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## RHODE ISLAND COLLEGE

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### FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

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#### TESL 553 INTERNSHIP IN ENGLISH AS A SECOND LANGUAGE

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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

Students conduct assessments, provide instruction and collaborate with professionals and parents in supervised ESL settings. Includes weekly seminars. 3 credit hours. Prerequisites: TESL 546 and 551. Offered fall and spring.

Extended Description: This course is an integrative and culminating experience in the professional program for the teaching Endorsement in ESL and the Master's degree in TESL. It provides an opportunity for students to assess the needs of culturally and linguistically diverse students and to implement the teaching methods that can best meet these needs. This course focuses on developing appropriate decision-making, assessment and teaching skills through ESL teaching and assessment experiences in the classroom. Students will complete an ESL teaching internship at the appropriate level (elementary, secondary, adult), under the supervision of a cooperating teacher and college faculty member. Throughout the course the Reflective Practitioner model is employed. Students are given the opportunity to reflect on their assessment, planning and implementation of second language teaching methods and techniques through group discussions and in weekly seminars. Finally, they advance their professionalism through varied professional development opportunities provided over the course of the semester.

**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. Explore factors that influence effective second language instruction by observing, reflecting on, engaging in and analyzing the teaching of English language learners (TESOL Standards 1b; 2; 3a, b, c; FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 3. Contextual Perspective; Practice: Evidence-based Decision Making; 2. Technology Use; 3. Diversity of Practice; RIPTS Standards 1, 2, 3, 4, 5, 6, 8)

*Assessed by the Expert Teacher Observation and Reflection After Each Internship Evaluation*

2. Identify and examine their attitudes and beliefs about second language teaching and learning (TESOL Standards 1b, 5a; FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; Professional Awareness; Practice: 4. Professional Identity Development; RIPTS Standards 10, 11)

*Assessed by the Philosophy of Teaching Project and Seminar Activities*

3. Conduct assessments and plan and teach responsive ESL lessons to English Language Learners (TESOL Standards 2b, 3a, b, c; 4.b, c; 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 Standards 9; 1, 2, 3, 4, 5, 6, 8)

*Assessed by the Internship Evaluations Conducted by the Cooperating Teacher and College Supervisor*

4. Develop a personal philosophy of teaching that reflects understandings of current and historical theories and research in language acquisition and literacy development for ELLs, the interrelationships that exist between language and culture, the purposes and variety of assessments valid and appropriate for the assessment of ELLs and of laws and policies that guide the delivery of quality programs for ELLs . (TESOL Standards 1b, 2, 3a, b, c, 4a, b, c, 5a, b; FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; Practice: 4. Professional Identity Development; RIPTS Standard 10; 11).

*Assessed by the Philosophy of Teaching Project*

5. Advance their professional development by collaborating with other professionals and with families, engaging in on-line and in person professional development opportunities, writing for professional publications, volunteering in local professional associations, participating in local advocacy initiatives or serving the wider ESL professional community (FSEHD Advanced Competencies: Practice: 2. Technology Use; 4. Professional Identity Development: TESOL Standards 5b; RIPTS Standards 7, 10)

*Assessed by the Professional Development Activities and Serving as Discussion Leader in a Seminar and Yahoo Group*

## 2. COURSE TEXTS AND MATERIALS

### **Course Texts and Materials**

Required: Richards, J. C. and Farrell, T.S.C. (2005). *Professional development for language teachers: Strategies for teacher learning*. New York: Cambridge Press. [Paperback--ISBN-10: 0521613833; ISBN-13: 978-0521613835] *Hereafter referred to as Richards and Farrell.*

Required: Online or other professional development experience. Choose one of the online courses suggested below or one of your own choosing:

*After viewing, write a summary paper as to what your experience consisted of; number of hours spent in professional development (to a maximum of 30 hours of your practicum) and a statement of what you learned and how you applied the information to your practicum setting.*

1. Why Reading is Hard: <http://www.cal.org/wrih/>
2. Colorin Colorado Professional Development Podcasts & Webcasts: <http://www.colorincolorado.org/webcasts>  
*Be sure to investigate the print and multimedia resources around a certain topic. Make sure it is a substantive experience; not just a short online reading or 1-2 minute video.*
3. <http://www.eslteachertalk.com/category/podcasts/>
4. Teaching Reading to ELLs: Doing What Works: [https://www.t2tweb.us/doingwhatworks/Workshop\\_01/index.html](https://www.t2tweb.us/doingwhatworks/Workshop_01/index.html)
5. CREATE Webcast Seminars  
<http://www.cal.org/create/events/webcasts.html>
6. ELL Information Center; Migration policy institute

<http://www.migrationinformation.org/integration/ellcenter.cfm>

7. Webcasts for Educators

<http://www.curriculum.org/secretariat/march29.shtml>

8. Academic Language Videos

[http://www.ritell.org/index.php?option=com\\_content&view=article&id=52&Itemid=61](http://www.ritell.org/index.php?option=com_content&view=article&id=52&Itemid=61)

*For all online programs, you are urged to be a critical viewer and to carefully evaluate the material presented from your knowledge of research and best practices in ESL*

Obtain:

ESL Standards for Pre-K-12 Students, TESOL, 2006; WIDA English Language Proficiency Standards ([www.wida.us](http://www.wida.us));  
or

Rhode Island Adult ESL Standards; RI Adult Education and GED Standards

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

Join and Participate In Corresponding Yahoo Group: TESL553 Group home page:

Group home page: <http://groups.yahoo.com/group/TESL553Fall2010>

Group email: [TESL553Fall2010@yahoo.com](mailto:TESL553Fall2010@yahoo.com)

Create a folder for this course on your computer into which you will archive the downloaded documents recommended for each week's class.

### 3. COURSE CALENDAR/TOPICS

Week 1: Course Requirements; Practicum Requirements; Library Program in Central Falls  
The Learning Environment (Needs Assessment)  
Tools For Becoming a Reflective ESL Teacher: Observation, Microteaching; Video/Audio  
feedback; Peer Coaching; Expert Mentoring; Journals (Dialogue; Reflective); Action  
Research in the Classroom; Study Circles  
Becoming an ESL Professional (Life-long learning; writing; professional association  
membership)

*Richards and Farrell*

*Preface and Chapter 1*

<http://www.cal.org/resources/Digest/0303diaz.html>

<http://www.literacyminnesota.org/sites/6bc90f8a-e528-403a-8c6b>

[ffdd2e3dd3a7/uploads/Reflective\\_Teaching.pdf](http://www.literacyminnesota.org/sites/6bc90f8a-e528-403a-8c6b)

[http://www.tttjournal.co.uk/uploads/File/back\\_articles/Towards\\_Reflective\\_Teaching.pdf](http://www.tttjournal.co.uk/uploads/File/back_articles/Towards_Reflective_Teaching.pdf)

Week 2: Philosophy of Teaching: Create an Outline and Start Drafting your Philosophy of  
Teaching ESL/EFL. Work on *Definition of Self as an ESL Professional in Historical  
Context and Beliefs about Second Language Learning* in your Philosophy of Teaching.  
Designing Effective Lessons/Lesson Planning

Download Lesson Plan from TESL 553 Yahoo Group Files

<http://nflrc.hawaii.edu/tipps/>

*Download tips handouts on Philosophy of Teaching statements*

[http://galois.math.ucdavis.edu/UsefulGradInfo/HelpfulAdvice/ProfDev/SCT\\_NancyVanNoteChisem.pdf](http://galois.math.ucdavis.edu/UsefulGradInfo/HelpfulAdvice/ProfDev/SCT_NancyVanNoteChisem.pdf)

Sample: <http://www2.hawaii.edu/~sford/philosophy/index.html>

See also: [http://www.tesol.org/s\\_tesol/sec\\_document.asp?CID=3&DID=2769](http://www.tesol.org/s_tesol/sec_document.asp?CID=3&DID=2769)

Week 3: Keeping a Teaching Journal to Develop as a Professional; Work on *Approach to Second  
Language Teaching* in your Philosophy of Teaching.  
Classroom management

*Assigned Readings:* <http://www.eslkidstuff.com/TipsManagement.htm>

[http://www.teachingenglishgames.com/Articles/Classroom\\_Management.htm](http://www.teachingenglishgames.com/Articles/Classroom_Management.htm)

[http://www.cal.org/caela/esl\\_resources/briefs/multilevel.html](http://www.cal.org/caela/esl_resources/briefs/multilevel.html)  
[http://www.cal.org/caela/esl\\_resources/digests/shank.html](http://www.cal.org/caela/esl_resources/digests/shank.html)  
<http://www.teachervision.fen.com/classroom-discipline/resource/6283.html>  
Richards and Farrell Chapter 5

Week 4: The Learner; Responding to Learner Cultural, Linguistic, Experiential, Educational and Learning Style Characteristics;  
*Revisit all sections of your Philosophy of Teaching and submit first draft.*  
Using Case Analysis/Learner Studies to Advance Your Understanding of Learner Language Proficiency/Literacy Needs

Richards and Farrell Chapter 9  
Cultural Information-- <http://www.press.umich.edu/titleDetailDesc.do?id=123975>  
<http://www.colorincolorado.org/educators/reachingout/backgrounds>  
Cultural Profiles Project: <http://www.cp-pc.ca/english/>  
<http://www.everythingsl.net/inservices/learningstyle.php>

Week 5: *Extended Class (Comprehensive Assessment Requirements)*  
Self-Monitoring; Accepting and Using Feedback Positively to Promote Your Development as a Language Teacher; Work on *Professional Behavior/Advocacy* in your Philosophy of Teaching  
Preparing a Professional Portfolio

Richards and Farrell Chapter 3  
<http://www.teachingenglish.org.uk/transform/teachers/teacher-development-tools/peer-observation/how-give-receive-feedback>

Week 6: The Learning Environment; Appropriate Uses of L1 in the L2 Classroom

Richards and Farrell Chapter 7  
<http://www2.scholastic.com/browse/article.jsp?id=3747021>  
<http://www.ryerson.ca/mylanguage/index.html>  
[http://www.labschool.pdx.edu/PD\\_Mini\\_Modules/images/8/81/MorahanL2inL1class.pdf](http://www.labschool.pdx.edu/PD_Mini_Modules/images/8/81/MorahanL2inL1class.pdf)

Week 7: Giving ESL Workshops to Classroom Teachers; Advancing Professional Learning in Your School Regarding ESL Students

Assigned Readings: <http://www.colorincolorado.org/article/28236>  
<http://educationnorthwest.org/resource/367>  
<http://www.everythingsl.net/inservices/>  
See also all sections of: <http://www.colorincolorado.org/educators>

Week 8: Language Teaching: Working on Pronunciation and Structure (Word; Sentence; Paragraph) Within a Communicative Framework

Assigned Readings

Go to:

<http://iteslj.org/Articles/Otlowski-Pronunciation.html>  
<http://iteslj.org/Techniques/Pekoz-Grammar.html>  
<http://www.cal.org/caelanetwork/resources/pronunciation.html>  
Video on Grammar teaching from Experts in TESOL/ TESOL 2008 Conference:  
<http://www.azargrammar.com/authorsCorner/index.html>

Week 9: Learning From Other Teachers (Conversations; Observations; Focused Interviews)

*Richards and Farrell*

*Chapters 4 & 6*

Week 10 Using Critical Incidents to Facilitate an Additive Acculturation Process for Learners; Language Teaching in a Cultural Context; Developing Your Cross-Cultural Interaction Skills; Supporting Effective Cross-Cultural Interactions in Your Classroom

*Assigned Reading:* <http://iteslj.org/Articles/Pratt-Johnson-CrossCultural.html>  
[http://classroom-issues.suite101.com/article.cfm/approaching\\_the\\_multicultural\\_classroom](http://classroom-issues.suite101.com/article.cfm/approaching_the_multicultural_classroom)

*Richards and Farrell*

*Chapter 8*

Week 11: Collaboration and Co-Teaching; Extending Learning to Home and Community

*Richards and Farrell*

*Chapters 10 & 11*

[http://www.kdp.org/teachingresources/podcast/pdf/ESL\\_CoTeaching\\_Collab.pdf](http://www.kdp.org/teachingresources/podcast/pdf/ESL_CoTeaching_Collab.pdf)

[http://www.tesol.org/s\\_tesol/seccss.asp?CID=277&DID=1766](http://www.tesol.org/s_tesol/seccss.asp?CID=277&DID=1766)

Week 12: Conducting an Employment Search; Career Advancement  
Find out about the services of the Career Development Center on Campus

*Assigned Readings:*

<http://www.english-international.com/jobsearch.html>

[http://www.ehow.com/how\\_2065237\\_write-esl-teaching-job-cover.html](http://www.ehow.com/how_2065237_write-esl-teaching-job-cover.html)

[http://blogs.edweek.org/topschooljobs/careers/2008/11/plan\\_to\\_teach\\_a\\_demonstration.html](http://blogs.edweek.org/topschooljobs/careers/2008/11/plan_to_teach_a_demonstration.html)

Week 13: Becoming a Professional: Ethics, Responsibility, Professionalism; Advocacy: For the Profession; For the Learners; For Programmatic Improvements; Advocacy Strategies

*Assigned Readings:* <http://www.nabe.org/advocacy.html>

[http://www.colorincolorado.org/web\\_resources/by\\_type\\_of\\_organization/advocacy](http://www.colorincolorado.org/web_resources/by_type_of_organization/advocacy)

[http://www.ncladvocacy.org/act\\_immigration.html](http://www.ncladvocacy.org/act_immigration.html)

[http://www.tesol.org/s\\_tesol/seccss.asp?CID=80&DID=1550](http://www.tesol.org/s_tesol/seccss.asp?CID=80&DID=1550)

(may require a password, let me know if so)

<http://www.advocacystrategies.com/html/what.html>

<http://www.casanet.org/library/advocacy/some.htm>

[www.sdkrashen.com/articles/advocacy/advocacy.pdf](http://www.sdkrashen.com/articles/advocacy/advocacy.pdf)

[http://www.tesl.ca/Top\\_Navigation/Ethics.htm](http://www.tesl.ca/Top_Navigation/Ethics.htm)

*Richards and Farrell*

*Chapters 2, 12*

Week 12: Sharing Internship Experiences: Presentations by Candidates  
Final Seminar

#### 4. REQUIREMENTS

**Course Requirements:** *[All Assessments Are Aligned to the FSEHD Advanced Competencies, the RIPTS and TESOL Standards on the Project Scoring Rubrics]*

**1.** Candidates will develop a **personal philosophy of teaching of ESL** and write an essay to express their philosophy. This is not a general philosophy of teaching; it is specifically focused on second language teaching. This will be submitted during the internship and will become a part of your Comprehensive Assessment Exit Portfolio; an introduction to the Portfolio which defines you as an ESL/EFL professional. Of course you may

revise it further when you prepare your exit portfolio and resubmit it. But there is every advantage to finalizing it during TESL 553.

**First Draft by Sept. 27th; Final Draft by November 8<sup>th</sup>**

**2.** Candidates will **set one or two professional development goals** for the ESL Internship and engage in professional development activities to support those goals. These may include on-line and in person professional development experiences, readings, pod/webcasts, workshops, being mentored by an expert teachers, etc. They may also include reflections to course text prompts (Minimum of 5 course text prompts required) *See bullets (in course text) on pages 9-10 for areas to consider and page 15 for mechanisms to use for PD.*

**3. Class Participation.** Candidates will:

a) Serve as a discussion leader for one of the seminars. Come prepared to lead a discussion topic and to promote dialogue among your classmates. Be sure to create activities to promote an interesting exploration of the topic. If you would like to use any equipment, advise Dr. Cloud, one week in advance. *Possible topics: Behavior management in the classroom, working with other teachers in your school, delivering a workshop, working effectively with parents, writing WIDA performance indicators, grouping strategies; differentiation strategies for ELLs, etc.*

b) Post material on the TESL 553 Yahoo Group throughout the course of the semester that demonstrates the work you have been doing in their practicum setting: Photos from your practicum setting, resources you have located, lesson plans, effective teaching activities you have developed; requests for assistance regarding problems you are facing or issues you are struggling with. (<http://groups.yahoo.com/group/TESL553Spring10>). (minimum of 6 postings)

c) Come prepared to each seminar session so that you can contribute to the discussion topics listed. Professional sharing among teacher candidates is a very central part of this experience.

**4.** Candidates will observe an expert teacher and prepare a written report structured around 3 focal areas: *The Learning Environment and Classroom Management* (Including managing learners' behavior, cross-cultural interactions, engaging and motivating learners, nature of learning activities, types/quantity of materials, time and space).

*The Learners* (level of proficiency, level of literacy, academic background, cultural background, gender, ethnicity, age/grade, length of time in the US and RI, etc.)

*Teaching Skills and Strategies* (including skills/facility of the teacher, methods in use, materials selected, use of technology, cultural responsiveness, etc.) **October 25th**

*If you need suggestions of teachers to visit, contact Dr. Cloud.*

**5.** Candidates will plan and teach on a regular basis with lesson plans reviewed by the cooperating teacher for each lesson. Written lesson plans are required for all formal observations by the college supervisor. At least nine (9) hours of approved practicum activities must be completed each week. Candidates are to keep a log of these activities. **You must confirm your cooperating teacher(s) with Dr. Cloud by September 20th**

**First Observation: By October 4th**

**Second Observation: By November 8th**

**Third Observation: By December 6th**

**Grading:**

- |  |     |
|--|-----|
| • Participation in Seminar and Yahoo Group; Serving as a Discussion Leader | 15% |
| • Professional Development Activities                                      | 10% |
| • Philosophy of Teaching   | 30% |
| • Expert Teacher Observation Report  | 15% |

- Internship Evaluation (includes effectiveness in writing and using lesson plans teaching efforts with and effectiveness of input from on-site cooperating teacher) 30%

### 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.