

**Introduction to Teaching English as a Second Language
Sections 0377 & 0880
Fall 2018**

Instructor

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Class Times and Locations

Section 0377: MWF (5), 11:45 – 12:35 Anderson 13
Section 0880: MWF (8), 3:00 – 3:50 Anderson 19

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 integrating language skills, evaluating and creating materials for teaching, and designing activities and tasks to be incorporated into lesson plans and syllabi for specific language learners and learning contexts. Together, we will 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 course, 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 individual and peer 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 Canvas. There are no required textbooks, but our readings will predominantly come from the following textbooks:

- Brown, H.D. & Lee, H. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (4th Edition). White Plains, New York: Pearson.
- Celce-Murcia, M. (Ed.) (2014). *Teaching English as a Second or Foreign Language* (4th Edition). Boston: National Geographic Learning.
- Ur, P. (2012). *A Course in English Language Teaching*. Cambridge: Cambridge University Press.

Course Website on Canvas

Canvas will be our primary communication channel when not in class. Use your Gatorlink to login to <elearning.ufl.edu>. All class resources will be stored in Canvas. All written 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 at <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* → *Notifications* 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 every a discrepancy between the tentative course schedule provided below and the online Canvas schedule, please follow the schedule posted on Canvas.

Course Requirements

This course is designed to encourage interaction and discussion of completed assignments, in lieu of exams. There will be different assignment types throughout the course, including weekly readings and responses, written assignments, and peer teaching. Each of these assignments is described below:

Reading Responses (10%): Reading is an essential component of this course. Readings will determine the scope and topic of discussion during each class session. Starting in Week 2, you will be required to post at least 2 discussion questions to the Discussion boards on Canvas each week about one or more of the readings for that week. You should also bring these questions to class as they will be used to facilitate class discussions.

Teaching Philosophy (10%): You will write a paper of roughly 300-500 words describing your beliefs, principles, and practices about language teaching and learning. This type of document is often required for any teaching position you may apply for in the future. You will submit a draft and get feedback on it. You will submit a final version with your teaching portfolio (described later).

Lesson Plans (20%): You will prepare two detailed 50 minute lesson plans (including any materials for the lesson) for a classroom context of your choosing. One lesson plan should focus on listening/speaking and the other on reading/writing. Being able to create lesson plans and materials is an essential skill in the daily life of an ESL teacher. You will write a draft for each, get feedback from me, and then submit the final versions with your teaching portfolio (described later). More details (including a rubric) will be provided on Canvas.

Classroom Observation (10%): You will observe one ESL class and write a 250-500 word report on your observations, connecting what you observe in the class with ideas from the readings and class discussions, as well as your own beliefs about language teaching. More details are provided on Canvas.

Video Teaching Demonstration (10%): You will record a 8-10 minute explanation of an English concept of your choosing from either grammar or vocabulary to a target class of your choosing. Video demo lessons are sometimes required for teaching applications. In addition, recording your teaching and watching it later is a good way to observe your own teaching for reflective practice. More details are provided on Canvas.

Peer Teaching Demonstration (20%): You and a classmate will design and present a 30 minute lesson teaching a set of skills and/or concepts to your classmates. You and your peer will be the classroom teachers, while your classmates will assume the role of English language learners in your class. This assignment will help you gain valuable experience creating and carrying out lessons. For this assignment, there will be three components:

- 1) E-mailing your lesson plan (including materials) to me and meeting with me to receive feedback at least two days before teaching
- 2) Uploading final lesson plan and materials to Canvas before teaching
- 3) Teaching the lesson to the class

Peer Teaching Reflection (10%): Within a week of completing your peer teaching, you will write and submit a 250-500 word individual reflection on your experience teaching. This reflection should critically assess your experience with teaching as well as connect your teaching experience with the concepts covered in course readings and discussions.

Portfolio (10%): You will develop a teaching portfolio with the following items: (1) your final teaching philosophy, (2) your final two lesson plans, (3) the lesson plan from your peer teaching, and (4) a 50 minute first-day-of-class lesson plan. More details will be provided on Canvas.

Attendance and Participation

Because class meetings will include a mix of teacher-led lectures, in-class activities, discussions of course readings, and teaching demonstrations, class attendance is not only mandatory, but vital for your success in this course. You are expected to attend all class meetings on time, with readings and any homework assignments completed in advance. You are expected to stay for the entirety of the class and remain engaged until the end of class (packing up early is the same as leaving class early). You are also expected to bring your course textbook and other required daily readings to class each day.

However, I understand that life can interfere with course work and you might have to miss class, arrive late, or leave early. For this reason, you are allowed to take three unexcused absences or six lates/early departures. Each unexcused absence beyond that may lower your final course grade by one level (e.g. from A to A-). Excused absences should be consistent with UF policies (catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx). The purpose of this policy is to incentivize attendance and ensure that the course runs smoothly for the sake of all students enrolled.

Please notify the instructor via e-mail as soon as possible if you know you will be absent, late, or have to leave class early.

Other Policies

Late work: All assignments are due by 11:59pm of the due date (if submitted via Canvas) or at the beginning of class on the due date (if submitted in person). Late work is not accepted. Only when verifiable extenuating circumstances can be demonstrated prior to the due date will extended due dates be considered. An extenuating circumstance is an event beyond your control, such as an accident or emergent medical condition. Verifiable means that supporting documents will be required.

E-mail and Skype: If you need to contact me outside of class or office hours, send an email. If I do not respond within 24 hours, please email me again. Please feel free to email with any questions that you have about the course or constructive feedback. Additionally, if you need to meet with me to discuss any issues related to the class but are unable to come during a time that I am on campus, we may set up a meeting via Skype.

Cell Phones, Laptops, and other Electronics: Despite our best efforts, cell phones, laptops, and other electronic devices can cause major distractions in class. Therefore, please set your cell phones to silent and place them in a backpack or purse. Laptops and tablets may be used only as long as they are used for class purposes.

Accommodation: Students with disabilities requesting accommodations should first register with the Disability Resource Center <<https://drc.dso.ufl.edu/>>. 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://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>>.

Tentative Course Schedule

The course syllabus provides a general plan for the course; deviations may be necessary. If deviations are made, I will upload an updated schedule to Canvas.

Week	Topic	Dates	Readings	Assignments
1	Developing a Philosophy of Teaching	8/22		
		8/24	R & L, 1996	
2	Methods	8/27	CM, Ch. 1	
		8/29	B & L, Ch. 3	
		8/31	CM, Ch. 3	
3	Materials	9/3	no class – holiday	
		9/5	Ur, Ch. 14; CM, Ch. 24	
		9/7		
4	Course & Lesson Planning	9/10	CM, Ch. 4	Teaching Philosophy
		9/12	B & L, Ch. 10	
		9/14		
5	Task & Classroom Management	9/17	CM, Ch. 22; B & L, Ch. 13	
		9/19	B & L, Ch. 14	
		9/21	no class – teacher at conference	
6	Teaching Listening & Speaking	9/24	B & L, Ch. 15; Ur, Ch. 8	Lesson Plan #1
		9/26	B & L, Ch. 16	
		9/28	Ur, Ch. 9	
7	Teaching Reading & Writing	10/1	B & L, Ch. 17	
		10/3	B & L, Ch. 18	
		10/5		
8	Teaching Grammar & Vocabulary	10/8	CM, Ch. 17	Lesson Plan #2
		10/10	CM, Ch. 19	
		10/12	no class – homecoming	
9	Focus on the Learner & Motivation	10/15	CM, 33	
		10/17	CM, 34	
		10/19	Ur, Ch. 18-19	
10	Assessment	10/22	B & L, Ch. 20	Video Teaching Demo
		10/24	CM, Ch. 21	
		10/26		
11	Technology in the Classroom	10/29	B&L, Ch. 12	
		10/31	Bennett, 2010	
		11/2		
12	Peer Teaching	11/5		Classroom Observation
		11/7		
		11/9		
13	Peer Teaching	11/12	no class – holiday	
		11/14		
		11/16		

14	Peer Teaching	11/19		
		11/21	no class – holiday	
		11/23	no class – holiday	
15	Peer Teaching	11/26		
		11/28		
		11/30		
16	Professional Development	12/3	Ur, Ch. 20; CM, Ch. 39	Teaching Portfolio
		12/5		