

**Texas Wesleyan University**

**EDU 6358.70 Second Language Education and Culture Internship Syllabus  
Spring 2009**

Instructor: Debra Thomas

Debra.Thomas@fwisd.org

FWISD ELA Lead Content Teacher; TCC language teacher

Cell number: (817) 907-3390

**Date, Time, Location:** July 2- 12, 2009. Two orientation meetings, June 10, June 17, 4:00 at the historic campus. A final class will be held July 21.

**Course Description:**

Capstone course that synthesizes ESL/EFL understandings. The course will result in the development of the student via observation of professionals in the field (15 hours) and structured teaching and tutoring of ESL/EFL students. Students will interview, research and learn about problems particular to English Language Learning Adults. The completion of 100 hours of varied teaching activities will serve as the final evaluative process for demonstrating one's proficiency in teaching ESL/EFL learners and result in the issuance of the TESOL certificate. Texas certified teachers may also opt to sit for the Texas ESL certificate examination. TExES barcode will be given upon successful completion of this course. Course may be repeated for additional credit.

**Prerequisites for Internship:**

Acceptance into Graduate Studies in Education. Student must apply for internship, present a work plan of activities that will be included in the internship, and present a letter of consent and support from any organization that will provide opportunities for internship hours.

Candidates for TESOL certification will know and apply the following standards:

To teach students to use English to communicate in social settings (use English to participate in social interaction; interact in, through, and with spoken and written English for personal expression and enjoyment; use learning strategies to extend their communicative competence).

To teach students to achieve academically in all content areas and in the workplace. (use English to interact in the classroom and at work; use English to obtain, process, construct and provide academic and work related information in spoken and written form; use appropriate learning strategies to construct and apply academic and work-related knowledge).

To teach students to use English in socially and culturally appropriate ways (using nonverbal communication appropriate to audience, purpose and setting; using the appropriate language variety, register, and genre according to audience, purpose, and setting; and using appropriate learning strategies to extend sociolinguistic and socio cultural competence).

**Required Text:** no formal text.

### **Internship Goals:**

The internship will enable the student to:

1. Gain practical knowledge of second language education and culture in EC- ***adult learning environments***.
2. Learn how to conduct vertical planning, teaming, and curriculum alignment in second language learning.
3. Learn how to incorporate curricular changes, assessment changes, read test scores, improve student learning.
4. Reflect on leadership development in English language learning and culture understandings through portfolio work.

### **Instructional Methods:**

Instruction will be primarily a learning practicum in the field. Seminars will also be conducted so that student dialogue and reflection will occur. Practicum will include survey of adult learners, research paper dealing with issues adult learners face, and retrospective analysis of how to best provide instruction for adult learners.

### **Evaluation:**

Credit (pass/fail) will be based upon faculty observations and administrative mentor evaluations. Students will be expected to submit a reflective portfolio documenting their hours, administrative experiences, additional assignments, and continued areas for professional growth.

**INTERNSHIP WILL CONSIST OF 100 hours (documented and in specific settings), pre-internship preparation assignments and post-internship reflection.**

**100 Clock hours required distribution:**

15 hours observing an approved ESL teacher (adult classroom setting).  
At least 50 hours teaching in a curriculum driven adult English language situation  
Remaining 35 hours may be gained in tutoring small groups of ESL students, one-on-one teaching of ESL student, travel and cultural activities abroad.

**Approved Internship Settings for at least 50 of clock hours:**

1. School district English language learning centers for adult education.
2. Church or private English language learning centers for adult education.
3. Tarrant Community College District English language learning courses for adults. This is a competitive position, hired by TCC for part-time work.
4. Piracicaba, Brazil, Methodist University English language learning, 1 week during summer sessions.
5. Other organized, curriculum driven English language learning centers may be accepted for internship setting.

**Letter of Support must be attached – signed by supervisor. Time and dates of teaching experiences to be communicated to Intern Instructor – for observation purposes.**

**III. Work Plan Outline**

Attach an outline of work that lists/explains teaching hours and scheduled activities that you have determined as appropriate for you to handle with guidance during your internship semesters. There may be additional activities that you do once you become more involved, and of course, the clock hours may change.

Interview 6-10 adult learners prior to beginning formal teaching to determine adult learners needs and difficulty areas. Select three areas of concern (i.e., non-literate in own language, 'fossilized' in English language, lack of opportunities to speak English, etc.) and conduct brief research project to determine how best to deal with these issues (with emphasis on ADULT learners). Submit a position paper during course of internship (prior to formal teaching) regarding how to deal with these issues. During formal teaching and working with students – apply strategies researched. At conclusion of formal hours – evaluate how these approaches worked and what you would alter/change/keep from your research findings.

**Texas Wesleyan Policies:** Students should read the current Texas Wesleyan University Catalog and Student Handbook to become familiar with University policies. This includes, but is not limited to, grade appeal, sexual harassment, student access to records, and other policies specified in the current catalog are applicable unless otherwise stated in this syllabus.

**Subject to Change Policy:** Course syllabi are intended to provide students with basic information concerning the course. The syllabus can be viewed as a “blue print” for the course; changes in the syllabus can be made, and students will be informed of any substantive changes concerning exams, the grading or attendance policies and changes in project assignments.

**Sexual Harassment:** In accordance with Texas Wesleyan University administrative policy, sexual harassment is reprehensible and will not be tolerated by the University. The class will not tolerate such behavior as it creates an unacceptable educational environment.

**Disabilities:** Texas Wesleyan University adheres to a disability policy, which is in keeping with relevant federal law. The university will provide appropriate accommodation. Students must notify instructors of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. For assistance, students should consult with the Career, Counseling and Testing Center.