Course description

This course focuses on evaluation and development of lesson plans and teaching materials designed to teach grammar, language functions, speaking, reading, listening, and writing skills within a strong communicative approach. It also addresses various aspects of classroom management, provides opportunities for peer teaching and requires observation of English language classes, along with tutoring or teaching of English to non-native speakers.

At the end of this course, students will be able to:

- Develop good understanding of the pedagogical principles underlying the four language skills (listening, reading, speaking and writing) and grammar
- Develop reflective practice through observation, tutoring and peer teaching
- Design lesson plans and materials for communicative language teaching/Task-Based Language Teaching (TBLT)
- Evaluate lesson plans and teaching materials
- Develop TESOL literacy and carry out an empirical evaluation of their own lesson for teacher development

Required texts


All other required readings are made available on Blackboard (see course outline below).

The following texts are recommended for further readings for any ELT-II topics you might be interested in:
Course requirements and grade evaluation:

Attendance and class discussion participation: 20%
Two observation reports: 10% (5 x 2)
Two teaching/tutorial reports: 10% (5 x 2)
Blackboard posting & responding: 10% (5 x 2)
Article presentation and discussion: 10%
Peer teaching and lesson plan: 10%
Final paper + presentation: 30% (25 + 5)

Grading Scale
A   = 94-100 %
A-  = 90-93
B+  = 86-89
B   = 80-85
B-  = 75-79
C   = 70-74
F   = below 70%

Attendance and class discussion participation
Your active participation (both on and off-line) is key to the course success. Perfect attendance for this course is expected. If you miss more than two classes (except in extraordinary circumstances), you will not be able to pass this course. Your unexcused absence will result in a half letter grade reduction on your final grade.

First observation report
You are required to observe an ESL classroom focusing on specific language skills and write a report (2-3 pages) analyzing the lesson you observed. Your report should make explicit references to Brown (2007): Ch. 17 through Ch.21 and Harmer (2007): Part 7 in order to evaluate the effectiveness of the lesson.
Second observation report
You are required to write a report (3-4 pages) following your second observation of an ESL class focusing on different language skills from the first observation (also taught by a different teacher from the first). Just as you have done for your first report, follow the observation specifications outlined above and also include a critical comparison of the first and second observations along with reflective comments.

Teaching/tutoring reports
You are required to teach/tutor a group of ESL students throughout the semester for you to have the opportunity to apply what you learn in this course. If you are not currently teaching ESL at any language institution, you must engage in a once-a-week tutoring session with at least one non-native speaking student for whom you would provide help with English in mutually agreed upon areas. A list of institutions that welcome volunteer ESL teaching will be provided. Only two teaching/tutoring sessions must be reported and electronically submitted. See the course outline for the due dates of each report. Each of your teaching reports must be submitted to the instructor.

Blackboard posting and responding
Assigned students will post one of their teaching reports onto the Discussion Board to solicit feedback/advice/suggestions from the rest of the class on at least one aspect of their teaching sessions (see Class Rosters). Every student will post a teaching report to the Discussion Board once during the semester.

Students who are NOT posting their teaching reports are required to respond to at least THREE teaching reports, but students can respond to as many reports as they like. Responses must be between 200-500 words, and should specifically address the question the poster has about his/her teaching session.

While you should be teaching/tutoring about three to four times per month, only two of your teaching sessions must be reported to the instructor throughout the semester and you should only post one of your reports to the Discussion Board.

Article presentation and discussion
Each student is required to lead a presentation and class discussion session (10+10 = 20 mins) based on the article assigned for the student. The articles will be closely related to the topics discussed that day in class, and each presentation involves a critical analysis of an empirical study. The presenter should provide the rest of the class with an organized, concise, and easy-to-follow handout--highlighting the major points of the presentation and providing a citation of the article presented. The presenter’s handout (and presentation slides if any) must be submitted to the instructor.
During the 10 minute presentation, be sure to provide an overview situating its research question(s) within the context of previous research on the topic. Briefly explain the methodology, summarize the results, and critically discuss the findings. The presenter should also discuss the implications in relation to the other readings and theories discussed in class.

The presentation should follow a 10 minute class discussion in any format the presenter wishes to choose, e.g. in pairs, small groups, or whole class. The presenters should determine the most important aspects of the research/debate and be selective about what they share with the class so that they can stay within a time limit of 10 minutes for the presentation and 10 minutes for class discussion.

**Peer teaching and lesson plan**

Design a teaching activity involving a communicative task to your target students and prepare a lesson plan that incorporates the task. You will then teach your activity to your fellow students, provide the class with a copy of your lesson plan and post it on Blackboard. Grading will be based on the following criteria: 1) demonstrating a teaching activity that incorporates a communicative task; 2) ensuring that the activity met the communicative needs of the students you targeted in your lesson plan; and 3) providing a lesson plan for a 1 hour lesson (the demonstration activity must be a part of this lesson plan). In your lesson plan submission, you need to include 1) a clear description of the instructional context, 2) lesson objectives and sequences, 3) a rationale for choosing the task and your methodological options for teaching it and 4) a copy of the task itself. Your lesson plan must be submitted to the instructor.

At the end of each demonstration, you are also required to fill out a feedback form for your fellow students and your sincerity in participating in this will be part of the evaluation.

**Final paper**

Your final paper requires you to plan an empirical evaluation of the task you designed for your peer teaching and then to teach the task and carry out the evaluation. Your final paper will consist of a report of your evaluation. The idea behind this assignment is to give you experience in carrying out systematic evaluations of your own teaching as a way of encouraging teacher-research and self-reflection.

It is your responsibility to establish a teaching context where you can carry out your empirical evaluation. Any ESL teaching/tutorial setting with a minimum of 4 students is acceptable. If you do not currently have a class to teach, you may achieve this by either 1) working with a partner who has his/her own class or 2) finding 4 ESL learners whom you would be able to tutor for at least a period of 4 weeks during which you will carry out your final project.
The task to be evaluated is the same task as in your peer teaching. However, you can revise the task and also the lesson plan for teaching it in the light of the feedback you received.

You are encouraged to work in pairs on this project, in which case, you should select one of your tasks for evaluation. If you work in pairs to do the evaluation, you are allowed to complete and submit the final paper collaboratively.

**Final paper presentation**

You are required to present your final paper through PowerPoint slides for 15 minutes followed by a 10 minute Q&A. Class handouts for your presentation are also encouraged.

**Academic Policies**

1. **Late Work:** In fairness to students who complete their assignments in a timely manner, late work will not be accepted except under exigent circumstances brought to my attention. In the case of your final paper, any late submission will result in a half final grade reduction penalty.

2. **Academic Integrity:** As students and scholars, we are held to the University’s Academic Integrity Code. Academic dishonesty and plagiarism (passing off someone else’s words, ideas, or work as your own; copying and passing from the internet; writing papers without properly citing sources, etc.) will not be tolerated under any circumstances. I am required to report cases of academic dishonesty to the Dean of the College of Arts and Sciences (CAS), whose policy is to fail students for the course. For more information, please refer to this site: http://www.american.edu/academics/integrity/index.htm.

3. **Library Support:** For assistance with conducting searches in the library databases, doing a research-based study, or to familiarize yourself with APA style, students 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 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, refer to this site: http://www.library.american.edu/howto/researchhelp.html and http://subjectguides.library.american.edu/TESOL
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16</td>
<td>ELT-I Review and ELT-II overview</td>
<td>Harmer: Ch.1, Ch.3 &amp; Ch.4</td>
<td></td>
</tr>
<tr>
<td>1/23</td>
<td>Lesson planning</td>
<td>Brown: Ch.10 Harmer: Ch.21 DVD: Silvana &amp; Tony #1 Wyatt (2011)</td>
<td>Article presentation # 1</td>
</tr>
<tr>
<td>1/30</td>
<td>Teaching listening</td>
<td>Brown: Ch.18 Harmer: Ch.18 DVD: Allan &amp; Elli #2 McBride (2011)</td>
<td>Article presentation # 2</td>
</tr>
<tr>
<td>2/6</td>
<td>Teaching speaking</td>
<td>Brown: Ch.19 Harmer: Ch.20 DVD: Barbara &amp; Bill #3 Zhang &amp; Head (2011)</td>
<td>Article presentation # 3</td>
</tr>
<tr>
<td>2/13</td>
<td>Teaching reading</td>
<td>Brown: Ch.20 Harmer: Ch.17 DVD: Laura &amp; Kit #4 Martinez &amp; Murphy (2011)</td>
<td>Observation #1 Article presentation # 4</td>
</tr>
<tr>
<td>2/20</td>
<td>Teaching writing</td>
<td>Brown: Ch.21 Harmer: Ch.19 DVD: Rolf Shehadeh (2011) #5 Stapleton &amp; Radia (2010)</td>
<td>Article presentation # 5 Teaching report #1</td>
</tr>
<tr>
<td>2/27</td>
<td>Peer teaching and discussion</td>
<td>Harmer: Ch.10</td>
<td>Blackboard responding # 1</td>
</tr>
<tr>
<td>3/6</td>
<td>Peer teaching and discussion</td>
<td>Harmer: Ch.11</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Assignments</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>4/3</td>
<td>Evaluating tasks</td>
<td>Ellis (1997)</td>
<td>Teaching report #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pica et al.(2009)</td>
<td>Article presentation # 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td># 6 Tavakoli (2009)</td>
<td></td>
</tr>
<tr>
<td>4/10</td>
<td>Teacher development</td>
<td>Brown: Ch. 25</td>
<td>Blackboard responding #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Harmer: Ch. 24</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ogilvie &amp; Dunn (2010)</td>
<td></td>
</tr>
<tr>
<td>4/17</td>
<td>Final project presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/24</td>
<td>Final project presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/1</td>
<td>Wrap-up</td>
<td></td>
<td>Final paper due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final paper in-class submission</td>
<td>Powerpoint presentation slides due</td>
</tr>
</tbody>
</table>

**Bibliography**


