TESL 501 Fall 2011
English Language Teaching-I

Dr. Younghee Sheen
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Tel: 202-885-2247
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Office hours: 3:30-6:30 pm Wednesday
3:30-4:30 pm Thursday

Course information:
Time: Thursday 5:30-8:00 pm
Location: 207 McKinley
Duration: 9/1-12/15

Course description:
This course serves as an introduction to the theories and principles applicable to English language teaching, including the development of the communicative approach, as well as a review of the various methods and approaches used in language teaching. The course also provides opportunities for peer teaching, observation of ESL classrooms, and tutoring or teaching of English to nonnative speakers.

Goals:
• To introduce students to the theoretical principles that underpin approaches to English language teaching
• To familiarize students with communicative approaches to teaching
• To provide classroom experience and develop reflective practice through observation, an interview with an experienced ESL teacher, tutoring, and peer teaching
• To introduce the basics of lesson planning
• To review relevant literature on second language learning and teaching

Required text:

Additional readings are made available on Blackboard.

Recommended texts:
Course requirements and grade evaluation:
1. Attendance and group discussion participation: 10 points
2. Two observation reports: 10 points (5 pts x 2)
3. Three tutoring/teaching reports: 15 points (5 pts x 3)
4. Blackboard posting and responding: 10 points
5. Midterm paper: 15 points
6. Peer teaching: 10 points
7. Final paper and presentation: 30 points

Important dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>First day of class</td>
<td>9/1</td>
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<tr>
<td>Observation report 1 due</td>
<td>9/15</td>
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<tr>
<td>Teaching report 1 due</td>
<td>9/22</td>
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<tr>
<td>Midterm paper</td>
<td>10/13</td>
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<tr>
<td>Peer teaching</td>
<td>10/20, 10/27</td>
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<tr>
<td>Teaching report 2 due</td>
<td>11/3</td>
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<tr>
<td>Observation report 2 due</td>
<td>11/17</td>
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<tr>
<td>Teaching report 3 due</td>
<td>12/1</td>
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<tr>
<td>PowerPoint presentation file due</td>
<td>12/7</td>
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<td>Final paper due</td>
<td>12/8</td>
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<tr>
<td>*Final paper presentation sessions</td>
<td>12/8, 12/15</td>
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<tr>
<td>Last day of class</td>
<td>12/15</td>
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* see page 6 regarding attendance policy.

Additional notes for assignments:
1. Written assignments must be typed, double-spaced, paginated, 1-inch margins, 12-point, Times New Roman font and include your name.
2. All written assignments (except teaching reports) must be submitted electronically to me at sheen@american.edu before midnight on the due date. Please use the following naming convention in your email subject line and MS Word file attachment: “TESL501 assignment type first name last name” (e.g. TESL501 observation1 John Doe, TESL501 final Jane Doe).

Class attendance and participation
Regular attendance is essential in order to benefit from the interactional nature of this course. Students are expected to read all of the assigned texts before class and engage in active participation. Students who must miss class are responsible for informing the instructor (if possible) and working with a classmate to make up for the material missed. More than two absences (except in extreme circumstances) will lower the final grade. If you miss more than 4 classes, you will not pass this course. Final paper class presentation is a very important part of your class attendance and participation. Those who do not attend both sessions will be penalized with a half grade deduction on the final.
Observation reports
You are required to observe two ESL classrooms and write a report (2-3 pages) for each observation.

*Note that further details of assignments may be posted on Blackboard.*

Teaching/tutoring reports
You are required to teach/tutor a group of ESL students throughout the semester in order for you to have the opportunity to put into practice what you learn in this course. If you are not currently teaching ESL at any language institution, you are required to 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 three teaching/tutoring sessions have to be written up and the reports must be electronically submitted to me at sheen@american.edu. See the course outline for the due dates of each report.

Blackboard posting and responding
Every month, some students (according to the list to be determined on the first day of the class) will post one of their teaching reports (without instructor comments) to the Discussion Board and solicit feedback/advice/suggestions on at least one aspect of their teaching session. Thus, everyone will post a teaching report once during the semester.

Those students who are NOT posting their teaching reports during a particular month need to respond to the reports posted by their classmates (you need to respond to at least one teaching report from a classmate per month and you can respond to as many as you like). Your responses should specifically address the question the poster has about his/her teaching session.

Note that only one of your three reports must be posted on the Discussion Board throughout the semester; that is, while you will be teaching/tutoring about four times per month, you will only write up your session and reflection on details once a month and post one of your three reports to the Discussion Board only once during this semester.

Midterm paper: Report of an interview with a teacher
You are asked to carry out a structured interview with one experienced teacher of English as a second/foreign language. The purpose of the interview is to identify the beliefs that the teacher has about how English should be taught and the particular approach (or approaches) this teacher adopts when teaching a specific group of learners. You should then write a report of your interview (10 pages max including references).

Your report should include:
- background information about the teacher’s training and teaching experience
- a discursive account of the teachers’ main beliefs about language teaching (quoting from the interview)
- a discursive account of the teacher’s teaching approach (quoting from the interview)
• a personal commentary on the interview
• a structured interview questionnaire
You will need to include at least 5 references to relevant articles and books when writing the report of your interview.

Peer teaching
For your target group of students, design a 10 minute teaching activity with which you demonstrate a specific approach/method/technique covered in this course. You should also prepare a 50 minute lesson plan that incorporates your activity. 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. At the end of each demonstration, you are also required to fill out a feedback form for your fellow students.

Final paper: Literature review
Write a research paper reviewing 7-10 journal articles or book chapters on an ELT topic of your choice. Your topic should be relevant to aspects covered in this course and the paper should include a consideration of the theoretical and/or pedagogical implications of the research. Selection of the topic is due on 11/3. Your paper should be between 15 and 18 pages and include a 200 word abstract.

Final paper presentation
Students are required to present their final papers via MS PowerPoint slides followed by a Q&A session. The presentation file must be sent to me electronically by midnight on 12/7. Class handouts based on your presentation are encouraged.

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
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>9/1</td>
<td>Overview Classroom observation</td>
<td>Brown: Ch. 1</td>
<td>Brief language learning and teaching bio (posted on Blackboard before class)</td>
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<tr>
<td>9/8</td>
<td>A history of ELT</td>
<td>Brown: Ch. 2-3</td>
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<tr>
<td>9/15</td>
<td>Communicative approaches</td>
<td>Brown: Ch. 3 Willis &amp; Willis (2007): Ch.1</td>
<td>Observation report 1</td>
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<tr>
<td>9/22</td>
<td>Principles of instructed second language learning</td>
<td>Brown: Ch. 4 Ellis (2005)</td>
<td>Teaching report 1 Bb posting</td>
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<td>9/29</td>
<td>The instructional context</td>
<td>Brown: Ch. 6, 7, 8</td>
<td>Bb responding</td>
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<td>10/6</td>
<td>Lesson planning</td>
<td>Brown: Ch. 10 Jensen (2001)</td>
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<td>10/13</td>
<td>Implementing classroom lessons</td>
<td>Brown: Ch. 13-14 Kuo (2011)</td>
<td>Midterm paper</td>
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<td>10/20</td>
<td>Peer teaching &amp; discussion</td>
<td>Brown: Ch. 11</td>
<td>Lesson plan and demonstration</td>
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<td>10/27</td>
<td>Peer teaching &amp; discussion</td>
<td>Brown: Ch. 15</td>
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<tr>
<td>11/3</td>
<td>Teaching listening and reading</td>
<td>Brown: Ch. 18, 20</td>
<td>Teaching report 2 Bb posting</td>
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<td>11/10</td>
<td>Teaching speaking</td>
<td>Brown: Ch. 19 Nation (2011)</td>
<td>Bb responding</td>
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<td>11/24</td>
<td>Thanksgiving break: No class</td>
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<tr>
<td>12/1</td>
<td>Form-focused instruction</td>
<td>Brown: Ch. 22 Loewen (2011)</td>
<td>Teaching report 3 Bb posting</td>
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<td>Date</td>
<td>Topic</td>
<td>Readings (to be completed before this class date)</td>
<td>Assignments (due on this class date by midnight)</td>
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| 12/8  | Final paper presentation Q&A               |                                                   | Final paper  
Email presentation file by midnight 12/7  
Bb responding                                           |
| 12/15 | Final paper presentation Q&A (cont’d)      |                                                   |                                                   |

**Bibliography**

**Academic policies**
Please be aware of the following university, departmental, and classroom policies:

1. **Prerequisite:** There is no prerequisite for this course.
2. **Attendance:** Please note that part of your grade will be based on class participation and attendance. If you miss more than 4 classes, you will not be able to pass this course. Final paper class presentation is a very important part of your class attendance and participation. Those who do not attend both sessions will be penalized with a half grade deduction on the final.
3. **Late work:** In fairness to students who complete their projects in a timely manner, late work will NOT be accepted, except under exigent circumstances brought to my attention in a timely fashion. In the case of final paper, late submission will result in a half grade reduction.
4. **Academic integrity:** As students and scholars, we are held to the University’s Academic Integrity Code. Academic dishonesty and plagiarism (e.g. passing off someone else’s words, ideas, or work as your own, copying and pasting from the internet, writing papers
without properly citing sources) 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, refer to the site: http://www.american.edu/academics/integrity/index.htm.

5. **Course assistance:** For academic assistance with this course (e.g. blackboard use, class assignments, etc), please do not hesitate to contact our TESOL Program office at tesol@american.edu.

6. **Library support:** For assistance with conducting searches in the library databases, doing a research-based study, or getting familiar with APA citations, 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.american.edu/library/instruction/library_use.cfm.

7. **The Writing Center:** This 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. Please note that the writing consultants at the Center are NOT editors or proofreaders. For more information, refer to the site: http://www.american.edu/cas/lit/writingcenter.cfm.

8. **Academic Support Center:** This 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 201).

9. **Disability Support Services:** AU offers technical and practical support and assistance with accommodations for students with physical, psychological, and learning disabilities. If you require accommodations in this course, please contact DSS at ext. 3315 (Mary Graydon Center Room 120). Please also speak to me directly so that we can make the appropriate classroom arrangements to address your needs.

10. **Counseling Center:** College life is sometimes stressful and demanding. If at any time you wish to speak to a mental health professional in a private and respectful setting, please contact the Counseling Center at ext. 3500, or visit them at the Mary Graydon Center, room 214. The Counseling Center offers counseling and consultation regarding personal concerns, self-help information, and makes referrals to off-campus mental health resources.