



**Fayetteville State University
College of Arts and Sciences
Department of English**

Graduate
TESL 510-01
Theories and Principles in Teaching ESL

"Preparing Knowledgeable, Reflective, and Caring Education Professionals to Support Student Learning and Family Participation in a Diverse, Technological and Global Society"

I. Locator Information:

Credit Hours: 3

Course Number and Name: TESL 510-01

Theories and Principles in Teaching ESL

Course Location & Meeting Time: W 6p.m.-8:30 p.m. SBE 106

Office Hours: MWF 8:20 a.m.- 10:00 a.m. & Noon-1 p.m.

Other times by appointment

Instructor: Dr. Ji Young Kim

Office Location: Butler 134

Office Telephone: 672-1848

e-mail: jkim@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. Course Description

TESL 510 focuses on theoretical and practical approaches to the teaching of English as a Second Language. This course demonstrates understanding of culturally and linguistically diverse learners, teaching ESL theories and skills through reading selections, teaching demonstration, and Computer Assisted Language Learning (CALL) activities. This course will prepare prospective or in-service teachers who will help Limited English Proficient (LEP) students.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for

Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbook:

Brown, H. Douglas. *Principles of a Language Learning and Teaching, 4th Edition*. Longman, New York, 2000.

V. Student Learning Outcomes for TESL 510:

Upon completion of this course, students should be able to

1. demonstrate understanding of concepts, theories, research, and practice related to the language acquisition and literacy development of limited English proficient students.
2. identify, choose, and adapt a wide range of materials, resources and technologies in ESL and content instruction.
3. recognize how diverse languages, cultures, family backgrounds, and abilities affect the learning of English as a Second Language

VI. Course Requirements and Evaluation Criteria

- a. Grading Scale – The University grading scale will be utilized to determine all graded work in this class. Find below the grading symbols of the University, and their numerical equivalents.
A= 90-100% B= 80-89% C= 70-79% D= 60-69% F= 59% or less
- b. Graded Assignments
 1. **Research Article Review (10%)**: You will be responsible for two summaries and reader responses to articles of your choice.
 2. **Research Presentation (20%)**: You will work on your research topic and present your research paper.
 3. **Online discussion (10%)**: You will participate in online discussion using the Blackboard learning system. Your postings should include your reaction to the required reading and questions. Additionally, you are required to response to two other classmates.
 4. **Glossary of terms (10%)**: In the readings you will be doing for this class, you will be learning new vocabulary from a variety of disciplines. Please keep a glossary of terms that are new to you and that you think are important to know. Try not to copy the text- discern the meaning of the term from the text and formulate your own definition.
 5. **Quality Teaching Practice (30%)** – Students are expected to demonstrate a ten-minute lesson. The students are expected to incorporate proper techniques learned from the class. Students should prepare the lesson plan and the evaluation. In addition, students are expected to include the following.
 - (1) **Teaching Demonstration**
 - Content area instruction- you will choose a content area for your teaching.

- Lesson plan- you will specify student population, age, proficient level, location and etc.
- Teacher made project- you will provide the meaningful input.
- Resource file- Students collect identify, choose and adapt a variety of materials, resources for your teaching. This should include all materials already in hand and collected during the term to be used for teaching.
- Technology resources- you will introduce and evaluate at least 3 websites and two software programs.
- Assessment strategies and interpretation- You will provide formal/informal/alterative assessment for English language learners; your interpretation of those assessments; and a description of how the information was used to make instructional decisions and show growth in literacy skills and content area learning.

(2) Reflection on your teaching- You will identify and describe the ESL teaching methods and strategies that you used for your teaching and reflect on your effective teaching methods and differentiated instruction that supported LEP students' L2 development and academic language skills; and demonstrated growth in students' literacy skills and content area learning.

6. **Portfolio (20%)** – You are required to submit a portfolio at the end of the year showcasing your understanding of the major topics of this class and learning as it relates to working with ELL students (Portfolio requirements are attached).

- Description of ESL teaching methods and strategies including theoretical base
- Assessment strategies and interpretation- informal/alterative assessment for English language learners; your interpretation of those assessments; and a description of how the information was used to make instructional decisions and show growth in literacy skills and content area learning.
- Reflection on learning-reflect on your effective teaching methods and differentiated instruction that supported LEP students' L2 development and academic language skills; and demonstrated growth in students' literacy skills and content area learning
- Attachments: handouts, your project presentation, and peer feedback sheets

c. Attendance

Class attendance and punctuality are vital to your success in this class. Much of the learning required for this class will be acquired through interactive class activities, presentations, and discussions. Your participation in classes will allow you to develop a comprehensive

understanding of the course competencies. You must be there to participate.

- d. Policy on Missed or Late Assignments –Any missed or late assignment / tests will not be accepted. Students with valid documentation of excused absences may make up their missed or late assignments/ tests.
- e. **Academic Dishonesty:** According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she *attempts* to cheat or plagiarize, *cheats* (receiving unauthorized aid or assistance on any form of academic work), *plagiarizes* (copies the language structure, ideas and/or thoughts of another without giving appropriate recognition and/or adopting it as one’s own original work), *falsifies* (unauthorized changing of grades or conduct involving any untruth, spoken or written, regarding any circumstances related to academic work), or *aids and abets* others to cheat or plagiarize. Penalties include failing the course, suspension, and expulsion, and will be prosecuted to the fullest extent possible. I expect you to organize your ideas systematically and adhere consistently to conventions of Standard Written English (SWE). You should also demonstrate in your writing a clear understanding and application of research methods for academic papers with appropriate use of format and citations, preferably MLA.

MLA Formatting and Style Guide

<http://owl.english.purdue.edu/owl/resource/557/01/>

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

VII. Student Behavior Expectations: -The instructor will respect all students and will make every effort to maintain a classroom climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive classroom environment by abiding by the following rules:

1. Students are expected to arrive to class on time, remain in class until dismissed by the instructor, and refrain from preparing to leave class until it is dismissed.
2. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.
- 3 Students are not permitted to wear headphones or other paraphernalia that may be distracting to the classroom environment.
4. Students must refrain from any activity that will disrupt the class; this includes turning off cell phones and pagers.
5. Students are not permitted to use profanity in the classroom.
6. Students will not pass notes or carry on private conversations while class is being conducted.

Consequences for Failing to Meet Behavioral Expectations: The first time a student violates one of these rules, the instructor will warn him or her privately, either after class or before the next class. (Faculty members reserve the right to warn students publicly if needed.) The second time a student violates the guidelines, the instructor may deduct as many as twenty points from the student's next exam grade. If a student violates the guidelines three times, the instructor will report the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct.

VIII. Academic Support Resources- This course will use Smarthinking and Purdue University's Online Writing Lab

<http://owl.english.purdue.edu/>.

IX. Course Outline and Assignment Schedule

X. **TEACHING STRATEGIES:** Teaching strategies include the use of structured overview, large and small group activities, individual oral presentation, reflections, structured overview of class observation, teaching demonstration, portfolio, class discussion, on-line discussion, Internet research and reading.

XI. **COURSE OUTLINE (with Assignment Schedule)**

Date	Topic	Readings	Assignment Due
Week1 (8/24)	Orientation and introduction to course		Portfolio #1
Week 2 (8/31)	Human Learning Portfolio content	Ch.4 (Brown)	Portfolio #2 & 3 -Profile of Self as a Language Learner and Teacher
Week 3 (9/7)	Language, Learning, teaching and content instruction	Ch.1 (Brown)	
Week 4 (9/14)	Age and Acquisition First Language Acquisition Second Language Acquisition	Ch. 2- Ch.3 (Brown)	Portfolio #4
Week 5 (9/21)	Styles and Strategies →Language Teaching Methodology → Technology use for content instructional objectives	Ch. 5 (Brown)	

	→Computer Assisted Language Learning Activities		
Week 6 (9/28)	Strategies →Strategies to modify the content instruction →Strategies to modify the language of oral instruction → Strategies to modify the language of written instruction: textbooks and assignments	Handouts	Portfolio #5
Week 7 (10/5)	SIOP Workshop	Handouts	Portfolio #6
Week 8 (10/12)	Research paper topic presentation		Research paper topic presentation (Blackboard discussion board posting required)
Week 9 (10/19)	Curriculum adaptation →Developing methods to facilitate curriculum →Materials/ Resource Development →Modifying plans and texts →Modifying assignments →Assigning note taking, report writing, study sheets and homework, and progress checks		
Week 10 (10/26)	Teaching Demonstration		Teaching Demonstration , Lesson Plan and Evaluation
Week 11 (11/2)	Personality Factors	Ch. 6 (Brown)	Chapter Presentation
Week 12 (11/9)	Research Paper Presentation		Research paper
Week 13 (11/16)	Socio-cultural Factors Chapter 8 Cross- Linguistic Influence and Learner Language	Ch. 7-8 (Brown)	Chapter Presentation
Week 14 (11/23)	Communicative Competence Theories of SLA	Ch. 9 (Brown) Ch. 10	Chapter Presentation

		(Brown)	
Week 15 (11/30)	Portfolio Evaluation		Portfolio Evaluation

Note: As the instructor, I reserve the right to make changes, when necessary, to this course outline.

XII. TEACHING STRATEGIES (E.g., large and small group activities, individual and group projects, field observations, reflections, structured overview, lecture-discussion, demonstration, discussion, role play, panels, case studies, and Internet research, on-line discussion board.)

Teaching strategies include the use of structured overview, large and small group activities, individual oral presentation, reflections, structured overview of class observation, teaching demonstration, portfolio, class discussion, on-line discussion, Internet research and reading.

16. REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)

- Bialystok, Ellen. The compatibility of teaching and learning strategies. *Applied Linguistics* 6: 255-262. 1985.
- Blair, Robert. *Innovative Approaches to Language Teaching*. Rowley, MA: Newbury House, 1982.
- Brown, Douglas. *A Practical Guide to Language Learning*. New York: McGraw-Hill, 1989.
- Croft, Kenneth ed. *Readings on English as a Second Language*. Second Edition. Cambridge, MA: Winthrop Publishers, 1980.
- Reid, Joy. *The Learning Styles in the ESL/EFL Classroom*. Boston: Heinle & Heinle, 1987.
- Taylor, Barry P. Teaching ESL: Incorporating a communicative, student-centered component. *TESOL Quarterly* 17: 69-88. 1983.
- Widdowson, Henry G.. *Teaching Language as Communication*. Oxford: Oxford University Press, 1978

Other References

- <http://tesol.org>
- <http://iteslj.org/ESL.html>
- <http://a4esl.org/>
- <http://www.csun.edu/~hcedu013/eslplans.html>
- [http://www.phoenix.k12.or.us/stories/storyReader\\$78](http://www.phoenix.k12.or.us/stories/storyReader$78)
- <http://www.efl4u.com/>
- <http://www.rong-chang.com/lsnplan.htm>