

University of North Carolina-Greensboro

Unit: School of Education
Department: Curriculum and Instruction
Course: CUI 526
Course Title: Teaching English To Speakers of Other Languages

Course Syllabus – Fall 2005

Course Purpose

The purpose of CUI 526 is to prepare you to teach English to speakers of languages other than English. CUI 526 is designed to meet eight competencies established by the North Carolina State Department of Public Instruction. Competencies include:

Professional Skills and Knowledge: Methodology-10.0. Know major methodologies and current trends in ESOL teaching.

Professional Skills and Knowledge: 4 Skills; Lesson Planning; and Teaching: Employ major techniques and strategies for teaching, listening, speaking, reading, writing, and culture in ESOL at various grade levels.

Materials: 12:0. Demonstrate the ability to select, adapt, and develop appropriate instructional materials for use in ESOL from all media: texts, films, audio-tapes, video-tapes, records, slides, and programmed materials.

Assessment: 13.0. Demonstrate knowledge of ESOL evaluate instruments and techniques.

Connection to the Profession: 15.0. Know current trends, issues, and research in ESOL curriculum, instruction, and language acquisition relevant to students in the United States.

Educational Resources: 16.0 Know availability and location of resources.

The Student in Context: Community, School, Teachers, Students, Curriculum,

Lessons: 17.0. Promote cooperation among bilingual/ESOL staff, Classroom teachers, school administrators, and members of the community.

Curriculum Development and Program Evaluation: 18.0. Participate in curriculum evaluation and development.

Course Description: This course is part of the UNCG ESOL add-on licensure program for preparing teachers to meet the needs of students with first languages other than English. The course will cover topics relevant to ESOL issues, pedagogy, and theory as they relate to teaching; the non-native speaker. Classes will be comprised of some combination of lectures, discussions (in-class and on-line), demonstrations, group work, and group and individual presentations. The course is designed to be highly interactive and you are expected to co-construct knowledge with the instructor and your peers. The course is designed around the eight SDPI competencies listed above. Participants in the course will gain competencies in teaching linguistically diverse students and teaching the NC standard course of study.

Course Objectives:

- Knowledge of both current and historical methodologies for teaching English as a second language.
- Knowledge of the role of culture in the L2 Classroom.
- Knowledge of materials and children's literature for the classroom
- Practice in various approaches, methods and techniques for teaching listening, speaking, reading and writing appropriate to a variety of L2 proficiency levels
- Knowledge of instructional and curriculum planning for ELL students

Course Requirements:

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| • Student Case Study | 15 |
| • Lesson preparation and demonstration | 20 |
| • Classroom/library text inventory | 10 |
| • Participation on-line | 20 |
| • Research Article Review and Presentation | 20 |
| • Book Club participation and discussion | 10 |
| • Final reflection | 5 |

Attendance and Class Participation: Attendance is an **essential requirement** of this course and is the responsibility of the student. You are expected to attend every class and be prepared to actively contribute to class discussion.

Assignments: All papers must be word-processed, doubled spaced, 12-point font and spell checked. Cite references where applicable – please use APA 5th Ed.

Grading policy: I take the evaluation and grading of your work very seriously, and I know that you work very hard to do your best in your courses. While it may take me a little longer to read your work and return it to you, I write many comments on papers and read exams more than once before assigning a grade to them.

Course Support: Handouts, course materials and announcements will be posted on Blackboard. Please make sure you regularly check Blackboard and your UNCG email address!

Required Text and Readings:

Richard-Amato, P. A. (2003). *Making it happen: From interactive to participatory language learning* 3rd Ed.. White Plains, NY: Longman.

Electronic Articles: These will be accessible on Blackboard

Boyd-bastone, P. (2004). Focused anecdotal records assessment: A tool for standards-based, authentic assessment. *The Reading Teacher*, 58(3), 230-239.

- Cañado, M. L. (2005). English and Spanish spelling: Are they different. *The Reading Teacher*, 58 (6), 522-530.
- Drucker, M. J. (2003). What reading teachers should know about ESL learners. *The Reading Teacher*, 57 (1), 22-29.
- Dutro, S. & Moran, C. (2003). Rethinking English language instruction: An architectural approach. In *English Language Learners: Reaching the Highest Level of English Literacy* G. G. Garcia Ed. Upper Saddle River, NJ: Pearson.
- Ernst-Slavit, G., Moore, M. & Maloney, C. (2002). Changing lives: Teaching English and literature to ESL students. *Journal of Adolescent Literacy*, 46(2). 118-128.
- Hawkins, M.R. (2004). Researching English language and literacy development in schools. *Educational Researcher*, 33 (3), 14-25.
- Helman, L. (2005). Using literacy assessment results to improve teaching for English language learners. *The Reading Teacher*, 58 (7), 668-676.
- International Reading Association. (2001). *Second language literacy instruction: A position statement*. DE: IRA.
- Lenters, K. (2004). No half measures: Reading instruction for young second language learners. *The Reading Teacher*, 58 (4), 3228-336.
- Meier, T. (2003). "Why can't she remember that?" The importance of storybook reading in multilingual, multicultural classrooms. *The Reading Teacher*, 57 (3), 244-252
- Oyetunde, T. O. (2002). Second language reading: Insights from Nigerian primary schools. *The Reading Teacher*, 55 (6), 748-755.
- Pohan, C. A. & Kelley, N. L. (2004). Making Content Come Alive for English Learners: A Student Teacher's Success Story. *Action Teacher Education* 25(4), 58-64.
- Smith, P. H., Jiménez, R. T. & Martínez-León, N. (2003). Other countries literacies: What US educators can learn from Mexican schools. *The Reading Teacher*, 56 (8), 22-29.
- Weber, R. M. & Longhi-Chirlin, T. (2001). Beginning in English: The growth of linguistic and literate abilities in Spanish-speaking first graders. *Reading Research and Instruction*, 41(1), 19-50.

Websites:

Stephen Krashen

<http://www.sdkrashen.com/main.php3>

TESL/TEFL/TESOL/ESL/EFL/ESOL Links

<http://iteslj.org/links/>

TESOL

http://www.tesol.org/s_tesol/index.asp

OELA

<http://www.ncela.gwu.edu/>

Course Evaluation and Grades

A = 100-95

A- = 94-90

B+ = 89-87

B = 86-83

B- = 82-80

C+ = 79-77

C= 76-73

C-= 72-70

Grades will be assigned according to the professional level of the final submissions.

A = Excellent-All work is 100% completed in a professional manner and contains evidence of significant effort and accomplishment. The work is 100% professional in content and appearance (spell checked, proof read, etc.).

B = Good-All work is completed in a useful manner and contains evidence of effort and accomplishment. The work is complete in content and appearance but lacks professional polish.

C = Average-The work is complete. The work contains all required parts. The work lacks evidence of time and effort.

D = Passing-The work is not adequate in details, efforts, professionalism, or completeness.

F = Failing-The work is inadequate or incomplete.

Other Information

Americans with Disabilities Act (ADA) compliance:

Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodation for the course.

Ground rules for discussions and assignments: Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to proceed, so that we may refer directly to them if the situation arises.

1. Respect

- We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs.
- When speaking of an occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved.
- Show courtesy.

2. Comfort

- Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating.
- I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together!
- No question is stupid! We all learn at different paces and by asking questions.

3. Honesty

- You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.
- All work you submit must be your own. If you use someone's words or work other than your own please use the appropriate citation.
- World Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use.

4. In interpreting others' comments, we should be fair-minded and understanding.

Course Requirements:

- Student Case Study: Select a student from a culturally and linguistically diverse and/or ESL background to observe. Observe the student in at least 3 different educational situations (class, PE, recess, lunch, etc.) and if possible in an after-school setting. Conduct an interest interview with the student and at least two informal interviews. Try to gain as much information and knowledge about the student. (15 points)
- Lesson preparation and demonstration: (20 points) Using SIOP
- Classroom/library text inventory: What kind of books do you have in your classroom or school library? Do your books represent the cultural and linguistic diversity of your students and are they representative of our culturally and linguistically diverse society? (Points 10)
- Participation on-line: We will be reading and discussing articles on-line. You will have discussion leaders assigned each week. You will be required to read and respond to at least 3 of your group members. Hopefully you will read all responses and reply to as many as possible. (20 points)
- Research Article Review and Presentation: Locate and read a research article that focuses on some aspect of ESL/ELL (methods, instruction, content area, parental involvement, family collaboration, community, etc.) and is of interest to you. Provide a quick review of the article and discuss the more salient points. What new knowledge did you gain? Make sure to use APA 5th ed. Put together a quick Power Point Presentation to present the article to the class. The presentation should be no more than 10 minutes. (20 points)
- Book Club participation and discussion: You will select and read one professional book that focuses on culture, language, culturally relevant pedagogy and/or sheltered instruction. You will meet on-line at least 4 times throughout the semester to discuss your book with your book club members. On the assigned date you will introduce and discuss your book with the class. Please provide your class members with a one page bibliography and brief review of the text. Each group will have approximately 20 minutes to share their book with the class.(10 points).
- Final reflection: 5