

INTR 611: Theoretical Foundations in TESOL Methodology
Course Syllabus

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Office Hours: M 1:00–4:00 pm; W 10:00 a.m.–12:00 p.m.; F 9:00 – 10:00 am

(If these hours do not coincide with your schedule please contact me for an appointment)

Course Description: An effective English language teacher is able to draw upon a basic set of principles in order to design courses, meet learner needs, solve classroom problems, and make decisions while teaching. This class is intended to help prospective ESL/EFL teachers create a rationale for their teaching by exposing them to a broad range of theory and research in psycholinguistics, applied linguistics, learning theory, sociolinguistics and the various teaching methodologies which are rooted in these fields.

Department Mission Statement: Our mission is to develop professionals skilled in the theory and practice of missions for committed service in a dynamically changing world.

TESOL Mission Statement: Our mission is to develop specialists in Teaching English to Speakers of Other Languages who demonstrate a high level of professionalism as the foundation for cross-cultural ministry. Our mode of professionalism is a synthesis of three general areas: educator, specialist and servant of the kingdom.

Student outcomes for the course in relation to the Department Mission Statement: By the end of this course, the student will have developed as an effective cross-cultural professional in these areas:

- a. Educator
 - i. Knowledge of content teaching methodology;
 - ii. Knowledge of human learning processes and styles;
 - iii. Ability to create a learner-centered, culturally-sensitive classroom;

- b. Specialist
 - i. Knowledge of second language acquisition theories;
 - ii. Basic understanding of contemporary linguistics, including socio- and psycholinguistics;
 - iii. Ability to apply this knowledge to the classroom and to individual students;
 - iv. Construct a personal rationale -- a set of principles -- which serve as a guide to teaching.

Required Texts:

Brown, H. Douglas. *Principles of Language Learning and Teaching, 5th ed.* Englewood Cliffs, NJ: Prentice Hall Regents, 2007.

Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy, 2nd ed.* Englewood Cliffs, NJ: Prentice Hall Regents, 2007.


Celce-Murcia, Marianne, Ed. *Teaching English as a Second or Foreign Language.* 3rd ed. Boston, MA: Heinle & Heinle, 2001.

Dickerson, L. *Resources for TESOL.* (version 3.3) Wheaton College: ICCT, 2007.

Pierson, C. *Class Notes: Theoretical Foundations for TESOL Methodology,* 2007.

(Optional Text: Smith, D. & Carvill, B. *Gift of the Stranger.* Grand Rapids, MI: Eerdmans, 2000)

Course Requirements:

- (a) *Readings/Class participation (a.i; a.ii; a.iv; b.i; b.ii).* Attendance is required at all sessions. Come to class prepared to discuss and apply the readings. Class meetings will include lectures, discussion, films, group activities and student presentations. (5% of final grade)
- (b) *Reflective paper (a.ii; b.i; b.ii).* One short paper written in response to the readings and class discussions will be due during the course. These papers do not require research, but each should provide a thoughtful discussion of points raised in the readings. Approximately 4 pages. (10% of final grade)
- (c) *Classroom observation report (a.i; a.iii; a.iv; b.iii)* You will observe an ESL classroom in the area for the purpose of evaluating the dynamics of the class and of evaluating the application of theory to practice. Approximately 4 pages. (10% of final grade)
- (d) *Midterm examination (a.ii; b.i; b.ii; b.iii).* This in-class exam will cover the content of the readings and the lectures, with a special focus on terminology and key concepts. (25% of final grade)
- (e) *Term paper (a.i; a.ii; b.i; b.iii).* This paper focus on a topic of personal interest relevant to this course. Topics may include bilingual education, adult literacy education, error correction, English for Specific Purposes (ESP), etc. Please check the course schedule for the due dates of the proposal and the term paper. Approximately 20 pages. (40% of final grade)
- (f) *Teaching Philosophy Statement (b.iv).*  This paper will become part of your professional teaching portfolio and will be explained in class. (10 % of final grade)

COURSE SCHEDULE

Week 1	Overview of Theoretical Foundations for TESOL Methodology Acronyms, Myths, English as a Global Language
Assignment	Suggested Readings: Dickerson & Dow (CD: Teacher Resources < 2)"Acronyms") Florez & Burt (CD, TR< 2) "Beginning to Work with Adult English Language Learners: Some Considerations" Hasman (CD, TR<4/ <i>Articles</i>), "The Role of English in the 21st Century" Purgason (CD, TR< 2) "Teaching More Than English: Scandal or Strength?"
Week 2	The Nature of Language: Communicative Competence Model <i>What Do You Know When you Know a Language?</i> Opportunities in ESL Classrooms in DuPage County
Assignment	Tuesday: Brown (P), pp 1-19; 218-222 Dickerson, (CD: <i>Click Summer Training Options</i> , Column 2) "Planning for Success in Language Learning" Thursday: Brown, (T), pp. 2-11 Schlusberg & Muller (CD, TR<2), "English as a Second Language in Volunteer-Based Programs" Smith & Carvill (GS), pp. 1-17
Week 3	The Nature of Language First and Second Language Acquisition (CN/Section 3) <i>Film</i>
Assignment	Tuesday: Brown (P), pp. 24-51 Thursday: Brown (T), pp. 62-80 Smith & Carvill (GS), pp 19-34
Week 4	The Nature of Language Second Language Acquisition Theories (CN/Section 3)
Assignment	Tuesday: Brown (P), pp. 285-313 Thursday: Smith & Carvill (GS), pp 35-52
Week 5	Applied Linguistics and TESOL Errors and Error Correction (CN/Section 3) <i>Film</i>

Assignment **Tuesday:** Brown (P), pp. 248-281
 Ancker (CD, TR < 10), "Errors and Corrective Feedback:
 Updated Theory and Practice"
 Lengo (CD, TR < 10), "What is an Error?"
Thursday: Reflection Paper Due

Week 6 **Learning Theory: The Second Language Learner**
 Subsumption Theory, Humanistic Psychology, Motivation

Assignment **Tuesday:** Brown (P), pp. 86-114
Thursday: Brown (T), pp. 84-95
 Oxford (CM), pp. 359-366
 Smith & Carvill, pp 55-77

Week 7 **Learning Theory: Learning Styles, Personality Factors**
 (CN/Section 3)

Assignment **Tuesday:** Brown (P), pp. 118 - 133
 Oxford (CM), pp. 359-362
Thursday: Kang (CD, TR <6), "Learning Styles:
 Implications for
 ESL/EFL Instruction"
 Anderson (CD, TR <5) "The Role of Metacognition in Second
 Language Teaching and Learning"
Group Observation Report Due

Week 8 **Learning Theory: Learning Strategies**
 (CN/Section 3)

Assignment **Tuesday:** Brown (P), pp. 133-147
 Oxford (CM), pp. 362-366
Thursday: Brown (T) 257-280
 Delett (CD, TR<7) "A Learning Strategies Lesson (1)"
 Smith & Carvill, 79-103

Week 9 **Sociolinguistics**
 (CN/Section 3)

Assignment **Thursday:** Brown (P), pp. 223-240
 Bardovi-Harlig & Mahan-Taylor (Class Notes) "Introduction:
 What is Pragmatics?"
 Broersma (CD<12), "How Do I Learn Sociolinguistic
 Competence?"
 Kramsch (CD<12) "Proficiency Plus: The Next Step"
Term Paper Proposal Due

Week 10	Sociolinguistics/Sociocultural Factors <i>Film: Speech Acts</i>
Assignment	Tuesday: Naidu (CD<12) “One Function, Several Ways, Inviting, Making and Responding to Suggestions” Brown (P), pp. 188-214 Hinkel (CM), pp. 443-458 Thursday: McKay (CD<12) “Western Culture and the Teaching of English as an International Language” Matikainen & Duffy (CD<12) “Developing Cultural Understanding: Classroom Applications” Smith & Carvill (GS), pp. 105-124
Week 11	Sociocultural Factors/Exam
Assignment	Tuesday: Review for Exam: <i>Teaching Demonstration</i> Thursday: Exam
Week 12	Language Teaching Approaches and Methods, (CN/Section 3) <i>Film: Dartmouth Method</i> <i>Teaching Demonstration: TPR</i>
Assignment	Tuesday: Brown (T), pp. 13-37 Celce-Murcia (CM), pp. 3-10 Smith & Carvill (GS), pp. 149-169 Thursday: Jacobs & Farrell (CD<5) “Paradigm Shift: Understanding and Implementing Change in Second Language Education”
Week 13	Language Teaching Approaches and Methods Communicative Language Teaching <i>Film: Early Production</i>
Assignment	Brown (T), pp. 40-58 Savignon (CD, TR < 10) “Communicative Language Teaching” Deckert (CD, TR<10) “The Communicative Approach: Addressing Frequent Failure”
Week 14	Task-based and Content-based Instruction (CN/Section 3) <i>Teaching Demonstration</i>
Assignment	Brown (T), Review pp.55-58 Snow (CM), pp. 303-317

Week 15 **Teaching Across Proficiency Levels**
(CN/Section 3)
Teaching Demonstration

Assignment **Tuesday:** Brown (T), pp.110-129
Short (CD, TR < 13) "The ESL Standards: Bridging the Gap for
English Language Learners"
Citizenship and Immigration, Canada (CD, TR < 13) *Canadian
Language Benchmarks: English as a Second language --for
Adults* (Skim the first 15 pages for an overview)
Thursday: Term Paper Due

Week 16 **Special Teaching Contexts/Legislation**
(CN/Section 3)
Guest Lecturer: Diane Highland, Director, Tutorium IEP

Assignment **Tuesday:** Brown (T), pp. 138-144
Johns & Price-Machado (CM), pp. 43-54
Pierson (CD, TR< 8), "Teaching a Specialized
Variety of English"
Thursday: On Line Course Evaluation

Week 17 **Student Presentations (5 minutes each)**
Teaching Philosophy Statement Due

Textbook Abbreviations:

- (P) Principles of Language Learning and Teaching
- (T) Teaching by Principles (Two versions: 2007; 2001)
- (CM) Teaching English as a Second or Foreign Language
- (CD) Resources for TESOL
- (CN) Class Notes
- (GS) The Gift of the Stranger

Special Instructions:

- ❑ All written assignments need to follow APA typing and style requirements. (For more detail see the Assignments Section in the Class Notes).
- ❑ Except for illness or an emergency, 10% will automatically be deducted from the total you receive on your assignment for any late papers received within the first week after the due date. Thereafter 10% will be deducted each week your papers are late.
- ❑ Academic dishonesty will not be tolerated, including plagiarism. Plagiarism is the use of information from a source without giving credit to that source.
- ❑ All assignments must be completed in order to pass the course.

I encourage you to sign up for office hours at least once during the semester. I am available to talk with you about anything related to this course or other professional/spiritual matters.