

MURRAY STATE UNIVERSITY

Revised 9/15

DEPARTMENT: English and Philosophy

COURSE PREFIX: TSL **COURSE NUMBER:** 600 **CREDIT HOURS:** 3

I. Course Title: Methods & Materials for Teaching ESL/EFL

II. Catalog Description: Knowledge derived from the linguistic sciences about the nature of language and how it is learned will serve as the basis for the exploration and evaluation of various methods, techniques, and approaches to the teaching of English as a second or foreign language.

Prerequisite: None

III. Course Objectives: By the end of this course, students will have the requisite knowledge and skills to (*Coded for Kentucky Teacher Standards, KTS; TESOL Standards, TESOL*)

1. demonstrate basic knowledge of what an ESL/EFL teacher must know and do in order to be effective. (*KTS 1, 2; TESOL 1*)
2. demonstrate understanding of the theoretical concepts necessary for choosing teaching methodologies and designing/selecting instructional materials. (*KTS 2, 3; TESOL 1, 3*)
3. discuss and analyze the major issues and controversies on second/foreign language pedagogy and their implications for classroom teaching. (*KTS 2, 9; TESOL 1, 5*)
4. prepare and execute effective second/foreign language lessons to different learners in various instructional settings. (*KTS 1, 2, 3, 4, 5, 6, 7, 10; TESOL 1, 3*)
5. collaborate with colleagues in order to design, evaluate, and select teaching materials for second/foreign language teaching situations. (*KTS 3, 4, 5, 8; TESOL 5*)

The EPBS Themes – Diversity, Assessment, Literacy/Reading, and Closing the Gap are explored as course topic that students discuss, research, and write literature reviews over to fully explore these topics. They investigate these themes and how they should be implemented in the language classroom. Students design materials and assessment tools that address all of these themes.

IV. Content Outline: The course will begin with an overview of the underlying principles, characteristics, and applicability of various methods for teaching English as a second /foreign language. First we will explore the historical and current trend of instructional approaches, methods, and techniques. Next, we will explore methods and techniques for teaching specific language skill areas, followed by an analysis and evaluation of currently marketed ESL/EFL textbooks. Finally the course will conclude with a look at current professional issues in language teaching, including language assessment, culture, and the use of technology.

V. Instructional Activities:

The majority of the material will be covered through class discussions based on the course readings. Students will conduct teaching demonstrations and will be responsible for leading class discussions as well. The amount of reading required for this course is substantial. Students will complete an in class exam, a classroom observation report, a demonstration of methods including submission of a complete lesson plan, and an evaluation of an ESL/EFL textbook. As a final project, students will collaboratively create a set of lessons, including a rationale of their

pedagogical design choices. Additional assignment descriptions will be available separately on Blackboard.

VI. Field, Clinical, and/or Laboratory Experiences: Each student will observe one ESL class meeting.

VII. Texts & Resources:

Celce-Murcia, M. (Ed.). (2001). *Teaching English as a second or foreign language (3rd ed.)*. Boston: Heinle & Heinle. ISBN: 0838419925, CENGAGE Learning
Brown, M. Douglas. (2007). *Teaching by Principles: An interactive approach to language pedagogy (3rd ed.)*. New York: Pearson Education. ISBN: 0136127118.
(Optional) American Psychological Association (2008). *Publication manual (6th ed.)*. Washington, DC: Author. ISBN: 1433805618/9781433805615. (Note this text is not for reading but for accurate documentation of all written assignments submitted to the MA TESOL program.

Other Readings: Other readings available on the Blackboard.

Bell, D. (2003). Method and postmethod: Are they really so incompatible? *TESOL Quarterly*, 37,325-336.
Haskell, J.F. (1985). An eclectic method? In J. F. Haskell (Ed.), *Selected articles from the TESOL Newsletter, 1966-1983* (pp.117-119). Bloomington, IL: TESOL.
Murphy, J., & Stoller, F. (2001). Sustained-content language teaching: An emerging definition. *TESOL Journal*, 10(2-3) 3-5.
Sheldon, L.E. (1988). *Evaluating ELT textbooks and materials*. *ELT Journal*, 42, 237-246.
While there are sufficient resources in the library to undertake some lesson plan design and materials development, students are encouraged to make use of interlibrary loans in order to utilize a larger selection of materials. Please note that this process may be time consuming, so plan accordingly.

VIII. Grading Procedures:

Letter grades will be assigned according to the following scale:

- A =90 – 100 pts.
- B =89 – 80 pts.
- C =79 – 70 pts.
- D =69 – 60 pts.
- E =59 – 0 pts.

Course Requirements:

	Percentage
1. Attendance and Class Participation	10%
2. Discussion Leader.....	10%
3. Classroom Observation (Formal Report).....	10%
4. Midterm Exam	20%
5. Method Analysis & Critique	5%
6. Method Lesson Plan and Demonstration of the Lesson.....	10%
7. Textbook Evaluation.....	15%
Instrument	5%

Evaluation	10%
7. Final Project	20%
Total Points.....	100%

Graduate Level Requirements: Students must be admitted to graduate status prior to scheduling this course in order to receive graduate credit. Undergraduate students taking this class will be graded according to the same scale as graduate students. It is expected that performance in this graduate class be quality work that reflects students' responsibility for their own learning. Students are expected to **have read the assigned readings prior to class time** and be ready to participate actively in the class discussion.

IX. Attendance Policy: Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. On-time arrival to class and consistent attendance will be expected in all classes. Attendance will be recorded every class. Your participation grade will be lowered if you have excessive absences. More than one absence is considered excessive. ***You cannot pass this course if you miss class more than two times or if you fail to complete a course requirement as listed above.***

X. Academic Honesty Policy: This policy is provided in the Murray State Graduate Bulletin on p.8 at the following address: <http://www.murraystate.edu/provost/catalogs/010507.html#Policies>

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification -- Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

Violations of any academic honesty policies stated above will have serious consequences from failure of the assignment or exam to failure of the entire course. Getting information (including an idea or a concept) from a source and not acknowledging the source is a form of plagiarism. If you do use sources at any time, be sure to provide full references.

XI. Non-discrimination Policy & Students with Disabilities:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).