

EDUC 3210 Methods for teaching English as a second language

Fall 2014

Instructor

**Robert T. Connor, Ph.D., 6901 Willow Street, Room 103, 504-862-3265
rconnor@tulane.edu**

Office Hours: MWF 12:00-2:00; and by appointment

Course Objectives

This course focuses on first language and ESL instruction for all English Language Learners especially elementary and secondary students (PreK-12). Second-language instructional theory and practice, materials selection and development for ELLs, and bilingual and ESL literacy and content area instruction are covered within the context a variety of language and program settings. Frameworks for evaluating curriculum materials and their instructional recommendations for ELL students are developed.

Program Outcomes

This course addresses the following program outcomes:

1. It is one of four courses required by the state of Louisiana Department of Education for an ESL endorsement. This area is a critical shortage area identified by Tulane's Teacher Preparation and Certification Program. ESL is also an area of shortage in local school systems.
2. It contributes to the Peace Corps Prep initiative which recommends at least three ESL courses. It is also preparation for Fulbright English Teaching Assistantships and the Center for Public Service's nascent pathways to service initiative.
3. For anyone completing this four-course series, the Louisiana Department of Education would present a certificate.

Learning outcomes

Gather and evaluate standards and materials that support English language learning.

Consider issues of meaning and relevance in constructing the English language for learning experiences.

Identify and evaluate a variety of research-based teaching and learning strategies in planning instruction.

Identify, evaluate, and appropriately choose or redesign curricula for teaching the English language to different proficiency levels.

Honor Code

This link will take you to the Newcomb-Tulane Code of Academic Conduct: <http://college.tulane.edu/code.htm>. All students must take responsibility for studying this code and adhering to it. We will devote some time in class to it. Our purpose, in these discussions, will be not only to teach you how to avoid plagiarism and how to cite sources, but to initiate you into the contemporary discussion of intellectual property and the nuanced dynamics between individuality, authorship, and what's sometimes called intertextuality, so that you can make informed and thoughtful choices about your writing for the rest of your university career and later in life.

Also observe the academic conduct rules, including those about computer use and cell phones. <http://tulane.edu/studentaffairs/upload/02Academic.pdf>

Attendance policies

Students must come to class, participate in class activities, and sustain positive, productive membership in the classroom community. Thus, attendance, as well as punctual arrival and participation are absolutely essential; moreover, computers may only be used with instructor permission, cell phones must be silenced, and text-messaging and emailing are strictly forbidden, for these disruptions, as with tardiness, can be counted as absences.

When a student absence results from serious illness, injury or a critical personal problem, that student must notify the instructor and arrange to complete any missed work in a timely fashion. Students are allowed, over the course of the semester, to miss the equivalent of one week of class without penalty. Thereafter, students will lose one-third of their final grade for every unexcused absence from class. Once a student has accumulated the equivalent of three weeks of unexcused absences, he or she has automatically failed the class.

In order to enforce the attendance policy, the instructor will document the dates of every student's unexcused absences and file an "Absence Report Form" for any of their students who accumulate four, unexcused absences. These forms are sent to the student and the student's dean (the instructor retains the third copy). If the student's attendance problem results in his or her failing the course, the instructor should file a second "Absence Report Form" recommending that the student be withdrawn from the course with an F.

Required texts:

Richards, J. and T. Rodgers. (2001). Approaches and Methods in Language Teaching: 2nd ed. Cambridge: Cambridge University Press.
Henceforth called 'AMLT'

PreK-12 English Language Proficiency Standards. TESOL.
Henceforth called 'Standards'

Practice: Using TESOL English Language Proficiency Standards in PreK-12 Classroom.
TESOL.
Henceforth called 'Practice'

Also required of all candidates:

-Email address and access to the Internet (required) to access Blackboard <http://blackboard.tulane.edu>

Reading list and additional resources:

Donald Snow. More than a native speaker. TESOL publications.

Lynne Truss. Eats, shoots, and leaves series.

Exam and Class Schedule

Unit 1: Origin and diversity in ESL methods

Week 1: AMLT Ch 1-2 Background and History

Week 2: AMLT Ch 3-4 Grammar translation and the audiolingual method.

Week 3: AMLT Ch 5-13 Alternative Approaches

Week 4: AMLT Ch 5-13 Alternative Approaches

Assessment 1: Model a method to the class by presenting a 20-minute lesson, activity, and assessment

Unit 2: Current methods

Week 5: AMLT Ch 14 Communicative Language Teaching

Week 6: AMLT Ch 15-16 The natural approach and Cooperative Language Learning

Week 7: AMLT Ch 17 Content-based Instruction

Week 8: AMLT Ch 18 Task-based Language Teaching

Week 9: AMLT Ch 19 Post-method

Assessment 2: Midterm exam

Assessment 3: Present a newcomer-level lesson

Unit 3: Application and practice of ESL methods

Week 10: Language Proficiency Standards, Practice Ch1-2

Week 11: Language Proficiency Standards, Practice 3-4

Week 12: Language Proficiency Standards, Practice 5

Week 13: Practice 5-6

Week 14: Practice 7 and 8 or 9 depending on discipline

Week 15: Practice 10

Assessment 4: Present an advanced-level lesson

Assessment 5: Observation and participation

Assessment 6: Final Exam

Assignments:

15% Assessment 1: Present a mini-lesson in the model of one of the five alternative approaches as a way of jigsawing (dividing a workload into mini-presentation) the content of AMLT.

15% Assessment 2 Midterm exam

15% Assessment 3 Present a newcomer-level lesson

15% Assessment 4 Present an advanced-level lesson

20% Assessment 5 Observation and participation: Complete 10 hours of teaching and/or observation and write a critique of each lesson.

20% Assessment 6 Final exam: Write an in-class essay critiquing a sample ESL presentation.

Homework assignments: You are expected to complete the reading each before each class and be prepared to discuss. You will be asked to present and lead the discussion one of the cases each week.

Field experience: Assessment 5 requires 10 hours of teaching and/or observation.

[Links to state and program criteria](#)

Methods for teaching English as a second language

Theories and practical approaches and techniques for teaching English as a second language to elementary, secondary, and adult education students

The mission of Tulane's Teacher Preparation and Certification Program is to develop graduates who:

Core Principle (CP) 1-Demonstrate a professional commitment as educational leaders;

Core Principle 2-Apply a rigorous academic foundation using informed practice, information technology, and the ability to think creatively and reflectively;

Core Principle 3-Exemplify sensitivity to all facets of diversity;

Core Principle 4-Lead with integrity ensuring that high levels of achievement can be a reality for all learners.

Essential questions (EQ):

- 1.How do I develop or redesign materials for English Language Learners?
- 2.How do I foster bilingual literacy in a content area?
- 3.How do I design meaningful learning experiences for ELLs?
- 4.How do I assess the students' progress in learning the English language?

Alignment of Course Objectives with Standards and Assessments

Course objectives and course assessment with essential questions and TPCP core principles

The teacher candidate will:

Gather and evaluate standards and materials that support English language learning. EQ 1, CP 2, CP 3, CP 4

Consider issues of meaning and relevance in constructing the English language for learning experiences. EQ 2, CP 1, CP 3, CP 5

Identify and evaluate a variety of research-based teaching and learning strategies in planning instruction. EQ 3, CP 2, CP3

Identify, evaluate, and appropriately choose or redesign curricula for teaching the English language to different proficiency levels. EQ 4, CP 3, CP 5