Advanced TESL Methods, Design, and Procedures
EDUC647-010
ISE Lab, Room 222
FALL 2016
Tuesday, 5:00 – 8:00 PM
www.udel.edu/eli/educ647

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               English Language Institute
Office hours: by appointment
Phone: 831-2674 (office); Email: ssstevens@udel.edu

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Phil Rice: philrice@udel.edu x7184   Kate Copeland copekd@udel.edu x2704

Course Description
This course focuses on superior methods, course design, and classroom procedures for
Teaching ESL at the primary, secondary, and university levels. The overarching intended
outcome is for each student-scholar to become a more informed, reflective, and effective
practitioner of TESL.

Course Goals  (UPDATE)
The University of Delaware Conceptual Framework provides the goals and outcomes for
The candidates in professional education programs. The University prepares educators
with the knowledge, skills, and dispositions that are required to fulfill the responsibilities
of an uncompromised commitment to serving the needs and interests of students,
families, and communities. The candidates in our programs will implement best practices
and recognize students and professionals as whole persons who are developing across the
cognitive, social, emotional, and physical domains within families, communities, cultural,
and economic contexts. Candidates will embody three qualities as they move on their
trajectory to become professionals: knowledge and skills, leadership, and commitment to
equity. The framework describes these qualities and is available online at:

At the conclusion of this course, EDUC 647 scholars will be able to:
1. Learn (experientially, where possible) how methods are adapted in teaching (CFO 3, b)*
2. Develop their own approach to teaching, responding in a creative, empathetic, and
   flexible manner to the needs and interests of their students and inspiring them in their
   desire for learning and in discovery their talents and abilities (CFO 2, 3)
3. Demystify methods, approaches, materials; build sound lessons (CFO 1)
4. Learn how to integrate various language skills into teaching (CFO 3)
5. Become effective planners, instructors, managers, and rapport builders (CFO 2)
6. Develop or adapt activities and technology that work in their teaching context (CFO 3c)
7. Create an inclusive environment for all cultures, advocating for their student charges (CFO 2, 3, 6)
8. Become better in-class diagnosticians for the purpose of designing learning experiences (CFO 1, 3)
9. Become more reflective teachers (CFO 1)
10. Become effective and engaged ESL professionals and student advocates (CFO 5)

*CFO: Conceptual Framework Outcome, referring to its six bullets

The course will meet its goals through:
1. A workshop-oriented design to class time, providing a balance among lecture, discussion, demonstration, and student participation.
2. Including other voices, drawing upon exceptional, experienced ESL professionals who have distinguished themselves in teaching particular skill areas and who will:
   a. share principles developed through experience for effective teaching;
   b. explain practical aspects of language acquisition pertaining to a given skill;
   c. describe how knowledge of "b" influences the use/adaptation of methods, materials, and activities;
   d. demonstrate a wide variety of activities that have proven to be effective in addressing a skill area—and show how these activities might be integrated within a larger conceptual framework of skill development;
   e. provide formative feedback on student micro-teaching sessions and on submitted teaching materials/lesson plans; and
   f. lead discussion of a practical nature regarding the art and craft of teaching the targeted skill area.
3. Use of recorded teaching sessions debriefed by course faculty.
4. Use of assignments that ask students to reflect critically on ideas presented in the course, develop their own approach to teaching, and determine how skills might be taught across the curriculum.

Course Assumptions and Pre-requisites
All students registered for EDUC 647 are expected to be familiar with current methods and approaches of Teaching English as a Second Language (e.g., Communicative Approach, Audio-Lingual Approach, Silent Way, Suggestopedia, Total Physical Response), the structure of English (i.e., morphology, parts of speech, descriptive and prescriptive grammars), basic concepts of second language acquisition, and exposure to the phonology and phonetics of English. The following courses are considered to be prerequisites: Teaching English as a Second Language (EDUC 672), Structure of English (LING 677), and Second Language Acquisition and Bilingualism (LING 676).

Course Requirements
I. Attendance and Participation
   Scholars in the Advanced Methods learning community demonstrate professionalism by attending all classes and participating meaningfully in classroom discussion, the latter requiring the completion of all assigned readings and activities prior
to the date specified topics are to be addressed. Equally important, scholars are expected to be cooperative learners, demonstrating a collegial, rather than a competitive, attitude toward their peers—freely sharing ideas, effective practices and techniques, and materials in the common goal of helping all participants become better teachers of ESL.

II. **Graded Assignments and Exams**

The purpose of the graded assignments and exams is to help scholars gain mastery of the course material most relevant to classroom teaching, develop reflective and effective teaching skills, and to develop a portfolio of teaching activities that will prove invaluable and relevant for years to come.

a. **Reflective journal.** Scholars will be asked to write journal entries, responding critically to the readings, class sessions, and micro-teachings, reflecting on how their teaching might change (for better or worse) by incorporating some of the ideas put forth. Each entry should be word processed and limited to one to two double spaced pages. Six entries should be submitted by the journal's due date.

b. **Teaching sessions and lesson plans.** Each scholar not enrolled in EDUC 742 will be asked to participate in at least one observed teaching session. (Those scoring 90% or higher on their first microteaching are exempted from doing a second.) The session will be limited to about 30 minutes in length and addressing a targeted skill area, such as the teaching of listening. The lesson will be recorded and later reviewed by the student, with feedback from the cooperating instructor and Dr. Stevens. Students will prepare a detailed lesson plan for the teaching session. If possible, the observation will take place in the setting where the student is currently teaching. If the student is not teaching at this time, arrangements can be made to conduct the session at the English Language Institute. At the student’s request and with Dr. Stevens’ permission, a second micro-teaching session can be arranged with the grade of the second averaged in with the grade of the first.

c. **TESL material portfolio.** Scholars in groups of three will sign up to create a portfolio of teaching materials addressing one of the skill areas (e.g., speaking, listening, oral intelligibility, reading/vocabulary, or writing), drawing upon the readings, class sessions, supplemental readings, or personal experience for ideas. Each portfolio will use a common format for entries, with a copy submitted for each member of the class. Thus, by the end of the course, every student will have a portfolio of materials for every skill area.

d. **Mid-term exam.** The mid-term will address material covered in class and in the readings during the first seven weeks of the course.

e. **Final exam/project.** The final will be take-home and comprehensive, though emphasizing material covered in the last half of the course.
Professional Development Activities. As one of your final courses in your degree program, EDUC 647 is designed to prepare you to contribute to your profession and to support your colleagues. Three activities will make up your grade in this area:

i. One What Works Presentation (see separate handout)

ii. Sharing your insights with colleagues through class participation

iii. Designing a workshop for mainstream (nonESL) teachers on how to support ELL’s in their classes.

iv. Submitting a proposal to the PennTESOL November 5 fall conference (September 18 deadline) and attending either as a presenter or registered attendee (http://www.pte.wildapricot.org/) Other conference attending option: the WATESOL October 15/16 fall conference (www.watesol.org).

The final grade will be determined on the following basis for students not taking the fall practicum (EDUC 742) with Joe Matterer:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reflective Journal</td>
<td>Week 12</td>
<td>10</td>
</tr>
<tr>
<td>2. Mid-term exam</td>
<td>Week 9</td>
<td>20</td>
</tr>
<tr>
<td>3. Portfolio</td>
<td>Week 15</td>
<td>20</td>
</tr>
<tr>
<td>4. Micro Teaching</td>
<td>By week 7</td>
<td>15</td>
</tr>
<tr>
<td>5. Micro Teaching 2</td>
<td>By week 13</td>
<td>averaged with first micro teaching</td>
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<tr>
<td>6. Final exam</td>
<td>Final Exam week</td>
<td>25</td>
</tr>
<tr>
<td>7. Professional Development</td>
<td>Each week</td>
<td>15 (Conference proposal due 9/16)</td>
</tr>
</tbody>
</table>

*Total Possible Points: 105*

Those taking EDUC 742 will have their grades based on the following:

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<tr>
<td>7. Professional Development</td>
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</tbody>
</table>

*Total Possible Points: 105*

The course will be graded A - F based on the total number of possible points.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>93-105</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
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<tr>
<td>D+</td>
<td>68-69</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
</tr>
<tr>
<td>D</td>
<td>63-67</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
</tbody>
</table>

III. Required Texts


Students should find themselves referring to these books throughout their ESL teaching careers.

**Texts On Reserve**


Reid, J. (1993). *Teaching ESL Writing*. Englewood Cliffs, NJ: Prentice Hall Regents. (Reid is currently out of print and is not in the bookstore. Copies can be found on Amazon.com.)


### IV. Course Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Class Content</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 30</td>
<td><strong>Stevens</strong>: course overview, assignment descriptions, principles of effective ESL teaching; overview of reflective teaching.</td>
</tr>
<tr>
<td>2</td>
<td>September 6</td>
<td><strong>Stevens</strong>: elements of oral intelligibility (OI), phonetics overview, effective segmental teaching activities, drama-based approaches to OI development.</td>
</tr>
<tr>
<td>3</td>
<td>September 13</td>
<td><strong>Stevens</strong>: phonetics follow-up, effective suprasegmental teaching activities.</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading/Notes</td>
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<td>------------------------------------------------------------------------------</td>
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<tr>
<td>5 Sept 27</td>
<td>Wrap up Pronunciation, <strong>Stevens</strong>. Teaching Listening, the link between pronunciation and listening. What the research shows on aural processing—hearing sounds, distinguishing words, predicting, oral markers, etc.</td>
<td>Complete third journal entry: how might your teaching of OI change as reading of the readings and class discussion/activities.</td>
</tr>
<tr>
<td>6 Oct 4</td>
<td>First Half of Class, <strong>Stevens</strong>: Teaching Listening. Teaching activities, strategies for building effective listening skills, understanding idioms and reduced forms. Second Half of Class: <strong>Debra Wolf</strong>: Building listening through story telling.</td>
<td>Ur, pp. 2-126</td>
</tr>
<tr>
<td>7 Oct 11</td>
<td>Teaching Listening and Vocabulary in Content Areas: <strong>Stevens</strong> First half of class: CALLA and EAP; Second half of class: Teaching Listening in the content areas WW: Listening</td>
<td>Ur, pp. 127-167</td>
</tr>
<tr>
<td>8 Oct 18</td>
<td>Using Drama to teach speaking (and other skills). <strong>Stevens</strong>: pedagogical justification, voice training, theater games for developing fluency, OI, and oral grammar, the role of performances, integrating drama into the curriculum, using drama and puppetry with children.</td>
<td>Rivers, pp. 110-123, Stern, Why drama works, in Oller, pp. 207-225 Wear comfortable clothing and shoes. Complete fourth journal entry: respond reflectively to our classes and readings on teaching listening. Pick up take-home mid-term exam. Micro-teaching must be complete.</td>
</tr>
<tr>
<td>9 Oct 25</td>
<td>First half of class, <strong>Stevens</strong>: Strategic Interaction The theory of SI, the scenario, rehearsing and performing, debriefing, writing scenarios, integrating SI into the curriculum as a whole. Second half of class, guest faculty <strong>Leslie Criston</strong>: Building fluency and oral grammar at the lower proficiency levels.</td>
<td>Di Pietro, Scenarios, Discourse, Real Life Roles, in Oller, pp. 226-238. Rivers, pp. 1-69; 170-176, 194-210. Turn in take-home mid-term exam. Optional second micro-teaching must be</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Presenter/Resource</td>
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<tr>
<td>10 November</td>
<td>Teaching Vocabulary, guest faculty <strong>Ken Cranker</strong></td>
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<td></td>
<td>Integrating Technology into TESL, guest faculty <strong>Phil Rice</strong></td>
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<tr>
<td></td>
<td>What works in Teaching Vocabulary</td>
<td></td>
</tr>
<tr>
<td>11 November</td>
<td>Class cancelled for elections</td>
<td></td>
</tr>
<tr>
<td>12 November</td>
<td>Teaching Reading. <strong>Stevens</strong>: building effective reading and pre-reading skills; top-down vs. bottom-up processing; textual organization; activating prior knowledge and schema; criteria for selecting texts; addressing impediments to comprehension. <strong>Stevens</strong>: Using Silent Way to teach reading. (if time)</td>
<td>WW in teaching Reading</td>
</tr>
<tr>
<td>13 November</td>
<td>Classes cancelled due to Thanksgiving holiday. Flipped class on Lower Level Writing to be scheduled.</td>
<td></td>
</tr>
<tr>
<td>14 November</td>
<td>Teaching Writing and Grammar for high intermediate and advanced students. <strong>Stevens</strong>: process writing; collaborative learning; conferencing; EAP and ESP writing; using journals; plagiarism; reading and writing; mapping, outlining, brainstorming; mechanics.</td>
<td></td>
</tr>
<tr>
<td>15 December</td>
<td>Classroom management, discipline, and rapport building. Guest faculty, <strong>Kate Copeland</strong>: tips and techniques for integrating skills in the public school, dealing with multiple proficiency levels, and maintaining discipline and student motivation. Guest faculty, <strong>Russ Mason</strong>: establishing effective classroom management and building student rapport in the intensive English program. Wrap up. <strong>Stevens</strong></td>
<td></td>
</tr>
<tr>
<td>16 December</td>
<td><strong>Final Exam Week—no classes</strong></td>
<td></td>
</tr>
</tbody>
</table>
Teaching Writing and Grammar for lower proficiency levels. Guest faculty, **Marriott Nielsen** developing written fluency, from sentence to paragraph, writing to read and reading to write, correction, linking grammar and writing. **WW in teaching writing.**

**Supplemental Readings and Resources**

The following partial list of additional readings and resources should be available either in the Morris Library or in the ELI Library at 189 W. Main Street (see parenthetical notation). Assigned readings will be available in the reserve room of the Morris Library. You must call our secretary, Chris Smith (831-2674) at the ELI to make an appointment to use the ELI library. All readings are listed by skill area.

**Teaching Listening Resources**


**Teaching Pronunciation Resources**


Bolinger, D., *Aspects of Language* (ELI Library)

Hancock, M. *Pronunciation Games.* (ELI Library).


Morley, J. *Improving Spoken English* (ELI Library)


Nilsen & Nilsen. *Pronunciation Contrasts in English* (ELI Library)

Handsuh, J. & Simouet de Geigel, A. *Improving Oral Communication* (ELI Library)

Underhill, Nic. *Testing Spoken English* (ELI Library)

Wolfram, W. & Johnson, R. *Phonological Analysis* (ELI Library)

**Teaching Speaking, Drama and Strategic Interaction Resources**


Whiteson, V. *New Ways of Using Drama and Literature in Language Teaching*. (ELI Library).

**Teaching Reading and Vocabulary Resources**

Carrell, Devine, Eskey. *Interactive Approaches to Second Language Reading*. (ELI)


French-Allen, V. *Techniques in Teaching Vocabulary*. (ELI Library—currently missing)


Grellet, F. *Developing Reading Skills: a Practical Guide to...* (ELI Library)

Gunderson. *ESL Literacy Instruction: A Practical Guide to Theory and Practice*. (ELI)


Nation, P. *New Ways in Teaching Vocabulary*. (ELI Library).

Spalding, R. B. *The Writing Road to Reading*. (ELI Library).


**Teaching Grammar**


Azar, Betty S. *Understanding and Using English Grammar*, 3rd Ed. ISBN 0130976059. (ELI)


Celce-Murcia, M. *Techniques and Resources in Teaching Grammar*. (ELI Library; on reserve in the Morris Library)


Rinvolutri, M. *Grammar Games*. (ELI Library).


Swan, M. *Practical English Usage*. Oxford
Thornbury, S. *How to Teach Grammar*. Longman.

**Teaching Writing**
Clark, B. L. *Talking about Writing: A guilde for Tutor and Teacher Conferences*. (ELI)
Hudelson, S. *Write on, children: Writing in ESL*. (ELI Library)
Hughey, Warmuth, Hartfiel, & Jacobs. *Teaching ESL Composition*. (ELI Library)
Kroll, B. *Second Language Writing: Research Insights for Class*. (ELI Library)
Ur, P. *Grammar Practice Activities*. Cambridge Press.

**General ESL Teaching Resources**
Blair, R. W. *Innovative Approaches to Language Teaching* (ELI Library)
Brown, H. D. *Principles of Language Learning and Teaching*. (ELI Library)
Colombo, M. *Teaching English Language Learners* (ELI Library)
Larson-Freeman, D. *Techniques and Principles in Language Teaching*. (ELI Library)
Moskowitz, G. *Caring and Sharing in the FL Class*. (ELI Library)
London: Cambridge University Press, 1996 (Reserve Room, Morris Library)

**ESP Teaching Resources**
Contoni-Harvey, G. *Content-Area Language Instruction*. (ELI Library)
Crandall, J. *ESL through Content Area Instruction*. (ELI Library)

8/29/16