

Introduction to Teaching English as a Second Language

TSL 3360 Sections 11B2 and 2890

Spring 2017

Instructor

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Office hours: Turlington B132; M (8-9) 3:00–4:55 and W (8) 3:00–3:50

Course website: <http://lss.at.ufl.edu> on Canvas

Class Times & Location

Section 11B2: MWF (6) 12:50–1:40 Anderson 32

Section 2890: MWF (7) 1:55–2:45 Anderson 32

Course Description

This course focuses on the teaching of English to speakers of other languages. 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 teaching,
- 3) describe subject matter content from an instructional perspective and anticipate areas that may require additional instructional support,
- 4) integrate knowledge of theory and pedagogical reasoning to inform instructional practices.

Required Materials

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

Course Website on Canvas

Canvas will be the primary communication channel for this course. You can login through <http://elearning.ufl.edu>. Resources, including the course syllabus, assigned readings, lesson and supplementary materials, will be posted in Canvas. All assignments and discussion posts will be submitted through Canvas. Assignment feedback will be available on Canvas. If you are not familiar with using Canvas, consult the Canvas 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 configure your preferences to ASAP for announcements, notifications, and assignments. Please do not contact me via the Canvas messaging system. Use your UF webmail to contact my UF e-mail: alavrent@ufl.edu. 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 and the online Canvas schedule, please follow the schedule posted in Canvas.

Grading

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

<i>Component</i>	<i>Weight</i>						
Assignments	30%	A	93.3-100	B-	80-82.9	D+	66.7-68.9
Activities	30%	A-	90-93.2	C+	76.7-79.9	D	63.3-66.6
Peer Teaching	22%	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
Discussion	8%						
<i>Total</i>	100%						

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 written assignments and teaching-based tasks that are introduced below. Further details and guidelines for each will be provided on Canvas.

Activities (30%)

You will do 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.

1. Authentic materials
2. Giving instructions to a role-play
3. Listening or reading task
4. Grammar point with ppt slides
5. Speaking task
6. Pronunciation task

Assignments (30%)

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 your target class 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, then do a final version.

3 Interactions: Observations/Conversation Partner: You will observe classes taught at UF's English Language Institute (ELI) or classes conducted through the TESL Certificate Internship Class. Guidelines and schedule of available courses will be provided in class after Week 2.

You will meet with an English language learner for at least an hour as a conversation partner. One way to do this is to go through ELI's conversation partner program, but you can also find a partner through other sources with my approval. These meetings may be tutoring sessions, conversation sessions, or mini-lessons. It will be your responsibility to find a language learner.

Requirements for this assignment will include 3 write-ups of any combination of observations or conversation sessions. For example, you could observe two classes and hold one conversation session or you could observe three classes. You will write up reports on three of your experiences, 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, and 3) a reflection on your peer teaching.

Peer Teaching (22%)

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. This final project enables you to carry out ideas and skills gathered throughout the semester. This requirement includes four components:

1. e-mailing lesson plan or meeting with me two days before peer teaching to receive feedback
2. providing the final lesson plan to me the day of peer teaching
3. teaching the lesson to the class
4. writing a reflection of the lesson (to be submitted with teaching portfolio)

Attendance (10%)

Attendance is mandatory and students will sign in at each class meeting. Starting on January 11th, 2017 after the Drop/Add period, each day of class attendance will be worth 1 point for a total of 39 points. Students with unexcused absences will not receive credit for the class missed. Students with excused absences will not receive attendance credit for the class missed however, the total number of points will be reduced by one. 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, notify me as soon as possible.

Discussion (8%)

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 two discussion posts will be due **by 8 pm on Thursdays** starting in Week 3.

Other policies

Late work: Late work submitted after the due date will have a daily 1 point deduction.

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. Students with disabilities should 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/>.

Course Schedule

The following schedule is an estimate of the course's progress. I reserve the right to update parts of the schedule and syllabus as necessary. You will be promptly notified of any changes. Readings are due before the day they are listed in the schedule.

Week	Topics	Dates	Readings Due Dates	HW Due Dates
1	Developing a Philosophy of Teaching	1/4		
		1/6	Edge ch.1; Richards & Lockhart 1994	
2	Methods	1/9	Edge ch.2	
		1/11	Celce-Murcia 2001	
		1/13	Kumar 1994	Target Class
3	Language to Communication and vice versa	1/16 No class		
		1/18	Edge ch.8	Teaching Philosophy draft
		1/20	Edge ch.7	Discussion 1
4	Teaching Vocabulary & Grammar	1/23	Edge pp.31-46	Activity #1
		1/25	Celce-Murcia 2007	
		1/27		Discussion 2
5	Anatomy of a Lesson Plan	1/30	Edge ch.6	Activity #2
		2/1	Jensen 2001	
		2/3		Discussion 3
6	Materials	2/6	Edge ch.s 4-5	Lesson Plan draft
		2/8	Brown ch.s 6-7	
		2/10		Discussion 4
7	Teaching Speaking & Writing	2/13	Edge pp.150-159	Activity #3
		2/15	Richards Speaking 2008	
		2/17		Discussion 5
8	Teaching Listening & Reading	2/20	Edge pp.137-150	Activity #4
		2/22	Richards Listening 2008	
		2/24		Discussion 6
9	Classroom Assessment	2/27	Edge ch.10	Activity #5
		3/1	Edge 1994	
		3/3		Discussion 7
10	3/6 - 3/10		Spring Break	
11	Teaching Pronunciation	3/13	Edge pp.47-53	
		3/15	Goodwin 2001	
		3/17		Discussion 8
12	Using Corpora in the Classroom	3/20	Bennett 2010	Activity #6
		3/22	Biber & Conrad 2011	
		3/24		Discussion 9
13	Peer Teaching	3/27		Interactions #1
		3/29		
		3/31	Lightbown & Spada ch.6	Discussion 10
14	Peer Teaching	4/3		Interactions #2
		4/5		
		4/7	Lightbown & Spada ch.7	Discussion 11
15	Peer Teaching	4/10		Interactions #3
		4/12		
		4/14	Gibbons 2015 pp.1-19	Discussion 12
16	Beyond the Course	4/17	Edge ch.11; Bailey 1997	
		4/18	wrap-up	
		4/24		Teaching Portfolio

Readings

- Bailey, K. (1997). *Reflective Teaching: Situating Our Stories*.
- 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.
- Richards, J.C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. New York: CUP. 29-49.