University of Puerto Rico
Arecibo Campus
English Department

EDPE 3018 Syllabus

COURSE TITLE	:	The Teaching of English as a Second Language
COURSE CODE	:	EDPE 3018
CONTACT HOURS	:	45 Hours 3 hours per week / 3 credits
PREREQUISITES/REQUISITES	:	Basic English (INGL 3101-3102), Intermediate English (INGL 3103-3104) or Honor English (INGL 3011-3012)

COURSE DESCRIPTION:

The analysis of the nature and functions of American English language acquisiton, the underlying principles, analysis of similarities and differences between the English and Spanish languages, and teaching approaches and techniques of second language acquisition of English (L2) are covered in the course. Hands-on activities and course projects will be prepared and presented using the storytelling techniques discussed in the course. The students will give a quasi-demonstration class in English that includes: preparing a lesson plan that incorporates the (L2) approaches and techniques covered and tested; and also requires effectively teaching all of the competencias of listening/speaking, reading, writing, phonics, grammar, and spelling. (Three laboratory classroom observation experiences, scheduled by the students at the schools of their choice, grades 1-12 according to the level they will be teaching may be assigned at the professor's discretion.)

LEARNING OBJECTIVES:

Upon completion of the course, the students will perform satisfactorily in the following areas:

A.   **Listening/Speaking:**
1. Use oral commands, polite requests, praising words and pertinent vocabulary commonly used in English classrooms.
2. Comprehend and respond at a satisfactory level of communicative competence to class discussions of video demonstrations of different second language acquisition approaches and techniques.
3. Do storytelling, dramatic reading activity using a book from their Mini Book Library Project or E-Book Project.
4. Design and give a quasi- demonstration class to teach one of the following competencies: listening/speaking, reading, writing, phonics, grammar, or spelling.
B.   **Reading:**
1. Read the assigned materials from the course.

2. Do a storytelling project from their Mini Book Library or E-Book Project.
C. **Writing:**
  1. Write and use constructivist teaching L2 approaches, techniques, activities that incorporate multiple intelligences so as to ensure critical and creative thinking, and problem solving in a quasi-demo lesson plan and English class.
D. **Critical Thinking:**
  1. Analyze, Evaluate, Select, Create effective teaching materials and textbooks in the course:
    a. Mini-Library or E-Book Project
    b. Power Point Presentations for oral reports and demo class project
E. **Research Skills:**
  1. Use on-line references at the library and the internet to research and read about additional second language acquisition approaches and techniques with the purpose of dealing effectively with L2 related issues.
F. **Collaborative Skills:**
  1. Work in groups to design and give a quasi-demo class project.

BOOK:

All the assigned readings will be placed on Moodle and will be researched online. A textbook may be assigned.

COURSE OUTLINE AND TIME DISTRIBUTION:

Topics	Time Distribution Hours		
	In Person	Hybrid	Online
I. Introduction to the Course 1. Welcoming Remarks & Index Cards 2. Syllabus 3. Chronogram 4. Course Norms 5. Plagiarism 6. Online Platforms that may be used in the course: Moodle, Zoom 7. Let's Meet Ice Breaking Activity (Optional)	**3 HRS** (2 CLASSES x 1.5 HR)	**1.5 Presential/ 1.5 Online** (1 CLASSES PRESENTIAL x 1.5 HR) (1 CLASSES ONLINE x 1.5 HR)	**3 HRS** (2 CLASSES x 1.5 HR)

II. L2 Approaches and Techniques Discussion 1. Constructivist Approach 2. Communicative Approach 3. Cooperative Learning 4. Structural Approach 5. Writing Process 6. The Functional-Notional Approach 7. Total Physical Response (TPR) 8. Natural Approach 9. Language Experience Approach (LEA) 10. Integrated Language Teaching Approach 11. Whole Language Approach 12. Cognitive, Academic Language Learning Approach – CALLA	**10.5 HRS** (7 CLASSES x 1.5 HR)	**5.5 HRS Presential & 5 HRS Online** (4 CLASSES PRESENTIAL x 1.5 HR) (3 CLASSES ONLINE x 1.5 HR)	**10.5 HRS** (7 CLASSES x 1.5 HR)
III. Analysis of Recorded Video Segments of L2 Classroom Approaches & Techniques 1. Total Physical Response (TPR) 2. Natural Approach (NA) 3. Language Experience Approach (LEA) 4. Integrated Language Teaching Approach (ILA) 5. Whole Language Approach (WLA) 6. The Cognitive, Academic Language Learning Approach- (CALLA) 7. **Partial Exam: Video analysis of a recorded segment of a class combining several of the L2 approaches and techniques discussed above.**	**6 HRS** (4 CLASSES x 1.5 HR)	**3 HRS Presential & 3 HRS Online** (2 CLASSES PRESENTIAL x 1.5 HR) (2 CLASSES ONLINE x 1.5 HR)	**6 HRS** (4 CLASSES x 1.5 HR)
IV. Project Based Course Activities for a Group of 30 Students: 1. **Mini Library Class Exhibit Project** of 5 Mini Books according to the grades 1-12 they will be teaching, **or an Electronic Book (E-Book) Project** according to the grades they will be teaching 1-12. 2. Storytelling Project (Dramatic Reading of one Mini Book from their Mini Library or from the E-Book the wrote • Scanned and Projected on Power Point while being read to class	**25.5 HRS** (17 CLASSES- 1.5 HR)	**12 HRS Presential & 13.5 HRS Online** (8 CLASSES- PRESENTIAL x 1.5 HR) (9 CLASSES ONLINE x 1.5 HR)	**25.5 HRS** (17 CLASSES- 1.5 HR)

(4.5 Hrs. – 3 classes)
3. Quasi-demonstration Class
  a. Division of groups with 6 students
  b. Assign a different story for each group according to the level they are studying Grades 1-12 using the teacher's Guides of school textbooks
  c. Assign each student in each of the groups to teach one of the following competencias in the demo class.
    • Listening & Speaking
    • Reading
    • Writing
    • Phonics
    • Grammar
    • Spelling
    • **(4.5 Hrs. – 3 classes)**
  d. Schedule a meeting with the professor for each group to clarify doubts prior to giving the demo class
    • **Plan 1 class meeting per group of 6 students with the profesor. Example: For 5 groups = (Total 7.5 Hrs/1.5 Hrs- 5 classes)**
    • **The remaining students can work in their groups in class or virtually.**
  e. Discuss evaluation rubric
  f. Project and discuss **example video recordings of students teaching all the 6 competencies** of the story "**Big Old Bones**". **(on Moodle- This story should not be assigned to any of the groups.)**
  g. Project and discuss **student example Power Point Presentations of each of the 6 competencias** of the story **"Big Old Bones" (on Moodle).**
  h. **Project and discuss student examples of the Lesson Plan each student** in every group must **fill in correctly according to the competency and the story they will teach in their demo class (on Moodle).**
  i. Begin demo class demonstrations of			

each group **(Plan 1 class per group with 6 students) – (Example: For 5 groups = Total 7.5 Hrs/1.5 Hrs for each of 5 groups- 5 classes)**
4. **Listening Log Project- Students will take notes in the room of each demo class and submit a table on Word on the last day of class.**
  • **It will have with 3 columns with information about every demo class they were present to and observed.**
a. **Column 1- Each student's name**
b. **Column 2- Each competency taught**
c. **Column 3- Mention and explain at least two teaching techniques each classmate used in their demo class**
  • **Absent students will not receive points for submitting notes of any classmates they did not see during the class.**			

Total Contact Hours	**45 HRS** (30 CLASSES- 1.5 HR)	**45 HRS** (22.5 HRS PRESENTIAL = 50%) **(**22.5 HRS ONLINE = 50%)	**45 HRS** (30 CLASSES- 1.5 HR)

In person	**Hybrid**	**Online**

Any of the following strategies can be used to teach the course:
  1. Wiziq (online classroom)
  2. Collaborative activities
  3. Simulation situations
  4. Forum
  5. Group and/or individual writing
  6. YouTube
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	  8. Internet
	  9. E-mail
	  10. Library on-line resources
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MINIMUM AVAILABLE OR REQUIRED RESOURCES:

Recurso	In Person	Hybrid	Online
Account on the institutional learning management platform (Ej. Moodle)	Institution	Institution	Institution
Account of Online Exams of Textbook (Mindtap)	Student	Student	Student
Institutional email account	Institution	Institution	Institution
Computer	Student	Student	Student
High-speed internet access or mobile device with data service	Institution	Student	Student
Programmed or applications: word processor, spreadsheets, presentation editor	Student	Student	Student
Integrated or external speakers	Does not apply	Student	Student
Webcam or mobile with camera and microphone	Does not apply	Student	Student

In Person	Hybrid	Online
1. Exam Video analysis of a class combining L2 approaches and techniques……………… **15%** 2. Mini Library Project or E-Book Project…………. **15%** 3. Storytelling Project….. **20%** 4. Quasi-Demonstration **30%** Class Project……………. 5. Listening Log Project.. **10%** *6. Participation/ Assignments/Attendance /Oral Presentations… **10%** **Total……………………….100%**	1. Exam Video analysis of a class combining L2 approaches and techniques………………. **15%** 2. Mini Library Project or E-Book Project…………. **15%** 3. Storytelling Project….. **20%** 4. Quasi-Demonstration **30%** Class Project……………. 5. Listening Log Project.. **10%** *6. Participation/ Assignments/Attendance /Oral Presentations… **10%** **Total……………………….100%**	1. Exam Video analysis of a class combining L2 approaches and techniques………………. **15%** 2. Mini Library Project or E-Book Project…………. **15%** 3. Storytelling Project….. **20%** 4. Quasi-Demonstration **30%** Class Project……………. 5. Listening Log Project.. **10%** *6. Participation/ Assignments/Attendance /Oral Presentations… **10%** **Total……………………….100%**

*If the professor decides not to consider this criteria, the percentage will be allotted as follows: 5% to Exam Video analysis of class combining L2 approaches and techniques & 5% to the Mini Library Project or E-Book Project**.**

REASONABLE MODIFICATION (ACCOMMODATION):

Students who receive reasonable modification (accommodation) benefits and / or receive Vocational Rehabilitation services should contact the professor at the beginning of the semester to coordinate the modification (accommodation) and necessary equipment according to the recommendations of the OSEI UPRA Coordinator. To process the application, you can access the link http://docs.upra.edu/osei/Procesamiento_de_Servicios-OSEI.pdf. The request for reasonable accommodation does not exempt the student from complying with the academic requirements of the course or program.

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 13, 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 of part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person answers to the questions of an oral or written exam by taking or getting someoneelse 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.

Para velar por la integridad y seguridad de los datos de los usuarios, todo curso Hybrid, a distancia y Online deberá ofrecerse mediante la plataforma institucional de gestión de aprendizaje, la cual utiliza protocolos seguros de conexión y autenticación. El sistema autentica la identidad del usuario utilizando el nombre de usuario y contraseña asignados en su cuenta institucional. El usuario es responsable de mantener segura, proteger y no compartir su contraseña con otras personas.

The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms, including that of sexual harassment. According to the Institutional Policy Against Sexual Harassment at the University of Puerto Rico, any student subjected to acts constituting sexual harassment, may turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or formal complaint.

NETIQUETTE:

Students taking online courses should follow the universal Netiquette guidelines below:
Communicating with your instructor:

- **DO NOT TYPE IN ALL CAPS, PLEASE.** Typing a text all caps is inappropriate because it is perceived as yelling.

- **Be pro-active.** Exhaust all avenues before asking a question. For instance, if you need to know the professor's office hours, check the banner on the Moodle page or the course guidelines. Questions about the grade breakdown? Check out the syllabus under General Information in Moodle. Need to know the due dates for assignments? You will find them in the chronogram. If you still have a question, write to your professor.

- **Proofread your assignments before submitting to your instructor.** Always use proper spelling, grammar, capitalization, and punctuation.

- **Read first.** Before responding to an email, chat, or forum, make sure you read the previous discussions first. You need to know what other people have answered or asked so you do not duplicate efforts, hindering the class from moving forward to subsequent topics.

- **Submit files in the format assigned by your instructor.** When submitting any assignment, always follow your instructor's rules, e.g. format and content. Ignoring these instructions is bad netiquette and could lead to losing points on the assignment.

- **Conduct yourself professionally on email and while online.** A common netiquette error is to treat e-correspondence with faculty and staff as an ongoing chat among friends.

Communicating with Fellow Students:

- **Avoid sarcasm, harmful words or phrases, obscene language.** Sarcasm can lead to misguided arguments online. Therefore, be careful with jokes, hurtful words, or obscene language, that could come across as distasteful or rude.

- **Respect people's opinions.** If you want to express your disagreement with an argument presented by another student, do so respectfully. Begin your argument with phrases like: "*I do not agree with your opinion because*..." or "*Your point is understood, however…."*
- **Be precise when answering questions asked by your classmates.** When replying to a fellow student's question about assignment instructions or due dates, please be 100% certain of your answer. Do not guess; do not misinform.

- **Do not abuse the chat box.** Please, use the chat box for comments or questions relevant to the course. Chat boxes are for sharing ideas but can distract when loaded with irrelevant comments.

- **Conduct yourself professionally on email and while online.** A common netiquette error is to treat e-correspondence with faculty and staff as an ongoing chat among friends.

- **Be kind and show empathy**. Because the Internet has some level of anonymity, some people tend to behave rudely. Make a point to always be respectful- even if you disagree. You can debate any subject without hurting other people.

- **Think before you type.** " Whether or not privacy settings are in place, the internet has a tendency to house things forever, and what you say privately can easily become public," advises etiquette expert Devoreaux Walton.

GRADING SCALE
100% – 90% A 89% – 80% B 79% – 70% C 69% – 60% D 59% and lower F
REFERENCES
(1993) *Staff Development Video The Art of Teaching ESL*. Addison-Wesley Company, Inc. Torres, L.M. (1998). *Impedimentos Visuales: Naturalezas y Necesidades*. Editorial Isla Negra. Torres, L.M. (1999). *Movilidad: Necesidad Básica de Personas con Impedimentos*.

Syllabus Revised by P. Morales July 2025