TSL 3360 (Section 0090): Introduction to Teaching English as a Second Language
Monday- Friday: AND 13 (Period #3- 11am- 12.15 pm)
Course website: E-learning in Sakai

About Your Instructor

Instructor: Divya Chaudhry   Office: #4118, Turlington Hall
Email: dchaudhry@ufl.edu   Office hours: T, W, R- 9.30-10.30 am
                                                           or by appointment

Course Description

This course focuses on the teaching of English to speakers of other languages. Specifically, the course explores the multidimensional nature of the teacher as a learner of teaching, the contexts within which teaching occurs, and the activities and content of second language teaching and learning. **IF YOU ARE NOT INTERESTED IN TEACHING, THIS COURSE IS NOT FOR YOU.**

Course Objectives

Throughout the semester students will engage in a range of theoretical, pedagogical, and reflective activities that will enable them to:
1) understand their own beliefs and knowledge about language learning and language teaching and become aware of the impact of such knowledge and beliefs on their classroom practices,
2) recognize the highly situated and interpretative processes involved in language teaching and be able to reflect on, critically analyze, and evaluate their own teaching practices,
3) become sensitive to the complex social, cultural, political, and institutional factors that affect language teaching and students' language learning,
4) come to recognize students' strengths and development as learners and language learners,
5) understand subject matter content from an instructional perspective and learn to anticipate areas that may require additional instructional support,
6) use their knowledge of theory to inform their instructional practices,
7) participate in professional collaborations with other learners of teaching as they learn about second language teachers, second language teaching, and second language learning.

Texts

Edge, J., & Garton, S. (2009). *From experience to knowledge in ELT*. NY: Oxford University Press.

All additional readings will be made available on Sakai or provided in class.

Course Requirements

(1) Regular attendance and participation (25%)

- Regular attendance is required for this course.
- Careful <u>reading</u> of all assigned readings and <u>active participation</u> in all class discussions are required.
- You will be asked to fill out <u>discussion papers and/or activity sheets,</u> which are handed out in class when class discussions are held with specific questions. These papers are used to grade your participation at the end of semester. If you are absent from the class, you will not be able to submit this paper later. **Your final grade of participation will be deducted 0.5% for each missing paper even though your absence is one of three unexcused absences.**
  (**Note:** For virtual classes on May 13, 14, 15- the participation on the e-learning website will be counted towards your participation grade.)
- All your <u>written assignments</u> have to be handed in on time.
- You can have <u>three unexcused absences</u>. However, you have to be responsible for anything you miss about the class. **Any unexcused absences beyond three will lower your attendance grade by 1% for each absence.**
- <u>Absences</u> will be <u>excused</u> for documented illness, documented participation in an official UF activity, religious holidays, and family emergencies. **Contact me *before* you miss the class.**
- All electronic devices (e.g., laptop, cellphone, etc.) are prohibited in class. Your frequent use of electronic devices can lower your participation grade.

(2) **Assignments (20%)**

Throughout the semester, you will be required to read and respond to research articles and/or book chapters and engage in activities that teachers actually do. The goal of these assignments is to consolidate your reading and learning in the classroom. Specifically, you will do the following four assignments for this class:

1. Respond to Johnson's chapters 2 and 3 (due date: May 18, 2015)
2. Submit a reflective paper (due date: May 26, 2015)
3. Draft a 45- minute lesson plan (due date: June 1, 2015)
4. Respond to Cook's article (due date: June 3, 2015)

Guidelines will be provided on Sakai for each assignment seven days before the deadline. It is *your* responsibility to keep yourself updated on the information posted on the e-learning website. **These assignments must be submitted via email (dchaudhry@ufl.edu)** *prior* **to our class meeting on the due dates.**

(3) **Class Observation Paper (15%): Due June 15, 2015 by 8 pm**

You will **observe one session of an ELI course** (Reading/Writing, Grammar, or Listening/Speaking- depending on their availability) and **write an observation paper** about it (1.5-2 pages with single space and 12 font size). *Before* you go to observe the ELI class, you have to **print out a form of class observation** provided in Sakai. Then, you must receive the **ELI instructor's signature** on the form to prove your observation. When you submit your report, you must **submit this form with instructor's signature**. **IF YOU DO NOT SUBMIT THIS FORM, YOU WILL NOT RECEIVE A GRADE FOR CLASS OBSERVATION PAPER.**

This assignment will give you an opportunity to see an authentic EFL classroom. You will learn many aspects of language teaching by examining other's teaching practices. Guidelines and observation schedule will be provided later.

(4) **Team-teaching (25%)**

- You and your group members **must schedule a meeting** with me before your team-teaching date. All members have to be present for the meeting. When you come to see me for this meeting, you must have your team's draft of lesson plan (not too rough, but a revised version).
- You will **create a lesson plan** with your teammates to teach a specific set of required skills and/or concepts (w/ feedback from me). The final lesson plan must be submitted at least 3 hours before the class. When you submit your lesson plan after team-teaching, you will receive half credit.   (5%)
- You will **'practice' teach** your 45-minute lesson to your TSL 3360 classmates (and receive feedback from me and them). You have to make sure all the group members have an equal portion of teaching. When you do not present your teaching in class, your group will be graded individually even though it is a group work.   (15%)
- You will **evaluate others' team-teaching by writing comments**. → Critical peers. Therefore, when you are absent from the classes your classmates are team-teaching, you will lose points for your critical peer evaluation and your absence will be counted. It will be better for you to avoid this.   (5%)

This project enables **you to experience what teaching English to L2 learners in class is like and how you apply your knowledge of teaching English to teaching from designing a lesson plan**. More guidelines and a schedule for this assignment will be provided later.

(5) **Final Paper (15%):** **Due June 21, 2015, by 8 pm**.

You will write a team-teaching reflection paper (2-2.5 pages with single space) about your teaching experience based on your observations of ELI class and your classmates' team-teachings, course readings, class discussions, your feelings, and beliefs about teaching English to L2 learners. More guidelines will be provided for this later in class.

Grading

The following grading scale will be used.

A	93.3-100	C	73.3-76.6
A-	90-93.2	C-	70-73.2
B+	86.7-89.9	D+	66.7-69.9
B	83-86.6	D	63.3-66.6
B-	80-82.9	D-	60-63.2
C+	76.7-79.9	E	0-59.9

Additional information about the University's grade policies is available at
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

Miscellaneous

- No electronic devices please!

- *Missed/Late Work.* **Late work will not be accepted**. All requests for exceptions due to illness, religious obligations, unexpected emergencies, or other extenuating circumstances must be made *before* the due date. If you know that you will be unable to complete any work on time, contact the instructor to make prior arrangements.

- *Academic honesty.* Academic misconduct, including but not limited to cheating and plagiarism, will not be tolerated. It may result in disciplinary action and an F for the course. The University has an Honor Code which reads as follows: "*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity*". You can read all about it at http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php. The bottom line is *"On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

- Copying or sharing any part of your assignments in any way, shape, or form is strictly prohibited. For computer work, this includes, but is not limited to, using the same file/document as someone else, using a modified file/document, or copying information between files/documents. No written work may be a joint effort in any way unless explicitly permitted and stated.

- *Accommodations for students with disabilities.* Students requesting classroom accommodation must first register with the Dean of Students Office: http://www.dso.ufl.edu/drc (Room 001 Reid Hall, 352-392-8565). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Summer-A Calendar

Date	Topic	Assigned Reading	Due
Week 1			
5/11/2015	Introduction to TSL 3360		
5/12/2015	The ESL/EFL teacher	Textbook Ch 1	
5/13/2015	Typical vs ideal classroom *(E-LEARNING, NO CLASS)*		1) Email the visual depictions, 2) post on discussion board #1
5/14/2015	Typical vs ideal classroom *(E-LEARNING, NO CLASS)*		Respond to Discussion Board #1 posts
5/15/2015	The activity of teaching *(E-LEARNING, NO CLASS)*	Video- link on Sakai	Discussion Board #2
Week 2			
5/18/2015	Learner-1	Textbook Ch 1	Assignment #1
5/19/2015	Learner-2	Textbook Ch 1	
5/20/2015	Method-1	Kumaravadivelu (1994)	
5/21/2015	Method-2	Kumaravadivelu (1994)	
5/22/2015	Materials-1	Textbook Ch 4,5	
Week 3			
5/25/2015	**NO CLASS- MEMORIAL DAY!**		
5/26/2015	Materials-2	Textbook Ch 4,5	Assignment #2 Team teaching members
5/27/2015	Lesson Plans-1	Textbook Ch 6	
5/28/2015	Lesson Plans-2	Review: Bloom's Taxonomy	
5/29/2015	Lesson Plans-3		
Week 4			
6/1/2015	English-1	Textbook Ch 3	Assignment #3 Team teaching topic
6/2/2015	English-2		
6/3/2015	English-3	Cook (1999)	Assignment #4
6/4/2015	Language teaching approaches-1	Textbook Ch 7	
6/5/2015	Language teaching approaches -2	Textbook Ch 8	
Week 5			
6/8/2015	Teaching language skills-1	Textbook Ch 9	
6/9/2015	Teaching language skills-2	Textbook Ch 9	
6/10/2015	Lesson Plans: Sample Analysis		
6/11/2015	Lesson Plans: Sample Analysis		
6/12/2015	Project Day: Group Meetings		
Week 6: LAST WEEK!			
6/15/2015	Project Day: Group Meetings		ELI Class Observation Reports Due
6/16/2015	Project Day: Group Meetings		
6/17/2015	Team Teaching-1		
6/18/2015	Team Teaching-2		
6/19/2015	Team Teaching-3 , *last day of class*		
6/21/2015	Deadline for the final paper		Final Paper Due by 8 pm