

Spring 2019: MWF 11:45-12:35 (Anderson 21)

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Office Hours: MWF, 10:00-11:00 (Turlington 4016) and by appointment

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Office Hours: Tuesdays, 11:45-12:35; Wednesdays, 3:00-3:50 (Turlington TBA)

Course Description: In this course, we will explore the following two questions:

“How can we be effective English as a Second Language (ESL) teachers?”

“How can we help students become successful English language learners?”

In doing so, the goal of the course is to help you develop your pedagogical knowledge and the skills to put that knowledge into practice across a range of teaching contexts.

Course Objectives: By the end of the course, you will be able to:

- Demonstrate an understanding of some of the principles of English language pedagogy
- Design effective ESL lessons and materials focusing on various language skills
- Utilize a range of pedagogical skills for effectively guiding and managing classroom language learning

Course Learning Tasks: To accomplish the objectives of this course, we will complete the following tasks:

Reading Responses (15%): The assigned readings are an essential component of this course as they will determine the scope and topic of discussion during each class session. For this reason, each course reading will be accompanied by reading questions (provided on Canvas) that will help guide your reading and prepare you for class discussions and activities. It is your task to complete these reading questions *before class*, print them out, and bring them to class. Each completed reading response is worth 1 point. The percentage of completed responses will be applied to 15 points towards your final grade. If you miss class, e-mail me a scanned copy or picture of your reading response within 24 hours after the missed class to receive credit.

Lessons Plans (2 x 7.5%; 15% total): Being able to create lesson plans and materials is an essential skill in the daily life of an ESL teacher. In order to practice this skill, you will prepare two detailed 50 minute lesson plans (including any materials for the lesson) for a classroom context of your choosing. One lesson plan should follow the PPP format, while the other should follow the TBLT format. More details (including a rubric) will be provided on Canvas.

Language Learning Tasks (3 x 5%; 15% total): In order to give you practice creating materials for language teaching, you will create three tasks that could be used in a language learning classroom. Two of these tasks can focus on reading, writing, speaking, or listening, while the third task should be a focus on form task. More details (including a rubric) will be provided on Canvas.

Classroom Observation (10%): You will observe one ESL class and write a 500-750 word report on your observation, connecting what you observe in the class with ideas from the readings and class discussions, as well as your own beliefs about language teaching. More details (including a rubric) will be provided on Canvas.

ESL Interaction (5%): You will interact with ESL learners by attending ESL classes and meeting with a conversation partner. Afterwards, you will write a 250-500 word report on your interaction, connecting what happened with ideas from the readings and class discussions, as well as your own beliefs about language teaching. More details will be provided on Canvas.

Peer Teaching Demonstration (20%): You and a group of classmates will design and demonstrate a 30 minute ESL lesson to your classmates. You and your peer(s) will be the classroom teachers, while your classmates will assume the role of English language learners in your class. This assignment will help you gain valuable experience creating and carrying out lessons. For this assignment, there will be three components:

- 1) E-mailing your lesson plan (including materials) to me and meeting with me to receive feedback at least three days before teaching
- 2) Uploading final lesson plan and materials to Canvas by 10:00 AM the day of your demonstration
- 3) Teaching the lesson to the class

Peer Teaching Reflection (10%): Within a week of completing your peer teaching, you will write and submit a 500-750 word individual reflection on your experience teaching. This reflection should critically assess your experience with teaching as well as connect your teaching experience with the concepts covered in course readings and discussions.

Teaching Portfolio (10%): When applying for teaching positions, you will usually be asked to provide a teaching portfolio that showcases who you are as a teacher. To prepare you for this, you will develop a teaching portfolio with the following items: (1) a reflective essay about your experience in the class, (2) a 50 minute first-day-of-class lesson plan, (3) your two lesson plans, (4) your three language learning tasks, and (5) the lesson plan from your peer teaching. More details will be provided on Canvas.

Grading

Course Assignments and Grading		Grading Scale			
Assignment	% of Grade				
Reading Responses	15%	100—93	A	76—73	C
Lesson Plans	15% (2 x 7.5%)	92—90	A-	72—70	C-
Language Learning Tasks	15% (3 x 5%)	89—87	B+	69—67	D+
Classroom Observation	10%	86—83	B	66—63	D
ESL Interaction	05%	82—80	B-	62—60	D-
Peer Teaching Demonstration	20%	79—77	C+	59—0	E
Peer Teaching Reflection	10%				
Final Teaching Portfolio	10%				

Course Textbook and Additional Readings: For this course, we will be primarily reading chapters from the following textbook:

Brown, H.D. & Lee, H. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (4th Edition). White Plains, New York: Pearson.

We will also be reading chapters from several other textbooks. These additional readings will be made available on Canvas.

Course Policies

Attendance: Because class meetings will include a mix of teacher-led lectures, in-class activities, discussions of course readings, and teaching demonstrations, class attendance is not only mandatory, but vital for your success in this course. You are expected to attend all class meetings on time, with readings and any homework assignments completed in advance. You are expected to stay for the entirety of the class and remain engaged until the end of class (packing up early is the same as leaving class early). You are also expected to bring your course textbook and other required daily readings to class each day.

However, I understand that life can interfere with course work and you might have to miss class, arrive late, or leave early. For this reason, you are allowed to take four unexcused absences. Each unexcused absence beyond that may lower your final course grade by one level (e.g. from A to A-). Excused absences should be consistent with UF policies (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

Canvas: Canvas will be our primary communication channel when not in class. Use your Gatorlink to login to <elearning.ufl.edu>. All class resources (e.g. additional readings, PPTs, reading responses, worksheets, handouts) will be stored in Canvas. Assignments will be submitted to Canvas unless otherwise stated. Feedback on assignments will also be submitted via Canvas. For these reasons, make sure you know how to upload assignments, view feedback on those uploads, and receive notifications and announcements. Additionally, checking the Canvas homepage regularly will be essential for success in this course. If there is every a discrepancy between the tentative course schedule provided below and the online Canvas schedule, please follow the schedule posted on Canvas.

Late work: Late work is not accepted except in the event of verifiable extenuating circumstances. 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.

E-mail and Skype: If you need to contact me outside of class or office hours, send an email. If I do not respond within 24 hours, please email me again. Please feel free to email with any questions that you have about the course or constructive feedback. Additionally, if you need to meet with me to discuss any issues related to the class but are unable to come during a time that I am on campus, we may set up a meeting via Skype.

Accommodation: Students with disabilities requesting accommodations should first register with the Disability Resource Center (<https://disability.ufl.edu/>). 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://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>)

Tentative Course Schedule

The course syllabus provides a general plan for the course; deviations may be necessary. If deviations are made, I will upload an updated schedule to Canvas.

Week	Dates	Topic	Readings	Assignments
1	1/7	Introductions		
	1/9	Language Learning	Harmer, Ch. 3	
	1/11	The Role of the Teacher	Snow & Campbell, Ch. 1	
2	1/14	Methods	Harmer, Ch. 4	
	1/16	PPP		
	1/18	TBLT	Willis & Willis, Ch. 1	
3	1/21	No Class – Holiday		
	1/23	Course Planning	Graves, 2016	
	1/25	Lesson Planning	Brown & Lee, Ch. 10	
4	1/28	Lesson Planning	Willis & Willis, Ch. 2	
	1/30	Techniques for Teaching	Brown & Lee, Ch. 11	
	2/1	Interactive Classroom	Brown & Lee, Ch. 13	
5	2/4	Task Management	Brown & Lee, Ch. 13	
	2/6	Classroom Management	Brown & Lee, Ch. 14	
	2/8	Learner Differences: Age	Brown & Lee, Ch. 6	
6	2/11	Learner Differences: Proficiency	Brown & Lee, Ch. 7	
	2/13	Motivation	Harmer, Ch. 5	
	2/15	Agency	Brown & Lee, Ch. 5	Lesson Plan #1
7	2/18	Teaching Listening	Brown & Lee, Ch. 15	
	2/20	Teaching Reading	Brown & Lee, Ch. 17	
	2/22	Receptive Tasks	Willis & Willis, Ch. 3	Lesson Plan #2
8	2/25	Teaching Speaking	Brown & Lee, Ch. 16	
	2/27	Teaching Writing	Brown & Lee, Ch. 18	
	3/1	Productive Tasks	Willis & Willis, Ch. 4-5	
9	3/4	No Class – Spring Break		
	3/6	No Class – Spring Break		
	3/8	No Class – Spring Break		
10	3/11	No Class – Teacher at Conference		
	3/13	Focus on Forms	Brown & Lee, Ch. 19	
	3/15	Focus on Forms	Brown & Lee, Ch. 19	Task #1
11	3/18	Focus on Forms	Willis & Willis, Ch. 6	
	3/20	Classroom-based Assessment	Harmer, Ch. 22	

	3/22	Classroom-based Assessment	Harmer, Ch. 22	Task #2
12	3/25	Classroom-based Assessment	Harmer, Ch. 22	
	3/27	Technology	Brown & Lee, Ch. 12	
	3/29	Corpus-based Instruction	Bennett, 2010	Task #3
13	4/1	Teaching Demonstration		
	4/3	Teaching Demonstration		
	4/5	Teaching Demonstration		Classroom Observation
14	4/8	Teaching Demonstration		
	4/10	Teaching Demonstration		
	4/12	Teaching Demonstration		
15	4/15	Teaching Demonstration		
	4/17	Teaching Demonstration		
	4/19	Teaching Demonstration		ESL Interaction
16	4/22	Professional Development	Ur, Ch. 20	
	4/24	Wrap-up		
Exam	4/30	Teaching Portfolio Due		