Term Information

Effective Term          Autumn 2014
Previous Value          Autumn 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Change course title to “Methods and Culture in TESOL”

What is the rationale for the proposed change(s)?
To highlight the role of culture as a factor in TESOL methods and L2 instruction, which is already being addressed in this course. Culture is already explicitly stated in the course description; changing the title would provide further emphasis and more-fully describe the scope of the course.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
The new course title will better summarize the range of topics covered in EDUTL 5615.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area          Education: Teaching & Learning
Fiscal Unit/Academic Org         School of Teaching & Learning - D1275
College/Academic Group         Education & Human Ecology
Level/Career               Graduate, Undergraduate
Course Number/Catalog                    5615
Course Title                          Methods and Culture in TESOL
Previous Value                      TESOL Methods
Transcript Abbreviation               Mthds & Cltr TESOL
Previous Value                      TESOL Methods
Course Description
Study of the use of new instructional materials for intermediate and advanced TESOL classes; teaching of reading, writing, literature, and culture; evaluation.
Semester Credit Hours/Units                Fixed: 3

Offering Information

Length Of Course                        14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course                Sometimes
Does any section of this course have a distance education component? No
Grading Basis                           Letter Grade
Repeatable                              No
Course Components                       Lecture
Grade Roster Component                   Lecture
Credit Available by Exam                 No
Admission Condition Course               No
Off Campus                              Sometimes
Campus of Offering                      Columbus
Prerequisites and Exclusions

Prerequisites/Corequisites
Prereq: Enrollment in Education major, Master in Education program, graduate non-degree or undergraduate non-degree (Extended Education) program.

Exclusions
Not open to students with credit for 640.

Cross-Listings

Subject/CIP Code

Subject/CIP Code 13.1306
Subsidy Level Masters Course
Intended Rank Senior, Masters, Professional

Requirement/Elective Designation
Required for this unit’s degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes
• Demonstrate knowledge of current TESOL methodology
• Plan lessons based on current TESOL methodology
• Demonstrate understanding of relationship of methods to theories of second language learning
• Demonstrate understanding of culture’s role in learning

Previous Value
• Demonstrate knowledge of current TESOL methodology
• Plan lessons based on current TESOL methodology
• Demonstrate understanding of relationship of methods to theories of second language learning

Content Topic List
• Overview of methodologies
• Methods of teaching reading/writing
• Methods of teaching listening/speaking
• Evaluation and adaptation of ESL materials
• Culture in L2 learning and instruction

Previous Value
• Overview of methodologies
• Methods of teaching reading/writing
• Methods of teaching listening/speaking
• Evaluation and adaptation of ESL materials

Attachments
• EDUTL 5615 (Course Description REVISED).doc: Revised syllabus 12/20/13
  (Syllabus. Owner: Wisnor, Steven Thomas)
• EDUTL 5615 (Course Description REVISED).doc: Revised Syllabus March 2014
  (Syllabus. Owner: Wisnor, Steven Thomas)
Comments

- Approved by Undergraduate Studies. (by Mercerhill,Jessica Leigh on 03/10/2014 04:00 PM)

- Updated syllabus added from Jess and Alan, March 10, 2014. (by Wisnor,Steven Thomas on 03/10/2014 09:13 AM)

Workflow Information

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EDTL 5615  Methods and Culture in TESOL

4:30-6:50 Thursdays   388 Arps Hall

Instructor:  Dr. Alan Hirvela
Office:  219 Arps Hall
E-Mail:  hirvela.1@osu.edu (school only; no email access at home)
Telephone:  292-0137
Mailbox:  327 Arps Hall
Office Hours:  Wednesdays, 2:00-5:00 (sign-up sheet on my office door)
Other times available by appointment

COURSE DESCRIPTION
This course introduces students to theories, perspectives, and techniques related to teaching a second (SL) or foreign (FL) language. Though much of the course’s content focuses on the teaching of English as a second/foreign language, the principles and techniques it reviews can be applied to the teaching of any language. Its primary aim is to lay a foundation on which students can develop their own philosophy of and approach to SL/FL instruction and adapt what they have learned to their own teaching circumstances. This is accomplished mainly by reviewing a number of commonly used approaches to SL/FL instruction. This includes discussion of the theories of language and language learning underlying them. By examining a wide range of teaching approaches, students will be empowered to select the approach(es) best suited to their needs and beliefs. In addition to providing students with a grounding in principles and beliefs guiding SL/FL instruction, the course examines the role of culture in SL/FL learning and teaching. The purposes here are to identify and discuss important aspects of culture and to demonstrate the close and intricate relationship between culture and SL/FL instruction.

Because this course is required for the MA program, as well as the TESOL BS.Ed. and TESOL Endorsement programs (both of which are teacher licensure programs), it has to provide content which serves each of these audiences. For the MA students, the intended target group for their teaching is likely to be overseas, while for the TESOL BS.Ed. and Endorsement students, the target audience is English Language Learners (ELLS) in local schools. Furthermore, the BS.Ed. and Endorsement students need to pay close attention to state and national standards for ELL instruction (which is not necessary for MA students). These represent very different teaching contexts. So, to some extent, the needs of these two audiences in the course differ; hence, there will be times when the course content is more appropriate or relevant to one audience than to the other. Also, to account for the differing needs of these two audiences, some course assignments will vary.

Taking into account the information above, for students pursuing the TESOL BS.Ed. or Endorsement, this course will draw attention to information and issues related specifically to teaching ELLs in local schools. It will also introduce relevant standards related to TESOL instruction, and some of the course’s assignments will be closely
aligned with those standards. This information will be of considerable importance in other courses taken to complete teacher licensure.

For students pursuing the MA degree, the course content will “set the stage” for other MA courses and will help prepare you to teach English as a second or foreign language or another language (e.g., Chinese as a foreign language). That is, it will provide important theories, ideas, and information that will be drawn upon in later courses.

Class sessions are a combination of lectures, whole-class discussions, group discussions, and group presentations.

**REQUIRED TEXTS (for all students)**


*(for TESOL BS.Ed. and Endorsement students only)*

- *PreK-12 English Language Proficiency Standards*. 2006. Published by Teachers of English to Speakers of Other Languages (TESOL). [www.tesol.org](http://www.tesol.org)


**COURSE OBJECTIVES**

By the end of EDUTL 5615, students should be able to:

- Discuss important SL/FL teaching principles and techniques in an informed and meaningful way.

- Discuss theories of language and language learning associated with different teaching methods.

- Make sound, informed decisions regarding teaching methods that best fit their own teaching circumstances by being able to critically review the various methods available.

- Begin to plan instructional approaches and activities in alignment with different teaching methods, and, in the case of Endorsement students, different standards related to English language proficiency and teacher preparedness.

- Understand and apply knowledge about culture to teaching/learning-related issues and approaches.
● Read professional literature (textbooks, academic journal articles) in effective and meaningful ways.

● Write about teaching methodology in effective and meaningful ways.

GUIDING QUESTIONS
A) Is there one “best” teaching method?
B) Is it best for SL/FL teachers to align themselves with a single teaching method?
C) What are the criteria necessary to make informed evaluations of available teaching methods?
D) What are the essential qualities of a good SL/FL/ESL teacher?
E) What criteria are necessary to measure the effectiveness of a particular class lesson or unit of instruction?
F) Is it better to follow an integrated skills approach or to teach skills individually?
G) To what extent should students’ learning styles be factored into decisions about teaching methods?
H) In the case of ESL/EFL instruction, whose English should be used as the frame of reference for decisions made about English language teaching and assessment?
I) What role(s) should technology play in SL/FL language instruction?
J) What role(s) should students’ first language (L1) play in SL/FL/ESL instruction?
K) To what extent should nonnative English speaking (NNES) teachers use their (and students’) L1 in the ESL/EFL classroom?
L) What is the preferred age for students to begin to learn another language?
M) How important are textbooks in SL/FL/ESL instruction?
N) How can teachers ensure that they’re teaching the target language and not only teaching about the language?
O) What is the best proportion between teaching a language and teaching about it?
P) What role(s) can/should literature play in ESL/EFL instruction?
Q) What is “culture,” and what role(s) should it play in language teaching?
R) What do SL/FL teachers need to know about the target culture?
S) Are cross-cultural comparisons/contrasts valuable in SL/FL/ESL instruction?
T) How should teachers approach different registers (e.g., informal, academic) in their teaching?
U) What is “academic” language, and how does one teach it?
V) What role(s) should high-stakes examinations play in the selection and use of a language teaching method?

ASSIGNMENTS

Teaching Philosophy Paper (*for all students)
In this paper you will discuss your emerging philosophy of SL/FL/ESL instruction. Here you should imagine that you would include this paper in your application for a teaching position. Thus, your task will be to give as a complete a picture as you can of the beliefs and principles guiding your approach to SL/FL/ESL language instruction, of the kind of
classroom you try to create as a teacher, what your expectations are for students, what kinds of materials you prefer to use, and so forth. More information about this assignment will be provided during the semester. **Due: Friday, December 6th**

**Culture Discussion Paper (**for all students**)**
In this paper you will (a) discuss your views regarding the relationship between culture and language teaching/learning, and (b) describe how you would actually incorporate culture into your teaching. More information about this assignment will be provided during the semester. **Due: Thursday, November 1st**

**Midterm Examination (**for MA students only**)**
This will be a take-home examination in which you will have one week to write about the exam topics. More information about this will be provided later in the semester. **Due: Thursday, October 17th**

**Unit Plan Paper (**for TESOL BS.Ed. and Endorsement Students only**)**
For this assignment you will be required to develop a detailed instructional plan for ELLs in alignment with appropriate TESOL proficiency standards. This is one of the assignments used for NCATE assessment purposes. More information about the assignment will be provided later in the semester. **Due: Thursday, November 15th**

**EVALUATION**

- **Culture Discussion Paper (30%)**
- **Teaching Philosophy Paper (30%)**
- **Midterm Examination (40%)**
- **Unit Plan (40%)**

A (94-100)    A- (90-93)    B+ (87-89)    B (83-86)    B- (80-82)    C+ (77-79)  
C (73-76)    C- (70-72)    D+ (67-69)    D (63-66)    D- (60-62)  

**TK20 Requirements for TESOL BS.Ed. and Endorsement Students**
Students in ALL teacher licensure and endorsement programs at Ohio State University are required to purchase a subscription to a commercial data-base (e-portfolio) system called TK20. It is a repository for enrolled students and instructors in certain designated courses to submit selected assessments and grades based on those assessments. TK20 currently costs $100 for an individual registration for a 10-year period. TK20-enrolled students will have full access to TK20 and can use this portfolio to meet licensure requirements and for other job-related purposes.

TESOL Endorsement students must submit 6 assessments to TK20. These are located in the following courses: EDTL 5615, EDTL 5620, EDTL 7189, and EDTL 7645. You will learn about the specific assessments in these courses. Students cannot receive the TESOL Endorsement without purchasing TK20 and submitting the required assessments to it.
ACCOMMODATIONS

Statement of Student Rights: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs before the second class meeting. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations: HYPERLINK "http://www.ods.ohio-state.edu/" http://www.ods.ohio-state.edu/

Statement on Diversity
The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

ACADEMIC MISCONDUCT
The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student or individual, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is not considered an “excuse” for academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, there is an obligation by University Rules to report the suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct: HYPERLINK "http://studentaffairs.osu.edu/info_for_students/csc.asp" http://studentaffairs.osu.edu/info_for_students/csc.asp
WEEKLY SCHEDULE OF ASSIGNED READINGS & ASSIGNMENTS

This schedule is based only on our course textbooks. There will be additional reading assignments announced in class; these will be articles from academic journals.

**August 22nd**
- Introduction to course.
- Review of Chapter One, Larsen-Freeman & Anderson

**August 29th**
No class on this date.

**September 5th**
- Larsen-Freeman & Anderson, Chapter 2 (Grammar-Translation)
- Kramsch, Chapter 1 (pp. 3-8; 11-14) and Texts 1, 2, 4

**September 12th**
- Larsen-Freeman & Anderson, Chapter 3 (Direct Method)
- Kramsch, Texts 5, 6, 7

**September 19th**
- Larsen-Freeman & Anderson, Chapter 4 (Audiolingual Method)
- Kramsch, Chapter 3 (pp. 31-35)

**September 26th**
- Larsen-Freeman & Anderson, Chapter 5 (Silent Way)
- Larsen-Freeman & Anderson, Chapter 6 (Desuggestopedia)

**October 3rd**
- Larsen-Freeman & Anderson, Chapter 7 (Community Language Learning)
- Kramsch, Chapter 4 (46-47) and Texts 13, 14

**October 10th**
- Larsen-Freeman & Anderson, Chapter 8 (Total Physical Response)
- Kramsch, Chapter 7 (pp. 79-81) and Texts 22, 24

**October 17th**
- Larsen-Freeman & Anderson, Chapter 9 (Communicative Language Teaching)
  - Midterm Exam (MA students only)
- Larsen-Freeman & Anderson, Chapter 9 (Communicative Language Teaching)

**October 24th**
- Larsen-Freeman & Anderson, Chapter 10 (Content-based Instruction)

**October 31st**
- Larsen-Freeman & Anderson, Chapter 11 (Task-based Learning)
November 1<sup>st</sup>
- Culture Discussion Paper due

November 7<sup>th</sup>
- Larsen-Freeman & Anderson, Chapter 13 (Learner Strategy Training)

November 14<sup>th</sup>
- Larsen-Freeman & Anderson, Chapter 14 (Technology)

November 15<sup>th</sup>
- Unit Plan Paper due (TESOL BS.Ed. and Endorsement Students only)

November 21<sup>st</sup>
- Larsen-Freeman & Anderson, Chapter 15

December 6<sup>th</sup>
- Teaching Philosophy Paper due

*Make-up class session to be determined later in the semester*