## COURSE OUTLINE

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>TSL 4345</th>
<th>COURSE TITLE</th>
<th>METHODS OF TEACHING ESOL</th>
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<tbody>
<tr>
<td>COURSE CREDITS:</td>
<td>3</td>
<td>CLOCK HOURS:</td>
<td>3</td>
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<tr>
<td>PREREQUISITE:</td>
<td>ADMISSION INTO TEACHER EDUCATION</td>
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**Text and Materials (ALL TEXTS REQUIRED):**

- Govoni., et all (2011). *Preparing the way: Teaching ELLs in the K-12 Classroom.* Edited by Jane Govoni.
- Florida Standards - *K-12 Reading and Language Arts.* Florida Department of Education
- Select Articles and Videos in Blackboard
- DOWNLOAD OF NEW WIDA STANDARDS
- Task Stream Account Purchased and Activated

<table>
<thead>
<tr>
<th>FACULTY NAME:</th>
<th>REBECCA J. BLANKENSHIP, PH.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSISTANT PROFESSOR &amp; DIRECTOR OF ESOL</td>
<td></td>
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</table>

| TERM/YEAR: | FALL2016 |

<table>
<thead>
<tr>
<th>OFFICE LOCATION:</th>
<th>GEC B SUITE 303</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Phone:</td>
<td>(850) 599-3749</td>
</tr>
<tr>
<td>E-mail Address:</td>
<td><a href="mailto:rebecca.blankenship@famu.edu">rebecca.blankenship@famu.edu</a></td>
</tr>
</tbody>
</table>
**COURSE DESCRIPTION**

This course is designed to introduce students to the underlying theories and principles that shape the field of ESOL. The legal and professional issues which have shaped and influenced the field will be explored. The course will focus on the theories of first and second language acquisition as well as the general study of language, communication, and literacy development related to classroom instruction and assessment for limited English students. Special attention will be given to the subsystems of language, role of language transfer, BICS and CALP, language pragmatics, and cultural issues in communication. This course is designed for majors of elementary education, early childhood, special education, and English/language.

**COURSE POLICIES**

**ATTENDANCE POLICY**

- **STUDENTS ARE EXPECTED TO STRICTLY ADHERE TO THE FAMU ATTENDANCE POLICY.** Attendance is mandatory and is reflected in your grade. Attendance also includes tardies.
- You are expected to arrive to class on time – if the class begins at 8:00 am, you are expected to be in the classroom prepared and ready to work before 8:00 am so that the most efficient use of class time can occur – there is no grace period for your arrival after the class begins.
- Persistent attendance issues will result in the following actions: 1. A verbal and written warning (via email) regarding your attendance; 2. Disposition to be included in your student folder; 3. If the problem persists, you will be withdrawn from the class and will have to repeat the course the following term.
- Missed assignments may only be made up for properly documented and excused absences. **MI$$ED ASSIGNMENTS MUST BE MADE UP WITHIN 24 HOURS OF THE MISSED CLASSTIME.**
- If you arrive to class late or leave early, it must be properly documented and fall under one of the absence for cause as articulated in your FAMU student handbook under the attendance policy. Failure to provide proper documentation will result in a 0 for class participation on the date in question.
- Students exceeding the number of unexcused absences may be dropped from the course and assigned the grade of “F”. Students may be readmitted to the course with approval from the Dean and professor.

**GRADING POLICY**

- **STUDENTS ARE EXPECTED TO KEEP TRACK OF GRADES THROUGHOUT THE TERM.**
- Class time will not be used to discuss individual grades.
• All questions regarding grades should be submitted via email to include the following
  information – Class Name (TSL 3080), your name, the name of the assignment, and
  specific questions that you have regarding the grade.
• Your email will be returned in 24 hours upon receipt. If you have further questions, you
  may make an appointment during regular office hours to discuss.
• **YOU WILL NOT RECEIVE FULL CREDIT ON ANY ASSIGNMENT FOR SIMPLY “TURNING IT IN ON TIME.”** Do not send me drafts of assignments to
  review. Asking me to grade assignments twice is unfair to me and your peers.
  Accordingly, points will be deducted from any critical assignments that require
  resubmission. All other course assignments will be graded **ONLY ONCE** and you will
  receive the original grade.
• Every student who registers for this course is on a path of matriculation towards
  graduation. As such, it is not necessary to inform me of your anticipated graduation date
  or the grade that you need or desire in order to achieve this goal. Everyone wants an A.
  Unfortunately, not everyone will earn this grade.
• **ALL CLASS ASSIGNMENTS MUST BE ORIGINAL WORKS.** Collaboration with
  classmates is encouraged. However, you are to work independently on all class
  assignments. You may not use assignments from other classes and “adapt” them to the
  assignments for this class. Failure to adhere to this policy will result in a 0 for the
  assignment and disposition to go into your student file.
• **WHEN COMPLETING ASSIGNMENTS, YOU ARE TO ADHERE TO THE RUBRICS AS SET FORTH IN TASKSTREAM.** Failure to explicitly follow the
  rubrics will result in deduction of points based on the specific language as described in
  the rubric.

**CLASS COMMUNICATIONS**
• **STUDENTS ARE EXPECTED TO CHECK EMAIL DAILY FOR UPDATES FROM TASKSTREAM AND BLACKBOARD.** All course information,
  announcements, and materials will be distributed in this manner. Therefore, if you miss
  an assignment because you did not check your email, you will receive a 0 for the
  assignment. It is the responsibility of the student to be proficient at using FAMU
  webmail, Taskstream, and Blackboard. Anytime you email me about this course, you
  MUST PUT THE NAME OF THE COURSE IN THE SUBJECT LINE.
• E-mail communication with the professor should be **PROFESSIONAL AND APPROPRIATE and FREE OF GRAMMATICAL, PUNCTUATION, AND SPELLING ERRORS.** These attributes will also be used when considering borderline
  grades. **I WILL NOT RESPOND TO UNPROFESSIONAL COMMUNICATION.**
• **PERSISTENT UNPROFESSIONAL BEHAVIORS WILL BE DEALT WITH VIA DISPOSITION AND ATTACHED TO YOUR PERMANENT FILE.** Avoid
  speaking when you do not have the floor. Do not engage in side conversations with
  people sitting near you which other students routinely find extremely annoying. Remain
  attentive to the business of the class at all times. At all cost, avoid speaking “under your
  breath” or making inappropriate noises or comments as this is highly offensive and
  unprofessional and will be regarded as such.
• **DURING FACE-TO-FACE MEETINGS WITH THE PROFESSOR, YOU ARE EXPECTED TO CONDUCT YOURSELF IN A PROFESSIONAL**
MANNER. Your tone and language should be kept at a professional level. Should you not conduct yourself in such a manner, the meeting will be rescheduled with the Department Chair present.

- **THE PROFESSOR WILL RESPOND TO YOUR EMAILS WITHIN 24 HOURS OF RECEIPT.** Do not send multiple emails for the same issue. Emails should be sent Monday-Thursday between 8:00am and 8:00pm. Emails will not be answered after 8:00pm or Saturday/Sunday.

**CLASS PARTICIPATION/TECHNOLOGY USE**

- **STUDENTS ARE NOT TO WORK ON ASSIGNMENTS FROM OTHER CLASSES DURING THIS CLASS TIME.** Further, you are not to ask permission to turn in assignments late for this class because you are behind in another class. Failure to comply will result in loss of class participation points for the day and the professor from the other class will be contacted and notified of your actions.

- **ALL ELECTRONIC DEVICES SHOULD BE PUT ON VIBRATE (OR TURNED OFF) AND KEPT OUT OF SITE DURING CLASS TIME.** This includes leaving the device on your desk/table in plain view. Unless authorized by the professor during class time for use on a particular assignment, electronic devices are not to be used. Failure to comply with this policy will result in the following actions: 1. A verbal and written (via email) warning; 2. Deduction in class participation points; 3. Disposition to go into your student file.

- **YOU ARE NOT TO USE YOUR CELLPHONE/IPAD/TABLET AT ANY TIME TO TAKE PICTURES OF THE SCREEN DURING LECTURE PRESENTATIONS.** You are expected to manually write down the lecture notes on your own paper.

- **IN THE EVENT THAT YOU ARE ABSENT FROM CLASS, IT IS YOUR RESPONSIBILITY TO GET NOTES FROM A CLASSMATE.** You are precluded from making an appointment during office hours to get notes from class sessions that you missed.

<table>
<thead>
<tr>
<th>TSL 4345 – COURSE GRADES/GRADING SCALE</th>
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<tbody>
<tr>
<td>CATEGORY</td>
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<tr>
<td>CLASS PARTICIPATION</td>
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<tr>
<td>CLASS ACTIVITIES</td>
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<tr>
<td>DISCUSSIONS</td>
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<tr>
<td>TESTS</td>
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**GRADE POINT CATEGORY BY ASSIGNMENT**

<table>
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<tr>
<th>CLASS PARTICIPATION</th>
<th>2 POINTS DAILY @ 45 DAYS</th>
<th>TOTAL</th>
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<td>90</td>
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**CLASS ACTIVITIES**

10 ACTIVITIES @ VARIOUS → 360

**DISCUSSIONS**

5 BB DISCUSS @ 20 POINTS → 100

**TESTS**

1 MIDTERM @ 50 POINTS → 150

1 FINAL @ 100 POINTS

TOTAL POSSIBLE → 700

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**LETTER GRADE**

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<th>Grade</th>
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<td>700-627</td>
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<td>626-553</td>
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<td>C</td>
<td>552-479</td>
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<td>D</td>
<td>478-405</td>
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<tr>
<td>F</td>
<td>404 - BELOW</td>
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**ASSIGNMENT EXPLANATION**

CLASS PARTICIPATION – 2 POINTS DAILY

**1 POINT DEDUCTED FOR ABSENCES**

**1 POINT DEDUCTED FOR TARDIES**

ARTICLE CRITIQUE 15

VIDEO CRITIQUE 15

REFLECTION PAPER/PHILOSOPHY 30

MULTICULTURAL TEXT SETS 30

MICROTEACHING LESSON #1 50

MICROTEACHING LESSON #2 50

LESSON PLAN – LITERACY 30
# TSL4345 – COURSE ASSIGNMENTS/DUE DATES

**ASSIGNMENTS DUE IN TASKSTREAM ARE HIGHLIGHTED IN RED**

<table>
<thead>
<tr>
<th>ASSIGNMENT NAME</th>
<th>DUE DATE</th>
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<tr>
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<td>ARTICLE CRITIQUE</td>
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<td>VIDEO CRITIQUE</td>
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<td>MULTICULTURAL TEXT SETS</td>
<td>09/23/2016</td>
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<tr>
<td>MIDTERM EXAM</td>
<td>10/04/2016</td>
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<tr>
<td>PERSONAL TEACHING PHILOSOPHY (ELLS)</td>
<td>10/28/2016</td>
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<tr>
<td>ACTION WEB/CLASSROOM DYNAMICS</td>
<td>10/28/2016</td>
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<tr>
<td>MICROTEACHING LESSON #1</td>
<td>11/15/2016</td>
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<tr>
<td>MICROTEACHING LESSON #2</td>
<td>11/15/2016</td>
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<tr>
<td>LEARNING CENTER NARRATIVE</td>
<td>12/02/2016</td>
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<tr>
<td>FIELD MANUAL</td>
<td>12/02/2016</td>
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### TSL 4345 - TOPICAL OUTLINE AND COURSE CONTENT

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CLASS ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td></td>
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</tbody>
</table>
| FIRST CLASS 08/22/16 | CHAPTER 1 \ *ESOL HISTORY, POLICY, ACCESSIBILITY AND COMPLIANCE* | • REVIEW COURSE EXPECTATIONS  
• LOG IN TO BLACKBOARD  
• LOG IN WITH USER NAME AND PASSWORD  
• CLICK THE COURSE TAB AT TOP OF PAGE  
• TYPE COURSE NUMBER (TSL 4345) IN COURSE SEARCH BOX  
• CLICK ELEMENTARY EDUCATION  
• FIND THE COURSE TSL 4345 AND CLICK “ENROLL”  
• YOU ARE NOW ENROLLED |
|       | UNDERSTANDING THE IMPLICATIONS OF THE FLORIDA CONSENT DECREE | • Florida Consent Decree  
• School Entrance for Students Born in Foreign Countries  
• Demographic Information: Florida K-12 LEP Students Timelines  
• Impact of the League of United Latin American Citizens (LULAC)  
• **NEW WIDA STANDARDS/THE WIDA CONSORTIUM** |

#futureeducators  
#teachertips  
#FAMUESOL  
#FAMUCOE  
@FAMU_COE  
**TASKSTREAM CODE:** TSL4345FALL2016
<table>
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<th>CLASS ACTIVITIES</th>
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<tr>
<td>#2</td>
<td>UNDERSTANDING THE IMPLICATIONS OF THE FLORIDA CONSENT DECREES. (CH 1, CONT.) REVIEW OF FLORIDA STANDARDS AND EXPECTATIONS FOR ESOL</td>
<td>Power Point Presentation</td>
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<tr>
<td>LABOR DAY 09/05/16</td>
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<td>ESOL REVIEW ACTIVITIES</td>
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<tr>
<td></td>
<td>• 12 ESOL Performance Standards and 11 FTCE Competencies</td>
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<td>• Curriculum Frameworks for K-12 Inclusive of ESOL “K-12 Reading and Language Arts” Note: Inclusion of English Language Standards</td>
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<td>CHAPTER 7 INFUSED CLASSROOM – INSTRUCTIONAL DYNAMICS AND MANAGEMENT</td>
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<td>• Elements of classroom management</td>
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<td>o Perspectives and methods for L2 learning.</td>
<td>Power Point Presentation</td>
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<td>o New paradigm shifts for the 21st century classroom</td>
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<td>o Classroom schematics</td>
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<td>▪ Supporting language acquisition and learning</td>
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<td>#4</td>
<td>INSTRUCTIONAL DYNAMICS AND MANAGEMENT IMPLICATIONS FOR THE CLASSROOM (CH7, cont.)</td>
<td>Video Presentation</td>
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<tr>
<td></td>
<td>• 12 Corollaries of Knowledge for an Effective Classroom</td>
<td>MI Theory with ELLs</td>
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<td>• Classroom Schematics</td>
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<td></td>
<td>• Building a Philosophy</td>
<td>ARTICLE/VIDEO CRITIQUE DUE</td>
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<td>• Cultural Implications for the Classroom</td>
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<td>#5</td>
<td>CHAPTER 15 ELLs and Content Area Assessment</td>
<td>Video Presentation</td>
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<tr>
<td></td>
<td>• What is Assessment?</td>
<td>Assessing ELLs</td>
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<td></td>
<td>• Knowing ELL Language Level</td>
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<td>• Accommodations for ELLs</td>
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<td>o Why is it different?</td>
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<td>o What is the difference between a modification and accommodation?</td>
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<td>o  Types of Assessments.</td>
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</table>
| #6   | **ELLS and Content Area Assessment (CH 7, cont.)**  
 ||* Expectations and Analysis of ELLs at each Stage of Language Acquisition*  
 ||* Classroom Based Assessments*  
 ||* Modification Tools* | **Video Presentation**  
 |      | **Assessments and ELLs**  
 |      | **Power Point Presentation** |
| #7   | **CHAPTER 11**  
 | **LITERACY INSTRUCTION FOR ELLS**  
 | Being Literate  
 | ||* School Programs*  
 | ||* Literacy Approaches*  
 | ||* Literacy Models* | **Video Presentation**  
 | | **Teaching Literacy to ELLs**  
 | | **Power Point Presentation** |
|      | Making the Connection to Literacy - Bilingual  
 | Special ELL Learners (Chapters 13/14)  
 | |* Historical Overview*  
 | |* ELLs with Special Needs*  
 | |* Gifted ELLs* |
| #8   | **CHAPTER 12**  
 | **APPLYING READING STRATEGIES IN THE MAINSTREAM CLASSROOM**  
 | |* Developing Literacy Plans* | **Video Presentation**  
 | |* Selecting Topics, Benchmarks, Objectives*  
 | |* Multiple Sources of Literacy* | **Reading Strategies for ELLs**  
<p>| |<strong>Power Point Presentation</strong> |</p>
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>CLASS ACTIVITIES</th>
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</table>
|      | • Culturally Sensitive Literacy  
      | o Apply Assessment Principles to Assess the Level of Language Acquisition  
      | • Using Checklists / Inventories  
      | • Utilize the SOLOM Checkpoints as an Assessment Tool for the Applied Linguistics Activities | MIDTERM EXAMINATION – END OF WEEK  
      | QUIZ #3 – CHAPTER 15 ASSESSMENT |
| 9/10 | CHAPTER 12, cont.  
      | APPLYING READING STRATEGIES IN THE MAINSTREAM CLASSROOM | Power Point Presentation  
      | Writing a Literacy Lesson Plan  
      | THINK-PAIR-SHARE  
      | Literacy Strategies for Lesson/Activities |
| #9/10 | • Selecting/Adapting Textbook Materials  
      | • Strategies for Adapting Textbooks for ELLs  
      | • Applying Affective Filter and Comprehensible Input to Lesson/Activities. |  |
| #11  | CHAPTER 9  
      | USING TECHNOLOGY WITH ELLS | Video Presentation  
      | Technology and ELLs  
      | Power Point Presentation  
<pre><code>  | LITERACY LESSON PLAN DUE END OF WEEK |
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<td><strong>CHAPTER 9, cont.</strong></td>
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<td><strong>USING TECHNOLOGY WITH ELLS</strong></td>
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<td>• Foundations for Technology</td>
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<td>• Impact of Technology on the 21st Century Classroom</td>
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<td>• Concepts and Applications for language learning</td>
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<td>• Technology-Mediated Communication</td>
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<td>• Just Google it!/Blogs/Vlogs/ Wikis/Podcasting/Video Sharing/Social Media</td>
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<td><strong>THINK-PAIR-SHARE</strong></td>
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<td><strong>DISCOVERING THE LATEST LANGUAGE LEARNING APPS</strong></td>
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<td>#13</td>
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<td><strong>CHAPTER 10</strong></td>
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<td><strong>USING TECHNOLOGY WITH ELLS – LANGUAGE DEVELOPMENT</strong></td>
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<td>Concepts and Applications for Language Learning</td>
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<td>• Technology-Mediated Communication</td>
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<td>• Is My Smart Classroom Really Smart?</td>
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<td>• Social Media Implications for Teachers</td>
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<td>• Technology and Teacher Evaluation</td>
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<td><strong>TECHNOLOGY/ELLS</strong></td>
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<td><strong>CREATING A LEARNING CENTER</strong></td>
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<td>#14</td>
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<td>• Foundations for Technology</td>
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<td>• Demonstration of the physical learning Center</td>
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<td>• Review of Apps for Creating Virtual Learning Center</td>
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<td>• Deciding Learning Center Focus</td>
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<td><strong>CREATING A LEARNING CENTER</strong></td>
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| #15  | TECHNOLOGY-BASED LEARNING CENTER  
*USING TECHNOLOGY WITH ELLS*  
- Developing learning centers, cont.  
- In-class work day. | Power Point Presentation  
Technology – Sharing Resources |
| #16  | FINAL EXAM REVIEW  
- Completing the Picture  
- Standards and Objectives  
- Benchmarks and Procedures  
- Activities  
- Assessment of Learning Outcomes | INDIVIDUAL GRADE REVIEW  
PRESENTATION OF LEARNING CENTERS |
<table>
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<th>TOPIC</th>
<th>CLASS ACTIVITIES</th>
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<td>FINAL EXAM REVIEW – GROUP PRESENTATIONS</td>
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|      |       | FINAL EXAM  
CASE STUDY BASED STANDARD-BASED METHODOLOGY  
AND BEST PRACTICES FOR  
DEVELOPING LANGUAGE PROFICIENCY  
SEE UNIVERSITY SCHEDULE |
The PEU Conceptual Framework

The operation of the Professional Education Unit (PEU) is founded on four thematic processes: 1. Commitment to Social Justice; 2. Collaboration & Strategic Partnerships; 3. Clinical Practice; and 4. Integration of Digital Media. The PEU employs these processes to prepare its Teacher and Leadership Candidates to become *Transformative Teachers & Leaders*. The Unit seeks to develop Candidates’ knowledge, skills, and dispositions in alignment with the *Pillars of Effective Practice for the 21st Century Educator*. These pillars are: 1. Professional Expertise (Pedagogy & Content Knowledge); 2. Critical Inquiry; 3. Cultural Competence; and 4. Reflective Practice. Program faculty draw upon a legacy of excellence and a commitment to teaching, research, and service in order to provide the highest quality of instruction and learning experiences for teacher and leadership candidates.

SELECTED CONCEPTUAL FRAMEWORK PROFICIENCIES

1.1 PROFESSIONAL EXPERTISE
INSTRUCTIONAL DESIGN AND LESSON PLANNING

1.1 FAMU Teacher Candidates apply an understanding of human development and learning in the design of rigorous, culturally relevant instruction that promotes mastery of the appropriate knowledge for all students.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.1.S.6</td>
<td>Designs lessons that include instructional accommodations or modifications for exceptional learners (e.g., special education, limited English proficient and gifted).</td>
</tr>
<tr>
<td>1.1.S.7</td>
<td>Uses classroom materials/activities that reflect various kinds of diversity in the design of lessons.</td>
</tr>
<tr>
<td>1.1.S.8</td>
<td>Employs standards-based lessons that build upon students’ prior knowledge to facilitate mastery of learning goals for all students.</td>
</tr>
</tbody>
</table>
1.2 PROFESSIONAL EXPERTISE
LEARNING ENVIRONMENT

1.2 FAMU Teacher Candidates maintain a student-centered learning environment that is positive, safe, equitable, collaborative, and inclusive of all students.

| 1.2.S.5 | Adapts the learning environment to accommodate the needs and diversity of students. |

1.3 PROFESSIONAL EXPERTISE
INSTRUCTIONAL DELIVERY AND FACILITATION

1.3 FAMU Teacher Candidates use a deep understanding of the content, knowledge of best educational practices, and awareness of their students to deliver effective instruction and facilitate learning.

| 1.3.K.3 | Knows the cognitive processes associated with various forms of learning and how these processes can be stimulated through effective instruction. |
| 1.3.K.7 | Knows the learning theories that inform curriculum development and best practices for instruction. |
| 1.3.S.3 | Uses active learning strategies to engage students in activities that promote critical thinking and problem-solving. |
| 1.3.S.13 | Employs effective questioning techniques during instruction in order to deepen student understanding. |

1.4 PROFESSIONAL EXPERTISE
ASSESSMENT

1.4 FAMU Teacher Candidates employ a variety of traditional and authentic assessment strategies, including both formative and summative measures, to monitor student achievement, modify instruction, and make improvements.

| 1.4.S.4 | Checks for understanding before, during, and after instruction. |
| 1.4.S.8 | Employs a variety of assessment strategies to accommodate various learning and communication styles. |

1.5 PROFESSIONAL EXPERTISE
CONTINUOUS IMPROVEMENT

1.5 FAMU Teacher Candidates consistently reflect on their practices, pursue personal and professional goals, and engage in professional development efforts to enhance instruction, promote student achievement, and improve schools.

| 1.5.K.1 | Understands that student achievement is the primary indicator of success for teachers and schools. |
1.6 PROFESSIONAL EXPERTISE

PROFESSIONAL RESPONSIBILITY/ETHICAL CONDUCT

1.6 FAMU Teacher Candidates embrace their role as community leaders, maintain high professional standards, and advocate for the well-being and success of all students.

1.6.D.5 Respects diversity among students.

2. CRITICAL INQUIRY

2.1 FAMU Teacher Candidates understand the skills and demonstrate the practices of systemic, purposeful critical inquiry and research that are essential to creating experiences that engage learners in generating knowledge and testing hypotheses according to the standards of evidence used in the discipline. The candidates also promote critical inquiry skills in their learners.

2.1.K.6 Knows the types of instructional strategies that foster the development of critical thinking skills in students.

2.1.S.1 Uses inquiry and effective questioning techniques to facilitate student learning.

3. CULTURAL COMPETENCE

3.1 FAMU Teacher Candidates understand and effectively respond to students from different cultural backgrounds, affirm the dignity and worth of all learners, respect cultural patterns and expectations, and use a variety of research based educational practices that employ cultural differences to improve student learning.

3.1.K.2 Knows the dimensions of diversity and the best instructional practices for teaching diverse populations.

COURSE CONNECTION TO THE CONCEPTUAL FRAMEWORK

Pre-service Teacher Education majors, supported by trained faculty in the discipline of ESOL, will develop problem solving and critical thinking skills while exhibiting ethical behaviors and a value system reflective of an exemplary pre-professional teacher. The Candidates will provide evidence of professionalism while documenting issues of language acquisition and learning, appropriate classroom and instructional strategies, assessment and interventions for English Language Learners in both urban and rural settings. Through the use of technology, discussions, assignments, demonstrations and field experiences, the pre-service teachers will reflect on various factors that impact the English Language Learners and their acculturation process and utilize appropriate strategies to lend support for academic success. The Candidates will apply their knowledge and experiences gained in planning, implementing, and evaluating curriculum and instruction as well as assessment that promote equal access to appropriate programming leading to academic success.

ACADEMIC LEARNING COMPACT

1. CONTENT KNOWLEDGE/SUBJECT MATTER - Graduates will have a basic understanding of the subjects they teach and how a subject is linked to other disciplines as well as how content can be applied to real world integrated settings.
2. **COMMUNICATION SKILL** - Graduates will demonstrate the ability and desire to remain current with development in the art of music and teaching, to make independent, in-depth evaluations of their relevance, and use the results to improve oral and written communication skills, musicianship, teaching skills and competencies related to pedagogical content knowledge as established by the Florida Education Standards Commission.

3. **CRITICAL THINKING SKILLS** – Graduates will demonstrate the ability to reach logical conclusions based on the student-driven information that is derived from multiple sources and moral and ethical implications of policy options.

4. **DIVERSITY** - Graduates will use teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socio-economic background.

5. **PROFESSIONAL AND CAREER SUCCESS- (ROLE OF THE TEACHER)**
Graduates will demonstrate the ability to work with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students as well as maintaining personal and professional goals and becoming members of local, state and national professional educators’ organizations.

**COURSE OBJECTIVES AND STANDARDS**

**THE OBJECTIVES FOR THE COURSE ARE REFLECTED IN SELECTED FLORIDA DEPARTMENT OF EDUCATION ESOL STANDARDS AND INDICATORS AS FOLLOWS:**

<table>
<thead>
<tr>
<th>5 DOMAINS</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CULTURE</strong> (Cross-Cultural Communication)</td>
<td>1.1</td>
</tr>
<tr>
<td>ASSESSMENT (ESOL Testing and Evaluation)</td>
<td>5.1, 5.2</td>
</tr>
<tr>
<td><strong>LANGUAGE and LITERACY</strong> (Applied Linguistics)</td>
<td>2.1, 2.2</td>
</tr>
<tr>
<td><strong>ESOL CURRICULUM AND MATERIALS DEVELOPMENT</strong></td>
<td>4.1, 4.2</td>
</tr>
<tr>
<td><strong>METHODS OF TEACHING ESOL (English to Speakers of Other Languages)</strong></td>
<td>3.3</td>
</tr>
</tbody>
</table>

• All selected standards are taught and assessed
• All indicators under the select standards are reviewed and/or taught during the course

The course model consists of 5 domains/units that are inclusive of the standards, competencies
and indicators established by Florida Department of Education for the majors. Each domain/unit contains related readings, issues for discussion, expected products, and experiences as described in the course activities segment and under Methods for Assessment.

OVERALL COURSE OBJECTIVES

The objectives for the course are reflected in selected Florida Department of Education ESOL Standards and FTCE Competencies as follows:

1. Analyze, plan, and apply ESOL specific interactive strategies for applied linguistics using knowledge of second language acquisition and learning applied to BICS and CALP.
2. Use knowledge of cultural and linguistic characteristics of varying groups of ELLs to plan and enhance instruction.
3. Select, evaluate, and modify instructional materials to accommodate the needs of ELLs.
4. Use technology as a resource to identify and adapt curricular materials to meet the needs of ELLs at varying levels of language acquisition.
5. Gather and analyze information to recognize differences and similarities among different cultural and linguistic groups.
6. Demonstrate knowledge gained through various measures including quizzes and final examination.
7. Demonstrate critical thinking and analytical skills by reading, reviewing, and critiquing select materials.

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**ESOL PERFORMANCE STANDARDS & CORRELATED FTCE STANDARDS**

**DOMAIN 1: CULTURE (CROSS-CULTURAL COMMUNICATIONS)**

**STANDARD 1 (1.1): CULTURE AS A FACTOR IN ELLS’ LEARNING**

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

**Performance Indicators**

1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.

1.1. b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.

1.1. c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.

1.1. d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.

1.1. e. Understand and apply knowledge about home/school connections to build partnerships with ELLs’ families.

1.1. f. Understand and apply knowledge about concepts related to the interrelationship between
language and culture for students from diverse backgrounds and at varying English proficiency levels.

FTCE STANDARD 3: KNOWLEDGE OF SOCIOLINGUISTIC, CULTURAL, ETHNIC, AND SOCIOPOLITICAL ISSUES

DOMA IN 2: LANGUAGE AND LITERACY (APPLIED LINGUISTICS)

STANDARD 2 (2.1): LANGUAGE AS A SYSTEM

Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs’ acquisition of English in order to learn and to read, write, and communicate orally in English.

Performance Indicators
2.1. a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.
2.1. b. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs’ development of listening, speaking, reading, and writing (including spelling) skills in English.
2.1. c. Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.
2.1. d. Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.
2.1. e. Identify similarities and differences between English and other languages reflected in the ELL student population.

FTCE STANDARD 1: KNOWLEDGE OF HERITAGE LANGUAGE AND ENGLISH LANGUAGE PRINCIPLES

STANDARD 3 (2.2): LANGUAGE ACQUISITION AND DEVELOPMENT

Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs’ learning. Standard 2: Language Acquisition and Development. Teachers will understand and apply theories and research on second language acquisition and development to support ELLs’ learning.

Performance Indicators
2.2. a. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.
2.2. b. Recognize the importance of ELLs’ home languages and language varieties, and build on these skills as a foundation for learning English.
2.2. c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs’ learning of English.
2.2. d. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.

**FTCE STANDARD 2:**
**KNOWLEDGE OF FIRST AND SECOND LANGUAGE ACQUISITION THEORISTS AND CLASSROOM APPLICATION**

**DOMAIN 3: METHODS OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL)**

**STANDARD 7 (3.3): EFFECTIVE USE OF RESOURCES AND TECHNOLOGIES**

Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

**Performance Indicators**

3.3. a. Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.
3.3. b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.
3.3. c. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.

**FTCE STANDARD 7:**
**KNOWLEDGE OF INSTRUCTIONAL TECHNOLOGY**

**DOMAIN 4: ESOL CURRICULUM AND MATERIALS DEVELOPMENT**
STANDARD 8 (4.1): PLANNING FOR STANDARDS-BASED INSTRUCTION OF ELLS

Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

Performance Indicators
4.1. a. Plan for integrated standards-based ESOL and language sensitive content instruction.
4.1. b. Create supportive, accepting, student-centered classroom environments.
4.1. c. Plan differentiated learning experiences based on assessment of students’ English and L1 proficiency and integrating ELLs’ cultural background knowledge, learning styles, and prior formal educational experiences.
4.1. d. Plan learning tasks for particular needs of students with limited formal schooling (LFS).
4.1. e. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.

FTCE STANDARD 4:
KNOWLEDGE OF CURRICULUM, CURRICULUM MATERIALS, AND RESOURCES

STANDARD 9 (4.2): INSTRUCTIONAL RESOURCES AND TECHNOLOGY

Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

Performance Indicators
4.2. a. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.
4.2. b. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs’ developing English language and literacy.
4.2. c. Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.

FTCE STANDARD 7:
KNOWLEDGE OF INSTRUCTIONAL TECHNOLOGY

DOMAIN 5: ASSESSMENT (ESOL TESTING AND EVALUATION)

STANDARD 10 (5.1): ASSESSMENT ISSUES FOR ELLS
Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

**Performance Indicators**

5.1. **a.** Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.
5.1. **b.** Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
5.1. **c.** Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.
5.1. **d.** Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.
5.1. **e.** Distinguish among ELLs’ language differences, giftedness, and special education needs.

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**FTCE STANDARD 9:**
**KNOWLEDGE OF ASSESSMENT**

**FTCE STANDARD 10:**
**KNOWLEDGE OF EXCEPTIONAL STUDENT EDUCATION (ESE) ISSUES RELATED TO ELLS**

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**STANDARD 11 (5.2): LANGUAGE PROFICIENCY ASSESSMENT**

Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

**Performance Indicators**

5.2. **a.** Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the Florida Consent Decree.
5.2. **b.** Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.
5.2. **c.** Use multiple sources of information to assess ELLs’ language and literacy skills and communicative competence.
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5.2. c. Use multiple sources of information to assess ELLs’ language and literacy skills and communicative competence.

**FTCE STANDARD 9:**
**KNOWLEDGE OF ASSESSMENT**

**FTCE STANDARD 10:**
**KNOWLEDGE OF EXCEPTIONAL STUDENT EDUCATION (ESE) ISSUES RELATED TO ELLS**

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**INTASC RELATED TO THE COURSE OBJECTIVES**

**INTASC: 3: DIVERSE LEARNERS**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

**3.10 Knowledge**
3.11 The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use student's strengths as the basis for growth.
3.12 The teacher knows about areas of exceptionality in learning—including learning disabilities, visual and perceptual difficulties, special physical or mental challenges and gifted and talented.
3.13 The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
3.14 The teacher understands how student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
3.15 The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate student's experiences, cultures, and community resources into instruction.

**3.20 Dispositions**
3.21 The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
| \(3.22\) The teacher appreciates and values human diversity, shows respect for student's varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."
| \(3.23\) The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interest.
| \(3.24\) The teacher is sensitive to community and cultural norms.
<p>| (3.25) The teacher makes students feel valued for the potential as people, and helps them learn to value each other. |</p>
<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>OBJECTIVES</th>
<th>INTASC</th>
<th>ESOL/FTCE</th>
<th>PEU CF</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIVITY FLUENCY DEVELOPMENT</td>
<td>1. Analyze, plan, and apply ESOL specific interactive strategies for applied linguistics using knowledge of second language acquisition and learning applied to BICS and CALP.</td>
<td>3(3.11, 3.12, 3.13, 3.14, 3.15)</td>
<td>2(1), 4(8), 6(6), 8(4), 10(9, 10), 11(9, 10), 12(9)</td>
<td>1(1.1, 1.2, 1.3, 1.5), 4(4.2), 5(5.2, 5.4, 5.5, 5.6)</td>
</tr>
<tr>
<td>ACTIVITY VOCABULARY DEVELOPMENT</td>
<td>2. Use knowledge of cultural and linguistic characteristics of varying groups of ELLs to plan and enhance instruction.</td>
<td>3(3.11, 3.12, 3.13, 3.14, 3.15)</td>
<td>2(1), 4(8), 6(6), 8(4), 10(9, 10), 11(9, 10), 12(9)</td>
<td>1(1.1, 1.2, 1.3, 1.5), 4(4.2), 5(5.2, 5.4, 5.5, 5.6)</td>
</tr>
<tr>
<td>ACTIVITY/LESSON: LISTENING COMPREHENSION</td>
<td>3. Select, evaluate, and modify instructional materials to accommodate the needs of ELLs.</td>
<td>3(3.11, 3.12, 3.13, 3.14, 3.15)</td>
<td>2(1), 4(8), 6(6), 8(4), 10(9, 10), 11(9, 10), 12(9)</td>
<td>1(1.1, 1.2, 1.3, 1.5), 4(4.2), 5(5.2, 5.4, 5.5, 5.6)</td>
</tr>
<tr>
<td>ACTIVITY/LESSON: PHONEMIC AWARENESS</td>
<td>4. Demonstrate critical thinking and analytical skills by reading, reviewing, and critiquing select materials related to culture and language acquisition.</td>
<td>3(3.11, 3.12, 3.13, 3.14, 3.15)</td>
<td>1(3), 3(3.2), 4(8), 5(5, 11), 6(6), 8(4), 10(9, 10), 11(9, 10), 12(9)</td>
<td>1(1, 1.2, 1.3, 1.4), 1.5, 5.2, 5.4, 5.5, 5.6, 6.3, 6.4</td>
</tr>
<tr>
<td>ACTIVITY/LESSON: PHONEMIC AWARENESS &amp; PHONICS INSTRUCTION</td>
<td>5. Use technology as a resource to identify and adapt curricular materials to meet the needs of ELLs at varying levels of language acquisition and development.</td>
<td>3(3.11, 3.12, 3.13, 3.14, 3.15)</td>
<td>3(3.11, 3.12, 3.13, 3.14, 3.15)</td>
<td>1(1.1, 1.2, 3, 4, 5)</td>
</tr>
<tr>
<td>ACTIVITY/LESSON: PATTERNS AND RULES OF LANGUAGE</td>
<td>6. Participate in classrooms where ELLs are served to receive first hand experiences related teaching and learning and managing the cultural environment for ELLs.</td>
<td>3(3.11, 3.12, 3.13, 3.14, 3.15)</td>
<td>3(3.11, 3.12, 3.13, 3.14, 3.15)</td>
<td>1(1.1, 1.2, 3, 4, 5)</td>
</tr>
<tr>
<td>ACTIVITY LANGUAGE TRANSFER</td>
<td>7. Gather and analyze information to recognize differences and similarities among different cultural and linguistic groups</td>
<td>3(3.14, 3.15)</td>
<td>3(3.14, 3.15)</td>
<td>1(1.1, 1.2, 1.3), 3(3.2), 6(6.3, 6.4)</td>
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<tr>
<td>ACTIVITY PHONOLOGICAL AWARENESS</td>
<td>8. Demonstrate knowledge gained through various measures including quizzes and final examination.</td>
<td>3(3.11, 3.12, 3.13, 3.14, 3.15)</td>
<td>3(3.11, 3.12, 3.13, 3.14, 3.15)</td>
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<tr>
<td>TEXTBOOK MATERIALS CRITIQUE AND MODIFICATION WITH FOCUS ON VOCABULARY DEVELOPMENT</td>
<td></td>
<td>3(3.11, 3.12, 3.13, 3.14, 3.15)</td>
<td>3(3.11, 3.12, 3.13, 3.14, 3.15)</td>
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<td>VIDEO/ARTICLE CRITIQUE</td>
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<tr>
<td>TECHNOLOGY ACTIVITY WEB QUEST – DEMO COLLECTION FOR ACTIVITY PLANNING RELATED TO APPLIED LINGUISTICS</td>
<td></td>
<td>3(3.11, 3.12, 3.13, 3.14, 3.15)</td>
<td>3(3.11, 3.12, 3.13, 3.14, 3.15)</td>
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<tr>
<td>EARLY FIELD EXPERIENCE</td>
<td></td>
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<tr>
<td>MINI ETHNOGRAPHY</td>
<td></td>
<td>3(3.14, 3.15)</td>
<td>3(3.14, 3.15)</td>
<td>1(1.1, 1.2, 1.3)</td>
</tr>
<tr>
<td>QUIZZES/TESTS/FINAL</td>
<td></td>
<td>3(3.14, 3.15)</td>
<td>3(3.14, 3.15)</td>
<td>1(1.1, 1.2, 1.3, 1.4, 1.5, 2.6, 3.2, 4.2, 5.2, 5.4, 5.5, 5.6, 6.3, 6.4)</td>
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