

Rutgers University
Graduate School of Education
Learning and Teaching 253:521
***Introduction to
English as a Second Language***

Instructor: Ariana Mangual Figueroa
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Meeting Time: Tuesdays, 4:50-7:30 pm
Location: 10 Seminary Place, Room 211
Office Hours: Tuesdays, 2:00-4:00 pm
and by appointment

Course Description:

This course provides an introduction to the field of teaching English as a second language (ESL). Through course readings, seminar discussions, and student presentations, students will learn about methods and principles for teaching ESL as well as ESL policies shaping teaching practices in US public schools. The class includes a field placement in local ESL classrooms.

Field Placement Description:

The Office of Academic Services coordinates the field placement, which mandates fifteen hours of observation in ESL classrooms. This experience provides an important first-hand perspective on teaching and learning in local public schools. The insights gained from the field placement will inform students' understandings of the course content and is integral to their completion of the course assignments.

Course Assignments and Activities:

Students are expected to read all assignments and fully engage in class discussions—these are ongoing components of the course.¹ Attendance at every session is mandatory; absences must be discussed with the professor and more than one absence will affect a students' grade. In addition, course assignments include: (1) presentations, (2) observation protocols, (3) midterm, and (4) final.

Observation Protocols: The class will devise a template for use in their field placement observations. Students will upload a completed protocol to Sakai after each observation. Due date: uploaded to Sakai weekly (by 5pm on Monday of the week following the observation).

Midterm: Students will write a ten-page paper incorporating course readings and their observations as well as a one-paragraph self-assessment (to be specified as the date approaches). Due date: uploaded to Sakai by 4:50pm on October 26th.

Presentations: Students will work in small groups to investigate and present a topic of relevance to public school teachers of English Language Learners. Due date: TBD.

Final: Students will write a ten-page paper (to be specified as the date approaches). Due date: uploaded to Sakai by 12:00pm December 17th.

Course Materials and Requirements:

Textbook: Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching* (2nd ed.). Oxford: Oxford University Press.

Journal articles and book chapters: Available on Sakai.

¹ The scheduled readings and in-class discussion topics are subject to change as the course progresses.

Additional requirements: Students are required to join the New Jersey Teachers of English to Speakers of Other Languages and New Jersey Bilingual Educators (NJTESOL/NJBE) organization. A 1-year NJTESOL/NABE membership costs \$35. Students are required to join the email listserv—the posts and comments made on the listserv will be incorporated into the course readings, discussions, and presentations.

To join, students should do the following:

1. Go to <http://www.njtesol-njbe.org/index.html>
2. While you can register by mail, with a check, I suggest registering online. You must send me an email to let me know if you are *not* registering online. In addition to prompting you to enter your name, contact information, and payment information, the online registration screen requires you to enter the following information:

<p>* Membership Type:</p> <p><input type="radio"/> New</p> <p><input type="radio"/> Renewal</p>	<p>* Cost:</p> <p><input type="radio"/> \$35 One Year</p> <p><input type="radio"/> \$59 Two Years</p>
<p>*E-mail list: Would you like your e-mail address added to the e-mail list? You will receive e-mail about employment opportunities, workshop and conference announcements, questions about state laws and standards, and more.</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>Affiliate Mail: We sometimes give out member addresses (not e-mail) to our affiliates and other entities for the purpose of informing you of upcoming conferences and workshops of interest. Please let us know your preference.</p> <p><input checked="" type="radio"/> Yes <input type="radio"/> No</p>	<p>Special Interest Groups (SIGS): Please choose ONE or TWO numbers for the (SIGS) you wish to belong to:</p> <ol style="list-style-type: none"> 1. Early Childhood (Pre-K – K) 2. Bilingual Elementary Education 3. ESL Elementary Education Grades 1-5 4. ESL Grades 6-8 5. Bilingual Secondary Education 6. ESL Secondary Education 7. Higher Education 8. Teacher Education 9. Special Education 10. Adult Education 11. Parent/Community Action 12. Supervisors <p>* First Choice <input type="text"/></p> <p>Second Choice <input type="text"/></p>

You can decide whether you'd like to register for a one or two year membership. For the purposes of this course, you are required to enroll for one year. As part of this course, you are required to select *yes* to be added to the email list. You can choose whether to receive affiliate mail and you can choose to enroll in the two SIGS that are of most interest to you.

3. Email me the confirmation email that you receive upon registering. This is due by September 14th. I will need this in order to expedite your being added to the email listserv.

Course Outline:

Date	Guiding Question	Ongoing Assignments Due	Field Placements & Assignment Due Dates
September 7 th	Introduction		Review of Mantoux test and schedule
September 14 th	Who are our English Language Learners (ELLs)?	Larsen-Freeman Ch 1 Garcia & Cuéllar (2006)	Review Field Placements Email membership conf.
September 21 st	What are our responsibilities as teachers of ELLs?	Larsen-Freeman Ch 2 Franks, Mistral & Chiola (2009)	First visit begins September 22 nd
September 28 th	What do we know (or not know) about how ELLs learn?	Larsen-Freeman Ch 3 Goldenberg (2008)	Observation Protocol (by Monday)
October 5 th	How does our choice of method shape our interactions with our students?	Larsen-Freeman Ch 4 Cummins (2000)	Observation Protocol (by Monday)
October 12 th	How can we align our methods to the goals that we have and that our students have for their learning and language use?	Larsen-Freeman Ch 5 Verplaetse (2008)	Observation Protocol (by Monday)
October 19 th	How does our identity shape our experiences as language learners? What role do teachers and schools play in shaping ELL students' identities?	Larsen-Freeman Ch 6 Nieto (2002)	Observation Protocol (by Monday)
October 26 th	What does it mean for students and teachers to share the responsibility for ELLs' learning experiences?	Larsen-Freeman Ch 7 Gibbons (1998)	Midterm Paper Observation Protocol (by Monday) ²
November 2 nd	How can we scaffold language learning for ELL students?	Larsen-Freeman Ch 8 Walqui (2006)	Student Presentations
November 9 th	What does it mean to use a language for authentic purposes?	Larsen-Freeman Ch 9 Hymes (2001)	Student Presentations
November 16 th	What are models of content-specific instruction for ELLs?	Larsen-Freeman Ch 10 Echevarria & Short (n.d.)	Student Presentations
November 23 rd	How can we prepare our students to be academically successful while honoring their individual and social strengths?	Larsen-Freeman Ch 11 Keiffer et al. (2006)	Student Presentations
Thanksgiving Holiday			
November 30 th	How can we develop a repertoire of teaching methods that "work" for us and our students?	Larsen-Freeman Ch 12 Griffiths & Parr (2001)	Student Presentations
December 7 th	What are some of the current standardized assessments for ELLs and what are the implications for teaching and learning?	Rea-Dickens (2001) Abedi (2004)	Student Presentations
December 14 th	Summarizing and Synthesizing	TBD	December 17 th Final Paper

² Observation Protocols will continue to be due until students have completed their field placements.

Grading:

Ongoing Coursework	Informed Engagement (reading, participation, group work)	10
Individual Course Assignments	Observation Protocols	5 completed protocols 20
	Midterm	20
	Student Presentations	20
	Final	30

Academic Integrity at Rutgers University

The following definition of academic integrity can be found at:

<http://academicintegrity.rutgers.edu/>

Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, and administrators will the University be able to maintain the necessary commitment to academic integrity.

The University administration is responsible for making academic integrity an institutional priority and for providing students and faculty with effective educational programs and support services to help them fully understand and address issues of academic integrity. The administration is also responsible for working with other members of the academic community to establish equitable and effective procedures to deal with violations of academic integrity.

The faculty shares the responsibility for educating students about the importance and principles of academic integrity. Individual faculty members² For purposes of the Academic Integrity Policy, the term faculty member includes not only tenured, tenure-track, and nontenure-track faculty members, but also part-time lecturers, TAs, staff members, and administrators who are serving as the instructor of record in a course; i.e., the instructor responsible for assigning final course grades. are also responsible for informing students of the particular expectations regarding academic integrity within individual courses, including permissible limits of student collaboration and, where relevant, acceptable citation format. Finally, all members of the faculty should report all violations of academic integrity they encounter.

Students are responsible for understanding the principles of academic integrity fully and abiding by them in all their work at the University. Students are also encouraged to report alleged violations of academic integrity to the faculty member teaching the course in which the violation is alleged to have occurred.

For more information on academic integrity, including multimedia presentations on plagiarism and its consequences, visit

<http://academicintegrity.rutgers.edu/multimedia.shtml>

Week One—September 7th
Introduction

In-Class Work—

Students will be introduced to the course assignments and expectations; they will also receive information regarding prerequisites to the field placement. We will watch and discuss video clips of classroom interaction and begin to develop a common lens for the field placement observations.

Week Two—September 14th
Guiding Question—Who are English Language Learners (ELLs)?

Assignment Due—

- Larsen-Freeman, D. (2000). Introduction. In *Techniques and Principles in Language Teaching* (2nd ed., pp. 1-9). Oxford: Oxford University Press.
- Garcia, E., & Cuéllar, D. (2006). Who are these Linguistically and Culturally Diverse Students? *Teachers College Record*, 108 (11), 2220-2246.
- Email me your membership confirmation for NJTESOL/NJBE

In-Class Work—

A representative from the Office of Academic Services will visit the class and students will learn about the field placement component of this course.

Week Three—September 21st
Method—Grammar-Translation
Guiding Question—What are our responsibilities as teachers of ELLs?

Assignment Due—

- Larsen-Freeman, D. (2000). The Grammar-Translation Method. In *Techniques and Principles in Language Teaching* (2nd ed., pp. 11-22). Oxford: Oxford University Press.
- Franks, E.J., Mistral, A.M., & Chiola, T. (2009). *Literacy and English Language Learners in New Jersey Schools*. Retrieved from New Jersey Teachers of English to Speakers of Other Languages and the New Jersey Bilingual Educators, Incorporated website: <http://www.njtesol-njbe.org/>

In-Class Work—

Students will develop observation templates for use in their field placements drawing on the model provided in the Larsen-Freeman text.

Week Four— September 28th

Method—The Direct Method

Guiding Question—What do we know (or not know) about how ELLs learn academic English?

Assignment Due—

- Larsen-Freeman, D. (2000). The Direct Method. In *Techniques and Principles in Language Teaching* (2nd ed., pp. 23-34). Oxford: Oxford University Press.
- Goldenberg, C. (2008). Teaching English Language Learners: What the Research Does—and Does Not—Say. *American Educator*. Summer, 8-44.

In-Class Work—

Students will listen to and discuss the content of a webinar on academic English led by Robin Scarcella and available on <http://www.ncela.gwu.edu/webinars/event/1/>

Week Five—October 5th

Method—The Audio-Lingual Method

Guiding Question—How does our choice of methods shape our interactions with our students?

Assignment Due—

- Larsen-Freeman, D. (2000). The audio-Lingual Method. In *Techniques and Principles in Language Teaching* (2nd ed., pp. 35-52). Oxford: Oxford University Press.
- Cummins, J. (2000). Language Interactions in the Classroom. In *Language, Power and Pedagogy: Bilingual Children Caught in the Crossfire* (pp. 31-52). Clevedon, UK: Multilingual Matters, Ltd.

In-Class Work—

Students will work in grade-level groups to read and discuss the World-Class Instructional Design and Assessment (WIDA) standards used in New Jersey. The publication “Understanding the WIDA English Language Proficiency Standards: A Resource Guide” (2007) can be found at <http://wida.wceruw.org/standards/elp.aspx>.

Week Six—October 12th

Method—The Silent Way

Guiding Question—How can we align our methods to the goals that we have and that our students have for their learning and language use?

Assignment Due—

- Larsen-Freeman, D. (2000). The Direct Method. In *Techniques and Principles in Language Teaching* (2nd ed., pp. 53-72). Oxford: Oxford University Press.
- Verplaetse, L.S. (2008). Developing Academic Language through an Abundance of Interaction. In L.S. Verplaetse and N. Migliacci (Eds.) *Inclusive Pedagogy for English Language Learners: A Handbook of Research-Informed Practices* (pp. 167-180). New York, NY: Lawrence Erlbaum Associates.

In-Class Work—

Students will read, write about, and discuss the New Jersey Language Proficiency Standards (ELPS) for ELLs PreK-12. The publication entitled “English Language Proficiency Standards” (2004) is available as a pdf from

<http://www.lehsd.k12.nj.us/Resources/Parents/EnglishLanguageProficiencyStandards.pdf>

Week Seven—October 19th

Method—Desuggestopedia

Guiding Question—How does our identity shape our experiences as language learners? What role do teachers and schools play in shaping ELL students’ identities?

Assignment Due—

- Larsen-Freeman, D. (2000). Desuggestopedia. In *Techniques and Principles in Language Teaching* (2nd ed., pp. 73-88). Oxford: Oxford University Press.
- Nieto, S. (2002). We speak in many tongues: Language diversity and multicultural education. *Language, culture and teaching: Critical perspectives for a new century* (pp. 79-100). Mahwah, NJ: Lawrence Erlbaum Associates.

In-Class Work—

Students will have an opportunity to read about the Common Core Standards (<http://www.corestandards.org/>) adopted by New Jersey and discuss the responses published by members of the Conference on College Composition and Communication and the National Council of Teachers of English.

Week Eight—October 26th

Method—Community Language Learning

Guiding Question—What does it mean for students and teachers to share the responsibility for ELLs' learning experiences?

Assignment Due—

- Larsen-Freeman, D. (2000). Community Language Learning. In *Techniques and Principles in Language Teaching* (2nd ed., pp. 89-106). Oxford: Oxford University Press.
- Gibbons, P. (1998). Classroom Talk and the Learning of New Registers in a Second Language. *Language and Education* 12 (2), 99-118.

In-Class Work—

Students will read and discuss the *Historical Context: Overview of New Jersey's Statewide Testing Program* published by the NJ Department of Education and available at <http://www.state.nj.us/education/assessment/history.shtml> as well as the *Position Paper on Assessment and Accountability of English Language Learners Under the No Child Left Behind Act of 2001* written by the New Jersey Teachers of English to Speakers of other Languages and New Jersey Bilingual Educators found at <http://www.njtesol-njbe.org/announcements/positionpaper.htm>

Week Nine—November 2nd

Method—Total Physical Response

Guiding Question—How can we scaffold language learning for ELL students?

Assignment Due—

- Larsen-Freeman, D. (2000). Total Physical Response. In *Techniques and Principles in Language Teaching* (2nd ed., pp. 107-120). Oxford: Oxford University Press.
- Walqui, A. (2006). Scaffolding Instruction for English Language Learners: A Conceptual Framework. *The International Journal of Bilingual Education and Bilingualism* 9 (2), 159-180.

In-Class Work—

Student Presentations and Discussion

Week Ten—November 9th

Method—Communicative Language Teaching

Guiding Question—What does it mean to use a language for authentic purposes?

Assignment Due—

- Larsen-Freeman, D. (2000). Communicative Language Teaching. In *Techniques and Principles in Language Teaching* (2nd ed., pp. 121-136). Oxford: Oxford University Press.
- Hymes, D. (2001). On communicative competence. In Duranti, A. (Ed.), *Linguistic anthropology: A reader* (pp. 53-74). Massachusetts: Blackwell Publishing Ltd. [Reprinted from Pride, J. & Holmes, J. (Eds.) (1968). *Sociolinguistics: Selected Readings* (pp. 269-293) Harmondsworth: Penguin Books.]

In-Class Work—

Student Presentations and Discussion

Week Eleven—November 16th

Method—Content-based, Task-Based, and Participatory Approaches

Guiding Question—How can we design content-specific instruction for ELLs?

Assignment Due—

- Larsen-Freeman, D. (2000). Content-based, Task-Based, and Participatory Approaches. In *Techniques and Principles in Language Teaching* (2nd ed., pp. 137-158). Oxford: Oxford University Press.
- *The Sheltered Instruction Observation Protocol (SIOP)* by Jane Echevarria and Deborah J. Short (n.d.). Available from <http://www.siopinstitute.net/research.html>

In-Class Work—

Student Presentations and Discussion

Week Twelve—November 23rd

Method— Learning Strategy Training, Cooperative Learning, and Multiple Intelligences

Guiding Question—How can we prepare our students to be academically successful while honoring their individual and social strengths?

Assignment Due—

- Larsen-Freeman, D. (2000). Learning Strategy Training, Cooperative Learning, and Multiple Intelligences. In *Techniques and Principles in Language Teaching* (2nd ed., pp. 159-176). Oxford: Oxford University Press.

- Kieffer, M., Lesaux, N., and Snow, C. (2006). Promises and pitfalls: Implications of No Child Left Behind for defining, assessing, and serving English language learners. Presented at: Key Reforms Under the No Child Left Behind Act: The Civil Rights Perspective. Berkeley, CA: University of California, Berkeley. Available at http://www.law.berkeley.edu/files/NCLB_ELLs_Final.pdf

In-Class Work—

Student Presentations and Discussion

Week Thirteen—November 30th

Method—Review of All

Guiding Question—How can we develop a repertoire of teaching methods that “works” for us and our students?

Assignment Due—

- Larsen-Freeman, D. (2000). Conclusion. In *Techniques and Principles in Language Teaching* (2nd ed., pp. 178-189). Oxford: Oxford University Press.
- Griffiths, C. & Parr, J.M. (2001) Language-learning strategies: theory and perception. *ELT Journal*, 55 (3), 247-254.

In-Class Work—

Student Presentations and Discussion

Week Fourteen—December 7th

Assessment — What are some of the current standardized assessments for ELLs and what are the implications for teaching and learning?

Assignment Due—

- Rea-Dickens, P. (2001). Mirror, mirror on the wall: identifying processes of classroom assessment. *Language Testing* 18 (4), 429-462.
- Abedi, J. (2004). The No Child Left Behind act and English language learners: Assessment and accountability issues. *Educational Researcher*, (33) 1, 4-14.

In-Class Work—

Student Presentations and Discussion

Week Fifteen—December 14th

Summarizing and Synthesizing

Assignment Due— TBD **In-Class Work—** TBD