TESL 501 Fall 2012
English Language Teaching-I

Dr. Younghee Sheen
Thursday 5:30-8:00 pm Location: TBA
Office: McCabe 211 Tel: 202-885-2247
Office hours: Wednesday 1:00-5:00 pm or by appointment
Email: sheen@american.edu

Course description and aims

This course provides an introduction to the theories and principles applicable to English language teaching, including a review of the communicative approach and other approaches used in language teaching. The course also provides opportunities for peer teaching, observing ESL classrooms, tutoring or teaching English to nonnative speakers and interviewing an experienced ESL teacher. The course aims to:

- Introduce students to the theoretical principles that underpin approaches to English language teaching
- Familiarize students with communicative approaches to teaching
- Introduce the basics of lesson planning
- Provide hands-on classroom experience and develop reflective practices through observation, tutoring, peer teaching and an interview with an experienced ESL teacher

Required text


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

Course requirements and grade evaluation

1. Attendance and class discussion participation: 10%
2. Reaction paper: 5%
3. Two observation reports: 10% (2 x 5%)
4. Three tutoring/teaching reports: 15% (3 x 5%)
5. Blackboard posting and responding: 15% (3 x 5%)
6. Peer teaching and lesson plan: 10%
7. Final paper and presentation: 35% (30% + 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-line and off-line) is key to your success in this course and perfect attendance is expected. If you miss more than two classes, except in extraordinary circumstances, you will not be able to pass this course. Unexcused absence(s) will result in a half-grade reduction of your final grade.

Reaction paper

The first assignment of this course is a two- to three-page reaction paper to one of the pre-class assigned readings for 9/19, i.e., Andon and Eckerth (2009).

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

All paper assignments must be typed, double-spaced, paginated, 1-inch margins, 12-point, Times New Roman with your full name shown in the header (with a few exceptions for lesson plans and handouts). All in-text citations and references should follow the APA style. For electronic submissions, use the following naming convention when saving your file attachment: ‘TESL501’ ‘Assignment name’ ‘First name’ ‘Last name’ (e.g. TESL501 Teaching1 Jane Doe, TESL501 Observation1 Jane Doe).

Observation reports

You are required to observe two ESL classrooms and write a two- to three-page report for each observation.

Teaching/tutoring reports

You are required to teach/tutor a group of ESL students throughout the semester so that you can 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 will provide help with English in mutually agreed upon areas. A list of institutions that welcome volunteer ESL teaching is provided on Blackboard. Only three teaching/tutoring sessions must be reported and electronically submitted. See the course outline for the due dates of each report.
Teaching report Blackboard posting and responding

Each month, assigned students will post one of their teaching reports onto the Discussion Board to solicit feedback, advice and suggestions from the rest of the class on at least one aspect of their teaching sessions. You should include a couple of questions in your posting for your peer responses. Do not include these in your assignment submission to the instructor. Every student will post a teaching report only once during the semester. See class rosters on Blackboard for the randomized order of Discussion Board posting.

Students who are not posting their teaching reports during a particular month are to respond to at least two teaching reports per month. Students are encouraged to respond to as many reports as they can. Responses must be between 200-500 words and 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.

Peer teaching and lesson plan

Design a teaching activity involving a communicative activity for your target students and prepare a lesson plan that incorporates the activity. You will then teach your activity to your fellow students and post your lesson plan on Blackboard. Grading will be based on the following criteria: 1) demonstrating a teaching activity that incorporates a communicative activity; 2) ensuring that the activity meets the communicative needs of the students you targeted in your lesson plan; and 3) providing a lesson plan for a one hour class (the demonstration activity must be a part of this lesson plan). In the lesson plan submitted to the instructor (due 10/4 by noon), you need to include: 1) a clear description of the instructional context; 2) lesson objectives and sequences; and 3) a copy of the activity material itself.

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.

See class rosters on Blackboard for the randomized order of peer teaching.
Final paper

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 regarding how English should be taught and the particular approach (or approaches) this teacher adopts when teaching a specific group of learners. You will then have to write your paper about the teacher you interviewed. The final paper should be between 15-18 pages, excluding appendices.

Your case study should include:
- Introduction including a brief literature review on teacher beliefs and practice
- Description of the data collection procedures (describe where/when/how the interview took place)
- Background information about the teacher’s training and teaching experience
- Detailed account of the teachers’ main beliefs about language teaching (quoting from the interview)
- Detailed account of the teacher’s pedagogical approach (quoting from the interview)
- Discussion and conclusion
  - Identify the most important factors which influence the teacher’s beliefs and practices and make connections between the results of your case study and those of other studies about teacher cognition and beliefs in the literature.
  - A personal commentary on the interview/case study
- Planned structured interview questionnaire (Appendix A)
- Full transcription of the actual interview (Appendix B)

You will need to include at least 5 references to relevant articles and book chapters when writing your case study. Also, you are encouraged to work in pairs on this project, in which case, you are allowed to write up the final paper and present it to class collaboratively.

Final paper presentation

You are required to present your final paper via presentation slides followed by a Q&A session and submit your presentation to the instructor in both hard and electronic copy. Class handouts for your presentation are also encouraged. See class rosters on Blackboard for the order of case study presentations (the order is reversed from that of the peer teaching).
Academic Policies

1. **Attendance and participation**: Please note that part of your grade will be based on class participation and attendance - If you miss more than two classes (except in extraordinary circumstances), you will not be able to pass this course and your unexcused absence will result in a half grade reduction of your final grade.

2. **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.

3. **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 pasting 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.

4. **Library Support**: For assistance with conducting searches in the library databases, doing a research-based study, 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, refer to this site: 
http://www.library.american.edu/howto/researchhelp.html and 
http://subjectguides.library.american.edu/TESOL

5. **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.

6. **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)
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings*</th>
<th>Assignments**</th>
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<tr>
<td>8/30</td>
<td>Overview Classroom observation</td>
<td>Brown: Ch. 1</td>
<td><strong>due on this class date</strong> by noon EST</td>
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<td>Brief language learning and teaching bio (posted on Blackboard before class)</td>
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<td>Lesson planning</td>
<td>Brown: Ch. 9, 10, 11 Jensen (2001)</td>
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<td>Implementing classroom lessons</td>
<td>Brown: Ch. 13, 14, 15 Moser et al. (2012)</td>
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<td>Peer teaching &amp; peer feedback</td>
<td>Busch (2010)</td>
<td>Bb responding Lesson plan</td>
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<td>Borg (2011)</td>
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<td>Class wrap-up</td>
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<td>Final paper &amp; presentation (Bb submission by noon EST Hardcopy by class meeting time)</td>
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Bibliography


