

Introduction to TESL

TSL3360 Sections 0377 and 0880

Fall 2015

Instructor

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office hours: Wednesday 1:55-3:50, Thursday 12:50-1:40, and by appointment

Class Times & Location

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

Section 0880: MWF 5th period (11:45 – 12:35 pm) Anderson 32

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.

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

While there are no required textbooks for this course, we will read articles from different academic journals and book chapters which will be on Canvas or provided in class. An optional but recommended textbook as a good introduction to TESL is: Edge, J., & Garton, S. (2009). *From experience to knowledge in ELT*. NY: Oxford University Press.

Grading

Course components are assigned the following weights:

Attendance and Participation	10%
Activities	15%
Peer Teaching	25%
Assignments	50%

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 but details and guidelines will be provided on Canvas.

Attendance and Participation (10%)

1) Regular *attendance* is required and students will sign in at each class meeting. If you must be absent or late, please let me know in advance. Make arrangements with another student to get class handouts and to help you with the information missed. An excused absence should be consistent with UF policies, found here:

<catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Examples of excused absences include religious holidays, official UF activities, military service, among others.

2) You are expected to complete the assigned *readings* before the day they are listed in order to participate actively in class discussions, and to provide thoughtful completion of all assignments.

3) *Late work* will not be accepted unless arrangements have been made with me prior to the date an assignment is due.

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

Activites (15%)

You will do roughly 7 tasks that teachers actually do, such as creating a reading activity, explaining a grammar point, or writing role-play instructions. Guidelines will be discussed in class and provided on Canvas seven days before the deadline. These assignments must be submitted via email (alavrent@ufl.edu) prior to our class meeting on the due dates, then brought to class where we will operationalize them.

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 TSL3360 classmates. We have Week 12 reserved for meeting with me to go over a draft of your team's lesson plan and to continue revising it. The final lesson plan must be submitted by e-mail (alavrent@ufl.edu) at least 2 hours before you are slotted to teach. All group members should have an equal portion of teaching, and monitoring the classroom. You will be graded individually even though it is group work. As for your "learners," they will be filling out feedback forms which you will receive along with individualized feedback from me. This project enables you to experience teaching English to L2 learners in a class and to apply your skills and carry out teaching ideas gathered throughout the semester. More guidelines and a schedule will be provided in class.

Assignments (50%)

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.

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. Knowing who your target class is will be essential in doing most of the activities during the course.

ELI Observation: You will observe two classes taught at the English Language Institute and submit an analysis of each course. Guidelines and schedule of available courses will be provided in class.

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.

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

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. We will have themed weeks where Mondays are usually reserved for introducing the topic, Wednesdays are for discussing readings and investigating a topic in pairs, and Fridays will be for micro-teaching/doing teaching activities in groups. Please also regularly consult the schedule and announcements on Canvas for any updates. I do reserve the right to change content and timing.

Week	Topics	Dates	Readings Due Dates	HW Due Dates
1	Developing a philosophy of teaching	8/24		
		8/26	Richards & Lockhart 1994	
		8/28	Optional: Graves 1996	
2	Methods	8/31		TP (draft 1)
		9/2	Kumar 1994	
		9/4		Target Class
3	Materials	9/7 NO CLASS - Labor Day		
		9/9		
		9/11		Activity #1
4	Teaching Vocabulary & Grammar	9/14	Nation	
		9/15	Celce-Murcia 2007	
		9/18		Activity #2
5	Anatomy of a Lesson Plan	9/21		
		9/23	Jensen 2001	
		9/25		LP draft
6	Communication to Language and vice versa	9/28		
		9/30	Edge & Garton 2009	
		10/2		Activity #3
7	Teaching Speaking	10/5	Mccarthy 2004	
		10/7		
		10/9		Activity #4
8	Teaching Listening & Pronunciation	10/12	Vandergrift 2004	
		10/14	Optional: Murphy 1991	
		10/16		Observation #1
9	Classroom Assessment	10/19	Hedge 2000	
		10/21	Edge 1994	
		10/23		Activity #5
10	Teaching Reading & Writing	10/26		
		10/28	Raimes 1991	
		10/30		Activity #6
11	Technology & Corpora in the Classroom	11/2		
		11/4	Bennett 2010	Activity #7
		11/6 NO CLASS - Homecoming		
12	Group Meetings/ Peer Teaching	11/9		
		11/11 NO CLASS - Veteran's Day		
		11/13		
13	Peer Teaching	11/16		
		11/18		
		11/20		
14	Peer Teaching	11/23		Observation #2
		11/25 - 27 NO CLASS - Thanksgiving		
15	Peer Teaching	11/30		
		12/2		
		12/4		
16	Beyond the Course	12/7	Bailey 1997	
		12/9	wrap-up	
		12/11-18		Portfolio

Readings

- Bailey, K. (1997). Reflective Teaching: Situating Our Stories. <http://www.cuhk.edu.hk/ajelt/vol7/art1.html>
- 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.
- Edge, J. (1994) Correction and accuracy in spoken English. *Mistakes and Correction*. London: Longman. 23-35.
- Edge, J., & Garton, S. (2009). From Communication to Language and From Language to Communication. *From experience to knowledge in ELT*. NY: Oxford University Press. 107-136.
- 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.
- 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.