

INTRODUCTION TO PEDAGOGY AND PRACTICES FOR TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL METHODS)

UNIVERSITY OF OREGON, COLLEGE OF ARTS AND SCIENCES, AMERICAN ENGLISH INSTITUTE

Course Overview

This course provides participants with up-to-date information about current methodologies associated with teaching English language learners (ELLs) in various learning contexts. Participants discuss and apply a wide variety of strategies and techniques for teaching English to speakers of other languages (TESOL). While exploring best practices for teaching English, participants learn how to create an effective and communicative language classroom for all ELLs. In addition, participants will examine the meaning of best practices in the context of English teaching in the 21st century.

Learning Objectives

By the end of this course, participants will be able to:

- Engage in reflection on how their current teaching practices align with best practices in TESOL and what changes might be needed.
- Engage in several methods of constructive peer feedback and self-assessment.
- Incorporate a variety of techniques and approaches (collaborative learning, project-based learning, use of authentic materials, Web 2.0, etc.) into their teaching.
- Create global, professional connections with colleagues in the field of English Language Learning and Teaching that continue beyond the scope of the TESOL Methods course.

Course Scope and Sequence

Week 1: Self-Introductions. Community Building. "What makes a good discussion?"

Week 2: Learning Objectives. Task #1: Community-building activity.

Week 3: Cooperative/Collaborative Learning.

Week 4: Authentic Materials. Task #2: Cooperative or collaborative Learning Activity.

Week 5: Technology in Language Learning.

Week 6: Assessment. Task #3: Lesson plan for Authentic materials or for Technology.

Week 7: Project-Based Learning.

Week 8: Learner Feedback and Error Correction. Task #4: Lesson plan for Project-based Learning or for Assessment/Feedback.

Week 9: Classroom Management. Submission of *Growth and Learning Portfolio*.

Week 10: *Growth and Learning Portfolio* and peer feedback.



Course Requirements for Certificate of Completion

This class is Pass/No Pass. Participants must satisfactorily complete the course final project and all course work with a final score of 70-100% to receive a certificate of completion.

Course participants will be required to:

1. Read assigned texts and submit at least four posts a week that demonstrate understanding of and response to key concepts (35% of total score).
2. Complete a weekly 5-point multiple-choice quiz on the course topics (10% of total score).
3. Submit 4 tasks that demonstrate application of the course topics: creating a community-building activity, creating a collaborative learning lesson plan, creating a lesson plan that incorporates authentic materials or technology, and designing an alternative assessment or project (35% of total score).
4. Provide peer feedback on tasks.
5. Submit a growth and learning portfolio that demonstrates personal growth and learning as a teacher as a result of the course (20% of total score).

Sample Materials and Resources

Other resources may be added or substituted according to participants' needs and interests, and new developments in the field.

- Atherton, J. S. (2013). *Learning and teaching: Constructivism in learning*. Retrieved from <http://www.learningandteaching.info/learning/constructivism.htm>
- Education Oasis Staff. (2011). *Learning objectives: Stems and samples*. Retrieved from http://www.educationoasis.com/curriculum/LP/LP_resources/lesson_objectives.htm
- Graves, K. (2000). Formulating goals and objectives. *Designing language courses: A guide for teachers* (pp. 75-79). Boston: Heinle & Heinle.
- Harbison, C. (2012). *How to build a stronger sense of community in the classroom*. (Used with permission of the author).
- Kozar, O. (2010). Towards better group work: Seeing the difference between cooperation and collaboration. *English Teaching Forum*, 48(2), 16-23. Retrieved from http://americanenglish.state.gov/files/ae/resource_files/48_2-etf-towards-better-group-work-seeing-the-difference-between-cooperation-and-collaboration.pdf
- Sulich, M. (2004). Keeping discipline in the classroom. *English Teaching Forum*, 42(3), 32-25. Retrieved from http://americanenglish.state.gov/files/ae/resource_files/04-42-3-g.pdf
- University of Oregon, Teaching Effectiveness Program. (2014). *What are learning objectives?* Retrieved from <http://tep.uoregon.edu/resources/assessment/learningobjectives.html>
- Wilson, L. (2013). Bloom's taxonomy revised. *The Second Principle*. Retrieved from <http://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/>

¹ This course was updated in Fall 2014, so as to complement and not overly duplicate the *Shaping* materials which were in use in the two MOOCs housed on the Coursera platform Spring 2015 – Fall 2015.