

COMMON COURSE SYLLABUS
Murray State University

TSL 530- 01: Methods & Materials for Teaching ESL

Credit Hours: 3.0

I. Course Title: Methods & Materials for Teaching ESL

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 language.

III. Purpose: to develop students' understanding of the various approaches, methods, techniques, activities, and materials available for teaching English as a second/foreign language and their underlying principles and characteristics

IV. Course Objectives: By the end of this course, students will have the requisite knowledge and skills to (*Coded for Kentucky Experienced Teacher Performance Standards, NTPS; TESOL Standards, TESOL; KERA Initiatives KERA*)

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

V. 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 language. It 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 textbooks. Finally the

course will conclude with a look at current issues in language teaching, including language assessment, standards, and CALL (computer assisted language learning).

Note: This course covers essential material for the ESL Certificate Endorsement Program and for the Praxis Exam for ESL.

VI. Instructional Activities: The majority of the material will be covered through class discussions. Students will present teaching demonstrations and will be responsible for leading class discussions as well. The reading will be moderate to substantial. Students will complete a midterm exam, a classroom observation, a critique of methods and a critique of a current ESL textbook. Finally, students will complete a collaborative curriculum/lesson project.

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

VIII. Resources: 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.

Graduate Level Requirements: Student 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 and be ready to participate actively in the class discussion prior to class time.

IX. 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
A. Discussion Leader	10%
B. Classroom Observation (Formal Report).....	10%
C. Midterm Exam	20%
D. Methodology Critique.....	15%
E. Methodology Lesson (Teaching Demonstration)	10%
F. Textbook Evaluation.....	15%
Instrument	5%
Evaluation	10%
G. Final Project	20%

Total Points.....100%

X. Attendance Policy: Students cannot learn without **consistent effort** throughout the semester. Attendance will be 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.***

XI. Academic Honesty Policy: This policy is provided in the Murray State Graduate Bulletin at the following address:

<http://www.murraystate.edu/provost/catalogs/G01University.html#Policy%20on%20Academic%20Honesty>

Plagiarism or academic dishonesty will have consequences from failure of the assignment or exam to failure of the entire course. The biggest problem students often have is not attributing materials and ideas to the sources they are from. This is especially easy to do, even unintentionally, when the internet is used heavily in a course. If you do use outside sources at anytime, be sure to provide full references. Another problem some students have with academic honesty is getting unauthorized help. There are times--especially on quizzes, exams, and some projects--that you are supposed to work entirely on your own without consulting anyone. Make sure you do so at those times. Rest assured that I am an expert in tracing plagiarism and must and will treat all cases very seriously.

XII. Texts:

Celce-Murcia, M. (Ed.). (2001). *Teaching English as a second or foreign language (3rd ed.)*. Boston: Heinle & Heinle.

Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching (2nd ed.)*. Cambridge: Cambridge University Press.

Other Readings: Other readings will be scanned in and posted on the Blackboard.

Alatis, J. & LeClair, C. (1993). Building an association: TESOL's first quarter century. In Silberstein, S. (Ed.) *State of the art TESOL essays: Celebrating 25 years of the discipline*. Alexandria, VA: TESOL.

Bell, D. (2003). Method and postmethod: Are they really so incompatible? *TESOL Quarterly*, 37, 325-336.

Crandall, J. (2000). Language teacher education. *Annual Review of Applied Linguistics*, 20, 34-55.

Cummins, J. (1984/1988). Language proficiency, bilingualism and academic achievement. In P. Richard-Amato (Ed.), *Making it happen: Interaction in the second language classroom* (pp. 382-395). White Plains, N.Y.: Longman.

Faltis, C. (1993). From kindergarten to high school: Teaching and learning English as a second language in the U.S. In Silberstein, S. (Ed.), *State of the art TESOL essays: Celebrating 25 years of the discipline*. Alexandria, VA: TESOL.

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.

Kaplan, R. (1993). TESOL and applied linguistics in North America. In Silberstein, S. (Ed.) *State of the art TESOL essays: Celebrating 25 years of the discipline*. Alexandria, VA: TESOL.

Maple, R. (1987). TESL versus TEFL: What's the difference? *TESOL Newsletter*, 21 (2), 35-36.

- McDonough, J., & Shaw, C. (1993/1994). Evaluating ELT materials. In *Materials and methods in ELT* (63-80). Cambridge, MA: Blackwell.
- Murphy, J., & Stoller, F. (2001). Sustained-content language teaching: An emerging definition. *TESOL Journal*, 10(2-3) 3-5.
- Richard-Amato, P. (1988). The affective domain. In *Making it happen: Interaction in the second language classroom* (pp. 54-68). White Plains, N.Y.: Longman.
- Sheldon, L.E. (1988). *Evaluating ELT textbooks and materials*. *ELT Journal*, 42, 237-246.
- Silberstein, S. (1987, October). Let's take another look at reading: Twenty-five years of reading instructions. *English Teaching Forum*, 28-35.
- What is TESOL?: (TESL, TEFL, ESL, EFL, ESOL . . ?). *TESOL: Making a career choice*, July 1992.

XIV. Prerequisite: None

XV. Statement of Affirmative Action and Equal Opportunity: Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.

XVI. Course Assignments: This is a brief listing of the assignments required in the course. Additional information will become available as the course and semester develops.

- ESL Classroom Observation – Each student will locate and secure permission to observe an ESL classroom and will write a formal report on the observation concerning the type of methods used, the activities used, syllabus type used, etc.
- Midterm Exam
- Textbook Evaluation Rubric– Each student will develop a rubric to be used in evaluating a currently marketed ESL textbook.
- Textbook Evaluation – Each student will use his/her rubric and evaluate an ESL textbook appropriate to his/her teaching interest.
- Critique & Demonstration of Methods –Along with our discussions on various methods, students will select one method to critique in detail, analyzing its positive and negative characteristics and how they relate to the method's effectiveness in the classroom. Students will design [*and possibly present (more information to follow)*] a lesson adhering to the methodological constraints of the method chosen. **This WILL require additional research outside of the class readings.**
- Final Project – This project will be collaborative and will be discussed more fully as the course develops.