

TESL 502: English Language Teaching-II
Spring 2008

Instructor: Dr. Younghee Sheen

Class Time and Location: Wednesday 5:30-8:00 pm, Asbury 226, 1/16- 5/7

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Office hours: Wednesday & Thursday 2-5pm

Goals:

1. To develop students' understanding of the principles underlying the teaching of speaking, listening, reading and writing.
2. To enable students to develop lesson plans and materials for teaching the four language skills.
3. To develop awareness of the principles and procedures involved in evaluating a set of ELT materials related to the teaching of a language skill.
4. To develop reflective practice through peer teaching.

Prerequisite: TESL 501 or permission of instructor.

Required Textbooks:

1. Celce-Murcia, M (2001). *Teaching English as a Second or Foreign Language*. Heinle & Heinle. (referred to as MCM in the course outline)
2. Tomlinson, B (1998). *Materials Development in Language Teaching*. Cambridge University Press (referred to as BT)

Recommended Textbooks:

1. Celce-Murcia, M. & Olshtain, E. (2000). *Discourse and Context in Language Teaching*. Cambridge: Cambridge University Press.
2. Grabe, W. & Stoller, F. L. (2002). *Teaching and Researching Reading*. Longman: New York

Additional required readings (available on Blackboard and/or through Electronic Journals):
See course outline

Course requirements and grade evaluation:

1. Attendance and participation: 10 points
2. In class quizzes and/or assignments: 20 points
3. Observation report: 10 points (observation template and evaluation criteria will be provided)
4. Lesson plan: 20 points (students develop a plan and materials for a 50 minute lesson for teaching a language skill)
5. Peer teaching: 10 points
6. Materials evaluation (final paper): 20 points (students will either be provided with a set of materials for teaching a language skill and be required to undertake a theoretical evaluation of the

materials or they will carry out an empirical evaluation of the materials they designed for the lesson plan in the previous assignment).

7. Final paper presentation: 10 points

Lesson plan: 20 pts

For this assignment you are required to present a lesson plan for teaching ONE of the four language skills. The lesson plan should follow the format that you will be given in class. Your assignment should be a maximum of 5 pages excluding the appendix.

Your assignment should include these sections:

1. Background information (i.e. a detailed account of the teaching institution, the program and the students).
2. Aims of the lesson
3. Lesson plan (together with any materials needed for the lesson which should be included in an appendix to your paper)

Your assignment will be assessed using the following criteria:

- a. Have you provided detailed background information about the institution, program and students?
- b. Are the aims/ objectives of the lesson clearly expressed and relevant to the students? Are the aims/ objectives achievable in the context of a single lesson?
- c. Does the lesson plan describe the materials/ activities to be used for each stage of the lesson in detail? Have you included all the materials in an appendix to your assignment?
- d. Does the lesson plan provide a clear and explicit account of the teacher and student behaviors for each stage of the lesson?
- e. Does the lesson plan provide opportunities for students to collaborate effectively in learning?
- f. Does the lesson plan meet the communicative needs of the students?
- g. Does the lesson plan include an extension activity?
- h. Does the lesson plan require students to take some responsibility for their own learning? (e.g. homework)?
- i. Have you indicated how you would follow-up this lesson in subsequent lessons?
- j. Is there a clear relationship between the aims/ objectives of the lesson and the lesson activities/ procedures?

Materials evaluation: 20 pts

You are required to carry out either a theoretical evaluation or an empirical evaluation of the materials provided. Your assignment should be a maximum of 12 double-spaced pages excluding references and any appendices.

Option 1: Theoretical evaluation

For this assignment you will be provided with a set of teaching materials for teaching one of the four skills. This evaluation should include:

1. A brief description of the teaching materials including an indication of their aims.

2. The criteria you will use to conduct the evaluation. You will need to describe each criterion explicitly. The criterion should be theoretically motivated (i.e. you will need to cite appropriate sources in support of them).
3. Your evaluation of the materials. This is best done by systematically examining the materials in relation to each of the criteria you have identified.
4. A conclusion where you suggest any changes that you would make to the materials. You will need to provide a clear theoretical justification for the changes.

Your assignment will be assessed using the following criteria.

- a. Have you described the materials to be evaluated concisely, indicating their source, their aims, and their theoretical basis?
- b. Have you identified specific criteria for evaluating the materials? Have you made appropriate references to published work on materials evaluation?
- c. Have you systematically evaluated the materials in terms of each criterion? Have you made appropriate reference to published articles on materials evaluation?
- d. Have you provided a summative evaluation of the materials?
- e. Have you indicated what changes you would make to the materials and do the changes you have proposed follow logically from your evaluation?
- f. Can you provide a concluding comment about your own personal experience of conducting this theoretical evaluation? Did you find it difficult? Did you identify any limitations in your evaluation?

Option 2: Empirical evaluation

For the empirical evaluation you will need to teach the lesson that you planned in the lesson plan assignment. You will need to draw on 'evaluation plan' before you teach the lesson and prepare the evaluation instruments. To do this you should decide what kind of evaluation you want to carry out (i.e. a student-based, response-based or learning-based evaluation).

Your report of the evaluation should include:

1. A brief description of the teaching context and the lesson.
2. A statement of the research questions that will guide your evaluation.
3. Method - an account of the type(s) of evaluation you have elected to carry out and a description of the evaluation instruments and procedures: Note--Copies of the actual instruments should be included in an appendix).
4. Results - a description of the results you have obtained from analyzing the data you have collected for your evaluation.
4. Discussion of the results in relation to the aim(s) of your evaluation. Here you will determine to what extent the lesson 'worked'.
5. Conclusion - you can suggest changes that you would now make to the materials and methodological procedures in the light of the findings of your evaluation.

Note: You will need to demonstrate an understanding of the literature on materials evaluation and other relevant literature when writing your assignment.

Your assignment will be assessed using the following criteria:

- a. Have you provided a concise and clear account of the teaching context and the lesson? (You should include a copy of the lesson plan in the appendix)
- b. Have you formulated clear research questions to guide your evaluation?
- c. Have you described the evaluation instruments and procedures clearly? (You should include copies of the instruments in the appendix).
- d. Will the data to be collected suffice to answer the research questions?
- e. Have you described how you will analyze the data you have collected for the evaluation?
- f. Have you presented the results clearly using tables and summarizing any qualitative information?
- g. In your discussion of the results have you provided answers to your research questions? Have you drawn on appropriate published research to support your interpretation of the results?
- h. Have you indicated to what extent the lesson ‘worked’ and is your opinion clearly supported by the results?
- i. Have you indicated what changes you would now make to your lesson plan and the teaching materials in the light of your evaluation?
- j. Can you provide a concluding comment about what you have learned about a) teaching and/or b) evaluation as a result of conducting this empirical evaluation?

Grading Scale

- A = 94-100 pts
- A- = 90-93
- B+ = 86-89
- B = 80-85
- B- = 75-79
- C = 70-74
- D = 60-69
- F = below 60 pts

Course Outline

| Date | Topics | Reading requirements & assignments |
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| 1/16 (Week 1) | Course overview The context of TESOL | -MCM: Celce-Murcia. Language teaching approaches: An overview. -Richards, J. (1985). <i>The context of language teaching</i> (pp. 1-15). Cambridge University Press. |

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| 1/23 (Week 2) | Lesson planning | -MCM: Jensen. Lesson planning -BT: Ch.4 |
| 1/30 (Week 3) | Teaching Listening (1): Theories of listening | -Rost, M. (1994). Listening in a second language. <i>Introducing Listening</i> (pp. 133-148). Penguin English. -Field, J. (2004). An insight into listeners' problems: too much bottom-up or too much top-down? <i>System</i> 32, 363-378. |
| 2/6 (Week 4) | Teaching Listening (2): Developing and evaluating listening materials | -Anderson, A. & Lynch, T. <i>Listening</i> . (Ch.5) Oxford University Press. -MCM: Wilcox Peterson. Skills and strategies for proficient listening -MCM: Morley. Aural comprehension instruction: principles and practices |
| 2/13 (Week 5) | Teaching Speaking (1): Theories of speaking Quiz #1 | Olshain, E. & Cohen, A. D. (1991). Teaching speech act behavior to nonnative speakers. In M. Celce-Murcia (Ed.), <i>Teaching English as a second or foreign language</i> (2nd ed., pp. 154-165). New York: Newbury House. Observation report due 2/12 (E-submission only by 4pm: Your email subject title: observation report A single attachment saved as: your first name_last name_ELII_observation. e.g., younghee_sheen_ELII_observation) No late work is accepted. |
| 2/20 (Week 6) | Teaching Speaking (2): Developing and evaluating speaking materials; <u>Peer Teaching (listening)</u> | -MCM: Lazaraton. Teaching oral skills. -BT: Ch.3 |
| 2/27 (Week 7) | Materials Evaluation (1): Theoretical evaluation. <u>Peer Teaching (speaking)</u> | -MCM: Byrd. Textbooks: Evaluation for selection and analysis for implementation -BT: Part C & Ch. 1 -Breen, M. & Candlin, C. (1987). Which materials? A consumer's and designer's guide. In L. Sheldon (Ed.). <i>ELT Textbooks and Materials: problems in Evaluation and Development</i> . Modern English Publications and the British Council. |

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| 3/5 (Week 8) | Materials Evaluation (2): Empirical evaluation | <p>-Ellis, R. (1997). The empirical evaluation of language teaching materials. <i>ELT Journal</i>, 51, 36-42.</p> <p>-Roberts, J. (1996). Demystifying materials evaluation. <i>System</i> 24, 375-389.</p> <p>Lesson plan due 3/4 (E-submission only by 4pm: Your email subject title: lesson plan A single attachment saved as: your first name_last name_ELII_lessonplan. e.g., younghee_sheen_ELII_lessonplan) No late work is accepted.</p> |
| 3/12 (Week 9) | SPRING BREAK: NO CLASS | |
| 3/19 (Week 10) | Participatory structures in the classroom | <p>-Ellis, R. (2003). <i>Task-based Language Learning and Teaching</i> (pp.243-278). Oxford: Oxford University</p> <p>-Flowerdew, L. (1998). A Cultural Perspective on Group Work, <i>ELT Journal</i> 52, 323-329</p> |
| 3/26 (Week 11) | Teaching Reading (1): Theories of reading | <p>-MCM: Grabe & Stoller. Reading for academic purposes: guidelines for the ESL/EFL teacher.</p> <p>-Nassaji, H. (2002). Schema theory and knowledge-based processes in second language reading comprehension: A need for alternative perspectives, <i>Language Learning</i>, 52, 439-481.</p> <p>Submit your topic for final assignment by 3/25 4pm. Note: Send by email to sheen@american.edu by pasting topic into email message.</p> |
| 4/2 (Week 12) | Teaching Reading (2): Developing and evaluating reading materials | <p>-Rodrigo, V., Krashen, S. & Gribbons, B. (2004). The effectiveness of two comprehensible-input approaches to foreign language instruction at the intermediate level. <i>System</i> 32, 53-60.</p> <p>-BT: Ch.11</p> |
| 4/9 (Week 13) | Teaching Writing (1): Theories of writing <u>Peer Teaching (reading)</u> | <p>- Grabe, W. & Kaplan, R. (1996). <i>Theory and Practice in Writing</i>. (pp. 202-236). London: Longman.</p> |

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| 4/16 (Week 14) | Teaching Writing (2): Developing and evaluating writing materials Quiz #2 | -MCM: Frodesen, Grammar in writing -MCM: Kroll, Considerations for teaching an ESL/EFL writing course -Yamada, K. (2003). What prevents ESL/EFL writers from avoiding plagiarism?: Analyses of 10 North-American college websites. <i>System</i> 31, 247-258. |
| 4/23 (Week 15) | Integrating the four skills; <u>Peer Teaching (writing)</u> | -MCM: Eyring. Experiential language learning. -Green, C. (2005). Integrating extensive reading in the task-based curriculum. <i>ELT Journal</i> , 59, 306-311. -BT: Ch.1 |
| 4/30 (Week 16) | SPRING STUDY DAY: NO CLASS | Final paper Due 4/29: E-submission by 4pm: Email subject title: ELT-II final paper Attachment title: your first name_last name_EL T-II_final (e.g. younghee_sheen_EL T-II_final) No late work is accepted. |
| 5/8 (Week 17) | Final paper (materials evaluation) presentation & wrap up | |