

LINGUISTICS 577
Reg # 01981
INTRODUCTION TO ESL METHODOLOGY
CLASS SYLLABUS

FALL SEMESTER 2005

Class web page: <http://linguistics.byu.edu/classes/ling577na/index.html>

CLASSES HELD: Monday, Wednesday
3:00 p.m. - 4:50 p.m.
B050 JFSB

Observations and Mentoring at the English Language Center (ELC) in the University Parkway Center (UPC) (University Avenue and University Parkway) at other hours to be arranged

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Class web site: <http://linguistics.byu.edu/classes/ling577na/index.html>

OFFICE HOURS: Monday, Wednesday
2:00 p.m. – 2:50 p.m.
Additional hours by appointment

REQUIRED MATERIALS:

1. Brown, H. D. (2001). *Teaching by principles: An interactive approach* (2nd ed.). White Plains, NY: Longman.
2. Burns, A., & de Silva Joyce, H. (Eds.). (2005). *Teachers' voices 8: Explicitly supporting reading and writing in the classroom*. Sydney, Australia: National Centre for English Language Teaching and Research.
3. Larimer, R. E., & Schleicher, L. (Eds.). (1999). *New ways in using authentic materials in the classroom*. Alexandria, VA: Teachers of English to Speakers of Other Languages.
4. Macaro, E. (2001). *Learning strategies in foreign and second language classrooms*. London: Continuum.

COURSE OBJECTIVES:

In completing this course you will

- examine methods, techniques, and materials for teaching English to speakers of other languages.
- choose methods, techniques, materials, and strategies for teaching the language skills (listening, speaking reading writing), as well as grammar, vocabulary and pronunciation.
- report good teaching practices from observing experienced ESL teachers.
- explain how to conduct a needs analysis for a second language learning context.
- restate the fundamentals of curriculum and syllabus design.
- create lesson plans and materials that can be utilized in the teaching practicum course (Linguistics 579).
- recommend strategies for effective classroom management.
- produce a personalized teaching philosophy statement that can be used in an employment portfolio.
- determine the benefits offered for involvement in professional organizations (TESOL, I-TESOL, AAAL, etc.).

In sum, when faced with the prospect of teaching ESL/EFL, you will know
WHAT to teach (content, objectives, course design, etc.)

HOW to teach (methods, techniques, classroom management, etc.)

and

WITH WHAT (materials – commercial and teacher-made)

COURSE REQUIREMENTS:

1. Read, synthesize and be prepared to discuss in class the reading assignments
2. Complete the 577 observation and mentoring log
3. Write a journal article report and make an oral presentation
4. Write two publishable text reviews
5. Write two lesson plans
6. Complete a materials file
7. Write a personal philosophy paper with four drafts and a final submission

GRADING BASED ON:

1. Participation and attendance (120 points total)
2. Observation Log (100 points total)
3. Journal Article Report (50 points total)
4. Text Reviews (50 points each; 100 points total)
5. Lesson Plan Preparation (50 points each; 100 points total)
6. Materials File (100 points total)
7. Personal Philosophy drafts and final paper (25 points for each draft; 100 points for the final paper; 200 points total)

NOTES:

1. Attendance is taken each class period. Attendance and participation are an essential part of the course. You will self-assess your preparation for each class on the following five-point scale:
 - 5 = I am here and on time. I am 100% prepared for today's discussion and class work.
 - 4 = I am here (and I arrived late). I am 80% prepared for today's discussion and class work.
 - 3 = I am here and am 60% prepared for today's discussion and class work.
 - 2 = I am here and am 40% prepared for today's discussion and class work.
 - 1 = I am here and am 20% prepared for today's discussion and class work.

Completion of the On-Line Student Course Evaluation form will be included in the participation points of the grade.
2. NO LATE ASSIGNMENTS WILL BE ACCEPTED. Work must be submitted at the beginning of class on the day it is due.
3. Grading of the assignments is done on the following scales:

24-25/48-50/96-100	Exceptional insights or critique
22-23/44-47/90-95	Good insights or critique; fulfilled the assignment
20-21/40-43/85-89	Ideas or critique need more attention
0-19/0-39/0-84	Work not acceptable
4. Seven hundred seventy points are available in LING 577.
5. Grades will be figured on the following percentage basis:

93% - 100% = A	72% - 76% = C
90% - 92% = A-	69% - 71% = C-
87% - 89% = B+	67% - 68% = D+
82% - 86% = B	62% - 66% = D
79% - 81% = B-	59% - 61% = D-
77% - 78% = C+	0% - 58% = F
6. The BYU policy related to Incomplete grades (I) will be strictly followed. Refer to page 23 of the Fall Semester Class Schedule for details.
7. In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact **be** your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please

- call the Honor Code Office at 422-2847 if you have questions about those standards.
8. Please keep all graded assignments that are returned to you until a final course grade is issued.
 9. Students with disabilities. If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.
 10. Preventing Sexual Harassment. Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).

ASSIGNMENT OUTLINES

1. **CLASS OBSERVATION/MENTORING/TEACHING JOURNAL:** (All logs are due on Wednesday, November 9, but can be submitted when you have completed it.)

This assignment involves working closely with four ESL classes at the English Language Center (ELC). A minimum of 16 hours of observation, mentoring, or teaching is required. You should observe, mentor, and/or teach for four hours of the same class in each of the four classes (Listening/Speaking, Reading, Writing, and Grammar). Make sure that you have at least one hour of observation and two hours of mentoring towards the four hours in each class. The observation/mentoring/teaching journal gives you an opportunity to reflect upon what you have seen, done, and learned. It is *not* intended to be an *evaluation* of what you have seen or done. Have the four cooperating teachers you work with complete a feedback form. The feedback form can be accessed on the class web page.

The observation journal entries should include a description of the:

- teaching objective(s)
- skills presented
- nature, sequencing, and timing of the practice activities
- error correction strategies used
- the techniques/strategies you would like to try yourself
- the techniques/strategies you would change

The mentoring journal entries should include a description of the:

- activity you participated in with an ESL learner
- benefit of the interaction to the ESL learner
- benefit of the interaction to you

The teaching journal entries should include:

- your teaching objective(s)
- your presentation strategy(ies) of the skills
- the type, sequencing, and timing of the practice activities
- how you corrected errors
- your self-reflection of the lessons, including successes and challenges
- what changes you would make if you could teach the lesson again to the same class

Make all entries chronologically in the journal, but indicate whether it is from an observation, mentoring session, or teaching opportunity.

See the separate Observation/Mentoring/Teaching Journal Evaluation Criteria form used for grading. You can access the form on the class web page.

We will follow the ELC Observation policy:

The English Language Center faculty encourages observations, especially from students who are enrolled in teacher preparation courses. The purpose of class observations by students enrolled in Linguistics courses is not to be evaluative but descriptive. All individuals wishing to observe classes at the ELC must follow the procedures outlined below.

1. Email the ELC secretary (joyce_kohler@byu.edu) by Wednesday, September 7. Please tell Joyce that you are enrolled in Linguistics 577 and the dates and times you would like to observe. She will email you the schedule and teacher contact information and send copies of the email to your professor and to the teacher(s) to be observed.
2. You will need to contact the teacher(s) to ask if he/she prefers to meet with you prior to the observation. Give the teacher a copy of the Memo to Cooperating Teaching (distributed separately in class). Indicate that you would like to take notes in order to remember key issues seen during the observation. Discuss with the teacher beforehand the level of participation you will have in the class.
3. Go to the observation prepared by following the BYU dress and grooming standards. Bring materials for taking observation notes.
4. Arrive at least five minutes before the start time of the class. Ask the instructor where he/she would like you to sit.
5. Be as unobtrusive as possible. Do not interrupt the class or make a disturbance of any kind.

6. Following the observation, thank the instructor for the opportunity to observe. Ask if he/she would like to meet with you to discuss the observation.

ELC classes are 65 minutes long and are held at 8:15, 9:30, 12:15 and 1:30 Mondays through Thursdays. No observations will be scheduled the first or last two weeks of ELC classes. The semester ends one week prior to that of BYU.

If you have questions about this policy, please contact Joyce Kohler, the ELC secretary, at 422-4632 or by email at joyce_kohler@byu.edu.

2. JOURNAL ARTICLE REPORTS: (presented in class beginning on September 26)

This assignment requires that you find an appropriate article in a current TESOL periodical and present a summary in class. You will find a list of the TESL-oriented periodicals found in the HBLL on the class web site (see *TESOL Related Periodicals* link). Before your assigned date, you will need to go to the library, find an article that is pertinent to the topic(s) being discussed in class, read and understand it, and then present a summary (oral and written) to the class.

The written report is to be no longer than 1 page. The oral report is to be no longer than 10 minutes.

See the separate Journal Article Report Grading Criteria form used for evaluating this assignment. You can access the form from the class web page.

3. LESSON PLAN PREPARATION (Due on Monday, November 14 and Monday, November 21)

This assignment consists of preparing two well-written, detailed plans, one for teaching an ESL/EFL listening and/or speaking class and another for an ESL/EFL reading and/or writing class. Formats for the lesson plan can vary and will be discussed in class on Monday, June 30. The plans should include the following parts: Teaching objectives, description of the target student population, lesson warm-up, introduction to the teaching point, presentation, practice, evaluation, and application. **The plans should also include all materials needed to carry out the lesson.**

See the separate Lesson Plan Preparation Grading Criteria form used for evaluating this assignment. You can access the form from the class web page.

4. TEXT REVIEWS: (Due on Monday, November 28 and Monday, December 5)

This assignment consists of writing two text reviews of about 500 words (2-3 double-spaced, typewritten pages) of the quality and nature that could be published in a professional journal or newsletter. The review should make clear what the contents of the book are as well as its strengths and weaknesses. Try to find the most recent books published to review. Look in the Text Review section of TESOL publications to see examples of published reviews.

Copies of possible texts to use for review can be reviewed at the ELC. See Joyce Kohler, the ELC Secretary for information (176 UPC).

See the separate Text Review Grading Criteria form used for evaluating this assignment. You can access the form from the class web page.

5. MATERIALS FILE (Due Wednesday, December 7)

This project consists of beginning a file of materials that will be used in ESL/EFL teaching. The materials file should include a variety of materials which could be used with students at different levels of language proficiency.

Choose any five of the following options for your materials file:

- 10 overhead transparencies
- 20 pictures—cut from magazines, etc. and mounted on paper, posterboard, or card stock. These pictures may be mounted with dry mount tissue, rubber cement, or glue stick. You may want to laminate them as well
- 15 readings (Articles from newspapers, magazines, etc.). These articles may focus on culture, particular topics and/or grammatical points
- 1 booklet/flipchart with Cerlox binding (containing a minimum of 5 picture pages)
- 3 black and white line-drawings on oaktag paper or poster board, colored with paste• LS (or crayons, or markers) and then sprayed with fixative and/or laminated
- 2 object(s), picture(s), or transparency(ies) with moving parts (e.g., puzzle, clock, calendar, body, etc.)
- 5 songs with handout/transparency masters
- 1 video (cassette) tape (teacher-produced or taped from public domain). May be overtly instructional or illustrative of cultural points

- 1 game for language learning/teaching (board game or cards) with instructions
- 5 puzzles for language learning/teaching with instructions
- 1 flannelboard and 10 flannelboard figures
- 2 large maps suitable for posting
- 20 slides (35 mm) with definite instructional purpose
- 1 audio (cassette) tape, 30 minutes minimum, teacher-produced (may include off-the-air segments as long as copyright is not violated)

We will have a Materials Fair in class on Wednesday, December 7. You will have the opportunity to show 1 item from your file, then we will circulate to look at each other's files.

See the separate Materials File Grading Criteria form used for evaluating this assignment. You can access the form from the class web page.

6. PERSONAL TEACHING PHILOSOPHY PAPER (due on Wednesday, November 30)

The purpose of the personal teaching philosophy paper is to provide you the opportunity to articulate the keys principles that you believe guide your teaching of English as a second language. The paper will be written following a process approach to writing with multiple drafts. We will engage in peer review as well as reviews from me prior to submitting the final draft at the end of the semester.

Week 1, Draft #1: Respond to the following questions: What is good language teaching? How do you know it when you see it? On what are you basing your decision? What has your experience been as a learner of a language? The paper is not to include references. This draft will be submitted on **Wednesday, August 31**.

Week 5, Draft #2: Respond to the following questions: What support do you find from the readings in the textbook and your observations and mentoring at the ELC for the ideas you presented in the first draft of your paper? Can you begin to identify key principles that guide your philosophy for language teaching? This draft will be submitted on **Wednesday, September 28**.

Week 9, Draft #3: Respond to the following questions: Are there aspects of your philosophy that you will need to continue developing? Is there additional support for your ideas you have found since you wrote draft #2? Are there ideas that appeared in your first draft that you have dropped from this draft? This draft will be submitted on **Wednesday, October 26**.

Week 12, Draft #4: Respond to the following questions: What additional support do you have for your teaching philosophy based on your observations and mentoring at the ELC as well as from the readings? Are there aspects of your philosophy in this draft of your paper which have remained the same throughout each of the four drafts? This draft will be submitted on Wednesday, **November 16**.

Final paper: Describe what type of language teacher you want to be. What will you do? How will you affect the learners? How will you help learners be better language learners? How will you know if you are successful in your goal? Support your answers with information from the readings as well as the observations and mentoring you have done at the ELC. The final draft of the paper is due on **Wednesday, November 30**.

The paper should be 12-15 double-spaced, typewritten pages (including references). Please use the APA format for documenting the paper and listing the references. *NOTE:* All papers are expected to follow APA format. NO paper with formatting problems will receive a grade higher than an B+.

See the separate Personal Teaching Philosophy Paper Evaluation Criteria form used for grading. You can access the form on the class web page.

SELF-REFLECTIONS: You will note on the assignment evaluation criteria forms that ALL assignments require that you complete a self-reflection. The purpose is to have you reflect on what you have learned from completing the assignment. I am not interested in having you give yourself a score or a grade, but I am interested in reading a short, reflective piece explaining how you believe you have benefited from the assignment. All self-reflections should be submitted with your assignments on the appropriate due dates.

SCHEDULE:

Reading assignments listed are to be completed by the beginning of the class period on the day they are listed. Additional assignments may be made as necessary. In the assignment column the abbreviations signify the following: TBP (*Teaching by Principles*), LS (*Learning Strategies*), TV (*Teachers' Voices*), NW (*New Ways in Using Authentic Materials in the Classroom*).

Course Calendar (subject to change)

Session/Date	Topic(s)	Assignment(s)
1. M August 29	Course introduction Language Teaching Approaches: An Overview	<ul style="list-style-type: none">• Purchase texts• Sign up for Journal article report

2.	W August 31	A History of Language Teaching	<ul style="list-style-type: none">• TBP 13-38• Draft #1 of Personal Philosophy
3.	M September 5	NO CLASS. Labor Day Holiday.	

Session/Date	Topic(s)	Assignment(s)
4. W September 7	An Informed Approach	• TBP 39-53
5. M September 12	Teaching by Principles	• TBP 54-71
6. W September 14	Intrinsic Motivation	• TBP 72-85
7. M September 19	No Class. ELC Observations.	
8. W September 21	No Class. ELC Observations.	
9. M September 26	Teaching Different Age Levels	• TBP 86-95
10. W September 28	Teaching Different Proficiency Levels	• TBP 96-114
	Learner and Teacher Strategies	• LS 1-41 • Draft #2 of Personal Philosophy
11. M October 3	Institutional Contexts Investigating Learners	• TBP 115-127 • LS 42-70
12. W October 5	Techniques, Texts, and Technology Studies of Strategy Use	• TBP 128-148 • LS 71-106
13. M October 10	Lesson Planning Intervention Studies	• TBP 149-163 • LS 107-127
14. W October 12	Initiating Interaction An Intervention Study in Detail	• TBP 164-175 • LS 128-174
F October 14 – S October 15	Intermountain TESOL/Rocky Mountain Regional TESOL Meeting, The University of Utah	
15. M October 17	No Class. ELC Observations.	
16. W October 19	No Class. ELC Observations.	
17. M October 24	Groupwork Learner Training	• TBP 176-191 • LS 175-238
18. W October 26	Classroom Management Following up Learner Training	• TBP 192-206 • LS 239-262 • Draft #3 of Personal Philosophy
19. M October 31	Strategies-Based Instruction Strategies Instruction Conclusions	• TBP 207-231 • LS 239-262
20. W November 2	Integrating the Four Skills	• TBP 232-246
21. M November 7	Teaching Listening	• TBP 247-266 • NW Choose 1 activity to

demonstrate

Session/Date	Topic(s)	Assignment(s)
22. W November 9	Teaching Speaking	<ul style="list-style-type: none"> • TBP 267-297 • NW Choose 1 activity to demonstrate • Observation/ Mentoring/ Teaching Log due
23. M November 14	Teaching Reading	<ul style="list-style-type: none"> • TBP 298-333 • TV 1-26 • Lesson Plan #1 due
24. W November 16	Teaching Writing	<ul style="list-style-type: none"> • TBP 334-360 • TV 27-75 • Draft #4 of Personal Philosophy
25. M November 21	Teaching Grammar	<ul style="list-style-type: none"> • TBP 361-383 • Lesson Plan #2 due
26. W November 23	No classes. Thanksgiving Holiday.	
27. M November 28	Language Testing 1	<ul style="list-style-type: none"> • TBP 384-400 • Text Review #1 due
28. W November 30	Language Testing 2	<ul style="list-style-type: none"> • TBP 401-425 • Final Draft of Personal Philosophy Paper due
29. M December 5	Life-Long Learning	<ul style="list-style-type: none"> • TBP 426-448 • Text Review #2 due
30. W December 7	Materials Fair	<ul style="list-style-type: none"> • Materials files due
31. W December 14	Final Exam/2:30 – 5:30 pm	