

English 613

Methods for Teaching English to Speakers of Other Languages (TESOL)

Fall 2012

Instructor: Dr. Suzanne Panferov
Day/time: Mondays 3:00 - 5:30 p.m.
Place: Psychology 309 (note any changes in course schedule)
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Course Description:

This course provides an overview of teaching English to speakers of other languages with an emphasis on methodology. The skills of listening, speaking, reading, and writing are treated integratively on a grammar-communication continuum. Discussions on teaching methods and skills in second or foreign language contexts will be facilitated by simulated teaching demonstrations, classroom observations, and guest presenters. Theories will be discussed only to an extent that the practical understanding of teaching methods is enhanced. Likewise, practical issues of teaching methods will be addressed whenever theories of language teaching and learning are introduced. (*Course is cross-listed as LRC 613 and SLAT 613*).

Course Objectives:

- Students will engage in reflective thinking about and critical analysis of their attitudes, opinions, and beliefs concerning methods of teaching foreign/second languages;
- Students will evaluate a range of historical language teaching approaches, methods, and techniques from both theoretical and practical perspectives;
- Students will demonstrate understanding of teaching methods and integrated skills in simulated teaching situations;
- Students will develop skills of observation of classroom contexts and learner issues and analyze how these affect methodological choices;
- Students will learn to determine best method choices given learning context and student needs;
- Students will initiate and participate in conversations with active professionals in the field about various L2 theories and methods and on-going professional development.

Required Texts:

- **(R&R)** Richards, J., & Rodgers, T. S. (2001). (2nd. Ed.). *Approaches and methods in language teaching*. New York: Cambridge University Press. ISBN-10: **0521008433** | ISBN-13: **978-0521008433**
- **(EKH)** Horwitz, E. (2012). (2nd. Ed.). *Becoming a Language Teacher: A practical guide to second language learning and teaching*. ISBN-10: **0132489988** | ISBN-13: **978-0132489980**
- **(CM)** Selected chapters from Celce-Murcia, M. (2001) (3rd Ed). *Teaching English as a Foreign or Second Language*. Boston: Heinle & Heinle ISBN-10: **0838419925** | ISBN-13: **978-0838419922**
- Other readings will be required periodically available on course D2L page.

The first chapters of both books are on our D2L site to facilitate the beginning of the semester rush for textbooks.

CLASS FORMAT:

Since this course is meant to engage you in learning about and applying methods and theories of language learning methodologies, every attempt will be made to make each class session engaging and stimulating. Bring into class your own background in language learning and teaching. Interactive discussion, the key to the success of this course, largely depends on your active involvement and engagement.

Each session may involve a discussion of course readings, teaching demonstrations, online discussions and quizzes, and guest speakers. We will often use groups to facilitate in-class projects and. The course D2L page (on www.D2L.arizona.edu) will be used to share materials and encourage discussion outside of class. Students are expected to participate actively in all course meetings, whether face to face or online.

Frequently students will be required to complete reading assignments and answer potential both reading comprehension and D2L discussion board or online quiz questions **prior** to class. Please stay up to date with these routine assignments.

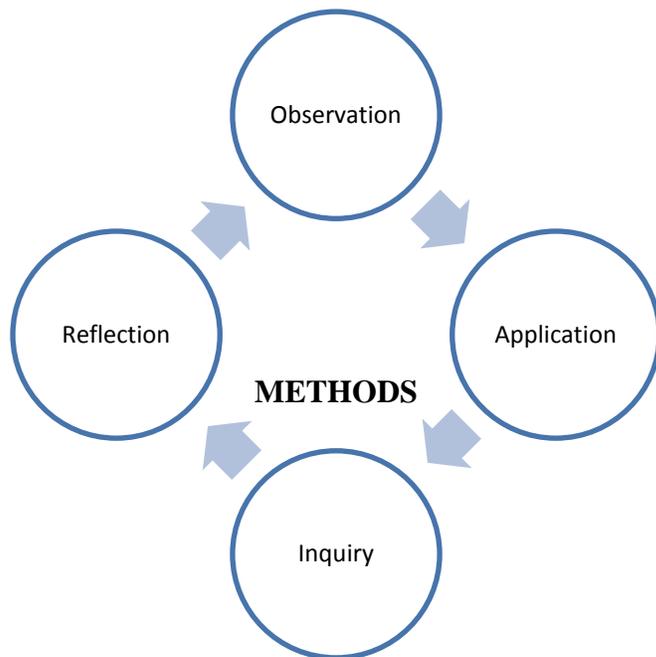
Requirements:

In addition to completing all course readings and actively participating in class and online discussions and quizzes, the course will be graded on the basis of 100 points total for all assignments, which are described below. You may choose to complete two possible extra credit assignments by week 13. Assignment deadlines are listed on the course schedule.

All assignments must be submitted online (double-spaced, font size 12, one-inch margins all around, as a Word document). Please submit any assignments **prior** to class start via the course D2L Dropbox and print out the assignment and submit this in class.

COURSE ASSIGNMENTS:

We will focus on four professional areas in this course: 1) Observation, 2) Application 3) Inquiry, and 4) Reflection.



OBSERVATION:

Class observations and reports

DUE Weeks 8, 10, 12

15 points (5 ea)

You are required to observe at least 3 SL/FL classes (either on-or off-campus) this semester and write an observation report (less than 2 pages, double-spaced, for each site) consisting of 1) settings; 2) descriptions of methodologies used in the class; and 3) reflections in terms of what you have learned from this observation experience about teaching, methods and lesson variables, and about yourself as an observer. At least one observation should be a foreign language (not English) class. No more than two 613 classmates should visit one site at a time.

You are more than welcome to observe CESL classes and talk with the teachers/students provided you schedule observations **at least two weeks** in advance. Contact Steve Randall, IEP Coordinator (randall@email.arizona.edu) to schedule to visit an IEP class during the day. Contact Glen Piskula, Evening Program Coordinator (piskula@email.arizona.edu) to visit an Evening class. More information at <http://www.cesl.arizona.edu/content/research-cesl>.

You are welcome to visit other school sites provided that permission is granted ahead of time. You might share these alternative site opportunities with your classmates.

APPLICATION:

Team Teaching Demonstration, Discussion, and Assessment

by week 13

10 points

You are required to participate in a team project which includes a teaching demonstration in an L2 using a selected method, a brief assessment of the L2 “performance” of and by your peers, and leading a discussion about the method and the related readings. Your demonstration will reflect the gist of the chosen method, as you will teach it in a language other than English to the class. Demonstration will last about 30 minutes followed by a 20-minute open discussion and evaluation about the topic. You are encouraged to prepare handouts, visuals, or realia to make your demonstration more authentic and effective.

Your team is also encouraged to post a copy of your lesson plan and evaluation rubric for the demonstration on D2L..

Review of ESL/EFL Teaching Materials*

Week 15

15 points

Imagine you are selecting teaching materials for an L2 class (see your course context description in your Position Paper #1). Choose a combination of three different kinds of materials (textbooks, websites, or software) for ESL or EFL learners at similar levels (e.g., elementary, junior or high school learners, adult learners, etc) appropriate for your class context. Compare the scope and sequence of each material, similarities and differences, advantages and disadvantages. You should give an overall introduction to the selected materials, evaluate the strengths and weaknesses, and summarize how the materials could be (or not) used together to teach your imaginary class. The review of each item should be less than 2 pages, double-spaced. (Total assignment max is 7 pages).

[Extra credit (5 points, total): DUE week 13 Submit a copy of your reviews to teachesl@email.arizona.edu for possible posting on the CESL Teacher Training website **OR** submit a lesson to the **TESOL Online Resource Center** for review at <http://www.tesol.org/connect/tesol-resource-center/submit-a-resource.>]

Comparative Lesson Plan

DUE week 16

10 points

Imagine you are preparing to teach an ESL/EFL class (see your course context description in your Position Paper #1). Select one area of language skill and/or content for the particular level and age and develop three 60-minute class lesson plans for this content using three different methods. The result will be three lesson plans demonstrating three different approaches. Each lesson plan should be less than one page long. Print and bring two copies of each lesson plan but remove the name of the method from one copy. One of these three “unidentified” lesson plans will be used in a class exercise to identify different methods in class. In addition, write a one page recommendation for which method you believe would be most suitable for your teaching context, proficiency, and age of students.

INQUIRY:

Teacher Interview Summary

DUE week 10

15 points

You are required to interview the teacher whose classes you have observed, and write a 4-page reflective summary about the interview. The interview can be conducted via email or face-to-face depending on the interviewee's preference. In this interview, you are going to ask the teacher a number of questions, including but not limited to: 1) How does he/she prepare his/her lessons? 2) What methods does he/she believe are the most appropriate for the students in the current class? 3) What is most challenging in his/her current position as an ESL/EFL teacher? 4) What are the roles of curriculum, syllabi, professional development, testing and evaluation, and technology in teaching EFL or ESL classes? And 5) Is research important in teaching? Why or why not? *Summarize* the interview (do not transcribe) in a reflective essay incorporating the teacher's responses and incorporating at least three course articles in this assignment.

Student Case Study

DUE week 14

15 points

You are expected to write a 4-page reflective summary of a case study of an EFL/ESL learner. You are also expected to describe your observation and comment on the learner's language learning experience in relation to topics discussed in class. As such, you will identify a student (current or former) and interview this student by gathering the information below. Be sure to not interview the same student as a classmate. Reference at least three course articles in this assignment. Consider such questions as:

- 1) Settings in learning English
- 2) Years of learning English
- 3) Methods and styles of learning
- 4) Methods of teaching experienced (and how helpful were they for the student)
- 5) Difficulties encountered and solutions sought
- 6) Anecdotes of failure or success
- 7) Attitudes towards learning English
- 8) Perspectives of English use in his or her future/current job

Professional Activity Report

[Extra credit, 5 points total]

Attend the Arizona TESOL Fall Conference this semester and write a one page summary report of the experience, describing any sessions you attended and what you learned. Be ready to share the experience with your classmates too. **Due within one week after activity.**

Annotated bibliography

DUE week 11

[Extra credit, 5 points total]

Select three articles from the attached extra readings bibliography on one methodology and find two additional articles on this method and write an annotated bibliography of this set. Include a short summary of each article and evaluative commentary. Each entry should not exceed 200 words and should be formatted according to APA style guidelines.

REFLECTION:

Teaching Positions Paper(s)

5 points

Part One:

DUE week 2

Due by the second class meeting: in less than two (typed double-spaced) pages.

1. What is your philosophy about teaching foreign/second languages?
2. What experiences have you had personally learning a foreign/second language?
3. Where do you/hope to teach a foreign/second language?
4. What do you hope to learn from this course?
5. Describe a L2 class (real or imagined) that you may teach in the future. Include a description of the student age, language proficiency, skills, context, etc.). *You will use this course description to frame both your Materials Review and your Comparative Lesson Plan assignments.*

Part Two:

DUE week 15

In less than three (typed double-spaced) pages, answer questions below. Reference at least three course articles in this assignment. Attach a copy of your part one position paper with instructor's feedback.

1. How has your perspective on language teaching changed this semester?
2. What do you still want to learn about teaching foreign/second languages?
3. What areas of inquiry related to teaching methodology will you continue to explore as you pursue additional courses in this field?

Observation Summary

DUE week 14

5 points

In less than 2 pages, summarize what you learned about second/foreign language teaching methodology from your three class observation visits. Compare/contrast each visit and give suggestions about methodologies as appropriate. Reference at least three course articles in this assignment.

In-class Justification Essay

Last Day of Class

10 points

Come to class today prepared to review all methods and issues covered in class. This will be a brief timed in-class summative writing assignment.

Tentative Course Schedule*

Week	Date	Topics/Speakers	Required readings	Due in class
1	8/20	Introduction to course Learner Issues	EKH 1 R&R Chapters 1 & 2, CM I (Celce-Murcia and Savignon)	Complete D2L Discussion Board Question (DBQ): Introductions
2	8/27	Learner Issues (cont) Issues in materials selection <ul style="list-style-type: none"> • Skill/Integration • Age • L1 • Motivation • Mixed levels Tour of CESL Library (CESL 202a) and Lab Software (CESL 210). Learn about evaluating and checking out materials potentially helpful for materials review assignment. Guest: Speaker: Mike Lindsey	EKH 2 R&R 10 CM IV (Oxford and Hilles & Sutton), Zhao CALL article	Position Paper 1
3	9/3	Teaching Organization and Planning	EKH 10, CM Unit I (Crookes and Chaudron)	<i>NO CLASS TODAY:</i> Complete DBQ (& responses) about Lesson Planning, Teaching Tools, and Cultural Clash Case Study DBQs instead
4	9/10	Planning for Learning and Setting the Curriculum Guest: Speaker: Fernanda Ortiz	EKH 3, CM V (Byrd)	Bring at 1-2 SL/FL student textbooks to class.
5	9/17	Traditional Approaches: <ul style="list-style-type: none"> • Grammar Translation • The Audio-lingual Method 	R&R 3, 4, & 15	T Demos 1 & 2 <i>Online Quiz 1</i>
6	9/24	Humanistic Approaches (I) <ul style="list-style-type: none"> • Total Physical Response & • The Silent Way 	R&R 5 & 6	T Demos 3 & 4 <i>Online Quiz 2</i> (NOTE: AZ TESOL is 10/6)
7	10/1	Humanistic Approaches (II) <ul style="list-style-type: none"> • Community Language Learning • Suggestopedia 	R & R 7 & 8	T Demo 5 & 6 <i>Online Quiz 3</i>
8	10/8	Communicative Approaches (I): <ul style="list-style-type: none"> • Cooperative Learning Approach Teaching Communicatively Guest: Jon Noble	R&R 9, 13, 14, 18	T Demo 7, <i>Online Quiz 4</i> Observation 1

Week	Date	Topics/Speakers	Required readings	Due in class
9	10/15	Communicative Approaches (II): <ul style="list-style-type: none"> Task-Based Approach Teaching Listening thru music Guest: Chuck Phillips	EKH 4, R&R 16, 19 D2L Communicative Teaching Articles	T Demo 8, <i>Online Quiz 5, DBQ on Listening</i> (Optional: TESOL Student Membership Ap)
10	10/22	Teaching Speaking Guest: Ellen Shenkarow Teaching Pronunciation Guest: Brecht Welch	EKH 5	T Demo 9, Teacher Interview Summary, Observation 2, <i>DBQ on Speaking/Pronunciation</i>
11	10/29	Teaching Grammar Guest: Martha Youman	D2L Grammar Articles	AB due (extra credit only), <i>DBQ on Grammar</i>
12	11/5	Teaching Reading Guest: Nataly Reed	EKH 6, R&R 17	T Demo 10 Observation 3, <i>DBQ on Reading</i>
13	11/12	Teaching Content/ ESP	EKH 8, Unit I (Johns & Price-Machado), CM3 R&R 17	NO CLASS TODAY: Complete DBQ (& responses Last Extra Credits Due (Optional)
14	11/19	Teaching Writing	EKH 7 Student Case Study (handout)	T Demo 11 Student Case Study, Observation Summary, <i>DBQ on Writing</i>
15	11/26	Assessing Learning Guest: Eddy White (Course review and eval)	EKH 9, CM V (Cohen), D2L Articles on Assessment	Position Paper 2, Review of Teaching Materials
16	12/3	MLB 510 (to be confirmed) In-class final essay, Professional Development and Professional Associations	EKH 11, CM V (Crandall) D2L Applied Research Articles CM V (Medgyes)	Comparative lesson plans

*Assignment deadlines may change to accommodate course pace. Please stay up to date!

Important UA Dates Fall Semester 2012

Fall Semester 2012	
Classes begin	August 20, 2012
Labor Day - no classes	September 3, 2012
Veterans Day - no classes	November 12, 2012
Thanksgiving recess	November 22-25, 2012
Last day of classes and laboratory sessions	December 5, 2012
Reading Day - no classes or finals	December 6, 2012
Final examinations begin	December 7, 2012
Final examinations end	December 13, 2012

613 Course Policies:

- In order to be considered for an A in this course, you are expected to participate actively in all face to face class and on-line discussions and quizzes.
- You are highly encouraged to make appointments with the instructors to discuss your teaching demonstration, your course projects, or any course-related issues throughout the semester.
- You are required to contact me (email preferably) ahead of time or immediately afterwards if you cannot make a class. Any unexcused absence will result in a 5-point deduction. Excessive unexcused absences (2 or more) will result in the failure of the course.
- Course assignments/projects are due by the start of class, submitted online. Failure to turn in the assignment on the due date will result in a 3-point or 10% deduction (whichever is less) per day up to the total points of that particular assignment, so please make every effort to be on schedule. All submissions must be your original work and proper APA citation formatting should be used. No more than two extensions will be granted without penalty during the course.
- Tardiness should be avoided as much as possible. Habitual tardiness (more than twice in a row) will result in a 5-point deduction of your course grade.
- An incomplete will not be given for this course.
- No grade will be given higher than an A.
- All **extra credit** assignments are optional. You may earn up maximum 10 extra points total by completing any two of the extra credit assignments noted above. All extra credit assignments must be submitted by week 13 for them to be evaluated for inclusion with your final course grade. Extra credit points may not be used to make up for points lost due to absences, tardies, or late assignments without prior approval.
- No commercial course notes are permitted for this course. It is a violation of copyright law to sell or otherwise benefit from the further distribution of content from the course lectures, notes, or handouts.
- By registering for and attending this class, it is understood that you agree with these policies.
- Visiting scholars are welcome to join the class if space is available, with approval of the instructor. VVs are expected to participate in class activities but not submit assignments. VVs can access class documents through the course D2L site upon submitting UA netid to instructor.