EDTR 268
TESOL Methods: Theory to Practice
3 Credits

Community College of Baltimore County
Common Course Outline

Description

EDTR 268 – TESOL Methods: Theory to Practice: This course introduces the principles of teaching English to speakers of other languages (TESOL) and prepares students to begin to conduct and/or support English as a second language (ESL) or English as a foreign language (EFL) instruction in the US or abroad in adult, community, and post-secondary education contexts as well as in K-12 support contexts. Major topics include the process of language acquisition, instructional principles and practice, English language teaching methods and approaches, lesson planning, literacy, and the roles of culture and technology in the English language classroom. The course provides opportunities for peer teaching and requires observation of English language classes along with tutoring, teaching, or assisting in teaching English language learners. This course and the other courses in the TESOL series also prepare students and existing educators to pursue the ESOL K-12 Praxis examination credential.

Pre-requisites: ACLT 052 or ACLT 053 or (ESOL 052 and ESOL 054)

Overall Course Objectives

Upon completion of this course, students will be able to:

1. describe the processes and intersections of first and second language acquisition;
2. identify major conventions and patterns of English;
3. explain the process of literacy development and teaching literacy;
4. explain factors involved in teaching in different modalities;
5. identify factors involved in creating a supportive and respectful learning environment;
6. examine the role of culture in the classroom;
7. critique lesson plans;
8. design lesson and unit plans to teach core English language skills;
9. use varied instructional methods and techniques in English language teaching, including communicative language practices;
10. apply in instruction the educational principles of activating prior knowledge and scaffolding language learning;
11. design instructional activities that incorporate culture and technology into English language teaching and learning;
12. evaluate options for instructional materials to make appropriate selections;
13. assess English language learners' linguistic and intercultural abilities and needs; and
14. evaluate student work to provide appropriate feedback.

The Common Course Outline (CCO) determines the essential nature of each course.
For more information, see your professor's syllabus.

Major Topics

I. What is TESOL?
    a. Acronyms
    b. The state of the field
    c. The wide-ranging contexts of English language instruction: Learning from practitioners

II. The process of language acquisition
    a. First- versus second-language acquisition
    b. Learning preferences
    c. Affective factors

III. The English language
    a. Major conventions and patterns
    b. Multiple varieties of English and the sociopolitical context of language
    c. Social and academic language functions in ESL

IV. The role of culture in English language teaching and learning
    a. Relationships between language and culture
    b. Students' and teacher's cultures in the classroom
    c. Culture and the curriculum
    d. Sociolinguistics and the classroom
    e. Cultural bias and stereotyping
    f. Acculturation versus assimilation

V. The role of technology in English language teaching and learning
    a. Technology in the classroom
    b. Online resources
    c. Basic considerations for face-to-face versus online instruction

VI. Literacy
    a. Literacy development
    b. Literacy instruction in ESL
    c. Literacy transfer across languages

VII. The supportive learning environment

VIII. Lesson planning
    a. Developing learning objectives
    b. Activating prior knowledge
    c. Scaffolding language instruction
    d. Designing basic instruction: lessons and units in ESL
    e. Teaching core language skills: reading, writing, listening, speaking, grammar, and vocabulary
    f. Contextualizing English language instruction: Task- and content-based approaches

IX. Instructional methods in TESOL: Theories and practice
    a. Past and present approaches and trends in TESOL
    b. Communicative language practices
    c. Instruction in varied modalities
    d. Basic needs assessments
    e. Authentic materials and meaningful communication
    f. Selection of instructional materials
    g. Process of adapting materials

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        h. Affective factors influencing learning
   X.   Basic assessment and feedback
  XI.   Instructional practice
        a. Critically observing and evaluating in-class instruction
        b. Tutoring and/or teaching

Course Requirements

Grading will be determined by the individual faculty member, but shall include the following, at minimum:

- A mid-term examination and a final examination
- Three class presentations, including at least two mock teaching assignments
- Two written lesson or unit plan assignments
- Class observation reports reflecting a minimum of five hours of observations
- Tutoring and teaching reports reflecting a minimum of seven and a half hours of tutoring and/or teaching activities

Written assignments and research projects: Students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

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