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## RHODE ISLAND COLLEGE

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### FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

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#### TESL 546 TEACHING ENGLISH AS A SECOND LANGUAGE (3 CREDITS)

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**Instructors:** Nancy Cloud, Ed.D.

**Department:** Educational Studies, Ellen Bigler, Chair, 456-8170; Fax 456-8284

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#### 1. COURSE INFORMATION

This is a methods course designed for students and teachers who plan to teach or are presently teaching English as a Second Language. The teaching techniques demonstrated reflect up-to-date research in applied linguistics. *3 credit hours. Prerequisite: graduate status and TESL 539, 549 or 541, or consent of department chair.*

**Extended Description:** This course is part of the Professional Education Component for the *M.Ed. in TESL Program*, and it is a required course for candidates seeking the ESL endorsement in Rhode Island for their elementary, early childhood, and modern language teaching certificates. Throughout the course the Reflective Practitioner model is employed. Candidates develop appropriate strategies and techniques for the teaching of ESL and implement these strategies and techniques through early field experiences in schools. The ESL practical experience gained in the classroom enhances candidates' understanding and appreciation of the methods in relation to the diverse needs and backgrounds of ELL students. Candidates demonstrate their learning through the design of a state-of-the-art ESL unit plan in which many methods are used. They also conduct a materials review to identify the ESL methods in use. Candidates reflect on their planning and implementation of ESL methods through group discussions and course projects.

**Course Outcomes (Shows Relationship to Professional Program and to the FSEHD Conceptual Framework):**

Cross-referenced to the TESOL/NCATE Standards for P-12 Teacher Education Programs, the Advanced Competencies of the FSEHD and the Rhode Island Professional Teaching Standards:

By the end of the course candidates will be able to:

- 1) describe the planning, action, and reflection (PAR) approach as it applies to ESL instruction. (TESOL Standards: 3a, 3b, 3c; 5b; FSEHD Conceptual Framework: PAR; RIPTS 2, 3, 4, 5, 67, 8, 9, 10)

*Assessed by class discussions, Unit Plan*

- 2) review current theories of second language learning and relate the acquisition of English as a second language to other aspects of child and adolescent development (cognitive development, social development, emotional development, personality factors, etc.) and to the social context in which the second language is being acquired. (TESOL Standards 1a, 1b, 2, 3a, 5a; FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 3. Contextual Perspective; Practice: Evidence-based Decision Making; 3. Diversity of Practice; RIPTS 1, 2, 3, 4)

*Assessed by class discussions and the Language Teaching Principles Paper*

- 3) develop a set of research-based principles to guide their second language teaching efforts. (TESOL Standards 1b, 2, 3a; 5a; FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; Practice: 3. Diversity of Practice; RIPTS 2, 3, 4, 6, 8)

*Assessed by the Language Teaching Principles Paper*

- 4) become familiar with the WIDA English Language Proficiency Standards and/or RI Adult Content Standards and how to use the results of the associated language proficiency assessments used in Rhode Island to plan instruction. (TESOL Standards: 3a; 3b; 4a; 4b; 4c; Knowledge: 1. Domain-Specific Knowledge; 3. Contextual Perspective; Practice: 1. Evidence-based Decision Making; RIPTS 2, 9)

*Assessed by the Unit Plan*

- 5) gain knowledge and skill in the use of the following specific methods of teaching English as a Second Language to children and adolescents: Total Physical Response Approach, Natural Approach, Teaching English through Chants, Music and Poetry, Teaching English through the Fine and Performance Arts, Teaching English through Games and Activities, Content-based ESL, including SIOP and CALLA (teaching ESL through literature, mathematics, science and social studies), and Technology-based ESL. (TESOL Standards 3a, 3b, 3c; 5a; FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; Practice: 1. Evidence-based Decision Making; 2. Technology Use; 3. Diversity of Practice; RIPTS 2, 4, 5, 6, 7)

*Assessed by the Early Field Experiences*

- 6) plan an ESL unit for a particular group of ELLs which is linked to standards, has clearly defined goals and objectives, and uses state-of-the-art ESL teaching approaches. (TESOL Standards 3a; 5a; FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 3. Contextual Perspective; Practice: 1. Evidence-based Decision Making; 2. Technology Use; 3. Diversity of Practice; RIPTS 2, 3, 4, 5, 6, 7, 8)

*Assessed by the Unit Plan*

- 7) select teaching methods, tasks, and activities and design and implement curriculum and instruction that responds to particular students' linguistic, communicative, educational and cultural needs. (TESOL Standards 1b, 2, 3a, 3c; 4b, 4c, 5a; FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; Practice: 1. Evidence-based Decision Making; 2. Technology Use; 3. Diversity of Practice; RIPTS 1, 2, 3, 4, 5, 6, 7, 8)

*Assessed by Early Field Experiences and the Unit Plan*

- 8) access a variety of standards-based curriculum materials and texts for use with individual students, including technology-rich materials and discuss the role of instructional materials in relation to L2 development. (TESOL Standards 2, 3c; 5b; FSEHD Advanced Competencies: Knowledge: 1. Domain-

Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; Practice: 1. Evidence-based Decision Making; 3. Diversity of Practice; RIPTS 2, 3, 4, 6, 7)

*Assessed by the Evaluation of a Published Curriculum Unit*

- 9) understand text selection and adaptation principles and ways to effectively integrate technology in language teaching. (TESOL Standards 2, 3c; 5b; FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; Practice: 1. Evidence-based Decision Making; 3. Diversity of Practice; RIPTS 2, 3, 4, 6, 7)

*Assessed by class discussions and the Unit Plan*

- 10) form partnerships with parents and extend learning to the home and community in meaningful ways. (TESOL Standards 2, 5b; FSEHD Advanced Competencies: Knowledge: 3. Contextual Perspective; Practice: Evidence-based Decision Making; 2. Technology Use; 3. Diversity of Practice; RIPTS 7, 11)

*Assessed by the Unit Plan*

## 2. COURSE TEXTS AND MATERIALS

### Course Texts and Materials

#### Required Course Text:

Richard-Amato, P.A. (2009). Making It Happen: From Interactive to Participatory Language Teaching. Theory and Practice. Fourth Edition. White Plains, NY: Longman/Pearson Education. ISBN-13: 9780132361378. [Hereafter referred to as Richard-Amato]



You must also obtain the WIDA Consortium English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12 at [www.wida.us](http://www.wida.us)

And if you teach adults:

<http://www.ride.ri.gov/adulteducation/ri%20content%20standards.aspx>

#### Recommended:

Chamot, A.U. (2009). The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach. Second Edition. White Plains, NY: Pearson/Longman. [Hereafter referred to as CALLA]

#### Also Recommended:

Echevarria, J., Vogt, M. & Short, D.J. (2007). Making content comprehensible for English Learners: The SIOP Model. Third Edition. Boston: Allyn & Bacon. [Hereafter referred to as SIOP]

## 3. COURSE CALENDAR/TOPICS

Week 1:       **Theoretical Foundations: Developing Language Teaching Principles**  
Language Acquisition Theories and Their Implications for Teaching Practices  
Input and Interaction; Providing Feedback and Error Correction

*Richard-Amato*

*Chapter 1, 2, 3*

Week 2:	<p>The Affective Domain: Attitudes, Motivation, Anxiety, &amp; Personality          Acculturation and Language Learning          Social/Affective Dimensions of Language Learning          Affective Teaching Activities</p> <p><i>Richard-Amato</i> <span style="float: right;"><i>Chapters 6; 14</i></span></p>
Week 3	<p><b>Exploring Language Teaching Methods: A Basic Tool-Kit of ESL Methods</b>  <b><i>Start Tutoring Project: Identify Learner and Learning Objectives (Linguistic, Communicative, Content)</i></b></p> <p>English Language Proficiency Standards (WIDA); Instructional Uses of the ACCESS for ELLs Results to Plan Instruction          Understanding Linguistic (sentence level errors, word choice errors, word knowledge; <i>do not focus on mechanics</i>) and Communicative Objectives/Needs          Halliday and Communicative Functions/SFL perspectives on language</p> <p><i>Access ELP Standards on WIDA Website; Download the Resource Guide, which includes the Performance Definitions, <b>Speaking and Writing Rubrics</b>, and CAN DO Descriptors at <a href="http://www.wida.us/standards/elp.aspx">http://www.wida.us/standards/elp.aspx</a></i>  <i>Consult <a href="http://esl.fis.edu/learners/advice/mistakes.htm">http://esl.fis.edu/learners/advice/mistakes.htm</a> for how to analyze ELL sentence level errors <a href="http://esl.fis.edu/learners/advice/syntax.htm#satzErr">http://esl.fis.edu/learners/advice/syntax.htm#satzErr</a></i></p> <p><i>Richard-Amato</i> <span style="float: right;"><i>Chapter 7</i></span></p>
Week 4:	<p>Using Technology in the ESL Classroom (Audio, Video, Multimedia, Internet)</p> <p><i>Richard-Amato</i> <span style="float: right;"><i>pp. 397-411</i></span>  <i>Read and take notes of ways to integrate technology in the ESL classroom</i>  <a href="http://www.prel.org/eslstrategies/multimedia.html">http://www.prel.org/eslstrategies/multimedia.html</a>  <a href="http://faculty.lagcc.cuny.edu/eiannotti/">http://faculty.lagcc.cuny.edu/eiannotti/</a>  <a href="http://esoltechnology.com/?p=132">http://esoltechnology.com/?p=132</a>  <a href="http://www.esl.ucsb.edu/people/rightmire/workshops/Video.html">http://www.esl.ucsb.edu/people/rightmire/workshops/Video.html</a>  <a href="http://www.cal.org/caela/esl_resources/digests/video.html">http://www.cal.org/caela/esl_resources/digests/video.html</a>  <a href="http://lookingahead.heinle.com/cnn/mejia.htm">http://lookingahead.heinle.com/cnn/mejia.htm</a>  <a href="http://www.literacyminnesota.org/sites/6bc90f8a-e528-403a-8c6b-ffd2e3dd3a7/uploads/ESL_lessons_2.pdf">http://www.literacyminnesota.org/sites/6bc90f8a-e528-403a-8c6b-ffd2e3dd3a7/uploads/ESL_lessons_2.pdf</a>  <a href="http://academics.smcvt.edu/cbauer-ramazani/TESOL/NNETESOL/WQs.htm">http://academics.smcvt.edu/cbauer-ramazani/TESOL/NNETESOL/WQs.htm</a>  <a href="http://tesl-ej.org/ej36/int.pdf">http://tesl-ej.org/ej36/int.pdf</a>  <i>See ELL Guides for Reading Rainbow (click on ELL to see contents of ELL guides for various titles) <a href="http://www.shopqpn.com/Content.aspx?ContentID=136">http://www.shopqpn.com/Content.aspx?ContentID=136</a></i></p>
Week 5	<p>Total Physical Response (TPR)          Physical Involvement in Language Learning          Video Demonstration</p> <p><i>Richard-Amato</i> <span style="float: right;"><i>Chapter 8</i></span></p>
Week 6	<p>The Natural Approach, Comprehension Training and Interactive Teaching          Teaching in Stage Appropriate Ways; Leveled Questioning</p> <p><i>Video Demonstration</i>  <i>Richard-Amato</i> <span style="float: right;"><i>Chapter 9</i></span></p>

Week 7	<p>Chants, Music, and Poetry Giving Learners Practice with English <i>Audio-Taped Demonstration</i></p> <p><i>Richard-Amato</i> <span style="float: right;"><i>Chapter 10</i></span></p>
Week 8	<p>Using the Performance Arts in Language Teaching: Storytelling, Role Play and Drama; Teaching English through the Fine Arts: Photography, Drawing and Paintings (<i>Video Demonstration</i>)</p> <p><i>Richard-Amato</i> <span style="float: right;"><i>Chapter 11</i></span></p>
Week 9	<p>Cooperative Learning in the ESL Classroom Using Games in Language Teaching The Place of Worksheets and Activities</p> <p><i>Richard-Amato</i> <span style="float: right;"><i>Chapter 12, 382-387</i></span>  <a href="http://www.cooperativelearning.com/KaganClub/FreeArticles/ASK17.html">http://www.cooperativelearning.com/KaganClub/FreeArticles/ASK17.html</a>  <a href="http://www.colorincolorado.org/educators/content/cooperative">http://www.colorincolorado.org/educators/content/cooperative</a>  <a href="http://www.stemnet.nf.ca/~achafe/cooplant.html">http://www.stemnet.nf.ca/~achafe/cooplant.html</a>  <a href="http://education-esl.edgewood.edu/NetConf2_08/Cooperative_Learning.pdf">http://education-esl.edgewood.edu/NetConf2_08/Cooperative_Learning.pdf</a>  Videos: <a href="http://www.youtube.com/watch?v=HEh8Z0sbiRE">http://www.youtube.com/watch?v=HEh8Z0sbiRE</a>  <a href="http://connect.ocde.us/connect/video_clips/COOPLEA1.mov">http://connect.ocde.us/connect/video_clips/COOPLEA1.mov</a>  <a href="http://connect.ocde.us/connect/video_clips/COOPLEA2.mov">http://connect.ocde.us/connect/video_clips/COOPLEA2.mov</a>  If Interested: General Introductory Video (41 min.) on Cooperative Learning  <a href="http://www.esnips.com/doc/8c000094-36f4-404c-8257-9517f54347c9">http://www.esnips.com/doc/8c000094-36f4-404c-8257-9517f54347c9</a></p>
Week 10	<p>Planning Sheltered Instruction; Content-based Language Teaching Paradigms: CALLA and SIOP Teaching Academic Language/Explicit Vocabulary Instruction (Kinsella) Teaching Learning Strategies</p> <p><a href="http://calla.ws/handouts.html">http://calla.ws/handouts.html</a> View sections two through six (“importance” through “criteria for selecting”  <a href="http://teacher.scholastic.com/products/ReadAbout/research/webinars_kinsella.htm">http://teacher.scholastic.com/products/ReadAbout/research/webinars_kinsella.htm</a>  Download &amp; Read: <a href="http://teacher.scholastic.com/products/authors/kinsella.htm">http://teacher.scholastic.com/products/authors/kinsella.htm</a>  <a href="http://staff.esuhd.org/danielle/english%20department%20village/CAHSEE%20vocabulary.html">http://staff.esuhd.org/danielle/english%20department%20village/CAHSEE%20vocabulary.html</a></p> <p><i>Richard-Amato</i> <span style="float: right;"><i>Pages 104-110; 374-5</i></span>  *CALLA <span style="float: right;"><i>Chapters 1-5</i></span></p>
Week 11	<p><b>Part III: Planning Standards-Based Units and Lessons</b> Unit/Lesson Planning; Thematic Instruction; Infusing Standards Planning and Evaluating Unit/Lesson Objectives: Linguistic, Communicative, Content, Skills/Strategies, and Cross-Cultural Writing Performance Indicators CALLA across the content areas of Language Arts, Mathematics, Science and Social Studies; <i>Video Demonstration</i></p> <p>*CALLA <span style="float: right;"><i>Chapters 8-11 as appropriate</i></span>  <i>Richard-Amato</i> <span style="float: right;"><i>Chapter 15, pp. 365-372; 377-382; 439-440</i></span></p>

Week 12 Lessons	<p>Lesson Planning Using the SIOP (Sheltered Instruction Observation Protocol); Delivering SIOP</p> <p>Guided Activities will be provided for this class; students will take part in leading the class <i>Video Demonstrations</i></p> <p><i>*SIOP</i> <span style="float: right;"><i>Chapters 1-9</i></span>  <a href="http://www.prel.org/products/paced/fall06/siop.pdf">http://www.prel.org/products/paced/fall06/siop.pdf</a>          Online readings: <a href="http://www.cal.org/create/resources/pubs/siopscience.html">http://www.cal.org/create/resources/pubs/siopscience.html</a>  <a href="http://www.d11.org/doi/ESL/SIOP.htm">http://www.d11.org/doi/ESL/SIOP.htm</a>  <a href="http://www.misd.net/bilingual/ELL.pdf">http://www.misd.net/bilingual/ELL.pdf</a>          SIOP Tools/Resources: <a href="http://documents.cms.k12.nc.us/dsweb/View/Collection-831">http://documents.cms.k12.nc.us/dsweb/View/Collection-831</a>  <a href="http://www.cal.org/SIOP/resources/lessonplans.html">http://www.cal.org/SIOP/resources/lessonplans.html</a>  <a href="http://www.siopinstitute.net/classroom.html">http://www.siopinstitute.net/classroom.html</a></p>
Week 13	<p>Selecting Materials Evaluating Textbooks for ESL Teaching Methods Employed</p> <p><i>Richard-Amato</i> <span style="float: right;"><i>Pages 392-397</i></span></p> <p><a href="http://www.cde.state.co.us/cdeadult/download/NCPDRC/HowToChooseGoodESLTextbook.pdf">http://www.cde.state.co.us/cdeadult/download/NCPDRC/HowToChooseGoodESLTextbook.pdf</a>  <a href="http://www.wheaton.edu/bgc/ICCT/ResandLinks/evaluating.html">http://www.wheaton.edu/bgc/ICCT/ResandLinks/evaluating.html</a></p>
Week 14	<p>Finals Week: Course-Wrap Up/All Assignments Due Literacy Development and Skills Integration</p> <p><i>Richard-Amato</i> <span style="float: right;"><i>Chapters 5, 13</i></span>  <i>*CALLA</i> <span style="float: right;"><i>Chapter 7</i></span></p>

#### 4. REQUIREMENTS

**Course Requirements:** You may submit projects as a hard copy or electronically (Microsoft Word Rich Text Format). *[All Assessments Are Aligned to the FSEHD Advanced Competencies, the RIPTS and TESOL Standards on the Project Scoring Rubrics]*

- A. The completion of all assigned readings from the required text and additional required readings to be distributed. [All objectives]
- B. Attendance at and participation in all class sessions. [All objectives]
- C. Completion of the following assignments:
  - 1) Language Teaching Principles Paper. Summarize your language teaching principles; principles you have selected because they are known to support second language learning. [Objectives 2, 3]
  - 2) Early Field Experience: Work under an ESL teacher's supervision or in your own classroom with program-eligible ESL students. You may work with them in a small group or you may work with an entire class of ESL students. One at a time, try out 3 of the ESL teaching methods you have learned about, being careful to experiment with ESL methods appropriate for the proficiency levels of your students. The activities must be implemented one at a time so you can reflect on each ESL method separately. For each activity you conduct, you must describe the activity you planned (and provide a copy of your plan), insure that it follows the method in question, and evaluate the

effectiveness of the activity (how well you understood and implemented the method, how the students responded, any feedback you received from the teacher, etc.). You may also pose questions about the method, if there is anything about the method that is unclear to you after trying it out. Choose three of the following methods for this project:

- a) Total Physical Response
- b) Jazz Chant, *or* Music/Songs, *or* Performance Poetry
- c) Cooperative Learning
- d) Teaching English Through The Arts. Try any of the following--Drama/ Pantomime, *or* Fine Arts/Plastic Arts, *or* Drawing, *or* Photography.

Use technology as appropriate to implement the method. [Objectives 2, 3, 5]

- 3) Evaluate a published ESL curriculum unit in terms of the particular ESL approaches it uses to promote English Language Learning. [Objectives 5, 8, 9]
- 4) Develop a State-of-the-Art Unit Plan with Embedded ESL Strategies [Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; especially 6-10]
  - A. Provide the name of your unit and a description of the ESL learners in the class (proficiency levels, literacy levels, ethnolinguistic backgrounds) Due: 10/26
  - B. Create a unit overview that specifies your *Linguistic, Communicative, Content, Learning Skills/Strategies and Cross-Cultural Objectives*. Next, list the learning standards it addresses (Including WIDA ELP or Adult Content Standards; GLEs/GSEs or CASAS, etc.). Finally, create a chart showing the performance indicators you will use to measure attainment of your objectives. Be sure to write a performance indicator for each domain (L,S,R,W) to be included and each proficiency level present in your class.
  - C. Create 3-5 lessons for your unit, which embed a range of ESL strategies. 1) Name each ESL strategy in use in your unit. Your unit must include cooperative learning tasks and interactive learning activities. 2) Name the materials in use in your unit and insure that they are appropriate for the ELLs for whom you are planning the unit. 3) include extension activities to the home and community.

**Grading:**

Your course grade will be based on:

1. Attendance and Class Participation	10 points
2. Language Teaching Principles Paper	20 points
3. Evaluation of Published Curriculum Unit	10 points
4. Early Field Experience/Trying 3 ESL Methods	30 points
5. Unit Plan	30 points

**Course Grading**

A = 94-100	B+ = 87-89	C+ = 77=79	D+ = 67-69
A-= 90-93	B = 84-86	C = 74-76	D = 64-66
	B- = 80-83	C- = 70-73	D- = 60-63

5. RIC POLICIES

- *For Information Regarding Criminal Background Check Policies of the Feinstein School of Education:* <http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/bci.php>

- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.):  
[http://www.ric.edu/administration/pdf/College\\_handbook\\_Chapter\\_3.pdf#28](http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28)
- Request for Reasonable Accommodations for Students with Disabilities:  
<http://www.ric.edu/disabilityservices/faq.php>  
*Any student with a documented disability is encouraged to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please contact Disability Services for Students in Craig Lee 127 (phone 456-8296 or 456-8061).*
- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes.
- Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.