



A M B R O S E

University College

Faculty of
ARTS & SCIENCE

**IND 250 – TESOL Foundations 2
(Semester Winter 2012)**

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Office Hours: By appointment

Class Time: Monday 2:30pm-5:15pm

Class Location: 2210

Required Text

Jerry Jesness (2004). Teaching English Language Learners K-12 – A Quick-Start Guide for the New Teacher

Julia G. Thompson (2009). The First Year Teacher’s Checklist – A Quick Reference for Classroom Success

Course Description

This is a graduating course that builds on the foundational theoretical knowledge gained through IND 150 as it discusses appropriate methods and techniques for teaching language skills, vocabulary, and grammar to English Language Learners (ELL).

Students will learn how to address the language learners’ needs and different learning styles. The course stresses assessment approaches and tools to help English language teachers accurately evaluate students’ learning and proficiency. The English Language Learners (ELL) discussed in this course include language learners who may not be literate in their native language as well as those who may have learned other languages besides English. Because these learners come from a variety of backgrounds, this course also discusses literacy issues and cultural aspects of language acquisition. The course focuses on both ESL and EFL contexts. The main focus is on building teaching skills and practices that will help students learn how to teach the four skills – reading, writing, listening, and speaking in an interactive pattern.

Course Objectives

IND 250 provides students with a solid foundation for using appropriate methods and techniques for teaching language skills to people who need to study English for different purposes and at different pace. Taking a skills-based approach to language learning and teaching, the four

language skills, reading and writing) are studied in terms of what both teachers and learners need to know.

Given the diversity of learning contexts worldwide, this course also discusses cultural aspects of language acquisition. The course also explores assessment approaches and tools to help English language teachers accurately evaluate students' learning and language proficiency, and use the information for targeted instruction.

IND 250 examines the structure, function, and usage of English grammar within the context of language teaching. Students become familiar with the areas of grammar that are problematic for language learners and experiment with different ways to present grammar in the classroom. Students acquire the practical knowledge and skills to effectively teach reading and writing to English language learners.

Practical demonstrations of various methods for teaching ELL with an emphasis on communicative theory and interactive activities are an integral part of this course. Students will explore principles of classroom management, especially as they apply to second language acquisition context. They will become familiar with current sources of information on classroom management, and begin to develop a personal classroom management system that is appropriate to varied EAL teaching contexts.

Course Format: This course is formatted in the form of a workshop. Students are expected to do independent reading of required chapters prior to coming to class and then participate in discussions of the read material and interpret the information. Class discussions will focus on individual student's prior or expected teaching context and will be illustrated by practical applications of theoretical discussions. Each class will have the following structure:

- ❖ **A Warm -Up activity** – each student will sign up and deliver the warm up in one of the classes
- ❖ **Teaching** -Classroom management and checklist- (Julia Thompson's book)
- ❖ BREAK
- ❖ **Round table discussion on teaching ESL skills** – students will take turns in facilitating the discussions (Jerry Jesness' book)
- ❖ **Practical application** – We will use Fun English as our source for different application practices.

Course Requirements

- Attendance & participation **10%**
- Observation of an ELL over the semester. **20%**
 - Find an ELL and observe him/her during the semester
 - Interview the ELL (or parents) to learn about his/her background
 - Observe the student in three different settings:
 - Interacting with peers

- In a mainstream classroom setting
 - In an EAL class
- Talk to the EAL teacher and follow student's progress
- Offer student advice and encouragement
- Write 3-4 page paper, not including the cover page, with your observations (see Appendix #2)
- EAL teacher observation. **20%**
 - Ask for permission to observe
 - Use the observation sheet to follow instructional steps (see Appendix #3)
 - Identify the Method used and illustrate it with examples from the observation
 - Write 3-4 pages (not including the cover page) of critical reflections and suggestions on your observation
- Using technology, smartboard, website, software, 2Learn, etc. **20%**
 - Identify a new way to use technology in second language teaching
 - Demonstrate the activity
 - Highlight the benefits of the chosen technological tool
- Presentation of the Unit Plan **30%**
 - Choose the topic
 - Choose the method
 - Choose the benchmark and the general and specific outcomes you target
 - Write a one-week teaching plan (one class per day)
 - Present in class

Grading: The available letters for course grades are as follows:

Percentage:	Letter Grade:	Grade Point Weight:
96-100	A+	4.0
91-95	A	4.0
86-90	A-	3.7
82-85	B+	3.3
75-81	B	3.0
72-74	B-	2.7
68-71	C+	2.3
63-67	C	2.0
60-62	C-	1.7
56-59	D+	1.3
50-55	D	1.0
0-49	F	

Important Notes

Learning and Classroom Etiquette

We believe that learning is an active and interactive process, a joint venture between student and teacher and between student and student (i.e., learning is not just “downloading” information from teacher to student). Therefore, it is expected that the professor will come to each class well read and prepared to engage students on the topic at hand, giving students the utmost attention and respect. In turn, it is expected that students will take an active role in the learning process. This includes: (a) regular class attendance, (b) reading course material in advance of class, (c)

showing up to class on time, and (d) attentively and proactively being “present” at class (i.e., not on the internet, not texting, not conversing with the person beside you). Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian ethos of excellence and respect that lies at the heart of the Ambrose educational experience.

It is the responsibility of all students to become familiar with and adhere to academic policies of as are stated in the Student Handbook and Academic Calendar.

Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “Course Extension.” Alternative times for final examinations cannot be scheduled without prior approval. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline. Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean.

Students are advised to retain this syllabus for their records.

APPENDIX #1

Dates and topics for Winter 2012

<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Assignment</u>
16	<u>a-</u> Warm up <u>b-</u> Course outline, first day of classes; hegemony of English <u>c-</u> Fun English – philosophy; pedagogy and linguistics	*Julia Thompson- Chapter 1 – Professional development begins with you- pg.7-19 *Jerry Jesness- Your students- pg 4-7	
23	<u>a-</u> Warm up <u>b-</u> Professional development, new practices <u>c-</u> Know your students Applications: Fun English	*Julia Thompson – Chapter 4 – Make your classroom a productive environment –pg 45-57 *Jerry Jesness –How much? How soon? How fast? – pg12-17	
30	<u>a-</u> warm up <u>b-</u> Classroom environment <u>c-</u> Keeping pace and balance Applications: Fun English	*Julia Thompson- Chapter 5- Forge positive relationships with students- pg59-69 *Jerry Jesness – Building vocabulary –They’ll need lots pg29-36	
<u>February</u> 6	<u>a-</u> Warm up <u>b-</u> Relationships & motivation <u>c-</u> Building vocabulary Applications: Fun English	*Julia Thompson- Chapter 6- Create opportunities for student success- pg71-81 *Jerry Jesness – Grammar - the skeletal system of the language pg-37-44	
<u>Feb 21-25</u>	<u>READING BREAK</u>		

13	<p>a- Warm up b- Student success c- Teaching grammar</p> <p>Applications: Fun English</p>	<p>*Julia Thompson – Chapter 9 – Plan effective instruction- pg.111-124</p> <p>*Jerry Jesness – Listening skills- the gateway to language- pg. 45-50</p>	
27	<p>a- Warm up b- Universal Design for Learning UDL. Unit planning- utilizing Learning by Design and 2Learn, lesson planning recommendations c- Listening skills</p> <p>Applications: Fun English</p>	<p>*Julia Thompson – Chapter 10- Deliver effective instruction- pg.125-148</p> <p>*Jerry Jesness – Now say it: Teaching spoken English –pg 51-57</p>	<p>Hand in the paper on the observation of an ELL. See details in the course outline and Appendix #2.</p> <p>20%</p>
March 5	<p>a- Warm up b- Intentional teaching c- Teaching speaking</p> <p>Applications: Fun English</p>	<p>*Julia Thompson – Chapter 11- Assess your students’ progress- pg149-161</p> <p>*Jerry Jesness – English in black and white: Teaching reading- pg. 57-63</p>	
12	<p>a- Warm up b- Assessment & Evaluation; Standardized Tests- TOEFL, IELTS, c- Teaching reading</p> <p>Applications: Fun English</p>	<p>*Julia Thompson – Chapter 12 – Twenty first century issues for all teachers. Pg.165-177</p> <p>*Jerry Jesness – Writing it right- pg. 64-68</p>	
19	<p>a- Warm up b- Using technology c- Teaching Writing- sentences, paragraphs, essays</p>	<p>English Language Benchmarks</p> <p>*Jerry Jesness – How we know what the students know- pg.69-77</p>	<p>Hand in the paper on EAL teacher observation. Identify the Method used and illustrate it with examples from the observation</p> <p>20%</p>

26	Canadian Benchmarks; Alberta Benchmarks; developing assessment tools; teacher evaluations Final presentations		Teaching vocabulary through technology, smartboard, website, software, 2Learn, etc. This is ONLY the final day, please ask the professor to give you time to present between February and March. <u>20%</u>
<u>April</u> 2	Final presentations		Presentation of the Unit Plan <u>30%</u>
9	Final presentations		

APPENDIX #2

**ELL (English Language Learners)
OBSERVATION SHEET
(Complete two observation sheets- beginning & end- and compare)**

Student Name _____ Grade _____

School Classroom Teacher _____ Date _____

ESL Teacher _____

LISTENING AND SPEAKING	Never	Sometimes	Always	N/A
1. Follows oral directions appropriately for grade level	1	2 3 4	5	
2. Comprehends class discussion	1	2 3 4	5	
3. Asks questions appropriately	1	2 3 4	5	
4. Converses with classmates in academic/social situations	1	2 3 4	5	
5. Converses with school personnel in academic/social situations	1	2 3 4	5	
6. Answers questions appropriately	1	2 3 4	5	

READING AND WRITING	Never	Sometimes	Always	N/A
1. Comprehends class reading	1	2 3 4	5	
2. Completes skill sheets independently	1	2 3 4	5	
3. Comprehends new vocabulary in context	1	2 3 4	5	
4. Writes appropriately for grade level	1	2 3 4	5	
5. Responds to prompt in paragraph form given a topic	1	2 3 4	5	

WORK HABITS	Never	Sometimes	Always	N/A
1. Turns in completed class/homework in a timely manner	1	2 3 4	5	
2. Behaves appropriately for grade level	1	2 3 4	5	
3. Demonstrates effort	1	2 3 4	5	
4. Works on grade level	1	2 3 4	5	

Comments or Concerns:

Follow-up / Action to be Taken:

APPENDIX #3

Teacher Observation Form

Name:----- Date: ----- Class:-----

Lesson Organization

Warm-up used Y or N

Variety of techniques/activities

Several skills employed (speaking, listening, reading, writing, etc)

Length of activities (5-20 min.)

Mixture of new & familiar material

Transitions between activities and Pacing and Time on task

Overview given to each activity

Presentation of new material

Evidence of Lesson Planning

Techniques Used

Amount of teacher talk to student talk (S's: -----% T: -----%)

Mixture of choral(CH), whole group (WG), pair (PAIR), small group (SMG), & individual (IND)

CH WG PR SMG IND

Use of visuals, realia, graphic organizers, rubrics, gestures

Personalization of materials

Learning checks (clarification, comprehension & transfer)

All students called on

Important info is repeated, reiterated, & recycled in various ways

Meaning reinforced via visuals, intonation, gestures, etc.

Appropriate rate of speech and use of vocabulary for level

Includes pre-, during, and post-activities,
Learner centered?

Technology employed?

Cognitively challenging lesson?

Content-oriented and academically appropriate?

Method used -----

Assessment

Some form of correction present

Y or N

Cues for self-correction

Modeling corrected form

Students' progress evidenced and assess?

Mixture of informal and/or formal assessment present

Performance assessments included

Y or N

Class Climate

Students prepared?

Students active during hour?

Students relating to each other?

Students' reactions and behaviors were positive?

Comments

