Intro to Teaching English as a Second Language

TSL 3360 Sections 11B2 and 2890

Spring 2018

Instructor

Sasha Lavrentovich
e-mail: alavrent@ufl.edu
office hours: Turlington B132; MWF (6) 12:50 – 1:40 and by appointment
course website: TSL3360 at http://lss.at.ufl.edu on Canvas

Class Times & Location

Section 11B2: MWF (5) 11:45 – 12:35 Anderson 21
Section 2890: MWF (7) 1:55 – 2:45 Anderson 32

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 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 articles will be available on Canvas. There are no required textbooks, but suggested ones. We will read chapters from the following textbooks:

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 tentative course schedule provided below and the online Canvas schedule, please follow the schedule posted on Canvas.

Course Requirements

The 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, 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. Due dates are provided in the schedule below.

Micro-teaching Tasks (40%)

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. Conducting an information-gap speaking activity

4. Explaining a grammar point with powerpoint slides

5. Introducing a listening or reading text

6. Conducting a pronunciation task

Assignments (35%)

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. You will then create all the aforementioned micro-teaching tasks for your target class.

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

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 submit a final version.

3 Interactions: You will interact with English language learners by attending ESL classes and meeting with a conversation partner. You will observe at least one ESL class and the other two interactions may be other class observations 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.

Video Demo Lesson: You will videotape a 5-8 minute explanation of an English concept of your choosing to your target class. Beyond this course, video demo lessons are widely used for teaching applications so this will help you practice demonstrating your teaching skills.

Teaching Portfolio: You will develop a teaching portfolio with the following items: 1) your final 50 minute lesson plan for your target class, 2) your final teaching philosophy, 3) a 50 minute 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 TSL3360 classmates. You will be classroom teachers, while the rest of the class will role-play English learners. This capstone project enables you to carry out ideas and skills gathered throughout the semester. The project includes four components:

1. e-mailing the lesson plan or meeting with the instructor to receive feedback <u>at least two days before teaching</u>

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 on 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 the instructor for credit.

Reading responses (5%)

Readings are due the day before they are listed on the schedule below. We will have in-class reading responses. They are intended to prepare you for class activities and connect the readings to your own teaching practice. The responses will be spread throughout the course and you will have one attempt to complete the response.

Grading

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

Component	Weight
Tasks	40%
Assignments	35%
Peer Teaching	20%
Reading Responses	5%
Total	100%

A	93-100	B-	80-83	D+	67-70
A-	90-93	C+	77-80	D	63-67
B+	87-90	C	73-77	D-	60-63
B	83-87	C-	70-73	E	<60

Attendance and Participation

Since each class session will involve some combination of in-class projects, teaching demonstrations, discussion of course readings, lecture, and guest participants, class attendance is mandatory. You can take three unexcused class absences. Any unexcused absence afterwards will lower your final grade by one level (e.g. from an A to A-). If you are tardy by seven minutes then the third tardy occurrence will count as an unexcused absence. An excused absence should be consistent with UF policies, found here:

<catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Please notify the instructor as soon as possible if you think you might be absent or tardy. Participation will be noted so please use laptops for class purposes only.

Other policies

Late work: All assignments are due by 11:59pm of the due date. 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.

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	1/8		
		1/10	Richards & Lockhart 1994	
		1/12	Brown 2000; Maxom 2014	
2	Methods	1/15	no class: holiday	
		1/17	Celce-Murcia 2014	
		1/19		Target Class
3	Materials	1/22	Kumar 1994	
		1/24	Edge 4	
		1/26		Teaching Philosophy
4	Anatomy of a Lesson Plan	1/29	Purgason 2014	
		1/31	Nation 2013a	
		2/2		Lesson Plan draft
5	Teaching Speaking & Writing	2/5	Bohlke 2014	Task #1
		2/7		
		2/9	Ur 11	
6	Classroom Management & Assessment	2/12	Brinton 2014	Task #2
		2/14	Nielsin 2017; Katz 2014	
		2/16		
7	Teaching Grammar & Vocabulary	2/19	Ur 6; Celce-Murcia 2007	Task #3
		2/21		
		2/23	Nation 2001	
8	Teaching Listening & Reading	2/26	Richards 2008; R & F 2011	Task #4
		2/28	Alyousef 2006	
		3/2	Ur 3	
9	Spring break	3/5-9	no class	
10	Using Corpora in the Classroom	3/12	Bennett 2010	Task #5
		3/14	Biber & Conrad 2011	
		3/16		
11	Teaching Pronunciation	3/19	Goodwin 2014	Interaction #1
		3/21		
		3/23		
12	Language to Communication and vice versa	3/26	Edge 7-8	Task #6
		3/28	Ur 4	
		3/30		
13	Peer Teaching	4/2	Hinkel 2014	
		4/4		Interaction #2
		4/6		
14	Peer Teaching	4/9	Nunan 2014	
		4/11		Video Demo Lesson
		4/13		
15	Peer Teaching	4/16	Nation 2013b	
		4/18		Interaction #3
		4/20		
16	Beyond the Course	4/23	Murphy 2014	
		4/25	Last day	Teaching Portfolio