TSL 4081  
ESOL Issues: Principles and Practices II  
Fall 2011  
Syllabus

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Course Description:

This course is designed to serve as the capstone experience in the development of the knowledge, skills, and dispositions that will enable pre-service teachers to select and apply the most effective language, communication, and teaching strategies in working with diverse populations in the mainstream classroom. Furthering knowledge from TSL 3080, students in TSL 4081 continue to develop their awareness and appreciation of different cultures from around the world to be able to better understand children from these cultures. Through understanding, teacher candidates cultivate their ability to look at situations and issues from the point of view of the children coming from other cultures, enabling them to engage with these children, and prepare materials, strategies, techniques, and activities most appropriate for assessing and meeting the needs of culturally and linguistically diverse students.

Required texts

(Referred to in Calendar as DR)

(Referred to in Calendar as O’M & P)

Grading Criteria

The grading criteria in this course follows FIU grading criteria as described in the student handbook:

93-100 = A  
90-92 = A-  
87-89 = B+  
83-86 = B  
80-82 = B-  
77-79 = C+  
73-76 = C  
70-72 = C-  
67-69 = D+  
63-66 = D  
60-62 = D-  
0-59 = F

The College of Education at FIU
The desired future of the College of Education at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional-learning community. The College, therefore, strives to facilitate diverse learning environments where knowledge becomes the means to foster goal attainment for all those involved in the learning process. This process necessitates the highest ethical standards, while emphasizing inquiry as the means-ends connection to enhancing reflective intelligence in a changing social, political, cultural and technological world.

The College of Education is charged to prepare professionals who have the knowledge, abilities, and dispositions to facilitate and enhance learning and development within diverse settings. Consequently, the college promotes and facilitates the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning by developing professional partnerships in the larger community that foster significant educational, social, economic and political change.

To achieve “a wisdom” which influences the conduct of life in the unit, the unit views teaching and learning as self-renewal, in other words, as being similar to living things that renew themselves “through action upon the environment” (Dewey, 1916/1944, p. 2). According to John Dewey (1916/1944), “Education, in its broadest sense, is the means of this social continuity of life” (p. 2). Teaching and learning in the unit thus fosters and nurtures a cultivating process, thus giving attention to the conditions of growth (Dewey, 1916/1944, p. 10). Since “We never educate directly, but indirectly by means of the environment” (Dewey, 1916/1944, p. 19), then the faculty in the unit seeks to create the kind of teaching and learning environments that elicit the mental and moral sensibilities consistent with reflective intelligence (that is making candidates’ and the faculty’s conduct more intelligent).

Teaching and learning as “self-renewal” suggests that we must cultivate the minds of learners and provide them with the rich intellectual, pedagogical, and dispositional soil to grow personally and professionally. This “soil of learning” must, therefore, be tilled with knowledge of subject, professional and pedagogical knowledge and skills, and dispositions, that is, habits of mind.

The educational environment in the unit, conducive to this philosophy, is thus structured to challenge candidates to engage in the habits of thinking that are consistent with reflective inquiry or as termed by Dewey, “the essentials of reflection” (Dewey, 1916/1944, p. 163).

To engage in reflective inquiry presupposes a form of personal, intellectual and social renewal. Consequently, the unit sees a special connection between growth and the application of things already known (subject matter and skills) for the purpose of improving social conditions. This requires candidates’ acquisition of dispositions both intellectual and social.

Consequently, teaching and learning as self-renewal is meant to help both candidates and faculty develop relevant intellectual and social dispositions that reinforce their being “mindful” and thoughtful in their professional practice.
Unit Outcomes:

(a) **Stewards of the Discipline** – having the necessary concepts, knowledge and understandings in their respective field of study.

(b) **Reflective Inquirers** – knowing how to use the requisite generic skills needed to apply the content and pedagogical content.

(c) **Mindful Educators** – being able to apply the dispositions, that is, habits of mind (intellectual, and social) that render professional actions and conduct more intelligent.

**TESOL NCATE Standards addressed in this course:**

| 1.a. Describing Language  
| 1.b Language Acquisition and Development  
| 2.a Nature and Role of Culture  
| 2.b Cultural Groups and Identity  
| 3.a Planning for Standards-Based ESL and Content Instruction  
| 3.b Managing and Implementing Standards-based ESL and Content Instruction  
| 4.a Issues of Assessment for ESL  
| 4.b Language Proficiency Assessment  
| 5.a ESL Research and History  
| 5.b Partnerships and Advocacy  
| 5.c Professional Development and Collaboration |

**Florida ESOL Domains, Standards and Performance Indicators**

(your schedule shows the primary domains, standards, and performance indicators that are being addressed during each week of the semester in purple)

**Domain 1: Culture (Cross-Cultural Communications)**  
**Standard 1: Culture as a Factor in ELLs’ Learning**
Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

**Performance Indicators**
1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
1.1.b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.
1.1.c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.
1.1. d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying
English proficiency levels.
1.1.e. Understand and apply knowledge about home/school connections to build partnerships with ELLs’ families (e.g., Parent Leadership Councils (PLC)).
1.1.f. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.
Domain 2: Language and Literacy (Applied Linguistics)

Standard 1: Language as a System
Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs’ acquisition of English in order to learn and to read, write, and communicate orally in English.

Performance Indicators
2.1.a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.
2.1.b. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs’ development of listening, speaking, reading, and writing (including spelling) skills in English.
2.1.c. Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.
2.1.d. Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.
2.1.e. Identify similarities and differences between English and other languages reflected in the ELL student population.

Standard 2: Language Acquisition and Development
Teachers will understand and apply theories and research on second language acquisition and development to support ELLs’ learning.

Performance Indicators
2.2.a. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.
2.2.b. Recognize the importance of ELLs’ home languages and language varieties, and build on these skills as a foundation for learning English.
2.2.c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs’ learning of English.
2.2.d. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.

Standard 3: Second Language Literacy Development
Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs’ learning.

Performance Indicators
2.3.a. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.
2.3.b. Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.
2.3.c. Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs’ learning.
2.3.d. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs’ L2 literacy development in English.
2.3.e. Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.
Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)

Standard 1: ESL/ESOL Research and History
Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

Performance Indicators
3.1.a. Demonstrate knowledge of L2 teaching methods in their historical context.
3.1.b. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
3.1.c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

Standard 2: Standards-Based ESL and Content Instruction
Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs’ English listening, speaking, reading, and writing skills. The teacher will support ELLs’ access to the core curriculum by teaching language through academic content.

Performance Indicators
3.2. a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
3.2.b. Develop ELLs’ L2 listening skills for a variety of academic and social purposes.
3.2.c. Develop ELLs’ L2 speaking skills for a variety of academic and social purposes.
3.2.d. Provide standards-based instruction that builds upon ELLs’ oral English to support learning to read and write in English.
3.2.e. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
3.2.f. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
3.2.g. Develop ELLs’ writing through a range of activities, from sentence formation to expository writing.
3.2.h. Collaborate with stakeholders to advocate for ELLs’ equitable access to academic instruction (through traditional resources and instructional technology).
3.2.i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.
3.2.j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.
3.2.k. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.

Standard 3: Effective Use of Resources and Technologies
Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

Performance Indicators
3.3.a. Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.
3.3.b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.
3.3.c. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.
Domain 4: ESOL Curriculum and Materials Development

Standard 1: Planning for Standards-Based Instruction of ELLs

Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

Performance Indicators

4.1.a. Plan for integrated standards-based ESOL and language sensitive content instruction.
4.1.b. Create supportive, accepting, student-centered classroom environments.
4.1.c. Plan differentiated learning experiences based on assessment of students’ English and L1 proficiency and integrating ELLs’ cultural background knowledge, learning styles, and prior formal educational experiences.
4.1.d. Plan learning tasks for particular needs of students with limited formal schooling (LFS).
4.1.e. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.

Standard 2: Instructional Resources and Technology

Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

Performance Indicators

4.2.a. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.
4.2.b. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs’ developing English language and literacy.
4.2.c. Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.
Domain 5: Assessment (ESOL Testing and Evaluation)

Standard 1: Assessment Issues for ELLs
Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

Performance Indicators
5.1.a. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.
5.1.b. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
5.1.c. Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.
5.1.d. Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.
5.1.e. Distinguish among ELLs’ language differences, giftedness, and special education needs.

Standard 2: Language Proficiency Assessment
Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

Performance Indicators
5.2.a. Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the LULAC Consent Decree.

Course Description:
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Global Learning Outcomes:

Global Awareness:
Students will be able to demonstrate awareness of interrelated dimensions of culture that manifest in student populations locally and globally.

Assessment Activity:
Students write an essay reflecting on the beliefs, values and assumptions underlying their own way of viewing the world and how these beliefs, values and assumptions determine their own behavior.

Global Perspective:
Students will be able to analyze the different perspectives underlying the behavior of children from other cultures.

Assessment Activity:
Students observe a small group of English language learners in their field classroom and interview the children regarding their home country, family, activities, attitude toward school, followed by a pre-assessment to determine language difficulties the children are experiencing. This is the first chapter of their field assignment.

Global Engagement:
Students will be able to engage children from diverse cultures in meaningful classroom activities that take into account their language level and background knowledge through content activities adapted for diverse linguistic abilities.

Assessment Activity:
Students prepare a unit and lesson plans for a content area adapted to the children’s linguistic abilities and report on progress made by the children. This comprises chapters 2 and 3 of the field assignment.

Assignments  (Full explanation of the assignments is found in the Moodle Assignments folder).

Field experience project (25 pts): You will observe a class with ESOL students and work with a small group after performing a diagnostic assessment. This is your Taskstream assignment. Taskstream code will be posted in second week of class.  (Standards 3a, 3b, 3c, 4a, 4c, 5b, 5c)

Research project (15 pts): You will research a project of interest to the group and create a webpage wherein you will include the findings of your research. (Standards 3a, 3b, 3c, 5a, 5c)
**Personal essay (10 pts):** Based on the material relating to cultural dimensions covered in the unit on culture, you will write an essay analyzing the beliefs, values and assumptions underlying your view of the world. Include examples of how these beliefs, values and assumptions are reflected in your behavior.

**Teaching/learning philosophy statement (5 pts):** You will expand on the statement elaborated for TSL 3080, incorporating areas covered in the two TSL courses. (Standards 1a, 1b, 2a, 2b, 3a, 3b, 3c, 4a, 4b, 4c, 5a, 5b, 5c)

**Authentic assessment presentation (5 pts):** At the end of the semester, you will conduct an authentic assessment in which your colleagues in the course will participate. (Standards 4a, 4b, 4c)

**Class participation (10 pts):** Because this course involves learning and practicing activities that promote learner-centered learning, active participation in class is very important. Points are given for both spontaneous participation and assigned student-led activities. Contributions to online discussions are also considered. (Standards 1b, 3a, 3b, 4b, 5a)

**Midterm (15 pts):** Scheduled for Week Eight. Includes key concepts covered in the first part of the course, including culture, language, lesson plans, assessment, oral language development, activities and assessment.

**Final (15 pts):** Scheduled for Final exams week. A cumulative exam based on key concepts and issues covered in TSL 3080 and TSL 4081. All students must pass the final in order to pass the course and begin student teaching.

**Important Links**

FIU Code of Conduct  

Academic Misconduct  
http://www.fiu.edu/provost/polman/sec2web.html#2.44%20ACADEMC%20MISCONDUCT

Students with Special Needs  
http://drc.fiu.edu/Policies.php

Policies with respect to Sexual Harassment  
http://www.fiu.edu/orgs/diversity/publications/EOPSexH.pdf

MLE/TESOL program philosophy (CGGs)  
http://www.fiu.edu/~mle/cggs.html

All the accreditation competency links:  
http://www.fiu.edu/~tesol/MLETESOL-CompetencyChart.html

**Calendar**
Week One
August 23
Introduction to course and participants
Reflection on and discussion of TSL 3080 concepts and experience

*Homework for Week Two:* Report on characteristics of ELLs *(Class assignment 1.2)*
Review DR, Chapter 8

Week Two
August 30
ESL acronym quiz
Culture characteristics
Culture scenarios
Dispositions activity

*Homework for Week Three:* Review DR, Chapter 1
Review Brown’s Principles, available on Moodle

Week Three
September 6
Brown’s Principles
Language components

*Homework for Week Four:* Review DR, Chapter 2

Week Four
September 13
Language acquisition

*Homework for Week Five:* Read DR, Chapter 3; O’M & P, Chapters 1 & 2
Identify class for Field Experience
Personal culture essay

Week Five
September 20
Assessment and Instruction

*Homework for Week Six:* Read DR, Chapter 6; O’M & P, Chapter 4
**Week Six**  
*September 27*  
Oral language development and assessment

**Homework for Week Seven:** In pairs, or groups of three, prepare an oral language activity for class participation

**Week Seven**  
*October 4*  
Oral language activities  
Diagnostic assessment workshop

**Homework for Week Eight:** Read DR, Chapter 5; O’M & P, Chapter 5  
First chapter of case study

**Week Eight**  
*October 11*  
Literacy development, reading comprehension activities and assessment  
Midterm exam online

**Homework for Week Nine:** Read DR, Chapter 7; O’M & P, Chapter 7  
Send web address for progress consultation on research project

**Week Nine**  
*October 18*  
Promoting language development and content knowledge  
**Homework for Week Ten:** Read O’M & P, Chapter 8

**Week Ten**  
*October 25*  
Writing content and language objectives  
Lesson and unit plan workshop  
**Homework for Week Eleven:** Read DR, Chapter 9  
Post web address for research project to Moodle discussion

**Week Eleven**  
*November 1*  
Promoting language development and content knowledge  
Family and community involvement  
**Homework for Week Twelve:** Read “Assessing ESOL Students” on Moodle
Second chapter of case study

**Week Twelve**  
*November 8*  
English language learners with special needs

*Homework for Week Thirteen:* Comment on research project websites

**Week Thirteen**  
*November 15*  
Developing an ESOL teaching philosophy

*Homework for Week Fourteen:* Philosophy statement  
Third chapter of case study

**Week Fourteen**  
*November 22*  
Report on case studies  
Discussion of dispositions

*Homework for Week Fifteen:* Prepare Authentic Assessment Presentation

**Week Fifteen**  
*November 29*  
Authentic assessment presentations

**Week Sixteen**  
*December 6 – Final exam online*