

**INTRODUCTION TO TESL
TSL3360
3 CREDIT HOURS**

SUMMER 2014

ONLINE COURSE

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Office Hours: By appointment

Course Website: <http://lss.at.ufl.edu>

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1.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.

1.2Course Objectives

Throughout the semester you will engage in a range of theoretical, pedagogical, and reflective activities that will enable you to:

- 1) understand your own beliefs and knowledge about language learning and language teaching and become aware of the impact of such knowledge and beliefs on your classroom practices,
- 2) recognize the highly situated and interpretative processes involved in language teaching and be able to reflect on, critically analyze, and evaluate your own thinking about teaching and your 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' motivations and needs, 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 for yourself and for learners,
- 6) use your knowledge of subject matter, pedagogical content and language to inform your instructional practices,

7) participate in professional collaborations with other learners of teaching as you learn about second language teachers and teaching in hopes that you will continue your professional development journey.

1.3 Course Policies:

****Course Technology:** This course will require the use of a webcam and high-speed internet connection

2. UF Policies:

University Policy on Accommodating Students with Disabilities: Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

University Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

****Netiquette: Communication Courtesy:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats – <http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf>

Getting Help: For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

****** Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources

- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

3. Acronyms:

Before we begin, it would be helpful for you to know some of the common acronyms we will be using over the semester. Here are the most common ones:

- **EFL** = English as a Foreign Language (Studying English in non-English-speaking countries)
- **ESL** = English as a Second Language (Studying English as a non-native speaker in a country where English is spoken. Depending on where you are from, the term ESL may be more inclusive and includes EFL. For some people the reverse seems to be true.)
- **L1** = "Language 1" = the student's native (primary or first acquired) language.
- **L2** = "Language 2" = the language being learned or studied
- **TEFL** = Teaching English as a Foreign Language
- **TESL** = Teaching English as a Second Language
- **TESOL** = Teaching English to Speakers of Other Languages (It is also the name of an association, Teachers of English to Speakers of Other Languages, Inc.)
- **TOEFL** = Test of English as a Foreign Language
- **TOEIC** = Test of English for International Communication
- **SLA**=second language acquisition
- For a more comprehensive list of acronyms associated with TESL/TEFL, I encourage you to look at the following link: <http://iteslj.org/acronyms.html>

4. Required Texts:

Edge, J. (2009). From Experience to Knowledge in ELT. Oxford: Oxford University Press.

Other readings available on eLearning.

5. Course Requirements:

There are no tests or exams in this course. All assignments are activity-based tasks and are introduced below with details provided on eLearning. All assignments must be due at 11:55 PM of the posted date. NO late assignments will be accepted.

5.1 Major Assignments:

TEACHING PHILOSOPHY:

You will work on a draft of your teaching philosophy and get feedback so you can write a final draft. This teaching philosophy will help guide your instruction throughout the semester. Should you try to get a job teaching, having a teaching philosophy or being able to express it orally will be invaluable.

- **Draft 5 points Due May 18**
- **Final 25 points July 23**

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. Knowing who your target class is will be essential in doing most of the activities during the course. You will create a draft and revise it over the semester as you learn more about your context. Your final draft of the target class will be the first part of your Curriculum Unit (see below).

- **Draft 5 points May 24**
- **Final comes with Curriculum Unit** (see rubric for Curriculum Unit) Due August 10

LESSON PLAN ASSIGNMENT:

You will prepare a lesson plan in order to have the experience of writing a solid lesson plan. This will be a useful practice activity for the Curriculum Unit. 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.

- **Draft 5 points Due June 14**
- **Final 70 points Due June 21**

INTRODUCING AN ACTIVITY:

This opportunity is both an opportunity to practice using the WebEx technology we will be using for the Explaining Grammar Assignment, to practice giving good instructions, and to develop your confidence as a teacher. You'll watch some videos that will give you strategies for

introducing an activity effectively and will then try to implement this with an activity you have created for another module activity of your choice.

- **10 points Due July 12**

EXPLAINING GRAMMAR ASSIGNMENT:

This assignment is a kind of teaching simulation in which you will ‘teach’ a grammar concept to two of your classmates. It will be a nice opportunity for you to think about how you would conceptualize grammar to teach to students and to prepare materials that will support your explanation.

- **90 points Due July 26**

CURRICULUM UNIT:

This final project will give you the opportunity to put together everything you will learn in this course. You will define your target students, creating instructional goals and objectives, explain how you view the roles of teachers and students, choose and create appropriate materials and activity, sequence your lesson, and explain how you will assess what students have learned. You should choose a target class you would like/expect to teach in hopes of actually implementing this unit.

- **170 points Due August 10**

5.2 Minor Assignments:

You will do 6 minor assignments in which you engage in various activities that teachers actually do. You will be analyzing materials to determine their value, especially in relation to your target class; doing discourse analysis activities to see how you can use real texts to enhance your students’ vocabulary and grammar learning; explaining your pedagogical reasoning in order to develop the kind of thinking processes that effective teachers engage in; creating instructional tasks; and thinking about your development as a teacher.

- **Analyzing Materials: Requests in English**
 - 12 points **Due May 31**
- **Practice Discourse Analysis**
 - 5 points **Due June 4**
- **Discourse Analysis**
 - 15 points **Due June 7**
- **Explaining Pedagogical Reasoning**

- 12 points **Due July 19**
- **Creating a Reading or Writing Task**
 - 9 points **Due August 2**
- **Responding to a Teacher's Narrative Inquiry**
 - 9 points **Due August 8**

5.3 Discussion Board:

You will participate in 8 discussion boards in which you will post on specific topics. In fact, most of these will happen during the first month of the semester as a way for you to grapple with the materials, share your ideas and interact with your classmates and me, and perhaps get some ideas for other class assignments. You'll notice that for Posts 1 and 3, you will respond to one of your classmate's post. Whomever receives the most responses will get ½ point extra credit for his/her compelling post. For the posts that do not require responses, you are strongly encouraged to peruse your classmates' posts. You may gain valuable ideas from each other. Finally, you'll notice that discussion board 8 is slightly different—it's your opportunity to provide some feedback on the Introducing an Activity Assignment.

- **Typical versus Ideal Classroom**
 - 9 points **Due May 16**
- **Response to Typical versus Ideal Classroom**
 - 3 points **Due May 18**
- **Post with most responses**
 - ½ points
- **Analyzing Teacher Activity**
 - 9 points **Due May 18**
- **Best Method?**
 - 9 points **Due May 21**
- **Response to Best Method?**
 - 3 points **Due May 24**
- **Post with most responses**

- ½ point
- **It depends**
 - 9 points **Due May 24**
- **Realia in the Classroom**
 - 12 points **Due May 31**
- **Correcting Errors**
 - 4 points **Due July 2**
- **Role Plays**
 - 5 points **Due July 5**
- **Evaluating the Activity (Module 8 response to Introducing an Activity)**
 - 1 point **Due July 12**

5.4 Extra Credit Points:

You will receive the possibility of receiving X Extra Credit points for four different activities. The first activity is meant to ensure your understanding of the on-line tools and the course. The other activities ask you to provide feedback on how you are experiencing/doing in the course.

- **Syllabus/Handbook Quiz:** 1 point **Due May 15**
- **Survey 1:** 1 point **Due May 21**
- **Survey 2:** 1 point **Due June 18**
- **Survey 3:** 1 point **Due August 8**

6. Grading:

This course is worth a total of **505 points**. There are also 4 extra credit points available bringing the total to **509**. You can also gain extra credit by receiving the most responses to your discussion board posts in Modules 1 and 2 (1/2 X 2). Thus, the highest possible total that ONE student could receive in this course is 510.

6.1 Individual Assignment Points

- **Teaching Philosophy:** Draft 5 points; Final 5 points
- **Target Class:** Draft 5 points

- **Lesson Plan Assignment:** Draft 5 points; Final 70 points
- **Introducing an Activity:** 10 points
- **Explaining Grammar Assignment:** 90 points
- **Curriculum Unit:** 170 points
- **Analyzing Materials: Requests in English:** 12 points
- **Practice Discourse Analysis:** 5 points
- **Discourse Analysis:** 15 points
- **Explaining Pedagogical Reasoning:** 12 points
- **Creating a Reading or Writing Task:** 9 points
- **Responding to a Teacher's Narrative Inquiry:** 9 points
- **Typical versus Ideal Classroom:** 9 points
- **Response to Typical versus Ideal Classroom:** 3 points
- **Post with most responses:** ½ point
- **Analyzing Teacher Activity:** 9 points
- **Best Method:** 9 points
- **Response to Best method:** 3 points
- **Post with most responses:** ½ point
- **It depends:** 9 points
- **Realia in the Classroom:** 12 points
- **Correcting Errors:** 4 points
- **Role Plays:** 5 points
- **Evaluating the Activity (Module 8 response to Introducing an Activity):** 1 point
- **Extra Credit Points:** All worth 1 point (4 X 1=4)
- **Syllabus/Handbook, Survey 1, Survey 2, Survey 3**

6.2 Course Grade Point Values:

A 460 and above	B+ 420-439	C+ 360-379	D+ 300-319	E < 250
A- 440-459	B 400-419	C 340-359	D 275-299	
	B- 380-399	C- 320-339	D- 250-274	