



TESL 4303 TEACHING ENGLISH AS A SECOND LANGUAGE: ORAL LANGUAGE COMMUNICATION

FALL 2017

TESL 4303 is a required course for EC-6 and 4-8 Certification.

College of Education

Department of Language, Literacy and Special Populations

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Office hours: Fridays 10 am – 3 pm (SHSU main campus)

Day and time the class meets: Wednesdays 8:00-10:50 am

Location of class: Huntsville

Course Description: This course identifies current instructional methods and approaches to teaching English as a second language to non-native speakers of English beginning at the early childhood level through adult. Principles and concepts of second language learning, linguistic contrasts between English and other languages, and the instructional processes are emphasized. Prerequisite: Junior standing. *Texas Essential Knowledge and Skills, Texas Learner-Centered proficiencies, Texas Examination for Certification of Educators in Texas, and professional organization standards are incorporated throughout this course.* BESL 2301. Credit 3.

Textbooks: Reiss, J. (2012). *120 Content strategies for English language learners: Teaching for academic success secondary school*. (2nd ed.) Boston, MA: Allyn & Bacon.

Reyes, S., Gabaldon, S., Morejon, J (2014). *La Palabra Justa: An English-Spanish / Español-Inglés Glossary of Academic Vocabulary for Bilingual Teaching & Learning*. Diversity LearningK12

Course Objectives: The following objectives will be met during this course. Teacher candidates will:

- Demonstrate knowledge of fundamental language concepts
- Apply knowledge of effective ESL strategies through multiple multicultural presentations.
- Examine and evaluate ESL resources reflecting current research and best practices.
- Analyze and develop appropriate classroom activities for ELLs.
- Investigate, compare and contrast L1 and L2 processes.
- Demonstrate effective integration of continued language development strategies through content area instruction.
- Examine both traditional and alternative assessment strategies for placement and evaluation of ELLs and
- Develop assessment strategy that reflects multicultural understanding.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed at the end of this syllabus.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important: Gaining factual knowledge (terminology, classifications, methods, trends); Learning to *apply* course material (to improve thinking, problem solving, and decisions

Course/Instructor Requirements:

Course Format: This course meets for 3 hours per week and includes interactive technology, lectures, discussions, group and individual projects. The format for learning and interaction may include viewing audio-visual presentations, researching online, independent work, small group projects, demonstrations, and presentations. Group work may be completed during the established hours or after class. Project papers, discussion, group work, reflective response, and activities are required.

Field Experiences: A minimum of 20 hours of field observations will take place as a class to visit bilingual programs. Faculty will arrange for students' prescheduled observation trips. Anecdotal records will be taken on the observation/teachings and monitored by faculty prior to preparation of a final summary report. Prearrangements should be made for carpooling and/or individual transportation with your colleagues for the prescheduled dates and times.

Punctuality and professional dress for each site visit are imperative as a representative of our University. Cell phones must be turned off at all times while you are in the building. Field experience hours acquired as a part of this course must be documented through Tk20 Time Logs. For time log help, please visit youtu.be/YBgasmvWrJc

TK20 Account required for this course: TK20 Account is required for this course. TK20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding TK20 is available at: <https://tk20.shsu.edu/>

Course Outline

Assignments

Each assignment has a folder on BB with assignment guidelines and rubrics.

Lesson plans

- **Integrated Lesson Presentations/Plans (2)*.** To develop and teach two different lesson plans in a content area (mathematics, science, and social studies) other than language arts. Each lesson's format and components should be correlated to the TEKS and ELPS, district objectives, and the on-site teacher's goals. Each lesson will include a game, 3 pocket folder activities, 1 song, 1 art project, five authentic pictures, 2 graphic organizers, flashcards and 3 pieces of literature (riddle, story, rhymes, folklore, prose, or dichos). One of the two lesson plans will be turned in to the instructor. This lesson will include everything mentioned above plus the mentor teacher's **evaluation** of the student. A copy of the book cover of the selected literature should be attached to the lesson plan clearly displaying the title and author of the book. Directions to the game or activity should also be attached.
- a. **Lesson plan document (250 points)** Students will prepare and teach two lesson plans as part of the on-site observation/ lesson requirement. The student will be required to video tape (and turn in) at least one lesson and write a reflection on the lesson critique. This will be shared in class. Team members will assist and encourage their fellow colleagues in the preparation of the lesson plans. Remember to include the assessment of learning and the objective of the lesson plan.

Picture file collection. To encourage oral language development and storytelling. Pictures should be at least 20 high quality, 5x7 to 9x12 pictures with **NO** words for use in teaching language concepts, organized thematically. Use rings or manila folders. Include a table of content, description for each theme and how you plan to use the pictures. The file should include an activity report describing the general objectives (purpose, description of how you would use the pictures and label each picture) of how you plan to use the pictures within your lesson plans. More guidance will be given by the instructor. Develop theme or multiple themes from the pictures including appropriate level and age. **(100 pts).**

SOLOM Assessment: The purpose of this assignment is to give you practice assessing the oral language proficiency of English language learners. Ideally, you should observe an ELL for at least 15- 30 minutes in the classroom setting. If the ELL is in a classroom in which there is little oral participation or group work, you may interview the ELL instead. Listen closely to the language (both academic and social) the ELL produces and assess them using the SOLOM. Then write a one page reflection about the experience. **(50 pts)**

ESL Strategy Demonstration: The purpose of this assignment is to provide you with the opportunity to practice using and teaching an ESL strategy. Many of you will be expected to do so once you have gotten your first teaching job because few teachers have any training in ESL. In groups of two to three, you will select one or two of the strategies presented in your assigned chapter in the Reiss text and present it as a workshop mini-lesson to your classmates. In addition, you will develop a game to support oral academic language development. **(100 pts.)**

Oral language development lesson. English

Students will design two lessons for teaching listening and speaking for two (beginning, intermediate,) stage of second language development at the target grade level. You will be required to teach one of the two lessons you develop to a small group of students. *(50 points lessons and 50 teaching)*

Journal of reflections on classroom observations. Students will observe 15 hours in a PK-6 classroom and reflect in writing on those observations. A *Reflection Report* will be written using anecdotal notes maintained from each site visited. Focus questions and format for note-taking will be provided to maintain visitation journal. Your detailed notes will be a guide to writing a five-page reflection report. Details will include physical classroom observations, instructional observation, and personal participation assisting students or the mentor teacher during the visits. Attendance at each field visitation will affect the observation journal and report. **(100 pts)**

Final Exam. Examinations will cover materials from glossary of terms, textbook and discussion materials, and other subject matter from class to prepare learners for state-mandated certification examination. Test schedules for the examinations will be provided one week before examination date. The instructor may give weekly tests if needed in order to assure that the students are maintaining the assigned readings **(100 pts)**

Grades

	Points
• SOLOM	50
• Lesson plans	250
• Picture file collection	100
• Oracy lessons	100
• Field observation log and report	100
• ESL Strategy presentation	100
• Final exam	100

Total Points: 800

Evaluation Scale.	93 - 100=	A
	85 - 92 =	B
	77 - 84 =	C
	70 - 76 =	D
	Below 70.0 =	F

Class Schedule

Date	Topic	Reading assigned	Assignments due
8/23	Introduction to the class	Ch. 1	
8/30	Perspectives for classroom practice: theory and culture	Ch. 2	
9/6	Culture and Content instruction	Ch. 3	
9/13	Meeting State content and language objectives		Picture file
9/20	Building and activating background knowledge	Ch. 4	Lesson plan draft
9/27	Learning strategies for ELL	Ch. 5	
10/4	Teaching the lesson		SOLOM
10/11	Checking for comprehension		
10/18	Comprehension- Vocabulary	Ch. 6	
10/25	Reading strategies	Ch. 8	Oracy lessons
11/1	Reinforcing learning	Ch. 9	
11/8	Classroom assessment		Lesson plan due
11/15	High states tests Review Exam	Ch. 10	
11/22	Thanksgiving		
11/29	Exam		Field Journal

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](#)
 - Technology during instruction: Students are allowed to use iPad, laptops and/or other devices for **academic** purposes during class time.
 - Technology during exams: No electronics may be used during exams unless specified by the instructor.
 - Technology in emergencies: Students may use their electronics as needed.
- 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 Policy: Punctual and regular attendance is expected. Each absence after the first one will result in the deduction of 3 percentage points from final grade. Two tardies and /or early departures are equivalent to an absence. In case of an emergency, please contact the professor. Students **MUST** be present to receive credit for in class assignments. Please see me after class if you come in late so I can change the attendance roster. It will be counted as an absence if you FORGET to let me know.

Course Expectations

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

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

Format for Course Documents: All assignments outside of class must be computer-generated, double-spaced, use a 12 point Arial or Times New Roman font, APA style and proofread to be error free. All papers should be stapled and include a copy of the rubric. Have your name and course number (single-spaced) on the top right corner of the first page.

Note: Plan to make time to use the **Sam Houston Writing Center**, located in Wilson 114, for consultation on your written assignments. Writing tutors will work with you one on one to help you generate a draft, organize a draft, or revise a draft of any assignment. You can just drop by to work with a tutor or call 936-294-3680 or email: wctr@shsu.edu

Bibliography

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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.

Matrix

Objectives Learning Outcomes	Activities	Performance Assessment	Standards Alignment TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator N—NCATE Standard 1 (if there is no SPA) NETS – ISTE NETS Technology Standards
Demonstrates knowledge of fundamental language concepts	Text and article readings discussion questions	Quizzes and exams	TS – ESL 1.1k, 1.2k, 1.3k, 1.4k, 2.1k, 3.1k, 3.2k, 3.5k, 4.1k, 4.3k, 5.1k, 5.2, 6.3k, 6.4k, 6.5k, 7.1k, 7.2k DDP – 1, 2, 7 CF - 1, 3 TESOL – 1.a

			NETS - 3
Apply knowledge of effective ESL strategies through multiple multicultural presentations.	Prepare and teach ESL lessons to pre-K-6 learners Picture file Synthesis of ESL learning strategies	Lesson plan rubric; mentor teacher observation notes and student reflections Lesson plan rubric, Picture file rubric	TS – ESL 1.1s 1.2s 1.4s 3.2s 4.3k, 4.4k 4.7k 4.1s. 4.6s, 7.2s DDP – 1, 5, 7 CF - 1, 3, 5, 6, 7, 8 TESOL – 2, 3.a, 3.b, 3.c NETS – 2, 3, 4
Demonstrate effective written communication of thoughts and reflections at the Advanced ACTFL level.	Text and article readings discussion questions	-Prepare article responses using APA format/rubric	TS – ESL 1.5k, 1.4s, 2.2s, 2.3k 1.5k, 1.4s DDP – 3, 4, 5 CF – 1, 3, 4 TESOL – 5.b NETS - 5
Examine and evaluate ESL resources reflecting current research and best practices.	Lesson plans Picture file	Lesson plan rubric, exam Picture file rubric	TS – ESL 1-7k & s DDP – 2, 4, CF – 1, 3 TESOL – 5.a., 5.b NETS – 2, 3, 5
Apply the composing process for presentation of written products at graduate (post-bac) level.	Write reflective responses and papers for submission, meeting the highest standards (APA) -Note below on using Sam Houston Writing Center	Reflective responses and book review using APA format/ rubric	TS – ESL 1.5k, 1.4s, 2.2s, 2.3k DDP – 4, 5 CF – 3 TESOL – 5.a, 5.b NETS - 1
Analyze and develop appropriate classroom activities for ELLs.	Lesson plans Picture file	Lesson plan rubric Presentation rubric Picture file rubric	TS – ESL 2.5s, 3.3s, 4.3s, 5.2s DDP – 1, 6, 7, 10 CF – 2, 3, 5 TESOL – 2, 3.a, 3.b, 3.c NETS – 2, 4
Investigate, compare and contrast L1 and L2 processes.	Observe K-6 bilingual/ESL classrooms, Text readings	Field journal rubric, Exam	TS - ESL 1 all & 3 all DDP – 7 CF – 3, 5 TESOL – 1.b, 2, 5.a NETS – 2, 5
Examine both traditional and alternative assessment strategies for placement and evaluation of ELLs and develop assessment strategy that reflects multicultural understanding.	Observe teacher assessment methods; lesson plan	Lesson plan rubric; mentor teacher observation notes and student reflections Field Journal rubric	TS – ESL 3.5s, 6.1k, 6.2k, 6.1s, 6.4s DDP – 1, 7, 8, 9 CF – 3, 4, 5 TESOL – 4.a, 4.b, 4.c NETS – 2, 4
Demonstrate effective integration of continued language development strategies through content area instruction.	Prepare lesson plan for content area. Picture file.	Lesson plan rubric, exams, picture file rubric	TS –ESL 5 all DDP – 1, 6, 7, 8, 10 CF – 2, 3, 5 TESOL – 3.a, 3.b, 3.c NETS – 2, 4

NCATE Unit Standards <http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>
<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

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

Web link on *Educator Preparation Services* site for **Conceptual Framework**: http://www.shsu.edu/~edu_edprep/