



TSL 414 METHODS AND MATERIALS IN TESOL **3 cr. hrs.**

Fall 2018

To develop Christ-minded leaders who make a difference in the world.

INSTRUCTOR:

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SCHEDULE:

Thursday evenings at Vanguard College from 6 PM to 9PM starting September 6 and going to December 6.

CREDITS: 3 [90 hours of work outside of class time]

DESCRIPTION:

This course is a practical course about methods, techniques, and materials in teaching the four basic language skills: listening, speaking, reading, and writing. Instruction in grammar, pronunciation, classroom management, lesson and integrated unit planning, assessment and evaluation, strategies for language learning and basic assumptions about adult English language learners will be given.

For those who want only to take one course, this course is designed for such an individual. But it is also designed to give the needed course work for those who are interested in getting a broader and deeper foundation in teaching English needed for a level one certificate in TESOL.

OBJECTIVES:

At the end of the course, students should be able to do the following:

- understand their personal learning style and how their own style will affect their teaching
- evaluate and prepare ESL instructional tasks and materials
- know and use various teaching techniques
- understand basic grammar and English phonology
- manage a classroom of Adult ESL students
- understand issues related to adult learners

TEXTBOOK(S):

- **Required texts**

Canadian Benchmarks, Citizenship and Immigration Canada, 2000.
http://www.language.ca/display_page.asp?page_id=254

Canadian Language Benchmarks is accessible online and it is free.

Li, Xuemei, Myles, Johanne and Pamela Robinson. *Teaching ESL in Canada*. Oxford University Press, 2012.

Class notes: *Methods & Materials*. Providence College, Otterburne. (These will be provided for you free of charge)

- **Recommended texts for book report**

Hedge, Tricia. *Teaching & Learning in the Language Classroom*. Oxford: Oxford University Press, 2000.
Parrish, Betsy. *Teaching Adult ESL: A Practical Introduction*. McGraw-Hill Education, 2004.

Thaine, Craig. *Teacher Training Essentials: Workshops for Professional Development*. Cambridge University Press, 2010.

Ur, Penny. *A Course in Language Teaching: Practice and Theory*. Cambridge University Press, 1991.

Yule, George. *The Study of Language*. Fifth Edition. Cambridge University Press, 2014.

Brown, H. Douglas. *Principles of Language Learning and Teaching*. Sixth Edition. Pearson Education ESL, 2014.

Douglas, Brown, H. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson Longman, 2007.

REQUIREMENTS:

Extensions must be requested and granted in writing before an assignment is due. Requesting an assignment on a due date is unacceptable. **Late assignments will not be accepted unless an extension has been previously granted.** All assignments must be completed before December 6, 2018 or else an incomplete grade must be requested from the registrar's office.

1. Attendance & Participation (10%)

Attendance and active participation are essential. In this course, emphasis will be given to both content and the delivery of the content. The delivery of the content will provide a model for carrying out tasks in the EAL classroom. Your active participation will provide experience in engaging your learners in interacting in the language classroom. *Each hour of unexcused absence will result in a 1% reduction of the final mark up to three hours. Unexcused absences exceeding 3 hours will be dealt with at the discretion of the instructor.*

2. Readings and Book Review (25%)

- A. Readings in *Teaching ESL in Canada* are to be completed by the last class. **10% Due Date: Dec. 6**
- B. Read one of the recommended books from the list in the Textbook Section. Use the template in Appendix 2 to write a book review on the book you choose to read. Most of these books are available on the NEOS library consortium. If you decide to choose a book not on the list, you must get approval from your instructor. **15% Due Date: Dec. 7**

Criteria: punctuality, completeness.

3. **Assessment tool (Group assignment) (15%)**

Due Date: September 27, 2018

This is a task to prepare an assessment tool for use in an EAL (English as Another Language) program.

- a) Form a group of 2 class members. Students can also do this individually.
- b) Prepare an assessment tool that assesses the proficiency of students in the 4 macro skills (speaking, listening, reading, writing). Use the Canadian Language Benchmarks as your guide and reference.

Your assessment tool should also provide information of your students in the following areas:

- ❖ Personal Information (What is their name, address, phone number, etc.)
- ❖ Educational Information (What level of education do they have?)
- ❖ Situational Information (Why did they join the class? What do they hope to achieve? Where will they use English?)
- ❖ Competency Information (CLB)
- ❖ Topics of Interest

(See M&M notes, pg. 3.5)

c) Submit all instructions and materials. Your assessment tool should not be onerous, but concise and to the point. (Approximately 3 to 5 pages)

Criteria: appropriateness, thoroughness, punctuality.

4. **Design 3 tasks and teach two of those tasks. Your target level is CLB 4. (15%)**

Due: Sept 27, Oct 4, 11

- A lesson plan based on an English function
- A lesson plan based on an aspect of grammar
- A lesson plan on an aspect of pronunciation

Note: Any student who cannot make it on the scheduled date of the presentation must arrange a new date with the instructor.

Sign up on the sheet for a time to teach.

Criteria: Preparation, knowledge of the task, time management, delivery, thoroughness, reflection

5. **An Integrated Unit (25%)**

Due Date: November 8

This is a task to learn how to prepare a text-based, task-based, integrated unit. You can use your previously prepared lesson plans.

- A. Choose a particular reading text to prepare a content-based unit for a particular group of learners (beginner, low intermediate, intermediate, etc.). **Due date October 4**
- B. Choose 6 – 8 tasks that you might use in the integrated unit. **Due October 11**
- C. Design 3 of your integrated tasks. **Due October 18**
- D. Finish the remainder of your tasks. **Due October 25**
- E. Include tasks that cover all four macro-skills (reading, writing, listening, speaking), and all four competencies. These competencies include linguistic competency (grammar, vocabulary, pronunciation), socio-linguistic (culturally and socially appropriate ways of using English), discourse (normal ways of stringing sentences

together in a coherent and expected ways), and strategic (strategies in understanding and speaking English such as asking someone to repeat what they have said, etc.). One task may include or integrate more than one of the aspects above. Your unit should include Hook, Book, Look, and Took (HBLT) elements. You should have 6-8 tasks in your unit.

*you will not be docked marks if you include more tasks.

- F. Submit the unit, task instructions, and materials. **Due November 8**
- G. The unit will be graded from both a prospective employer’s point of view as well as a teacher trainer’s point of view.

Criteria: Prospective employer criteria: overall presentation and product in terms of layout, neatness, clarity and overall impression.

Teacher Trainer criteria: overall process, integration, thoroughness, level and text appropriateness, theme, context, and following directions. Cutting and pasting from the internet is not recommended. Write down things in our own words, go to good books in the Vanguard Library, cite your sources, and include quotation marks where required.

- 6. Your teacher will provide articles on several topics related to English language teaching. **Choose one of the following topics to present to the class.** Topics include **(10%)**
Due: starting Oct 18
 - A. Teaching grammar
 - B. Teaching pronunciation
 - C. Teaching reading
 - D. Teaching writing
 - E. Teaching listening
 - F. Teaching speaking
 - G. Evaluating students
 - H. Technology in Language teaching
 - I. Teaching vocabulary
 - J. Intrinsic motivation
 - K. Classroom management

EVALUATION:

Methods & Materials In TESOL - 3 credits

1. Attendance & Participation	10%
2. Text Readings (<i>Teaching ESL in Canada</i>)	10%
3. Book Review	15%
4. Designing 3 lesson plans and teaching two of the plans & Reflection	15%
5. Assessment Tool.....	15%
6. Integrated Unit	25%
7. Presenting a topic to the class	10%

COURSE OUTLINE:

Date	Topics	Readings	Assignments
September 6	Introduction to the course Syllabus & sign-ups Assessment and review	<i>Teaching ESL in Canada</i> 1, 2	Sign up for teaching two lesson plans.
13	The Adult Learner Needs assessment	3, 4	Sign up for teaching two lesson plans.
20	Integrated Unit Preparation	9	Sign up for teaching two lesson plans.
27	Assessment and Evaluation Communicative Competence	10	Assessment tool; Teach two lesson plans.
October 4	Designing a curriculum Lesson Planning HBLT	4	Teach two lesson plans; Choose a text to base your integrated unit on. Sign up for presenting a topic.
11	Factors that Influence learning Introduction to receptive skills Teaching Listening	5, 3, 7	Teach two lesson plans. Choose 6-8 tasks to be used in your integrated unit. Sign up for presenting a topic.
25	Classroom Management Teaching Reading	12	Hand in the first 3 of the integrated tasks. Present a topic.
November 8	Introduction to the Productive Skills	6,8	Hand in the remainder of the integrated tasks. Present a topic.
15	Teaching speaking	6	Hand in the finished integrated unit. Present topic
22	Teaching writing CLB Introduction Christian Mission and TESOL Technology in the classroom Practicum Preparation	8	Present topic
29		1, 11	Present topic
December 6			Book Review; Completion of reading the textbook..

ATTENDANCE POLICY:

See Appendix 1

MARKING SYSTEM

See Appendix 2

TEMPLATE FOR BOOK REVIEW

See Appendix 3

BIBLIOGRAPHY:

- Aitchison, Jean. *Linguistics: An Introduction*. London: Hodder & Stoughton, 1995.
- Aitchison, Jean. *The Articulate Mammal: An Introduction to Psycholinguistics*. Fourth Edition. London; New York: Routledge, 1998.
- Bailey, Kathleen M. *Learning about Language Assessment: Dilemmas, Decisions, and Directions*. Boston: Heinle & Heinle Publications, 1998.
- Bell, Jill and B.A. Burnaby. *A Handbook for ESL Literacy*. Harder and Stoughten Ltd, 1991.
- Bell, Jill. *Teaching Multilevel Classes in ESL*. Second Edition. Pippin Publishing, 2004.
- Burns, Anne and Helen Joyce. *Focus on Speaking*. Sydney: Macquarie University, 1997.
- Byram, Michael and Michael Fleming, eds. *Language Learning in Intercultural Perspective*. 1998
- Celce-Murcia, Marianne. Discourse and Context in Language Teaching: A guide for Language Teachers. Cambridge, UK; New York: Cambridge University Press, 2000.
- Celce-Murcia, Marianne. *Teaching English as a Second or Foreign Language*. Third Edition. Global ELT, 2001.
- Crystal, David. *Language Death*. Cambridge; New York, NY: Cambridge University Press, 2000.
- Fromkin, Victoria, ed. *An Introduction to Language*. Toronto: Harcourt Brace, 1997.
- Kiersey, David and M. Bates. *Please Understand Me*. Fifth Edition. Prometheus Nemesis Book Company, 1984.
- Kramsch, Claire J. *Language and Culture*. Oxford; New York: Oxford University Press, 1998.
- McCarthy, Michael. *Discourse Analysis for Language Teachers*. Cambridge; New York: Cambridge University Press, 1991.
- Nunan, David. *Second Language Teaching & Learning*. Heinle & Heinle Publishers, 1999.
- Pinker, Steven. *Words and Rules - The Ingredients of Language*. 1999.
- Richards, Jack C. and Willy A. Renandya. *Methodology in Language Teaching*. Cambridge: Cambridge University Press, 2002.
- Reid, Joy, ed. *Understanding Learning Styles in the Second Language Classroom*. Upper Saddle River, NJ: Prentice Hall Regents, 1998.
- Sauve, Virginia L. *An Introduction to Teaching Adult ESL*. 2000.
- Sauve, Virginia L. *Issues, Challenges and Alternatives in Teaching Adult ESL*. 2000
- Snow, Don. *Teaching English as Christian Mission*. Herald Press, 2000.

Appendix 1- Attendance policy

Regular Courses

- At Vanguard College, regular class attendance/participation is vital for student learning and progress. Attendance will be taken at all classes.
- Students are permitted to have one week of classes excused plus one day of scheduled college excusal. Scheduled College excusals must be noted in the syllabus by the Professor and/or Program Director and must be pre-approved by the AC and recorded on the Vanguard College Calendar. More specifically, students are allowed up to the following amount of absences for any reason without attendance penalty:
 - 50 minute class: 3 classes
 - 75 minute class: 2 classes
 - Block Class: 1 full class
- This is intended to cover Ministry Absences, emergencies (e.g., flat tire, illness, bad weather, etc.). They do not need to call the office or the instructor to explain the reason for the absence.
- Students may also obtain an excused absence in the case of bereavement, family emergency, illness (with a doctor's note provided), attendance at weddings of immediate family members or where they are part of the bridal party, or if they are required to be at a court date.
- Practicum absences extend for the entire year; therefore the student has one unexcused absence per semester.
- At the professor's direction, students away on an excused absence may be assigned additional work to make up for in-class work missed. All other absences will be considered unexcused. Any exceptions must be presented in writing to the Academic Affairs Committee through the Academic Administrator's Office.
- Unexcused student absences, relating to class attendance, exceeding six class hours will mean that the student automatically fails the course. The three allowable absences count towards these six class hours. (The unexcused student absences for practicum courses are three per semester and a student exceeding six class hours for the entire year will automatically fail the course).
- Students with more than six unexcused absences (i.e. six hours/on the seventh absence) of a course scheduled on Monday, Wednesday, and Friday will fail the course. (2% per unexcused absence will be deducted)
- Students with more than four unexcused absences (i.e. six hours/on the fifth absence) of a course scheduled on Tuesday and Thursday will fail the course. (3% per unexcused absence will be deducted).
- All attendance related deductions will be taken off the student's final mark.
- **Excused student absences**, relating to class attendance, exceeding six class hours will initiate an automatic review will be done by the Program Director, Chief Academic Officer, Registrar, and the Professor.
 - At such time, options of filing an Incomplete/Volunteer Withdraw will be reviewed
 - If the student wishes to continue in the course, he/she will be required to complete additional work to compensate for class hours missed
 - A student's absences will be reviewed each week for the remainder of the semester.
 - A student may be asked to apply for the disability policy
- **Unexcused Late**
 - On each unexcused late, 1% may be deducted from the final grade at the discretion of the professor.
 - Note that instructors may implement a stricter policy for their courses; however, they must/will not apply a more lenient policy

Appendix 2

Grading System Taylor Seminary

A	(94-100)	=	4.00 grade points
A-	(90-93)	=	3.70 grade points
B+	(87-89)	=	3.30 grade points
B	(83-86)	=	3.00 grade points
B-	(80-82)	=	2.70 grade points
C+	(77-79)	=	2.30 grade points
C	(73-76)	=	2.00 grade points
C-	(70-72)	=	1.70 grade points
D+	(67-69)	=	1.30 grade points
D	(60-66)	=	1.00 grade points
F	(0-59)	=	0.00 grade points
FA	Fail	=	0.00 grade points
P	Pass	=	0.00 grade points

- A** **Excellent** – Thorough mastery of material and superior performance.
- B** **Good** – Above average comprehension of material and competent performance.
- C** **Satisfactory** – Basic understanding of material and adequate performance.
- D** **Poor** – Weak grasp of material and unsatisfactory performance.
- F** **Failure** – Counted in GPA.
- FA** **Fail** – Used in Pass/Fail courses. Not counted in GPA.
- P** **Pass** – Not counted in GPA.
- I** **Incomplete** – Requirements of course not completed due to circumstances beyond the students' control.
- W** **Withdrawal** – From a course within specified period or with the authorization of the Academic Committee. Not counted in GPA.
- AU** **Auditor** – Indicates that the student has attended at least 75% of the class sessions but has not taken the course for credit. No entry will be made on the transcript of Auditors who attend fewer than 75% of the class sessions.

Appendix 3

Book Review Template

Name _____

Title of Book Read _____

Author(s) _____

Total Number of Pages Read _____

1. Statement of the Author's controlling purpose in writing this book.

2. Brief Survey of the Topics Covered

3. Critical Assessment (What did you find helpful? What didn't you like?)

4. Application to TESL (What ideas are you hoping to use or remember in your teaching?)

This should be 3-4 pages, double-spaced in length