Introduction to Teaching English as a Second Language

TSL 3360 Sections 0377 and 0880

Fall 2016

Instructor

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office hours: Turlington B132; MF (5) 11:45–12:35, M (7) 1:55–2:45, and by appointment
course website: http://lss.at.ufl.edu on Canvas

Class Times & Location

Section 0377: MWF (4) 10:40 – 11:30 Anderson 21
Section 0880: MWF (6) 12:50 – 1:40 Anderson 21

Course Description

This course focuses on the teaching of English to speakers of other languages. 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.

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,

2) develop individual teaching skills and reflective practice through observation, lesson planning, and peer teaching,

3) understand subject matter content from an instructional perspective and learn to anticipate areas that may require additional instructional support,

4) use their knowledge of theory to inform their instructional practices.

Course Materials

Our primary text will be: Edge, J., & Garton, S. (2009). *From experience to knowledge in ELT*. NY: Oxford University Press. All other articles and book chapters will be made available on the Canvas website.

Grading

Course components are assigned the following weights:

Discussion	10%
Activities	25%
Peer Teaching	25%
Assignments	40%

The course grading scale is:

A	93.3-100	B-	80-82.9	D+	66.7-68.9
A-	90-93.2	C+	76.7-79.9	D	63.3-66.6
B+	86.7-89.9	C	73.3-76.6	D-	60-63.2
B	83-86.6	C-	70-73.2	E	<59.9

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

Course Requirements

There are no tests or exams in this course. All requirements are activity-based tasks and introduced below. Further details and guidelines will be provided on Canvas.

Attendance and Participation

1. Attendance is mandatory. You are allowed three unexcused absences. Each further unexcused absence will lower your final grade by 1%. An excused absence should be consistent with UF policies, found here: <catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. If you must be absent or late, please let me know in advance.

2. Late work submitted after the due date will have a daily 1 point deduction. Readings are due the day before class meets.

3. Silence all cell phones during class and use laptops only for course purposes.

4. Canvas will be the primary communication channel for this course. All course related assignments, updates, due dates, course documents, etc. will be posted on the course website. Almost all homework submissions will be uploaded to Canvas. Please make sure you are prepared and familiar with accessing the course website. For guidance, consult the Canvas tutorial <http://guides.instructure.com/m/4212>, contact the UF Computing Help Desk at helpdesk@ufl.edu, or see me.

Discussion (10%)

In order to engage with the readings and connect them to our own practice, we will have weekly discussions on Canvas. You will be responsible for (1) **initiating** one topic/thread on the readings and posing a question for others to answer, and then (2) **replying** to at least one person's thread. To ensure that your thread gets a response, try to post as soon as possible. I will provide a first prompt to initiate the conversation. These *at least* two discussion posts will be due **by 8 pm** on **Tuesdays** starting in Week 2.

Activites (25%)

You will do roughly 6 tasks that teachers actually do and sign up to present one of these activities for a target population of your choice. The write-up of the activity as well as your response to peer comments is to be submitted within two days of the demonstration. All activities must be completed, regardless of whether or not you are presenting. Guidelines will be discussed in class.

1. Authentic materials

2. Giving instructions to a role-play

3. Listening or reading task

4. Grammar point with ppt slides

5. Speaking or writing task

6. Pronunciation task

Peer Teaching (25%)

You and your peer(s) will design a 40-minute lesson to teach a specific set of required skills and/or concepts to your TSL 3360 classmates. The class will be asked to respond as learners from your target population. This final project enables you to carry out ideas and skills gathered throughout the semester. This requirement includes four components:

1. sending lesson plan/meeting with instructor two days before peer teaching

2. detailed lesson plan to give to instructor the day of peer teaching

3. teaching of lesson to class

4. written reflection of lesson (to be submitted with teaching portfolio)

Assignments (40%)

Teaching Philosophy: You will write a paper detailing your teaching philosophy, of roughly 300-500 words, describing your beliefs, assumptions, and principles about language teaching and learning. One draft will be written at the beginning of the semester, and a final draft will be submitted at the end of the semester.

Target Class: Because all teaching depends on who your students are, you will need to characterize your target class. Your target class is the group of students whom you hope to teach or will be teaching in the future. You will fill out a worksheet detailing your target class. Knowing who your target class is will be essential in doing most of the activities during the course.

Lesson Plan: You will prepare a 50 minute lesson plan directed towards your target class on a theme/skill set of your choosing. Beyond this course, knowing how to create lesson plans for your teaching will be essential. You'll do a draft and get feedback, and then do a final version.

Conversation Partners: You will meet with an English language learner for one hour at least three times over the semester. These meetings may be tutoring sessions, conversation sessions, or mini-lessons. It will be your responsibility to find a language learner. You will write up reports on three of your experiences, demonstrating connections to and applications from the readings and class discussions.

Observations: You will observe one class taught at UF's English Language Institute and if possible, one class held by the TESL Certificate Program. Reports will be submitted

for both observations **or** one report on the ELI observation and a fourth report with a conversation partner. Guidelines and schedule of available courses will be provided in class.

Teaching Portfolio: You will develop a teaching portfolio and include the following items: 1) your final 50 minute lesson plan for your target class, 2) your final teaching philosophy, and 3) a reflection on your peer teaching.

Academic Integrity

UF students are required to abide by the Honor Code which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." On all work submitted for credit 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." For more information on the UF Honor Code, please see: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

Accommodations

Students requesting classroom accommodation for disabilities must first register with the Dean of Students Office <http://www.dso.ufl.edu/drp/>. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Schedule

The following schedule is an estimate of the course's progress. Please also regularly consult the schedule and announcements on Canvas for any updates. I do reserve the right to change content and timing.

Week	Topic	Dates	Readings Due Dates	HW Due Dates
1	Developing a philosophy of teaching	8/22		
		8/24	Richards & Lockhart 1994	
		8/26	Edge ch.1	
2	Methods	8/29	Edge ch.2; Celce-Murcia 2001	Teaching Philosophy
		8/31	Kumar 1994	Discussion
		9/2		Target Class
3	Materials	9/5	no class	
		9/7	Edge ch.s 4 and 5	Discussion
		9/9		Shimane
4	Language to Communication and vice versa	9/12	Edge ch.8	Activity #1
		9/14	Edge ch.7	Discussion
		9/16		
5	Teaching Listening & Reading	9/19	Edge pp. 137-150	Activity #2
		9/21	Vandergrift 2011	Discussion
		9/23		
6	Teaching Vocabulary & Grammar	9/26	Edge pp. 31-46; McCarten 2007	Activity #3
		9/28	Celce-Murcia 2007	Discussion
		9/30		
7	Anatomy of a Lesson Plan	10/3	Edge ch.6	Activity #4
		10/5	Jensen 2001	Discussion
		10/7	no class	
8	Teaching Speaking & Writing	10/10	Edge pp. 150-159; McCarthy 2004	Lesson Plan
		10/12	Raimes 1991	Discussion
		10/14		
9	Classroom Assessment	10/17	Edge ch.10	Activity #5
		10/19	Edge 1994	Discussion
		10/21		
10	Teaching Pronunciation	10/24	Edge pp. 47-53; Goodwin 2001	Observation #1
		10/26	Murphy 1991	Discussion
		10/28		
11	Using Corpora in the Classroom	10/31	Bennett 2010	Activity #6
		11/2	Biber & Conrad 2011	Discussion
		11/4		
12	Peer Teaching	11/7		
		11/9	Brown ch.s 6-7	Discussion
		11/11	no class	
13	Peer Teaching	11/14		
		11/16	Lightbown & Spada ch.6	Discussion
		11/18		
14	Peer Teaching	11/21		Conversation Partners
		11/23-11/25	no class	
15	Peer Teaching	11/28		Observation #2
		11/30	Lightbown & Spada ch.7	Discussion
		12/2		
16	Beyond the Course	12/5	Bailey 1997	
		12/7	Edge ch.11	Discussion
		12/12	Teaching Portfolio due (will welcome earlier submissions!)	

Readings

Bailey, K. (1997). Reflective Teaching: Situating Our Stories. http://www.cuhk.edu.hk/ajelt/vol7/art1.html

Biber, D., & Conrad, S. (2011). Corpus linguistics and grammar teaching.

Brown, H. D. (2000). Teaching by principles: an interactive approach to language pedagogy. Pearson Education. 86-114.

Bennett, G. (2010). Using Corpora in the Language Classroom: Corpus Linguistics for Teachers. Ann Arbor: U of Michigan. 1-22.

Celce-Murcia, M. (2007). Towards more context and discourse in grammar instruction. *TESL-EJ, 11(2)*, 1-6.

Celce-Murcia, M. (2001). Language teaching approaches: An overview. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language*. Boston: Heinle & Heinle, 3-11.

Edge, J. (1994) Correction and accuracy in spoken English. *Mistakes and Correction*. London: Longman. 23-35.

Goodwin, J. (2001). Teaching pronunciation. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language*, Boston: Heinle & Heinle, 117-137.

Graves, K. (Ed.) (1996). Teachers as course developers. Cambridge: CUP. 1-39; 203-209.

Hedge, T. (2000) Treating error in the classroom. *Teaching and Learning in the Language Classroom*. Oxford: OUP. 289-292.

Jensen, L. (2001). Planning Lessons in Celce-Murcia. 403-411.

Kumaravadivelu, B. (1994). The postmethod condition:(E)merging strategies for second/foreign language teaching. *TESOL Quarterly, 28(1)*, 27-48.

Lightbown, P., & Spada, N. (2013) How Languages are Learned. 4th Ed. Oxford: OUP. 159-217.

McCarthy, M., & O'Keeffe, A. (2004). Research in the Teaching of Speaking. *Annual Review of Applied Linguistics, 24*, 26-43.

Murphy, J. M. (1991). Oral communication in TESOL: Integrating speaking, listening, and pronunciation. *TESOL Quarterly, 25*(1), 51-75.

Nation, P. Teaching Vocabulary. Asian EFL Journal.

Raimes, A. (1991). Out of the woods: Emerging traditions in the teaching of writing. *TESOL Quarterly,* 407-430.

Richards, J.C., & Lockhart, C. (1994). Reflective teaching in second language classrooms. New York: CUP. 29-49.

Vandergrift, L. (2004). Listening to Learn or Learning to Listen? *Annual Review of Applied Linguistics, 24*, 3-25.