

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

U.S. DEPARTMENT OF STATE - E-TEACHER SCHOLARSHIP PROGRAM
UNIVERSITY OF OREGON, DEPARTMENT OF LINGUISTICS, AMERICAN ENGLISH INSTITUTE

Course Overview

This course is designed to instruct participants on current methodologies, strategies, and techniques associated with teaching English language learners (ELLs) of different ages in various learning contexts. Participants will discuss and practice 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. In addition, participants will examine what “best practices” means in the context of teaching English in the twenty-first century. This course is based partially on the U.S. Department of State’s *Shaping the Way We Teach English* materials.

Special requirements: None; appropriate for teachers of all audiences.

Learning Objectives

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

- demonstrate understanding of the course material through online discussion
- create behavioral objectives for the courses they teach
- create or locate effective alternative assessment instruments to evaluate student work
- develop and practice language teaching and classroom management techniques for teaching EFL to learners of all ages
- incorporate self and peer feedback into their courses
- incorporate a variety of techniques (collaborative learning, project-based learning, differentiated instruction, Web 2.0) into their teaching
- create an action plan for one of their courses that incorporates the topics and techniques from the course
- effectively evaluate areas for improvement in their own teaching and make a specific plan for change
- give constructive feedback to peers on their action plans
- develop themselves professionally in the field of TESOL by participating in a virtual community of practice and preparing materials to share in their local community of professionals

Course Scope and Sequence

Week 1: Self-introductions; discussing what makes a good discussion; *Shaping Module 1: Contextualizing Language*

Week 2: Collaborative and cooperative learning; *Shaping Module 12: Younger Learners*

Week 3: *Shaping Module 6: Managing Large Classes*; multilevel classes and differentiated instruction

Week 4: Setting learning objectives

Week 5: *Shaping Module 10: Alternative Assessment, Rubrics*

Week 6: *Shaping Module 11: Individual Learner Differences; Shaping Module 5: Learner Feedback*; final Action Plan task #1: course and student description

Week 7: Project-based learning; final Action Plan task #2: issue or challenge

Week 8: *Shaping Module 8: Authentic Materials; Shaping Module 9: Critical and Creative Thinking*; final Action Plan task #3: innovation that addresses issue or challenge

Week 9: Technology; *Shaping Module 13: Peer Observations*; submit final Action Plan

Week 10: Final Action Plans and peer feedback

Course Requirements for Certificate of Completion

Course participants will be required to

- read assigned texts, watch assigned videos, and submit at least two posts a week on the topics that demonstrate understanding of key concepts
- submit learning objectives and assessment tools for their own courses
- create a final Action Plan, for use in one of their own courses, in segments over the course of the term
- give constructive feedback on peers' final Action Plans

This class is pass/no pass. Participants receive a final score (maximum = 100 percent) at the end of the course. Participants with a final score of 70 percent or higher will pass the course.

Participants each receive an overall percentage score and grade for this class based on work in two areas: online discussions and tasks (75 percent of the total grade), and final action plan (25 percent). The instructors provide feedback in a combination of points and written comments.

Weekly Online Group Discussions and Tasks (75 percent of total score). Participants individually contribute (post) substantive comments to a minimum of two discussions per week. A variety of discussion topics will be available each week on pedagogical issues, and practical teaching tips and techniques. In weeks 4–5, participants will submit original learning objectives and assessment tools for use in their own courses. In weeks 6–8, participants will submit steps 1–3 of their final action plans for feedback from the instructor.

Final Action Plan (25 percent of total score). The final action plan consists of a detailed plan for implementing new techniques in the participants' own courses. The action plan must include

- a course description
- an issue or challenge to be solved
- new techniques and innovations to address the issue
- a detailed plan for making the change along with a list of resources
- a detailed timeline
- a discussion of the benefits and challenges of the change
- an appropriate assessment tool for measuring the degree of success of the change

Sample Materials and Resources

- *Shaping the Way We Teach English: Successful Practices Around the World* and other assorted resources: <http://americanenglish.state.gov/materials-teaching-english>