



**ENG 557 Teaching ESL
Fall 2012
Monday 4.30-7.10
BA 244/MPLX 131**

Instructor: Dr. Lucy Pickering
Office Location: HL 308/HL 307
Office Hours: Monday 2-4pm; Tuesday 2-4pm; Thurs 1-2pm
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COURSE INFORMATION

Materials

Textbook(s) Required:

Brown, H.D. (2007). *Teaching by Principles* (3rd Edition). Longman. (ISBN: 0-13-612711-8)

Culicover, P. & Hume, E. (2010). *Basics of Language for Language Learners*. Ohio State University Press. (ISBN: 978-0-8142-5172-0)

Additional Readings will be uploaded to the Electronic Course Shell

Course Description:

This course encompasses both theoretical and practical issues in TESOL teaching. On completion of the course you will (1) be familiar with current theory and research concerning second language learning within the historical context of the professional; (2) use this knowledge to plan appropriate instruction for a variety of L2 learners and teaching situations; (3) examine a variety of current TESOL methods and techniques for individual and integrated skills instruction currently employed in teaching ESL to adults. This is an introductory level graduate 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 discussions of their observations and their lesson plan assignment.
2. Demonstrates knowledge of linguistic systems of English: Through both teaching demonstrations and lesson plans, 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.

- Analyzes and critiques theory and practice of L2 teaching and learning: This is a key component of the seminar reading and discussion and will be thoroughly reviewed in the final exam and course assignments.

COURSE ASSESSMENT & INSTRUCTION

Final Exam (take-home)	20%
Packet of Lesson Plans	20%
2 Teaching Demonstration	20%
2 Classroom Observations	20%
Participation (IG Journal & Class)	20%

In order to complete this class successfully, you are required to fulfill all assignments and attend all weekly seminars. The classroom observations will allow you to gather information about language teaching in a real world setting. Your teaching demonstrations (approx. 10-15 minutes) will give you an opportunity to try out specific techniques/activities. You must provide a copy of the materials you use, and you will complete a follow-up report reflecting on the effectiveness of the activity. Weekly lesson plan packets are mandatory in many ESL/EFL professional settings, and this requirement will give you experience in producing a series of structured lessons. The IG Journal is an open forum for discussion between class participants exploring issues that arise during our readings and class discussions as you consider your development and concerns as ESL/EFL teachers. Each week, different members of class will be responsible for facilitating this discussion. Using the electronic course shell, class members will post responses to the reading for that week. Reading notes should comprise a short paragraph and may focus on 1) what you found beneficial from the reading – particularly for pedagogical purposes; 2) personal/professional experiences to share with your colleagues that were prompted by the reading; 3) any questions about the reading (including what you may not have understood from the reading. These must be posted by 8pm on Sunday evening. An assigned class member will collate and discuss responses.

Please note, for graduate classes, "A" grades reflect work which is clearly superior and exceeds the minimum criteria on all dimensions. "B" grades mean a good, solid performance which fulfills the basic requirements for a particular assignment. Any work that receives a grade of "C" or lower does not the minimum requirements for solid graduate work.

With your help, I hope to encourage individual student needs and interests in recognition of your future as independent teachers in the TESOL profession

UNIVERSITY PROCEDURES/POLICIES

Academic Honesty Policy

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.

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

(Schedule is flexible and subject to change)

Week 1 Introduction

8/27 Course/Student Introductions

Week 2 Historical Overview of Methods – Online content (University Closed)

9/3 **Brown:** Chapters 1 & 2
IG Journal: Dr. Pickering

Week 3 First & Second Language Acquisition

9/10 **Brown:** Chapter 4
C&H: Chapter 1

IG Journal:

Week 4 Communicative Approaches

9/17 **Brown:** Chapters 3 & 5

IG Journal:

Week 5 Skills Development: Oral Skills I

9/24 **Brown:** Chapter 19
C&H: Chapter 2

IG Journal:

Week 6 Skills Development: Oral Skills II

10/1 **C&H:** Chapters 3-6

IG Journal:

Week 7 Skills Development: Listening Skills; & How to Plan a Lesson

10/8 **Brown:** Chapters 18 & 10

IG Journal:

Week 8 Teaching Demonstrations

10/15 ***Teaching Demonstrations***
First Classroom Observation Due

Week 9 Grammar I

10/22 **Brown:** Chapter 22
C&H: Chapter 7

IG Journal:

Week 10 Grammar II

10/29 **C&H:** Chapters 8 & 9

IG Journal:

Week 11 Reading & Writing I & Technology in the Classroom-Online Content – Dr. Pickering in Romania

11/5 **Brown:** Chapter 20 & 12

Week 12 Reading & Writing II & Integrated Approaches

11/12 **Brown:** Chapters 21 & 17

IG Journal:

Week 13 Language & Culture I

11/19 **C&H:** Chapters 10 & 11

IG Journal:

Week 14 Language & Culture II

11/26 **C&H:** Chapters 12 & 13

IG Journal:

Week 15 Teaching Demonstrations

12/3 **Teaching Demonstrations
Lesson Plan Packet Due
Take-home final exam handed out**

Take-Home Final Exam Due: Monday December 10th