

The Center for Cross-Cultural Study
Calle Harinas 16-18, Seville, Spain

EDML 392: Teaching English as a Foreign Language
Professor: José M. Moraga **Spring 2011**
Office Hours: Tuesdays/ Thursdays 16:30-17:00

OBJECTIVES

This course presents prospective ESL/EFL teachers with an overview of theories, methods and techniques pertinent to the TESOL field. Specifically the course covers issues related to first and second language acquisition, classroom management, current methodologies and techniques for the teaching of listening, speaking, and grammar. As part of their course work, students will assist in the Center's English language classes as well as plan, teach and evaluate lessons of their own design in these English classes. Furthermore, students will keep a language learning journal in which they relate issues connected with the course to their own learning of Spanish. In this way the course is designed to benefit those students who also seek to improve their own Spanish language acquisition.

STRUCTURE

The course is divided in two distinct parts; the first covering issues of first and second language acquisition, personality and factors involved in second language acquisition, an overview of language teaching in the English-speaking world and a review of methodologies which inform current practice. This first part is covered primarily through lecture and discussion of assigned readings. The second part of the course which roughly coincides with the student's incorporation in the Center's English classes is a much more practical approach to teaching adults and children in the four skill areas: listening, grammar, speaking and composition. The approach to these skill areas consists of one lecture class covering the issues involved and a second workshop class in which students design a lesson outline based on a hypothetical situation provided by the teacher. Towards the end of the course, students will make presentation of the lessons they have designed for their English classes before teaching the class.

TEXTBOOK

Brown, H. Douglas. Teaching By Principles, 3rd Edition. Upper Saddle River, NJ: Ed. Pearson ESL, 2007.

(N.B.: Further reading will be recommended as needed throughout the course)

GRADING STRUCTURE

* Participation	5 %
* Test 1	15 %
* Observation report	15 %
* Lesson Plan (15) and Presentation (5)	20 %

* Reflection Paper on lesson	5 %
* Language Learning Project Journal	20%
* Final Exam	<u>20 %</u>
	100%

EXPLANATION OF GRADING STRUCTURE

Participation: Every month I will grade your participation on a scale of "A" to "D". "D" means your presence subtracted from the quality of the class. "C" means you did nothing positive nor destructive. "B" means you were a good student, commenting intelligently on the readings. "A" means you went beyond the norm and made me consider something in a new light. At the end of the semester I will take these letter grades ***as well as the comments from your CNA classroom teachers*** to decide how many of the 5 available points I will give you.

Test and final: You can expect to find a combination of matching, short answer and essay questions on the test. The essay section carries the most value. In these essays, I am looking for an understanding of the question as well as an ability to critically analyze and draw connections between the topic and others related to the course. The final exam will consist of 5 questions given to the class one week before the date of the exam. Of those five questions, three will appear on the day of the exam and of those three, the student will choose two to answer in complete essay form.

Observation: At the beginning of the course, you will be assigned a CNA English language class to work in throughout the semester. Your attendance in the English class is mandatory as it is the prerequisite for gaining the confidence of the class. This confidence will be a vital factor in the success of your student teaching. In April, you will turn in a 4-6 page observation report focusing on one day in the class. This report should center on class activities and how they relate to the issues dealt with in our class. It is imperative that you treat the teacher and the class with respect; respect given will lead to respect returned, something you will appreciate more as the semester draws to a close and you need to work with the classroom teacher to develop a lesson that will have you alone in front of the class.

Lesson Plan and Presentation: Students will create a lesson plan for the class that they have been working in. The process of developing the lesson plan is one that requires extensive consultation with me and the professor of the class you are teaching. During the course, students, in consultation with the classroom teacher, will choose from the areas of speaking, listening and grammar as the focus of the lesson. Students will first present their lesson plans to our class on the assigned date. The purpose of these presentations is threefold: to give each student a "dress rehearsal" before teaching a real class in May, to give the class the opportunity to see the wide variety of possible lessons and to allow everyone to offer feedback to the student. All materials to be used in the lesson must be ready on the day of the presentation. After receiving feedback in their presentations, they will then turn in a formal version of the lesson plan.

Lesson Reflection Paper: In April, students must arrange with their classroom teacher a time when the student can give his/her lesson in May. This lesson must be given **after** the classroom presentation. After teaching the lesson, the student must turn in a 2-page self-

evaluation of how the lesson went, what things he/she would do differently and what you learned by the experience. This evaluation must be turned in no later than **the day of the final exam**.

Language Learning Journal: As learners of Spanish as a foreign language and students of this class, you are in a unique position to comment on the things we are studying about language learning and teaching in light of your own struggles and successes in Spanish. To take advantage of this, I require you to turn in a weekly journal entry of 2 pages which will attempt to connect your progress in Spanish with the content of this class. The journal can also be used to begin and extend a discussion with me on any class topic that interests you. I will respond to the journals individually with extended comments in the margins and at the bottom of the page. Do not lose the journals I return to you! (at least, save a copy to disc). You must turn in your compilation of journal entries on the last day of class. I will then grade all your entries as a whole. The journal requirements will be heavier in the beginning of the semester. As the semester advances, we will use the journals to communicate about your lesson plans.

SYLLABUS

Week 1	Enlightened Eclecticism: A brief history of language teaching
Week 2	Principles of Language Learning and Teaching
Week 3	First language acquisition
Week 4	Factors involved in second language acquisition
Week 5	Theories of second language acquisition
Week 6	Initiating Interaction: Group Work
Week 7	Teaching Grammar
Week 8	Teaching listening skills
Week 9	Presentations, lesson plans due
Week 10	Pronunciation. Teaching second language composition, journal compilations due
Final Exam:	Lesson Evaluations Due

SPECIFIC PROGRAM

Week of March 1	A brief history of language teaching methodologies: From Grammar/Translation to Communicative Language Teaching
Week of March 8	Cognitive, Socio-Affective and Linguistic Principles Underlying Second Language Acquisition
Week of March 15	Does First Language Acquisition (L1A) tell us anything about Second Language Acquisition (L2A)? Different schools of thought in L1A
Week of March 22	Becoming a better second language learner: Personality and

Cognitive and Affective factors influencing L2A

Week of March 29	Theories of L2A: Krashen's Monitor Hypothesis and Schmidt's Noticing Hypothesis. Test 1
Week of April 5	Initiating Interaction: Why group work works and why it fails. Lecture and workshop. Observation report due
Week of April 12	Grammar Instruction: What's right, what's wrong and why doesn't English have a Royal Academy of the English Language? Lecture and workshop
Week of April 26	Listening Skills: The psycholinguistics of listening and how we can use it to make listening easier for our students. Lecture and workshop
Week of May 3	Class Presentations. Lesson Plans due
Week of May 10	Teaching pronunciation. Lecture and workshop. Second Language Composition. What do good writers do? Composition correction guidelines and strategies. Journal compilations due
FINAL EXAM:	Lesson Reactions due