

TESOL Methods and Materials

Instructor: [REDACTED]

Office: [REDACTED]

Hours:

Phone: [REDACTED]

Email: [REDACTED]

Course Description

This course provides an overview of language teaching methodology, introducing, examining, and evaluating various instructional approaches and techniques for teaching English to language learners in various contexts. Throughout the course, we will discuss teaching principles, learn skills and techniques, share observations and ideas, and address practical classroom issues. Course requirements include a teaching demonstration.

Goals

- To examine, formulate, and reflect on your own beliefs about language teaching and learning
- To become familiar with sound principles of language teaching
- To obtain an understanding of different methodological approaches to language teaching
- To become aware of various issues and aspects of language instruction that may impact learning
- To develop a repertoire of classroom techniques and strategies grounded in sound pedagogical principles

Objective

At the end of this course, you should be able to know and understand the four skills involved in Teaching English to Speakers of Other Languages. You will utilize reflective teaching skills. You should understand the context of a language-teaching situation. You will become familiar with the history of language teaching methodologies and techniques. Develop skills to construct ESL curricula, units, and lesson plans, and know how ESL teaching can be contextualized and integrated with academic content.

Required Texts

Celce-Murcia, Brinton, and Snow, eds. *Teaching English as a Second or Foreign Language*, 4th ed. 2014. Amazon price new - \$79.22, best - \$48.98, used - \$60.96

Outside readings as directed

Assignment Submission/Late Work

The primary method for turning in work for this class will be using the assignment links in Blackboard. Other attempts at turning in work outside of the turn-in link, including email and in person will not be accepted.

Especially since all work will be turned in via Blackboard, **only you can be responsible for your computer and your internet access.** While you do not have to have your own computer to take this class, you certainly need to be able to access the class materials, which means easy access to a computer connected to the Internet. If you do not have a computer, you will inevitably have to spend a lot of time somewhere with a computer that does have this level of access (like the library or the [REDACTED] lab).

Your assignments are due by 11:59 PM on the specified date. Late work will not be accepted. Telling me that you were unable to complete an assignment because of some technical problem (e.g., "My computer crashed" or "I don't have very good access to the Internet") is not acceptable and it will not be tolerated as an excuse for late work or incomplete assignments. I understand that technical difficulties do occur (e.g. computer failures and unavailable Internet); this is a good reason for not waiting until the last minute to do assignments. Please save your work frequently and make back-up copies.

I can waive this policy under extreme circumstances (hospitalizations, death in the family, etc.). Moreover, obviously, if there is a Blackboard outage, due dates will be adjusted accordingly.

| <u>Assignment</u> | <u>Value</u> |
|-----------------------------|--------------|
| Participation and journals | 5% |
| Observation Report | 15% |
| Mid-Term Exam | 25% |
| Teaching demonstration | 25% |
| Term Paper and presentation | 30% |

Participation

Informed participation in class discussions is an important component of this course. To ensure the quality of our discussions, you are expected to complete the readings and post journal entries in Blackboard before the class.

Syllabus Construction

Rewrite a syllabus using the parameters discussed in the textbook. Articulate guiding principles, context analysis, and needs assessment.

Writing Construction

Design a writing lesson from the information in your textbook.

Classroom Assessment

Develop a sample classroom assessment.

Lesson Plan

Select a textbook and prepare a lesson plan using the information in your textbook.

Strategic Learning and Cognitive Awareness

Design a classroom task that promotes strategic learning and cognitive awareness.

Midterm Exam

Will be discussed later

Term paper

Students will write a 10-12 page research paper on a selected topic related to language pedagogy issues. You will also briefly present your paper to the class. It would be a good idea to discuss your choice(s) to make sure you have selected a topic that is appropriate and manageable. A more detailed handout will be distributed later.

Annotated Bibliography

At least six cited sources with summary, describing relevance and applicability.

Communication

I will use Blackboard and/or your University email address to communicate important class announcements. Class materials will be posted on Blackboard. Please remember to check the Blackboard Announcements and your University email regularly. If you do not have a University email account, or are currently locked out, you should contact Computer Services in Cheek Hall to establish or reactivate your account.

Grades

Evaluation will be strict but fair. Because this is a senior/graduate level course, there will be little allowance made for careless errors. The quality of your coursework reflects your professionalism and the seriousness in which you approach your work.

Letter grades will be assigned to all main written coursework. When you receive your work back, it will have a letter grade assigned to it. I will record the corresponding percentage of the points possible for the assignment in the grade book.

Final grades will be assigned as indicated on the table below. (The university plus/minus grading system does not allow instructors to assign A+ or D- grades.) In order to receive the grade listed on the left, you will need to achieve the percentage of points listed on the right.

| Final Grade | Percentage Needed |
|-------------|-------------------|
| A | 95% or more |
| A- | 90 - 94% |
| B+ | 87 - 89% |
| B | 84 - 86% |
| B- | 80 - 83% |
| C+ | 77 - 79% |
| C | 74 - 76% |
| C- | 70 - 73% |
| D + | 65 - 69% |
| D | 60 - 64% |
| F | 59% or less |

Dropping the Class

It is your responsibility to understand the University's procedure for dropping a class. If you stop participating in this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the [Office of the Registrar](#) at [REDACTED].

Academic Integrity Policy

[REDACTED] is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's student honor code, [Student Academic Integrity Policies and Procedures](#) and also available at the Reserves Desk in [REDACTED] Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Students with Disabilities

To request academic accommodations for a disability, contact the Director of the Disability Resource Center, [REDACTED]. Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, [REDACTED].

Nondiscrimination

[REDACTED] is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, [REDACTED]. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can be brought to the attention of your instructor’s Department Head. Please visit the OED website at [REDACTED].

Assignment schedule

| Module | Topic | Readings |
|---------------|--|-----------------|
| Module 1 | Introduction; Foundations of Methodology | Ch. 1-5 |
| | Syllabus Construction | |
| Module 2 | Listening and Speaking | Ch. 6-10 |
| Module 3 | Reading and Writing | Ch. 11-16 |
| | Writing Lesson | |
| Module 4 | Grammar, Vocabulary, and Assessing Language Skills | Ch. 17-21 |
| | Mid-Term Exam: Classroom Assessment | |
| Module 5 | Skills for Teachers | Ch. 22-26 |
| | Lesson Plan | |
| Module 6 | Integrated Approaches | Ch. 27-32 |
| Module 7 | Focus on the Learner | Ch. 33-36 |
| | Classroom Task | |
| Module 8 | Focus on the Teacher | Ch. 37-40 |
| | Final Exam | |