

TSL 3360 – Introduction to TESL
Fall 2013, Section 11B2 & 2890
MWF Period 4 (10:40~11:30), Anderson 13 → Section 2890
MWF Period 6 (12:50~1:40), Anderson 13 → Section 11B2

Instructor: Hee Sung Im
E-mail: nugunii@ufl.edu

Office: 4122 Turlington
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.

Texts(optional):

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

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 three unexcused absences.** However, you have to be responsible for anything you miss about the class. Any unexcused absences beyond three will lower your attendance grade by 1% each absence. **All electronic devices (e.g., laptop, cellphone, etc.) are prohibited in class.** Your frequent use of electronic devices can lower your participation grade.

(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 – 1.5 page with single space and 12 font size)** based on these readings (6 in total). For the reaction papers, **questions will be posted in Sakai 7 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 used to help you think about the readings further and more deeply. **Reaction papers must be submitted via webmail (nugunii@ufl.edu) prior to our class meeting in the due dates.** They will serve as the basis for our in-class discussions/activities. **5 reaction papers are required to be submitted throughout the semester.** **When you present one of the readings, you do not need to submit your reaction paper.** **When you complete 6 papers, the lowest grade will be replaced with your extra paper grade.**

(3) Group Presentation (10%)

You and your group members will present one of research articles (20 minutes), which are posted in Sakai, to your classmates in class, and lead a short discussion (10 minutes). Samples and guidelines of group presentation will be provided before starting group presentation for this semester. **When you present one of the readings, you do not need to submit your reaction paper.**

(4) Class Observation Paper (15%)

You will observe one session of the ELI course (writing/reading/speaking/listening) and **write one observation paper about it (1.5-2 pages with single space and 12 font size).** **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 24 hours 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. **It is recommended to submit your drafts of lesson plan.** (5%)
- 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. (15%)
- You will **evaluate others' team-teaching by writing comments.** (5%) → **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.**

This project enables you to experience what teaching English to L2 learners in class is like and how you apply your knowledge of teaching English to teaching from designing a lesson plan. Guidelines and schedule for this assignment will be provided later.

(6) Final Paper (20%)-----**DUE: April 27th, Sunday, by midnight**

You will write a team-teaching reflection paper (2.5-3 pages with single space) about your teaching experience based on your observations of ELI class and your classmates' team-teachings, course readings, class discussions, your feelings and beliefs about teaching English to L2 learners. Samples and guidelines will be provided in class 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 6	Introduction of the course/TESOL		
	Jan 8	Introduction of self /TESOL		
	Jan 10	SLTE		
2	Jan 13	SLTE		
	Jan 15	The perception of language teaching and learning/Reflection of your own experience		
	Jan 17	Group members Discussion of requirements: reaction papers & group presentations Metaphor: Teaching & the role of teacher		Group Presentation members
3	Jan 20	NO CLASS: Martin Luther King Jr. Day		
	Jan 22	People	Ch.1	
	Jan 24	People		
4	Jan 27	Teachers' knowledge & beliefs Group Presentation1	Johnson's ch. 2 & 3	Reaction paper1
	Jan 29	Learning & teaching processes	Ch. 2	
	Jan 31	Activity & Discussion		
5	Feb 3	New understanding of teaching: Group Presentation2	Freeman (1993)	Reaction paper2
	Feb 5	Case-based method		
	Feb 7	Team-teaching		Team-teaching members
6	Feb 10	Critical reflection in SLTE: Group Presentation 3	Yost et al. (2000)	Reaction Paper3
	Feb 12	Activity & Discussion The English Language	Ch. 3	
	Feb 14			
7	Feb 17	Going beyond the native speaker in language teaching: Group Presentation4	Cook (1999)	Reaction paper 4
	Feb 19	Nativeness in TESOL		
	Feb 21	Materials	Ch. 4	
8	Feb 24	Knowledge Base of Language Teaching: Group Presentation 5	Johnston & Goettsch (2000)	Reaction Paper 5
	Feb 26	Activity & Discussion Three classes of EFL		Topic for Team-teaching
	Feb 28	Three classes of EFL		
9	Mar 3	NO CLASS: Spring Break		
	Mar 5	NO CLASS: Spring Break		
	Mar 7	NO CLASS: Spring Break		
10	Mar 10	Strategies for ESL/EFL Teaching: Group Presentation 6	Kumar (1994)	Reaction Papaer6
	Mar 12	Class Management	Ch. 6	

		Lesson Plan: Goals and Objectives		
	Mar 14	Project Day		
11	Mar 17	Project Day		
	Mar 19	Project Day		
	Mar 21	Project Day		Class Observation Report
12	Mar 24	Team-teaching 1		
	Mar 26	Team-teaching 2		
	Mar 28	Discussion		
13	Mar 31	Team-teaching 3		
	Apr 2	Team-teaching 4		
	Apr 4	Discussion		
14	Apr 7	Team-teaching 5		
	Apr 9	Team-teaching 6		
	Apr 11	Discussion		
15	Apr 14	Team-teaching 7		
	Apr 16	Team-teaching 8		
	Apr 18	Discussion		
16	Apr 21	Class discussion: Team-teaching experience Survey		
	Apr 23	Last Class		
	Apr 27	<i>DEADLINE by midnight</i>		<i>Final Paper</i>