

Linguistics 521

Applied Linguistics: Teaching English as a Second Language

Fall 2019

INSTRUCTOR: Douglas Wulf

CLASS LOCATION: Innovation Hall, Room 336 CLASS TIME: M 7:20 - 10:00

OFFICE: Robinson Hall B, Room 378-B OFFICE HOURS: T 11:00 - 12:00 and by appointment

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REQUIRED TEXTBOOKS:

Brown, H. Douglas and Heekyeong Lee. (2015) *Teaching by Principles: An Interactive Approach to Language Pedagogy* (4th ed.). Longman.

Richards, Jack C. and Theodore S. Rodgers. (2014) *Approaches and Methods in Language Teaching* (3rd ed). Cambridge University Press.

REQUIRED ARTICLES:

Lightbown, Patsy M. (2000) ‘Anniversary Article: Classroom SLA Research and Second-Language Teaching.’ *Applied Linguistics* 21(4): 431-62.

Intercultural Communication Reading Packet (Collected Readings).

Canagarajah, A. Suresh. (2016) ‘TESOL as a Professional Community: A Half Century of Pedagogy, Research, and Theory.’ *TESOL Quarterly* 50(1): 7-41.

...plus one article assigned individually from the bibliography on the last page of the syllabus

COURSE DESCRIPTION:

This course provides a broad introduction to the field of teaching English as a second language (TESL). Through readings, discussions, and assignments, we will examine a number of approaches to language teaching and review pedagogical literature on the teaching of the component language skills (listening, speaking, reading, and writing) as well as grammar and vocabulary. Key aspects of intercultural communication that apply to TESL are highlighted. We examine current approaches to teaching these skills in ESL texts and classroom materials, discuss learner needs based on linguistic and cultural background, and provide an overview of skills for teachers, including lesson planning, textbook selection and evaluation, media use, test development, and professional development.

PREREQUISITE:

LING 306 *General Linguistics* or LING 520 *Descriptive Linguistics* or permission of instructor.

SCHEDULE SUBJECT TO CHANGE

<i>Class</i>	<i>Date</i>	<i>Topic</i>	<i>Readings for class</i>
1	M 8/26	Introduction; Linguistics and L2 Teaching	N/A
*	M 9/2	LABOR DAY - NO CLASS	
2	M 9/9	Historical Overview of L2 Teaching	B&L: Part I: Ch. 1 & 2 (pp. 2 - 37) [1,2] R&R: Pt I: Ch. 1 & 2 (pp. 1 - 43) [3,4]
3	M 9/16	Alternative Language Teaching Methods SUMMARY OF ALTERNATIVE METHOD DUE JOURNAL #1 DUE (Note: 7 paragraphs)	R&R: Pt I: Ch. 3 & 4 (pp. 44 - 79) [5,6] R&R: Pt III Intro <i>plus</i> one additional chapter assigned from R&R [7]
4	M 9/23	An Informed “Approach” to ESL (a.k.a. “Enlightened Eclecticism”); Communicative Language Teaching (CLT)	B&L: Pt I: Ch. 3 (pp. 39 - 65) [1] R&R: Pt II: Intro & Ch. 5 (pp. 83-93) [2] Article: Lightbown (2000) [3]
5	M 9/30	The Natural Approach, Cooperative Language Learning, Content-Based Instruction JOURNAL #2 DUE (Note: 6 (or 7)* paragraphs) *If assigned Kumaravadivelu (2001) or Nakahama et al. (2001), you will have this seventh paragraph	R&R: Pt III: Ch. 14 (pp. 261 - 276) [4] R&R: Pt II: Ch. 6 (pp. 116 - 138) [5] R&R: Pt II: Ch. 13 (pp. 244 - 258) [6] [Report: Article 1] [Report: Article 2]
6	T 10/7	COLUMBUS DAY - TUESDAY CLASS Task-Based Language Teaching Teaching by Principles; Strategies-Based Instruction	R&R: Pt II: Ch.9 (pp. 174 - 199) [1] B&L: Pt I: Ch. 4 (pp. 66 - 85) [2] [Report: Article 3] [Report: Article 4]

7	M 10/14	Teaching by Principles — Agency Learner Variables: Age & Proficiency Levels JOURNAL #3 DUE (Note: 5 (or 6)* paragraphs) *If you have your journal article this time.	B&L: Pt I: Ch. 5 (pp. 88-105) [3] B&L: Pt II: Ch. 6 & 7 (pp. 108-53) [4,5] [Report: Article 5] [Report: Article 6]
8	M 10/21	Intercultural Communication	Intercultural Communication Packet [1] [Report: Article 7] [Report: Article 8]
9	M 10/28	Planning an Interactive Lesson Integrating the Four Skills	B&L: Pt III: Ch. 13 (pp. 257-86) [2] B&L: Part III: Ch. 14 (pp. 289-308) [3] [Report: Article 9] [Report: Article 10]
10	M 11/4	Teaching Listening & Speaking LOWER AND HIGHER ACTIVITIES DUE JOURNAL #4 DUE (Note: 5 (or 6)* paragraphs) *If you have your journal article this time.	B&L:Pt IV: Ch. 15&16 (pp. 314-387) [5,6] [Report: Article 11] [Report: Article 12]
11	M 11/11	Teaching Reading & Writing OBSERVATION REPORT DUE FINAL PROJECT PARTIAL DRAFT DUE	B&L: Part IV: Chapters 17&18 (pp.389-459)[1,2] [Report: Article 13] [Report: Article 14] [Report: Article 15]
12	M 11/18	Teaching Grammar TEACHING EXPERIENCE REPORT DUE GRAMMAR LESSON FOR PROJECT DUE	B&L: Part IV: Chapter 19 (pp.462-485)[3] B&L: Part V: Chapter 21 (pp.513-536)[4] [Report: Article 16] [Report: Article 17] [Report: Article 18]
13	M 11/25	Language Assessment JOURNAL #5 DUE (Note: 5 (or 6)* paragraphs) *If you have your journal article this time.	Canagarajah (2015)
14	M 12/2	Conclusion	
*	M 12/9	FINAL PROJECT DUE	

GRADING POLICY

ONLINE JOURNAL (25%)

A discussion board on the class Blackboard page will be set up as a venue for you to reflect upon the readings and to post other documents. There are a total of five journal postings for the course. For each journal, you are to write at least one paragraph for each chapter or article of the assigned reading for that week. Note: You should **NOT** summarize the material. Rather, you should highlight what you found particularly useful from the reading, what you want to remember from the reading for the future, and/or how you analyze the content (e.g. your own opinions on what was presented). Your journal should offer commentary and analysis, *not summary*. You should try to write up your journal as you read or shortly thereafter while the information is still fresh in your mind. In addition, one week after the day that you have observed an ESL class or done your teaching experience, you should post your observation report or teaching report to your journal area, up to the absolute deadlines indicated on the schedule. (NOTE: All journal postings and other postings to our class Blackboard page will be viewable by me, all your 521 classmates, and the ESL teacher you are working with. Each journal posting can serve as the initial posting in an online threaded discussion to which anyone involved may respond. Therefore, remember to be tactful and please endeavor to stay on topic.)

GROUP PROJECT: SUMMARY OF AN ALTERNATIVE TEACHING METHOD OR APPROACH (10%)

We will be discussing current and alternative teaching methodology presented in Richards & Rodgers. These are: 1) Total Physical Response (Ch. 15); 2) The Silent Way (Ch. 16); 3) Community Language Learning (Ch. 17); 4) Suggestopedia (Ch. 18); 5) Whole Language (Ch. 7); 6) Competency-Based Language Teaching (Ch. 8); 7) Text-Based Instruction (Ch. 9); 8) The Lexical Approach (Ch. 11); 9) Multiple Intelligences (Ch. 12). You will be assigned to a group of students and will read one of these chapters. Your group will prepare a two-page (preferably single-page, double-sided) handout which very *concisely* provides a summary of the method or approach. You must make sufficient copies of your handout for everyone in the class since you will be using it to lead a guided discussion and teaching demonstration. We will be devoting perhaps 20 minutes to each method/ approach (or a bit longer, if time permits).

The handout should include the following on the first page:

- 1) DESCRIPTION: One or two sentences to describe the method in a general way
- 2) BACKGROUND: One or two sentences describing the origins of the method
- 3) APPROACH: Briefly explain what the approach behind this method claims about
 - a) The nature of language;
 - b) The nature of language learning
- 4) METHOD: For this method, describe (where applicable) key aspects of the following:
 - a) The Objectives;
 - b) The Syllabus;
 - c) The Activities;
 - d) The Learner Roles;
 - e) The Teacher Roles;
 - f) The Role of Instructional Materials
- 5) EVALUATION: Based upon what you have discovered about this method, what from it might be useful or applicable in an eclectic approach to ESL teaching? In other words, what do you consider the best elements from this method that you might be able to include in your own ESL teaching? (Note: "Nothing" is not a valid answer.)

Apart from the Evaluation section, most of the information on page one of your handout can be taken directly from the Richards & Rodgers text. The handout should include the following on the second page:

- 6) PROCEDURE: Without copying the examples from the Richards & Rodgers chapter, provide a one-page "script" of part of a lesson taught in the method. Ideally, you would locate guidelines for an actual lesson in this method elsewhere (from a book or on the internet) and cite where you found it. However, after searching, if you cannot find an actual lesson example to replicate in your handout, you should simply devise an example to the best of your ability. Those students doing "The Silent Way" method cannot get away with turning in a blank script. Sorry! The lesson script must describe actions in the classroom procedure as well as words. Look at the sequence of classroom activities described on pages 4 - 9 of the Brown & Lee text for an example. The script must be sufficiently detailed to demonstrate by example how the method works, but need not be a complete lesson necessarily.

Using your handout as a guide, you will explain the alternative teaching method to the other students. Preferably, you will do this largely by demonstrating how a lesson might be taught as described in your PROCEDURE section. If you have some moderate level of competence in a language other than English, you can attempt to teach some of this language to the rest of the class via this method. If you have no such fluency, you must rely on some other form of explanation or description.

LOWER AND HIGHER LEVEL CLASSROOM ACTIVITIES (5%)

You will write up a one-page activity for lower-ability ESL students and a one-page activity for higher-level ESL students. These need not be original, but these should be activities you would enjoy trying to implement in the ESL classroom. If you do not devise the activity yourself, you should clearly cite where you found this activity. You will provide a copies for everyone in the class. Your grade will be based on the creativity and quality of the activities. Sample activities will be provided to you shortly.

OBSERVATION REPORT (10%)

You will observe approximately two hours of ESL classes held on the GMU campus (i.e., INTO) or elsewhere (e.g., NOVA Annandale). Permission to attend must be arranged in advanced with the sponsoring institution. Your observation will be in line with the etiquette guidelines for classroom observations to be provided to you separately. You will write a report of two to three pages in length. In your report, you should describe what you observed and your reactions to the activities, methods, and materials used. You should include copies of any materials used (e.g. visuals, handouts, etc.) if feasible to obtain them. Your grade will be based on your insight and application of information you have learned in the course. Please closely follow the format that will be provided to you in a separate handout. This report is absolutely due by the scheduled date, but should be posted to Blackboard a week after the observation is accomplished.

REPORT ON ESL TEACHING EXPERIENCE (10%)

An opportunity for you to experience 15 to 20 minutes of teaching in an ESL classroom will be arranged this semester. This will be coordinated in advance with the instructor and the sponsoring institution. You will have to prepare an activity or lesson to present to the class. Afterwards, you will need to write a report of one to two pages in length. You should describe the activity you selected and what precisely you and the students did. You should then comment on what went successfully and also where things did not go as well as was expected. If you were to attempt this activity again, how would you modify it? You should include copies of any materials you used (e.g. visuals, handouts, etc.) where feasible to do so. This report is absolutely due by the scheduled date, but should be posted to Blackboard a week after the teaching is accomplished. Follow the handout with more detailed guidelines that you will be given. You will receive feedback on your teaching from the classroom instructor.

REPORT ON ESL LITERATURE (10%)

In addition to other assigned reading for this class, you will read one additional article from scholarly literature on TESL. You will write up a two-page summary of the article. On the class period indicated in the syllabus for your article, you will present on the article to the class, but not simply summarize the article. Rather, serving as the expert on the article, you will need to attempt to teach the class about the article, highlighting the most significant points. Please bring enough copies of your summary for everyone in the class. Your presentation should be about 20 minutes in length.

FINAL PROJECT (30%)

For a hypothetical population of students you designate, you will design a five-hour equivalent curriculum which will include all methodology, materials, evaluation measurements, and other criteria. Your grade will be based on organization, clarity, and creativity, in conjunction with your appropriate application of information learned in the course. Along with your final project, you will include a grammar lesson. This will give a brief explanation of a limited grammatical point with contextual exercises related to your project. The grammar lessons should be only one page in length. Although the final project is due to me at the end of the semester, you will complete the grammar lesson from your project earlier to provide a copy to everyone in the class. A description of the format of the final project will be provided to you shortly along with a sample project upon which to model your own. A partial draft of your final project will be submitted in the tenth class meeting. This draft will allow me to check on the progress of your projects and offer feedback.

NOTE ON ACADEMIC INTEGRITY

Students are reminded that the GMU Honor Code is expected to be followed. Cheating and plagiarism will be dealt with according to GMU guidelines. All work for the class must reflect your own honest academic efforts. In addition, any reports incorporating information from other materials must be carefully cited so that it is completely transparent from where each idea in your paper is drawn (e.g. from a particular page of a book or article or from your own investigations or opinions). Direct quotations must be clearly marked and cited as such. If there is any confusion on a point of academic integrity, please do not hesitate to contact me and ask. Respect for the intellectual property of others and the need to uphold honesty in academics should be of the greatest concern to us all.