

MURRAY STATE UNIVERSITY

Revised 9/15

DEPARTMENT: English and Philosophy

COURSE PREFIX: TSL **COURSE NUMBER:** 653 **CREDIT HOURS:** 3

I. Course Title: Integrated ESL/EFL Skills Seminar

II. Course Description: An exploration of advanced methods of teaching ESL/EFL, integrating all language production and reception skills and linguistic structural knowledge within a content/theme-based pedagogical framework, specifically addressing how grammar is incorporated within a multidimensional model of ESL/EFL instruction. A field experience is required. Must be taken during the final semester of study in the M.A. in TESOL.

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*)

- A. discuss theoretical concepts/models in all skill areas of ESL/EFL. (*KTS 2, 7, 9; TESOL 1, 2, 3, 5*)
- B. understand and articulate the major controversies and issues in teaching in the ESL/EFL classroom, especially issues of skill integration. (*KTS 1, 2, 7, 9; TESOL 3*)
- C. evaluate critically the existing texts and materials in second/foreign language. (*KTS 1, 2, 3, 5, 7, 10; TESOL 3*)
- D. create original instructional materials within the integrated skills framework. (*KTS 1, 2, 3, 5, 7, 10; TESOL 1, 2, 3*)
- E. design lessons, activities, units, and courses for various proficiency levels for an established or conceived curriculum or program. (*KTS 1, 2, 3, 5, 7, 10; TESOL 1, 2, 3;*)
- F. problematize issues facing ESL professionals, resulting in effective solutions to those problems. (*KTS 1, 2, 3, 5, 7, 10; TESOL 1, 2, 3, 5*)
- G. Use knowledge of ESL/EFL pedagogical grammar to articulate and demonstrate the role of grammar in a multidimensional curriculum. (*KTS 1, 2, 3, 5, 7, 10; TESOL 1, 2, 3, 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: This course will provide an overview of second language (L2) methodology, focusing specifically on the teaching and learning of L2 language skills. The course will address theoretical frameworks, curricular concerns, and assessment concerns for all language skill areas. In addition, special attention will be drawn to the integration of the different skill areas, including the integration of grammatical instruction into these skill areas.

V. Instructional Activities: The primary focus of the course will be discussion, workshop, student demonstration and presentation. Students are expected read the assigned material before class and to come to class prepared to be actively engaged in the discussion.

VI. Field, Clinical, and/or Laboratory Experiences: A field experience is required. Must be taken during the final semester of study in the M.A. in TESOL.

VII. Texts & Resources:

American Psychological Association (2009). *Publication manual (6th ed.)*. Washington, DC: Author. (Note this text is not for reading but for accurate documentation of all written assignments submitted to the MA TESOL program.)

Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The grammar book: An ESL/EFL teacher's course (2nd ed.)*. Boston: Heinle & Heinle. (CM & LF)

Folse, K. (2004). *Vocabulary myths: Applied second language research to classroom teaching*. Ann Arbor, MI: University of Michigan.

Nation, I.S.P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York: Routledge.

Nation, I.S.P. (2009). *Teaching ESL/EFL reading and writing*. New York: Routledge.

While there are sufficient resources in the library to undertake some curriculum and syllabus 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. The internet should also prove useful.

VIII. Evaluation & 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) Lesson Plans & Feedback Activity	40%
Four different lesson sets (10% each)	
2) Microteaching Digital Demonstration	10%
3) Digital Demonstration Feedback Activity	5%
4) Grammar Lesson Discussion & Plan	15%
5) Preparation & Participation.....	5%
6) Terminology Quizzes (1% each)	5%
7) Source Book & Presentation	20%
Total Percentage of Grade	100%

IX. Attendance Policy: Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. Students cannot learn without **consistent effort** throughout the semester. Attendance is expected in all sessions. Attendance will be taken and recorded in all class sessions. Your 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 three times.*** Exceptions may be made based on the current University policy. This policy is provided in the current *MSU Graduate Bulletin*.

X. Academic Honesty Policy:

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.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

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.

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).