

American University of Beirut
Faculty of Arts and Sciences
Department of Education
Educ. 245/240, The Teaching of English as a Foreign Language/Arabic in Elementary School
(co requisite Educ. 230)

1. Course Learning Outcomes

You should be able to:

1. describe the cognitive, social, physical, emotional and language development of students in the elementary school;
2. demonstrate how to implement effectively major instructional methods, approaches and techniques in teaching the language arts in the elementary school;
3. plan lessons based on the language arts components under student-centered classes in the elementary school;
4. reflect on your teaching practices;
5. reflect on your peers teaching practices;
6. support with evidence your own generated philosophy about how to teach the language arts in the elementary school.

2. Resources Available to Students

- Course Text Book: Cox, Carol. (2002). Teaching the Language Arts a Student- and Response-Centered Classroom. Boston: Allyn Bacon
- Language Arts Lebanese Curriculum in the elementary school
- Handouts will be given on the following topics: theoretical considerations/multiple intelligences/learning styles/thematic units/integration/ oral communication activities/phonics activities/developmental spelling activities/types of dialogue journals.

3. Grading Criteria

Reflection Papers	5%
Micro-teaching	5%
Participation in class	5%
Portfolio Assessment	10%
Assignments	10%
Lesson Plans	15%
Midterm Exam	25%
Final Exam	25%

4. Schedule

WEEK	TOPIC	READINGS	ACTIVITIES
Week 1 Session 1	Welcome! Course overview; orientation to Educ. 240/245; Introductions; Definition of basic concepts: language teaching/language learning; culture; bilingualism; literacy; assessment; student centered classes.		In groups of 4, define the following basic concepts: language teaching; language learning; culture; bilingualism; literacy; assessment; student centered classes.
Session 2	What is language acquisition? Theoretical issues and considerations.	Brown, Chpt. 3 pp 42-54	Whole class discussion

Week 2 Session 1	Children and language development	Cox, Chpt. 2 pp 47 – 72	Whole Class discussion
Session 2	Constructing a foundation for the language arts	Cox, Chpt. 1 pp 1 - 45	Whole Class discussion
Week 3 Session 1	Language and cultural diversity; Factors which influence language development: physical, emotional, social and cognitive	Cox, Chpt. 3, 75 – 110; Anderson, Chpt. 4 pp 63-77	Whole Class discussion; Class divided into groups of 4; each group presents on <u>one</u> of the following influences: physical, cognitive, social, emotional, language development of elementary school children.
Session 2	Factors which influence language development: physical, emotional, social and cognitive	Anderson, Chpt. 4 pp 63-77; using additional sources is encouraged.	Group presentations on physical, cognitive, social, emotional, language development of elementary school children.
Week 4 Session 1	Lesson planning: purpose and format	In a mini workshop design, generate lesson plan components and format.	START YOUR MICRO-TEACHING In groups of 4, develop a lesson plan format and components; with class concession, adopt one plan that fits language arts instruction in a student centered class.
Session 2	Arabic/English Language arts in the elementary school: New Lebanese Curriculum	Lebanese Curriculum of Arabic/English Language Arts in the Elementary School. Handouts available in Room 131, Fisk Hall	In pairs , review Arabic/English language arts in Lebanese curriculum based on handout guidelines given in due date.
Week 5 Session 1	What is emergent literacy?	Cox, Chpt. 4 pp 113- 148	In groups of 4, develop a lesson plan based on the concept of emergent literacy; come to class prepared to try it out on your peers.
Session 2	Multiple Intelligences	<u>So Each May Learn</u> by Silver, Strong and Perini, Chpt 1, pp.5 - 20	In groups of 4, develop a lesson plan based on the concept of multiple intelligences; come to class prepared to try it out on your peers.
Week 6 Session 1	Oral Communications skills: listening and talking	Cox, Chpt. 5 pp 151 - 184	Whole class discussion Demonstrations from field experience.
Session 2	Oral Communications skills: drama in the classroom	Cox, Chpt. 6 pp 187 - 224	Individually , develop a lesson plan based on Oral Communications Skills.
Week 7 Session 1	Thematic Units: definition and features	<u>Thematic Units</u> : pp. 6-13; 29-32	In groups of 4, develop a lesson plan based on the concept of integration; be prepared to implement your lesson on your peers.
Session 2	Learning Style	<u>So Each May Learn</u> by Silver, Strong and Perini Chpt 2, pp.21 - 37	In pairs , develop a lesson plan based on the concept of learning styles; be prepared to implement your lesson on your peers.

<u>Week 8</u> Session 1	Literature and Reading	Cox, Chpt. 7 pp 227 - 263 Anderson Chpt. 7 pp 143 - 147	Whole class discussion on the importance of literature in the language arts classes. Samples of Arabic/English books will be discussed.
Session 2	The reading process	Cox, Chpt. 8, pp 267 - 301	Individually , develop a lesson plan based on the reading skills/ process.
<u>Week 9</u> Session 1	Reading Assessment	Cox, Chpt 8 pp. 301 - 304 ;Anderson, Chpt. 7, pp. 150 – 151	In pairs , develop a reading test for your students.
Session 2	Written language: the writing process	Cox, Chpt. 9, pp. 307 - 336	Individually , develop a lesson plan based on the writing process.
<u>Week 10</u> Session 1	Grammar, punctuation and handwriting	Cox, Chpt. 11, pp. 385 – 419	Whole class discussion. Demonstrations from field experience.
Session 2	Spelling Instruction: Developmental stages of spelling	Cox, Chpt. 12, pp. 423 - 449	Individually , develop a lesson plan based on teaching spelling. Be prepared to implement it on your peers.
<u>Week 11</u> Session 1	Writing assessment	Cox, Chpt. 9 pp. 330 – 336 ;Anderson, Chpt. 12 pp 328-339; Peregoy, Chpt. 3, pp 101-106	In pairs , develop a writing test for your students.
Session 2	Media literacy	Cox, pp. 451 – 488	Individually , bring to class 4 activities in the language arts based on elementary students' media literacy.
<u>Week 12</u> Session 1	Reading and writing	Cox, Chpt. 10 pp. 339 - 379	Whole Class discussion. Demonstrations from field experience.
Session 2	Effective instructional methods for integrating reading and writing across the curriculum	Anderson Chpt. 13 pp 346-368	Whole Class discussion. Demonstrations from field experience.
<u>Week 13</u> Session 1	Language across the curriculum	Cox, Chpt. 14 pp. 493 – 518	Whole Class discussion. Demonstrations from field experience.
Session 2	MICRO TEACHING ASSESSMENT	Student Teacher's self-assessment, peer assessment, instructor's assessment	
<u>Week 14</u> Session 1	MICRO TEACHING ASSESSMENT	Student Teacher's self-assessment, peer assessment, instructor's assessment	
Session 2	MICRO TEACHING ASSESSMENT	Student Teacher's self-assessment, peer assessment, instructor's assessment	
<u>Week 15</u>	WRAPPING UP		

5. Course Policy

1. **READINGS.** You are encouraged to read the assigned materials for each class session before coming to class. The language used in discussing the reading materials is English. If your emphasis is teaching of **Arabic/Social Studies**, you are expected to participate and hand in assignments in **journalistic/classical Arabic**.
2. **ACTIVITIES.** You should be prepared to participate in all the activities delineated in the Course Syllabus. The course activities are designed to help you understand, apply and share ideas pertinent to the course reading materials, observations, micro-teaching and lesson-planning.
3. **REFLECTION PAPERS.** You are required to write a minimum of 7 reflection papers which show **how** and **why** specific (concrete) teaching experiences have affected your teaching practices. Reflection papers will be part of your portfolio but assessed separately.
4. **ASSIGNMENTS.** You are expected to submit assignments on time as delineated in the Course Syllabus. Late assignments may result in a lowered grade. Late assignments should be handed in no later than the next class session.
5. **MICRO-TEACHING.** You will micro-teach in your cooperating school, have your micro-teaching video-taped and be ready to discuss your micro-teaching with your peers. You will do self assessment of your micro-teaching on a scale of 1 to 5 (1 being low, 3 average and 5 high); your peers in the course and the course instructor will assess your micro-teaching using the same scale.
6. **LESSON-PLANS.** You will develop lesson-plans based on the course readings. These lesson plans are meant to introduce the you to the purpose, implementation and importance of planning your sessions. A conference with each one of you will follow the date of submitting the lesson plans. The purpose of the conference is to review, correct, modify the lesson plans and for you to go through self-assessment of your lesson plans. It is **your** responsibility to schedule these conferences.
7. **ATTENDANCE.** You are urged to attend all classes. In case of absence from any class, you are required to cover the material missed and inquire about any announcements made during your absence. If you miss more than one fifth of class sessions, you are subject to withdrawing from the course with a w-grade.
8. **PORTFOLIO.** You should compile a well organized portfolio which is a collection of your work throughout the semester. The portfolio may include entries such as your philosophy and teaching goals, cooperating school description, cooperating teacher's teaching practices, language arts curriculum, Field Experience document, course syllabus, lesson plans, materials developed by you or provided to you, pictures, journals, reflection papers, assignments, **etc.** Your portfolios will be assessed on a scale of 1 to 5, (1 being poor, 3 average and 5 outstanding). **Your portfolio is due last week of classes.**
9. **PLAGIARISM.** Any act of plagiarism on the student's part will result in serious repercussions.
10. **EXAMS.** You are urged to take exams on the assigned date. Make-up exams are **NOT** given for quizzes. A quiz missed is a grade missed. If you miss the mid-term, a make-up will be given **ONLY** if the reason of being absent is deemed valid. The mid-term is scheduled during **the seventh week of the semester**. The final exam will follow AUB scheduling.