ENGL 360/560—Theory & Methodology of TESOL  
*Fall 2013, Tuesdays 4:00 – 6:40*  
*KFA 354*

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**Course Description**

English has become the *lingua franca* for many fields, including business, medicine, science, and air traffic control. English is so pervasive that some people even worry that it is contributing to language extinction, loss of local knowledge, and ongoing imperialistic oppression. Nonetheless, there is a great demand for English teachers throughout the world. Even in the United States, English as a Second Language (ESL) instruction has been in high demand. In Wisconsin during the past ten years, for example, the population of limited English proficiency (LEP) students has nearly doubled. English teaching, however, requires more than simply knowing how to communicate in English. Teaching languages requires knowledge of pedagogy, linguistics, psychology, sociology, and even anthropology. English teachers need competency in cross-cultural communication, understanding of second language acquisition processes, and basic lesson planning skills. This course aims to develop these skills and knowledge. It also examines the contexts of teaching and how our environment influences classroom practices. We will evaluate traditional instructional practices and explore techniques aimed at promoting more sustainable approaches. Above all, the course develops student understanding of the knowledge, attitudes and skills required to be an effective professional in this field. Success in this course will provide a foundation for a career that can lead you around the world to small villages in Japan or Uzbekistan to huge metropolitan areas like Mexico City or Seoul, or even somewhere like your own humble hometown, where newly arrived immigrants await to make your acquaintance and share language and culture with you.

**Course Objectives**

*By the end of the course, students will be able to:*

1. Identify global and local context features that influence instruction and learning,
2. Compare and evaluate traditional instructional practices with approaches that promote more sustainably oriented practices,
3. Use the basic terminology of TESOL to discuss language teaching issues,
4. Identify key features that differentiate teaching methods and put forth principled arguments for or against particular approaches, methods, and techniques,
5. Articulate learning objectives relevant to specific groups and types of learners,
6. Observe language classes and identify key techniques and their theoretical foundations,
7. Design and adapt activities that promote competency of specified learning objectives,
8. Develop lesson plans exhibiting best principles and practices,
9. Evaluate and critique techniques and methods from a best practices perspective,
10. Discuss options for how to meet the learning needs of diverse learners, and
11. Discern appropriate and inappropriate responses to questions and errors related to grammar and pronunciation,
12. Design effective lessons to cultivate speaking, listening, reading, and writing skills.
Course Requirements
This course meets once a week for 14 sessions; it is designed in a “workshop” format. There may be some lecture, but it will comprise a small amount of the course. Instead, students will be presented tasks and problems to solve, experiences to reflect upon, and activities to promote discussion. Students will work individually, in pairs, in groups, and through whole class discussions. The value of these experiences can only be received when students come to class prepared, with the reading and other homework completed. The readings will give you the contexts, conceptual knowledge, and terminology to successfully perceive the takeaways of class tasks. Consequently, being prepared for class is an important requirement of the course, as is attendance, which will be assessed indirectly by way of the class discussion and participation grade. The following are the other course requirements.

Sustainable Teaching Project
This project addresses the first two course learning objectives, cited on page one. Students will research about the different local and global contexts in which English is taught to speakers of other languages. ESL, EFL, EIL, EAP, and ELF are some of the acronyms used to distinguish contexts. Moreover, regardless of one’s local context, all life on earth is greatly affected by the impact of humans—our pollution, chemical products, overpopulation, radiation, and destruction of habitat and other species—upon our environment. This context also has an impact on the classroom. In this assignment, students should research and create a product (paper, presentation, digital story, etc.) that discusses how these contexts affect teaching and learning and what teachers can do to promote a more sustainable learning / teaching environment.

Observation Paper
This assignment addresses course learning objectives 2-4, 6, 9, & 10-11. By observing classes as an outside observer, you can gain important insight about the instructor role and teaching practice. Students should make an appointment with an ELT instructor and obtain permission to observe her or his class. During the observation students should take notes about what teacher and learners are doing. Later, classify class activities into FonF, FonFS, FonM, and determine whether the class is dominated by a synthetic or analytic approach. Students should then write a paper detailing what was observed and discussing what aspects of the class seemed most consistent with preferred practices identified in course readings and discussions.

Learning Objectives & Activities Project
This assignment assesses student achievement of the course learning objectives 5, 7, 10 and 12. For students working toward fulfillment of the Wisconsin DPI Standards, this assignment also partially fulfills Standard 2, which will require submission of assignment through Chalk and Wire. More details about this project will be given at a later time in class.

Lesson Plans
This assignment assesses student achievement of the course learning objectives 4-5, 7-8, 10, and 12). For students working toward fulfillment of the Wisconsin DPI Standards, this assignment also partially fulfills Standard 2.

Final Exam
The final exam is a comprehensive assessment of what you have learned in the course throughout the semester. It will be given at the assigned time during finals week, Thursday, Dec. 19th, 3:30 – 5:30PM.
Grading Criteria
Class discussion & participation  15%
Sustainable Teaching Project  15%
Learning Objectives & Activities Project  15%
Lesson Plans  15%
Observation Paper  15%
Final Exam  25%

Grade Calculations for Assignments & Final Grade
95-100 = A  
90-94 = A-  
87-89 = B+  
84-86 = B  
80-83 = B-  
77-79 = C+  
74-76 = C  
70-73 = C-  
67-69 = D+  
64-66 = D  
60-63 = D-  
0-59 = FAIL

In this class, an A or A- represents work that exceeds expectations, demonstrating clear understanding, effort, and achievement of all assignment objectives. B+, B, & B- will be assigned to work that exceeds expectations, demonstrating understanding, effort, and achievement of all assignment objectives, but which might be flawed in minor and superficial ways. Work that meets expectations satisfactorily will receive grades in the C range. Failure to meet expectations: D or F

Attendance: We have 14 class sessions; attendance is expected. Come to class with homework finished, readings done, and ready to move and talk.

Missed Exam: Each class involves assessment tasks. You will be assessed regarding work done outside of class. Some assessment tasks require you to present information, perform a role play demonstrating knowledge of the material, or produce a product exemplifying a concept, etc. Missing a class entails missing a chance to improve your grade. If you must miss the final exam, you should obtain official notice substantiating the need to reschedule; otherwise, the highest score possible on a make-up exam will be a “C.”

Class Expectations: Everyone (including the instructor) is expected to conduct themselves in a mature, responsible manner, meaning: treat each other with respect, turn off cell phones during class and project group work, and pay attention to presenters. Don’t waste time. Failure to meet this expectation will cause great disappointment and negatively impact grades.

The University of Wisconsin-River Falls strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment. If you have concerns about such behavior, contact your instructor, the Office of Student Rights & Responsibilities at 715-425-4555, or the Office of Equity, Diversity and Inclusion at 715-425-3833. For a list of prohibited behaviors and protected classes or to report online, please, see the following link: http://www.uwrf.edu/EquityDiversityInclusion/incident.cfm.

The University of Wisconsin-River Falls welcomes students with disabilities into its educational programs, activities, residential halls, and other programming and services on campus. Those who will need academic adjustments or accommodations for a disability should contact the Office of Student Ability Services at 715-425-4555. Decisions to allow adjustments and accommodations are made by the Office of Student Ability Services on the basis of clinical documentation the students provide to sufficiently indicate the nature of their situation. Additional information is at: http://www.uwrf.edu/AbilityServices/Index.cfm.
## Fall 2013 Tentative Course Schedule

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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| WEEK 1     | Course Introduction & Contexts of Teaching                             | • Read Syllabus & at least 3 of the readings numbered 1-6 below.  
• Complete self-assessment task & reflection 1 assignment (Sustainability Project, part 1). |
| 9/10       | *A Call for Sustainable Instruction Practices*                         |                                                                                                                                           |
| WEEK 2     | Second Language Acquisition: Theories of Learning                      | • Read “Learning” articles, number 11 & 12 below.  
• Submit short description of your language learning experiences using terminology from the readings. |
| 9/17       |                                                                       |                                                                                                                                           |
| WEEK 3     | Learner Variables I: Cognitive Factors                                 | • Submit Sustainability Project.  
• Begin Observation Assignment.  
• Readings 7, 9 & 10  
• Objectives Task (Online) |
| 9/24       | *Articulating Learning Objectives for Specific Audiences*              |                                                                                                                                           |
| WEEK 4     | Learner Variables II: Affective Factors                                | • Continue Observation Assignment  
• Reading 8  
• Complete online learner variable tasks. |
| 10/1       | *Refining & Adapting Learning Objectives*                              |                                                                                                                                           |
| WEEK 5     | Language I: Focus on FormS                                             | • Readings 15, review reading 12  
• Submit Observation Assignment 1 |
| 10/8       | *Grammar in language teaching*                                         |                                                                                                                                           |
| WEEK 6     | Language II                                                           | • Reading 14  
•提交Observation Assignment 1 |
| 10/15      | *Vocabulary in language teaching*                                      |                                                                                                                                           |
| WEEK 7     | Language III                                                          | • Reading 13  
•提交Observation Assignment 1 |
| 10/22      | *Pronunciation in language teaching*                                   |                                                                                                                                           |
| WEEK 8     | Receptive Skills I: Listening                                          | • Reading 20  
•提交Observation Assignment 1 |
| 10/29      | Receptive Skills II: Reading                                           |                                                                                                                                           |
| WEEK 9     |                                                                                 | • Reading 18  
•提交Observation Assignment 1 |
| 11/5       |                                                                                 |                                                                                                                                           |
| WEEK 10    | Productive Skills I: Speaking                                          | • Reading 16  
•提交Observation Assignment 1 |
| 11/12      | Productive Skills II: Writing                                          | • Reading 21  
•提交Observation Assignment 1 |
| WEEK 11    |                                                                                 | • Reading 19  
•提交Observation Assignment 1 |
| 11/19      | Group Dynamics & Motivation                                            |                                                                                                                                           |
| WEEK 12    |                                                                                 | • Reading 17  
•提交Observation Assignment 1 |
| 11/26      |                                                                                 |                                                                                                                                           |
| WEEK 13    | Feedback, Questions, Planning for Serendipity                          | • Reading 17  
•提交Observation Assignment 1 |
| 12/3       |                                                                                 |                                                                                                                                           |
Students taking the course for graduate credit:
All the above requirements must be completed with at least a “B” grade, and constitute 40% of your overall course grade. See the grad student addendum that goes with this course for more information about the complete requirements of ENGL 560.

Course Texts—Available in PDF format on D2L
Course readings aim to provide perspectives on course topics, as well as introduce relevant terminology, concepts, and conceptual frameworks related to TESOL methodological issues. Some of the readings present research in the field or an overview of ongoing research. Others present an author’s opinion regarding issues the profession has been debating. When you read these articles, you are entering into a discussion in the field. Your lack of the background of the discussion might make the reading difficult to grasp at first. Try to imagine the context of the discussion—usually language teaching or second language acquisition research. Focus on the key concepts and understanding their relevance to teaching. Record any questions you have and raise them in class, by email, or at our D2L reading discussion board.

Contexts of Language Teaching

Learner Variables

Learning

**Language Fundamentals**

**Skills & Coaching**

**Students working toward Teaching Licensure**

There is a portfolio requirement embedded in this course as part of your professional education licensure program. To receive a grade for this class, you will upload an artifact and reflection that must meet the standard as assessed by the instructor of this course. Not successfully completing the portfolio requirement will result in a grade of "satisfactory progress (SP)" for the class.

As outlined in the Faculty and Academic Staff Handbook, Chapter VIII, 8.2.17.2, "A grade of satisfactory progress (SP) may be given by the instructor when the work of the course extends logically or for pedagogical reasons beyond the end of the term. The instructor will give the SP after assessing that the work to date demonstrates progress. If the work is not completed at the conclusion of two semesters and the instructor does not submit a grade, the course grade becomes an F. The student is responsible for being aware of the financial aid implications on his/her grades"