



## Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL \_\_\_\_\_  
UFS APPROVAL \_\_\_\_\_  
SCNS SUBMITTAL \_\_\_\_\_  
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BANNER POSTED \_\_\_\_\_  
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MISC \_\_\_\_\_

DEPARTMENT NAME: CURRICULUM, CULTURE, AND  
EDUCATIONAL INQUIRY

COLLEGE OF: Education

### RECOMMENDED COURSE IDENTIFICATION:

PREFIX TSL COURSE NUMBER 6944 LAB CODE (L or C) \_\_\_\_\_

(TO OBTAIN A COURSE NUMBER, CONTACT [ERUDOLPH@FAU.EDU](mailto:ERUDOLPH@FAU.EDU))

COMPLETE COURSE TITLE : TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) and  
Bilingual Education Practicum

### EFFECTIVE DATE

(first term course will be offered)

FALL 2009

CREDITS: 3

### TEXTBOOK INFORMATION:

Cookes, G. (2003). *A practicum in TESOL: Professional development through teaching practice*,  
J. C. Richards (Ed.). Oxford: Cambridge University Press.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X PASS/FAIL \_\_\_\_\_ SATISFACTORY/UNSATISFACTORY \_\_\_\_\_

### COURSE DESCRIPTION, NO MORE THAN 3 LINES:

An intensive observation, learning, and teaching experience in which participants work in a classroom setting under the supervision of a master teacher and/or supervisor of Teaching English to speakers of other languages (TESOL) or Bilingual Education (BE).

### PREREQUISITES W/MINIMUM GRADE:\*

Completion of all other program  
core courses in MATESOL and  
consent of instructor or adviser/  
B minimum

### COREQUISITES:

### OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

\*DEFAULT MINIMUM GRADE IS D-.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: PHD OR Ed.D IN TESOL, BILINGUAL EDUCATION, OR APPLIED LINGUISTICS

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each.

Department of Languages, Linguistics, and Comparative Literature (College of Arts and Letters)

COE Departments: Educational Leadership, Communication Sciences and Disorders, Exercise Science and Health Promotion, Exceptional Student Education, Teaching and Learning, and Counselor Education.

Hanizah Zainuddin, [zainuddi@fau.edu](mailto:zainuddi@fau.edu), 561-297-2984  
Faculty Contact, Email, Complete Phone Number

### SIGNATURES

### SUPPORTING MATERIALS

<b>Approved by:</b> Department Chair: _____ College Curriculum Chair: _____ College Dean: _____ UGPC Chair: _____ Dean of the Graduate College: _____	<b>Date:</b> _____ _____ _____ _____ _____	<b>Syllabus</b> —must include all details as shown in the UGPC Guidelines. <b>Written Consent</b> —required from all departments affected. Go to: <a href="http://graduate.fau.edu/gpc/">http://graduate.fau.edu/gpc/</a> to download this form and guidelines to fill out the form.
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Email this form and syllabus to [sfulks@fau.edu](mailto:sfulks@fau.edu) and [eqirjo@fau.edu](mailto:eqirjo@fau.edu) one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.



**Department of Curriculum, Culture, and Educational Inquiry  
College of Education**

[NEW COURSE PROPOSAL – TSL 6944]

**Teaching English to Speakers of Other Languages (TESOL) and Bilingual  
Education Practicum**

**Instructor:**

**Tel/Email:**

**Office Hours:**

**CATALOG DESCRIPTION:**

An intensive observation, learning, and teaching experience in which participants work in a classroom setting under the supervision of a master teacher and/or supervisor of Teaching English to speakers of other languages (TESOL) or Bilingual Education (BE).

Prerequisites: completion of all other program core courses in MATESOL and consent of instructor or adviser.

**COURSE DESCRIPTION:**

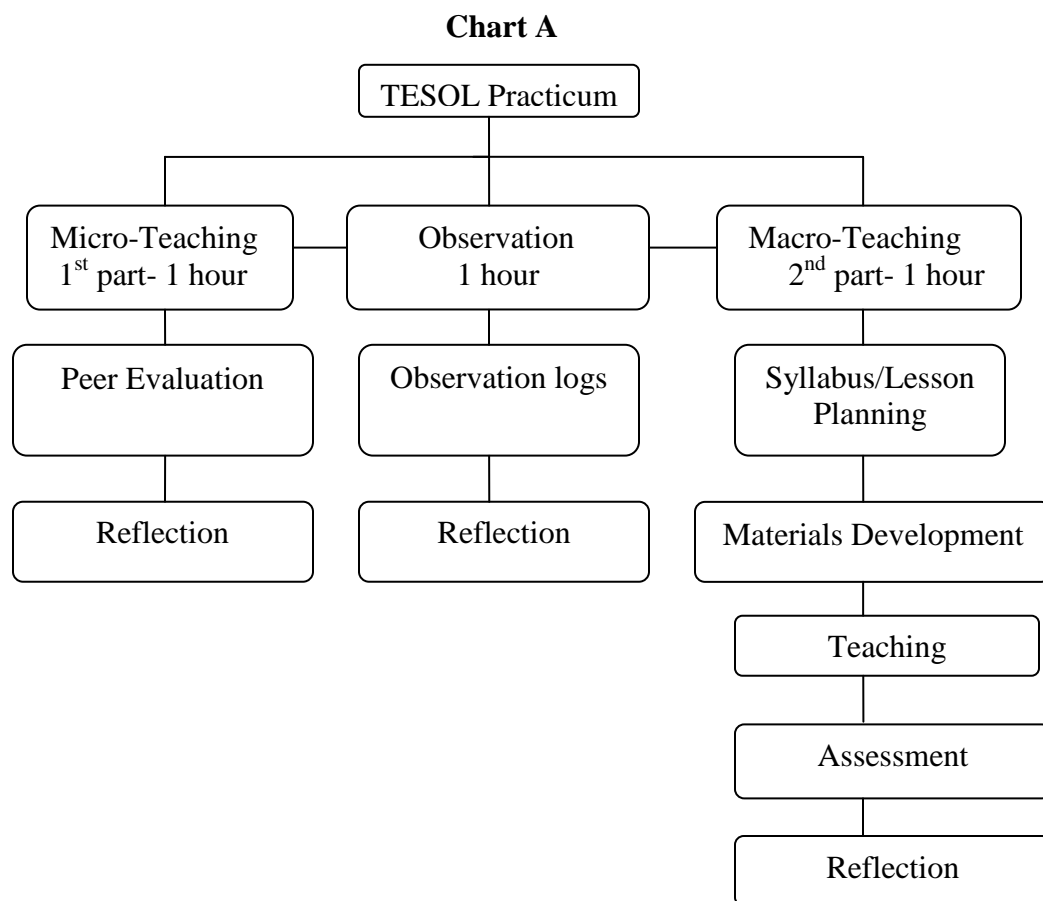
This practicum course seeks to develop professionals skilled in the theory and practice of TESOL, TEFL (teaching English as Foreign language), and bilingual education and prepare them for the professional and personal challenges of teaching in this field. Students will demonstrate, through a series of assignments, the skills, strategies, and best practices related to language, culture, pedagogy, curriculum, and assessment. Practicum students will teach a specially designed class of learners who want to improve their speaking, listening, reading, and writing skills in English. Through interaction with English and/or bilingual learners in the classroom, practicum students will acquire an understanding of the challenges confronting ESL, EFL, and/or bilingual teachers and students as well as the resources available to address these challenges. It also provides students an opportunity to reflect upon their work as professionals.

Class sessions are organized into three parts:

- 1) Seminars (or micro-teaching presentations) during which practicum students will demonstrate useful and interesting techniques to their peers followed by a class discussion. Practicum students will also work with the instructor to prepare micro-teaching sessions during this time. Microteaching presentations can be conducted in languages other than English when appropriate.

- 2) Observation of peer-teaching: Practicum students will observe and analyze the strategies and materials used by their peers during the macro- and micro-teaching.
- 3) Macro-teaching: Practicum students will teach English and/or bilingual learners.

Chart A summarizes the structure and components of the TESOL practicum.



Students are expected to come to class prepared and to participate actively in all class activities. The practicum is to be taken at the end of the MATESOL program. Students must consult with an adviser the semester before the practicum.

## COURSE CONNECTION TO CONCEPTUAL FRAMEWORK

The conceptual framework of FAU's College of Education emphasizes that the preparation of discipline-based, reflective practitioners for a pluralistic society is fundamental to the educational success of ALL students. A trained ESOL/bilingual education professional will draw from educational theory, research, and practice to plan and implement effective sheltered instruction and assessment methods for ESOL/bilingual learners and reflect on how effectively he/she is meeting the linguistic and academic needs of English and bilingual learners at different

proficiency levels, ages, or with special education needs. This course has three components: 1) observation of instructional activities and material evaluation, 2) lesson planning, and 3) supervised instruction. Reflections on (both previous and current) teaching are embedded in each of the component.

### **REQUIRED TEXTS:**

Cookes, G. (2003). *A practicum in TESOL: Professional development through teaching practice*, J. C. Richards (Ed.) . Oxford: Cambridge University Press.

Gebhard, J. G. (2005). Awareness of teaching through action research: Examples, benefits, limitations. *JALT Journal*, 27(1), 53-69.

### **GUIDELINES USED TO DEVELOP COURSE OBJECTIVES**

1. TESOL/NCATE Program Standards (NCATE)
2. Florida Performance Standards for Teachers of ESOL (FTESOL)
3. Florida Educator Accomplished Practices (FEAP)
4. FAU Florida Educator Accomplished Practices (FAU-EAP)
5. CAL Guiding Principles for Dual Language Education (CAL)
6. FAU COE Conceptual Framework
7. No Child Left Behind Act
8. Florida Consent Decree
9. Results of surveys of teachers and school administrators from 5 South Florida counties
10. National Board: English as a New Language Standards(NBPTS)
11. NAEYC Standards for Early Childhood Professional Preparation (NAEYC)
12. Commission on English Language Program Accreditation (CEA)

### **COURSE OBJECTIVES:**

At the end of the course, students should be able to do the following:

1. Demonstrate an understanding of TESOL and bilingual education theories and how they impact planning and teaching. (FTESOL 2.3, 2.7, 2.13; FAU-EAP 8.1; NCATE 5a; CAL 2.1, 2.3, 5.1; NBPTS IV; NAEYC II-4; CEA Curriculum 1)
2. Articulate concepts of TESOL and bilingual education practice in class presentations and discussion activities. (FTESOL 2.2, 5.1, 5.2, 5.4; FAU-EAP 8.2; NCATE 5a; CAL 3.1; NBPTS IV; NAEYC II-3, 4; CEA Curriculum 2)
3. Explain and demonstrate the rules of the English language (sound system, grammatical system and lexical system to English and bilingual learners clearly through

- instructional activities. (FTESOL 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 8; FAU-EAP 8.1; NCATE 3a; CAL 3.2, 3.3; NBPTS IV, V, VI; NAEYC I-4; CEA Faculty 1,3)
4. Define key ideas in TESOL and bilingual education in reference to class readings and in relation to what they observe and do within their practicum classroom(s). (FTESOL 2.5, 2.7, 6.6; FAU-EAP 3.1, 11.1; NCATE 5a; CAL 2.1; NBPTS III, IV; NAEYC I-5; CEA Curriculum 1, Faculty 2)
  5. Use knowledge of human development and diversity to design curriculum and lesson plans suitable for English and bilingual learners in a variety of instructional settings. (FTESOL 4.1- 4.4, 4.6, 4.7; FAU-EAP 7.1, 10.2; NCATE 3a; CAL 3.3; NBPTS I, V, VI, VII, VIII; NAEYC I-4, II-1; CEA Curriculum 3, Faculty 1)
  6. Demonstrate effective teaching techniques for English and bilingual learners through supervised instruction. (FTESOL 6.1, 6.2, 6.6, 6.8; FAU-EAP 5.1, 5.2; NCATE 3b; CAL 3.2, 3.3, 3.4; NBPTS V, VI, VII, VIII; NAEYC I-4; CEA Curriculum 3)
  7. Prepare appropriate assessment tools and conduct student assessments. (FTESOL 9.2, 9.4; FAU-EAP 1.1; FEAP 1; NCATE 4b, 4c; CAL 3.3; NBPTS IX; NAEYC I-3; CEA Student Achievement 1)
  8. Evaluate and interpret student performance in the assessments used with English and bilingual learners. (FTESOL 9.6; FAU-EAP 1.2; FEAP 1; NCATE 4b, 4c; CAL 1.4; NBPTS IX; NAEYC I-3; CEA Student Achievement 2, 3)
  9. Critically reflect on own teaching techniques and the teaching of others, with particular regard to methodology, specific techniques, resource material (whether commercial or prepared by the teacher), and other notable features of the lesson. (FTESOL 6.5, 6.8, 6.9, 6.11, 6.12; FAU-EAP 3.1, 3.2; FEAP 3; NCATE 3a-c; NBPTS V-VIII; NAEYC I-5; CEA Faculty 2)
  10. Apply and adapt technology-based approaches to facilitate English language learning or bilingual development. (FTESOL 7.1; FAU-EAP 8.2, 12.2; FEAP 8, 12; NCATE 3c; CAL 3.2.; NBPTS VIII; NAEYC II-5; CEA Curriculum 3)
  11. Recognize characteristics of an effective ESOL and bilingual program to be able to evaluate the practices students observe and use. (FTESOL 5.1, 5.2, 5.3; FAU-EAP 8.1; FEAP 8; NCATE 5a; CAL 5.4; NBPTS IV; NAEYC I-5; CEA Curriculum 1)
  12. Advocate for English and bilingual students. (FAU-EAP 11.1; FEAP 11; NCATE 5.b, 5.c; CAL: 6-1, 6- 2, 6-3, 7-1, 7-2, 7-4; CAL 7.4; NBPTS I; NAEYC II-8)
  13. Demonstrate professional work habits as a teacher. (FAU-EAP 6.1, FEAP 6; NCATE 5b; NBPTS I-IX; NAEYC I-5; CEA Faculty 1, 2)

## **CONTENT OUTLINE**

Week 1: Course introduction  
Reflective teaching model  
Discussion: What does a good ESOL/bilingual teacher do in the classroom?

Week 2: Overview of ESOL/Bilingual teaching principles  
Planning lesson & developing tasks, Brown, pp 164-178.  
Preparing for microteaching, Brown, 179-209; 419-441

Weeks 3-14: Microteaching presentations; peer-feedback and self-analysis  
Macro-teaching and macro-observations

### TEACHING METHODOLOGIES:

- |                 |                         |               |                          |
|-----------------|-------------------------|---------------|--------------------------|
| • Lecture       | • Discussion            | • Internet    | • Project                |
| • Guest speaker | • Readings              | • Questioning | • Peer evaluation        |
| • Demonstration | • Instructional Quizzes |               | • Cooperative group work |

### COURSE ASSIGNMENTS:

**1. Classroom observation & material evaluation.** Practicum students will take turns each week to do macro teaching, observing and analyzing the strategies and materials used by their peers for teaching English or bilingual learners.

Students record their observations in a teaching journal which forms the basis of the teaching reflections. They should attempt to be reflective, critical, and constructive and give possible remedies to the problems they observed. By the end of the observation, practicum students should be able to prepare for and teach a sequence of lessons.

### **2. Designing lesson & tasks**

Identify a content objective from a variety of possible sources (e.g., state or district grade-level science standard for children or job-training automotive objective for an adult). Prepare a series of integrated activities that focus on both content and language development. Describe the students whom you will be teaching: What is their ethnicity? Their language level? Their linguistic or vocational goals for learning English and/or another language? (Recommended: Choose the text(s) and content first, and then deal with the language which arises from it rather than approaching it the other way around). **N.B. For each of the tasks, you must submit ALL materials necessary to teach the lesson. If the lesson requires handouts, visuals, or auditory material, these must be included.** (N.B. this does not mean that you must include all the photocopies necessary for a class – just the masters).

Your lesson should contain the following components:

### **Prepare content-focused activities (including vocabulary development)**

- a. Select 10 vocabulary words from it.
- b. Prepare a series of tasks using graphic organizers, cooperative groups, visuals, demonstrations, etc. that
  - i. *convey* the meaning
  - ii. *check* to see that the meaning is understood
  - iii. *communicate* the meaning in an authentic manner
- c. Prepare vocabulary assessment(s)
- d. Submit all your materials with your lesson plan.

### **Prepare a series of pronunciation-focused tasks.**

- a. Choose two pronunciation objectives related to your content objective:
  - i. one vowel or consonant objective
  - ii. one stress or intonation objective
- b. Prepare tasks for:
  - i. listening discrimination
  - ii. presentation of the target pronunciation (Convey)
  - iii. practice (Check)
  - iv. communicative use (Communicate)
- c. Prepare assessment(s) of lesson objectives
- d. Submit all materials with your lesson plan. The tasks should be in a form to be used in the classroom, i.e. all necessary materials present.

### **Prepare a series of grammar focused tasks.**

- a. Choose two grammar objectives for your learners that are related to your content objective such as to use correct word order for determiners and descriptive adjectives in communication, simple present and present progressive verbs, use count and non-count nouns appropriately in discourse, use derivational suffixes for greater communicative competence, etc.
- b. Prepare tasks for:
  - i. introduction (Connect)
  - ii. presentation or observation (Convey)
  - iii. practice or hypothesis (Check)
  - iv. communicative use (Communicate)

- c. Prepare assessment(s) of lesson objectives.
- d. Submit all materials with your lesson plan.

**Prepare a series of reading-writing focused activities.**

- a. Take the content in your selected text(s) and adapt it for two proficiency levels. How would you teach the concepts and prepare students to write about concepts they have learned in the text(s)?  
Prepare the lesson to include all the language components that students would need to help them read and write short and/or long texts.
- b. Prepare tasks for:
  - i. introduction (Connect)
  - ii. presentation or observation (Convey)
  - iii. practice or hypothesis (Check)
  - iv. communicative and academic use (Communicate in writing and speaking)
- c. Prepare assessment(s) of lesson objectives
- d. Submit all materials with your lesson plan.

**3. Supervised instruction.** A minimum of 20 hours of supervised instruction, with written lesson plans and a self-assessment recorded in a teaching journal after each class taught. This will form the basis of the reflection you will use to write your report. Practicum students should attempt to be reflective, critical, and constructive as to their areas of improvement and possible remedies.

**4. Micro-teaching demonstrations and observation.**

Participation in two microteaching sessions, each demonstrating an innovative ESOL/bilingual teaching technique, followed by peer- and self-analysis. Students will present to the class and discuss their teaching purpose, lesson outcomes, and what they will do to improve lesson. Students must be prepared to hand in the lesson plan (typed) and the detailed description of your microteaching activity. Make copies for all class members.

In small groups, students will work together to provide a written critique of each microteaching demonstration. This includes evaluating the sequencing of the activities. (Do they move from easy to difficult? Simple to complex?) Did your peer teach 1 thing 8 ways and or the other way around? Has your peer adapted the content to the proficiency level of the learners? What could your peer do to improve his/her instruction?

**5. Teaching Reflections.** Reflections of macro-teaching, classroom observations, instructional materials used in the class, self-analysis of microteaching, and peer feedback to micro-teaching



demonstrations. Students will consider their peers' feedback in making their self- analysis. Please keep your tone academic and professional, rather than personal and creative.

**6. *Practicum Report.*** A final paper, approximately 8-10 pages in length, which explains your ESOL/Bilingual teaching philosophy, summarizes what was learned during the course, and presents goals for future improvement in instruction. Please keep your tone academic and professional, rather than personal and creative.

Your report should consider but not necessarily be restricted to the following questions:

- a. What exactly did you do during your practicum? Has your practicum turned out as you expected?
- b. What did you do well? What do you need to improve?
- c. What have you learned about yourself and teaching ESOL and bilingual education?
- d. What is the most valuable thing you have learned? What was the most surprising thing?
- e. How has this experience prepared you for your future instruction of English and bilingual learners?

**7. *Class/Group Participation.*** Participation in groups, discussions, demonstrations and other activities. Attendance is expected at every class period.

## **GRADING:**

Class/group participation (10%)  
2 Microteachings/self-analyses (20%)  
Teaching Reflections (20%)  
Practicum Report (20%).  
2 peer feedback on microteaching (10%)  
Lesson plans/Linguistic-focused tasks (20%)  
Total: 100%

## **GRADING SCALE:**

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	92-100	= 4.0	C	73-76	= 2.0
A-	90-91	= 3.67	C-	70-72	= 1.67
B+	87-89	= 3.33	D+	67-69	= 1.33
B	83-86	= 3.00	D	63-67	= 1.00
B-	80-82	= 2.67	D-	60-62	= 0.67
C+	77-79	= 2.33	F	59-00	= 0.00

## **Expectations: Professionalism and Dependability**

1) The Practicum is a professional experience. A personal goal to strive for is to develop your abilities as a teacher. You are expected to dress appropriately for teaching.

- 2) Your class attendance at practicum session is very important. If you are sick and unable to attend any visit or practicum day, please notify your instructor. You are required to fulfill your practicum hours.

**ATTENDANCE POLICY:** According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances. .

**STUDENTS WITH DISABILITIES:** In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

**HONOR CODE:** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [http://www.fau.edu/regulations/chapter4/4.001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

## REFERENCES

### Books

Azar, B. (2000). *Chartbook, a reference grammar*. (excerpted from Understanding and Using English Grammar, 3<sup>rd</sup> edition). White Plains, NY: Pearson Education.

Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The grammar book, an ESL/EFL teacher's course* (2<sup>nd</sup> ed.) Boston, MA: Heinle & Heinle. ISBN 0-8384-4725-2.

Firsten, R., & Killian, P. (2002). *The ELT grammar book: A teacher-friendly reference guide*. California: Alta Publishing Center.

Johnston, B. (2003). Values and the politics of English language teaching. In *Values in English language teaching*. Mahwah, NJ: Lawrence Erlbaum Associates.

Kumaravadivelu, B. (2006). *Understanding language teaching: From method to post-method*.

New York: Routledge.

Olivares, F. A. (1993). *Using the newspaper to teach ESL learners*. Newark, DE: International Reading Association.

Richards, J. C. (Ed.) (1998). *Teaching in action: Case studies from second language classrooms*. Alexandria, VA: Teachers of English to Speakers of Other Languages (TESOL)

Richards, J. C., & Lockhart, C. (1996). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.

Pennington, M. (Ed.) (1995). *New ways in teaching grammar*. Alexandria, VA: TESOL, Inc.

### **Articles/Chapter in books**

Kumaravadivelu, B (1999). Critical classroom discourse analysis. *TESOL Quarterly*, 33(3). 453-484.

Suzuki, R. (2004). Diaries as introspective research tools: From Ashton-Warner to Blogs. *TESL-EJ*, 8(2). <http://www-writing.berkeley.edu/TESL-EJ/ej29/int.html>

### **Internet Sites**

ESL Lesson Plans and Resources. <http://www.csun.edu/~hcedu013/eslplans.html>.

Howard, E.R., Sugarman, R. and Coburn, C. (2006). Adapting the Sheltered Instruction Observation Protocol (SIOP) for Two-Way Immersion Education: An Introduction to The TWIOP <http://www.cal.org/twi/TWIOP.pdf>

TESL Training Videos  
<http://www.free-esl.com/channels/videos/default.asp>