

TSL 3360 – Introduction to TESL

Fall 2013, Section 0880 & 0377

MWF Period 4 (10:40~11:30), Anderson 032 → Section 0377

MWF Period 5 (11:45~12:35), Anderson 032 → Section 0880

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Office Hours: M/F 12:50-1:40, 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.

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.

Johnson, K.E. (1999). *Understanding Language Teaching: Reasoning in Action*. Boston, MA: Heinle & Heinle Publishers.

Additional Readings List - Either Linked directly to a PDF file or to E-Learning.

Course Requirements: All the deadlines are available in this syllabus and in Sakai.

(1) Regular attendance and participation (10%)

Regular attendance is required for this course. Careful reading of all assigned readings and active participation in all class discussions are required. All your written assignments have to be handed in **on time**. Absences will be excused for documented illness, documented participation in an official UF activity, religious holidays, and family emergencies. **CONTACT ME BEFORE YOU MISS THE CLASS. You can have two unexcused absences.** However, you have to be responsible for anything you miss about the class. Any unexcused absences beyond two will lower your attendance grade by 1% each absence.

(2) Reaction Papers (20%)

Throughout the semester you will be required to read a range of research articles, books, and other published materials and complete **a reaction paper (1.5-2 pages with single space and 12 font size)** based on these readings (**6 in total**). For the reaction papers, **questions will be posted in Sakai 7 days before the deadline. You will be expected to provide your own thoughts, feelings and experiences related to assigned readings and questions.** When you simply provide summary of readings, you will not receive full credit for your reaction paper. **Samples of reaction papers will be provided and discussed in class.** The reaction papers are intended to create an opportunity for you **to use informal writing as a means of relating to and learning about what we read and talk about in this course.** **Reaction papers must be submitted via webmail prior to our class meeting in the due dates,** as they will serve as the basis for our in-class discussions/activities. I will respond to your reaction papers in terms of the extent to which you have attempted to respond to the assigned question/task. **You must complete 5 reaction papers throughout the semester. When you complete 6 papers, the lowest grade will be replaced with your extra paper grade.**

(3) Group Presentation (10%)

You and your group members will present one research article, which are posted in Sakai, **to your classmates in class (20 minutes), and lead a short discussion (10 minutes).** A sample of group presentation will be provided before starting group presentation for this semester.

(4) Class Observation Paper (15%)

You will observe two sessions of the ELI course (writing/reading & speaking/listening) and **write one observation paper for two sessions (2-2.5 pages with single space and 12 font size).** **Before you go to observe ELI classes, you have to print out a form of class observation provided in Sakai.** Then, **you must receive 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.** **This assignment will give you an opportunity to see an authentic ESL classroom.** You will learn many aspects in language teaching by examining other's teaching practices. Guidelines and observation schedule will be provided later.

(5) Team-teaching (25%)

- You will **create a lesson plan with your teammates** to teach a specific set of **required skills and/or concepts** (w/ feedback from me). **This lesson plan must be submitted 24 hours before your team-teaching date.** When you submit your lesson plan after team-teaching, you will receive half credit. It will be a good practice for you to create your own lesson plan for the final project. (5%)
- You will **'practice' teaching your 45-minute lesson to your 3360 classmates** (and receive feedback from me and your classmates). **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.** (5%) → **Critical peers.** Therefore, **when you are absent from the classes your classmates do team-teaching, you will get deducted points for your critical peer evaluation and your absence will be counted. It will be better for you to avoid this.**

This project is intended to provide you with real teaching experience from designing a lesson plan. Guidelines and schedule for this assignment will be provided later.

(6) Final Paper (20%)-----**DUE: December 8th, Sunday, by midnight**

On the basis of your experience of preparing and presenting your own lesson and your observation of others' teaching presentations, you will write a team-teaching reflection paper (2.5-3 pages with single space).

Grading: The following grading scale will be used.

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|--------------|--------------|
| 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:

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.

Any electronic devices will not be allowed in class.

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.

| Week | Date | Topics | Readings | Due |
|-------------|-------------|---|----------------------------|-----------------------------------|
| 1 | Aug 21 | Introduction of the course/TESOL | | |
| | Aug 23 | Introduction of self /SLTE | | |
| 2 | Aug 26 | SLTE | | |
| | Aug 28 | The perception of language teaching and learning/Reflection of your own experience | | |
| | Aug 30 | Group members/ Discussion of requirements: reaction papers & group presentations | | Group Presentation members |
| 3 | Step 2 | NO CLASS: Labor Day | | |
| | Step 4 | Metaphor: Teaching & the role of teacher | | |
| | Step 6 | People | Ch.1 | |
| 4 | Step 9 | People | | |
| | Step 11 | Learning & teaching processes | Ch. 2 | |
| | Step 13 | Teachers' knowledge & beliefs | Johnson's ch. 2 & 3 | Reaction paper1 |
| 5 | Step 16 | Activity & Discussion | | |
| | Step 18 | Case-based method | | |
| | Step 20 | New understanding of teaching: Group Presentation 1 | Freeman (1993) | Reaction paper2 |
| 6 | Step 23 | Team-teaching | | Team-teaching members |
| | Step 25 | Activity & Discussion | | |
| | Step 27 | Critical reflection in SLTE: Group Presentation 2 | Yost et al. (2000) | Reaction Paper3 |
| 7 | Step 30 | The English Language | Ch. 3 | |
| | Oct 2 | Nativeness in TESOL | | |
| | Oct 4 | Going beyond the native speaker in language teaching: Group Presentation3 | Cook (1999) | Reaction paper 4 |
| 8 | Oct 7 | Activity & Discussion | | Topic for Team-teaching |
| | Oct 9 | Materials | Ch. 4 | |
| | Oct 11 | NESTs vs. NNESTs: Group Presentation4 | Todd & Pojanapunya (2009) | Reaction Paper 5 |
| 9 | Oct 14 | Lesson Plans | Graves Ch.2 | |
| | Oct 16 | Knowledge Base of Language Teaching: Group Presentation 5 | Johnston & Goettsch (2000) | Reaction Papaer6 |
| | Oct 18 | Guideline for team-teaching/ Discussion of final project | | |
| 10 | Oct 21 | Project Day | | |
| | Oct 23 | Project Day | | |

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|----|--------|------------------------------------|--|---|
| | Oct 25 | Team-teaching 1 | | |
| 11 | Oct 28 | Discussion: Class Observation | | Class Observation Report |
| | Oct 30 | Team-teaching 2 | | |
| | Nov 1 | Discussion | | |
| 12 | Nov 4 | Team-teaching 3 | | |
| | Nov 6 | Discussion | | |
| | Nov 8 | NO CLASS: Homecoming | | |
| 13 | Nov 11 | NO CLASS: Veterans Day | | |
| | Nov 13 | Team-teaching 4 | | |
| | Nov 15 | Discussion | | |
| 14 | Nov 18 | Team-teaching 5 | | |
| | Nov 20 | Discussion | | |
| | Nov 22 | Team-teaching 6 | | |
| 15 | Nov 25 | Discussion | | |
| | Nov 27 | NO CLASS: Thanksgiving | | |
| | Nov 29 | NO CLASS: Thanksgiving | | |
| 16 | Dec 2 | Discussion of Class Observation | | |
| | Dec 4 | Last Class | | |
| | Dec 8 | <i>DEADLINE by midnight</i> | | <i>Final Paper</i> |