



ENG 557.01W TESOL Methods I

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COURSE DESCRIPTION

This is the first course in a two-course sequence designed to prepare individuals to become competent language teachers, particularly in the ESL/EFL context. This course introduces historical and methodological background of the TESOL profession. It aims to explore various issues related to the principles, approaches, and techniques of English language teaching and learning. Course topics mainly include history of language teaching approaches, teaching by principles, teaching language skills, class interaction, classroom management, and professional development. The knowledge and skills acquired in this course are expected to be applied in TESOL Methods II (with a focus on curriculum design and assessment) as well as students' future teaching practice and career. This is an introductory level graduate course and no background in this area is required.

COURSE OBJECTIVES/LEARNING OUTCOMES

On completion of this course, students will:

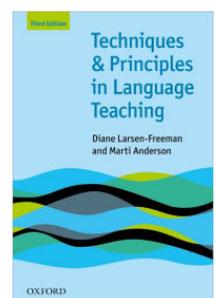
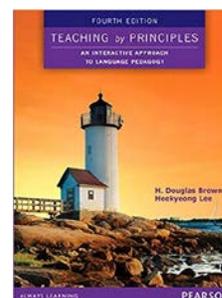
1. Understand the history of language teaching approaches and the current theory and research concerning principles of L2 teaching and learning.
2. Develop the ability to examine a variety of current TESOL methods and techniques for individual and integrated skills instruction.
3. Develop the competence to create effective lesson plans geared towards a specific instructional setting.
4. Be able to create and design effective multimodal instructional materials based on the current teaching methods.
5. Be able to utilize the newly learned knowledge to analyze and critique theory and practice of L2 teaching and learning following the APA style.

COURSE MATERIALS

Required textbooks

Brown, H.D. & Lee, H. (2015).

Teaching by principles: An interactive approach to language pedagogy (4th ed.).
White Plains, NY: Pearson Education. ISBN-13: 9780133925852



Larsen-Freeman, D. & Anderson, M. (2011). *Techniques & Principles in Language Teaching* (3rd ed). Oxford University Press.
ISBN-13: 9780194423601

Other materials

Additional readings will be available on the Desire2Learn course site.

Computer and technologies

This class will be delivered completely online using Desire2Learn Brightspace, the new Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <http://www.tamuc.edu/myleo.aspx>. You will need your CWID and password to log in to the course. Students are required to have regular access to a computer with an internet connection. At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. If you experience problems in accessing the course site or have other technological difficulties, please contact the CITE Help Desk at 903.468.6000 or helpdesk @tamuc.edu.

COURSE ASSIGNMENTS

The following assignments help students achieve the learning outcomes. Detailed information and guidelines for each assignment will be posted to the course website.

- **Online Café (2 points)** ---Online café provides an opportunity for class members to know each other. Students will self-introduce themselves in the discussion forum. They may include information such as the name, major, academic/personal interests, learning/teaching experiences, as well as their career goals.
- **Online Discussions (24 points)** --- Online discussions are a crucial part of building our classroom community. They are the equivalent of in-class discussions about the readings and activities we are doing. Reading the required texts, supplemented with personal findings, will help the quality of the contribution. There are two deadlines each week: one for posting a reply to discussion prompts (i.e., by Thursday midnight), and one for responding to at least three classmates' posts (i.e., by Sunday midnight). There will be 6 online discussion assignments. [Meet Learning Outcomes # 1, 2, and 5]
- **Lesson Plans (21 points)** --- Students will produce a series of structured lesson plans (for 50-minute classes) in relation to different language structures and skills. Careful reading of required texts and supplementary materials is essential. There will be 3 lesson plan assignments. See the grading rubric on p. 10. [Meet Learning Outcome #3]
- **Response Papers (21 points)** --- Students will write 3 short essays in which they thoughtfully respond to the designated readings on L2 teaching and learning in 600-700 words in each paper. The students are expected to incorporate the course readings, relevant L2 teaching/learning theories, and their real-world teaching and/or learning experience. The papers will follow the APA style. See the grading rubric on p. 9. [Meet Learning Outcome

#5]

- **Multimodal Instructional Materials** (12 points) and **Peer Review** (5 points) --- Students will design multimodal instructional materials using the technology tool of their choice for their current/future students. Based on the teaching context, they utilize one or more teaching methods (e.g., task-based instruction, content-based instruction, genre-based instruction) introduced in this course. Students will submit the multimodal project as well as a narrative briefly introducing the technology tools they used and explaining how the materials were developed in light of specific teaching methods. Online peer review will be conducted afterwards. [Meet Learning Outcome #4]
- **Final Exam** (15 points) ---These assignments are to provide students with opportunities to demonstrate their knowledge of various topics covered in this course and their ability to analyze and evaluate real-life issues about TESOL methods. Question types of the exam mainly include short-answer questions and short essays. [Meet Learning Outcomes # 1, 2, and 5]
- **Participation in Webinar Sessions** (3 bonus points) --- Students are encouraged to participate in one webinar session of their own choice organized by professional associations (see recommendation on the last page of the syllabus) at their convenient time anytime between Week 1 and Week 15. [Meet Learning Outcomes #1, 2, 3, and 4]

COURSE/ UNIVERSITY POLICIES

Course Ground Rules

Being successful in an online course requires tremendous self-discipline and high motivation. In this course, all work will be completed through D2L. Each working week begins on Monday; however, I open the weekly course module a few days earlier (i.e., on Friday). You should log into the course website frequently for the course syllabus, assignments, announcements, and discussions. I strongly recommend dedicating set days/times to completing your work and working in advance so that you are always a day or two ahead. You are expected to put 2-3 hours a day for the coursework. You are responsible for reading all online materials and the textbook; you are responsible for completing and submitting all assignments online. Please also note that **assignment due dates are crucial. No delayed assignments will be accepted.** Moreover, we are co-constructing our knowledge in the online community. Please be prepared, read carefully, share thoughtfully, respond respectfully, and engage in all learning processes.

Netiquette

I expect that students will exhibit courtesy toward others in this online class. Courtesy means NOT engaging in online rudeness or refusing to focus on group or class discussion. Courtesy means engaging in such behaviors such as listening carefully to others, accepting that various points of views can be valid, maintaining a focus on the discussion in hand and treating others as you wish to be treated. Online courtesy requires meeting some different standards than face2face situations: a good guide to Netiquette can be found at:
<http://www.albion.com/netiquette/>

Grading Scale

The total score is 100 points. The course grade will be determined based on the following criteria:

Online Café	2 points
Online Discussions	24 points (4x6)
Response Papers	21 points (7x3)
Lesson Plans	21 points (7x3)
Multimodal Project	17 points
Multimodal instructional materials	12 points
Peer Review	5 points
Final exam	15 points
Webinar participation (optional)	3 bonus points

A = 90-100

B = 80-89

C=70-79

D= 60-69

F= 0-59

Assignment Submissions

- All assignments must be submitted to D2L Brightspace by the designated due date (generally **Sunday** midnight). No delayed assignments will be accepted.
- The submission should be in an appropriate academic format (i.e., APA). Failure to conform to the standards will result in points deducted. To learn more about the APA format, please check the website of Purdue Online Writing Lab (Purdue OWL) at https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
- If you have trouble uploading the assignment to the course site, please e-mail your paper to me at mimi.li@tamuc.edu.

Learning Management System D2L (Brightspace)

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact CITE Helpdesk or D2L Support.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.
- You will need regular access to a computer with a broadband internet connection. The minimum computer requirements are:

- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required courses are heavily video intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Communication

I encourage you to contact me if you have any questions about the contents of this course. Please send messages directly to mimi.li@tamuc.edu. I generally reply email within 24 hours. If you desire an online conference via phone/Skype or face-to-face meeting, please always email me first to set up an appointment.

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the Live Chat to submit an issue via email.



Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student

Guidebook: <http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquettehttp://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

TAMUC Attendance

For more information about the attendance policy please visit the following

webpages: <http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Please avoid self-plagiarism.

Self-plagiarism is reusing one's own previously written work partially or entirely in another piece of work without referring to the previous use. Instructors expect unique coursework for individual classes to demonstrate students' persistent learning and growth. Submitting an assignment that has already been submitted for another class, also called "recycling fraud", is a form of academic misconduct and never allowed. In case you want to further explore a research topic that you have examined in another class, please do ask for the instructor's permission beforehand.

ADA Statement

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 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also

permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer. Web

URL: <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

TENTATIVE COURSE SCHEDULE

Weeks	Topics	Readings & Assignments Due
Week 1 (1/14-1/20)	<i>Introduction</i> <i>Overview of TESOL Methods</i>	Brown & Lee Chapter 1 Larsen-Freeman & Anderson, Chapter 1 Weekly lecture Liu & Berger (2015)* Online Café (<i>Initial post due 1/15; peer response due 1/17</i>) Online Discussion 1 (<i>Initial post due 1/17; Peer response due 1/20</i>)
Week 2 (1/21-1/27)	<i>History of Language Teaching Approaches</i>	B&L Chapter 2 L&A Chapters 2 & 3 Weekly lecture Ellis (2005) Response Paper 1 (<i>due 1/27</i>)
Week 3 (1/28-2/3)	<i>Language Teaching Methods</i>	L&A Chapters 4, 5, & 6 Weekly lecture Online Discussion 2 (<i>Initial post due 1/31; Peer response due 2/3</i>)
Week 4 (2/4-2/10)	<i>Language Teaching Methods (cont'd)</i>	L&A Chapters 7, 8, & 9 Weekly lecture Online Discussion 3 (<i>Initial post due 2/7; Peer response due 2/10</i>)
Week 5 (2/11-2/17)	<i>Communicative Teaching Approaches</i>	B&L Chapter 3 L&A Chapters 10 & 11 Weekly lecture Nunan (2014) Ellis (2009)* Online Discussion 4 (<i>Initial post due 2/14; Peer response due 2/17</i>)
Week 6 (2/18-2/24)	<i>Teaching by Principles</i>	B&L Chapters 4 & 5 Weekly lecture Kumaravadivelu (2006) Zuenglar & Miller (2006)* Response Paper 2 (<i>due 2/24</i>)
Week 7 (2/25-3/3)	<i>Class interaction & Technology use</i>	B&L Chapters 12 & 13 L&A Chapters 13 & 14 Weekly lecture Chun, Smith, & Kern (2016)* Online Discussion 5 (<i>Initial post due 2/28; Peer response due 3/3</i>)
Week 8 (3/4-3/10)	<i>Classroom consideration-- Curriculum, lesson planning, & materials</i>	B&L Chapters 9, 10, & 11 Graves (2014) Weekly lecture Online Discussion 6 (<i>Initial post due 3/7;</i>

		<i>Peer response due 3/10)</i>
Week 9 (3/11-3/17)	<i>Classroom consideration— Teaching across age and proficiency levels, and classroom management</i>	B&L Chapters 6, 7, & 14 Hinkel (2006) Weekly lecture Lesson Plan 1 (due 3/17)
Week 10 (3/18- 3/24)	<i>Enjoy your Spring Break!</i>	
Week 11 (3/25-3/31)	<i>Teaching Language Skills— Listening & Speaking</i>	B&L Chapters 15 & 16 Weekly lecture Hubbard (2017) Lesson Plan 2 (due 3/31)
Week 12 (4/1-4/7)	<i>Teaching Language Skills--- Reading & Writing</i>	B&L Chapters 17 & 18 Weekly lecture Godwin-Jones (2018) Lesson Plan 3 (due 4/7)
Week 13 (4/8-4/14)	<i>Teaching Language Skills— Grammar & Vocabulary</i>	B&L, Chapter 19 Weekly lecture Ware (2017) Multimodal project (due 4/14)
Week 14 (4/15-4/21)	<i>Enjoy the Thanksgiving break!</i>	
Week 15 (4/22-4/28)	<i>Language Assessment</i>	B&L Chapters 20 & 21 Weekly lecture Jamieson & Musumeci (2017) Response Paper 3 (due 4/28)
Week 16 (4/29-5/5)	<i>Sociopolitical Contexts & Teacher Development</i>	B&L Chapters 8, 22, 23 L&A Chapter 12 Weekly lecture
Finals week (5/6-5/9)	<i>Final review</i>	Final Exam (due 5/9)

Note: This is a tentative schedule. The instructor reserves the right to make modifications as needed.

** indicates optional readings.*

I. Rubric for Response Papers

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 as stated in the assignment sheet	Mostly meet maximum content guidelines	Minimal content	Minimal or some incorrect content
Structure	Excellent balance between the summary and response/discussion sections; Ideas are developed effectively and coherently	Good balance between the summary and response/discussion sections; Ideas are coherently developed in general	Lost balance between the summary and response/discussion section; Some ideas are not developed coherently	No balance between the summary and response/discussion section; lack of coherence in writing
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
Citation	All citations to published materials are included and written in APA format	The majority of citations to published materials are included and written in APA format	Many of the citations to published materials are not included or inappropriately formatted	In general, citations to published materials are not included or inappropriately formatted

II. 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?)	Principles are addressed fully & appropriately	Principles are adequately addressed	Principles are not adequately addressed	Principles are not addressed
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
Citations	All citations to published materials are included and written in APA format	The majority of citations to published materials are included and written in APA format	Many of the citations to published materials are not included or inappropriately formatted	In general, citations to published materials 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

Journal and Webinar Information

The following international peer-refereed journals publish articles on L2 teaching and learning.

Applied Linguistics
Canadian Modern Language Review
Computer Assisted Language Learning
ELT Journal
Journal of English for Academic Purposes
Journal of Second Language Writing
Language Learning & Technology
Language Teaching Research
Modern Language Journal
System
TESOL Quarterly

The following organizations regularly offer Webinar sessions on English Language Teaching and Learning.

[**TESOL Virtual Seminars**](#) (Free for TESOL members)
[**Cambridge English Teacher**](#) (Mostly free)
[**Oxford University Press**](#) (Free. Registration required)
[**Macmillan English Interactive Webinars**](#) (Free. Registration required)
[**Pearson**](#) (Free. Registration required)