your own experience and knowledge. Therefore, respond to each week's assignment and read **carefully ALL instructor's postings**. **Reading all instructor's postings and messages via Blackboard and SHSU email is a course requirement.** Homework, exercises, and course assignments provide experience with concepts and provide feedback on progress toward the attainment of course objectives and successful completion of all course requirements.

NOTE: Remember to use the "Course Questions and Answers Forum", under Virtual Office link on the left side menu, to share relevant resources and post your questions or problems/challenges for class members to solve. **ONLY COURSE-RELATED QUESTIONS.** Make sure you read all Qs and As before you post your questions. This topic is under your Blackboard Discussion Board (DB), under course Modules. Keep your DB organized by respecting the due dates for postings and the topic under consideration that week. Discussions are open only during that specific week and due dates. Once the

discussion is closed, you won't be able to post for that particular week. However, feel free to interact with your peers and instructor via the Course Open Q-A Forum.

2. Lesson Planning (100 points)

You are required to individually develop a lesson plan following the format provided. The Lesson Plan Format and Lesson Plan Evaluation Criteria Guidelines Rubric are provided under Lesson Planning Course Documents, under Modules. ***Lesson plans will be prepared, shared with your peers in your group for a critique, and the final draft submitted on due dates through your Assignment Tool. This is DUE Oct. 29th at 11:59PM.***

3. Two Quizzes (100 points)

These tests provide experience with concepts and are intended to measure content knowledge. Feedback will be provided via Blackboard using a test-item analysis on class performance as a whole. You must complete each test before its DUE Date and TIME. The tests' question format will include Multiple Choice, True/False, and Matching. You can access these tests ONLY ONCE. Backtracking is NOT allowed. Your quiz will automatically be scored and will provide you with immediate feedback. There will be no re-takes of these tests. **For validity and reliability purposes, no correction of item by item will be provided in class. However, a test-item analysis report will be created and shared with the class and your immediate score will be provided to you when you complete your quizzes.** Check the course outline below for due dates of these tests that will become available at 6:00am **one day BEFORE** the due date and will become unavailable **after 11:59PM of the due date.** SO, **DO NOT WAIT TILL THE LAST MINUTE TO COMPLETE YOUR TESTS.**

4. Textbook/Material Evaluation Project (100 Points)

Search for textbooks used in teaching one of the ESL/EFL language skills (reading, writing, speaking, and Listening) and select one. Share the full citation of the textbook on the DB and start preparing an evaluation report (addressing the strengths and weakness of the textbook and how you will supplement those areas in your classroom) following the assessment rubric criteria provided. Submit via Assignment Tool by the due date This is **Due on Nov. 19th before 11:59PM**

5. Video/Classroom Observation (100 Pts): Search for a quality ESL or EFL teaching method such as the video clip shared with you. Share one video clip about this method on the DB and then do the following: name the method, describe one language learning strategy used in the video, critique the videotaped lesson by listing its strengths and areas for improvement and how you would address them, and write the instructional language objective(s) that was/were achieved by the teacher. Your paper should be NO MORE OR LESS than 3 pages. Submit your work via Assessment Tool and post it on the DB as a resource for class members (**Due Sept. 9th before 11:59PM**).

On-line Discussions and Computer Technology Use:

All students are required to use their SHSU e-mail account as a means of communication with the instructor and peers. That is email system is built into your Blackboard course.

A comprehensive list of Internet sites is provided as a valuable resource. Students are required to search these sites and others and share the information with the class through "Virtual Office Course Questions and Answers Forum", under Virtual Office link on the left side menu. Class announcements and updates via Blackboard or email and web-based assignments will be given. Therefore, regular access to a computer with an internet connection is required.

Tentative Course Schedule

Week One (August 23rd- 27th)

Resources:

1. Sehlaoui (2017) Handouts:

- Where Do I start? (PPT Handout)
- Method, Approach, Technique (Methodology Visual Handout)
- Definitions of Basic Concepts (Handout)
- Second Language Acquisition (SLA) Matching Activity (Handout)
- Questions by Stage of SLA (Handout)
- Communicative Language Teaching (Handout)
- Instructional Strategies by SLA Stage of Development (Handout)

2. Video Clip: [Language Lesson by Mrs. Amin](#)

Homework:

- Complete your short bio by going to the course Modules, under "Introductions Forum". This is August 27th before 11:59PM.
- Read ALL Week 1 documents and handouts.
- View/Study Video Clip by Mrs. Amin
- After viewing Mrs. Amin's clip, post a brief critique (no more or less than one page) on this week's DB (this part is DUE on the 25th before 11:59PM) and respond to one of your peers' (no more or less than one page). (Due August 27th before 11:59PM) NOTE: Be patient! The first 38 seconds are silent!

Week Two (August 28th-Sept. 3rd)

Resources:

- Sehlaoui (2017) Lesson Planning Criteria/Format (Handout)
- SIOP Observation Form (Handout)
- Sehlaoui (2013) Objective Writing and Assessment Practice Activities (Handout)
- Sehlaoui (2013) Examples of ESOL Objectives with Modifications to Various Levels of Second Language Proficiency
- Objective Writing and Assessment Rubric
- Texas Standards (Link)
- Peregoy and Boyle (2017) Chapter 1
- Sehlaoui (2013) Recommendations for Adapting Assessments for ELLs (Handout)

Homework for this week: *With due dates adaptation due to Harvey's impact*

- Check the Texas ESL Standards for ideas for your lesson plan. For EFL, use the standards adopted in your context/country.
- Read Week 2 course documents and handouts.
- Practice Objective Writing and Assessment from handout.
- Read Peregoy & Boyle (2017) Chapter 1
 1. Submit a critical reflection (**no more or less than 2 pages**) and summary (**no more or less than 1 page**) of Chapter 1 and Week 2 Handouts electronically under this week's Module via Assignments Submission Tool on your Blackboard. Label and separate these two components in your document. Follow instructions. This is **Due Sept. 10th before 11:59pm**.
 2. After studying all objective writing and assessment handouts from Week 2 resources, post three (3) ESL/EFL objective for discussion (**Due Sept. 6th before 11:59PM**) and respond to at least one of your peers' objectives using Objectives Assessment Rubric. Remember your objective in each domain must be adapted to one intermediate and one beginning proficiency level. See examples provided. Post your discussion on the Discussion Board (DB) under this week's Module. **Due Sept. 10th before 11:59PM**.

September 4th Labor Day: No School

Week Three (Sept. 5th-10th)

Resources:

1. [ALM Video Clip](#)
2. Language Learning Strategies (Handout)
3. Oxford (1990) Language Learning Strategies (Handout)
4. Video Viewing: [Activity \(Effective Literacy Practices through Close Observation\)](#)
5. SIOP Observation Rubric Handout

Homework for this week:

- Continue to check the Texas ESL Standards for ideas for your lesson plan. For EFL, use the standards adopted in your context/country.
- Read Week 3 documents and handouts.
- View the Video Clip on Effective Practices Through Close Observation
- **Video/Classroom Observation:** Search for a quality ESL or EFL teaching method such as the video clip shared with you on ALM. Share your video clip about this method on the DB (**DUE Sept. 9th**). Make sure you check what your peers already shared to avoid redundancy (similar videos will not be allowed) and do the following: name the method, describe one language learning strategy used in the video, critique the videotaped lesson by listing its strengths and areas for improvement and how you would address them, and write the instructional language objective(s) that was/were achieved by the teacher. Your paper should be **NO MORE OR LESS than 3** pages and complete a SIOP Rubric form for your observed class. Submit your work via Assessment Tool and post it on the DB as a resource for class members (**Due Sept. 10th before 11:59PM**).

Week Four (Sept. 11th-17th)

Resources:

1. Sehlaoui (2017) Handouts:

- Major Linguistic Difficulties in Math and Science (PPT Documents)
- SIOP Guidelines for Making Content Comprehensible (Handout)
- CALLA (PPT Document)
- Sehlaoui (2017) Conceptual Framework (PDF Document)

Homework for this week:

- Read Week 4 course documents and handouts.
- Lesson Plan Critique Sessions begin through your group via DB.
- Read Sehlaoui (2011), Chapter 5, "Developing Critical Cross-cultural Communicative..." (Free PDF copy Provided)
- Answer the questions on page 119 and choose one activity from chapter 5 and show how you would adapt it for use in a grade level classroom or your own classroom. Describe the activity and how you would go about using it. Include a short paragraph describing your ESL/EFL methodology. Submit your work via Assignment Tool. This is DUE **Sept. 17th before 11:59PM**.
- Read and study CAREFULLY the brief summary handout of the book "Language Learning Strategies: What every teacher should know" (Oxford 1990). **Make sure you include at least one strategy for your Social/Language Learning Strategy Objectives in your lesson plan!**
- Start working on your draft of your first lesson plan for your group members to critique following the lesson planning criteria provided.

Week Five (Sept. 18-24)

Resources:

- Peregoy & Boyle (2017) Chapter 3
- Michael Halliday's Seven Language Functions (PPT Document)
- Video clip on "[Shaping the Way We Teach English: Module 07, Learning Strategies](#)" The link takes you to a series of Modules that cover so many topic in ESL/EFL Methodology. This is a good resource. If you click on next, you move to the next module. The program is part of the US Department of State's English Language Program's resources.

Homework for this week:

- **Lesson Planning Critique Sessions Begin:** You can start sharing a draft of your lesson plan for your peer critique sessions group. **CAREFULLY** read the assignment description and the related handouts in your Blackboard course, under Modules, Lesson Plan. The final draft with revisions based on feedback from your peer will be due on **Oct. 29th!**
- Read Peregoy & Boyle (2017) Chapter 3 Classroom Practices...
- Read Week 5 course documents and handouts.
- View the video clip on "Shaping the Way We Teach English: Module 07, Learning Strategies"
- Summarize the chapter and resources shared with you during this week in your own words (no more or less than 1 page) and do the following: 1. **List**, 2. **describe briefly**, and 3. **critique ALL** techniques, methods, and strategies discussed in the chapter and video. Write a 3-page paper addressing these items and submit it via Assignments Tool. **Due Sept. 24th before 11:59PM**.

Week Six (Sept. 25th- Oct. 1st)

Resources:

- Peregoy and Boyle (2017) Chapter 2 "Language and Language Acquisition..." section on Second Language Acquisition in Sehlaoui (2011) pp. 37-55.
- Sehlaoui (2017) Error Correction (Handout)
- Sehlaoui (2017) Error Analysis Activity (Handout)
- Essay Writing Criteria (Rubric)

Homework for this week:

Lesson Planning Critique Sessions continue.

- Read Peregoy & Boyle (2017) Chapter 2 and Section 7 in Sehlaoui (2011) on Second Language Acquisition, pp. 37-55 (Free PDF Copy Provided).
- Read Week 6 and review Week 1-2 SLA-related course documents and handouts.
- After studying the assigned readings from this week and previous weeks, write a 3-page (**no more or less than 3 pages**) essay describing and discussing **your own** theory of second language learning and your ESL or EFL teaching methodology. Submit your essay via Assignment Tool. **DUE Oct. 1st before 11:59PM.**

Finalize your lesson plan and make sure you incorporate peers' feedback. It will be due on **Oct. 29th before 11:59PM.**

Week Seven (Oct. 2 – Oct. 8)

Resources:

- Peregoy and Boyle, Chapter 4: New Literacies
- Sehlaoui (2017) Extensive Reading in ESL/EF (PPT Doc.)
- Sehlaoui (2017) Story-based Approach PACE (Handout and PPT Doc.)
- Sehlaoui (2017) [Preserving Heritage Languages](#) (PPT Document)
- Sehlaoui (2017) The Development of Writers (Handout)
- [Emergent Literacy Video Clip](#)

Homework for this week:

Lesson Plan Critique Sessions Continue.

- Read Peregoy & Boyle, Chapter 4: New Literacies
- Read ALL course documents and handouts from this week.
- Share one quality video clip on the Topic of Emergent ESL/EFL Literacy on this Week's DB. (**DUE Oct. 8th before 11:59PM**)
- Summarize the chapter in your own words (no more or less than one page) and do the following: 1. **List**, 2. **describe briefly**, and 3. **critique ALL** techniques and methods discussed in the chapter and handouts. Write a 2-page paper (no more or less than 2 pages) addressing items 1, 2, & 3. Label and name the method, technique or approach you are describing and critiquing. Submit your assignment via the Assignment submission tool. **DUE Oct. 8th by 11:59PM.**
- Visit <http://tea.texas.gov/bilingual/esl/education/> and Links to www.TESOL.org , www.MidTESOL.org , and www.NABE.org to familiarize yourself with these and other important organizations.

Week Eight (Oct. 9-15)

Homework for this week:

- **Complete QUIZ # 1. It is DUE Oct. 15th before 11:59PM. The quiz will be available on March 9th from 6am till March 10th by 11:59pm.**
- **Continue working on your Lesson Plan and Textbook/Material Evaluation project!**

Week Nine (Oct. 16-22)

Resources:

- Sehlaoui (2017) Teaching ESL Vocabulary (Handouts)
- Reading Strategies (Handout)
- Perego and Boyle (2017), Chapter 7 Words and Meanings
- Vocabulary Instruction (Handout)
- What research tells us about vocabulary teaching (PPT Doc.)
- Dynamic Vocabulary Teaching (PPT Doc.)
- [TPR Online Video Clips Demonstration of this Teaching Method.](#)

Homework for this week:

- Read ALL course documents and handouts from this week.
- Read Chapter 7 in Perego and Boyle (2017)
- Based on the insights gained from this week's material, write a 3-page (**no more or less than 3 pages**) critical reflection paper describing the importance of vocabulary teaching in ESL/EFL and your vocabulary teaching methodology. The quality of your paper depends on your ability to describe your own methodology, reflect **CRITICALLY**, and relate this material to your own context. Submit your paper via Assignment Tool (**DUE Oct. 22nd before 11:59PM**).

Week Ten (Oct. 23-29)

Resources

- Sehlaoui (2017) Ten Techniques to teach writing in ESL/EFL lower stages of development
- Perego and Boyle (2017), Chapters 5 and 6
- [Silent Way Video Clip](#) and related handouts
- The Writing Process (Handout)
- Sehlaoui (2017) Characteristics of ESL Listening (Handout)
- [Desuggestopedia/Suggestopedia Video Clip](#) and related handouts

Homework for this week:

Lesson Plan Critique Sessions Continue

- Read ALL related handouts from this week.
- Read Perego & Boyle (2017) Chapters 5 and 6 and Pay closer attention to the techniques discussed in the chapter and the grade level where they may be used, according to the charts at the end of each chapter in the book that start on page 194.
- **1. List, 2. describe briefly, and 3. critique ALL** techniques, strategies, and methods discussed in the chapters and handouts. Write a 3-page paper (no more or less than 3 pages) addressing these items. Label and name the method, strategy, technique or approach you are describing and critiquing. Submit your assignment via the Assignment submission tool. **DUE Oct. 29th by 11:59PM**

- Submit the final copy of your lesson plan with revisions via Assignment Tool. It is Due on **Oct. 29th before 11:59pm.**

Week Eleven (Oct. 30-Nov. 5th)

Resources:

- Directed Reading Thinking Activity (DRTA)
- Peregoy and Boyle (2017), Chapter 8 "Reading and Literature..."
- Articles: Sehlaoui (2008b and 2001c)

Homework for this week:

- Read ALL course documents and handouts from this week.
- Read Chapter 8 Peregoy & Boyle (2017) "Reading and Literature..."
- Read Sehlaoui (2001c) "Facing the challenge of Teaching and Learning EFL Reading..."
- Read Sehlaoui (2008b) article on preserving native literacies and heritage languages.
- Write a critical reflection and summary (label and separate these two components in your document) of the two articles (no more or less than 2 pages for each article). That's a total of 4 pages. Submit your work in one document for both articles via Assignment tool. **Due Nov. 5th before 11:59pm.**

Week Twelve (Nov. 6-12)

Resources:

- Peregoy & Boyle (2017) Chapter 9: Reading and Literature...
- Pre-reading and pre-writing Activities (Class Web Searches)
- Sehlaoui (2017) CALLA Handout

Homework for this week:

- Read ALL course documents and handouts from this week.
- Read Peregoy & Boyle (2017) Chapter 9: Reading and Literature... Pay closer attention to the techniques discussed in the chapter and the grade level where they may be used, according to the charts at the end of each chapter in the book.
- Research the Web for some appropriate activities relevant to this week's content, including ESL vocabulary teaching (one Teaching Demonstration Video Clip and one Resource Website are required). Share your work on the DB and tell us why your selected those resources. Write a brief **description** and **critique** (1 page for both the video clip and web resource). (**Due Nov. 12th before 11:59PM.**)

Week Thirteen (Nov. 13-19)

Resources:

- Peregoy and Boyle, Chapter 10 "Content Reading and Writing..."

Homework for this week:

- Read Peregoy & Boyle (2017) Chapter 10 "Content Reading and Writing..." Pay closer attention to the techniques discussed in the chapter and the grade level

where they may be used, according to the charts at the end of each chapter in the book.

- Based on your reading of Chapter 10, answer questions 1-5 (p. 403) in your own words in **no more or less than 2 pages**. Submit your work through Assignment Tool. This is **DUE Nov. 19th before 11:59PM**).
- Submit your Textbook/Materials Evaluation Project through Assignment Tool. **DUE Nov. 19th before 11:59PM**

Week Fourteen (Nov. 20-21)

There are no homework assignments for this week! Use your time wisely to:

- Study for your second quiz.
- Finalize your work due by the end of next week!
- [For Professional Development Purposes only. Action Research.](#) Enjoy!

Week Fifteen (Nov. 27- Dec. 1st)

Resources

- Peregoy and Boyle (2017), Chapter 11 "Content Reading and Writing"
- Reading Comprehension: Reciprocal Teaching (Video Clip)
- Sehlaoui (2017) CALLT Programs and Resources Handout.

Homework for this week:

- **Complete Quiz 2. It's DUE on Nov. 30th. The link will be available from Nov. 29th at 6am till Nov. 30th before 11:59PM.**
- Read Peregoy & Boyle (2017) Chapter 11 "Content Reading Writing". Pay closer attention to the techniques discussed in the chapter and the grade level where they may be used, according to the charts at the end of each chapter in the book.
- Summarize (1 page) and reflect critically (1 page) (label and separate these two components in your document) on Chapter 11 (Peregoy and Boyle, 2017) and CALLT material in Sehlaoui (2011). **No more or less than 4 pages for both resources combined (2 pages for each assigned reading).** Submit your work via the Assignment Tool. **Due Dec 1st by 11:59PM.**

NOTE on Instructor's Electronic Response

Instructor reserves the right to respond to emails **within 48 hours of receipt**. Students should not expect an immediate response. However, most responses will be within 24 hours of receipt. Instructor also reserves the right to respond or not respond to student emails during weekends, holiday breaks, and semester breaks. ***You should assume that emails and phone calls will NOT be returned during weekends, holiday breaks, and semester breaks.***

Student Guidelines

University Policies

SHSU Academic Policy Manual-Students

- [Procedures in Cases of Academic Dishonesty #810213](#)
- [Students with Disabilities #811006](#)
- [Student Absences on Religious Holy Days #861001](#)
- [Academic Grievance Procedures for Students #900823](#)

SHSU Academic Policy Manual-Curriculum and Instruction

- [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)

Visitors in the classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

Student Attendance for BESL 5313: Lack of active and timely participation in online discussions or in assignments constitutes an absence from class. Absences from class will result in a grade penalty. **More than two** absences from online discussions will result in a grade deduction for every absence thereafter. Excused absences are permitted for emergencies or illnesses but are excused at the discretion of the instructor unless otherwise stated.

Course Expectations

Active Participation: All members of this class are responsible for the learning that occurs. In this course you are expected to share personal views and experiences (as you are comfortable) in online discussions, as well as prepare and “present” material in the online forum. It is critical that you stay current with readings and assignments. You are required to read all of the assigned materials and respond daily. In addition, you are required to respond to postings and submit all materials (papers) on time.

Professionalism Policy: Since you are studying to be educational role models, you will be expected to display professional behavior in all aspects during online class time.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University’s adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students’ assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students’ quality of preparation while at SHSU. Students’ responses to these surveys are critical to maintaining SHSU’s programs’ excellence.

