

EN 334: Introduction to TESOL Methods

TR 11-12:15
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 Office hrs: TR 1:00-2:00
 (or by appt)

Description of the course:

This course is an introductory survey of methods of teaching English as a second or foreign language, with a focus on theory and rationale, and techniques and materials. Emphasis will be on developing your ability to critically evaluate methods and materials, as well as familiarizing you with current issues in the teaching of ESL/EFL or other second or foreign languages.

Requirements:

Under-grads; special students:	Grads:	2 take-home essay examinations. The questions will be based on our readings, lectures, presentations, and discussions. The first exam, given out in mid-semester, will cover material to that date, and the second exam, given out toward the end of the semester, will cover material from mid-semester to the end.
70%	60%	
20%	15%	Practical experience: tutoring/assisting (20 hours) + observations of language classes (total = 4) at two or more sites. Short written report of your practical experience as well as of each observation (total reports = 5). (Each report should be about 2 pages.) <u>Due Thurs.12/9.</u>
Not required	15%	Materials project: this will include 1) a description of the language learners (hypothetical or not) and their needs; 2) what, specifically, you plan to teach them; 3) how you will teach it (explain your method and materials, and include a rationale which shows that your method and materials reflect current thought); 4) a practical lesson plan for one class period, with the materials attached; 5) suggestions for evaluating what the students have learned. <u>Due 11/18.</u>

cont'd

Requirements, cont'd

Under-
grads;
special
students

Grads:

10%

10%

With another student(s), present some material to our class and lead a discussion of it, linking it to our readings.

Required texts: (available at the University Bookstore)

- 1) Celce-Murcia, M. (Ed.) (2001). *Teaching English as a Second or Foreign Language*. 3rd Edition. Heinle & Heinle, Publishers.
- 2) Ur, P. (2002). *Grammar Practice Activities: A Practical Guide for Teachers*. Cambridge University Press.

Calendar: (please note: the readings are listed by last name of the author(s) in each of the Celce-Murcia chapters; sections of the Ur text are listed as "Ur" with relevant section or pages specified)

Week 1
9/2

OVERVIEW AND BACKGROUND

Week 2
9/7; 9/9

SOME EARLIER METHODS; GENERAL CURRENT DIRECTIONS

Rdg: Celce-Murcia (chapter in Celce-Murcia collection);
Savignon;

Week 3
9/14; 9/16

CONSIDERATIONS IN LANGUAGE TEACHING

Rdg: Crookes and Chaudron; Medgyes

Week 4
9/21; 9/23

TEACHING VOCABULARY AND LISTENING

Rdg: DeCarrico; Morley; Peterson

Week 5
9/28; 9/30

TEACHING SPEAKING AND PRONUNCIATION

Rdg: Lazaraton; Peck; Goodwin

Week 6 **TEACHING READING**

10/5; 10/7

Rdg: Ediger; Weinstein; Grabe and Stoller

Week 7 **TEACHING WRITING**

10/12; 10/14

Rdg: Olshtain; Kroll; Frodesen

Note: Exam #1 given out Thurs.10/14; due Thurs.10/21

Week 8 **TEACHING GRAMMAR: GUIDELINES**

10/19; 10/21

Rdg: Fotos; Larsen-Freeman

Week 9 **TEACHING GRAMMAR: GUIDELINES, cont'd**

10/26; 10/28

Rdg: Ur, pp. 4-43

Week 10 **TEACHING GRAMMAR: ACTIVITIES**

11/2; 11/4

Focus: Ur, pp. 44-180

Week 11 **TEACHING GRAMMAR: ACTIVITIES, cont'd**

11/9; 11/11

Focus: Ur, pp. 181-282

Week 12 **CONSIDERING CHARACTERISTICS OF THE LEARNER**

11/16; 11/18

Rdg: Oxford; Hawkins; Hilles and Sutton

Note: Materials project due by Thurs.11/18.

Week 13 **ENGLISH FOR SPECIFIC PURPOSES (ESP) AND CONTENT-BASED MODELS**

11/23

Rdg: Johns and Price-Machado; Snow

Week 14 **TAKING CULTURE INTO ACCOUNT**

11/30; 12/2

Rdg: Hinkel; Murphy; Brinton

Week 15 & 16 **ASSESSMENT; PLANNING LESSONS AND SYLLABI**

12/7; 12/9
12/14

Note: Reports due by Thurs.12/9.

Exam #2 given out Thurs.12/9; due Thurs.12/16.
