

## ENGLISH 4515 TESOL METHODS

TESOL Methods is the “anchor course” for all the TESOL Concentrations. English 4615 is appropriate for undergraduates or graduates seeking specialization in the teaching of English as a second or foreign second language, and is equally appropriate for teachers of high school or adult language classes. The course is an in-depth study of various approaches, methods, and techniques used in the teaching of Multilingual Education, English as a Second Language (ESL), English as a Foreign Language (EFL), Bilingual Education and the teaching of Foreign Languages (FL), ranging from the Grammar-Translation Method through Content-Based Instruction, Sheltered English, and SDAIE. Course content is relevant for any teachers seeking to investigate how linguistic and second language acquisition theories inform method in the language classroom.

Although English 4615 is not a Writing Proficiency (WP) class, there is a great amount of writing and feedback in this class, so a prerequisite is having passed the WPST and the WP class. Senior level standing is preferable.

Through both written and oral modes, students will be expected to demonstrate knowledge of the following topics and be able to articulate their relevance to the teaching and learning of a foreign or second language:

- \* major theories and principles of language-teaching methods, from the old paradigms (the Grammar-Translation and Audio Lingual methods) to the new paradigms (TPR, Content-based Instruction, SDAIE), considering the theories of Skinner, Chomsky, Krashen, Asher, Cummins, Selinker, Vygotsky, Brown, Oller, and others
- \* ESL and Bilingual Education in Public Schools
- \* approaches, methods, and techniques for the classroom, with special emphasis on communicative, content-based, sheltered, and SDAIE language approaches
- \* testing and evaluation practices in public schools (K-12), colleges, and adult education programs
- \* texts and materials appropriate in various language-teaching settings and for various levels of students.

### REQUIRED TEXTS

1. Making It Happen: From Interactive to Participatory Language Teaching: Theory and Practice. Third Edition. Patricia Richard-Amato. Longman, 2003
2. Packet for the class by Dr. Stryker

### COURSE REQUIREMENTS

1. **Attendance and participation:** Interaction, exchange of ideas and experiences, and group work are essential aspects of this course. Full attendance is expected. There is a “grace” of one unexcused absence (i.e., three hours), after that, each absence will cost 40 points.

(Weight: 200 points)

2. **Summaries and responses to readings:** Four times during the semester you will be required to hand in typed summaries of the “key concepts” and a personal response to the readings. The “Key Concepts” are listed in the packet. The “summary” consists of your definitions with

examples of the key concepts; the “response” consists of an essay expressing your personal opinions and reactions (agree, disagree, how it relates, or doesn’t, to your experience). There are four summary/responses; each is worth 50 points. Note on the calendar that we will do summaries/responses for the text only through Chapter 17. Chapters 18 through 20 provide descriptions of specific programs and will be discussed in class and may be useful in the final paper. Graduates are required to write three additional responses: two on the readings in Part V of the text, and one on a case study in Part VI. (Weight: 200 points)

3. **Demonstration/Discussion:** Working individually or in pairs, students will present an activity or a technique that models good language teaching. Each demonstration will be an actual lesson (with the class as the language learners), should last about fifteen minutes and be followed by a discussion of the pros and cons. A lesson plan will be handed out to each class member. Credit/no-credit only (with a good lesson plan for the class). (Weight: 200 points)

4. **Class Observation Reports:** Each student will observe two language classes and submit observation/evaluation reports. (Weight: 200 points)

5. **Final Exam (200 points):** In-class exam is a series a brief identification essays on the key concepts of the course (100). The take-home portion of the final is a 2-3-page philosophy statement (100). (Weight: 200 points)

**POINT SYSTEM FOR GRADING:**

1. <b>Attendance and participation:</b> (each absence—after one grace—will cost 40 points)	200 points
2. <b>Written summaries/responses to readings:</b> No e-mailed S and Rs accepted. Half points on late responses: 4 responses x 50 points	200 points
3. <b>Two class observation reports, 100 points each:</b>	200 points
4. <b>Lesson presentation:</b> Individual or group presentation of a lesson	200 points
5. <b>Final exam:</b> Take-home portion: 100 points In-class portion: 100 points:	<u>200 points</u>
<b>TOTAL</b>	1000 points

**Graduates are required to write three additional responses for graduate credit: see calendar for due dates.**

**Extra-credit points can be made if students submit a correction sheet to their Responses explaining the nature of the corrections made on their papers.**

## POINT SYSTEM FOR GRADING

980-1000	= A
960- 979	= A-
940 - 959	= B+
920 - 939	= B
900 - 919	= B-
880 - 899	= C+
860 - 879	= C
840 - 859	= C-
820 - 839	= D+
800 - 819	= D
780 - 799	= D-
below 779	= F

### Portfolio of “Summaries” and “Responses”

One of the major goals of this course is that you learn the lexicon (vocabulary, concepts, and principles) related to basic linguistics, second language acquisition, methods, and, most importantly, to the language teaching/learning process. A second goal is that you demonstrate how to relate these concepts and methods to the real world of education, especially in the context of your own experience and observations. There is a basic premise here that “the more you learn about language learning, the better teacher you will be.” Thus, these writing activities serve as both a learning strategy (for you) and an assessment strategy (for me).

This summary/response (S and R) component of the course is designed to do the following: 1) the summaries help you study the text and make sense out of the key concepts, and 2) the responses give you the opportunity to freely express your personal views and opinions about selected topics of personal interest to you in an expository essay.

In your packets for this course there are four “key concepts” lists. These lists are meant as guidelines for the reading of the text. They highlight the most important principles and concepts in second language teaching, as defined by Richard-Amato, the author of our text, or, in some cases, by me in my lectures. There is a lot of information about these concepts in the packet, including some excellent handouts prepared by students in TESOL Methods, Spanish 4810, or Second Language Acquisition classes.

In the *summaries* we ask you to use the key concepts lists that are provided to write at least one or two sentences summarizing the meaning of each concept, and give examples whenever possible. For example:

*Icebreakers: Activities designed to introduce teachers and students or to prepare students for the lessons in an engaging, informal way. For example, in the 4615 class we use personal interviews to learn about all the students in the class and later we do an icebreaker called “Find Someone who...”*

After completing these summaries for all the key concepts listed, choose any one or more of the concepts, or a topic that we discuss in class, and write a personal essay or “response,” giving your personal interpretation of the concept and its importance in your own experience. For example, after completing your summaries that

include descriptions of the “grammar-translation approach” in foreign language teaching, you might choose to write an essay evaluating your experience in a high school or college foreign language course.

You are asked to do this four times during the semester. Use the key concepts lists as a guide. The due dates are listed below and on the class calendar. On the date due, please submit your summaries together with your personal responses (typed please). They will typically be four to six pages in length — about 2-3 pages single-spaced for your summaries, and 2-3 pages double-spaced for your response. I ask you to write your essays (responses) in double space so I can comment and edit. These should be submitted in a folder so that you can place all your summaries and responses together, and they will be cumulative. Thus, at the end of the term, you will have a portfolio of all your summaries and responses and class observations during the course of the semester. This will serve as your study guide.

You are invited to organize and present the summaries in any way that you prefer – they are your own study guides. You get full points if they are **complete**, in your own voice, **not copied** verbatim from a text. Try to **include examples** for all the key concepts. The “responses” are more formal expository essays that should be articulate and demonstrate your writing ability. On the responses, I will make suggestions for style, punctuating, editing, and grammar, but usually you are not graded for these elements. Thus, you get “free feedback” on your writing. You can pick up extra credit if you respond to the corrections with an analysis of the corrections we made. For example, if we put in a comma, you would explain that “The comma was necessary because the dependent clause comes before the main clause.”

We will read each of these summary-responses carefully and return them to you the next week with comments, questions, and recommendations. These summaries/responses are usually assigned checks and points (check plus = 25, check = 24, check minus = 23, etc.). I may make recommendations for improvement if they fall short of expectations in either form or content. This is a senior-level English class, so your writing is an important factor. I may ask you to rewrite some portions if they are too far off the mark. If they are handed in late, you can still get half points. I will not accept submissions by e-mail.

# General Education Goals

English 4615 meets the GE learning goals in the following ways:

**1. Subject Knowledge:** *To provide an educational experience that will enhance students' understanding of the discipline's basic principles, methodologies, and perspectives.*

English 4615 enhances students' knowledge of the basic principles and methodologies by study and evaluation of the key concepts in linguistics, second language acquisition, and teaching methods that are found in the text *Making It Happen* (Amato) and in the instructor's 100-page packet that accompanies this course. Students are required to write their own personal summaries of an average of 15 "key concepts" four times during the semester. These are typed, handed in, evaluated, and commented on by the instructor, then handed back. These summaries are kept in each student's portfolio and serve as a study guide for the student. The total pages of summaries during the semester averages 20 typed single-spaced pages. These concepts are ultimately the topic of the final in-class exam – brief essays written in blue books in class; selected concepts are defined, examples are given, and students explain, in their own words, why the concept is important in language learning and teaching. In addition to the summaries, students write a two-page personal "response" on a topic related to the concepts. These are handed in and collected four times each semester. Student' knowledge of the subject matter is also assessed in a take-home essay of two typed pages that expresses the student's personal philosophy regarding language education.

**2. Communication:** *To provide an educational experience that will enhance the ability to communicate.*

Written communication is a major component of the class as seen in the summaries and responses that are written every two weeks during the course. Students are given opportunities to improve their writing: the instructor provides several guidelines for good writing, grammar, and punctuation at the beginning of the semester and on each student's summary and response papers, the instructor corrects serious style, punctuation, and editing errors on all student papers. All students are required to explain each correction and hand them in the following week when they hand in their next summary/response. Twice during the course students are required to observe an ESL or language class and to write a detailed description and critique of what they see. In the last week of class, in preparation for the final, students working in pairs or alone present a review of a selected key concept and prepare a one-page handout for each student. These key concepts are used as topics for the in-class final essays. The take-home component of the final is a personal essay, in the form of a letter that students write to a perspective employer in which they expound upon their personal philosophy and methodology regarding language education.

Oral communication is required during the in-class reviews of the key concepts (every two weeks). Students are grouped in pairs or trios and required to consult and compare their summaries and express to the class their interpretations of the key concepts. In addition, a major activity of the class is a

language lesson that is presented to the whole class by individuals or pairs of students. These lessons are conducted as “demonstration lessons” in which the student (or pair of students) prepare, organize and deliver a 20-minute lesson in language teaching (in English or another language). After the lesson, they lead a discussion about the pros and cons of the lesson and give a typed lesson plan to every student in the class

**3. Inquiry and Critical Thinking:** *To provide an educational experience that will enhance critical thinking skills and will contribute to continuous inquiry and life-long discovery.*

Students are encouraged to provide examples of each key concept in the course from their own personal experiences as learners or teachers. Making “connections” is an important part of this course. Especially in the four personal “responses” that students write for each group of key concepts, students are encouraged to connect the concepts (theoretical or methodological) to other classes and other experiences and to think critically about these concepts and how they relate to their own lives. They are encouraged to look back upon language classes they have had and evaluate that experience in light of their new knowledge. One of the “critical thinking” activities in the class is the requirement to observe two language classes in the schools and a write two- to four-page analysis of what they observe, including personal evaluations of the effectiveness of the methods used by the instructors. Another is the final paper in which students develop and articulate the educational philosophy that they will take away from the class.

**4. Information Retrieval and Evaluation:** *To provide an educational experience that will enhance the ability to find, understand, examine critically, and use information from various sources.*

Students are encouraged to explore the key concepts for the courses in any venues at their disposal – other courses, other texts, personal observations, the Internet, pages of the course packet, etc. The activity described above as the “summaries” of the key concepts is a good example of information retrieval and evaluation. They are required to find the information in the text or packet (or any other source) and demonstrate that they understand that information by explaining it in their own words, and then they evaluate that information and tell WHY that information is important in learning and teaching a foreign language. This process is explained in the “Summaries and Responses” page attached to this syllabus.

**5. Interdisciplinary Relationships:** *To provide an educational experience that will enhance students’ understanding of a discipline’s interrelationships with other disciplines.*

The subject matter – language teaching and learning – is by its very nature highly interdisciplinary. The course content is based on linguistics, psychology (psycholinguistics) sociology (sociolinguistics), cognitive studies, second language acquisition, and education. Thus, the content of the course overlaps or intersects with various disciplines. Students experience connections among many other courses they

have taken, especially in Liberal Studies and in Education. Furthermore, all students have been students of a second or foreign language sometime in their lives and can easily make connections in methodology to their own experiences.

**6. Global or Multicultural Perspectives:** *To provide an educational experience that will enhance the ability to look at issues from multiple perspectives and/or that will describe the discipline's impact on or connection to global issues.*

The very nature of the study of languages, language teaching, and language acquisition encompasses discussions of cultures and values. Cross-cultural issues are an integral part of course content. The text and the packet include extensive discussion of cross-cultural linguistics, acculturation, culture shock, and affective factors caused by the acculturation process. The linguistic component of the course explores cross-cultural communication problems caused by such things as non-verbal communication, kinesics, and proxemics. The topics of phonology, morphology, syntax, semantics and non-verbal communication are presented in a contrastive analysis mode, comparing English to other languages and cultures. The course examines macro-cultural issues such as the idea of collectivist vs. individualist societies and the nature of immigrant vs. refugee populations. Many of the students in the class are or have been English language learners; others have been students in foreign language classes. Students who are speakers of other languages are invited to present demonstration lessons in their first language. Thus, each semester there are lessons presented in at least three or four languages. This class has had lessons presented in Spanish, Hmong, Portuguese, Russian, Punjabi, Chinese, French, and Arabic. These lessons are always eye-opening experiences for the students. The important part of this experience is that all the students have the opportunity to experience how it feels to be in a class in which little or nothing is understood (an experience in “empathy”), no matter how effective the methodology.