

# Introduction to TESL

TSL 3360 Sections 2890 & 11B2

Spring 2016

## Instructor

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*office hours:* Thursday 5th period (11:45 – 12:35), Friday 7th – 8th period (1:55 – 3:50),  
and by appointment

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

## Class Times & Location

Section 2890: MWF 4th period (10:40 – 11:30 am) Anderson 21

Section 11B2: MWF 6th period (12:50 – 1:40 pm) Anderson 21

## Course Description

This course focuses on the teaching of English to speakers of other languages. 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

Our primary text will be:

Edge, J., & Garton, S. (2009). *From experience to knowledge in ELT*. NY: Oxford University Press.

All other articles and book chapters will be made available on our Canvas website.

## Grading

Course components are assigned the following weights:

Activities	20%
Peer Teaching	30%
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. Further details and guidelines will be provided on Canvas.

#### ***Attendance and Participation***

1) Attendance is mandatory. You are allowed three unexcused absences. Each further unexcused absence will lower your final grade by 1%. An excused absence should be consistent with UF policies, found here: [catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx). If you must be absent or late, please let me know in advance.

2) You are expected to complete the assigned readings before the day they are listed in order to participate actively in class discussions.

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 (20%)***

You will do roughly 6 tasks that teachers actually do. Guidelines will be discussed in class and provided on Canvas seven days before the deadline. You will be doing tasks such as teaching a listening/pronunciation point and giving error correction or explaining a grammar point with PPT slides. You will sign-up to present one of these tasks to your classmates. All activities must be completed, regardless of whether or not you are presenting your task.

#### ***Peer Teaching (30%)***

You and your peer(s) will design a 40-minute lesson to teach a specific set of required skills and/or concepts to your TSL 3360 classmates. We have Week 13 reserved for meeting with your teammates. 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 and carry out teaching ideas and skills 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. You will fill out a worksheet detailing your target class. 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 UF's English Language Institute and submit an analysis of each course. Guidelines and schedule of available courses will be provided in class.

*Conversation Partners:* You will meet with visiting scholars and operationalize teaching strategies we discuss in class. This might include teaching a pronunciation point or listening for speaker errors. Guidelines and schedules 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 50 minute lesson plan, 2) your final teaching philosophy, and 3) a reflection on your peer teaching.

### **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. 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	1/6		
		1/8	Richards & Lockhart 1994 Edge Chapter 1	
2	Methods	1/11		Teaching Philosophy draft
		1/13	Kumar 1994	
		1/15	Edge Chapter 2	Target Class
3	Materials	1/18 NO CLASS		
		1/20	Edge Chapters 4 and 5	
		1/22		Activity #1
4	Teaching Vocabulary & Grammar	1/25	Nation Edge Chapter 3	
		1/27	Celce-Murcia 2007	
		1/29		Activity #2
5	Anatomy of a Lesson Plan	2/1	Edge Chapter 6	
		2/3	Jensen 2001	
		2/5		Lesson Plan draft
6	Teaching Reading & Writing	2/8	Edge Chapter 9	
		2/10	Raimes 1991	
		2/12		Activity #3
7	Communication to Language and vice versa	2/15	Edge Chapter 7	
		2/17	Edge Chapter 8	
		2/19		
8	Teaching Speaking	2/22	Mccarthy 2004	
		2/24		Observation #1
		2/26		Activity #4
9	2/29 - 3/4 NO CLASS - Spring Break			
10	Classroom Assessment	3/7	Edge Chapter 10	
		3/9	Edge 1994	
		3/11		
11	Teaching Listening & Pronunciation	3/14	Vandergrift 2004	
		3/16	Optional: Murphy 1991	
		3/18		Activity #5
12	Technology & Corpora in the Classroom	3/21		
		3/23	Bennett 2010	
		3/25		Activity #6
13	Group Meetings/ Peer Teaching	3/28		
		3/30		
		4/1		
14	Peer Teaching	4/4		
		4/6		
		4/8		
15	Peer Teaching	4/11		Observation #2
		4/13		
		4/15		
16	Beyond the Course	4/18	Bailey 1997 Edge Chapter 11	
		4/20	wrap-up	
		4/27		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.
- 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.