

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

TESL 601

METHODS AND MATERIALS FOR TESL

COURSE DESCRIPTION

An exploration of various methods and techniques for teaching reading, writing, listening, and speaking to second language learners.

RATIONALE

Teachers of English to second language learners need to be equipped with the approaches and methods for teaching English in the USA or overseas. Through practical application, demonstration, and discussion, students will explore major TESL methods, approaches, and materials for teaching the four skills – reading, writing, listening, and speaking.

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 Office

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Investigate the theories, methods, and approaches to teaching reading, writing, listening, and speaking to second language learners.
- B. Develop, practice, and demonstrate materials and activities using current methods and approaches to teaching reading, writing, listening, and speaking to second language learners.
- C. Identify standard materials components including purpose, objectives, and pre-learning.

- D. Practice developing motivating activities and materials.

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 (6)

Discussion boards are collaborative learning experiences. Therefore, students are required to create a thread in response to the provided prompt for each forum. Each thread must be at least 500 words and demonstrate course-related knowledge and graduate-level writing with regard to content and style. In addition to the thread, the student is required to reply to at least 2 classmates' threads. Each reply must be at least 250 words. Current APA format must be used for bibliographical entries and in-text citations.

- D. Method/Approach Analyses (6)

Students will analyze several different language methodologies and approaches for the teaching of second/foreign languages. They will outline disadvantages and advantages of each one and demonstrate understanding with an applicable classroom activity to correspond with each method/approach. Each analysis must use current APA format.

- E. Language Activities (3)

Students will develop original materials to primarily teach different attributes for each of the 5 skills (1 for reading, 1 for writing, 1 for speaking, 1 for grammar and vocabulary, and 1 for listening). Each language activity must use current APA format.

- F. Lesson Plan Assessment

Students will design an effective lesson plan for the second/foreign language classroom, demonstrating an understanding of various teaching strategies.

VI. COURSE GRADING AND POLICIES

- A. Points

Course Requirements Checklist	10
Discussion Board Forums (6 at 50 pts ea)	300
Method/Approach Analyses (6 at 50 pts ea)	300
Language Activities (3 at 100 pts ea)	300
Lesson Plan Assessment	100
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
D- = 680–699 F = 0–679

C. Disability Assistance

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

COURSE SCHEDULE

TESL 601

Textbook: Celce-Murcia et al., *Teaching English as a Second or Foreign Language*, (2013).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Celce-Murcia et al.: chs. 1–5 1 presentation	Course Requirements Checklist	10
		Class Introductions	0
		DB Forum 1	50
		Method/Approach Analysis 1	50
2	Celce-Murcia et al.: chs. 6–10 1 presentation	Language Activity 1	100
		Method/Approach Analysis 2	50
3	Celce-Murcia et al.: chs. 11–16 1 presentation	DB Forum 2	50
		Language Activity 2	100
4	Celce-Murcia et al.: chs. 17–21 1 presentation	Language Activity 3	100
		Method/Approach Analysis 3	50
5	Celce-Murcia et al.: chs. 22–26 1 presentation	DB Forum 3	50
		Lesson Plan Assessment	100
6	Celce-Murcia et al.: chs. 27–30 1 presentation	DB Forum 4	50
		Method/Approach Analysis 4	50
7	Celce-Murcia et al.: chs. 33–36 1 presentation	DB Forum 5	50
		Method/Approach Analysis 5	50
8	Celce-Murcia et al.: chs. 37–40 1 presentation	DB Forum 6	50
		Method/Approach Analysis 6	50
TOTAL			1010

DB = Discussion Board

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