



ENG 457.501

TEACHING ESL

COURSE SYLLABUS: SPRING 2014

Instructor: Julie Bouchard

Office Location: HL 307

Office Hours: Tuesday 4:00 to 4:30 and 7:10 to 7:40 CHEC 225,
Wednesday 11 to noon, online

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COURSE INFORMATION

Materials

Textbooks Required

- 1) Larsen-Freeman, D. & M. Anderson. (2011). **Techniques & Principles in Language Teaching**. 3rd Edition. *Oxford University Press*. ISBN: 978 0 19442 360
- 2) Fillmore, L. W., Snow, C. E., & Educational Resources Information Center (U.S.). (2000). **What teachers need to know about language?** *Washington, DC: U.S. Dept. of Education, Office of Educational Research and Improvement, Educational Resources Information Center*. [**This book is available online for free**]

Optional

Supplementary readings may be uploaded to the electronic course shell.

Course Description

Catalogue description

This course focuses on the linguistic, psychological, and sociocultural foundations for teaching English to speakers of other languages. It surveys historical, as well as current trends in the methods and materials of ESL, of language testing, and of language-program evaluation. Also appropriate for student interested in teaching second or foreign languages other than English.
Prerequisite: ENG 1302

Course rationale

In this course you will (1) develop a better understanding of the evolution of teaching practices and of current trends in language teaching, (2) develop the ability to use this knowledge in order to plan activities and lessons for a variety of language learners and situations, (3) develop a better understanding of English varieties and their effects on language learning and teaching.

This course follows the historical development of the different teaching approaches and theories. The assignments will help students develop their own understanding through the schemata and the class discussion facilitation. The activities and the lesson plans produced by the students will help them put their learning into practice.

Student Learning Outcomes

1. The students will demonstrate their knowledge of the history of ESL methodology and of the appropriate terminology. The students will demonstrate this knowledge in the production of the method's schemata and in their classroom observation report.
2. The students will demonstrate their understanding of the different ESL methodologies. The students will demonstrate this understanding during the class discussions, the discussion facilitation as well as in their report on a classroom observation.
3. The students will apply basic principles of ESL language teaching methodology. The students will demonstrate their ability to apply these basic principles in the lesson plans they will produce during the semester as well as during the learning activities they will be facilitating.
4. The students will demonstrate their understanding of the effects of English varieties on language learning and teaching. This will be demonstrated in their reading response to an article on the topic.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities and assessments to assist you in achieving the outcomes for the course. Each week you will work on various combinations of assignments, activities, discussions, and readings.

Method's Schemata

Each of you will fill a schema for each one of the methods we study. Each schema will contain the name of the method, its main principles, the pros and cons with your explanations, and you notes or ideas. The schema can look like the one below.

Method	Main principles	Pros and why they are pros	Cons and why they are cons	My notes and ideas

At the end of the semester, you'll have a schema with as many rows as methods you studied. It will be useful to you both to have a quick overview of all the methods and to figure out what are the principles and activities you want to include in your classroom practice. These schemas are due each week from weeks 3-13 (i.e., each time we look at a new teaching method. **They are due by 10am on the day of class (Tuesday). (10X2 points, 20 points)**

Class discussion facilitation

Each student will be responsible for preparing the class discussion on one method. The student will prepare 8 to 10 questions on the chapter they will be responsible for and will hand them to the instructor during the class the week previous to the class discussion. These questions will have been well thought, help the other students during their reading, and be the basis of the class discussion. The instructor will go over the questions and they will be posted on the course shell. The students will be graded on the quality of the questions as well as their ability to facilitate the discussion. The instructor will be available to help the students while they prepare the questions. **(10 points)**

Activity facilitation

Each student will be responsible for teaching a language element to the other students. Each student will choose a different week to present their activity. The student will hand in an activity plan before the presentation; it will detail the elements taught during the activity, the objectives of the activity, the duration of the different elements, how the activity follows the elements of the teaching method, the material required to do the activity, and what the teacher and the students need to do. More details will be given in class. **(10 points)**

Lesson Plans

These lesson plans derive from your textbook on Techniques in Language Learning. You will choose one of the methods we have covered and complete a lesson plan that links the thought, beliefs, attitudes, values, and awareness with action in the classroom. Each of your lesson plans will respond directly to the principles that guide the method you have chosen. This assignment is an opportunity for you to closely reflect on your teaching practice, specifically, how your own beliefs and 'maxims' guide your teaching practice. Each of you will produce three lesson plans. We will discuss the format in class. **(3x10 points, 30 points)**

Reading Response

Each student will be responsible for writing one reading response to an article related to varieties of English. The response will be between 350 and 500 words long and will include the following elements: a quick summary of the text, what you learned, what surprised you, and some comments or your opinion on the article. You should also make some links with what has been discussed in class. **(2X5 points, 10 points)**

Class observation report

Each student will observe one ESL classroom and fill out the observation form. **(10 points)**

Class Participation

Students are expected to do the readings before class and to take part in the discussions by making comments and sharing ideas on the topic. The students may prepare questions or comments that arose during the reading to facilitate their participation. **(10 points)**

GRADING

Classroom participation: 10%
Methods' schemata: 20%
Discussion facilitation: 10%
Activity: 10%
Lesson plans: 30%
Reading responses: 10%
Classroom observation report: 10%

Grading Scale:

90-100	A
89-80	B
79-70	C
69-60	D
59 and below	F

TECHNOLOGY REQUIREMENTS

You will need:

- Flash drive or other means (dropbox.com account, for example) for storing digital versions of the material you generate (always keep a backup of everything you turn in!);
- A valid, working email address that you check often (at least once a day);
- Regular internet access

ACCESS AND NAVIGATION

You must have Internet access – the Gee Library on campus offers plenty of computers connected to the internet. This course is enhanced with eCollege. You can either submit assignments in paper copy in class or electronically. Your Assignments should be submitted in designated Dropboxes under each particular week. Click Dropbox in the Tool Bar on the top of your eCollege page to access dropboxes (see further steps below). Assignments will not be accepted by e-mail.

The assignments should be submitted using Microsoft Word (either PC or Mac). If you are using any other word processor (for example, WordPerfect or Microsoft Works), you must convert your files to RTF (rich text format) before sending them to me. If you don't do so, your assignment will not arrive in a readable format. You are responsible for sending me a file I can read. If I cannot read your first submission, I will alert you and give you the opportunity to correct the problem. After the first time, if you submit work that I cannot read, you will be given a zero on that assignment if the due date has passed. In order to submit an assignment using the dropbox, please follow the following steps

1. Click **Dropbox** tab
2. Click **Submit** an Assignment
3. Select Basket (e.g. Week 1, Reading Response 1)
4. Add **Attachments** (3 steps--Select File, Attach File, OK)
5. Add Comments (if any)
6. Verify that your Attachment is attached.
7. If all is OK, click **Submit**
8. If your Assignment was successfully submitted, you will see **OK**. (If you don't see OK, you need to locate the problem.)
9. Your assignment then goes to the **Outbox** of your Dropbox. Once it is graded, it will be in your Inbox.

YOU ARE RESPONSIBLE FOR SUBMITTING YOUR WORK CORRECTLY AND ON TIME.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Please contact your instructor with any questions you may have. Your instructor's communication preference is e-mail, and her address is: jbouchard@leomail.tamuc.edu. The instructor is also available to meet in person during office hours or by appointment.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

Attendance is required and will be taken at each class. Missing classes will result in a grade penalty. Excessive tardiness can be penalized as an absence. The university has no policy for “excused absences” except for university sanctioned events.

Assignments must be handed in on time; any late work will result in a grade penalty of 10% for every day it is late. Unless specified otherwise, assignments must be handed in or posted in eCollege before 4:30pm on the due date.

Department Specific Procedures

Grievance Procedure:

Students who have concerns about this course or the instructor should speak *first* to the instructor about those concerns. If the student is unsatisfied with the outcome of that conversation, the next person in the chain of command is the Chair of the Department, Dr. Hunter Hayes. Students should contact him via e-mail at Hunter.Hayes@tamuc.edu.

Academic Honesty

The official departmental policy: “Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1,2,3])

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

University Specific Procedures

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

(Schedule is flexible and subject to change)

Week 1 Introduction

1/14 Course/Student Introductions

Week 2

1/21 L-F & A: Chapter 1
F&S: pp. 1-12 (Intro + Why do teachers need to know more about languages)

Week 3

1/28 L-F & A: Chapter 2
F&S: pp. 13-31 (What should classroom teachers know about language)

Week 4

2/4 L-F & A: Chapter 3
F&S: pp. 32-35 (Courses teachers need to take+conclusion)

Week 5

2/11 L-F & A: Chapter 4

Week 6

2/18 L-F & A: Chapter 5

Week 7

2/25 L-F & A: Chapter 6
Lesson plan 1 due

Week 8

3/4 L-F & A: Chapter 7

Week 9

3/11 L-F & A: Chapter 8
Reading response 1 due

Week 10

3/25 L-F & A: Chapter 9
Lesson plan 2 due

Week 11

4/1 L-F & A: Chapter 10

Week 12

4/8 L-F & A: Chapter 11

Week 13

4/15 L-F & A: Chapter 12

Lesson plan 3 due
Report on classroom observation due

Week 14

4/22 L-F & A: Chapter 13

Week 15

4/29 L-F & A: Chapters 14 & 15
Reading response 2 due