

## CIEP 472: Methods and Materials for Teaching English

**COURSE:** This course is designed to utilize second language acquisition theory to guide the practice of teaching English as a second or foreign language. The emphasis of the course will be on methods of teaching English in the classroom setting, focusing on building students' abilities in the four domains of language – listening, speaking, reading, and writing. Students will apply knowledge of language teaching methods to their own practice of teaching English.

**TEXT:** Garmer, J. (2007). *How to teach English*. England: Pearson Education.

**GRADING:** There will be four components to the final grade for this course. For papers that are submitted electronically, they must be sent as a DOC, DOCX, TXT, or RTF file.

### *Assignment #1: Self-reflection (20%)*

Teachers will write a 2-3 page paper to study their own practice of teaching and learning English. The paper should include a self-reflection on the following topics: (a) past events, experiences, and motivations to both learn English and become an English teacher; (b) present experiences with teaching and learning English, including the context, students, methods, challenges, and curriculum in current position, and (c) future goals as an English teacher. The paper will be written in narrative form, but the format is flexible; the paper will be graded on the inclusion and description of each of the above criteria (i.e., past, present, future self-reflections).

### *Assignment #2: Language mini-lesson (20%)*

Teachers will work in pairs to develop a mini-lesson to review an English language concept. The lesson will be approximately 15 minutes; pairs will incorporate interactive language teaching methods while they provide instruction on a language concept from Chapter 5 of the textbook. This assignment will be outlined thoroughly in the first class, and time will be given in class for pairs to begin work on the lesson. The mini-lesson will be evaluated on the presentation of the language skill or concept, the incorporation of appropriate methods into the lesson, and the in-class debrief with the course participants after the lesson is completed.

### *Assignment #3: Final paper (40%)*

Teachers will apply class learning by making changes to an already completed lesson or mini-unit plan with the appropriate and effective methods for teaching English. Following the changes to the lesson plans, teachers will write a 3-5 page reflective paper that describes effective English language teaching through discussion, personal connection, and analysis of the following topics: (a) classroom design (classroom community, physical design and environment), (b) resources (curriculum, texts, resources, technology), (c) instruction (daily lesson plan format, long term plans and goals), and (d) assessment (tracking student progress). Teachers will use the changes made to their lesson plan as a place to begin their analysis of effective methods for teaching English. This assignment will be discussed in more detail in class.

### *Attendance/participation (20%)*

Teachers will attend all class sessions and actively participate in the discussions and activities.

## **COURSE STRUCTURE: UNITS & READINGS**

<p><b>DAY 1: LANGUAGE CLASSROOM</b>  <i>Reading: Chapters 1, 2, &amp; 3</i>  <i>Due: Assignment #1, Self-reflection</i>  <b>Agenda:</b>                      Student diversity and motivation                      Effective teachers of English learners                      Classroom design and management</p>	<p><b>DAY 2: LANGUAGE KNOWLEDGE</b>  <i>Reading: Chapters 4, 5, &amp; 6</i>  <i>Due: Assignment #2, Language Mini-Lesson</i>  <b>Agenda:</b>                      First language development                      Second language acquisition                      Knowledge about language</p>
<p><b>DAY 3: LANGUAGE DOMAINS</b>  <i>Reading: Chapters 7, 8, 9, &amp; 10</i>  <i>Due: Assignment #3, Rough Draft</i>  <b>Agenda:</b>                      Assessing students' language abilities                      Planning instruction based on students' needs                      Supporting students' growth in language domains</p>	<p><b>DAY 4: LANGUAGE TEACHING</b>  <i>Reading: Chapters 11, 12, &amp; 13</i>  <b>Agenda:</b>                      Planning targeted instruction                      Tracking progress in language growth                      Using the textbook to support learning                      Sharing of lessons and instructional strategies</p>