

**GS5203/423.22 METHODS AND MATERIALS IN TESOL
PROVIDENCE COLLEGE & SEMINARY**

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SYLLABUS

I. Course Description

This course is a practical course dealing with methods, techniques and materials in teaching the four basic language skills: listening, speaking, reading, and writing. The communicative approach will be emphasised, dealing with such topics as planning integrated lessons, grouping for cooperative learning, designing tasks and teaching the multi-level classroom.

II. Course Objectives

At the end of the term, students should be able to do the following:

1. understand the roles of the teacher and learner in the classroom.
2. evaluate and prepare ESL instructional tasks and materials.
3. know and use various teaching techniques.

III. Required Textbooks

Bell, Jill and B. Burnaby, *A Handbook for ESL Literacy*. Toronto: OISE, 1984.

Canadian Benchmarks, Citizenship and Immigration Canada, 2005.

Hedge, Tricia. *Teaching & Learning in the Language Classroom*. Oxford: Oxford University Press, 2000.

Tiessen, Gail. *Faith Journey II: Following God's Plan*, Otterburne, 2006.

Tiessen, Gail, *The Peace Seekers*, Steinbach, 1995.

Pettis, Joanne, *Manitoba Adult EAL Curriculum Framework Foundations 2009*.

Manitoba Labour and Immigration, Adult Language Training Branch. 2009. (*available in PDF on Blackboard*)

Class notes: Methods & Materials,

IV. Schedule

DATE	TOPIC	READINGS	ASSIGNMENTS
January 13	Doing a Learners' Needs Assessment		
January 20	Understanding The Adult Learner		
January 27	Communicative Competence	Ch 2 [72#1 & 73#4]	Assessment Tool
February 3	Designing a Language Curriculum	Ch 3 [102#3 & #4] J. Pettis	
February 10	Factors Influencing Success in Developing Language Proficiency	Ch 1 [40#5 & 41#7]	
February 17	Planning Integrated task based lessons		Reflection Paper
February 24	Focus on Language	Ch 4 & 5 [180#5]	
March 3	Reading Week (March 1 nd - 5 th) No Classes		
March 10	Classroom Management Focus on Receptive Skills: Listening		Task Analysis
March 17	Focussing on Receptive Skills: Reading	Ch 6 [222#3]	Listening Task
March 24	Focussing on Productive Skills: Speaking	Ch 8 [294 #4]	
March 31	Focussing on Productive Skills: Writing	Ch 9 [330#4 & #5]	Book Report
April 7	Assessment & Evaluation Developing an integrated unit	Ch 10 & 11 [372#5 & 397#1] J. Pettis	
April 14	Integrated Unit Prep		
April 21	No Examination		Integrated Unit

V. Tasks and Grading

1.	Participation	5%
2.	Textbook Readings	20%
3.	Class presentation of Task from Faith Encounters	10%
4.	Assessment tool	10%
5.	Reflection paper	5%
6.	Task Analysis	10%
7.	Listening Task	10%
8.	Book Report	10%
9.	Integrated Unit	20%

VI. Task Requirements and Criteria

1. Active participation is important.
Value: 5%
2. Readings: A task to learn from textbooks.
Read the assigned chapters and sections from the text and turn in a written response to the questions listed each week.
Criteria: punctuality, completeness.
Value: 20%
3. Task Presentation: A task to develop teaching skills:
 - Sign up for one of the tasks from *Faith Journey II: Following God's Plan* {Note that some days have more than one task listed– you may choose the ONE you will use}
 - Prepare and lead the whole class in doing the designated task
 - The time indicated in the side bar is for ESL classroom teaching, adapt your task to fit into a 15 minute time period of our class
 - At the end of the task, lead a discussion on how the task illustrates the point of the topic of the class.
 - Also, lead a discussion on how this task could be adapted to other topic, themes, or language proficiency level.
Criteria: clarity, preparedness, length.
Due: date assigned.
Value: 10%

Note: Students that are not ready to present on the day assigned may be allowed to sign up for another presentation, but will only be assigned a pass/fail grade (60% being the highest possible grade).
4. Assessment tool: A task to prepare an assessment tool for use in an ESL program.
 - a) Form a group of 3 or 4 class members.
 - b) Prepare an assessment tool that assesses the proficiency of your students in the 4 macro skills, as well as gives you the background knowledge about them that you need.

This assessment tool must be adaptable or cover all language levels (beginner, high beginner, intermediate, and advanced).

Your assessment tool should provide information of your students in the following areas:

- Personal Information
- Educational Information
- Situational Information
- Competency Information
- Topics of Interest

(*Me&M notes, pg. 3.5*)

- c) Submit all instructions and materials.
Criteria: appropriateness, thoroughness, punctuality.
Due: Jan. 27, 2010 Value: 10%

5. A Reflection Paper: A writing task to examine personal style.
Write a 3-5 page reflection paper on your learning style. Examine how your learning style might influence your role as a teacher. Discuss ways in which your natural tendencies would be both helpful and detrimental to you in teaching English and working with others.
Criteria: punctuality, personal insights, format, following directions, written expression, clarity.
Due: Feb. 17, 2010
Value: 5%
6. Task Analysis: A task for analysing the learning tasks in a unit of *The Peace Seekers*:
- a. Activities
 - i) List the learning activities in the chapter.
 - ii) Categorize the tasks according to the following : Type of task (HBLT), cognitive processes (e.g. ordering, reasoning etc), task outcome, authenticity,
 - b. Input
 - i) Make a list of all the input for learning tasks in the chapter.
 - ii) Categorise the input as to whether it is authentic or non-authentic.
 - c. Goals
 - i) List the general goals evident in the unit (communicative, socio-cultural, learning how to learn, language awareness).
 - ii) List the specific goals of the learning tasks in the chapter.: language, content, strategies
 - iii) List the macro skills being developed.
 - d. Roles

What seem to be the assumptions re:

 - i) the role of the learner?
 - ii) the role of the teacher?
 - e. Setting
 - i) List the possible learner groupings in the tasks.
 - ii) Are all the tasks done in the classroom?

Criteria: punctuality, thoroughness, insights, clarity.

Due: March 10, 2010

Value 10%

7. Focusing on Listening: A task to demonstrate the grading and sequencing of listening tasks:
- Prepare an authentic listening text.
 - Prepare four (4) listening tasks which are graded from least difficult to most difficult related to the text.
 - Include all materials: tape, script, task instructions, and handouts.

Criteria: appropriateness, creativity, gradation, punctuality.

Due: March 17, 2010

Value 10%

8. Book Report: A reading and writing task to gain knowledge about teaching ESL Literacy

a) Read the book, Jill Bell's A Handbook for ESL Literacy.

b) Write a 3-4 page book report.

Criteria: following directions, format, completeness, style, punctuality.

Due: March 31, 2010

Value 10%

9. An Integrated Unit: A task to learn how to prepare a text –based, task based, integrated unit.

a) Choose a particular discourse text to prepare a content-based unit for a particular group of learners.

b) Integrate content, skill development, language and strategy training in the context of a communicative lesson format.

c) Include tasks that cover all four macro-skills (reading, writing, listening, speaking), and all four competencies (linguistic – grammar, vocabulary, pronunciation, socio-linguistic, discourse and strategic). One task may include and integrate more than one of the aspects above. Your unit should include H/B/L/T elements.

d) Submit the unit, task instructions, and materials.

e) The unit will be graded from both a prospective employer's point of view as well as a teacher trainers point of view.

Criteria:

Prospective employer criteria: overall presentation and **product** in terms of layout, neatness, clarity and overall impression.

Teacher Trainer criteria: overall **process**, integration, thoroughness, level and text appropriateness, theme, context, and following directions.

Due: April 21, 2010

Value 20%.

VII. Academic Policies

Percentage to Letter-Grade Breakdown

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	-60
A	94-96	B	84-84	C	74-76	D	64-66		
A-	90-93	B-	80-83	C-	70-73	D-	60-63		

Late Assignments: Assignments must be handed in by 4:30pm on the due date listed in the syllabus unless otherwise specified in the syllabus. If you must hand in an assignment late, submit a letter explaining the reason for the lateness and any documentation you may have for the delay. I will decide if any deductions will be taken off at that time. 5% will be taken off for every day an assignment is late. Once I have handed back all assignments, if your assignment has not been handed in at that point, at best you will receive a pass grade.

Attendance and late policy: If you are absent for more than 3 days (the equivalent of 6 classes), you will receive an automatic failure in the course. To discourage lateness, 3 late arrivals will count as one absence.

Academic Honesty

I have the expectation that every assignment is done with scholastic integrity and honesty. Assignments that are plagiarized (i.e. work that is not the students' own work) will be given a grade of zero.

Information and Communication Technologies in the Classroom

Student use of information and communication technologies for purposes other than class note-taking is not allowed in the classroom, as students are expected to give their total attention to class activities. Use of cell-phones or iPods is never appropriate in the classroom, and use of laptop computers to play games, chat with others, browse the internet, or engage material not related to the class is always distracting to classmates and disrespectful to the instructor. Unlike some other post-secondary institutions, Providence has not yet found it necessary to ban laptops from the classroom, or prevent wireless internet access in classrooms. Only judicious use of them will keep it that way.

**VII. Sign up Sheet for *Faith Journey II* Class Presentation Tasks
{Methods and Materials}**

Date	Task	Name
January 27	11:8 Saying Thanks	
	15:3 Peter's Speech	
February 3	2:1 Sculpt a Scene	
	6:7 Preparing for the Passover	
February 10	11:4 My Home Town	
February 17	1:3 Fishing Vocabulary	
	3:4 Watch and Follow	
February 24	2:8 Fear and Faith	
	8:1 Effective Listening 10:3 Listening to the Windstorm	
March 10	10:4 Gift, Explanation, Response	
	13:5 What Really Happened?	
March 17	3:1 When Someone Is Sick...	
	10:1 Give One, Get One	

March 24	14:8 Two Passovers	
	3:8 Difficult Times	
March 31	9:8 Talking About Love	
	7:8 Making Headlines in Jerusalem	