



**ENG 457 Teaching ESL
Fall 2015
Tuesday 4.30-7pm**

Instructor: Shigehito Menjo
Office Location: HL 307
Office Hours: 10-11am: MWF (Skype: username = “ ”)
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COURSE INFORMATION

Materials

Textbook(s) 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 and in eCollege for free]**

Additional Readings maybe uploaded to the Electronic Course Shell

Course Description:

This course encompasses both methodological and student management issues in TESOL teaching. On completion of the course you will (1) be familiar with current classroom practice and theory in ESL teaching; (2) be able to use this knowledge to plan appropriate instruction for a variety of L2 learners and teaching situations; (3) become familiar with the linguistic systems of English that comprise the content area for ESL teaching. This is an introductory level course and no background in this area is required.

Student Learning Outcomes:

1. Applies basic principles of ESL/EFL language teaching methodology: This is a key component of the assignments and students will demonstrate their ability to apply these basic principles in their thought-in-action lesson plans completed throughout the semester.
2. Demonstrates knowledge of linguistic systems of English: Through their assignments, students are required to demonstrate an increased awareness of the structure and

function of linguistic systems in English. This will be facilitated through course reading & jigsaw assignments.

3. Demonstrates knowledge of the history of ESL methodology and appropriate terminology. This is a key component of the class reading and discussion and will be thoroughly reviewed in the midterm and final exam.

COURSE ASSESSMENT & INSTRUCTION

Final Exam (take-home)	20%
Thought-in-Action Lesson plans (3)	30%
Method Schema (10)	15%
Jigsaw Classroom Presentation (3)	15%
Classroom Participation	5%
Classroom observation report (2):	15%

Grading Scale:

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

Notes on Assignments:

In order to complete this class successfully, you are required to fulfill all assignments and attend all weekly meetings. The two major assignments in addition to your exams address two crucial areas: 1) Being an ESL learner: What your learners are thinking/struggling with as they move forward in their English language learning; and 2) What you need to know in terms of your content area, i.e., the English language! We will use *experiential learning* to work with these areas; in other words, you will *experience* working with language and *experience* working on presentations for your colleagues on different aspects of English grammar.

Jigsaw Classroom Presentations:

The jigsaw classroom is a cooperative learning technique with a three-decade track of increasing positive educational outcomes. Just as in a jigsaw puzzle, each piece – each student's part – is essential for the completion and full understanding of the final product. As each student's part is essential, then each student is essential; and that is what makes this strategy so effective (taken from <http://www.jigsaw.org/overview.htm>).

In this instantiation of jigsaw learning, **you will be working in a pair. Each pair will present one aspect of English grammar/vocabulary (using Powerpoint).** Each of the students will be responsible for three presentations. We will discuss the format in class.

Thought-in-Action 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.

Methods’ Schemata

Each of you will fill a schema for each one of the method 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 scheme 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 schema are due each week from weeks 3-13 (i.e., every time we look at a new teaching method. **They are due by 10am on the day of class (Tuesday).**

Class observation report

Each student will observe two ESL classrooms and fill out the observation form for each class. Two classrooms have to be different such as different proficiency levels or different schools.

Format for the final exam will be discussed prior to the assigned date.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Attendance Policy

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,

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.

Statement on behalf of students with disabilities

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

(Schedule is flexible and subject to change)

Week 1 Introduction

1/19 Course/Student Introductions

Week 2

1/26 L-F & A: Chapter 1
F&S: pp. 1-12

Week 3

2/2 L-F & A: Chapter 2
F&S: pp. 13-25

Week 4

2/9 L-F & A: Chapter 3
F&S: pp. 25-32

Week 5

2/16 L-F & A: Chapter 4
Jigsaw Presentation (1): Pair 1-2
Thought-in-action Lesson Plan (1) Due Week

Week Week 6

2/23 L-F & A: Chapter 5
F&S: pp. 32-35

Week 7

3/1 L-F & A: Chapter 6
Jigsaw Presentation (2): Pair 3-4

Week 8

3/8 L-F & A: Chapter 7
Thought-in-Action Lesson Plan (2) Due
Classroom Observation (1) Due

Week 9

3/22 L-F & A: Chapter 8
Jigsaw Presentation (3): Pair 1-3

Week 10

3/29 L-F & A: Chapter 9
Jigsaw Presentation (4): Pair 2-4

Week 11

4/5 **L-F & A: Chapter 10**

Week 12

4/12 L-F & A: Chapter 11
Jigsaw Presentation (5): Pair 1-4
Thought in Action Lesson Plan (3) Due

Week 13

4/19 L-F & A: Chapter 12

Week 14

4/26 L-F & A: Chapters 13
Jigsaw Presentation (6): Pair 2-3

Week 15

5/3 L-F & A: Chapters 14 & 15
Classroom Observation (2) Due
Take-Home Final Exam handed out

Take-Home Final Exam Due: Tuesday May 10th

I. RUBRIC FOR EXAM:

Student Work Demonstrates...	Meets or exceeds all criteria (90-100%)	Work makes a clear attempt to meet all criteria (80-89%)	Work makes a clear attempt to meet some but not all criteria (70-79%)	Work fails to meet most of criteria (69-60%)
Content	Meets maximum content guidelines required for a full response	Most of responses meet maximum content guidelines required for a full response	Minimal content	Minimal or some incorrect content
Structure	All prose meets the requirement of consecutive sentences in a paragraph/essay format	Most of prose meets the requirement of consecutive sentences in a paragraph/essay format	Some of prose does not meet requirement (e.g. uses bullet points or lists)	Most of prose does not meet requirement (e.g. uses bullet points or lists)
Timeliness	Is handed in on time	Is handed in on time	Is handed in late	Is handed in late
Length	Meets or exceeds length requirement	Meets length requirement	Does not meet length requirement	Does not meet length requirement
Accuracy	Well written, is in standard academic English, grammatically accurate	Fairly well written, is mostly in standard academic English, few grammatical errors	Not well written, fails to meet standards of academic English, some grammatical errors	Badly written, many grammatical errors, fails to meet standards of academic English

II. RUBRIC FOR JIGSAW PRESENTATIONS:

Student Work Demonstrates...	Meets or exceeds all criteria (90-100%)	Work makes a clear attempt to meet all criteria (80-89%)	Work makes a clear attempt to meet some but not all criteria (70-79%)	Work fails to meet most of criteria (60-69%)
Jigsaw Requirement	Transitions between sections of the presentation are well established	For the most part, transitions between sections of the presentation are well established	For the most part, transitions between sections of the presentation are not established	Transitions between sections of the presentation are not established
Content	Each section of the presentation addresses material creatively & appropriately	For the most part, each section of the presentation addresses material creatively & appropriately	In most cases, each section of the presentation fails to present material creatively & appropriately	Consistently, each section of the presentation fails to present material creatively & appropriately
Presentation	Presentation conducted professionally and fluently	Most of presentation conducted professionally and fluently	Much of presentation is not conducted in a professional and fluent manner	Presentation is not conducted in a professional and fluent manner
Timeliness	Is presented on due date	Is presented on due date	Is not presented on due date	Is not presented on due date
Citations¹	All citations to published material are included and written in APA format	The majority of citations to published material are included and written in APA format	Many of the citations to published material are not included or inappropriately formatted	In general, citations to published material are not included or inappropriately formatted
Accuracy	Well written, is in standard academic English, grammatically accurate	Fairly well written, is mostly in standard academic English, few grammatical errors	Not well written, fails to meet standards of academic English, some grammatical errors	Badly written, many grammatical errors, fails to meet standards of academic English

III. RUBRIC FOR LESSON PLANS:

Student Work Demonstrates...	Meets or exceeds all criteria (90-100%)	Work makes a clear attempt to meet all criteria (80-89%)	Work makes a clear attempt to meet some but not all criteria (70-79%)	Work fails to meet most of criteria (60-69%)
Principles of Method (e.g., how does your lesson plan meet the principles underlying the method?)	All 10 questions are adequately addressed in the discussion of the lesson plan	For the most part, all 10 questions are adequately addressed in the discussion of the lesson plan	Most of the 10 questions are not adequately addressed in the discussion of the lesson plan.	All 10 questions are not addressed in the discussion of the lesson plan.
Content (e.g. each element of the lesson plan is included: Rationale; objectives; student & teacher activities; materials; timing; assessment.)	All elements of the lesson plan are addressed fully & appropriately	For the most part, all elements of the lesson plan are addressed fully & appropriately	In most cases, all elements of the lesson plan are not addressed fully & appropriately	In each case, elements of the lesson plan are not addressed fully & appropriately
Timeliness	Is presented on due date	Is presented on due date	Is not presented on due date	Is not presented on due date
Citations²	All citations to published material are included and written in APA format	The majority of citations to published material are included and written in APA format	Many of the citations to published material are not included or inappropriately formatted	In general, citations to published material are not included or inappropriately formatted
Accuracy	Well written, is in standard academic English, grammatically accurate	Fairly well written, is mostly in standard academic English, few grammatical errors	Not well written, fails to meet standards of academic English, some grammatical errors	Badly written, many grammatical errors, fails to meet standards of academic English
		grammatical errors		