

EDSL 551
Methods Of Teaching ESL And FL
M.A. in Education Program
Eastern Mennonite University Fall 2009
T-Th 3:50-5:05 CC 350

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DESCRIPTION:

Methods of teaching English as a second or foreign language is designed to help participants gain knowledge of the different ways languages have been taught and can be taught. Participants will conduct demonstration lessons following well-known methods in order to experience first-hand the feel and look of particular methods. This will enable them to identify, compare, and contrast various approaches to language teaching, and their underlying beliefs about language learning/teaching. In addition, there will be exposure to a variety of teaching techniques in each of the main language skills (listening, speaking, reading, writing, grammar, and vocabulary). The course will require significant discussion and reflection on the relation of teaching principles, methods or techniques to affective dimensions of language learning. Finally, some attention will be given to ways of assessing language proficiency and doing needs assessment for a variety of student populations in order to shape instruction effectively.

COURSE OUTCOMES:

Those who successfully complete this course will

- appreciate the importance of using principles to guide their teaching and face the reality that “methods” or “techniques” have their limitations (S.1, S.2)
- begin to develop a personal philosophy of language learning/teaching and a personal approach to language teaching (I.3, I.4, PK.5)
- gather teaching techniques in the major language skills: listening, speaking, reading, writing, grammar, vocabulary, and inter-cultural communication (I.1, PK.1, PK.2, PK.8, T.7)
- gain practical experience in language teaching/learning and lesson planning, language needs assessment and testing through tutoring a non-native speaker (I.2, PK.2, PK.4, C.2, CR.1, CR.2, CR.3)
- be able to incorporate Virginia Standards of Learning or other standards appropriate to the teaching context into lesson planning
- know appropriate ways to assess learners' achievements in the core skills (S.1, PK.9)
- identify, create, and evaluate resources for language teaching (S.1, PK.2)

The course outcomes listed above meet part of the requirements for the Virginia Department of Education teachers of English as a second language PREK-12 and teachers of foreign language PREK-12 other than Latin.

FOR PK-12 LICENSURE CANDIDATES:

“Section E: Professionalism on the Profile of Performance practicum evaluation rubric will be used for admission to Student Teaching decisions.” A minimum score of “acceptable” on each criterion is required on at least one of the two practicum evaluations that have

been selected for review for admission to student teaching. If you score a “not acceptable” on any criterion in Section E, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the entrance requirements to Student Teaching in the Teacher Education Handbook for more information.”

“The lesson plan criteria, which include Lesson Outcome/Objectives, Aligned Assessment, Differentiation, and Planning for Instruction, will be used for admission to student teaching decisions beginning fall 2012.”

See the rubrics for both the practicum and the lesson plan in the course packet on Moodle.

KNOWLEDGE BASE RATIONALE:

NCATE (the National Council for the Accreditation of Teacher Education) in conjunction with both TESOL (the international professional organization for Teachers of English to Speakers of Other Languages (TESOL) and ACTFL (the American Council on the Teaching of Foreign Languages) has set rigorous standards for preparing teachers of languages. Language teaching is a field that must be studied in its own right, not practiced off-the-cuff by persons who have no special training and teach simply by virtue of their speaking a particular language. Teaching English or any language effectively requires “more than a native speaker,” to borrow the words of Don Snow. A foundational course required for anyone in the field of second or foreign language teaching is one in which a variety of approaches are analyzed, various methods are compared, and contrasted, and numerous techniques for teaching specific language skills are explored.

The standards for teacher preparation may be accessed here:

TESOL: <http://www.ncate.org/ProgramStandards/TESOL/TesolStd.pdf>

ACTFL: <http://www.actfl.org/files/public/ACTFLNCATEStandardsRevised713.pdf>

REQUIRED TEXT:

Jeremy Harmer (2007). *The Practice of English Language Teaching* (4th edition). Pearson/Longman.

Optional texts for students to use as appropriate:

David & Yvonne Freeman (2007) *English Language Learners: The Essential Guide*, Scholastic Publishers

Jana Echevarria, MaryEllen Vogt, and Deborah Short (2007) *Making Content Comprehensible for English Learners: The SIOP Model* (3rd edition)

Pauline Gibbons (2002) *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*, Heineman

B. Kumaravadivelu (2003). *Beyond methods: macrostrategies for language teaching*, Yale University Press

Don Snow (2006) *More than a Native Speaker*, TESOL

Don Snow (2001) *English Teaching as Christian Mission*, Herald Press

Penny Ur (1996) *A Course in Language Teaching*, Cambridge University Press

Stevick, Earl W. (1998) *Working with Teaching Methods*, Heinle & Heinle

Willis, Dave and Willis, Jane. (2007). *Doing Task-Based Teaching* (Oxford Handbooks for Language Teachers). Oxford University Press.

Other possible supplementary texts include new acquisitions in Hartzler Library relating to language teaching methodology (see list appended)

COURSE REQUIREMENTS AND EVALUATION:

Some of you may be enrolled in this course because you want to hone your skills and knowledge to become a master teacher of English as a second language. Others of you are here because you want to take leadership in overseeing ESL programs & curriculum, or in training or guiding colleagues who are teaching ESL classes or content classes with English language learners. **My goal for the course is that participants will tailor their learning to fit their situations.** Although you will do certain set activities, you will have the freedom to alter those activities according to your learning preferences in order to meet the needs that you have as a developing master teacher, teacher training, or program developer. I conceive of the activities that are described below as offering learners opportunities for ***being & imagining, observing, creating, doing, and connecting.***

REQUIRED ACTIVITIES

Being & imagining

As a future language teacher you already possess precious linguistic resources and talents for sharing those resources with others. Through experiences in your family and school, you have learned how to love and respect other people and their cultural heritages; you have learned to pay attention to how the small details of languages can be manipulated to create infinite shades of meaning. All these things are a part of who you are. For most of you, the major shaping of your character has been accomplished. Methods of Language Teaching will provide a chance to smooth and polish the rough spots.

This course will also ask you to ***imagine yourself*** as someone you have not yet become: a language teacher, a teacher with a certain range of specialties working in a particular context with learners of a particular age and proficiency level. I believe that the more clearly you can imagine yourselves as teachers and all the particularities of your teaching situations, the more powerful and relevant your learning will be. And our learning will be enriched because our eyes will be opened to how language teaching and learning changes from one context to the next.

There will be several assignments in class and written reflections outside of class to help you develop your role in this extended period of imaginative play. To be assessed as part of the **preparation and participation** grade (see below).

Observing and Reflecting

All students will observe approximately 6 hours of ESL classes. Keep an observation log of all your hours. Write four reflections on observations. (5 points for each hour of observation and 10 points each for the 4 written reflections = 70 points)

In most cases students who desire the TESL endorsement for their teaching licensure will observe ESL being taught in accredited K-12 schools. Foreign language teaching majors should observe their language being taught in the schools. I will make your arrangements through the Education Department at EMU for your observations and tutoring in area schools.

Students may also make arrangements, with me assisting, with Migrant Education, Dayton Learning Center, Skyline Literacy Council, JMU's Career Development Academy, or EMU's Intensive English Program to observe language teaching in those places. (See

contact information in the course packet on Moodle.) Observations and observation reports are assessed as part of your **portfolio**. See the detailed instructions about your practicum, along with the template and examples for observation reports in the course packet.

Doing and Reflecting

These activities will actively involve you in English or foreign language teaching. You will gain valuable experience trying out teaching methods and techniques in our class and with those whom you tutor.

Tutoring

Complete 14 hours of teaching/tutoring @ 5 points each for 14 tutoring sessions, and 10 points each for 7 sets of lesson plans & reflections, plus an additional 10 points for a comprehensive reflection on your entire practicum = 150 points. Tutoring and tutoring reports are assessed as part of your **portfolio**. See the template and examples for tutoring reports in the course packet.

You will tutor a non-native speaker individual or group 14 hours during the semester. You should ensure continuity in your learning by arranging to tutor under the supervision of the teachers you have observed (above). If you intend to observe in a public school, the Education Department will arrange for 20 hours of observation and tutoring at the same school in the beginning of the semester. Through guidance given in our class, you will determine the student's level and collaborate with the student and her/his teacher in setting the goal you want to accomplish in the 14 hours of tutoring.

I will try to make space during our class sessions for brief reports and discussion about your tutoring experiences so that all members of the class may be aware of each other's' challenges and share possible solutions to problems.

Demonstrate the teaching of particular skills (2 @ 25 pts. each= 50 points)

You will have several opportunities during the semester to present or demonstrate lesson activities for the class. However, you will have two opportunities to demonstrate the teaching of particular skills and be formally assessed.

In the process of implementing your tutoring practicum and studying chapters 12 to 20 of Harmer, you will select a skill to demonstrate in a micro-teaching session in class. Micro-teaching should be conducted using English or the foreign language that you specialize in teaching. You should use a lesson idea that you have encountered in your journal readings or observation & tutoring experiences.

I want to emphasize the "micro" in the term micro-teaching. It does not mean that you try to give us a whole 60 minute lesson on a particular topic or skill condensed into 15 minutes. Rather it means that you *give us a "slice" of the lesson*. You can fill us in on the full context of the day's or week's lesson plan, but *you only let us experience one segment of the lesson* and show us your expertise in executing that segment. Micro-teaching sessions will probably be limited to 20-25 minutes, with 15 minutes of demonstration and 10 minutes left for processing feedback.

Your microteaching will be video-recorded. You will watch your performances and write a response of 200-300 words on each of them to complete the cycle of lesson planning, implementation, and reflection. The written reflection may be replaced by a viewing and conference with me.

It is most important that in the microteaching you fully enter into the role of the language teacher you have imagined yourself becoming (see above), a teacher with a certain range of specialties working in a particular context with learners of a particular age and proficiency level. Acting as your pupils, the class members will first role play the age and proficiency level you have directed. Then after the lesson, acting as your consultants, the class members will discuss the activity from their viewpoints as the different language teachers they have imagined themselves to be. Together you will process your experience in the micro-teaching session. Microteaching is assessed as part of your **portfolio**. See the microteaching template and examples in the course packet.

Connecting and Reflecting

There are several ways during this course that you will connect with other professionals in the TESL/FL field. You will connect with Jeremy Harmer through reading his textbook. You will connect with the teachers whom you observe, with teachers who will visit our class as panelists, with me and with each other. Most of you will have significant language teaching/learning experiences to share. You will also connect with your own imagined teacher persona and the personae of the other class members. The following activities give you a chance to read, think, and respond to what you have read. They may also require you to evaluate and critique, to synthesize, and to connect principles with practice. I hope that our classroom discussions and presentations provide opportunities for reflection and connecting with others.

Connecting

Preparing for and participating in class activities (110 points)

The success of this class depends on your whole-hearted participation in the activities and discussions. In order to do that, you will need to come to class prepared, having read the assignment and made any other necessary preparations. Here are some examples of what “prepared to participate” looks like:

- a) we’ve had a readings to do on the characteristics of teachers and learners: you come prepared with questions to discuss and issues to raise about what you read
- b) you’ve been told to study a diverse set of diagnostic assessments before coming to class so that you can comment on their usefulness, perhaps having tried out one or more of the assessments on a language learner
- c) you’ve read what Harmer has to say about ways of correcting learners’ mistakes and when you come to class, you are prepared to perform (act out) the techniques in front of the class
- d) one of your class fellows is teaching a micro-lesson and you play the part of learner in a realistic fashion; after the micro-teaching, you resume your role as language teacher (your imagined persona) and offer helpful perspectives on the lesson that has just been demonstrated

When you miss classes for excusable reasons like athletic events, sickness, etc., you may earn some of the missed participation points by submitting written materials that fulfill the participation requirement for the activities of the day. ***If you are sick with flu symptoms, please stay at home and rest.*** You may contact me or a friend from class by phone or e-mail to get information on assignments.

MENU OF OPTIONS

In addition to the required activities above, graduate students have a choice of several options. In addition to the 380 required points specified above, you should select 150 points from the options below.

Making Professional Connections

Most of the options below require you to make professional connections of various sorts. There is a form at the end to assist you in making your choices from this menu of options.

1. Issues-based Research Project: (100 pts)

Purpose: This research project will help you to make connections with language teaching professionals besides the professor in this class and the textbook by Jeremy Harmer so that you develop a broader critical perspective on approaches to language teaching.

Procedure: (a) From your own experiences teaching, observing other teachers, or working with language education and language educators in your context, identify no more than three methodological issues that concern you (even one or two would be sufficient). These issues should arise from your experiences of teaching English language learners. You could also identify issues through discussions with your colleagues. (b) Use various print resources to investigate these issues. (See the list of optional texts above, and library books below and the document “Journal articles and resource books” in the course packet on Moodle. As you read articles and sections of books that address your methodological concerns, keep a reading journal: your journal will contain notes and reflections on the readings you have done, especially as they relate to the methodological concerns that you have. (c) Share ideas that you discover through your reading with at least two other colleagues who specialize in teaching ELLs. Following conversations with your colleagues, record your summary of their responses and your reflections in your reading journal.

Products: Submit your (a) reading journal and (b) short paper (800-1000 words) that succinctly outlines the issues that you investigated and reports on techniques, strategies, and activities that can be used to help learners succeed. **Due by Nov. 20.**

Caution: Consult respected academic journals online or hardcopy. Be wary of general TESL Internet sites, checking to see whether they are edited by qualified and experienced professionals in the field.

Your performance on this project will be evaluated by the thoroughness with which your reading journal documents your choice of relevant, practical issues; your ability to relate your readings to the issues; and your consultations with colleagues. Your final paper should demonstrate your ability to write well and to draw sound conclusions about approaches to teaching that synthesize your own reflections with the thinking of language teaching professionals (whom you consulted through reading and conversation on your chosen issues. A rubric for this project will be placed in the course packet on Moodle

Examples of issues: I do not intend that you should investigate any of the following; in fact, I prefer that you do not imitate me by choosing these examples. I give these merely as examples of issues I have encountered in my own teaching, which I would be interested to investigate further.

(1) What is the best way to help English language learners to spot and correct their own writing errors?

- (2) How can I help learners develop greater fluency in (silent) reading so that they do not focus on every word?
- (3) How important is it to practice reading aloud with young adult learners of ESL so that they learn correspondences between sounds and letters/letter combinations?
- (4) Related to #2 above, how do I teach learners to decide which new words are important enough to be looked up in the dictionary and which ones they can skip and not worry about?
- (5) Should I more consistently do some oral repetition drills in class to build up greater accuracy in pronunciation and intonation as well as automaticity in producing certain grammatical forms?
- (6) What is the best way to get learners to take responsibility for (a) their own vocabulary learning and (b) tracking and correcting grammatical errors in their writing?

2. Curriculum Development Project (100 points)

Select a particular topic related to your language teaching curriculum and plan a unit of material that could be taught in about 5 days (or class periods). There are many different options here depending on your own needs and interests.

Examples (feel free to choose one or invent your own)

- a. you might want to plan how you will integrate the students' home cultures into the other curriculum you are teaching.
- b. develop your own content-based module in a basic school subject (math, geography, US history, earth science, etc.) and show how you would integrate the teaching of English (or foreign) language skills through that subject matter perhaps using a SIOP approach.
- c. develop materials for differentiated instruction: for example, you could develop a series of lessons that teach the same content in several different ways in order to appeal to different types of intelligence (see Howard Gardner, 2000, *Intelligence Reframed: Multiple Intelligences for the 21st Century*).

Your curriculum development project should include (a) a statement of purpose and rationale for the curriculum unit; (b) an outline of the entire unit; (c) lesson plans for each day with clearly stated objectives; (d) language learning activities that fit into the lesson with full instructions for their use, (e) suggested ESL textbook resources to support the lesson. You should properly document all the teaching materials that you borrowed from other sources. This project is **due by Nov. 20**.

You will be evaluated on (1) your statement of *rationale* for the project; (2) the *completeness* of your written version of your project, for which must specify the age, proficiency level, and educational situation of the learners, all the materials needed, goals for the learners, instructions for all activities to be done, estimates of time for each segment of the project, and method of assessing students' achievement; (3) whether your unit is *realistic* for the learners and situation specified and the lesson activities reflect teaching practices based on *sound principles*; (4) and whether you have used a variety of *good resources* and properly *documented* borrowed materials.

3. Attend a conference or participate in a virtual seminar (25, 50 or 100 points)

Register for and attend the conference or seminar. Submit a copy of the program and a 1-2 page summary of the most valuable things that you learned from the experience. This project should be submitted **in the week following your attendance** at the conference.

VATESOL hosting the Southeast TESOL regional conference: *Advocacy and Inclusion: Breaking Barriers and Building Community*, October 5-6, 2012, Old Dominion University, Norfolk, Virginia <http://vatesol.cloverpad.org/>

WATESOL annual fall conference: *Advocacy in Action*, Saturday, October 27, 2012, (The Universities at Shady Grove, Rockville, MD) <http://www.watesol.org/> (for more details click on the word “here” in “Click here to register”)

Both the TESOL program at American University and the Center for Applied Linguistics at Georgetown University arrange special seminars that you could check on. In addition, you could check the TESOL webpage virtual seminars (<http://www.tesol.org/attend-and-learn>). I also sometimes receive e-mails from publishers holding webinars led by authors and scholars who write materials for them. As I receive announcements, I will pass them on to you. 100 points for a full day (or more) conference; 50 points for ½ day events; 25 points for events of 1-2 hours.

4. Reflective paper on a book (50 points)

Choose one of the optional texts listed above on page 2 in the syllabus, or get the instructor's approval for using a different book. After reading the book, write a paper reflecting on it from the perspective of your other work in this course and your own participation in English language or foreign language teaching (500-800 words). You will be evaluated on (a) your grasp of important issues raised by the authors, (b) your ability to respond critically, (c) your facility in synthesizing your own thought and reflections on those issues, and (d) your ability to write well on the subject. **Due on or before Nov. 15.**

5. Textbook review (50 points)

Choose 2 textbooks designed for English language learners at a particular level to evaluate. Prepare a detailed review (500-800 words), that compares and contrasts the important features of the two texts and evaluates them according to principled language-teaching practices. You may use any ESL or FL textbook that you like, including ones that you currently own or ones that will be available for you choose from the curriculum collection at Hartzler or the IEP library. You will post your review on Moodle for other class members to view. **Due on or before Nov. 6.**

You will be evaluated on (a) how clearly your review describes the texts; (b) how appropriately you have evaluated the text according to generally acknowledged good language-teaching principles; (c) how effective your handout is in helping class members discern the usefulness of the textbook under review; and (d) how well you write on the subject.

Summary of required work:

Your portfolio – 14 items including – total points 270 – 51% of your grade

<u># items</u>	<u>Name of item</u>	<u>Number of points</u>
1	Observation & tutoring log	100
4	Observation reports	40
7	Tutoring reports	80
2	Micro-lesson plans	50

Preparation for and participation in class activities – 110 points - 21% of your grade

Menu choices 150 – 28% of your grade

Submit your choices to me by the end of the second week of class (Sept. 6).

TOTAL = 530 points

EVALUATION:

The grading rubrics for each of the assignments described above can be found in the course packet. The final course grade will be based on the number of points that a student earns out of the total number required. The quality of your work on each task (not merely completing the task in any fashion) will determine the final grade as I calculate what percentage of the points were earned:

A 93.3 to 100%	B- 80 to 83.2%	D+ 66.7 to 69.9%
A- 90 to 93.2%	C+ 76.7 to 79.9%	D 63.3 to 66.6%
B+ 86.7 to 89.9%	C 73.3 to 76.6%	F below 63.3%
B 83.3 to 86.6%	C- 70 to 73.2%	

Plagiarism policy

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines **plagiarism** as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators). Taken from "Academic Integrity" in the *2009-2010 Undergraduate Catalog*, pp. 16-19.

At the first substantial violation of academic integrity that I discover, I will discuss the matter with you in a conference, award the assignment on which the plagiarism occurred a grade of 'F', and officially notify the dean's office. If violations of the policy have been reported more than once, further consequences will follow as specified in the *Undergraduate Catalog*.

Advice on avoiding plagiarism:

Teachers are usually very open to sharing their lesson ideas freely with their colleagues. You'll find many websites where teachers are invited to post lesson plans and activities. Sometimes we really can't do better than to follow the tried and tested plans of other teachers. If you use another teacher's activity or lesson plan as you fulfill the assignments in this class, you still must give credit to the teacher who created that plan and identify the place where you got it (whether it was an electronic or print publication). If a teacher you know personally shared the lesson or activity with you, you still need to give credit to that teacher. When you borrow lesson ideas, in addition to giving credit for the ideas, make sure that you put them into your own words or use quotation marks when you use phrases and sentences from the original. Just changing one or two words in a sentence will not suffice to produce a true paraphrase.

Because **Turn-it-in** does not lend itself to the portfolio format that you are using for your submissions in this class, you are on your honor in avoiding unacknowledged ideas or quotations. I will investigate when I suspect there may be violations.

Support for Writing

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve

your own proofreading and editing skills. To make an appointment go to *ASC Tutoring* accessible through myEMU (menu on the left side of the page).

Disability Support Services

If you have received services in the past related any type of disability and/or feel you may have a problem in this course, please make an appointment to speak with me during my office hours or with the Coordinator of Student Disability Support Services in the Academic Support Center, Hartzler Library, Third Floor, 432-4233.

Recent acquisitions on language teaching methodology at Hartzler Library

- Berman, Michael. (2002) *A multiple intelligences road to an ELT classroom* (Crown House Publishing.
- Duff, Alan and Maley, Alan. (2007) *Literature* (2nd edition) (Resource Books for Teachers) Oxford University Press, USA.
- Byrum, Michael. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters Limited.
- Ferris, Dana. (2005) *Teaching ESL composition: Purpose, process, and practice*. [electronic resource] Lawrence Erlbaum.
- Fisher, D., Rothenberg, C., and Frey, N. (2008). *Content-area conversations: how to plan discussion-based lessons for diverse language learners*. Association for Supervision and Curriculum Development.
- Kaufman, Dorit, and Crandall, JoAnn. (2005). *Content-Based Instruction in Primary and Secondary School Settings*. TESOL.
- Kendall, Juli. (2005). *Making sense: small-group comprehension lessons for English language learners*. Stenhouse Publishers.
- Kumaravadivelu, B. (2006) *Understanding language teaching: from method to post-method*. Lawrence Erlbaum Associates
- Kumaravadivelu, B. (2003). *Beyond methods: macrostrategies for language teaching*. Yale University Press.
- Freeman, Yvonne S., Freeman, David E. and Mercuri, Sandra. (2002). *Closing the Achievement Gap: How to Reach Limited-Formal-Schooling and Long-Term English Learners*. Heinemann.
- Hall Haley, M. (2010). *Brain-Compatible Differentiated Instruction for English Language Learners*. Allyn & Bacon.
- Herrell, Adrienne and Jordan, Michael. (2008) *Fifty strategies for teaching English language learners*. Merrill Prentice Hall.
- Li, Guofang and Edwards, Patricia A. (Eds.) (2010). *Best practices in ELL instruction*. Guilford Press.
- McKay, Penny. (2006) *Assessing Young Language Learners*. Cambridge University Press
- Menken, Kate. (2008) *English Learners Left Behind: Standardized Testing as Language Policy*, Multilingual Matters
- Reiss, J. (2008). *102 Content Strategies for English Language Learners: Teaching for Academic Success in Grades 3-12*. Pearson, Merrill, Prentice-Hall.

- Rothenberg C. & Fisher, D. (2007) *Teaching English Language Learners: A Differentiated Approach*. Pearson, Merrill, Prentice-Hall.
- Vogt, Mary Ellen and Echeverria, Jana. (2008) *99 ideas and activities for teaching English learners with the SIOP model*. Pearson Allyn and Bacon
- Willis, Dave and Willis, Jane. (2007). *Doing Task-Based Teaching* (Oxford Handbooks for Language Teachers). Oxford University Press.
- Xu, Shelley Hong. (2010) *Teaching English language learners: literacy strategies and resources for K-6*. Guilford Press.

Calendar of Assignments for LANG 450 / Methods of Language Teaching

This schedule is subject to change; any changes will be announced in class or by e-mail. I am open to receive feedback from you during the course of the semester that will help us to make appropriate adjustments while the course is in progress.

1	Tu	8/28	Introduction	<i>Assignments due are in italics</i>
2	Th	8/30	Teachers of a world language	Harmer 1 & 6 <i>1-page imaginative profile</i>
3	Tu	9/4	Language learners and their contexts	Harmer 5 & 7 <i>add a page to your profile</i>
4	Th	9/6	Panel on ESL/FL programs & professionals	<i>Questions for panelists</i> <i>Selections from menu options due</i>
5	Tu	9/11	Teaching by principles or by method?	Harmer 4
6	Th	9/13	Observing diverse methods of teaching	Harmer 4
7	Tu	9/18	Standards-based teaching: WIDA and other standards	Materials on Moodle <i>Upload at least 1 observation report to e-portfolio</i>
8	Th	9/20	Lesson planning & curriculum overview	Harmer 21 and materials on Moodle <i>Submit objectives task</i>
9	Tu	9/25	Assessing readiness for learning & selection of materials	Materials on Moodle <i>Submit at least 1 more observation report</i> <i>Submit task analysis for a lesson plan</i>
10	Th	9/27	Lesson planning & differentiating instruction	Harmer 5B,C & 7C, other materials TBA
11	Tu	10/2	Classroom management	Harmer 9 & 10 <i>Submit differentiation task</i>
12	Th	10/4	Technology in language teaching	Harmer 11
13	Tu	10/9	Integrating language skills instruction with content – Sheltered Instruction Observation Protocol (SIOP)	Harmer 16 and materials on Moodle <i>Remaining observation reports due</i>
14	Th	10/11	Approaches to “focus on form”	Harmer 12
15	Tu	10/16	Teaching grammar	Harmer 13 <i>Submit first tutoring report</i>
16	Th	10/18	Teaching vocabulary	Harmer 14
	Tu	10/23	FALL BREAK	
17	Th	10/25	Teaching pronunciation	Harmer 15
18	Tu	10/30	Teaching speaking	Harmer 20
19	Th	11/1	Teaching listening	Harmer 18 <i>Submit 2 more tutoring reports</i>
20	Tu	11/6	Dealing with mistakes, giving feedback	Harmer 8 <i>Textbook reviews due</i>
21	Th	11/8	Teaching reading	Harmer 17
22	Tu	11/13	Teaching writing	Harmer 19
23	Th	11/15	Teaching culture	Materials on Moodle <i>Book review due</i> <i>Submit 2 tutoring reports</i>
24	Tu	11/20	Unit construction	Reading TBA – <i>Bring materials for your unit</i> <i>Research project or curriculum project due</i>
	Th	11/22	THANKSGIVING	
25	Tu	11/27	Teaching language learning strategies	Harmer 23 and materials on Moodle <i>Complete the strategy surveys & questionnaires</i>
26	Th	11/29	Language testing	Harmer 22 <i>Submit all remaining documents to e-portfolio</i>
27	Th	12/4	Language testing– alternative assessments	Materials on Moodle <i>Prepare sample test questions</i>
28	Tu	12/6	Language testing – workshop session	<i>Complete tasks assigned by your group</i>
	Tu	12/11	Final Exam 4-6 p.m.	

Microteaching (Oct 16-Nov. 20) materials are due on the days you microteach. Reflections are due by the next class period.