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

Goals:

- To enable students to develop lesson plans and materials for teaching the four language skills (listening, reading, speaking and writing)
- To develop reflective practice through observation and peer teaching
- To develop students’ understanding of the principles underlying Task-Based Language Teaching (TBLT)
- To enable students to understand the psycholinguistic rationale for using tasks/activities in the classroom
- To provide an opportunity for students to evaluate a task.

Required Texts:

Recommended Texts:

Additional required readings are made available on Blackboard E-reserve.
See course outline.
Course requirements and grade evaluation:
1. Attendance & class discussion participation: 20 points
2. Observation report: 10 points
3. Peer teaching: 10 points
4. Midterm paper: 20 points
5. Final paper: 30 points
6. Final paper presentation: 10 points

Class attendance and participation
Please note that part of your grade will be based on class discussion participation and attendance - if you miss more than 4 classes, you will not be able to pass this course. Also the final paper class presentations are considered the most important part of your participation, thus your absence from this will result in a half grade reduction. See page 6 for the academic policies.

Observation report
You are required to observe an ESL classroom and write a report (3 page maximum, double-spaced) providing the following:
1. A description of the classroom context.
2. A description of the different activities in an ESL lesson.
3. Strengths and weaknesses of the lesson.
4. A general commentary on the following aspects of the lesson:
   a. the teachers’ choice of teaching materials
   b. the teacher’s classroom manner
   c. the students’ receptivity (i.e., how attentive and responsive they were to the teacher and the teaching materials).

Observation report evaluation criteria
--Background information is clear.
--The observed class activities are clearly and succinctly described with sufficient examples.
--The observed lesson is discussed critically (that means indicating positive and negative points) and in sufficient depth.

__________/ 10 points

Peer teaching & Peer feedback
Design a teaching activity focusing on just ONE of the four language skills to a group of students you are familiar with. Prepare an approximately 50 minute lesson plan that incorporates your activity. You will be required to teach your activity in a demonstration to your fellow students and provide the class with a copy of your lesson plan as well as posting it on Blackboard. Evaluation will be based on the following criteria: 1) demonstrating a teaching activity that focuses on developing one of the four language skills; 2) ensuring that the activity meets the communicative needs of the students you targeted in your lesson plan; and 3) providing a clearly written and well organized lesson plan of which the activity is a part (1-2 pages in length). The activity in your teaching demonstration should NOT be part of your midterm and/or final paper. 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.
Midterm paper

Note: The midterm paper and the final paper are linked. The midterm is to be seen as a preparation for the final term paper.

The midterm paper requires you to design a task. The task must be a two-way information gap task with a closed outcome.

In your paper you will need to:
• provide a copy of the task in the appendix.
• include a clear description of the instructional context.
• include a lesson plan for teaching the task (indicating aims and steps in the lesson).
• write a rationale for the design features of the task and your methodological options for teaching it.

Your midterm paper should be approximately 5 pages in length, double-spaced, excluding references and appendix.

Midterm paper evaluation criteria

Your paper will be evaluated in terms of how effectively you have met the above specifications, the quality of your writing (i.e. using a formal academic register) and the use of appropriate citation and referencing conventions (using APA style).

Final paper: Action research

Your final paper requires you to plan an empirical evaluation of the task you designed for your midterm paper 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 action research. Any ESL 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 for 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 midterm paper. However, you can revise the task and also the lesson plan for teaching it in the light of the feedback you received on your midterm paper.
You are encouraged to work in pairs on this project, in which case, you should select one of your tasks for evaluation. However, if you work in pairs to do the evaluation, you must write up the evaluation individually.

Your final paper should be 15-20 pages in length, double-spaced, excluding references and appendix. It should include the following:

- 200 word abstract on the cover page
- a description of the instructional context (including the students)
- a description of the task and a brief rationale for choosing it for this instructional context
- a description of the lesson of which the task is a part and the actual lesson plan attached as appendix.
- a description of your evaluation methodology in terms of (a) the purpose of your evaluation, (b) the instruments you have devised to collect data, (c) the procedures you followed in collecting the data, and (d) how you analyzed the data.
- results: a description of the results you have obtained from analyzing the data you have collected for your evaluation.
- discussion: discussion of the results in relation to the aim(s) of your evaluation. Here you will determine to what extent the lesson 'worked'.
- conclusion: here you can consider what changes you would make to the task as a result of evaluating it and also what you have learned from doing the evaluation. You can also 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 evaluating tasks and other relevant literature when writing your final paper.

**Final paper evaluation criteria**

Your paper will be evaluated holistically, taking into account whether:

- you have included all the information specified above.
- your evaluation has been carefully planned in accordance with the purpose of the evaluation.
- the methodology and results of the evaluation have been presented clearly and explicitly.
- your discussion of your results is balanced.
- your concluding comments demonstrate a capacity to reflect on your task-based lesson evaluation.
- your paper is written in an appropriate academic register, is of appropriate length, and edited for grammar, spelling and punctuation.
- your paper follows APA citation and referencing conventions.

_______/ 30 points
Final paper presentation

You are required to share your action research findings with the class by presenting your final paper through PowerPoint slides for 20 minutes followed by a 10 minute Q&A. The PowerPoint presentation file must be sent to me electronically by 4 pm the day before your presentation date. Class handouts for your presentation are also encouraged.

**Final paper class presentation evaluation criteria**

Holistic evaluation that takes into consideration the following:
- Correct presentation of the subject matter
- Clarity of each slide
- Coherence of the whole presentation
- Quality of oral presentation
- Kept within the time slot
- Ability to address audience’s questions

Note: The final paper presentation is considered the most important part of your participation; thus, your absence will result in a half-grade reduction.

__________/10 Points

**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
Academic Policies

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

1. **Course Prerequisite:** You will need to have taken TESL 501 (English Language Teaching-I) to enroll in the course.

2. **Course expectation:** This course builds on the ELT-I course I offered in Fall 2010 and is designed to offer students a solid academic foundation for teacher education and teacher development. In particular, students in this course are expected to familiarize themselves with the current thinking in this post-method era of TESOL and are encouraged to engage in reflective practice through action research.

3. **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.

4. **Late Work:** In fairness to students who complete their projects in a timely manner, late work will be penalized, except under exigent circumstances brought to my attention. In the case of final paper, late submission will result in a half grade reduction.

5. **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, refer to the site: http://www.american.edu/academics/integrity/index.htm.

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.library.american.edu/tutorial/index.html

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. Please note that the writing consultants at the Center are NOT editors or proofreaders and have a writing assignment sheet to bring with you at the time of your appointment. For more information, refer to the site: http://www.american.edu/cas/writing/index.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 243)

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 206). 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 consultations regarding personal concerns, self-help information, and makes referrals to off-campus mental health resources.

11. **Emergency Preparedness**: In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean’s office for course and school/college-specific information.

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**Important Dates**

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<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>First day of class</td>
<td>1/12</td>
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<tr>
<td>*Observation report due</td>
<td>2/16</td>
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<tr>
<td>*Midterm paper due</td>
<td>3/2</td>
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<tr>
<td>Peer Teaching</td>
<td>3/23</td>
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<tr>
<td>*Final paper due</td>
<td>4/20</td>
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<tr>
<td>Final paper presentations</td>
<td>4/20, 4/27</td>
</tr>
<tr>
<td>Last day of class</td>
<td>4/27</td>
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*Notes: Your observation report, midterm and final paper assignments must be submitted both electronically ([sheen@american.edu](mailto:sheen@american.edu)) **before** the class on its due date as well as in a hard copy. For the email submission, use the following naming convention in your email subject line and MS Word file attachment as: 'TESL502 midterm' 'first name' 'last name' and 'TESL502 final' ‘first name’ ‘last name’ (e.g. TESL502 final Jane Doe).
Course Outline

Jan 12  Introduction to the Course

Jan 19  Teaching listening

Required reading before class:
MCM-Peterson (2001): Skills and strategies for proficient listening

Pre-class homework: Apple book suggested activity # 1 on page 100
Choose a listening comprehension text that has been published in the last five years. Select a typical chapter and analyze the cognitive processing demands of its exercises. How many are top-down? How many are bottom-up Interactive? What is the plan for sequencing the exercises?

Recommended further reading:

Jan 26  Teaching speaking

Required reading before class:
MCM-Lazaraton (2001): Teaching oral skills
MCM-Peck (2001): Developing children’s listening and speaking in ESL

Pre-class homework: Apple book suggested activity # 4 on page 114
Imagine you have been assigned to teach a university-level oral skills class for international teaching assistants. You are required to cover material specifically tailored to their future teaching needs, but you find that nearly all the students need practice with and ask for material on informal conversation. What should you do in such a situation? Ask at least two experienced ESL/EFL teachers what they would do. Did (or would) you offer similar solutions?

Recommended further reading:
Feb 2  Teaching reading

*Required reading before class:*
MCM-Grabe & Stoller (2001): Reading for academic purposes: Guidelines for the ESL/EFL teacher

*Pre-class homework: Apple book suggested activity # 2 on page 202*
Select a short text (e.g., from a magazine, newspaper, textbook) that might be of interest to a class of L2 students.
   a. Analyze the text from the perspective of these L2 students. What aspects of the text might prove difficult to them?
   b. Identify 10-15 words in the text that might be unfamiliar to these students. Place each word into one of the following categories: ++, +-, - -. How would you introduce words falling into the ++ category?

*Recommended further reading:*

Feb 9  Teaching writing

*Required reading before class:*
MCM-Kroll (2001): Considerations for teaching an ESL/EFL writing course
MCM-Frodesen (2001): Grammar in writing

*Pre-class homework: Apple book suggested activity # 2 on page 247*
Select a text that you think illustrates well the use of a particular grammatical structure (e.g., noncount nouns, frequency adverbs, agentless passives, presentative “there” to introduce information). Develop an exercise to accompany the text that students could complete in small groups as a classroom task or individually as a homework assignment. Explain the objective of the exercise and the writing context in which it might be used.

*Recommended further reading:*
Feb 16     Introducing TBLT

Observation report due (both electronic and hardcopy submission)

Required reading before class:
Willis & Willis - Chapter 1


Recommended further reading:


Feb 23     Types of tasks

Required reading before class:
Willis & Willis – Chapters 3, 4 and 5


Recommended further reading:


Mar 2     TBLT methodology
(Optional tutorial session, 4-5 pm)

Midterm paper due (both electronic and hardcopy submission)

Required reading before class:
Willis & Willis – Chapter 2, Appendix 1

**Recommended further reading:**


**Mar 9**        **SPRING BREAK: NO CLASS**

**Mar 16**        **TBLT and focus on form**

**Required reading before class:**


**Recommended further reading:**


**Mar 23**        **Peer Teaching and Peer Feedback**
Providing your fellow students feedback on their teaching demonstration is very important part of your class participation. Those who do not attend this session will be penalized (i.e. a 2 point- reduction).

**Mar 30**        **Evaluating tasks**

**Required reading before class:**


**Recommended further reading:**
Apr 6       Designing a task-based syllabus

**Required reading before class:**
Willis & Willis – Chapter 9


**Recommended further reading:**


Apr 13      TBLT and action research
(Optional tutorial session, 4-5pm)

**Required reading before class:**


**Recommended further reading:**


Apr 20      Final paper class presentations

**Final paper due** (both electronic and hardcopy submission)
This is the most important part of your class attendance and participation. Those who do not attend this presentation session will be penalized (i.e. a half grade reduction).

Apr 27      Final paper class presentations & wrap up
This is the most important part of your class attendance and participation. Those who do not attend this presentation session will be penalized (i.e. a half grade reduction).