College of Arts & Science
The University of Memphis
Department of English
ENGL 4531.M50
Spring 2016 Semester
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ENGL 4531 Meth/Tech ESL

Course Description: This class is designed to introduce methods and techniques of teaching English as a Second Language in various settings. It examines our current understanding of second language acquisition and the varying methods and techniques used to teach language skills to students of English at the K-12 level and in intensive and immigrant programs in the U.S. and overseas. The purpose of this course is to provide knowledge and experience that will help you to better analyze learning situations, enhance your professional skills, and increase your ability to promote learning.

By the end of this course, you will be able to:

- Use basic ESOL terminology.
- Apply language teaching methodology in specific teaching environments.
- Apply different ways of teaching individual language skills.
- Structure lessons and classroom activities to involve students in learning actively.
- Identify language learners' characteristics and needs.
- Select and modify materials and strategies for students with diverse needs and ability levels.
- Work with ESL students in content area classes.
- Develop an understanding of the socio-cultural factors involved in teaching language minority students.

Prerequisites: None. Course is required for endorsement in ESL

Text:
Levine, L. and M. McCloskey. (2012). *Teaching English Language and Content in Mainstream Classes: One, Class, Many Paths*. 2nd ed.   Pearson.

ISBN-13: 978-0132685146

Support of Conceptual Framework: This course provides students with a comprehensive view of the theoretical foundation of second language learning. Students see the relationship between these foundations and the linguistic approaches to ESL that have grown out of them. Beyond examining the various approaches to language teaching

the student also examines the relationship between first and second language acquisition, investigates cognitive variations of language learners, considers personality and sociocultural variables, and studies the pragmatic functions of language.

Methods of Instruction: Lecture**,** Discussion**,** Group Work**,** Presentations, web work

Course Objectives: SWBAT
1. distinguish various ESL methods, approaches and strategies to facilitate learning in English and in content areas
2. apply multiple approaches with learners of varied ages, stages of development, learning styles, and cultures and in varied learning environments.
3. determine the similarities and differences between first and second language acquisition and demonstrate the ability to apply that knowledge in the classroom
4. construct classroom lessons that take into account knowledge of the culture on non-English language background on students' perceptions, learning styles, needs, expectations, and rate of second language acquisition
5. describe features of English phonology, morphology, and syntax
6. describe their own personal theory of second language acquisition
7. apply error analysis techniques to student language performance
8. describe and apply WIDI standards in ESL classes

Final Grades are based on:

Discussion Board Posts	40 points
Quizzes	20 points
Learning/Writing Activities	40 points

Course Requirements

Units: Material covered in English 4531 is divided into nine curricular units, and generally, students should expect to complete the following types of assignments for each unit:

- Reading at least one chapter from the Peregoy & Boyle text
- Reading at least one scholarly article that complements the topic from Peregoy & Boyle
- Reading 1-2 excerpts from multicultural literature selections
- Posting to the discussion board according to the assigned prompts (1-2/unit)
- Completing a unit quiz
- Completing the writing assignment/learning activity for the unit

Due dates and topics:

Unit	Chap.	Topics	Date Due
Unit 1	Introduction	Introduction to Language and Linguistics	Jan. 29
Unit 2	One	Principles of Integrated Language Teaching and Learning	Feb 8
Unit 3	Two	Language Acquisition and Learning in the Classroom	Feb. 18
Unit 4	Three	The Home School Connection	Feb. 28
Unit 5	Four	The Mixed Language Classroom	Mar. 15
Unit 6	Five and Six	Language Development	Mar. 25
Unit 7	Seven and Eight	Developing Lieracy with English Learners- Focus on Reading	Ap. 4
Unit 8	Nine	Developing Literacy with English Learners- Focus on Writing	Ap. 14
Unit 9	Ten and Twelve	Structure and Planning Content-Language Integrated Lessons	Ap. 15
Unit 10	Eleven	Authentic Assessment in ESL	Ap. 25

These assignments are carefully designed to achieve certain instructional goals of the course, and students will be asked to make personal, critical, and reflective connections with the material under study in class. Detailed prompts and grading rubrics for assignments in each unit will usually be found on the second page of the Unit Guide (for more information, see Unit Guides below), and it is important to complete the tasks in the order they are presented in the guide.

Americans with Disabilities Act: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination*. Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Written Assignments and Academic Misconduct: All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant university policies concerning *plagiarism*. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.