

English Language Teaching I (TESL-501-002)
American University
Fall 2009

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Email:
Phone:

Class Time/Location:
Tuesdays, 5:30-8:00
Anderson Hall LL-2

Office Hours: By appointment. Office located in McKinley TESOL office.

Course Goals

This course will introduce you to concepts that will help become an effective language teacher, in particular, a teacher of ESL or EFL, within the framework of Communicative Language Teaching. We will discuss important principles of language teaching and learning, different variables that will influence decisions you make as a teacher, the various roles you can play as a teacher, dealing with mistakes and errors, as well as assessing students' language proficiency in the classroom. Against the backdrop of Communicative Language Teaching, we will also review less commonly used ("designer") methods as well as older methods and approaches to language teaching.

- To introduce students to the essential theories and concepts of English language teaching
- To familiarize students with the Communicative Approach to teaching and its relation to previous teaching approaches
- To provide classroom experience through observation, tutoring, and teaching segments
- To introduce the basics of curriculum design and lesson planning
- To give students insight into what good teaching means, and to give them the skills necessary to be comfortable in their teaching roles.

NOTE: ELT-I is designed to be an extensive overview of the principles and practices needed to be an effective English Language Teacher. You will be introduced to many theories and concepts in a short time. WE DO NOT EXPECT YOU TO HAVE MASTERED ALL THESE CONCEPTS. We see this course as a first introduction to the field, so that when you encounter these theories and concepts in later courses you will already have a conceptual framework to fit them into (*"oh right...yeah, I remember that...okay, so this is how it works!"*).

Course Requirements

Assignment	Due Date	Percentage of Grade
1. Three observation logs	9/15, 10/13, 11/3	20%
2. Three tutorial logs	9/29, 10/20, 11/10	20%
3. In-class teaching segment	Depends on topic—1 day	15%
4. Tutorial Log Peer Responses	Your choice—2 days	10%
5. Final Course Project	12/8	30%
6. Class Participation	Daily	5%

My Expectations

Students are expected to read weekly reading assignments thoroughly and to actively participate in class discussions and activities. Students are also required to complete all assignments either before or by their scheduled due date. Late assignments will not be considered eligible for full credit.

Because of the introductory nature and the breadth of this course, it is recommended that you attend each class and that you are on time. In the event that you cannot come to class, it is your responsibility to communicate with the instructor and to get class notes from a classmate or off of blackboard. Missing more than 2 classes per semester will result in a lower Class Participation grade.

Please bring your books with you to each class. You may eat and drink in class. Please turn off your cell phones during class. I am not permitting the use of laptops in class as it has been more of a distraction than a learning tool. All course documents that you will need will be available on BlackBoard.

Required Textbooks

Rothenberg, C. and Fisher, D. (2007). *Teaching English Language Learners: A Differentiated Approach*. Columbus: Pearson.

Walter, T. (2004). *Teaching English Language Learners: The How-to Handbook*. New York: Longman.

Academic Integrity Code

I take plagiarism and academic dishonesty very seriously, and I am required to report cases to the Dean of the College of Arts and Sciences, whose policy is to fail students for the course. Please read the university's Academic Integrity Code closely, and be sure to ask me if you have any questions. The code is available online at <http://www.american.edu/academics/integrity/index.htm>.

In writing papers, you must properly cite all sources (1) directly quoted, (2) paraphrased,

or (3) consulted in any fashion. Sources include all printed material as well as the Internet. Proper citation means using a standard citation format: MLA, APA, or Chicago. Quoted and paraphrased material should be “sandwiched,” a clear beginning and ending to the material should be indicated by quotation marks, or, in paraphrases, by the source name at the beginning and the citation at the end.

It is also considered plagiarism if you merely rework source material, placing an author's thoughts in other words without contributing your own ideas. For that reason, you must include some kind of source note whenever drawing on someone else's interpretation. A source note can be a sentence or more in your paper, or it can be a footnote. A source note should clarify the extent to which your interpretation is indebted to your source, explaining both (1) what you use and (2) where you depart or differ from the source.

It is also considered plagiarism to submit drafts, response papers, and other informal assignments without properly citing sources and acknowledging intellectual debts.

Failure for the course is the typical sanction in such cases.

You must receive prior permission from me if you want to submit a paper or part of a paper that you have written for a previous class.

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.

Course Schedule and Reading Assignments (*Readings are subject to change, but students will be informed a week in advance of any deviations from the syllabus)

Date	Topics	Readings/Assignments (to be completed by the date to the left)
Week 1 8/25	Course Overview: Syllabus, Assignments, Blackboard, Readings <ul style="list-style-type: none"> • Why are we here? How did we get here? • Common TESOL Acronyms 	
Week 2 9/1	How do we learn? <ul style="list-style-type: none"> • Basics of human learning/cognition • Basics of language learning and acquisition • Brown’s 12 principles of language learning 	Reading <ul style="list-style-type: none"> • E-Reserves: Nunan 1, “The Conceptual Basis...” pages 3-37 • Textbook, Rothenberg, pages 2-6, 12-29
Week 3 9/8	Language Acquisition <ul style="list-style-type: none"> • Second Language Acquisition (SLA) research • Motivation and language learning 	Reading <ul style="list-style-type: none"> • Textbook, Walter, Chapter 2 • TBD
Week 4 9/15	Historical Development of ELT Methodologies <ul style="list-style-type: none"> • 20th century explorations • Communicative Language Teaching 	Observation Log #1 DUE Reading TBD
Week 5 9/22	Teaching the components of Language <ul style="list-style-type: none"> • Vocabulary 	Reading TBD

	<ul style="list-style-type: none"> • Grammar 	
<p>Week 6 9/29</p>	<p>Teaching Language Skills— Speaking and Listening</p> <ul style="list-style-type: none"> • How do we teach speaking and pronunciation? • What is listening? How do we teach it? 	<p>Tutorial Log #1 DUE</p> <p>Reading</p> <ul style="list-style-type: none"> • Textbook, Walter, Chapter 3 • TBD
<p>Week 7 10/6</p>	<p>Teaching Language Skills— Reading and Writing</p> <ul style="list-style-type: none"> • Teaching Reading across ages and proficiency levels • Process vs. Product • Techniques for assessing composition • Video: “Writing Across Borders” • Video: “Why Reading Is Hard.” 	<p>Reading</p> <p>Tutorial log feedback DUE (if you did not post in previous week)</p>
<p>Week 8 10/13</p>	<p>Academic/Content Area Development for ELLs</p> <ul style="list-style-type: none"> • BICS vs. CALP • Reading for academic purposes • Zone of proximal development • Scaffolding instruction • Language structures for active engagement • Cooperative Learning • Environmental supports <p>Technology</p> <ul style="list-style-type: none"> • Computer Assisted Language Learning (CALL) • Other resources for teachers 	<p>Observation Log #2 DUE</p> <p>Reading</p> <ul style="list-style-type: none"> • Textbook, Walter, Chapter 4 • See BB External Links, BICS and CALP • TBD

<p>Week 9 10/20</p>	<p>Focus on Learners: Interactive Language Teaching</p> <ul style="list-style-type: none"> • Learner needs, roles, choice • Role of interaction in language learning • Learning styles • Learner variables 	<p>Tutorial Log #2 DUE</p> <p>Reading</p> <ul style="list-style-type: none"> • E-Reserves: Brown, Chapters 6 & 7, “Learner Variables” • TBD
<p>Week 10 10/27</p>	<p>Lesson Structure and Sequence</p> <ul style="list-style-type: none"> • Forming lesson objectives • Common activity types • Curriculum design <p>Lesson design across proficiencies</p> <ul style="list-style-type: none"> • Adapting materials • Teaching multilevel classrooms 	<p>Reading TBD</p> <p>Tutorial log feedback DUE (if you did not post in previous week)</p>
<p>Week 11 11/3</p>	<p>Understanding and Managing the Classroom</p>	<p>Observation #3 DUE</p> <p>Reading TBD</p>
<p>Week 12 11/10</p>	<p>Language Assessment and Evaluation</p> <ul style="list-style-type: none"> • Language tests • Authentic assessment 	<p>Tutorial Log #3 DUE</p> <p>Reading</p> <ul style="list-style-type: none"> • Textbook, Walter, Chapter 5 • TBD
<p>Week 13 11/17</p>	<p>The Cultural Dimension of Teaching</p> <ul style="list-style-type: none"> • Integrating culture into ELT • Pragmatics and Discourse • Cross-cultural communication • Video: “Skin Color Project” 	<p>Reading:</p> <ul style="list-style-type: none"> • Textbook, Walter, Chapter 1 • TBD <p>Tutorial log feedback DUE (if you did not post in previous</p>

		week)
Week 14 11/24	Sociopolitical Issues <ul style="list-style-type: none"> • ESOL Program models • Socio-cultural Factors 	Reading: <ul style="list-style-type: none"> • Textbook, Rothenberg, pages 15-19 • TBD
Week 15 12/8	Course Conclusions	Final Project Due

References

Brown, H. Douglas (2007). *Principles of Language Learning and Teaching* (Fifth Edition). Pearson Longman

Brown, H. Douglas (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (Second Edition). Pearson Longman.

Celce-Murcia, Marianne (Ed.) (2001). *Teaching English as a Second or Foreign Language* (Third Edition). Heinle & Heinle.

Nunan, David (1999). *Second Language Teaching & Learning*. Heinle & Heinle.

O'Malley, J. (1996). *Authentic Assessment for English Language Learners*. Addison-Wesley.

Rothenberg, C & Douglas, F (2007). *Teaching English Language Learners: A Differentiated Approach*. Pearson.

Samovar, L. (1998). *Communication Between Cultures*. Wadsworth Publishing.

Snow, Don (2006). *More Than a Native Speaker* (Revised Edition). TESOL Publications.

Walter, Teresa (2004). *Teaching English Language Learners*. Pearson Longman.