



ENG 457.501: Teaching ESL
Spring 2013

COURSE INFORMATION

THE COURSE

WHEN: Wednesday 5:00 p.m. – 7:40 p.m.

WHERE: Collin Higher Education Center - CHEC

You may access the course through the eCollege shell on your MyLeo courses

THE INSTRUCTOR

NAME: Laura Di Ferrante, Ph.D.

EMAIL: ldiferrante@leomail.tamuc.edu

OFFICE PHONE: 903 468 8725

OFFICE FAX: 903 886 5980

OFFICE HOURS: Tuesday 10:45-1:45 in HL 126; 4:00 – 6:00 Virtual Office. OR by appointment,

MATERIALS

- Textbooks:

- 1) Larsen-Freeman, D. & M. Anderson. (2011). **Techniques & Principles in Language Teaching**. 3rd Edition. *Oxford University Press*. ISBN: 978 0 19442 360 1 [Below I'll refer to this book a METHODS]
- 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]** [Below I'll refer to this book a TEACHERS]

-Articles (available in Doc Sharing in eCollege):

- 1) Jenkins, Jennifer. (2006). Current Perspectives on Teaching World Englishes and English as a Lingua Franca. *TESOL Quarterly*, Vol. 40, No. 1 pp. 157-181
- 2) Prabhu, N.S. (1990). There Is No Best Method – Why? *TESOL Quarterly*, Vol. 24, No. 2 pp. 161 – 176.

COURSE DESCRIPTION:

English 457 introduces you the methods and issues of second/foreign language teaching. You will familiarize with some of the major issues connected to ESL/EFL teaching (what is the teacher's role, what English should be taught, what method is best) and you will study the main principle and techniques in language teaching. You will also apply what you learn in actual lesson plans which will be presented and discussed in class.

Student Learning Outcomes:

Students who are successful in ENG 1301 will be able to:

- 1) Form his/her own idea of what types of strategies, methods, and activities s/he wants to use as a teacher.
- 2) Figure out his/her role(s) as a teacher.
- 3) Use technical terms to talk about second/foreignlanguage teaching and learning.
- 4) Discuss and write about the methods and the major issues connected to second/foreign language teaching.
- 5) Design lesson plans drawn on his/her idea of second/foreign language teaching and learning.
- 6) Apply theoretical principles to classroom practice.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

The students will compile schemata of teaching methods, design and present three lessons, and write one reading response. You will submit your assignments

It the hard copies in class, or through eCollege on time. The deadlines are indicated on the calendar at the end of this document.

Class Active Participation

Almost each class period is dedicated in part to the discussion of one of the methods and the presentation by one or two students of their own lesson plans. All the students will participate to the discussions and will observe and thoughtful comment on both the principle and techniques and on their classmates' lesson plans. Class active participation is worth up to 15% of the final grade.

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. The schemata are worth 30% of your final grade.

Reading Response

Each student will write ONE reading response, choosing either **Fillmore and Snow's (A)**, or **Jenkins's (B)**, or **Prabhu's (C)** texts. Response on **(A)** due **January 23rd**; Response on **(B)** due **March 20th**; Response on **(C)** due **April 24th** –see calendar below.

The reading Response will consist of:

200 to 250 word summary of the text;

100 to150 words on what you found interesting about the article and why;

100 to150 words on what in the article puzzled you.

80 to 120 words of comments and opinions on the topic dealt with in the article.

Each reading response must range from 480 and 670 words and is worth 10% of the final Grade.

Lesson Plans

The lesson plans are the core of the course as they will be the application of what you studied, and also a precious treasure for your future classroom practice as a teacher.

Each of you will design two lesson plans.

One will be aimed at teaching a grammar topic, and one on vocabulary. You can use video, audio, picture, and any kind of media or technological support you think would be appropriate.

Every lesson plan must contain the following elements:

- 1) Goal and objectives
- 2) Materials (including classroom activities or exercises
- 3) Time Limits
- 4) Audience
- 5) Schedule of the lesson
- 6) Notes

Each lesson plan will be submitted in the Dropbox in eCollege and will be presented in front of the class (see Lesson Presentation below). Once corrected and revised, the lesson plans will be shared with all the class members, so that at the end of the semester each student will have a collection of lesson plans ready to be tested in a second/foreign language classroom!

Lesson Presentations

Each student will give 2 fifteen-minute presentations, each respectively on their two lesson plans. The presentations will either consist of a powerpoint / handout- supported talk where the students explains their lesson plan, or will consist of a simulation of the planned lesson.

Each presentation is worth 5% of the final grade.

GRADING

All the material will be graded according to rubric available for you to see in DocSharing in eCollege. Here's a breakdown of how your grade will be calculated:

ACTIVITIES		POINTS	%
CLASS ACTIVE PARTICIPATION	(1 PT X 15 WEEKS)	15	15%
1 READING RESPONSE		10	10%
10 SCHEMA ON METHODS	(3 PTS X 10 SCHEMA)	30	30%
2 LESSON PLANS	(15 PTS X 2 LESSON PLANS)	30	30%
2 LESSON PRESENTATIONS	(7.5 PTS X 2 PRESENTATION)	15	15%
TOTAL		100	100%

FINAL GRADE	
90-100	A
80 - 89	B
70 - 79	C
60 – 69	D
68 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 (additional readings are available online);

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: ldiferrante@leomail.tamuc.edu. Also, look at the office hours on the top of this syllabus.

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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Attendance Policy Participation is a particularly important element in this course. You don't want to miss a class. Group discussions, peer reviews, and in-class presentations will be extensively used and they will be the main learning tools. If you miss more than 3 class periods, you will fail the course. Participation grade will be constituted by: *attendance* and *active participation*. The sum of the two will constitute 15% of the final grade.

Excessive tardiness will be penalized as an absence. If you come to class late 3 times that will count as an absence. "Late" is when I have completed calling roll and class has begun. It is your responsibility to make sure your presence is accounted for accurately; therefore, if you do come in late, then it is your responsibility to make sure I have you marked as late instead of absent.

Plagiarism: 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]) If you ever have any questions about a particular use of a source, always ask your instructor. She wants you to avoid plagiarism, too, so she will help you do so whenever and wherever she can. Do what you can to take advantage of this support—to look innocent in addition to being innocent when it comes to charges of plagiarism. Students guilty of academic dishonesty of plagiarism can expect to fail the assignment in question or the entire course depending on the nature of the incident. See your *Writing at Texas A&M University-Commerce* Guide (a required text for this course) for more information.)

On University-Sanctioned Activities: To accommodate students who participate in university-sanctioned activities, the First-Year Composition Program offers sections of this course at various times of the day and week. If you think that this course may conflict with a university-sanctioned activity in which you are involved--athletics, etc.--please see your instructor after class on the first day.

University Specific Procedures: *Statement on behalf of 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

Geer Library 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

This calendar is likely to change in order to accommodate learning needs. All changes will be communicated in class and/or by email.

IN CLASS		READINGS DUE TODAY	MATERIAL DUE TODAY
WEEK 1	WED 16 JAN	Introduction to the course	
WEEK 2	WED 23 JAN	Introduction in METHODS + Fillmore and Snow. Focus on The Role of the Teacher	Reading Response on Fillmore and Snow 1) 2) 3) 4) 5)
WEEK 3	WED 30 JAN	The Grammar- Translation method PRESENTATION 1) 2)	METHODS: pp. 11-22 SCHEMA
WEEK 4	WED 13 FEB	The Direct Method PRESENTATION 1) 2)	METHODS: pp. 23-34 SCHEMA
WEEK 5	WED 20 FEB	The Audio-Lingual Method PRESENTATION 1) 2)	METHODS: pp. 35-52 SCHEMA
WEEK 6	WED 27 FEB	The Silent Way PRESENTATION 1) 2)	METHODS: pp. 53-72 SCHEMA
WEEK 7	WED 6 MAR	Desuggestopedia PRESENTATION 1) 2)	METHODS: pp. 73-88 SCHEMA + First Lesson Plan due FOR EVERYBODY
SPRING BREAK			
WEEK 8	WED 20 MAR	Community Language Learning; + World Languages and English as a Lingua Franca	METHODS: pp. 89 –106 JENKINS's article SCHEME + Reading Response on Jenkins's article 1) 2) 3) 4) 5)
WEEK 9	WED 27 MAR	Total Physical Response PRESENTATION 1) 2)	METHODS: pp. 107 –120 SCHEMA
WEEK 10	WED 3 APR	Communicative Language Teaching PRESENTATION 1) 2)	METHODS: pp. 121 –136 SCHEMA

IN CLASS		READINGS DUE TODAY	MATERIAL DUE TODAY
WEEK 11	WED 10 APR	Content-based, Task-based, and Participatory Approaches PRESENTATION 1) 2)	METHODS: pp. 137 –158 SCHEMA
WEEK 12	WED 17 APR	Learning Strategy Training, Cooperative Learning, and Multiple Intelligences + Conclusions PRESENTATION 1) 2)	METHODS: pp. 159 –190 SCHEMA
WEEK 13	WED 24 APR	The Best Method	Prabhu's article Reading Response on Prabhu's article 1) 2) 3) 4) 5)
WEEK 14	WED 1 MAY	FINAL PRESENTATIONS	Second Lesson Plan due FOR EVERYBODY