

TSL4324/TSL5361
ESOL Issues and Strategies for Content Area Teachers
& TESOL for Secondary Teachers

Instructor:

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Office Hours: by appt, virtual, most days

Contact: Canvas Messages or Text

Course Description and Purpose

The aim of this course is to help you feel more comfortable, confident, and prepared when teaching or counseling English language learners. This course will provide you with a comprehensive analysis, application and adaptation of ESOL strategies and materials to enhance instruction for linguistically and culturally diverse students in schools. This course is designed to serve as an overview for university students who will work with English language learners (ELLs) as part of their careers. It is meant to begin the development of the knowledge, skills, and dispositions that will enable future school personnel including teachers, counselors, and administrators to select and apply the most effective communication and teaching strategies into all aspects of the school experience. The major goal of this course is to move students from learning about individual elements and aspects of communicating with students to engaging in activities that will focus holistically and with empathy on the needs of linguistically and culturally diverse students, and the methods, materials, strategies, techniques, and activities most appropriate to assessing and meeting those needs. It is moving from the focus of "learning what is already known" to thinking more reflectively and holistically about ELLs as individuals in society, acquisition of ESOL knowledge to assume personal meaning.

The conceptual focus of this course is therefore based on the learner as a self-directed, reflective practitioner and problem solver who can facilitate learning and change within diverse populations and environments.

This course fulfills the ESOL training requirements as outlined by the META consent decree in Florida for content area teachers of ESOL students.

Global Learning

This is a discipline specific global learning course that counts towards your FIU Global Learning graduation requirement

Global Learning Course Outcomes

1. Global Awareness:

Students will be able to demonstrate awareness of diverse ways of teaching and learning in schools by becoming aware of the challenges and conditions of linguistic and cultural minorities in schools in the United States and abroad.

Assessment Activity: Students will engage in thoughtful discussions and take quizzes to measure their understanding of and awareness of the issues surrounding the teaching and learning of English language learners in schools.

2. Global Perspective

Students will be able to analyze different perspectives regarding the role of language and culture within the home and the school environments.

Assessment Activity: Students will explore their identities as language learners through a process of self-reflection. They will then work in pairs to interview one another about their language learner identities. Students will compare their partner's experiences to their own and prepare an essay that summarizes their findings. Students will also submit a short video that will highlight the varying perspectives that their interviews revealed. These videos will demonstrate an understanding of the primary course concepts through an exploration of one or more key ideas in the course, such as the process of cross cultural adjustment after immigration, or the process of second language acquisition as it relates to their own particular field of study.

3. Global Engagement

Students will actively engage with linguistic and cultural minority learners through interactions designed to assist these learners with their English language acquisition while promoting empathy, collaboration and peace building with those learners.

Assessment Activity: Students will work for a minimum of eight sessions with an English language learner either in a school or outside of a school, virtually or in person. They will develop an action plan based on second language acquisition theory to assist their learner and will implement the plan throughout the eight working sessions by engaging with the learner as partners in a set of language acquisition friendly activities. Once completed, students will critique the plan and reflect on the experience as a whole. This is the required field assignment for this course.

- [Florida Department of Education](#)
- [TESOL NCATE Standards](#)

- [Florida ESOL Domains](#)
- [Florida Educator Accomplished Practices \(FEAPS\)](#)

Course Objectives

- Upon completing this course, students will be able to:
- Identify the theories of first and second language acquisition
- Recognize how theory relates to practice in second language acquisition
- Describe methods, techniques and strategies that are language acquisition friendly
- Classify English Language Learners according to their needs and abilities
- Evaluate the linguistic and cultural strengths and challenges of English Language Learners in schools
- Apply effective teaching strategies to English Language Learners effectively in the content areas
- Justify choices regarding teaching and learning strategies for working with English Language Learners in content areas or in counseling

Unit Outcomes

- **Stewards of the Discipline** – having the necessary concepts, knowledge and understandings in their respective field of study
- **Reflective Inquirers** – knowing how to use the requisite generic skills needed to apply the content and pedagogical content.
- **Mindful Educators** – being able to apply the dispositions, that is, habits of mind (intellectual, and social) that render professional actions and conduct more intelligent.

Important Information

Policies

Before starting this course, please review the following pages:

- [Policies](#)
- [Newsletters](#)
- [Technical Requirements and Skills](#)
- [Accessibility and Accommodation](#)
- [Panthers Care & Counseling and Psychological Services \(CAPS\)](#)
- [Academic Misconduct Statement](#)

Course Prerequisites

There are no prerequisites for this course.

Required Textbook and Course Materials:

Please choose ONE of the following texts, you don't need both! You may get your text at the FIU bookstore or follow links below to purchase on Amazon. All other course readings will be found within the online modules.

Note: If you choose the Lightbown & Spada text you will create 10-20 of your own language acquisition friendly (LAF) activities for the case study student (based on guidelines and structure for creating LAF lessons that we learn in this class.) Two of those activities will be adapted to your specific content area. If you choose the Pérez-Prado text you may use the LAF activities already provided in the text, and you will adapt two of those to your specific content area (math, science, social studies, music, art, p.e., or other).

[Lightbown, N. & Spada, P. How Languages are Learned. 5th edition.](#)

OR

[Perez-Prado, A. \(2021\). LAF with the Habits of Mind: Strategies and Activities for Teaching Diverse Language Learners](#)

Expectations of this Course

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- Review the "How to Pass This Class" folder and take the quiz on how to pass until achieving a 100%
- check Announcements frequently, these are essential for passing the class and will come 1-3 times /week in the semester with important information and reminders
- Introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion forum
- Interact regularly online with instructor/s and peers
- Review and follow the course calendar
- Log in to the course 3 times per week
- Respond to discussion board prompts during the module when they are available
- Submit assignments by the corresponding deadlines.

The instructor will:

- Log in to the course a minimum of 5 times per week.

- Respond to text messages as soon as possible.
- Respond to Canvas messages as soon as possible.
- Grade assignments within one week of the assignment deadline whenever possible.

Course Communication

Communication in this course will take place via the Canvas Inbox. Check out the [Canvas Conversations Tutorial](#) or [Canvas Guide](#) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox. I will respond to all correspondences as soon as possible. You may also text me any time.

Assignments

Discussion Forums (Global Awareness)

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

Each posting should be approximately one paragraph in length and should give a **thoughtful comment** on the topic in question.

Students are expected to post in each forum at least once unless directions indicate otherwise on the particular forum.

Each forum will be open during the weeks that the domain/module is being taught, students are expected to post during those weeks. In other words, discussions that appear in Domain 1: Culture should be posted on during the time that Domain 1: Culture is the focus of the course. **After the domain is no longer the focus of learning in the course, the discussions for said domain will close permanently, no exceptions.**

The discussion postings are graded in terms of pass or fail, one point for each thoughtful discussion posting, going toward the participation grade. Students will get feedback on discussion postings as a group through messages with general comments from the instructor, and occasionally within the discussions area.

Quizzes (Global Awareness)

In order to mitigate any issues with your computer and online assessments, it is very important that you take the [Practice Quiz](#) from each computer you will be using to take

your graded quizzes and exams. Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. For more information, please review the [important information about quizzes](#) page.

Language Learner Identity Interview (Global Perspectives)

Students will explore their identities as language learners through a process of self-reflection as well as through interaction with a partner in the class in the form of a taped interview. This may be done virtually or in person. Each student will submit an essay and video clip that analyzes self, compares with partner, and highlights interesting information obtained during the interview process that demonstrates global perspectives. More information and a detailed grading rubric for this assignment can be found within the Canvas Assignments area.

PEACE Project Case Study (Global Engagement)

The Promoting Empathy Students will work for a minimum of eight sessions with an English language learner either in a school or outside of a school, virtually or in person. They will develop an action plan based on second language acquisition theory to assist their learner and will implement the plan throughout the eight working sessions by engaging with the learner as partners in a set of language acquisition friendly activities. Once completed, students will critique the plan and reflect on the experience as a whole. This is the required field assignment for this course.

Grading Criteria

Course Requirements	Number of Items	Weight
Participation	varies	10%
Quizzes	3 (10% each)	30%

Course Grades Distribution Table

Course Requirements	Number of Items	Weight
Language Learner Identity Interview Essay & Video	1	20%
Peace Project / Case Study with Drafts	1	30%
Final	1	50%
Total		100%



[University Academic Calendar](#)

*Please note that each domain/module in the class will last for **3 weeks**, and that there is a quiz in the first three weeks of domains that will be open all week during the final week of the module and will close **on the Sunday** that the module is over. Discussion postings for each module are due during the week that the module is open. Discussions for each module will close permanently once we move on to a new module so please post within the module time frames for discussions pertaining to each module.*

Tentative course calendar below; subject to change with notice.

Module 1: The Habits of Mind Domain 1/ Culture

Dates: (Weeks 1-3)

It is very important that you start in your case study PEACE project by the end of Module 2. Depending on state of the COVID 19 pandemic, either go to the clinical experiences offices in ZEB to get your field school assignment, OR you will work virtually with an ELL

learner, friend, family member or international student partner that you find on your own. We will discuss this more in class during week one, as it varies by semester.

The ELL you work with must be levels 1-4, no level 5 learners please. The learner should ideally be not a complete beginner, nor an advanced student who is practically fluent, but rather someone with some English knowledge already but who is still learning. You may work with any learner from around age 8 to whatever age. There is no age limit to learning! You may work through zoom or other virtual manner, or in person, if you have a safe possibility to do so. Please do not hesitate to contact me if you have any questions or concerns. Depending on semester and availability of international partners, instructor may have access to learners that students can work with virtually. You will be informed by the end of module 1.

Assignments:

- Introduce yourself online
- Read the syllabus & How to Pass Module carefully
- Each week of the course check the website and read any articles or links that apply to the domain and week in question.
- You will have discussions to post every week, and other assignments. In addition, we will be working with the habits of mind throughout the semester.
- Read articles in module and book chapters (see reading schedule in canvas)
- Review PowerPoints
- Watch videos

Assessments:

Quiz 1 on domain 1

****please read the articles and PowerPoints, and watch videos for this domain before taking the quiz**

Module 2: Domain 2/ Applied Linguistics

Dates: (Weeks 4-6)

Assignments:

- Field assignment update required this module - check messages
- Please schedule an individual meeting with instructor to discuss the progress with your case study and to gain clarification on the assignment expectations **if you feel the need to do so!**
- Read articles in module and book chapters on reading schedule
- Review PowerPoints

- Watch videos
- Start working with your English Language Learner (ELL) Case Study student from Colombia this week! More info will be given online
- Language Learner Identity Interview Essay & Video due!

Assessments:

Quiz 2 on domain 2

Module 3: Domain 3/ Methods

Dates:(Weeks 7-9)

Note: Please continue to read and keep up with discussion online. This is the most important domain in terms of your case study. Please use the info in this domain to inform your activities with the case study student.

Assignments:

- Complete following parts of Case Study:
 - meet regularly with your case study student
- Read the articles
- Review PowerPoints
- Watch videos

LAF TEXT: see ch. 5-19 for strategies and activities to use with your Case Study student - use at least one activity from each chapter of the text throughout the weeks you work with the student

Assessments:

Quiz 3 on domain 3

Module 4: Domain 10-12/ Curriculum and Materials

Dates: (Week 4)

Assignments:

- Read the articles
- Review PowerPoints
- Watch videos

- Post in discussions
- Work with your Case Study student, meet regularly
- Submissions are on TaskStream and feedback for revision will be given through TaskStream.
- *Note: Do not forget that your field assignment / peace project/ case study will be graded according to the rubric, study the rubric carefully to make sure you address each of the rows. **Please make an appt with instructor if you need help before this is due!***

Assessments:

- None - because we are very busy this module with the case study

Module 5: Assessment & Course Wrap-Up

Weeks 13-15

Assignments:

- Complete the readings and posting for domain 5
- Work with your Case Study student 2-4 times this week (remember you need a total of 10 hours with the student and a minimum of 8 meetings so a couple can be more than an hour long or you can meet more times, less time each meeting)
- Peace Project Field Assignment/Case Study due!
- Tie up any loose ends, finish posting in any discussion forum
- Revise and resubmit field assignment as needed

Assessments:

- Final Exam during this final week of classes - online

Week 16

Wrap up week with your case study student and submit your case study!

Take the final