Brigham Young University—Hawaii Campus

TESOL 240: Introduction to TESOL
Earl D. Wyman, Instructor
Tel. 5-3614; Email wymane@byuh.edu; Office MFB 109

Catalogue Description: Fundamental background in teaching English to speakers of other languages, including learner variables, resources, methods and materials, and professional issues. (Also recommended for Education students who desire to teach in the Hawaii public schools.) (Prerequisites: Successful completion of English 101 and English 201.)

Schedule for Classes: This class is scheduled to meet MWF from 9:50 to 10:50 in GCB 182.

TESOL for True Beginners and Fainthearts. This “textbook” is not yet published, but since the author is your instructor, special arrangements are made so you can have a copy to work with. The contents of the text are available on Canvas. As a part of the Honor System you are to use this electronic textbook for your own use. You may print it, but you may not share or give this printed or electronic textbook to any other person. A contribution to the Alice Pack Scholarship Fund is not required but is requested.

Instructor Objectives: The instructor of TESOL 240 expects that at the conclusion of this class students will be able to demonstrate introductory familiarity with the following aspects of the TESOL profession.
1. frequently used acronyms and terminology
2. organizations, publications, and websites
3. the fields of study which contribute to and influence TESOL
4. general sound language teaching/learning principles
5. generally held views about language teaching and learning
6. basic terminology of the English grammar, sound, vocabulary, and culture systems
7. primary challenges of these systems for L2 learners
8. the nature and challenges of listening, speaking, reading and writing for L2 students
9. the fundamentals of lesson planning, error-correction, testing and proficiency levels
10. some of the social, political, cultural, and psychological factors that influence TESOL
11. factors that affect the learning environment and build positive rapport
12. on-going professional development opportunities

Classroom Management Items
1. You are expected to attend classes regularly and on time.
2. Please do not eat, or drink, or chew gum in class, and do not text message.
3. Occasional sleeping is allowed if not accompanied by snoring or drooling.
4. A ringing cell phone is an announcement that the owner is bringing cookies the next day.
5. Instructor permission must be obtained in order to use a lap-top computer during class.
6. All assignments MUST have the following information using single spacing, regular font and right justified in this exact order in the upper right hand corner.

<table>
<thead>
<tr>
<th>INFORMATION</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>given name family name</td>
<td>J. Doe</td>
</tr>
<tr>
<td>assignment # ___</td>
<td>Assignment # 3</td>
</tr>
<tr>
<td>assignment description</td>
<td>Observation</td>
</tr>
</tbody>
</table>
**Instructional Methods:** The following teaching techniques may be used in the pursuit of the program and course objectives: lectures, observation of EIL classes, videotapes, small group discussion, private instruction, use of Canvas, or spontaneous activities, PowerPoint presentations, discovery of learning preferences, abstract and critique writing, discovery of professional development opportunities, games.

### Outcomes and Completion Matrix for TESOL 240 (Outcome/Emphasis/How Completed)

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Emphasis</th>
<th>How Completed</th>
</tr>
</thead>
</table>
| 1. Understand the history of second language teaching methodology. | Moderately | 1. Chapter 2 on contributing disciplines  
2. Chapter 9-12 on each of the four skills |
| 2. Understand the major systems of human language (phonology, semantics, morphology, syntax). | Significantly | 1. Chapter 5 on grammar  
2. Chapter 6 on vocabulary  
3. Chapter 7 on phonology |
| 3. Understand the major theories of second language learning and how they inform practice. | Significantly | 1. Chapter 2 on contributing disciplines  
2. Chapter 3 on basic assumptions  
3. Chapter 4 on basic teaching principles |
| 4. Demonstrate professionalism and a familiarity with professional resources and organizations. | Significantly | 1. Chapter 1 on acronyms and organizations  
2. Journals/websites/organizations assignments  
3. Extra credit for TESOL Society participation |
| 5. Have a personal philosophy of second-language education. | Moderately | 1. Chapter 3 on basic assumptions  
2. Chapter 4 on basic teaching principles  
3. Chapter 14 on error correction |
| 6. Be familiar with and apply language learning technology. | Moderately | 1. Frequent use of PowerPoint  
2. Use of video and overhead projectors  
3. Observation assignments |
| 7. Have a high level of English language proficiency (oral and written) and a commitment to continual improvement. | Moderately | 1. Assignments graded for language use  
2. Resubmission of assignments for language  
3. Extra credit for personal language program |
| 8. Assess learners for placement and instruction. | Significantly | 1. Chapter 13 on testing and proficiency levels |
| 9. Demonstrate effective tutoring techniques with ESL learners (one-on-one). | (none) | |
| 10. Demonstrate a knowledge of the qualities and strategies of effective language learners. | Significantly | 1. Chapter 3 on basic assumptions  
2. Chapter 4 on basic teaching principles  
3. Observation of EIL classes |
| 11. Demonstrate a knowledge of the socio-cultural variables which affect language learning and use. | Significantly | 1. Chapter 1-4 on basics  
2. Chapters 5-8 on the 4 systems of language  
3. Chapters 9-12 on the 4 skills of language |
| 12. Demonstrate a knowledge of the role of culture and cross-cultural awareness in language teaching. | Significantly | 1. Chapter 8 on the culture system  
2. Extra credit assignment on CultureGrams |
13. Recognize appropriate methods and statistical procedures in second-language research.  
14. Demonstrate effective teaching skills in a classroom environment.

<table>
<thead>
<tr>
<th>Examinations and Quizzes:</th>
<th>(none)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the Assignments</td>
<td>(none)</td>
</tr>
</tbody>
</table>

**Examinations and Quizzes:** Quizzes will be given at the end of chapters or groups of chapters in place of a midterm examination. The final examination will be comprehensive and objective. All of these quizzes will be counted (the lowest score is not dropped) and will be given in the Testing Center with no time limit for completing tests. Make-up tests will be penalized.

**Description of the Assignments** (Due dates are indicated on the Daily Schedule)

**Assignment #1:** Myers-Briggs Type Inventory (MBTI) Assignment. This assignment has two parts: take the test; write the report. Take the MBTI at the Testing Center. This multiple-choice exercise will take about 30 minutes. After you have done the test, your instructor will give you a printout from the Testing Center that will describe your preferred learning style. A posting on Canvas includes a page telling you what to do with this profile in order to complete a 1-page reaction paper.

**Grading Rubric for the MBTI Assignment**

<table>
<thead>
<tr>
<th>Content</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not submitted on time and did not follow instructions.</td>
<td>Not on time or did not follow instructions.</td>
<td>Submitted on time and followed instructions.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of Writing/Formatting</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas unclear; poorly edited.</td>
<td>Some lapses in clarity, ideas generally communicated; some grammatical errors; organization sometimes unclear.</td>
<td>Followed instructions; virtually error free; clear communication of ideas.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assignment #2:** Journal Abstract. Select an article from an ESL journal, read it, and write a summary of the contents. This summary must not exceed one type-written page using 11-point font and 1.5 spacing and must be headed with a proper bibliographic citation. The article you choose may be from TESL Reporter, Forum, or any instructor-approved journal from your home or another non-US country. You should choose an article that is easy to understand (practical) and which would be of interest to an inexperienced teacher. Your abstract should be a summary of the content and should not include quotations or need citations. Use of the first person or personal opinions are appropriate in this kind of writing.

**Grading Rubric for Journal Abstract**

<table>
<thead>
<tr>
<th>Content</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omission of some information; irrelevant topic</td>
<td>Generally complete and accurate information; some lack of clarity;</td>
<td>Proper citing of source; clear summary of the content; an abstract. Good choice of topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assignment #3: Observation Report. Consult the EIL class schedule posted on Canvas and select a class to visit for one hour. Contact the instructor well in advance and ask for permission to come into that class to observe. Complete this observation a week in advance of the due date and use A Guide for Observing in an ESL Classroom provided (See Handouts on Canvas) to help you observe effectively and to write an observation report. Be sure to include the name of the instructor, the title of the class, and the date on which you observed. The report requires an introduction, a paragraph or section for each of the sections in the Guide, and a conclusion. Good language use is expected.

**Grading Rubric for Observation Reports**

<table>
<thead>
<tr>
<th>Content</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little reflection. Failure to use the Guide for Observing; focus on activity reporting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superficial analysis, incomplete, or excessive focus on reporting what happened without analysis. Some use of the Guide for Observing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates a complete and thoughtful analysis of the class; focused on the Guide for Observing;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of Writing/Formatting</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to follow assignment instructions; ideas unclear; poorly edited.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some lapses in formatting or clarity, ideas generally communicated; some grammatical errors; organization sometimes unclear.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Followed instructions; virtually error free; clear communication of ideas; absence of quotations or plagiarism.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assignment #4: On-going Professional Development Paper.

- This is to be a research paper in which you discuss the opportunities a teacher has to continue to develop and grow professionally in addition to University requirements for graduation with a BA TESOL.
- A specified length is not possible since what is important is that you convince me and prospective employers in a concise way that you are aware of the resources available to you, their special features, and how they can be of help to you.
- No grade above “C” can be given to work that does not display excellent language use.
- **Special Note:** This Assignment and Your Senior Teaching Portfolio: From the beginning of your studies in Teaching English to Speakers of Other Languages, you should understand and remember that no amount of pre-service study will fully prepare you for your professional life as a teacher. For several reasons, this would be unrealistic. One of the responsibilities you must assume for yourself is to become aware of and begin to participate in behaviors that will equip you to become a continual learner, someone who is continuously involved in activities that will demonstrate that you are always searching for additional knowledge and that you are continuing to learn about your profession. This doesn’t always mean discovering what is new because you have not yet learned many old and current practices.
When you are a senior and preparing to complete your BA TESOL requirements, you are expected to prepare a teaching portfolio—a collection of evidence that demonstrates that you are an emerging TESOL professional. One of the elements of this portfolio requires that you demonstrate that you are aware of and participating in those opportunities that enable you to be continual learners. This assignment can be an important part of your teaching portfolio, and so this assignment is accomplishing two purposes at the same time. Retain this information to include in that portfolio.

- The paper must include an appropriate introduction and conclusion and as well as four major sections which focus on each of the following:

1. Professional Organizations
   Professional organizations exist at several levels including local, state, national, and international. You are to identify and report on those that would be of greatest assistance to you as you apply yourself to on-going professional development. Describe the services provided and the benefits of membership in those organizations that you choose to include, how you can become a member, etc.

2. Professional Journals
   Many professional publications are available in our field. You are to identify and report on those that would be of greatest assistance to you as you apply yourself to on-going professional development. A personal comment on the unique features of each journal and how you consider these features to be helpful is expected.

   To earn a grade of “B”, the information should be on a minimum of four publications which may include TESL Reporter, EL Gazette, The Forum, or an international journal of your choice. You should indicate the sponsoring organization, the journal’s intended audience, what regular features it provides, and how to access it electronically and in print.

3. Professional Websites
   As is the case in all fields of study, the Internet provides a resource for teaching and learning in TESOL. In this section you are expected to include a report on sites that would be of greatest assistance to you as you apply yourself to on-going professional development. To the extent that it fits into the format of a research paper, you might want to take the approach of an annotated bibliography. Although several more are expected to be included, three websites that must be included are 1) www.englishclub.com, 2) www.lectutor.ca, and 3) www.eslcafe.com. What is important is that you convince me as your instructor and prospective employers in a concise way that you are aware of these websites, their special features, and how they can be of help to you.

4. Additional Opportunities

   You have been given a great deal of guidance in how to make this research paper both meaningful and useful by talking about organizations, journals, and websites. However, additional ways a person can develop professionally are possible as well, and several of these should be addressed in this part of the paper.

**Grading Rubric for On-going Professional Development Research Paper**

<table>
<thead>
<tr>
<th>Content</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omission of some required information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generally complete and accurate information; required organizations, publications, and websites only.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete and accurate information on more than the required organizations, publications, and websites.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assignment #5: Journal Article Critique. Select an article from an ESL journal different from the one chosen for Assignment #2 and write a critique of the article. More than one page will be required since in a critique you include a summary of the content as well as personal opinion about the content. These personal opinions are what distinguish a critique from an abstract. Again, use 11-point font and 1.5 spacing.

Quizzes on Chapters and Classwork

1. As units of the textbook are completed, Testing Center quizzes will be assigned.
2. Quizzes will be mostly multiple choice questions and have no time limit. Dictionaries are not allowed. A no. 2 pencil is needed, and don't forget your ID.
3. The Daily Schedule indicates the day on which a quiz begins/opens as well as the day when it ends/closes.
4. Make-up tests are penalized based on the reason for needing to take such a test.
5. Any changes to these instructions will be announced in class or by email.

A Special Note: In the class evaluations from previous semesters, my students frequently complain about my tests. The questions are considered “tricky” by many students because they are designed to determine how familiar you are with the class content.

For example: Students who find questions tricky want questions like the following:

Q: Today is . . . .
   A. Monday    B. Tuesday    C. Wednesday    D. Thursday

Those students think that a question is “tricky” when I give one like this:

Q: Today is . . . .
   A. Wednesday   C. the day before Thursday
   B. the day after Tuesday   D. All of these answers are correct.

They think this is tricky because the answer isn’t so obvious that you have to think.

Your instructor finds that class time spent discussing the questions after a test is very unproductive and we will only discuss in class questions that were frequently answered incorrectly. At any time following a test, you are welcome to come to my office and review the questions with the answer key and ask about those you don't understand. This is a much more useful way to review tests and I hope you will take advantage of the opportunities given to you.

You are strongly recommended to study with other students since it has been found that discussion with others helps to clarify concepts that are not well understood.

Final Examination. The final examination is multiple-choice and comprehensive with an emphasis on Unit Four which has not been tested previously. An equal number of questions on Units 1, 2, and 3 are included.
Determination of Your Grade

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>%  (Percent of Final Grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>MBTI Reaction Paper</td>
<td>5</td>
</tr>
<tr>
<td>#2</td>
<td>Journal Article Abstract</td>
<td>5</td>
</tr>
<tr>
<td>#3</td>
<td>Observation Report</td>
<td>10</td>
</tr>
<tr>
<td>#4</td>
<td>Journal Article Critique</td>
<td>5</td>
</tr>
<tr>
<td>#5</td>
<td>On-going Professional Development</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Unit and Grammar Quizzes</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Final Examination</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Attendance, Participation</td>
<td>5</td>
</tr>
</tbody>
</table>

**Extra Credit (EC)** *(Will not be accepted unless all required assignments are done.)*

You may earn extra credit for completing any **two** assignments from the list below. Each extra credit assignment selected and **satisfactorily completed** may raise your grade by 2%. All extra credit reports and papers must be submitted on paper and are **due on the last Wednesday of the semester**, not before and not after.

EC #1 and #2 require you to submit a 500-word paper in which you report on your activity.

**EC#1:** During the semester, create for yourself a program of regular (daily, weekly, and monthly goals) development of your **English language skills** which include vocabulary, grammar, reading, writing or oral language skills. As you meet your goals, have a tutor or your instructor verify that you have completed your self-assigned goals. Write a report which outlines your language development plan and records the success (or failure) you have experienced in applying the plan.

**EC#2:** **Additional Observation Reports.** Follow the instructions for Assignment #3 above, but choose two different classes to observe. Write a report on each using the Guide provided on Canvas for observing classes.

**EC#3:** Write a 1000-word analysis and critique of the **CultureGram** from your home country, the country where you served your mission, or a culture you have experienced for more than a year. This must be an “analysis and critique” of the already existing CultureGram in order to be acceptable. Include a copy of the CultureGram with your critique.

**EC#4:** In two of the first three months of this enrollment period, create a TESOL-related **wall display** (a total of two) and put them up in a campus classroom. Each wall display should be approximately 60” x 36” and on a topic listed as an “Instructor Objective” at the beginning of this syllabus. Credit will be awarded for excellence. After the display has been posted, tell your instructor where it is located so it can be evaluated. One poster must be created in two of the three months in order to earn full extra credit.

**ED#5:** Learn what a poster session is and then prepare a **poster session** on any TESOL-related topic and arrange with your instructor an opportunity to display it.

*Other Extra Credit Assignments must be pre-approved by your instructor during the first two weeks of the course.*
University Policies for All BYUH Classes

NOTE: Most of these and other policies of the University can be found in their entirety in the Brigham Young University Hawai‘i Bulletin General Catalog.

Academic Honesty
“BYUH students should seek to be totally honest in their dealing with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating and other academic misconduct.”

Preventing Sexual Harassment
Title IX of the education amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including Federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Human Resource Services at 780-8875 (24 hours).

Students With Disabilities
Brigham Young University-Hawai‘i is committed to providing a working and learning atmosphere, which reasonably accommodates qualified person with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Students with Special Needs Coordinator, Leilani A‘una at 293-3518. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Human Resource Services at 780-8875. If there is any reason why you might have difficulty participating in the class or completing assignments or examinations in the same way as other students, please come by your instructor’s office and talk about this during the first week of the semester so the necessary arrangements can be made.

Final Exams
The BYU-Hawaii Final Examination Policy, states: “Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Less expensive air fares, more convenient travel arrangements, family events or activities, and any other non-emergency reasons are not considered justification for early or late final exams.” Exceptions to this policy “are made only for emergency situations that are beyond the student’s control” and must be requested from and approved by the Dean of the College of Arts and Sciences.