LONG SIGNATURE SHEET

UNC CHARLOTTE

Proposal Number: _____ MDSK 04-09-10a_____

Proposal Title : Modification of the Catalogue Copy of TESL 6476 – Advanced Pedagogy

in Teaching English as a Second Language and Cross-listing with FLED 6200-

Advanced Methods of Teaching Foreign Languages

Originating Department _Middle, Secondary & K12 Education_____

TYPE OF PROPOSAL: UNDERGRADUATE_____ GRADUATE__X____ UNDERGRADUATE & GRADUATE_____

(Separate proposals sent to UCCC and Grad Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
7/28/10	5/28/10	5/28/10	Approved	**DEPARTMENT CHAIR**
9/28/10	10/1 - 10/30, 2010	11/1/10	Approved	**COLLEGE CURRICULUM COMMITTEE CHAIR**
Not Applicable to COED	Not Applicable to COED	Not Applicable to COED	Approved	**COLLEGE FACULTY CHAIR** (Not applicable in the College of Education)
11-1-10		11-5-10	Approved	**COLLEGE DEAN**
			Approved	**UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR** (for undergraduate courses)
11-8-10	12-7-10	12-10-10	Approved	**GRADUATE COUNCIL CHAIR** (for graduate courses)
			Approved	**FACULTY GOVERNANCE SECRETARY** (noting Faculty Council approval on Consent Calendar)
				FACULTY EXECUTIVE COMMITTEE (if decision is appealed)

COPY MADE

Grad School ap
12-10-10

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University of North Carolina at Charlotte
New Graduate
Course and Curriculum Proposal from: Department of Middle, Secondary & K-12 Education

Modification of catalog copy of TESL 6476 – Advanced Pedagogy in Teaching English as a Second Language and cross-listing with FLED 6200-Advanced Methods of Teaching Foreign Languages.

A. PROPOSAL SUMMARY AND CATALOGUE COPY

1. SUMMARY.

The Department of Middle, Secondary, and K-12 Education proposes to revise the catalog description of *TESL 6476 – Advanced Pedagogy in Teaching English as a Second Language* and cross-list the course with *FLED 6200-Advanced Methods of Teaching Foreign Languages.*

2a. CATALOGUE COPY: NEW COURSES

The proposed change will not result in the creation of any new courses.

2b. CATALOGUE COPY: REVISED COURSES

The catalogue copy for FLED 6200 will remain the following (no changes).

FLED 6200. Advanced Methods of Teaching Foreign Languages. (3) Prerequisite: Admission to the M.A.T. in Foreign Language Education and completion of Phase I of the program. A variety of topics will be addressed in order to prepare experienced second language teachers to be critical thinkers, second-language researchers, and instructional and program leaders. Exemplar topics include the history and trends of second language instructional methods, curriculum design, research-based practices, multicultural education, foreign language status, and mentoring of beginning teachers (cross-listed with TESL 6476).

The proposed revised catalogue copy of TESL 6476 is provided below:

TESL 6476. Advanced Pedagogy in Teaching English as a Second Language. (3) Prerequisite: Permission of department. ~~This seminar helps students develop skills in identifying problems ESL students encounter in mainstream classrooms, ascertaining if mainstream teachers are accommodating ESL students, collaborating with other professionals in applying accommodations, and also in the application of complex instruction for the English language learners.~~ A variety of topics will be addressed in order to prepare experienced second language teachers to be critical thinkers, second language researchers, and instructional and program leaders. Exemplar topics include the analysis of instructional methods and teaching strategies, curriculum design,

research-based practices, multicultural education, and the mentoring and/or professional development of novice ESL teachers (cross-listed with FLED 6200). *(Fall)*

B. JUSTIFICATION

The methods of teaching a second language are very similar, both for teachers of American students who are learning a foreign language and for teachers of immigrant children who are learning English. Both courses address the needs of second language teachers and thus, have similar content and goals. Due to limited enrollment in the MAT in Foreign Language Education (FLED) program, the advanced foreign language methods course can only be offered as an independent study. By slightly modifying the catalogue of TESL 6476, both courses can be cross-listed and offered simultaneously as one class, thus assuring sufficient enrollment to consistently offer the course to FLED candidates. As stated above, both courses (FLED 6200 and TESL 6476) already have very similar content and objectives. This similarity is, however, not accurately reflected in the catalogue description of TESL 6476. We are proposing to make the catalogue description of TESL 6476 more accurate with what is covered in that class and at the same time align the description with FLED 6200, so that the courses can be cross-listed. Cross-listing the two advanced methodology courses serves to further emphasize the commonalities of the programs and also allows candidates to collaborate with a more diverse group of colleagues.

1. Pre-requisites/Co-requisites

   Both of these courses are offered in the last half of their respective MAT programs. Prior to being accepted into the MAT in FLED program, candidates would have to successfully complete the Graduate Certificate program in K-12 Foreign Language Education (Phase I). Upon successful completion of the Graduate Certificate Program, candidates could then apply to the MAT program in FLED (phase II). Similarly, candidates in the TESL program would have to complete Phase I (the Graduate Certificate in Teaching English as a Second Language Program) prior to applying to the MAT in Teaching English as a Second Language.
2. Course numbering.

   Both courses are currently appropriately numbered at the 6000 level for Master's degrees, and this proposal does not request a change in the course numbers.

3. Program improvement.

Due to the very small size of the MAT in Foreign Language Education program, the advanced foreign language methods course has previously only been offered as an independent study. This format does not offer the interaction amongst other students and the sharing of teaching methods that the candidates were craving. By cross-listing the advanced foreign language methods course (FLED 6200) with the advanced ESL methodology course (TESL 6476) enrollment will be sufficient to offer the courses at least once per year, and may even warrant the development of an online section. The more frequent offering of the course will help to expedite the completion of the degree for students in both programs as they will no longer have to wait a full year until the course is offered again. Cross-listing the two courses will also allow more interaction amongst second language teachers and for greater sharing of second language teaching strategies. Candidates in both programs will be able to further hone their collaborative skills by working side-by-side with their ESL and foreign language colleagues and will see more interdisciplinary connections.

C. IMPACT

1. Students served. The proposed changes would impact graduate students pursuing the Master's of Arts in Teaching Foreign Languages Program (French, German or Spanish), and the Master's of Arts in Teaching English as a Second Language Program.

2. Effect on existing courses and curricula.

a. Schedule. As previously mentioned, by cross-listing the two courses, FLED candidates can be assured that the required advanced methods course in their program will be offered each year (not as an independent study) and TESL candidates may benefit from the course being offered more frequently (twice a year as opposed to once a year).

b. Effect on other courses. The proposed change would have no other effect on other courses.

c. Anticipated enrollment. Typically there are less than half a dozen students enrolled in the MAT in Foreign Language Education Program at any given time. By cross-listing the two courses, TESL candidates may see a very slight increase in the number of students in their advanced pedagogy class. The presence of FLED candidates would cause the enrollment in the cross-listed class to increase by only one or two students and the total enrollment would remain stable (under 20 students).

d. <u>Effect on enrollment in other courses</u>. The proposed change would have no other effect on other courses.

No new courses are being proposed in this curriculum proposal. We are only recommending a slight modification to the description of TESL 6476. It is again worth reiterating that both courses (FLED 6200 and TESL 6476) already have very similar content and objectives. This similarity is, however, not reflected in the catalogue description of TESL 6476. We are proposing to make the catalogue description of TESL 6476 more accurate with what is covered in that class and at the same time align the description with FLED 6200 so that the courses can be cross-listed.

e. <u>Catalogue copy affected</u>: The proposed change will result in the revision to the course catalogue course description, as noted above. No other sections of the catalogue will be affected.

D. RESOURCES REQUIRED TO SUPPORT PROPOSAL

1. <u>Personnel</u>

   a. No new faculty would be required. The new courses would be taught by existing faculty. Due to the relatively small number of MAT in FLED candidates, the increased load on current faculty would be minimal.
   b. Dr. Liv Thorstensson-Davila, an Assistant Professor involved in both the TESL and FLED programs, has expressed interested in teaching the cross-listed course. Dr. Spencer Salas and Dr. Scott Kissau, who are also faculty in both programs, would also be willing and qualified to teach the cross-listed course.

2. <u>Physical Facility</u>: The College of Education has the physical resources necessary to support the proposed changes.

3. <u>Equipment and Supplies</u>: No new equipment or supplies will be needed.

4. <u>Computer</u>: No additional computer resources will be required.

5. <u>Audio-Visual</u>: No additional audio-visual requirements would be necessary.

6. <u>Other Resources</u>: No new/added resources would be required.

7. <u>Source of funding for new resources</u>: N/A

E. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

1. <u>Library Consultation</u>: Library holdings are adequate to support the proposed change. A copy of the *Consultation on Library Holdings* is provided (see Attachment).

2. <u>Consultation with other departments or units</u>
    - Documentation of consultation with Dr. Lan Kolano, Coordinator of the MAT in Teaching English as a Second Language Program, has been provided (see Attachment).
    - Documentation of consultation has also been provided by the Chair of the Department of Middle, Secondary and K-12 Education, Dr. Warren DiBiase (see Appendix). The MAT in Foreign Language Education and Teaching English as a Second Language programs fall under the responsibility of Dr. DiBiase's department.

F. INITIATION AND CONSIDERATION OF PROPOSAL

1. <u>Originating Unit</u>: Dr. Scott Kissau, coordinator of the Master's in Foreign Language Teaching Program, developed this proposal in the spring of 2010 with the support of Dr. Lan Kolano, the Coordinator of the MAT in TESL. Dr. Kissau consulted with several other faculty members in the College of Education while developing this proposed change.

    Several days prior to our monthly department meeting in April, 2010, a copy of the proposal was sent out to all faculty members in the Department of Middle, Secondary, K-12 Education for their perusal. During the department meeting faculty members had the opportunity to ask questions and voice concerns related to the proposal. After a brief discussion, the faculty members unanimously voted in favor of the proposal.

2. <u>Other Considering Units</u>: No other departments are involved in this proposed change.

G. ATTACHMENTS

1. Appendix A: Library Consultation
2. Appendix B: Consultation with Coordinator of the MAT in Teaching English as a Second Language Program
3. Appendix C: Consultation with Department of Middle, Secondary & K-12 Education
4. Appendix D: FLED 6200 Course outline
5. Appendix E: TESL 6476 Course outline

Appendix A

Library Confirmation

To: Scott Kissau, Assistant Professor of Second Language Education

From: Judy Walker, Education/Curriculum Materials Librarian

Date: September 27, 2010

RE: Consultation on Library Holdings

Course/Program: TESL 647: Advanced Pedagogy in Teaching English as a Second Language

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker   **Date:**   September 27, 2010

Please Check One:

Holdings are superior

Holdings are adequate   **X**

Holdings are adequate only if Dept. purchases additional items.

Holdings are inadequate

Comments:

Since this is basically just a chance in the catalog copy and not substantial change to the content in the course, the library is already supporting the course and the holdings are adequate.

Appendix B
Consultation with Coordinator of the MAT in Teaching English as a Second
Language Program

UNCCHARLOTTE

University of North Carolina at Charlotte

College of Education

Department of Middle, Secondary & K 12 Education
9201 University City Blvd
Charlotte, NC 28223

September 27, 2010

To Whom it May Concern:

We approve and support the proposed changes to TESL 6476: Advanced Second Language Methods outlined in the long form submitted by Dr. Kissau.

Lan Quach Kolano, Ph.D.
Program Coordinator, Masters of Arts in Teaching English as a Second Language

Theresa Perez, Ph.D.
Program Coordinator, Masters of Education in Teaching English as a Second Language

Appendix C
Consultation with Department of Middle, Secondary & K-12 Education

UNC CHARLOTTE
College of Education

Department of Middle, Secondary and K-12 Education

9201 University City Blvd, Charlotte, NC 28223-0001
t/ 704.687.8875 f/ 704.687.6430 www.uncc.edu

September 27, 2010

Dr. Kissau:

I have reviewed the course and curriculum proposal form re change the catalog description of TESL 6476 – Advanced Pedagogy in Teaching English as a Second Language and cross-list with FLED 6200-Advanced Methods of Teaching Foreign Languages. The proposed changes will make the FLED 6200 course more vialble. In addition, the proposed changes will strengthen the program and better prepare the students for their work as practitioners in the field.

Sincerely,

Warren J DiBiase, Ed.D.
Interim Chair

Appendix D
The University of North Carolina at Charlotte
College of Education
Course Outline

COURSE NUMBER: FLED 6200 **CREDIT HOURS:** 3

COURSE TITLE: Advanced Methods of Teaching Foreign Languages

CATALOG DESCRIPTION: A variety of topics will be addressed in order to prepare experienced foreign language teachers to become leaders as critical thinkers, second-language researchers, and instructional and program leaders. Exemplar topics include the history and trends of foreign language instructional methods, curriculum design, research-based practices, multicultural education, foreign language status, and mentoring of beginning teachers.

COURSE PREREQUISITES: Admission to the M.A.T. in Foreign Language Education and completion of Phase I of the program.

COURSE COREQUISITES: None

COURSE RATIONALE: This course is built on the knowledge base of teacher as a *knowledgeable, effective, reflective, collaborative, responsive* practitioner and *leader* within schools and the community. The course will build upon students' prior *knowledge* of theories of second language acquisition and second language teaching methods. *Reflective* practice and *effective* teaching strategies that meet the needs of all students will be promoted through critical analysis of instructional resources, teaching methodologies, curriculum design, and second language research. The intent of the course is also to further prepare future *collaborative leaders* that are *responsive to* the challenges faced in foreign language programs. Specifically, this course will provide students with the opportunities to mentor beginning foreign language teachers, develop second language research projects, hone presentational and collaborative skills, and to become strong advocates for their respective foreign language programs.

Standards for Second Language Teacher Candidates

The *Standards for Second Language Teacher Candidates* reflect the content standards for 21st century modern foreign language educators in North Carolina public schools. The standards add to the *NC Professional Teaching Standards* by specifying what is unique to second language teachers, covering practices as suggested by leading professional organizations, especially the American Council for the Teaching of Foreign Languages (ACTFL). Of the four specialty area

standards for second language teacher candidates, the following two will be addressed in FLED 6200.

> **Standard 3: Second language teacher candidates demonstrate familiarity with current theories in second language acquisition and research.**

Second Language teacher candidates develop a variety of instructional practices that incorporate pertinent research in teaching and learning in the field. In this manner, modern foreign language teacher candidates focus on proficiency-oriented outcomes and produce articulated models that address the needs of diverse language learners. Second language teacher candidates:

- implement age-appropriate pedagogical techniques pertaining to second language instruction.
- implement current best practices that reflect second language acquisition theory.
- recognize the complexities resulting from multiple entry points within the second language sequence.
- incorporate knowledge about their students' backgrounds in order to differentiate instruction in second languages.

> **Standard 4: Second language teacher candidates differentiate instruction for the diverse needs of heritage language learners.**

Second Language teacher candidates recognize the unique contributions of heritage language learners. Teacher candidates adapt curriculum and instruction to meet these learners' needs. Second language teacher candidates:

- identify the particular instructional needs of heritage learners and integrate these learners into the second language program.
- select materials that enhance first-language instruction for heritage learners, taking into account available program models.
- provide opportunities for heritage learners to share their language and their cultural experiences.

COURSE OBJECTIVES:

By the end of this course, students will be able to:

- Discuss historical trends, major methodologies and current trends in the teaching and learning of second and foreign languages

- Demonstrate an advanced understanding of second language acquisition research, incorporating pedagogical methods, learning and second language theories
- Critique current classroom practices, methodologies and instructional resources and embed critical pedagogy into the foreign language classroom
- Recognize the needs and unique contributions of diverse learners in the foreign language classroom and adapt instruction accordingly
- Engage in teacher inquiry and reflective practice
- Demonstrate skill as a critical and reflective consumer of second language research
- Demonstrate professional collaborative skills in discussions and sharing of newly acquired knowledge
- Demonstrate presentational and leadership skills through workshop presentations and mentoring novice foreign language teachers
- Demonstrate an expanded use of technology to not only enhance their foreign language teaching, but also to enhance presentational skills
- Demonstrate advocacy skills in the promotion of the foreign language classroom and the foreign language culture in the classroom, school, and community
- Demonstrate advanced planning skills pertaining to curriculum design, organized excursions, and workshop presentation
- Engage in teacher inquiry and reflective practice through an analysis of teaching project

INSTRUCTIONAL METHOD: A variety of instructional methods will be modeled in the teaching of the course in order to reinforce amongst second language teachers different teaching methods and strategies. Traditional lectures will be supplemented by cooperative learning strategies, playing instructional games to reinforce concepts and tap into prior knowledge and the use of technology.

MEANS OF STUDENT EVALUATION: A variety of assessment methods will be used in this course. Assessment will be based on participation; field experience; and major and minor class assignments. Below is a more detailed description of how students will be evaluated:

        a. **Class Participation (20%)**
        b. **Clinical Experience (20%)**
        c. **Book Club (20%)**
        d. **Analysis of Teaching Project (40%)**

Class Participation: This class relies on the participation, particularly in the form of discussion, from all students. To engage in substantive discussions, regular class attendance is crucial to the dynamics of the group and expected from all students. Regular class attendance, preparation and participation are expected.

Clinical Experience: Students in this course will be required to undertake a clinical experience in which they develop and exhibit leadership skills essential to becoming a leader in the field of foreign language education. Options include serving as a mentor to a novice foreign language teacher, offering training sessions for foreign language teachers at community organizations that offer formal or informal foreign language classes, or organizing and giving a practitioner-based presentation at a regional or national professional conference. A detailed description of each option follows.

> **Option 1: Mentoring**: Students to select this option will establish a mentoring relationship with a novice foreign language teacher. Students are to meet with a mentee a minimum of 3 times during the semester. Each meeting should last a minimum of 1 hour. In addition to these face-to-face meetings, the mentor should communicate on a regular basis (at least once a month) with the mentee via emails and/or telephone conversations. The purpose of such communication is to provide support and to discuss any issues relating to foreign language teaching. In order to successfully complete this course requirement, the student must submit during week 13 an evaluation rubric provided by the instructor and completed by the mentee. The student is also to submit by the same date a 3-5 page reflection of his/her mentoring experience. The reflection should include a description of some of the issues faced by an inexperienced foreign language teacher, the support and guidance provided by the mentor, the ensuing results of the support and guidance, and a description of how the mentor him/herself benefited from the experience.

> **Option 2: Community Outreach:** Students who choose this option must select a community outreach program which provides foreign language classes. Once contact has been established, students are to plan and implement a training session on a selected topic (e.g., using authentic materials, teaching grammar, using games in the foreign language classroom). Organizations could include the International House, Latin American Coalition, the Language Academy of Charlotte, among others. Sessions will be evaluated by the workshop participants upon completion of the training session, and criteria will include relevance of the topic, clarity and organization of the session, the presenter's knowledge of the topic, and clarity and effectiveness supplemental materials.

> **Option 3: Conference Presentation:** Students are to give a practitioner-based presentation at a local, regional, or national conference such as the Foreign Language Association of North Carolina (FLANC), American Council on the Teaching of Foreign Languages (ACTFL), or the Modern Language Association (MLA) national conference. Students will then submit a hard copy of the presentation as well as supplemental materials and a self-reflection of the presentation.

Book Club: Leaders of foreign language programs are expected to not only be aware of current issues in second language learning, but also to share this information to their second language

colleagues in an interesting and effective manner. At the beginning of the semester a variety of books addressing current issues in second language teaching and learning will be presented to you. You are to select one book of interest to you and read it independently over the course of the semester. During week 11 or week 12 you are to share the knowledge you gained through reading your chosen book with your classmates and the instructor.

Analysis of Teaching Project:

For this assignment you will be required to demonstrate your ability to develop, implement, and assess both student learning and the effectiveness of your teaching. This task is a reflective analysis of instructional methods that you currently use in your classroom. As part of this task, you will video tape your instructional implementation and then reflect on the effectiveness of your teaching to impact student learning. Your reflection should be a critical analysis of your instructional decision-making, teaching, and impact on student learning.

Select a concept or topic that you will teach. Video tape your lesson.   Craft a concise and descriptive narrative explicating the following as a guide for reflective analysis of your instruction:

- Define the concept or topic taught.
- What instructional strategy did you select to teach this concept or topic?
- Given the diversity of the selected class, for what specific reasons did you choose this strategy? How did the strategy support the individual needs of these students? How did students respond to the instruction during class?
- How did the instructional strategy scaffold student learning of the concept or topic?
- What elements of your teaching were effective? What elements need improvement?
- What strategy did you use to assess student learning of the concept or topic?
- How do you know that students understood and learned the concept or topic? Do you think students retained understanding of the concept or topic beyond the unit test or your course? Explain your thinking.
- What challenges did you encounter in planning, preparation, teaching, or evaluation? Explain.
- Where applicable, provide examples of the task description and student work to support your reflective evaluation. You will also want to note key segments of your video that document your evaluation of your instruction.

Your final project will be uploaded onto your ePortfolio.

The following grading scale will be used in this course:

A: 92 – 100

B: 83 – 91

C: 75 – 82

U: below 75

REQUIRED READING:

Brown, H.D. (2006). Principles of Language Learning and Teaching (5th ed.). Addison Wesley Longman. White Plains, NY.

RECOMMENDED READING:

Arnett, K. (2006). Walk a mile in their shoes: Understanding learning difficulties in core French. *Reflexions*, Journal of the Canadian Association of Second Language Teachers. Retrieved from: http://caslt.org/pdf/Katy%20Arnett%20Understanding.pdf

Arries, J. (1999). Learning Disabilities and Foreign Languages: A Curriculum Approach to the Design of Inclusive Courses. *Modern Language Journal, 83* (1), 98-110.

Curtain, H., & Pesola, C. (2003). *Languages and Children: Making the Match (3rd ed.).* Allyn & Bacon.

Hall, J.K. (2001). Methods for Teaching Foreign Languages: Creating a Community of Learners in the Classroom. Merrill Prentice Hall. Upper Saddle River, NJ.

Kissau, S. (2006). Gender differences in motivation to learn French. *Canadian Modern Language Review, 62* (3), 401-422.

Pavy, S. (2006). Boys learning languages – the myth busted. *Babel,* 41 (1), 2-9.

Reagan, T.G., and T.A. Osborn (2002). The Foreign Language Educator in Society: Toward a Critical Pedagogy. Lawrence Erlbaum Associates. Mahwah, NJ.

ADDITIONAL READINGS AND REFERENCES

Carr, J., & Pauwels, A. (2006). *Boys and foreign language learning: Real boys don't do languages.* New York: Palgrave MacMillan.

Cummins, J. (2001). *Negotiating identities: education for empowerment in a diverse society* (2nd ed.). California Association for Bilingual Education.

Curtain, H. A. & Pesola, C. A (2003). Languages and Children: Making the Match (3rd Ed.) Reading, MA: Addison-Wesley.

Hadley, A. (2001). Teaching Language in Context Boston, MA: Heinle & Heinle.

Hyland, Ken. (2000). Disciplinary Discourses: Social interactions in academic writing. London: Longman.

Kubota, R. (2004). The politics of cultural difference in second language education. Critical Inquiry in Language Studies, 1 (1), 21-39.

Kubota, R. (2004). Critical multiculturalism and second language education. In B. Norton & k. Toohey (Eds.). Critical pedagogies and language learning (pp. 30-52). Cambridge University Press.

Kubota, R., Austin, T. and Saito-Abbot Y. (2003). Diversity and inclusion of sociopolitical issues in foreign language classrooms: An exploratory survey. Foreign Language, 36 (1), 12-24.

Park, C. (2002). Cross-cultural differences in learning styles of secondary English learners. *Bilingual Research Journal, 26* (2), 213-229.

Shrum, J.L. & E. Glisan. (2000). Teacher's Handbook: Contextualized Language Instruction. Boston, MA: Heinle & Heinle.

Turnbull, M., & Lawrence, G. (2002). FSL Teachers and Technology: Findings from a National Survey. Retrieved from http://www.caslt.org/research/computers2.html

Weigle, Sara Cushing. (2002). Assessing Writing. New York: Cambridge University Press.

ADDITIONAL RESOURCES

Professional Organizations
CASLT

http://www.caslt.org

FLANC

http://www.flanc.org

ACTFL

http://www.actfl.org

POLICIES

UNC Charlotte Code of Student Academic Integrity

Students in this course and throughout the graduate program are expected to adhere to the Code of Student Academic Integrity, which is available on-line at http://www.legal.uncc.edu/policies/ps-105.html and in abbreviated versions in the UNC Charlotte Catalog.

College of Education's Diversity Statement

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

UNC CHARLOTTE
College of Education

Appendix E
The University of North Carolina at Charlotte
College of Education
Course Outline

COURSE NUMBER: TESL 6476 **CREDIT HOURS:** 3

COURSE TITLE: Advanced Pedagogy in Teaching English as a Second Language

CATALOG DESCRIPTION: A variety of topics will be addressed in order to prepare experienced English as a Second Language teachers to become leaders as critical thinkers, second-language researchers, and instructional and program leaders. Exemplar topics include theories of second language acquisition, the history and trends of second language instructional methods, curriculum design, research-based practices, multicultural education, community partnerships, and mentoring of beginning teachers.

COURSE PREREQUISITES: Admission to the M.A.T. in Teaching English as a Second Language and completion of Phase I of the program.

COURSE COREQUISITES: None

COURSE RATIONALE: This course is built on the knowledge base of teacher as a *knowledgeable, effective, reflective, collaborative, responsive* practitioner and *leader* within schools and the community. The course will build upon students' prior *knowledge* of theories of second language acquisition and second language teaching methods. *Reflective* practice and *effective* teaching strategies that meet the needs of all students will be promoted through critical analysis of instructional resources, teaching methodologies, curriculum design, and second language research. The intent of the course is also to further prepare future *collaborative leaders* that are *responsive to* the challenges across ESL and mainstream classes. Specifically, this course will provide students with the opportunities to mentor beginning ESL teachers, develop second language research projects, hone presentational and collaborative skills, and to become strong advocates for their ESL programs.

Standards for Second Language Teacher Candidates
The *Standards for English as a Second Language Teacher Candidates* reflect the content standards for 21st century educators in North Carolina public schools. The standards add to the *NC Professional Teaching Standards* by specifying what is unique to ESL teachers, covering

practices as suggested by leading professional organizations, especially Teachers of English to Speakers of Other Languages (TESOL). Of the thirteen specialty area standards for performance of ESL teacher candidates, the following two will be addressed in TESL 6476.

Standard 5: Teachers apply methods, practices, and strategies based on second language acquisition theoies and research to plan, implement, and manage ESL and content instruction.

- Indicator 1: Teachers apply strategies based on the distinct ways in which children, young adolescents and adults learn a second language.
- Indicator 2: Teachers tailor instructional strategies to meet the individual needs of limited English proficient students.
- Indicator 3: Teachers design content lessons that are appropriate to grade and language proficiency levels of limited English proficient students.
- Indicator 4: Teachers sequence instruction based on an understanding of the simple to complex and familiar to unfamiliar progress of topics, content, and language.
- Indicator 5: Teachers incorporate the North Carolina Standard Course of Study content area objectives into the teaching of ESL.

Standard 14: Teachers collaborate within the educational community and serve as resources and models for their peers to enhance learning and encourage cross-cultural interaction.

- Indicator 1: teachers are prepared to represent their ESL program on committees, panels, boards, and in presentations to community and educational groups.
- Indicator 2: Teachers understand how educational decisions are made, how those decisions affect limited English proficiency students, and how to represent the ESL program in the decision-making process.
- Indicator 3: Teachers are prepared to participate in the planning and delivery of staff development activities on limited English proficient students.

COURSE OBJECTIVES:

By the end of this course, students will be able to:

- Discuss historical trends, major methodologies and current trends in the teaching and learning of ESL

- Demonstrate an advanced understanding of second-language acquisition research, incorporating pedagogical methods, learning and second language theories
- Critique current classroom practices, methodologies and instructional resources and embed critical pedagogy into the ESL classroom
- Recognize the needs and unique contributions of diverse learners in the ESL classroom and adapt instruction accordingly
- Engage in teacher inquiry and reflective practice through an analysis of teaching project
- Demonstrate skill as a critical and reflective consumer of second language research
- Demonstrate professional collaborative skills in discussions and sharing of newly acquired knowledge
- Demonstrate presentational and leadership skills through workshop presentations or mentoring novice ESL teachers
- Demonstrate an expanded use of technology to not only enhance their ESL teaching, but also to enhance presentational skills
- Demonstrate advocacy of the backgrounds and needs of English language learners in the classroom, school, and community
- Demonstrate advanced planning skills pertaining to curriculum design, organized excursions, and workshop presentations

INSTRUCTIONAL METHOD: A variety of instructional methods will be modeled in the teaching of the course in order to reinforce amongst second language teachers different teaching methods and strategies. Traditional lectures will be supplemented by cooperative learning strategies, student-led sessions, and activities that reinforce concepts and tap into prior knowledge. Technology use will be an integral component of the course.

MEANS OF STUDENT EVALUATION: A variety of assessment methods will be used in this course. Assessment will be based on participation; field experience; and major and minor class assignments. Below is a more detailed description of how students will be evaluated:

e. **Class Participation (20%)**
f. **Clinical Experience (20%)**
g. **Book Club (20%)**
h. **Analysis of Teaching Project (40%)**

Class Participation: This class relies on the participation, particularly in the form of discussion, from all students. To engage in substantive discussions, regular class attendance is crucial to the dynamics of the group and expected from all students. Regular class attendance, preparation and participation are expected.

Clinical Experience: Students in this course will be required to undertake a clinical experience in which they develop and exhibit leadership skills essential to becoming a leader in the field of teaching ESL. Options include serving as a mentor to a novice ESL teacher, offering training sessions for ESL teachers at community organizations that serve immigrant learners, or organizing and giving a practitioner-based presentation at a regional or national professional conference. A detailed description of each option follows.

> **Option 1: Mentoring**: Students to select this option will establish a mentoring relationship with a novice ESL teacher. Students are to meet with a mentee a minimum of 3 times during the semester. Each meeting should last a minimum of 1 hour. In addition to these face-to-face meetings, the mentor should communicate on a regular basis (at least once a month) with the mentee via emails and/or telephone conversations. The purpose of such communication is to provide support and to discuss any issues relating to ESL teaching. In order to successfully complete this course requirement, the student must submit during week 13 an evaluation rubric provided by the instructor and completed by the mentee. The student is also to submit by the same date a 3-5 page reflection of his/her mentoring experience. The reflection should include a description of some of the issues faced by an inexperienced ESL teacher, the support and guidance provided by the mentor, the ensuing results of the support and guidance, and a description of how the mentor him/herself benefited from the experience.

> **Option 2: Community Outreach:** Students who choose this option must select a community outreach program which provides ESL classes to local immigrant populations. Once contact has been established, students are to plan and implement a teacher training session on a selected topic (e.g., using authentic materials, teaching grammar, using games in the ESL classroom). Organizations could include the Latin American Coalition, the International House, or Catholic Social Services among others. Sessions will be evaluated by the workshop participants upon completion of the training session, and criteria will include relevance of the topic, clarity and organization of the session, the presenter's knowledge of the topic, and clarity and effectiveness supplemental materials.

> **Option 3: Conference Presentation:** Students are to give a practitioner-based presentation at a local, regional, or national conference such as Carolina TESOL, TESOL/Applied Linguistics Graduate Students conference (TALGS), or the Teachers of English to Speakers of Other Languages (TESOL) national conference. Students will then submit a hard copy of the presentation as well as supplemental materials and a self-reflection of the presentation.

Book Club: Leaders of ESL programs are expected to not only be aware of current issues in second language learning, but also to share this information to their second language colleagues

in an interesting and effective manner. At the beginning of the semester a variety of books addressing current issues in second language teaching and learning will be presented to you. You are to select one book of interest to you and read it independently over the course of the semester. During week 11 or week 12 you are to share the knowledge you gained through reading your chosen book with your classmates and the instructor.

Analysis of Teaching Project:

For this assignment you will be required to demonstrate your ability to develop, implement, and assess both student learning and the effectiveness of your instructional design and implementation. This task is a reflective analysis of instructional methods that you currently use in your classroom.

As part of this task, you will video tape your instructional implementation and then reflect on the effectiveness of your teaching to impact student learning. Your reflection should be a critical analysis of your instructional decision-making, teaching, and impact on student learning.

Select a concept or topic that you will teach. Video tape your lesson.   Craft a concise and descriptive narrative explicating the following as a guide for reflective analysis of your instruction:

- Define the concept or topic taught.
- What instructional strategy did you select to teach this concept or topic?
- Given the diversity of the selected class, for what specific reasons did you choose this strategy? How did the strategy support the individual needs of these students? How did students respond to the instruction during class?
- How did the instructional strategy scaffold student learning of the concept or topic?
- What elements of your teaching were effective? What elements need improvement?
- What strategy did you use to assess student learning of the concept or topic?
- How do you know that students understood and learned the concept or topic? Do you think students retained understanding of the concept or topic beyond the unit test or your course? Explain your thinking.
- What challenges did you encounter in planning, preparation, teaching, or evaluation? Explain.
- Where applicable, provide examples of the task description and student work to support your reflective evaluation. You will also want to note key segments of your video that document your evaluation of your instruction.

The following grading scale will be used in this course:

A: 92 – 100

B: 83 – 91

C: 75 – 82

U: below 75

REQUIRED READING:

Brown, H.D. (2007). *Principles of language learning and teaching*. Pearson ESL.

ADDITIONAL READINGS AND REFERENCES

August, D. & Shannahan, T. (Eds.) (2008). *Developing reading and writing in second-language learners: Lessons from the report of the national literacy panel on language-minority children and youth*. New York: Routledge.

Cummins, J. (2001). *Negotiating identities: education for empowerment in a diverse society* (2nd ed.). California Association for Bilingual Education.

Genesee, F., K. Lindhom-Leary, W. Saunders, & D. Christian (eds.) (2006). *Educating English language learners.*

Hadley, A. (2001). Teaching Language in Context Boston, MA: Heinle & Heinle.

Hyland, Ken. (2000). Disciplinary Discourses: Social interactions in academic writing. London: Longman.

Ibrahim, A. (1999). Becoming black: Rap and hip-hop, race, gender, identity, and the politics of ESL learning. *TESOL Quarterly. 3*(3), 349-369.

Kubota, R. (2004). The politics of cultural difference in second language education. Critical Inquiry in Language Studies, 1 (1), 21-39.

Kubota, R. (2004). Critical multiculturalism and second language education. In B. Norton & k. Toohey (Eds.). Critical pedagogies and language learning (pp. 30-52). Cambridge University Press.

Kubota, R., Austin, T. and Saito-Abbot Y. (2003). Diversity and inclusion of sociopolitical issues in foreign language classrooms: An exploratory survey. Foreign Language, 36 (1), 12-24.

Park, C. (2002). Cross-cultural differences in learning styles of secondary English learners. *Bilingual Research Journal, 26* (2), 213-229.

Pennycook, A. (1999). Introduction: Critical approaches to TESOL. *TESOL Quarterly, 3*(3), 329-348.

Valdés, G. (2001). Learning and not learning English. Latino students in U.S. schools. New York, NY: Teachers College Press.

ADDITIONAL RESOURCES

Teacher Mentoring Tools : http://www.middleweb.com/mentoring.html

Professional Organizations
Carolina TESOL : http://carolinatesol.shuttlepod.org/

TESOL, Inc. : http://tesol.org

Center for Applied Linguistics : http://www.cal.org/

POLICIES

UNC Charlotte Code of Student Academic Integrity

Students in this course and throughout the graduate program are expected to adhere to the Code of Student Academic Integrity, which is available on-line at http://www.legal.uncc.edu/policies/ps-105.html and in abbreviated versions in the UNC Charlotte Catalog.

College of Education's Diversity Statement

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

(List the names of the faculty members who have developed this basic course outline.)

Dr. Scott Kissau

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved on _____ by the College Undergraduate Curriculum Committee
        Date   Chair:_____

Approved on **11/1/10** by the College Graduate Curriculum Committee
        Date   Chair:_____