Dr. Patricia Cukor-Avila  
Office: 408K Language Bldg.  
Office Hours: M/W 4:00-5:00 and by appointment  
Phone: (940) 565-4458 (LTC main office)  
email: pcavila@unt.edu

COURSE OBJECTIVES:

The first part of the course will introduce students to the various theories of ESL methodology over the past fifty years. We will study the rational behind each theory in terms of language learning and classroom application. The remainder of the course will focus on communicative approaches to teaching writing, speaking, listening, and grammar. Topics covered include lesson planning, error correction, and student assessment. Students will have the opportunity to observe ESL classes and to work with non-native speakers. By the end of the course students will be familiar with:

1. Basic concepts of linguistics  
2. Research in the area of ESL methodology  
3. Task-based teaching and communicative methods  
4. Planning a communicative-based class  
5. Error correction research in all skill areas  
6. ESL teaching in a variety of age groups and programs

COURSE REQUIREMENTS:

This course will consist of lectures, in-class group work, and student presentations. Students must do the readings listed in the schedule before they are to be discussed in class. Course grades will be determined from the following:

1. Active class participation in discussions and in-class group work, assignments – 20%  
2. Class presentations – 40%  
3. Teaching observations (3)/write-up – 15%  
4. Conversation groups – 15%  
5. Final presentation – 10%

COURSE AND READING SCHEDULE (TENTATIVE)

Required texts:  
| Week 1 | Course overview; icebreakers and warm-ups; history of ESL methods  
Jan. 18:  
**Assignment:** Read *Techniques and Principles in Language Teaching* pp. 1-114. Prepare your methods presentations. Each pair will give a quick overview of their method and then teach a short lesson in another language using the method they researched. Presentation guidelines will be on Blackboard. |
| Week 2 | Methods Presentations  
Jan. 23:  
Grammar-Translation Method; The Direct Method; Audio-Lingual Method  
**Assignment:** Prepare your methods presentations.  
Jan. 25:  
The Silent Way; Desuggestopedia; Total Physical Response  
**Assignment:** Read *Techniques and Principles in Language Teaching* pp. 115-233. |
| Week 3 | Library resources; Online ESL teaching  
Jan. 30:  
Meet in the library for research workshop with Gayla Byerly. Meet in the Willis Library Learning Center (computer lab to the left as you walk in).  
**Assignment:** Choose a research article (min. length 10 pgs.) from the list on Blackboard or one you find on your own related to ESL methods. Read and summarize the article for group discussion in class on Feb. 1.  
Feb. 1:  
Group discussion of articles (30 min.); Elizabeth Schalchlin will demonstrate teaching online through langaguelabs.com |
| Week 4 | Types of ESL programs  
Feb. 6:  
Tour of the UNT IELI.  
Feb. 8:  
Teaching ESL in Texas public schools – Rossana Boyd  
**Assignment:** Read articles on learner corpora (uploaded to the class webpage) |
| Week 5 | Learner Corpora/Error Correction  
Feb. 13:  
Using "Learner Corpora" in the teaching of writing – Nick Lester will present information about ELL corpora, tagging student errors, "North Texas Corpus of Learner English" project.  
**Assignment:** Find an article about error correction in writing (published in the past 10 years). Read and prepare for class discussion. Post a summary to Blackboard.  
Feb. 15:  
Corrective feedback; peer review; error correction  
**In class group activity:** correcting student essays; discussion of articles.  
**Assignment:** Read *Teaching American English Pronunciation* Intro.-Chap. 3. |
| Week 6 | The Sound System of English  
Feb. 20:  
Review of English sounds  
**In class group activity:** Practice transcription; exercises on spelling and pronunciation.  
**Assignment:** Record or find a recording (@1 min. long) of a non-native fluent speaker of English. Do a word-for-word transcription of your recording and then phonetically transcribe the words/sounds you identify that make this English sound “foreign.” Bring your recording and transcript to the next class.  
Feb. 22:  
**In class group activity:** Review transcriptions followed by class discussion. Be prepared to present your findings to the class.  
**Assignment:** Read *Teaching American English Pronunciation* Chap. 4-8. |
**Week 7**

**The Sound System of English cont.**

Feb. 27:

- **In class group activity:** Identifying pronunciation problems in non-native speech
- **Assignment:** Read *Teaching American English Pronunciation* Chap. 9-16. Based on your reading prepare one activity that focuses on improving pronunciation for any of the features you identify in your non-native speech recording. Be prepared to present your activity to the class.

Feb. 29:

- Present activities on speaking and pronunciation.
- **Assignment:** Read *The Art of Teaching Speaking* chapters 1-3. Be prepared to discuss the case studies in Chap. 3.

**Week 8**

**Factors in planning a conversation class**

Mar. 5:

- Research on teaching conversation; discuss case studies
- **Assignment:** Read *The Art of Teaching Speaking* chapters 4-5. Prepare two activities based on the activities Chap. 4 – these should be activities that YOU create, not just activities that are copied from the ones in the book.

Mar. 7:

- Presentation of conversation activities.
- **Assignment:** Read *The Art of Teaching Speaking* Chap. 6.

**Week 9**

**Assessing speaking; teaching vocabulary**

Mar. 12:

- Class discussion of assessment tools
- **In class group activity:** Practice scoring with assessment tool.
- **Assignment:** Read *The Art of Teaching Speaking* Appendices.

Mar. 14:

- Teaching grammar in the conversation class; discussion and demonstration of communicative grammar activities
- **In class group activity:** Students will design communicative grammar activities.
- **Assignment:** Find an article about teaching grammar (published in the past 10 years). Read and prepare for class discussion.

**Week 10**

**Teaching Grammar**

Mar. 26:

- Communicative approaches to teaching grammar; discuss articles
- **Assignment:** Read *The Teacher's Grammar of English* Chap. 1-3.

Mar. 28:

- Video: “Teaching grammar in real-life contexts.” Discuss activities in the video.
- **Assignment:** Read *The Teacher's Grammar of English* Chap. 4.

**Week 11**

**Teaching Grammar cont.**

Apr. 2:

- Overview of question types; teaching questions.
- **In class group activity:** Students will design activities to teach question types.
- **Assignment:** Read *The Teacher's Grammar of English* Chap. 5.

Apr. 4:

- Discuss question activities; negation and teaching negation.
- **In class group activity:** Students will design activities to teach negation.
- **Assignment:** Read *The Teacher's Grammar of English* Chap. 8.
**Week 12**

**Teaching Grammar cont.**

Apr. 9: Discuss negation activities; prepositions and teaching prepositions.

*In class group activity:* Students will design activities to teach prepositions.

*Assignment:* Read *The Teacher's Grammar of English* Chap. 9.

Apr. 11: Discuss preposition activities; phrasal verbs and teaching phrasal verbs.

*In class group activity:* Students will design activities to teach phrasal verbs.

*Assignment:* Read *The Teacher's Grammar of English* Chap. 11.

**Week 13**

**Teaching Grammar cont.**

Apr. 16: Discuss phrasal verb activities; articles and teaching articles.

*In class group activity:* Students will design activities to teach articles.

Apr. 18: Discuss article activities. The role of grammar in the teaching of writing.

**Week 14**

**Task-Based and Communicative Lessons**

Apr. 23: Designing lesson plans

*In class group activity:* Students will design one task-based lesson to present during the next class.

Apr. 25: Lesson plan presentations.

**Week 15**

Apr. 30: Course overview and wrap-up.

May 2: Final Presentations

**Week 16**

May 7: Final Presentations

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**Assignment Submission and Grading Academic Dishonesty and Integrity**

It is your responsibility to become familiar with UNT’s Policy of Academic Dishonesty. The full policy can be found at [http://policy.unt.edu/policydesc/student-standards-academic-integrity](http://policy.unt.edu/policydesc/student-standards-academic-integrity).

This policy defines the following forms of academic dishonesty:

- **Cheating:** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.

- **Plagiarism:** The deliberate adoption or reproduction of ideas, words, or statements of another person as one’s own without acknowledgement.

- **Fabrication:** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- **Facilitating academic dishonesty:** Intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

If any course material is submitted that violates this policy of academic dishonesty, the assignment will receive a grade of "F", and the student may receive a failing grade for the entire course; appropriate judicial action will be filed. This action includes a report of academic misconduct to the Office of Academic Integrity and possible dismissal from The University of North Texas. There are no first-offense warnings regarding plagiarism.

**Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students’
opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr

**Essential Competencies**
ODA policy – *The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.*

In accordance with the terms and spirit of the Americans with Disabilities Act and Section 504, Rehabilitation Act, we will cooperate with the Office of Disability Accommodation to accommodate reasonably qualified students with disabilities. If you have a disability for which you will require accommodation, please advise us of your needs in writing no later than the end of the second week of the semester. Essential competencies for this course include the ability to:

- read and synthesize research articles.
- interact with subjects in a professional and ethical manner.
- use an audio and/or video recorder.
- use a computer with various word processing, e-mail, transcription, and graphics software applications.
- speak in front of the class and use multimedia to support the presentation.