



**ENG 457 Teaching ESL
Fall 2013
Wednesday 1.30 – 4pm
BA 244/MPLX 131**

Instructor: Dr. Lucy Pickering
Office Location: HL 308/HL 307
Office Hours: Tuesday 1-4pm; Thursday 1-2pm; By Appt
Office Fax: 903-886-5980
University Email Address: lucy.pickering@tamuc.edu

COURSE INFORMATION

Materials

Textbook(s) Required:

- 1) Larsen-Freeman, D. & M. Anderson. (2011). **Techniques & Principles in Language Teaching**. 3rd Edition. Oxford University Press. ISBN: 978 0 19442 360
- 2) Fillmore, L. W., Snow, C. E., & Educational Resources Information Center (U.S.). (2000). **What teachers need to know about language**. Washington, DC: U.S. Dept. of Education, Office of Educational Research and Improvement, Educational Resources Information Center. **[This book is available online and in eCollege for free]**

Additional Readings maybe uploaded to the Electronic Course Shell

Course Description:

This course encompasses both methodological and student management issues in TESOL teaching. On completion of the course you will (1) be familiar with current classroom practice and theory in ESL teaching; (2) be able to use this knowledge to plan appropriate instruction for a variety of L2 learners and teaching situations; (3) become familiar with the linguistic systems of English that comprise the content area for ESL teaching. This is an introductory level course and no background in this area is required.

Student Learning Outcomes:

1. Applies basic principles of ESL/EFL language teaching methodology: This is a key component of the assignments and students will demonstrate their ability to apply these basic principles in their thought-in-action lesson plans completed throughout the semester.
2. Demonstrates knowledge of linguistic systems of English: Through their assignments, students are required to demonstrate an increased awareness of the structure and

function of linguistic systems in English. This will be facilitated through course reading & jigsaw assignments.

3. Demonstrates knowledge of the history of ESL methodology and appropriate terminology. This is a key component of the class reading and discussion and will be thoroughly reviewed in the midterm and final exam.

COURSE ASSESSMENT & INSTRUCTION

Final Exam (take-home)	20%
Thought-in-Action Lesson plans (3)	30%
Method Schema (10)	20%
Jigsaw Classroom Presentation (1)	15%
Classroom Participation	15%

Grading Scale:

90-100	A
89-80	B
79-70	C
69-60	D
59 and below	F

Notes on Assignments:

In order to complete this class successfully, you are required to fulfill all assignments and attend all weekly meetings. The two major assignments in addition to your exams address two crucial areas: 1) Being an ESL learner: What your learners are thinking/struggling with as they move forward in their English language learning; and 2) What you need to know in terms of your content area, i.e., the English language! We will use *experiential learning* to work with these areas; in other words, you will *experience* working with language and *experience* working on presentations for your colleagues on different aspects of English grammar.

Jigsaw Classroom Presentations:

The jigsaw classroom is a cooperative learning technique with a three-decade track of increasing positive educational outcomes. Just as in a jigsaw puzzle, each piece – each student's part – is essential for the completion and full understanding of the final product. As each student's part is essential, then each student is essential; and that is what makes this strategy so effective (taken from <http://www.jigsaw.org/overview.htm>).

In this instantiation of jigsaw learning **you will be working in small groups of three within or across campuses. Each group will present one aspect of English grammar/vocabulary (using Powerpoint).** Each group will be responsible for one presentation. I will work with each group if/when they request help. We will discuss the format in class.

Thought-in-Action Lesson plans:

These lesson plans derive from your textbook on Techniques in Language Learning. You will choose one of the methods we have covered and complete a lesson plan that links the thought, beliefs, attitudes, values and awareness with action in the classroom. Each of your lesson plans will respond directly to the principles that guide the method you have chosen. This assignment is an opportunity for you to closely reflect on your teaching practice, specifically, how your own beliefs and ‘maxims’ guide your teaching practice. Each of you will produce three lesson plans. We will discuss the format in class.

Methods’ Schemata

Each of you will fill a schema for each one of the method we study. Each schema will contain the name of the method, its main principles, the pros and cons with your explanations, and you notes or ideas. The schema can look like the one below.

Method	Main principles	Pros and why they are pros	Cons and why they are cons	My notes and ideas

At the end of the semester, you’ll have a scheme with as many rows as methods you studied. It will be useful to you both to have a quick overview of all the methods and to figure out what are the principles and activities you want to include in your classroom practice. These schema are due each week from weeks 3-13 (i.e., every time we look at a new teaching method. **They are due by 10am on the day of class (Wednesday).**

Format for the final exam will be discussed prior to the assigned date.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
--

Attendance Policy

Attendance is required and will be taken at each class. Missing classes will result in a grade penalty. Excessive tardiness can be penalized as an absence. The university has no policy for “excused absences” except for university sanctioned events,

Grievance Procedure:

Students who have concerns about this course or the instructor should speak *first* to the instructor about those concerns. If the student is unsatisfied with the outcome of that conversation, the next person in the chain of command is the Chair of the Department, Dr. Hunter Hayes. Students should contact him via e-mail at Hunter.Hayes@tamuc.edu.

Academic Honesty

The official departmental policy: “Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonestly. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1,2,3])

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

Statement on behalf of students with disabilities

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE

(Schedule is flexible and subject to change)

Week 1 Introduction

8/28 Course/Student Introductions

Week 2

9/4 L-F & A: Chapter 1 & 14
F&S: pp. 1-12

Week 3

9/11 L-F & A: Chapter 2

Week 4

9/18 L-F & A: Chapter 3

F&S: pp. 13-20

Week 5

9/25 L-F & A: Chapter 4
Jigsaw Presentation (1):
Thought-in-action Lesson Plan (1) Due

Week 6 Dr. Pickering at Tarleton State University - Online Content

10/2 L-F & A: Chapter 5
F&S: pp. 20-25

Week 7

10/9 L-F & A: Chapter 6
Jigsaw Presentation (2):

Week 8 Dr. Pickering in Puerto Rico

10/16 Midterm Review – Online Content

Week 9

10/23 L-F & A: Chapter 7

Jigsaw Presentation (3):
F&S: pp. 25-32
Thought-in-Action Lesson Plan (2) Due

Week 10

10/30 L-F & A: Chapter 8
Jigsaw Presentation (4)

Week 11

11/6 L-F & A: Chapter 9
Jigsaw Presentation (5):
F&S: pp. 32-41

Week 12

11/13 L-F & A: Chapter 10
Jigsaw Presentation (6):

Week 13

11/20 L-F & A: Chapter 11

Jigsaw Presentation (7)
Thought in Action Lesson Plan (3) Due

Week 14

11/27 Online Content
L-F & A: Chapter 12

Week 15

12/4 L-F & A: Chapters 13 & 15
Jigsaw Presentation (8)

Take-home final exam handed out

Take-Home Final Exam Due: Wednesday May 9th