Advanced TESL Methods, Design, and Procedures

Course overview for EDUC 647
Genesis of EDUC 647

- Perspective of a consumer
- ELI’s new role in MATESL in 2002
- Experience always trumps theory
- Opportunity for curriculum revision
Course Objectives

1. Learn how methods are adapted
2. Develop own approach to teaching
3. Demystify methods, materials, approaches
4. Integrate skills into teaching
5. Become more effective teachers
More effective in . . .

- Planning
- Instruction
- Management
- Interpersonal dimension
Course Goals, continued:

6. Develop/Adapt activities for context
7. Build sound and effective lesson plans
8. Incorporate diagnostics into planning
9. Become more reflective teachers
How we’ll achieve these goals

- Use a workshop format
- Integrate mentoring
- Use assignments aimed at reflection and application
- Incorporate other voices
Incorporating other Voices. . .

- Sharing 180+ years of teaching, experience
- Discussing how methods hold up to realities of the classroom
- Demonstrating activities, techniques, approaches that have worked
- Providing feedback on micro-teaching
- Providing IEP, public school, EFL perspectives
Collaborating Faculty

- Debbie Wolf
- Ken Cranker
- Leslie Criston
- Phil Rice
- Russ Mason
- Kate Copeland
Assumptions and Pre-requisites

- Not a Linguistics course
- Students have read about current methods (have taken LING or EDUC 672)
- Students have some background in language acquisition, structure of English, phonetics
- Shared goal of becoming better ESL/EFL teachers
Student Scholar Responsibilities

- Attend and participate
- Complete scheduled reading assignments before class meeting
- Be cooperative learners in every sense
- Complete graded assignments
- Aspire to become reflective teachers
- Aspire to contribute to the profession
Course Website

- [www.udel.edu/eli/educ647](http://www.udel.edu/eli/educ647)

- Sakai site under construction, EDUC 647