

# Intro to Teaching English as a Second Language

TSL 3360 Sections 0377 and 0880

Fall 2017

## Instructor

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*office hours:* Turlington B132; MWF (7) 1:55–2:45 and by appointment

*course website:* TSL3360 at <http://lss.at.ufl.edu> on Canvas

## Class Times & Location

Section 0377: MWF (4) 10:40 – 11:30 Anderson 32

Section 0880: MWF (6) 12:50 – 1:40 Anderson 13

## Course Description

This course focuses on the teaching of English as a second language and the choices related to the practical aspects of classroom teaching such as teaching and intergrating language skills, evaluating and creating materials for teaching, and designing activities and tasks to be incorporated into lesson plans for specific language learners and learning contexts. We explore 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 you will engage in a range of theoretical, pedagogical, and reflective activities that will enable you to:

- 1) identify your beliefs and knowledge about language learning and language teaching,
- 2) develop teaching skills and reflective practice through observation, lesson planning, and peer and micro-teaching,
- 3) describe subject matter content from an instructional perspective, and
- 4) integrate knowledge of theory and pedagogical reasoning to inform instructional practices.

## Required Materials

All required materials will be available on the Canvas course website. We will read chapters from the following books:

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

Ur, P. (2012). *A course in English language teaching*. Cambridge: University Press. [Ur]

## Course Website on Canvas

Canvas will be our primary communication channel when not in class. Use your gatorlink to login to <<http://elearning.ufl.edu>>. All class resources will be stored in Canvas. All assignments will be submitted through Canvas. Assignment feedback will be provided through Canvas. If you are not familiar with using Canvas, please consult the tutorial:

<<http://guides.instructure.com/m/4212>>.

Please make sure you know how to upload assignments, view feedback on those uploads, and receive notifications and announcements. You can configure your notification preferences to receive e-mail alerts by going to *Account* (upper left corner within Canvas) > *Notifications* (left menu bar) and setting preferences to ASAP for announcements, notifications, and assignments. Checking the Canvas homepage regularly will be essential for success in this course. If there is ever a discrepancy between the course schedule provided below in this syllabus and the online Canvas schedule, please follow the schedule posted in Canvas.

## Course Requirements

The course is designed to encourage interaction and discussion of completed assignments, in lieu of tests or exams. There will be different assignment types throughout the course including weekly readings and responses, micro-teaching tasks, written assignments, and peer teaching. To give you a sense of what is to come, I briefly introduce the course requirements below but further details and guidelines for each assignment will be provided on Canvas:

### Micro-teaching Tasks (35%)

You will do 6 tasks that teachers actually do for a target population of your choice. You will demonstrate one of these activities to the TESL class, then write a reflection on your micro-teaching experience within two days of the demonstration. All tasks must be completed even if you are not presenting.

1. Selecting authentic materials
2. Giving instructions to a role-play
3. Introducing a listening or reading text
4. Explaining a grammar point with ppt slides
5. Conducting an information-gap speaking activity
6. Conducting a pronunciation task

### Assignments (30%)

**Teaching Philosophy:** A paper detailing your teaching philosophy, of roughly 300-500 words, describing your beliefs, assumptions, and principles about language teaching and learning. Beyond this class, employers often ask for such a document. You'll do a draft and get feedback, then do a final version.

**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 your target class will be essential in doing all of the aforementioned micro-teaching tasks.

**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, then do a final version.

**3 Interactions:** You will be asked to interact with second language learners (L2) of English by attending authentic ESL classes and meeting with an L2 conversation partner. You will observe at least one class and the other two interactions may be another class observation or meetings with a conversation partner. Requirements for this assignment will include three reports demonstrating connections to and applications from the readings and class discussions.

**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, 3) a first-day-of-class lesson plan.

### Peer Teaching (20%)

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

1. e-mailing the lesson plan or meeting with me to receive feedback *at least two days* before teaching
2. uploading to Canvas the lesson plan and all accompanying materials before teaching
3. teaching the lesson to the class
4. writing and submitting an individual reflection of the lesson within a week after teaching

When it is not your day to teach, then you are participating as the target population for your peers and providing feedback on the lesson. Written feedback on the lesson will be submitted to me for credit.

### Attendance (10%)

Since each class session will involve some combination of in-class projects, teaching demonstrations, discussion of course readings, lecture, and guest participants, regular class attendance is extremely important. You will receive 1 point for each day of attendance. Late arrivals (more than 10 minutes) and unexcused absences will not receive the attendance point. An excused absence should be consistent with UF policies, found here:

[catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](http://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx). Please notify me as soon as possible if you think you might be late or absent.

### Reading responses (5%)

Readings are due the day before they are listed on the schedule below. We will have in-class and online short reflection write-ups and quizzes on the assigned readings. They are intended to prepare you for class activities and connect the readings to your own teaching practice. These will be spread throughout the course and you'll have one attempt to complete the reflection or quiz.

### Grading

Course components are assigned the following weights along the following grading scale:

<i>Component</i>	<i>Weight</i>						
Tasks	35%	A	93.3-100	B-	80-82.9	D+	66.7-68.9
Assignments	30%	A-	90-93.2	C+	76.7-79.9	D	63.3-66.6
Peer Teaching	20%	B+	86.7-89.9	C	73.3-76.6	D-	60-63.2
Attendance	10%	B	83-86.6	C-	70-73.2	E	<59.9
Reading Responses	5%						
<i>Total</i>	100%						

Additional information about UF's grade policies is available at

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

### Other policies

*Late work:* Late work submitted after the due date will be graded one point down each day.

*Electronics:* Please silence all cell phones during class and use laptops only for course purposes.

*Accommodation:* Students with disabilities requesting accommodations should first register with the Disability Resource Center <http://www.dso.ufl.edu/drp/>. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Please follow this procedure as early as possible in the semester.

*Academic honesty:* Students are held accountable to the UF Honor Code:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

### Tentative Course Schedule

Week	Topic	Dates	Readings	HW Due Dates
1	Developing a philosophy of teaching	8/21		
		8/23	Richards & Lockhart 1994	
		8/25	Brown 2000	
2	Methods	8/28	Celce-Murcia 2014	
		8/30		Target Class
		9/1	Kumar 1994	
3	Materials	9/4	no class: holiday	
		9/6	Edge 4; Baker 2012	Teaching Philosophy
		9/8		
4	Language to Communication and vice versa	9/11	Edge 7-8	Task #1
		9/13	Ur 3-4	
		9/15		
5	Teaching Vocabulary & Grammar	9/18	McCarten 2007	Task #2
		9/20	Ur 6; Celce-Murcia 2007	
		9/22		
6	Teaching Listening & Reading	9/25	Richards 2008	Task #3
		9/27	Alyousef 2006	
		9/29		
7	Anatomy of a Lesson Plan	10/2	Purgason 2014	Task #4
		10/4		
		10/6	no class: homecoming	
8	Teaching Speaking & Writing	10/9	Bohlke 2014	
		10/11	Ur 11	Lesson Plan
		10/13		
9	Classroom Assessment	10/16	Katz 2014	Task #5
		10/18	Brinton 2014	
		10/20		
10	Teaching Pronunciation	10/23	Goodwin 2014	Interaction #1
		10/25		
		10/27		
11	Using Corpora in the Classroom	10/30	Bennett 2010	Task #6
		11/1	Biber & Conrad 2011	
		11/3		
12	Classroom Management/ Peer Teaching	11/6	Ur 18-19	Interaction #2
		11/8		
		11/10	no class: holiday	
13	Peer Teaching	11/13	Hinkel 2014	
		11/15		
		11/17		
14	Peer Teaching	11/20	Lightbown & Spada 6	
		11/22-11/24	no class: holiday	
15	Peer Teaching	11/27	Lightbown & Spada 7	Interaction #3
		11/29		
		12/1		
16	Beyond the Course	12/4	Murphy 2014	
		12/6	Last day	Teaching Portfolio

## Readings

- Alyousef, H. S. (2006). Teaching reading comprehension to ESL/EFL learners. *Journal of Language and Learning*, 5(1), 63-73.
- Baker, W. (2012). From cultural awareness to intercultural awareness: Culture in ELT. *ELT Journal*, 66(1), 62-70.
- Bennett, G. (2010). *Using Corpora in the Language Classroom: Corpus Linguistics for Teachers*. Ann Arbor: U of Michigan. 1-22.
- Biber, D., & Conrad, S. (2011). *Corpus linguistics and grammar teaching*.
- Bohlke, D. (2014). Fluency-Oriented Second Language Teaching. In Celce-Murcia, M., D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a Second or Foreign Language*, 4th Edition. (pp. 121-135). Boston: Heinle Cengage.
- Brinton, D. (2014). Tools and Techniques of Effective Second/Foreign Language Teaching. In Celce-Murcia, M., D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a Second or Foreign Language*, 4th Edition. Boston: Heinle Cengage.
- Brown, H. D. (2000). *Teaching by principles: an interactive approach to language pedagogy*. Pearson Education. 86-114.
- Celce-Murcia, M. (2007). Towards more context and discourse in grammar instruction. *TESL-EJ*, 11(2), 1-6.
- Celce-Murcia, M. (2014). Language teaching approaches: An overview. In Celce-Murcia, M., D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a Second or Foreign Language*, 4th Edition. (pp. 121-135). Boston: Heinle Cengage.
- Edge, J., & Garton, S. (2009). *From experience to knowledge in ELT*. NY: Oxford University Press.
- Goodwin, J. (2014). Teaching pronunciation. In Celce-Murcia, M., D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a Second or Foreign Language*, 4th Edition. Boston: Heinle Cengage.
- 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.
- Hinkel, E. (2014). Culture and Pragmatics in Language Teaching and Learning. In Celce-Murcia, M., D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a Second or Foreign Language*, 4th Edition. Boston: Heinle Cengage.
- Katz, A. (2014). Assessment in Second Language Classrooms. In Celce-Murcia, M., D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a Second or Foreign Language*, 4th Edition. Boston: Heinle Cengage.
- Kumaravadevelu, B. (1994). The postmethod condition:(E)merging strategies for second/foreign language teaching. *TESOL Quarterly*, 28(1), 27-48.
- Larsen-Freeman, D. (2014). Teaching Grammar. In Celce-Murcia, M., D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a Second or Foreign Language*, 4th Edition. Boston: Heinle Cengage.
- Lightbown, P., & Spada, N. (2013) *How Languages are Learned*. 4th Ed. Oxford: OUP. 159-217.
- Murphy, J. M. (2014). Reflective teaching: Principles and practices (pp. 613-629). In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a second or foreign language* (4th edition). Boston, MA: Heinle Cengage.
- Purgason, K. (2014). Lesson Planning in Second/Foreign Language Teaching. In Celce-Murcia, M., D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a Second or Foreign Language*, 4th Edition. Boston: Heinle Cengage.
- Richards, J.C., & Lockhart, C. (1994). Reflective teaching in second language classrooms. New York: CUP. 29-49.
- Ur, P. (2012). *A course in English language teaching*. Cambridge: University Press.