A skilled teacher doesn’t think, “What shall I do in class today?” but asks, “What will my students do in class today?”; not, “What will I teach today?” but rather, “How will I help my students discover what they need to know?” The skilled teacher does not want students who leave the class talking about how magnificent and unusual the teacher is. This teacher wants students who leave talking about how magnificent the gospel [or the subject of the class] is!

Sister Virginia H. Pearce, “The Ordinary Classroom--A Powerful Place For Steady and Continued Growth” (General Conference, October 1996)

Instructor Information
Name: Sister Amanda Wallace
E-mail: amanda.wallace@byuh.edu
Phone: 675-3656
Office: MFB 105
Office Hours: By appointment or whenever I am in my office. Please stop by. I’m happy to help.

Catalog Description
Teaching Speaking (2 credit hours) (W) Principles, procedures, and materials for teaching English speaking skills to speakers of other languages. (Prerequisite: TESOL 377.)

Texts/Materials
NOTE: The textbook for this class comes in two forms, but both are exactly the same.

1) Teaching Speaking TESOL 427—in the BYUH Bookstore (textbook—same as #2)
2) Practical English Language Teaching: Speaking by Kathleen M. Bailey (textbook on reserve at library)
3) 3-ring binder, paper (8 ½ X 11) , and writing materials

Optional but very useful and inspiring:


- Brigham Young University, Center for Teaching & Learning (http://ctl.byu.edu/gospel-perspectives/paradigm-shift)
**Course Objectives**
The major objective of this class is to gain a basic understanding of the theories and pedagogical techniques that help teachers effectively instruct non-native English speakers in the skill of English speaking. In order to do this, students will:

- Develop personal philosophy and ideas about how to best teach L2 speaking
- Read assigned course texts and participate in class and/or group discussions of text content including theories, methods, and case studies
- Demonstrate comprehension of theories and methods through course assignments and exams
- Conduct individual and team teaching speaking tutorials with on-campus English language learners using methods from class (practicum)
- Calibrate, rate, and give feedback for speech samples of NNS using rubrics
- Create a sample lesson plan for target teaching audience and area
- Evaluate speaking textbooks for strengths and weaknesses
- Develop a Task Ideas List/Teaching Tips
- Reflect on learning and experience in the course

**Methods of Instruction**
Practicum (tutoring with on campus language learners), lecture, quizzes and tests, classroom discussion and activities, online and written assignments, research, and self-assessment and reflection activities. We will use the BYUH Framework for Student Learning in this class ([http://about.byuh.edu/framework](http://about.byuh.edu/framework))--prepare, engage, improve.

**Course Calendar**
The course calendar is subject to change depending on the needs of the class. A calendar will be given separately.

**Grading**
Grades will be based on how well you have learned and applied the material taught in the course, rather than on how much work you have done. Assigned work and quizzes are tools to help you learn (prepare, engage, and improve) as well as to show me how much you have learned.

Please keep all assignments until after final grades are issued at the end of the term. Your grades will be posted on Canvas throughout the semester, so you can check your grades at any time.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>74-76</td>
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<td>C-</td>
<td>70-73</td>
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<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>64-66</td>
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<tr>
<td>D-</td>
<td>60-63</td>
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<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

A = exceptional mastery of the objectives.
B = good progress; some course objectives not completely met.
C = average progress; several course objectives not met or not met to a satisfactory level.
**Course Requirements**

Your grade will be based on your completion of the course requirements:

<table>
<thead>
<tr>
<th>Categories</th>
<th>Description</th>
<th>% of Grade (Weighting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare</td>
<td>Reading quizzes</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Personal Beliefs Paper and Survey</td>
<td>10%</td>
</tr>
<tr>
<td>Prepare and Engage</td>
<td>Assignments: Daily Devotional Calibration, rating, and feedback for speech samples of NNS using rubrics Sample lesson plan for target home audience Evaluation of speaking textbooks Task Ideas List/Teaching Tips List</td>
<td>20%</td>
</tr>
<tr>
<td>Prepare, Engage, Improve</td>
<td>Team Teaching and Tutoring Journal</td>
<td>35%</td>
</tr>
<tr>
<td>Prepare, Engage, Improve</td>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

1) **Reading Quizzes (10%)**

You will have the opportunity to demonstrate your understanding of course content by completing quizzes on reading assignments.

2) **Paper (with Survey): Personal Beliefs about Teaching Speaking (10%)**

   **Topic:** How I believe speaking should be taught to ESL learners

   **Purpose:** To express your current ideas and beliefs about how L2 speaking should be taught. Throughout the course, you will have the opportunity to evaluate your own beliefs against the evidence of the experts and to change and modify your own beliefs about teaching and learning to speak as you see fit. This paper will give you a start in this process. Ultimately when you are in the classroom, your opinion is the one that will matter the most to your students and drive the activities and learning in your class. You will also have the opportunity to use information you have gained from your survey to help you formulate your beliefs and ideas about teaching speaking. Your survey results may surprise you, too!

   **Focus of Paper:** How you will teach speaking skills to a specific student population.

   - At the beginning of your paper, you should clearly define the student population you are thinking about, and this can be the student population you would like to teach after you graduate. Some characteristics of the student population you might consider describing are: age, education level, first language(s), context of study (e.g. ESL, EFL), student goals, and school or program objectives.

   - This is NOT a research paper. You should not read through the textbook to find something to write in this paper. Rather, think about your own, your friends’, and your classmates’ language learning experiences. (Yes, you are welcome to discuss ideas with anyone.) You should also use the survey that you completed with other students about their language learning experiences. For this paper, the most important ideas are your ideas. I want you to spend time finding your ideas and then organizing them into a paper.
• You should write about your teaching philosophy. However, in order to know how to teach speaking, you need to first think about how students best learn to speak. Try thinking about this question first: How do students best learn to speak in a second language? Then, think about how you as a teacher can best facilitate that learning process. This should lead you toward some ideas on what to do to teach speaking. Your survey will also provide you with some rich data to help with this. Again, focus on a specific student population for this.

Format of the paper: Flexible! You may write the paper in any way that you feel best represents your ideas. For example, you can follow an essay format. You can use a report format with headings, paragraphs, and bullet points that express how you feel teaching speaking is best organized. You could also write a statement of your beliefs about the best way to teach speaking and use a format similar to the 13 Articles of Faith beginning each statement with “I believe...” and then an explanation. You are welcome to be creative and use a format that you feel best represents your ideas.

Audience for the paper: Your teacher. 😊

Guidelines: This paper should be between 800 – 1200 words in length. The paper must be typed and submitted in Canvas.

Due Date: Thursday, January 30, 2014.

Grading will be based on the depth of thinking and work on developing a personal teaching philosophy; linguistic appropriateness and accuracy; and adhering to the guidelines of the assignment. For more detailed information, please see the grading rubric.

3) Assignments (20%)
• We will start every class with a brief devotional (1-2 minutes). The purpose of this devotional is to help us understand the importance of good communication and language skills for our spiritual growth. The basis of the devotional must come from the scriptures or the teachings of modern prophets. Everyone is required to give at least one devotional. You will be given credit simply for doing it.
• We will practice rating speaking samples using real samples from current EIL students, and you will give feedback (anonymously) to help the students with their speaking skills. To prepare for this, you will calibrate with your classmates and practice using a rubric.
• You will have the opportunity to create a sample lesson plan using your own target teaching audience and area.
• You will evaluate a variety of speaking textbooks using rating forms.
• You will also complete a start-up list of task ideas to help you generate lesson activities for speaking.

4) Team Teaching and Tutoring Journal (35%)
You will have the opportunity to complete a practicum for this course by doing two things:
• team teaching a group of EIL students in a weekly “English Exchange” evening program
• individually tutoring an EIL student in speaking.

This will give you the opportunity test your personal teaching philosophy and gain some teaching experience.

Your practicum journal will help you to organize and prepare your plans and materials for your team teaching and tutoring sessions with students, and it will help you to communicate to me what you have done and what you have learned in these experiences.

A. Wallace, Winter 2014
• Your Task Ideas List will help you gather ideas for this practicum and for your teaching in the future.
• You will team teach one lesson with one, two, or three other TESOL 427 classmates.
• You will tutor an EIL student for 1 hour (two ½-hour sessions).
• You will be given guidelines later on how to complete the practicum tasks.

Due Date: Tuesday, April 1, 2014

5) Final Exam (25%)
The formal part of the final exam will be a comprehensive exam over the course materials using a variety of test items: multiple-choice, true/false, matching, essay questions. The informal part of the final exam will include an evaluation and discussion of case studies of teaching speaking.

You will take the final exam in class over two class times on these dates: April 8 and April 10, 2014.

TESOL-Major Student Learning Outcomes

The student learning outcomes (SLOs) for a TESOL degree are:

• Knowledge: Students can articulate a knowledge of human language and how it is learned and taught.

• Experience: Students demonstrate that they can apply what they have learned within a teaching situation.

• Professional Identity:
  a) Students demonstrate a sense of professionalism through improving personal language proficiency.
  b) Students participate in TESOL professional communities and utilize TESOL resources.
  c) Students display a sense of self-awareness and efficacy by demonstrating an understanding of what strengths and weaknesses they bring to the TESOL professions and how they can capitalize on their strengths and improve upon their weaknesses.

The SLO in the knowledge category means a student demonstrates knowledge of processes in language acquisition and pedagogy for instructed language learning and language skill development (listening, speaking, reading, writing, vocabulary, grammar, and pronunciation).

Within the experience category, a student demonstrates the ability to apply what is learned (from coursework) in a teaching situation, including assessing learner needs, providing appropriate feedback and remediation (in terms of age, proficiency, and culture), and creating lesson plans that address learners’ needs.

In terms of the professional identity, a student demonstrates a sense of professionalism through improving personal language proficiency, involvement in professional organizations, and having a cognizance of personal strengths and weaknesses as a language teacher.

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Course Outcomes

Knowledge | Experience | Professional Identity
--- | --- | ---
1 | 2 | 3a | 3b | 3c

**TESOL Major Outcomes Matrix**

1 = slightly 2 = moderately 3 = significantly

**Expectations and Policies**

**Late Assignments**
The assignments for this class will take your time an effort to complete. Likewise, the assignments take my time and effort to grade. I believe it is important for me to hand back your graded assignments as soon as possible. Often, this will happen during the next class. In order for this system to work, I cannot accept late assignments. And to be fair to everyone, assignments are due at the beginning of class or when indicated in Canvas. Late assignments will receive a zero. However, if you cannot turn in your assignment due to a medical emergency, then I will make an exception, but you must communicate with me about this.

**University Final Exam Policy**
The final exam for TESOL 427 is scheduled for **April 8 and April 10, 2014**. The BYU-Hawaii Final Examination Policy in the university catalog 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 as follows and should be submitted in writing to the Dean of the college or school as soon as possible:

- A BYUH sponsored activity which takes an individual or a team away from the campus at the time an examination is scheduled;
- Emergency situations that are beyond the student’s control.

**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 780-8874 (24 hours).

**Students With Disabilities**
Brigham Young University-Hawaii is committed to providing a working and learning atmosphere, which reasonably accommodates qualified persons 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 730-8875.

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**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. (see university catalog for complete policy)

**Dress and Grooming**
The dress and grooming of both men and women should always be modest, neat, and clean, and consistent with the dignity adherent to representing The Church of Jesus Christ of Latter-day Saints and any of its institutions of higher education. Please see the university catalog for more specific information on dress and grooming. Students not dressed appropriately will be reminded to dress according to university standards.