**UNIVERSITY OF PUERTO RICO**
**ARECIBO**
**ENGLISH DEPARTMENT**

**Syllabus for EDPE-3018**

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| **Title** | The Teaching of English as a Second Language at the Elementary School Level |
| **Course Code** | EDPE 3018 |
| **Contact Hours** | 3 hours per week / 3 credits |
| **Requisites** | Any first year course or its equivalents. |

**Course Description**

　　This course is devoted to the analysis and discussion of the nature of the English language as it is spoken in the United States. Emphasis is placed on researching and teaching different ESL methodologies, strategies, and theories. Issues surrounding the teaching of English in Puerto Rico are discussed. The instructional materials that are used in the public elementary schools of Puerto Rico are examined. Project based activities, quasi-demonstration classes, and classroom observations are required.

**Learning Objectives**

Upon completion of the course the students will have learned to:

1. Follow the DE's Curricular Framework and Standards for the English Program at the elementary school level.
2. Use on-line references at the library to research ESL theories, methodologies, and strategies to deal effectively with issues relating to second language acquisition in PR and abroad.
3. Analyze and evaluate a textbook and teacher's guide that is used at the public elementary school level.
4. Adapt the topics in the curriculum framework to cater to the particular levels, needs, and interests of the students.
5. Prepare ESL instructional materials such as big books, E-books prepared on Power Point, or picture files.
6. Conduct storytelling or dramatic reading activities.
7. Prepare Constructivist activities that incorporate all the cognitive levels and multiple intelligences so as to ensure critical thinking among the students.

8. Design and give a quasi-demonstration class for an elementary school

Level, teaching the competencies of listening, speaking, reading, writing, phonics, grammar, and spelling.

9. Analyze and evaluate the methodologies used in the English classes they observed at the public schools they visited and in the quasi-demo classes they gave.

**Course Outline and Time Distribution**

Introduction to the course-discussion of syllabus- **(1.5 hrs.)**
      1. Fill out the index cards
      2. Course description
      3. Objectives
      4. Content
      5. Evaluation Criteria

Introduction to the English Program at the Department of Education in Puerto Rico
      1. Circular Letters and Current Standards of English Program at DE-**(3 hrs.)**
            a. Organic Law 149 of July 15, 1999
            b. Theoretical framework of the curricular reform
                    • Cognitive-Humanistic Theory
                    • Bloom's Taxonomy of Critical Thinking
                    • Gardner's Theory of Multiple Intelligences
            c. Seven Institutional Goals
            d. Content standards (K-6)
            e. Performance standards (K-6)
            f. Assessment standards (K-6)
                    • Diagnostic
                    • Formative Evaluation
                    • Summative Evaluation
    2. Use the Curriculum Framework for English Program- **(4.5 hrs.)**
        a. Purpose of Curriculum Framework
        b. Teaching English in Puerto Rico: A Historical View
               • Historical-Cultural-Political Socio-Psychological
               • Attitudes and Constraints and Historical-Pedagogical
                 Perspectives
        c. English in Puerto Rico: Is it a Bilingual, Foreign, or Second Language
               • Teaching Environment
               • Definition of bilingualism
               • Discussion within the context of Puerto Rico
               • Solving the dilemma
        d. Acquisition of English as a Process: Constructivist Approach
               • Application of the Constructivist Approach to L2 Teaching
        e. Concepts, Principles, and Focus of the English Program at the DE
               • Mission and Goals
               • General Assumptions
               • Focuses and Features

     • Student diversity
     • Characteristics of ESL Professionals
  f. Strategies
     • Alternative assessment of the educational progress of students
      with disabilities

3. **Partial Exam 1**- **(1.5 hrs.)**
  a. Circular letter
  b. Standards
  c. Curriculum Framework

**Library Research**

1. Orientation workshop at library on the use on-line resources- **(1.5 hrs**.**)**
2. Research of articles on ESL approaches- **(1.5 hrs.)**

**ESL Approaches and Techniques**

1. Hand in and discuss library research project ESL approaches-**(1.5 hrs.)**
2. Class Discussion- **(1.5 hrs.)**
  a. Communicative Approach
  b. Cooperative Learning
  c. Structural Approach
  d. Writing Process
  e. The Functional-Notional Approach
3. Analysis of Video Segments of ESL Approaches- **(3 hrs.)**
  a. Total Physical Response (TPR)
  b. Natural Approach
  c. Language Experience Approach (LEA)
  d. Integrated Language Teaching Approach
  e. Whole Language Approach
  f. The Cognitive, Academic Language Learning Approach-CALLA
4. **Partial Exam 2**- **(1.5 hrs**.**)**
  a. Analysis and evaluation of all of the ESL approaches observed in
   a video segment of a class

**Hands-on Course Projects**

1. Story writing in class that includes the elements of story design, revising, and that is based on
a topic from the curriculum framework- **(3 hrs.)**
2. Big book, E-Book on power point, or picture file project- **(1.5 hrs.)**
3. Storytelling or dramatic reading project- **(4.5 hrs.)**
4. Quasi-demonstration Class
  a. Analysis of ESL textbook and teacher's guide used at the public
   elementary schools from which the stories to be taught in the demo

classes will be selected – **(1.5 hrs.)**

    b. Distribution of groups, stories, and skills to be taught in each demo class- **(3 hrs.)**
- Listening/speaking
- Reading
- Writing
- Phonics
- Grammar
- Spelling

    c. Preparation of demo class lesson plan that includes ECA stages and an analysis of all the methodologies to be used by the student

    d. Class demonstrations of the 6 groups- **(9 hrs./1.5 per group)**

    e. **Partial Exam 3**- on last day of class- **(1.5 hrs**.**)**
- Reading comprehension of all stories taught in demo groups

Field Work Project

1. Hand in project of analysis and evaluation of three English class observations at the elementary school level (completed throughout the semester by the students and handed in on the last day of class).

                                                                                   **Total 45.0 hours**

**Instructional Techniques**

Any of the following strategies may be used at the professor's discretion:
1. Conferences or lectures
2. Seminars or workshops offered by external resources
3. Workshop activities for projects
4. Field work- class observations Group Work
5. Portfolios or Journals
6. Oral Reports
7. Quasi-demo classes
8. Power point presentation of E-Books
9. Writings
10. Class exhibits of projects
11. Library online resources, internet, and e-mail
12. Instructional videos
13. Others

**Learning Resources and Minimum Required Installations and Facilities**

Due to the nature of this course, a specific textbook will not be assigned. Nonetheless, the specific reading materials that will be discussed throughout the semester are listed and marked with an asterisk (*) in the bibliography. The professor can also use technological tools such as Power Point presentations or Blackboard. External resources such as librarians and other guest speakers can be invited to offer course related workshops or lectures.

**Evaluation Techniques**

1. Mid-Term or Partial exams- 10%
2. *Quizzes, attendance, participation, homework, panels, debates, oral reports, others (optional)- 10%
3. Individualized Big Book, E-Book, or Picture File Project- 15%
4. Individualized Storytelling or Dramatic Reading Project 15%
5. Three classroom observations 20%
6. Quasi-demonstration class 30%

*If these criteria are not considered, the 10% will be added to the partial exams' percentages.*

Note: Certification 111-2014-2015 of the Governing Board defines a face-to-face course as: "Course in which 75% or more of instruction hours require the physical presence of students and the professor in the classroom." The remaining 25% may be covered using different educational strategies, among which are: visits related to the course, field experiences, excursions, and online activities, among others. It is the responsibility of the professor to provide evidence of all the activities with attendance sheets and assessment of these activities.

**Reasonable Accommodation:**

Students who are sheltered under Law 51 or receive vocational rehabilitation services that require reasonable accommodations must inform the professor at the beginning of the semester by bringing an official letter that is sent from the office that deals with the matters of persons with impediments at the university in order to offer the necessary accommodations in accordance to the specifications that are delineated in said document.

**Academic Integrity:**

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 12-2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person's answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General Bylaws.

**Grading Scale:**

100% – 90% A
89% – 80% B
79% – 70% C
69% – 60% D
59% and lower F

**Bibliography:**

Ambert, A.  (1988).  <u>Bilingual education and English as a second language</u>.
         NY: Garland.

Becker, H.  (2001).  <u>Teaching ESL K-12 views from the classroom</u>.  Heinle &
         Heinle.

Broukal, M. (2005).  <u>Grammar: Form and function 3</u>. New York, NY:
         Mc Graw Hill Companies, Inc.

Celce-Murcia, M.  (2001).  <u>Teaching English as a second or foreign language</u>.
         Heinle & Heinle.

Childs, C. (2004).  <u>Improve your American English accent</u>. New York: NY.
         Mc Graw Hill, Publishing.

*<u>Curricular framework English program</u>.  (2003).  Commonwealth of P.R.,
         Department of Education.

 Dictionary online (English to Spanish) http://www.dictionarylink.com)

Dwyer, C.A.  (1993).  Meeting the challenges for innovative teacher
         assessment.  <u>Journal of Teacher Education.</u>  44(2).

Electronic journal for teachers of English as a second or foreign language at
         http://www.kyoto-su.ac.jp/information/tesl-ej/index.html

English grammar tools and quizzes at http://www.easyenglish.com

English for Specific Purposes at http://www.elsevier.com

English Language Teaching Journal (ELT) at http://www3.oup.co.uk/eltj/

English Teaching Forum at http://exchanges.state.gov/forum/

ERIC/CLL at http://www.cal.org/ericcll

ESL Magazine at http://www.eslmag.com

Finocchiaro.  (1976).  <u>Teaching English as a second language in elementary
         and secondary school</u>.  NY:  Harper and Row.

Gillet, A.  (2004).  <u>Speak English like an American</u>. Ann Arbor: MI
         Language Success Press.

Internet TESL Journal at http://www.aitech.ac.jp/~iteslj

Lujan, B. (2004).  The American accent guide: A complete and
    comprehensive course the pronunciation and speaking style of
    American English for individuals of all backgrounds. (2nd ed.). Salt
    Lake City, UT. Lingual Arts, Inc.

NAFSA:  Association of International Educators at http://www.nafsa.org

National Association for Bilingual Education (NABE) at http://www.nabe.org

Nunan, D.  (1982).  Second language teaching & learning.  Heinle & Heinle.

Rivers, W.  (1978).  A practical guide to the teaching  of English as a second
    or foreign language.  New York:  Oxford University Press.

*Staff development video the art of teaching ESL participant's guide. (1993).
    Addison Wesley Publishing Company.

*Standards of excellence English program. Commonwealth of  P.R.,
    Department of Education.

Studies in Second Language Acquisition at http://uk.cambridge.org/

Torres, L.M. (1998).  Impedimentos visuales:  Naturalezas y necesidades.
    San Juan: Editorial Isla Negra.

Torres, L.M. (1999).  Movilidad:  Necesidad básica de personas con
    impedimentos.  San Juan:  Editorial Isla Negra.

Teachers of English to Speakers of Other Languages (TESOL) at
    http://www.tesol.org

The syllabus must be followed by all professors.  Changes to the syllabus must be consulted with the Course Coordinator and Director of the Department.