

William Paterson University
College of Humanities and Social Sciences
Department of Languages and Cultures

COURSE OF STUDY

THEME: Preparing Inquiring Educators: Knowledge, Understanding, Application

COURSE TITLE: TBED 641 Methods, Materials, and Assessment in TESOL

NUMBER OF CREDITS: Three (3)

COURSE DESCRIPTION

Examines the theoretical and practical issues involved in selecting appropriate methods, materials and assessment instruments. The course also examines current materials and tests to assess content validity, format features and instructional effectiveness. Students experience learning a second language using different methods and examine the theoretical rationale for each method in order to select appropriate classroom practices

PREREQUISITE: TBED 640 Content Area Instruction in ESL

COURSE OBJECTIVES

1. To explore theoretical and practical issues involved in selecting appropriate methods, materials, texts and tests for the ESL student.
2. To assess readability and proficiency levels as well as communicative competence.
3. To experience learning a second language using different methods, and to examine the theoretical rationale for each.
4. To examine ESL materials, texts, and tests.
5. To introduce evaluation concepts and definitions.
6. To address the linguistic and cognitive demands of the ESL curriculum and to select appropriate classroom activities.
7. To evaluate standardized tests used to assess the language proficiency of non-native speakers of English and to design relevant, pragmatic, objective classroom tests.

STUDENT LEARNING OUTCOMES

At the completion of this course, students are expected to:

1. demonstrate knowledge of issues related to method, material, and test adoption
2. acquire skills needed for assessing textbooks and other materials according to method and level.
3. broaden perspectives in theory and approaches for aiding successful language acquisition.
4. display skills for critiquing methods, materials, and assessment tools.
5. demonstrate ability to create thematic lessons from authentic materials appropriate to linguistics and cognitive ability of class.

6. evaluate commercial assessment tools for ESL student placement and ESL achievement according to issues of validity and reliability.

COURSE CONTENT

Unit One: Assessing the needs of the second language learner

1. Linguistic
2. Cognitive
3. Affective
4. Sociocultural

Unit Two: Designing the syllabus

1. To address real-life language needs
2. To facilitate face to face interaction
3. To foster higher level cognitive skills
4. To incorporate the strengths of each method of teaching ESL
5. To address English for special purposes
6. To integrate ESL across the curriculum

Unit Three: Review of ESL Approaches and Methodologies

1. Audiolingual
2. Cognitive Code
3. Community Language Learning
4. Direct Method
5. Grammar Translation
6. Language Experience Approach
7. Natural Approach
8. Silent Way (Gattegno)
9. Suggestopedia (Lozanov)
10. Total Physical Approach (Asher)
11. Cognitive Academic Learning Approach

Unit Four: Evaluating Classroom Tests and Materials

1. Population
2. Proficiency level
3. Content appropriateness
4. Schema constructs
5. CALP and BICS
6. Register
7. Format
8. Illustrations
9. Bias (cultural, racial, sexual, age)
10. Approach, method and technique
11. Linguistic components: listening, speaking, reading and writing

Unit Five: Constructing and Evaluating ESL Tests

1. Characteristics of a good test: validity, reliability and practicality
2. Purpose/type of test
 - Aptitude
 - Placement
 - Achievement
 - Diagnostic
 - Proficiency
3. Table of specifications
4. Item types
5. Distractors
6. Norm-referenced tests
7. Criterion-referenced tests
8. Psychometric criteria
 - Relevance
 - Discrimination
 - Balance
 - Fairness
 - Objectivity
 - Specificity
 - Difficulty
9. Formative and summative testing.

TEACHING/LEARNING METHODS

Lecture and discussion
 Examination and evaluation of commercially prepared ESL materials
 Student presentations
 Group evaluation of standardized tests for non-native speakers

EVALUATION METHODS

Students will be assessed using the following activities:

1. Homework completion including reading and written activities as well as gathering samples of materials and assessment tools from their area of the ESL profession.
2. Oral and written evaluation of a selection of current articles in scholarly journals.
3. Oral presentation of theme folders.
4. Oral and written presentation of term project.

RECOMMENDED TEXTS/READINGS

O'Malley, J. M. and L. V. Pierce (1996). Authentic Assessment for English Language Learners. Reading, MA, Addison-Wesley.

Richards, J.C., J. Platt, and H. Platt (1992). Longman Dictionary of Language Teaching & Applied Linguistics. New York, Longman.

Ur, P. (1996). A Course in Language Teaching: Practice and theory. New York, Cambridge University Press.

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REVISER'S NAME AND DATE Dr. Thomas Ihde 1/3/00

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- Forrest, T. (1992). Shooting your class: The video-drama approach to language acquisition. Video in Second Language Teaching. S. Stempleski and P. Arcario. Alexandria, VA, TESOL.

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- Gremmo, M.-J. and P. Riley (1995). "Autonomy, Self-Direction and Self Access in Language Teaching and Learning: The History of an Idea." System 23(2): 151-164.
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