

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **TESL 405**

#### **ISSUES AND PRACTICES IN TES/FL**

#### **COURSE DESCRIPTION**

This is a course in classroom practices in Teaching English as a Second or Foreign Language, focusing on: assessment; error analysis; interlanguage; and teaching in the four language areas of speaking, listening, reading, and writing for a broad variety of TES/FL contexts, as well as on global context issues which inform these practices.

#### **RATIONALE**

This course is being offered in order to provide the student with an introductory knowledge of the principles associated with teaching English language skills and systems. To some degree, varying learner needs, motivations, and backgrounds dictate practices and approaches for the teaching of language skills and systems in the classroom. This course will explore these intricacies and how an English language teacher might utilize resources to meet these student needs.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Word

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Analyze the relationship between various TES/FL methods, approaches, and principles and variables among language learners and language learning contexts, as relevant to the different language learning areas of speaking, listening, reading, writing, grammar, pronunciation, and vocabulary.

- B. Evaluate teaching practices and materials as appropriate to different TES/FL situations.
- C. Evaluate the impact of TES/FL practices with respect to issues such as the relationship between language and culture, the linguistic and cultural dominance of the English-speaking world, English as a global language, and teaching English as a tent-making mission.

**V. COURSE REQUIREMENTS AND ASSIGNMENTS**

- A. Textbook readings and lecture presentations

- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (8)

Discussion boards are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided prompt for each forum. Each thread must meet the word count requirement given in the prompt and demonstrate course-related knowledge. In addition to the thread, for most Discussion Board Forums, the student will be required to read several classmates' threads, select 1–2, and respond with replies that meet the word count requirement given in the prompt.

- D. Written Assignments (8)

The student will write assignments that focus on the given topics related to the assigned module/week's skill and method emphasis. The student will be given prompts and must follow the requirements in the Written Assignment instructions. Required word counts will vary.

- E. Email Assignment

The student will be required to write one 75–100-word email containing specific feedback during the writing-skills module/week.

- F. Quizzes (8)

Each quiz will cover the Reading & Study material for the assigned module/week. Each quiz will be open-book/open-notes, contain 15 multiple-choice and/or true/false questions and/or short answer questions, and have a 1-hour time limit.

**VI. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Discussion Board Forums (8 at 60 pts ea)	480
Written Assignments (8 at 50 pts ea)	400
Email Assignment	5
Quizzes (7 at 15 pts ea, 1 at 10 pts)	115
<b>Total</b>	<b>1010</b>

B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

## ***COURSE SCHEDULE***

### **TESL 405**

Textbook: Harmer, *The Practice of English Language Teaching* (2015).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Harmer: pp. 1–13, 40–53, 80–89 1 presentation 1 website	Course Requirements Checklist Class Introductions DB Forum 1 Written Assignment 1 Quiz 1	10 0 60 50 15
<b>2</b>	Harmer: pp. 54–55, 65–68, 297–298, 307–308, 384–398 1 presentation	DB Forum 2 Written Assignment 2 Quiz 2	60 50 15
<b>3</b>	Harmer: pp. 57–59, 302–307, 336–359 1 presentation	DB Forum 3 Written Assignment 3 Quiz 3	60 50 15
<b>4</b>	Harmer: pp. 60–62, 314–334 1 presentation	DB Forum 4 Written Assignment 4 Quiz 4	60 50 15
<b>5</b>	Harmer: pp. 59–60, 363–382 1 presentation	DB Forum 5 Written Assignment 5 Email Assignment Quiz 5	60 50 5 15
<b>6</b>	Harmer: pp. 62, 258–276 1 presentation	DB Forum 6 Written Assignment 6 Quiz 6	60 50 10
<b>7</b>	Harmer: pp. 239–257 1 presentation	DB Forum 7 Written Assignment 7 Quiz 7	60 50 15
<b>8</b>	Harmer: pp. 277–295 1 presentation	DB Forum 8 Written Assignment 8 Quiz 8	60 50 15
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.