

University of Wisconsin-Stevens Point
Department of World Languages and Literatures

FLED 344: Teaching English as a Second Language
Spring 2021

INSTRUCTOR: Sara Williams	E-MAIL: sawillia@uwsp.edu
OFFICE: 413 CCC	CLASS: T and R 12:30-1:45 in 212 CCC
OFFICE HOURS: T 2-3 & by appointment	

REQUIRED TEXTS

Brown, H. D. & Lee, H. (2015). Teaching by Principles. (6th ed.). White Plains, NY: Pearson Education.

Cook, V. (2008). Second Language Learning and Language Teaching (4th ed.). London: Hodder Arnold (copies of chapters available via Canvas)

Lightbown, Patsy M. & Spada, Nina (2006). How Languages are Learned. (3rd ed.). Oxford University Press. (copies of chapters available via Canvas)

Selection of articles, readings and videos on Canvas

COURSE DESCRIPTION

This course introduces the theory and practice of teaching English as a Second Language. We will discuss theories and research findings of second language acquisition (SLA) that inform language pedagogy. In addition, students will learn how to implement theoretical understandings of second language acquisition to create pedagogically sound lesson plans. It is intended that most assignments from this course can, with minimal modifications, be taken to the students' future classrooms.

LEARNING OUTCOMES

By the end of this course, students will...

- gain a basic understanding of current issues in the area of SLA
- demonstrate an understanding of important contemporary topics in ESL education and how these topics impact classroom planning and teaching
- develop a specialized vocabulary to aid in professional discussions
- form their own, well-reasoned opinions based on readings, observational experiences, and discussion with colleagues
- engage in reflective learning and practice
- gain a greater appreciation for content-based teaching in ESL classrooms as well as techniques of teaching ESL to aid them in their future classrooms
- use assessment strategies to evaluate information in an informed manner for which they will hold their future students accountable
- use technology in a way that enhances other teaching strategies in the ESL classroom
- formulate a well-articulated classroom management plan

- demonstrate professional work habits as a teacher
- have the beginnings of a portfolio containing useful ESL activities, lesson plans, evaluation strategies, and classroom management techniques appropriate to their future teaching context

FIELD EXPERIENCE

In previous semesters, students taking this course were required to participate in at least 30 hours of pre-teaching field experience. The purpose of this practicum was to expose students to classroom interaction in preparation for their student teaching assignments. Due to the restrictions placed on in person interaction because of COVID-19, the practicum will consist of watching 10 on-line videos of ESL and other language teaching. You are still required to write five reflection papers based on what you have seen. Some of these videos will be discussed as a group during class time.

If you are interested in watching or participating in some live classes, please consider the Portage County Literacy internship or speak with me about other opportunities (one in a Colombian high school).

EVALUATION CRITERIA

- Participation 5%
- Readings and Position Papers 10%
- ESL in the US and Wisconsin Presentation 5%
- Collection of Activities 15%
- Lesson Plans 25%
- Assessments 10%
- Classroom Management Plan 10%
- Practicum Reflections 10%
- Final Exam 10%

Grading Scale:

Grade	Percent		
A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	60-66%
B-	80-82%	F	0-59%
C+	77-79%		

Attendance:

Your regular attendance is expected. Because of the technical and professional nature of teaching, it is not enough to simply read about language and learning theories. While a virtual environment is a challenge to trying out traditional classroom methodologies and activities, this will also give you a

taste of what teachers all over the world are experiencing. There will be 1 drop in your final grade for every absence beyond 2 classes per semester.

Notes on Assignments:

Students will be turning in ‘drafts’ of major assignments throughout the course. The goal is to turn in a final draft that is satisfactory after instructor and peer feedback. Rubrics will be included with each assignment. **Late work.** 10% of your grade will be deducted for every class period past the due date. Position papers are NOT accepted after the due date.

ASSIGNMENTS

1. PARTICIPATION/READINGS/POSITION PAPERS 10%

1. Your regular attendance and participation in this class are expected and required (see Attendance above.) You will be graded based on your active participation in class activities and are expected to come to class having read the assigned reading for that day. Come prepared to discuss the material in a thoughtful manner that reflects your consideration of the readings. Bringing the assigned reading to class aids in the discussion.

2. Absences that are justified by a doctor’s note are excused. In case of an emergency (i.e., due to grave illness, hospitalization, funeral of a family member, etc.), you must let me know as soon as possible. Send me an email or leave me a note in my mailbox. Written documentation/evidence of extenuating circumstances must be given to me within one week of the absence.

3. Arrive on time. When students arrive late, they disrupt the class and may miss important announcements.

4. For each assigned reading you need to write a reaction or position paper. Each paper should be at least one paragraph in length and should not exceed 1 page double-spaced. These reaction papers represent a chance to engage with the readings, to process the readings more thoroughly, to develop one train of thought and to practice writing fully developed paragraphs. For each reaction paper, select one central idea, discuss your own position on the subject and support your argument using examples from the reading, our class discussions, or your own experience as a language learner/language teacher. This is also the forum in which to pose a question (either for clarification or further inquiry) relating to the reading.

These papers must be entered in CANVAS by noon the day BEFORE the reading in discussed in class. No late work permitted!

2. PRESENTATION: ESL IN THE US AND IN WISCONSIN 5%

Why do we have to offer ESL instruction in US and in Wisconsin schools? With a group, students will research the history, legislation and current state of ESL in the US and in Wisconsin and then design a presentation which demonstrates their understanding of the issues and their ability to communicate this information to others. This can PowerPoint or Prezi with narration, a video presentation, or another format of your choice (approved beforehand). The presentation should address the following topics:

- Why do we have to offer ESL instruction in US and in Wisconsin schools?

- Laws / events: Lau vs. Nichols; Bilingual Education Act; No Child Left Behind; California's proposition 227; formation of bilingual schools in Dade County, FL; Arizona's proposition 203; Elementary and Secondary Education Act (1984); founding of TESOL.
- Historical evolution of ESL population in the US
- Current situation in Wisconsin: Who are the ESL students in Wisconsin? Where are they from? What laws exist? How does the state deal with ESL students currently? Describe the direction of ESL instruction in Wisconsin.

The presentation will be approximately 10 minutes in length and files will be uploaded to CANVAS.

3. COLLECTION OF ACTIVITIES 15%

Constructing good lesson plans necessitates a collection of well-designed and effective activities. For ESL instruction, **these activities need to encourage the use of English and foster the acquisition of the English language.** In this class you will create a collection of 15 activities, including the materials needed for each activity. Throughout the semester every student will have an opportunity to present their favorite activity in a 5-minute presentation.

The collection of activities must include a table of contents indicating the title of each activity and which ones incorporate technology. For each activity students must:

- Include the appropriate **language and grade** level
- Include a list of materials needed
- Explain how the activity works, preferably in steps, and how it impacts language acquisition
- Describe when you would use the activity during a lesson and why
- Discuss possible modifications for use in more than one class
- Include any handouts/materials (within reason) for the activity

4. LESSON PLANS 25%

Effective lesson planning shows that you understand how to teach English to non-native speakers and learners of English. You will create 4 lesson plans for a level they plan to teach in the future (i.e., 1st grade, high school, adult education, etc.) using the edTPA or SOE template. Each lesson should include the following components: goal(s), objectives(s), content and ESL standards, materials needed (including technology), procedure (warm-up, core lesson, cool-down) assessment (you have to incorporate one example of formal assessment for each plan), and homework. You will also provide all additional materials to be used for each lesson (handouts, websites, etc.). Finally, you should incorporate a meaningful use of technology that will be of value to students in understanding the topic at hand.

- Lesson plans 1 & 2 (topic-based lessons): develop a 2-lesson sequence on a specific topic relevant for your level of instruction. As a part of this sequence you should include a comprehensive list of topics covered in ESL classes based on the curriculum relevant for your chosen level.
- Lesson plan 3 (reading): pick a reading text appropriate for your level of instruction and develop a lesson that allows students to engage with the text. This lesson should include an annotated (= summary and evaluation) bibliography (=list of sources) of 15 works typically read at your chosen level.
- Lesson plan 4 (writing): pick a writing assignment and develop a complete lesson around it. This can be based on the reading done in lesson plan 3, or on completely different topic.

5. ASSESSMENTS 10%

What is assessment and how does it differ from testing? How are ESL students assessed both formally and informally? Assessment represents a time-consuming and important part of a teacher's professional life. For this assignment you will formulate one assessment tool (and rubric) to accompany each of your four lesson plans.

6. CLASSROOM MANAGEMENT PLAN 10%

Each student will develop an outline of general classroom rules and practices that will help facilitate an atmosphere conducive to general learning and language learning in particular. General categories should include homework policy, student expectations, types of activities and assignments, responsibilities of students and the teacher, parental communication, and consequences for not meeting expectations. Special thought should be given to how the ESL classroom differs from a regular classroom. For examples, consider cultural norms (can women be paired with men?),

socioeconomic realities, and use of English. Will you have a monolingual, bi- or multi-lingual classroom?

This outline should reflect the characteristics of the grade level you wish to teach in the future.

7. PRACTICUM REFLECTIONS 10%

Observing other teachers and reflecting on one's own approach to teaching serves as a major component for training to enter the teaching profession. During the practicum, you are expected write extensive journal notes. Based on those notes, you will write 5 reflections. For each topic, choose one sample lesson. For this lesson, write one paragraph summarizing what happened during this class. Then write a second paragraph discussing the topic you focused on during this class. Each reflection should engage critically with the observed instruction, citing examples from your own language learning experience. Discuss what you liked about the lesson, what could go wrong, and provide suggestions for improvement or adaptation. The reflections must discuss the following topics:

1. Thorough description of the language of ESL students/speakers you observed
2. The role of assessment
3. Classroom management
4. Topic of your choosing
5. Topic of your choosing

Potential topics for reflections 4 and 5 you could choose from are: error correction, teacher feedback, activity formats, the use of the students' L1, etc. Each reflection should comment on how the classroom practices under observation contribute to language learning.

8. FINAL EXAM 10%

The final exam will be a comprehensive exam of concepts and terms covered during the semester. The exam will require you to be familiar with all the important terms we covered in class and in the readings. Discussion Questions and in-class discussions should prepare you well for this exam, so take both your preparation for class as well as the work we do in class very seriously.

This calendar is tentative. Students are responsible for checking CANVAS and their university e-mail accounts. Assignments, guidelines, and other deadlines will be posted and sent there.

COURSE SCHEDULE

DATE	TOPIC	 READINGS	 ASSIGNMENTS
1/26	Introduction to class		-----
1/28	Language Learning Beliefs	Lightbown & Spada: Chapter 7	 Position Paper 1
2/2	English Language Learners	English Language Learners	
2/4	Hmong Experience in Wisconsin		 Practicum Reflection 1: Language use description and observations
2/9	Second Language Acquisition	Cook: Chapters 1&2	 Position Paper 2
2/11	Second Language Acquisition		
2/16	Second Language Acquisition	Cook: Chapter 3&4	 Position Paper 3
2/18	Second Language Acquisition		 Practicum Reflection 2: Topic of your choosing
2/23	Teaching Methods	Brown: Chapter 2	
2/25	Teaching Methods	Brown: Chapter 3	 Position Paper 4
3/2	Standards	ESL Standards for PreK-12 Students	 Position Paper 5
3/4	Language Policy	Brown: Chapter 8	 Due in CANVAS: Presentation: ESL in the US and in Wisconsin
3/9	Lesson planning	Brown: Chapter 10	
3/11	Lesson planning	Brown: Chapter 1	 Position Paper 6
3/16	Techniques / Materials	Brown: Chapter 11	
3/18	Listening and Speaking in the ESL classroom	Brown: Chapters 15	 Position Paper 7  Draft: Lesson Plans
	SPRING BREAK		
3/30	Listening and Speaking in the ESL classroom	Brown: Chapter 16	 Position Paper 8
4/1	Macroskills and microskills	Favorite activities to be presented during class	 Due in CANVAS: Collection of Activities

4/6	Reading and Writing in the ESL classroom	Brown: Chapter 17	 Practicum Reflection 3: The role of assessment
4/8	Reading and Writing in the ESL classroom	Brown: Chapter 18	 Position Paper 9
4/13	Teaching with Technology	Brown: Chapter 12	 Position Paper 10
4/15	<i>Peer editing and revision of lesson plans and assessments</i>		Bring: <ul style="list-style-type: none"> • <i>drafts of lesson plans</i> • <i>assessment for each lesson</i> • <i>annotated bibliography for reading lesson</i> • <i>list of topics for topic-based lesson sequence</i>
4/20	<i>Individual meetings via zoom – sign up for 60 minute time slots</i>		Bring: <ul style="list-style-type: none"> • <i>same as above</i>  Practicum Reflection 4: Topic of your choosing
4/22			
4/27	Assessment	Brown: Chapter 20	 Position Paper 11
4/29	Assessment	O'Malley and Valdez Pierce	 Practicum Reflection 5: Classroom management
5/4	Classroom Management	Brown: Chapter 13	 Position Paper 12
5/6	Classroom Management	Brown: Chapter 14	 Position Paper 13
5/11	TBD/ Final practicum observations	-----	 Due in CANVAS: Lesson Plans and Assessments
5/13	Preparing for the Job	Brown: Chapter 22	 Due in CANVAS: Classroom management plan
5/20	Final Exam Thursday, May 20, 12:30-2:30 Location: virtual or TBD		