

TSL 3360 – Introduction to TESL
Fall 2012, Section 0880 & 0377
MWF Period 4 (10:40~11:30), Anderson 013 → Section 2890
MWF Period 6 (12:50~1:40), Anderson 013 → Section 11B2

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Office Hours: M/F 11:45-12:35, 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.

Required Texts:

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

Optional Text:

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) based on these readings (**7 in total**). For the reaction papers, **questions will be posted in Sakai 3 or 4 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 6 reaction papers throughout the semester. When you complete 7 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 (20-25 minutes), and lead a short discussion (15-20 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 (5-6 pages with double space)**. 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 the day 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. (3%)
- 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. (10%)
- You will **evaluate others' team-teaching** by writing comments. (2%) → **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.**
- 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 (5-7 pages with double space).** (10%)

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

(6) **Final Project (20%)-----DUE: April 28, by midnight**

You will **design a three-hour instructional unit.** You should identify your instructional context and learners. You will select a target topic of the unit and materials/activities of each lesson and **create detailed lesson plans. In your lesson plan, you must include all the materials you will use (e.g., PPT slides, handouts, charts, etc.).** Samples of three-hour lesson plan will be provided in Sakai and be discussed in class. You will have an opportunity to incorporate what you learn throughout the semester into this project. Detailed guidelines will be provided later.

Grading: The following grading scale will be used.

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	Jan 7	Introduction of the course		
	Jan 9	Introduction of self / Language learning & teaching		
	Jan 11	Language learning & teaching		
2	Jan 14	The perception of language teaching and learning with questionnaires		
	Jan 16	Metaphor: Teaching & the role of teacher		
	Jan 18	Group members/ Discussion of requirements: reaction papers & group presentations		Group Presentation members
3	Jan 21	NO CLASS: Martin Luther King Jr. Day		
	Jan 23	Introduction of Second Language Teacher Education (SLTE)		
	Jan 25	SLTE / People	Ch.1	
4	Jan 28	People		
	Jan 30	Learning & teaching processes	Ch. 2	
	Feb 1	Learning & teaching processes		
5	Feb 4	Teachers' knowledge & beliefs	Johnson's ch. 2 & 3	Reaction paper1
	Feb 6	Teachers' knowledge & beliefs		
	Feb 8	New understanding of teaching: Group Presentation1	Freeman (1993)	Reaction paper2
6	Feb 11	The English learning to teach & teachers' reasoning in action language	Johnson Ch. 4 & 5	Team-teaching members
	Feb 13	Teachers' reasoning in action		
	Feb 15	Teachers' reasoning in action		
7	Feb 18	Critical reflection in SLTE: Group Presentation 2	Yost et al. (2000)	Reaction Paper3
	Feb 20	Discussion of reflection		
	Feb 22	Going beyond the native speaker in language teaching: Group Presentation3	Cook (1999)	Reaction paper 4
8	Feb 25	The English Language	Ch. 3	Topic for Team-teaching
	Feb 27	The English Language		
	Mar 1	Pedagogical knowledge base: Group Presentation4	Mullock (2006)	Reaction Paper 5
9	Mar 4	NO CLASS: SPRING BREAK		
	Mar 6			
	Mar 8			
10	Mar 11	Expert and novice teachers: Group Presentation 5	Johnson & Goettsch (2000)	Reaction Papaer6
	Mar 13	Materials	Ch. 4	

	Mar 15	Materials		
11	Mar 18	Discussion of lesson plans	Graves Ch.2	
	Mar 20	Post-method conditions	Kumar (1994)	
	Mar 22	TESOL methods: Group Presentation6	Kumar (2006)	Reaction Paper7
12	Mar 25	Guideline for team-teaching/ Discussion of final project		
	Mar 27	Class Management	Ch. 6	
	Mar 29	Class Management		
13	Apr 1	From communication to Language	Ch. 7 & 8	
	Apr 3	Team-teaching 1		
	Apr 5	Team-teaching 2		
14	Apr 8	Team-teaching 3		Reflection papers for team-teaching 1 & 2
	Apr 10	Team-teaching 4		
	Apr 12	Team-teaching 5		
15	Apr 15	Team-teaching 6		Reflection papers for team-teaching 3, 4 & 5
	Apr 17	Team-teaching 7		
	Apr 19	Team-teaching 8		
16	Apr 22	Final Project Day		Reflection papers for team-teaching 6, 7 & 8
	Apr 24	Last Class		Class observation reports
	Apr 28	DEADLINE		Final project