

Teaching English as Foreign Language in Special Education

Fall 2018

Instructor Information

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Course Description

Teaching English as Foreign Language (TEFL) in Special Education (SPED) is an introductory course for educators who want to improve their teaching practices for learners with special needs within the context of the TEFL classroom. Participants read articles, visit websites and discuss teaching practices that provide strategies to support diverse learners with a wide variety of skills and varying levels of performance. The focus is placed on inclusive teaching models, with exploration of the current best practices. It is a practical online course with the University of Oregon (UO) American English Institute (AEI), a unit of the College of Arts and Sciences.

The course is five weeks long. All activities are asynchronous. This means you can do them anytime and anywhere through the [UO Canvas](https://library.uoregon.edu/cmet/canvas/help/students1) (<https://library.uoregon.edu/cmet/canvas/help/students1>) learning management system.

The course materials use English at the level of B1-B2 “Independent User” from the [Common European Framework of Reference for Language \(CEFR\)](http://www.coe.int/t/dg4/linguistic/cadre1_en.asp) (http://www.coe.int/t/dg4/linguistic/cadre1_en.asp).

Unless otherwise noted, course materials are free, open educational resources (OERs) from high quality sources. You can use OER materials in any way you like in your local schools, universities, and training centers.

Course Scope and Sequence

- Week 1: Introduction to Special Education Concepts and Terminology
- Week 2: Universal Design for Learning
- Week 3: Differentiated Instruction
- Week 4: Explicit Instruction
- Week 5: Behavior Management for Learners with Special Needs

Learning Outcomes

By the end of this course, you will be able to

- Identify and discuss key concepts and issues around teaching in a SPED context.



- Identify and explain an area of need related to SPED.
- Evaluate/select/adapt existing materials that address a need in teaching English in a SPED context.
- Plan and explain how information learned in the course is shared with other English-language educators.

Expectations

This course requires about eight to ten hours per week of work.

You should practice the “4 Cs” of 21st Century Skills in all parts of the course:

- **Collaboration** – Come to the course with an open mind and ready to learn from and share ideas or “collaborate” with others.
- **Communication** – Be polite and professional at all times.
- **Critical Thinking** – Ask questions, listen well to other opinions, and look for solutions to problems.
- **Creativity** – Use your imagination, try new things, and have fun!

Grading

You can always see your grades in Canvas. You must have a total score of 70% or higher to pass the course. Submit all tasks by the weekly deadline. Each part is equal to 25% of the final grade:

- **[25%] Articles and Quizzes** – Read all required articles and/or study guides. The study guides are easier versions of the articles. Use the quizzes to help review information from the articles. Take the quizzes as many times as you like. This is a model of testing-as-learning.
- **[25%] Discussions** – Actively participate in all discussions. Models and rubrics are available to help ensure success and learning.
- **[25%] Project** – Identify an area of need for your students. Then try one or more tools, strategies, or techniques each week that will help you meet that need. At the end of the course, this will become a collection of resources that you can use and share with others.
- **[25%] Cascade Knowledge** – Share or “cascade” information from the course with other educators in your local community. Give a short, informal report on the results.

Communicating with the Program

It is your responsibility to communicate with me and the UO AEI about questions or issues that prevent you from participating in the course.

- If you have questions about weekly tasks, contact me through Canvas or by email.
- If you have technical issues with the course, contact me and the UO AEI Innovative Programming Assistant (Brandy Collier, ellearn@uoregon.edu). We will help you.
- If you cannot participate in the course due to a serious problem such as a health issue or difficult workload, contact me immediately. Do not wait until the end of the situation.

Withdrawal Policy

If you cannot complete the course and wish to withdraw (leave the course), contact me and explain why. The UO AEI will consider each request separately. You might still be able to participate in future courses if there are special circumstances.

If your request to withdraw does not meet the criteria for special circumstances, you may not be able to participate in the program in the future.

Plagiarism

Plagiarism is when you present another person's words and/or ideas as your own. If you use other sources, you must show this with proper citation information. The UO has a strict policy about this in the UO Student Conduct Code section on [Academic Honesty](https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code) (<https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code>).

UO AEI instructors must report incidents of plagiarism.

- First Instance: I will share resources with you about plagiarism and how to avoid it.
- Second Instance: I will contact the UO AEI Director of Innovative Programming. I will also warn you that the UO AEI will remove you from the course if there is a third instance.
- Third Instance: The UO AEI will remove you from the course. You may not be able to participate in the program in the future.

Reasonable Accommodation Statement

Everyone should have an equal opportunity to participate in class. Tell me during the first week of class if you have any special needs that may affect your participation.

U.S. law requires the UO to provide reasonable accommodation to students with disabilities. The UO does not share this information unless the law allows it. Some examples of support are additional time to complete tests and/or other course work, or documents with special formatting.