English Language Teaching I  
TESL 501 Fall 2013

Instructor: Jisook Paik  
Day and Time: Thursday 5:30-8:00 pm, Ausbury 226  
Office: Hamilton 209C  
Office hours: Tuesday 3:00-5:00 or by appointment  
Contact information: paik@american.edu

Course Introduction  
This course investigates the fundamental principles and theories of language instruction and acquisition to prepare you to work with language learners in different instructional contexts. Through a variety of exploratory activities accompanied by a careful reading of research and practice, you will form a strong foundation in a communicative approach to language instruction. This course requires observation of English language classes, along with tutoring or teaching of English to non-native speakers. Language proficiency in a second language is strongly recommended. The format of the class is mainly workshop and hands-on, with support through video, group work, and lecture. Throughout the course, you will be researching a relevant topic of interest to you in order to complete a final project that will include a literature review, class observation, and an interview with an experienced ESL teacher. This will inform your future instructional practice and academic scholarship.

OBJECTIVES: By the end of this course, you will be able to:  
1. Describe essential theories and concepts of second language instruction and acquisition.  
2. Use communicative language teaching techniques to tutor an English language learner and reflect on your experience.  
3. Apply readings from research and practice to observe and reflect on English as a second language classes.  
4. Conduct a qualitative study on a topic of particular interest in English language teaching.

COURSE POLICIES and GUIDELINES:  
Welcome to the world of the TESOL profession! To be successful in this course, it is essential that you complete all readings, homework assignments, and reports on time. Please let me know as soon as possible if you are unable to attend class or if you have a problem with an assignment submission. In all of your assignments, make your best effort to incorporate information from the readings, class discussions, and your ESL classroom experiences.

TECHNOLOGY REQUIREMENTS:  
You will need regular and reliable access to a computer with high-speed Internet and video/sound capabilities. In addition to attending class, you will log in to Blackboard (referred to as Bb on syllabus) on a regular basis to check for updates and announcements, download readings, post reflections and assignments, review recommended resources, and respond to discussion questions. You will also watch some streaming video online, so a fast Internet connection is essential.
ACADEMIC INTEGRITY:
You are subject to the Academic Integrity Code of American University. Please see this website for more information: http://www.american.edu/academics/integrity/code.cfm.
All work you submit must be your own or must be properly documented. In addition, collaborative work and work already submitted in other classes must be approved in advance by the instructor.

LATE WORK: All work must be handed in by the due dates established; late work may receive a grade reduction. Please discuss with me ahead of time if you would like to request additional time to complete an assignment.

LIBRARY SUPPORT: For assistance with finding articles or papers in the library databases or familiarizing yourself with APA style, you are encouraged to contact or make an appointment with Alex Hodges, the AU’s TESOL librarian faculty at ext. 3845 / Email: hodges@american.edu. Also, AU’s library offers a variety of on-line tutorials designed to help you with your course projects. For more information on how to get research help, visit http://www.american.edu/library or http://subjectguides.library.american.edu/TESOL.

WRITING CENTER: The Writing Center, sponsored by CAS, offers free, one-on-one coaching for all AU students at any stage of their writing process. Writing consultants focus on supporting the writer rather than producing a product: they do not prepare papers for students; they prepare students for papers. Students are encouraged to call for an appointment (ext. 2991)—sessions begin on the hour and usually last about 45 minutes at Battelle-Tompkins 228. You must have a writing assignment sheet with you at the time of your appointment. For more information, refer to the site: http://www.american.edu/cas/writing/index.cfm.

ACADEMIC SUPPORT CENTER: The center offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. For more information concerning these services, please contact the ASC at ext. 3360 (Mary Graydon Center Room 243).

TEXTS:

Additional Readings: Note – *All CAL digests [D] and briefs [B] can be found at www.cal.org/adultesl/resources/index.php.


ASSIGNMENTS AND EVALUATION: Please submit all assignments via email before class begins.

15% Homework & Readings
- Short reflections/activities
  Please bring an insight (3-4 sentences total) and 1-2 questions about the assigned readings to class for discussion at the start of each class. (No email!)

30% Tutoring Reports (3) (see Blackboard for additional guidelines)
- Out of 10 mandatory tutoring sessions, write up 3 tutoring or teaching experiences with an English language learner, demonstrating applications from the readings and class discussions (approximately 3 pages each, double-spaced)
20% Class Observation Reports (2) (Additional guidelines-TBA)

- Write up 2 ESL class observations, demonstrating applications from the readings and class discussions (approximately 3 pages each, double-spaced). For the second observation, pay close attention to the teacher and to the area of your research interest for the final project (e.g. classroom management). After two observations of the same classroom, make sure you make an appointment with the teacher to conduct an interview. If you want more than two observations and the teacher lets you in, feel free to observe more.

5% Final Project Abstract (with 3-5 References and Research Questions)

- Prior to submitting your final project (see below), you will submit a short abstract with preliminary reference list (3-5 references of book chapters or journal articles) and research questions (2-3 questions) that you intend to use for completing the final research paper.

30% Final Project (25%) (see Blackboard for additional guidelines) with in-class presentation (5%)

- This is a written paper of about 15 pages (double-spaced) on an approved topic (research and practical applications) from course content. The documenting and referencing sources must follow APA style. You may select one of the topics we cover in this course that is of your interest. The goal is to conduct some in-depth research on a topic in ELT that you find intriguing and to develop research skills through class observation and teacher interview. Also, in-class presentation of the final project will give you a chance to review your work more objectively and receive timely feedback from peers before submission of the work.

Key Dates:
9/12/13: Language teaching/learning bio due (Bb)
9/26/13: Email me with 2-3 ideas for your final project topic
10/05/13: Observation Report 1
10/10/13: Tutoring Report 1 due
10/17/13: Final project Abstract due
10/31/13: Observation Report 2 due
11/7/13: Tutoring Report 2 due
11/21/13: Tutoring Report 3 due /Project presentation (1)
12/5/13: Project presentation (2)
12/12/13: Final project due

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments due (for that day’s class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>Course Introduction: What is effective language teaching?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/5</td>
<td>Observing language classes/ History of ELT methodology</td>
<td>Brown Ch. 1 Brwon Ch. 2</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Assignment</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 9/19  | Getting to know your students and conducting needs assessments/Context of learning and teaching | Brown Chap 4 (pp. 62-76)  
Brown Chap 9 (pp. 148-163)  
Choose ONE:  
(Brown chapter 6, 7, or 8) | Group presentation of Brown chap 6, 7, and 8 (10-15 mins): core concepts and practical applications |
| 9/26  | Basics of instructional design and content-based language instruction | Bell (2004), pp. 187-201 (on Bb)  
Brown chap 10 (pp. 164-178) | Email me with 2-3 ideas about topics for the final project |
| 10/3  | Teaching and assessing listening                                      | Brown, chap 18 (pp. 299-321)  
Van Duzer (1997) | Observation Report 1 DUE |
| 10/10 | Teaching and assessing speaking                                       | Brown chap 19  
(pp.332-356)  
Pick one  
-Florez (1998)  
-Florez (1999) | Tutoring Report 1 DUE |
| 10/17 | Teaching and assessing reading                                        | Brown ch. 20 (pp. 357-39)  
Pick one  
Burt & Peyton (2003)  
Parrish & Johnson (2010) | Final project abstract DUE |
| 10/24 | Teaching and assessing writing                                        | Brown, chap 21 (pp. 390-418)  
Pick one  
Florez & Terrill (2003)  
Peyton (2000)  
Taylor (1992) | |
| 10/31 | Classroom management                                                  | Brown ch. 15 (pp. 241-256) | Observation Report 2 DUE |
| 11/7  | Instruction and feedback                                              | Brown ch. 13 (pp. 211-222)  
Brown, ch. 14 | Tutoring report 2 DUE |
| 11/14 | Materials design and selection                                        | Brown chap 11  
skim Brown ch. 12 | |
| 11/21 | Applying research to practice                                         | Smith, Harris, & Reder (2005) | Tutoring report 3 Due  
Project presentation (1) |
| 11/28 | NO CLASS-Thanksgiving break                                           | | |
| 12/5  | How to become an effective teacher(Wrap-up)                           | Last class! | Project presentation (2) |
| 12/12 | Final exam week                                                       | | The final project DUE |