

**UNIVERSITY OF PUERTO RICO - AGUADILLA  
DEPARTMENT OF ENGLISH**

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**COURSE SYLLABUS**

<b>COURSE TITLE</b>	:	The Teaching of English as a Second Language
<b>COURSE CODE</b>	:	EDPE 3018
<b>COURSE SECTION AND HOUR</b>	:	
<b>NUMBER OF CREDITS</b>	:	3
<b>NUMBER OF CONTACT HOURS</b>	:	3 (45 hours per semester)
<b>PRE-REQUISITE</b>	:	English 3101-3102 or English 3103-3104
<b>SEMESTER AND ACADEMIC YEAR</b>	:	Second Semester 2009-2010

**COURSE DESCRIPTION:**

This course is a study of the nature and function of language, the morphology, syntax and lexicon of English, the principles underlying the English program in Puerto Rico; including methods, materials, texts used in the public schools, lesson planning and other classroom experiences.

**GOALS OF THE COURSE:**

Upon completion of the course, the students will:

1. understand and carry out the ESL programs that are in practice internationally, in the United States, and in Puerto Rico. (NCATE/TESOL 1 a-b, 3 a-c, 4 a-c)
2. have knowledge of the latest information on current ESL theory, approaches, and methodology. (NCATE/TESOL 1 a-b, 5 a)
3. acquire information about both the learner and the teacher in ESL education. (NCATE/TESOL 2 a-b, 5 a,c)
4. have knowledge about English syntax, morphology, and phonetics that will enable them to teach ESL effectively at the elementary level. (NCATE/TESOL 1 a-b, 4 b)
5. apply both theory and practice in such areas as lesson-planning, proper construction and utilization of teaching materials, methodology and testing. (NCATE/TESOL 3 a-c, 4 b, 5 a, c)
6. follow a school system's ESL curriculum. (NCATE/TESOL 3 b, c)

**OBJECTIVES OF THE COURSE:**

Upon completion of the course, the students will:

1. use various approaches and methods to facilitate the acquisition of ESL in his/her future pupils. (NCATE/TESOL1 a-b, 3 a-c, 5 a)
2. summarize the Second Language Acquisition theories. (NCATE/TESOL 1 b, 5 a)

3. define the five hypotheses of second language acquisition. (NCATE/TESOL 1 b, 5 a)
4. formulate behavioral objectives for language and reading instruction. (NCATE/TESOL 3 a)
5. write both short and long lesson plans for language and reading classes, and be able to prepare a Table of Specifications for tests. (NCATE/TESOL 3 a-c, 4 a-c)
6. prepare visual aids and learning games to use in the classroom, such as; pocket charts, word bingos, flannel boards, picture files, phonetic strips, etc. (NCATE/TESOL 3 c)
7. use numerous and varied enrichment type activities to enhance the ESL curriculum. (NCATE/TESOL 3 a, c)
8. use basic library skills to do research in the ESL-EFL areas. (NCATE/TESOL 5 a, c)
9. Develop in candidates the following dispositions:
  - Respect for diversity.
  - Model and promote fairness.
  - Demonstrate a reflective approach towards teaching and learning.
  - Recognize that every student had the potentiality of learn and be successful.

### **Candidate Proficiencies:**

The candidates will demonstrate the following proficiencies:

1. Knowledge of principles, concepts, and processes that represent and integrate the structures of the subject matter to serve in diverse educational settings
2. Knowledge of the current philosophies, and the social and psychological repercussions for candidates in their teaching practice.
3. Ability to obtain, analyze critically, evaluate, and use information effectively for inquiry and decision making
4. Mastery of language and communication skills
5. Mastery of the methods, strategies, and techniques for an effective teaching and learning process
6. Knowledge and application of the practices of planning and development of educational tasks, and the assessment of learning in the classroom
7. Knowledge and effective use of technology as a tool for the learning process
8. Awareness of ethical, and aesthetic values, and respect for diversity to facilitate learning for all students
9. Ability to interact effectively as a facilitator of learning, demonstrating ;professional behavior and commitment to lifelong learning

### **PPM-UPRAg Professional Dispositions:**

The PPM-UPRAg candidates demonstrate that they:

1. Respect diversity
2. Model and promote fairness
3. Demonstrate a reflective approach towards teaching and learning
4. Recognize that every student has the potential to learn and be successful

**TENTATIVE COURSE CONTENT AND DISTRIBUTION OF TIME:**

Unit	Week	Topic / Assignments	Hours
1	Weeks 1 & 2:	<p style="text-align: center;"><b>Learning and Teaching English</b></p> <p>1. Introduction / Discuss syllabus  <b>Assignment #1</b> Hand-out <b>Due:</b> _____ <b>(25pts.)</b></p> <p>2. PPT. A brief history of Language Teaching</p> <p>Richards, J. C. &amp; Rodgers, T. S. (2006). <i>Approaches and methods in language teaching</i>. (2<sup>nd</sup> ed.). (pp. 3-17). New York: Cambridge University Press.</p> <p>3. Active learners vs. Passive learners  4. Effective Teaching  5. Language learning goals  6. Classroom Language</p> <p>Lindsay, C. &amp; Knight, P. (2006). <i>Learning and teaching English</i>. (pp. 1-4; 12-13; 159-162). New York: Oxford University Press.</p> <p><b>Assignment #2:</b>  1. Download DEPR Content Standards and Grade Level Expectations; Curricular Framework; Standards of Excellence: English Program. (These will be available on the Moodle course website. )  (Grades and groups will be assigned.)  Be sure to print out the sections needed.</p>	6 hrs.
2	Weeks 3 & 4:	<p style="text-align: center;"><b>Language Skills</b></p> <p>1. Listening  2. Speaking  3. Reading  4. Writing  5. Grammar and Vocabulary</p> <p><i>Content Standards and Grade Level Expectations</i>. (2007). Puerto Rico: Department of Education.  <i>Curricular Framework: English Program</i>. (2003). Puerto Rico: Department of Education.  <i>Standards of Excellence: English Program</i>. (2000). Puerto Rico: Department of Education.</p> <p><b>Assignment:</b> Annotated bibliography on chosen language teaching approach or method. You will prepare a PPT to present in class. Further details will be provided separately. <b>Due:</b> _____ <b>(25pts.)</b></p>	6 hrs.
3	Weeks 5 & 6:	<p style="text-align: center;"><b>Teaching Methods and Ideas</b></p> <p>Language teaching approaches and methods  Audio-lingual Method  Communicative Language Teaching  Task-Based Learning  Total Physical Response  The Silent Way  Whole Language</p>	6 hrs.

		<p>Multiple Intelligences  Competency-Based Language Teaching  The Natural Approach  Cooperative Language Learning  Content-based Instruction</p> <p>Larsen-Freeman, D. (1986). <i>Techniques and principles in language teaching</i>. New York: Oxford University Press.</p> <p>Lindsay, C. &amp; Knight, P. (2006). <i>Learning and teaching English</i>. (pp. 16-25). New York: Oxford University Press.</p> <p>Richards, J. C. &amp; Rodgers, T. S. (2006). <i>Approaches and methods in language teaching</i>. (2<sup>nd</sup> ed.). (pp. 3-17). New York: Cambridge University Press.</p> <p><b>Assignment: Audio-visual materials project</b>  <b>Due: _____ (50 pts.)</b></p>	
4	Weeks 7 & 8:	<p><b>Factors Affecting SLA in Young Language Learners</b></p> <ol style="list-style-type: none"> <li>1. PPT Factors that Affect SLA</li> <li>2. PPT The Young Language Learner</li> <li>3. Language Learning Styles</li> </ol> <p>Lindsay, C. &amp; Knight, P. (2006). <i>Learning and teaching English</i>. (pp. 6-11). New York: Oxford University Press.</p> <p>Scott, W. A. &amp; Ytreberg, L. H. (1997). <i>Teaching English to children</i>. New York: Longman.</p> <p><b>Research paper: Further details will be provided separately. (100 pts.)</b>  <b>Due: _____</b></p>	6 hrs.
5	Weeks 9 & 10:	<p><b>Skills for Educators</b></p> <ol style="list-style-type: none"> <li>1. Class Management and Atmosphere</li> <li>2. Lesson Planning</li> </ol> <p><b>Assignment:</b>  <b>Lesson Plan Unit Due: _____ (100 pts.)</b>  <b>You will share a lesson plan (25 pts.)</b></p> <ol style="list-style-type: none"> <li>3. Computers in Language Teaching</li> <li>4. Assessment and Evaluation</li> <li>5. PPT Action Research for Educators</li> <li>6. Professional Development for ESL educators</li> </ol> <p>Lindsay, C. &amp; Knight, P. (2006). <i>Learning and teaching English</i>. (pp. 6-11). New York: Oxford University Press.</p> <p>Scott, W. A. &amp; Ytreberg, L. H. (1997). <i>Teaching English to children</i>. New York: Longman</p> <p><b>Assignment:</b>  <b>Demonstration Classes Due: _____ (100pts.)</b>  <b>Action Research Study Due: _____ (100pts.)</b></p>	6 hrs.

<b>6</b>	<b>Weeks 11 to 15:</b>	<b>Presentations</b>  1. ESL Class Action Research Study Report 2. Demonstration Classes  <b>Portfolio Due: _____ (100 pts.)</b>	15 hrs.
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**Note:** Further instructional materials such as manuals, modules, and/or study guide may be added to enrich and assist learning activities. Portions of this syllabus are subject to modification by the professor.

#### **INSTRUCTIONAL STRATEGIES:**

- Cooperative Learning
- Pair and Group Work
- Conference / Workshop
- Oral Discussions
- Library Internet Research
- Writing Tasks
- Reflections
- Films
- Demonstration Classes
- Power Point Presentations

#### **TEXTBOOK:**

*Content Standards and Grade Level Expectations.* (2007). Puerto Rico: Department of Education.

*Curricular Framework: English Program.* (2003). Puerto Rico: Department of Education.

Richards, J. C. & Rodgers, T. S. (2006). *Approaches and methods in language teaching.* (2<sup>nd</sup> ed.). New York: Cambridge University Press.

*Standards of Excellence: English Program.* (2000). Puerto Rico: Department of Education.

#### **EVALUATION STRATEGIES:**

The students will be evaluated on the following aspects of their performance:

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|----|---|-----------------|
| 1. | Class participation and punctuality (oral / written class Activities) | 50 pts.         |
| 2. | Assignments   | 100 pts.        |
| 3. | Research paper / Mini-presentation                                    | 100 pts.        |
| 4. | Portfolio   | 100 pts.        |
| 5. | ESL class Action Research Study                                       | 100 pts.        |
| 6. | ESL lesson plan Unit  | 100 pts.        |
| 7. | Audio-visual materials project  | 50 pts.         |
| 8. | Demonstration Class   | <u>100 pts.</u> |

TOTAL: 700 pts.

- Note:**
1. All written documents must be done on the computer.
  2. Adjusted evaluation will be provided for students with special needs under LAW 51.

#### **CERTIFICATION #10**

“Evaluación diferenciada a estudiantes con impedimento”. “La evaluación responderá a la necesidad

particular del estudiante.”

#### **GRADING SYSTEM:**

<b>Curve:</b>	100 - 90	A
	89 - 80	B
	79 - 70	C
	69 - 60	D
	59 - 0	F

#### **BIBLIOGRAPHY:**

- Borich, G. D. (2002). *Effective teaching methods*. (4<sup>th</sup> ed.) New Jersey: Prentice Hall-Inc.
- Brown, H. D. (2001). (2<sup>nda</sup>. Ed.). *Teaching by principles: An interactive approach to language pedagogy*. San Francisco: Longman.
- Burke, J. (2003). (2<sup>nd</sup>. Ed.). *The English teacher's companion: A complete guide to classroom, curriculum, and the profession*. NH: Heinemann.
- Carr, J.F. & Harris, D.E. (2001). *Succeeding with standards: Linking curriculum, assessment ,and action planning*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Carter, R. and Nunan, D. (2001). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press.
- Celce – Murcia, M. (Ed). (3<sup>rd</sup> ed.). (2001). *Teaching English as a second or foreign language*. USA: Heinle & Heinle.
- Crookes, G. (2003). *A practicum in TESOL: Professional development through teaching practice*. USA: Cambridge University Press.
- Content Standards and Grade Level Expectations*. (2007). Puerto Rico: Department of Education.
- Curricular Framework: English Program*. (2003). Puerto Rico: Department of Education.
- Domeyri, Z. & Murphy. T. (2002). *Group dynamics in the language classroom*. Cambridge: University Press.
- Hadley, A. O. (2001). *Teaching language in content*. (3<sup>rd</sup>. ed.). MA: Heinle & Heinle.
- Herrell, A. & Jordan, M. (2004). *Fifty strategies for teaching English language learners*. (2<sup>nd</sup>. Ed.) New Jersey: Pearson Education, Inc.
- Huck, C.S., Hepler, S., Heckman, J. & Kiefer, B. Z. (2001). *Children's literature in the elementary School*. (Seventh Edition). McGraw Hill Higher Education.
- Hurst, B. & Reding, G. (2006). *Professionalism in teaching*. New Jersey: Pearson Education, Inc.
- Kellough, R. D. (2008). *Your first year of teaching*. New Jersey: Pearson Education, Inc.
- Manual de orientación al personal*. (1985). Puerto Rico: Departamento de Educación.
- Nissman, B. (2006). *Teacher-tested classroom management strategies*. New Jersey: Pearson Education, Inc.
- Reglamento de certificación del personal docente de Puerto Rico*. (2000). Puerto Rico: Departamento de Educación.

*Reglamento general de estudiantes*, (1995). Puerto Rico: Departamento de Educación.

Richards, J. C. & Rodgers, T. S. (2nd Ed.). (2001). *Approaches and Methods in Language teaching*. New York: Cambridge University Press.

Rodriguez Irlanda, D. (1999). *Manual de orientación al maestro*. PR: Publicaciones Puertorriqueñas, Inc.

*Standards of Excellence: English Program*. (2000). Puerto Rico: Department of Education.

Williams, J. (2005). *Teaching writing in second and foreign language classroom*. Boston: McGraw Hill.

Woodward, T. (2001). *Planning lessons and courses: Designing sequences of work for the language classroom*. USA: Cambridge University Press.

#### **Online Resources for Educators:**

A to Z teacher stuff. (2007). Retrieved on August 6, 2007 from <http://www.atozteacherstuff.com/>

Cool sites for teachers. (n.d.). Retrieved on August 6, 2007 from <http://www.hobart.k12.in.us/resources/resources2.html>

Departamento de Educación de Puerto Rico. (2005). Retrieved on August 6, 2007 from <http://www.de.gobierno.pr/DEPortal/Inicio/Inicio.aspx>

Internet for Classrooms. (2007). Sites that help classroom teachers. Retrieved on August 6, 2007 from <http://www.internet4classrooms.com/teacher.htm>

Ley Organica del Departamento de Educacion Publica de Puerto Rico. Retrieved on August 6, 2007 from <http://www.lexjuris.com/LEXMA/educacion/lexeducacion%201999.htm>

TESOL. (2007). Retrieved on January 15, 2008 from [http://www.tesol.org/s\\_tesol/index.asp](http://www.tesol.org/s_tesol/index.asp)

The best on the Web for teachers. (2007). Retrieved on August 6, 2007 from <http://teachers.teachology.com/>

**Rev.: January 2010 (HS)**