UF UNIVERSITY of FLORIDA

TSL 3360: Introduction to TESL

Course Information

Fall 2023:   T, 11:45-1:40; R, 12:50-1:40 (Matherly 0014)
Instructor: Jamie Garner, PhD (she/her)
             jr.garner@ufl.edu
             (352) 294-7460
             Office Hours: T, 9:35-10:35; R, 9:35-11:30 (Turlington 4015) and by appointment

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:

Beginning of Semester Reflection (5%)

At the beginning of the semester, you will complete a 500-750 word essay in which you will reflect on your experiences as language student and how these experiences influence your perspectives on teaching. More information will be provided on Canvas.

Reading & Video Responses (10%)

The assigned readings and lecture videos are an essential component of this course as they will determine the scope and topic of discussion during each class session. For this reason, all course readings and lecture videos will be accompanied by study questions (provided on the module pages on Canvas) that will help prepare you for class discussions and activities. It is your task to complete these reading questions *before class* and bring them to class (physical or digital copy is fine). Each completed reading response is worth 1 point. The percentage of completed responses will be applied to 10 points towards your final grade. If you miss class, e-

mail me a scanned copy or picture of your reading response <u>within 24 hours after the missed class</u> to receive credit.

Lessons Plans (2 x 15%; 30% 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 with accompanying materials 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.

Classroom Observation (10%)

One way in which teachers improve their practice is by observing other skilled teachers and seeing what they do well. To that end, you will observe one ESL class and write a 750-1,000 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%)

To give you more experience interesting with ESL learners, you will attend and ESL class and meet 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 <u>three days before teaching</u>
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.

End-of-Semester Reflection (10%)

The best teachers take time to reflect on their experiences and use those reflections to make plans for future professional development. To that end, you will complete a 1,000-1,500 word narrative reflection at the end of the semester in which you discuss what you learned and how you improved over the semester and how these experiences will help you in the future. More information will be provided on Canvas.

Grading

<table>
<tr><td colspan="2" align="center">**Course Assignments and Grading**</td></tr>
<tr><td>**Assignment**</td><td>**% of Grade**</td></tr>
<tr><td>Beginning Reflection</td><td>05%</td></tr>
<tr><td>Reading Responses</td><td>10%</td></tr>
<tr><td>Lesson Plans</td><td>30% (2 x 15%)</td></tr>
<tr><td>Classroom Observation</td><td>10%</td></tr>
<tr><td>ESL Interaction</td><td>05%</td></tr>
<tr><td>Peer Teaching Demonstration</td><td>20%</td></tr>
<tr><td>Peer Teaching Reflection</td><td>10%</td></tr>
<tr><td>End of Semester Reflection</td><td>10%</td></tr>
</table>

Grading Scale			
100—93	A	76—73	C
92—90	A-	72—70	C-
89—87	B+	69—67	D+
86—83	B	66—63	D
82—80	B-	62—60	D-
79—77	C+	59—0	E

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 Expectations (How to Succeed in this Course)

Complete the Readings and Lectures

For each class meeting, you will be assigned a reading to complete and accompanying lectures to watch. These readings will introduce new concepts and terms, while the lectures are designed to expand on the concepts by explaining them and going into more depth with examples. All of this information will be vital to your ability to participate in class as well as your ability to succeed on course learning tasks.

Attend and Actively Participate in Class

Class attendance is not only mandatory, but also incredibly essential for your success in this course. Class meetings in this course will be devoted to exploring in depth the concepts covered in the readings and lectures through a mix of review activities and discussions. As such, you are expected to come and ready to engage in class activities and discussions. This includes arriving on time, bringing all required materials, remaining engaged (e.g. not sleeping, not on social media), and staying for the entirety of the class (packing up early is the same as leaving class early).

Attendance will be recorded at the beginning of class. If you arrive late, it is your responsibility to check in with me. You are allowed to take **two 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/). Additionally, students must provide documentation (e.g. doctor's note) within two weeks after the absence for an absence to be excused.

Submit Work on Time

Time management is one of the most essential skills you need to develop during college. This includes planning your work-life balance so that you can meet all your deadlines. Every assignment in this course has a deadline that you will need to meet. However, I understand that "life happens". Because of this, late work (excluding quizzes) will be accepted with a small penalty of 10% of the grade for each day it is late. After 3 days, however, late submissions are no longer accepted. Extensions (without penalty) are possible in the event of circumstances out of your control (e.g. sickness, religious holidays) that you can provide documentation for (e.g. doctor's note). If you miss a quiz, you will need to contact me to set-up a make-up time and provide documentation. Missed quizzes without a documented excuse cannot be made up.

Check Canvas Regularly

Canvas (https://elearning.ufl.edu/) will be our primary communication channel when not in class. All class resources (e.g. readings, presentations, 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.

Communicate with Me

I cannot stress this enough: if you need to communicate with me, do not hesitate to reach out. I am here to help you succeed and am willing to work with you to make that happen. E-mail me, send me a Canvas message, visit my office hours, or reach out through Google Voice text message to get in touch. If I don't respond within 24 hours (except Saturdays), try again.

Be Honest

I expect you to do your own work and follow all rules concerning testing and assignment submission. As a student of the University of Florida, you are bound by The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/). The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the me.

ChatGPT Policy

The use of ChatGPT to complete any assignment in this course is strictly prohibited. If it is discovered that you used ChatGPT to complete an assignment, you will receive a zero (0) for that assignment and not be allowed to resubmit it.

Provide Feedback

I always welcome professional and respectful feedback on all parts of my instruction and the course (see https://gatorevals.aa.ufl.edu/students/ for guidance on giving professional and respectful feedback). I take this feedback seriously and use it to improve my teaching and how I set up my courses. You will have multiple attempts to give me anonymous feedback throughout the semester as well as at the end of the semester through Canvas as well as the Gator Evals system. In addition, you are always welcome to message or e-mail me with any additional feedback you may have. You can also see the feedback previous students have given me (https://gatorevals.aa.ufl.edu/public-results/).

Take Care of Yourself

College can be a challenging time. In addition to studying for multiple courses, you may face a host of social, mental, and physical challenges. It is important that you take care of yourself, both physically and mentally, so that you can not only survive, but thrive. If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.

Request Accommodations if You Need Them

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.

Be Prepared for Technology Issues

Technology, for all its benefits, doesn't always work. So, it's important for you to have a Plan B. Save files on your computer as well as Google Drive or Dropbox. Be prepared to submit assignments earlier than the last minutes in order to avoid possible internet issues when submitting assignments. If you're having issues with UF technology (e.g. Canvas), contact the UF Computing Help Desk (https://helpdesk.ufl.edu/). Worst comes to worst, contact me and let me know your situation and we can work something out.

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	8/24	Introduction		
2	8/29	Course Overview Language Learning	Harmer, Ch. 3	
	8/31	The Role of the Teacher	Snow & Campbell, Ch. 1	
3	9/5	Methods: An Overview Methods & Principles	Celce-Murcia, Ch. 1	
	9/7	Course Planning	Snow & Campbell, Ch. 3	BoS Reflection
4	9/12	Lesson Planning Lesson Planning: PPP	Brown & Lee, Ch. 10 Harmer, Ch. 4	
	9/14	Lesson Planning: TBLT	Willis & Willis, Ch.1	
5	9/19	Techniques for Teaching	Brown & Lee, Ch. 11	

		Interaction in the Classroom		
	9/21	Group Work	Brown & Lee, Ch. 13	
6	9/26	Classroom Management	Brown & Lee, Ch. 14	
	9/28	Teaching Listening	Brown & Lee, Ch. 15	
7	10/3	Teaching Reading Receptive Tasks	Brown & Lee, Ch. 17 Willis & Willis, Ch. 3	
	10/5	Teaching Speaking	Brown & Lee, Ch. 16	Lesson Plan #1
8	10/10	Teaching Writing Productive Tasks	Brown & Lee, Ch. 18 Willis & Willis, Ch. 4-5	
	10/12	Focus on Forms: Grammar		
9	10/17	Focus on Forms: Vocabulary Teaching Culture	Brown & Lee, Ch. 19 Snow & Campbell, Ch. 13	
	10/19	Agency	Brown & Lee, Ch. 5	
10	10/24	Learner Differences: Age Learner Differences: Proficiency	Brown & Lee, Ch. 6 Brown & Lee, Ch. 7	
	10/26	Getting Started	Snow & Campbell, Ch. 2	Lesson Plan #2
11	10/31	Teaching Demonstration Teaching Demonstration		
	11/2	Teaching Demonstration		
12	11/7	Teaching Demonstration Teaching Demonstration		
	11/9	Teaching Demonstration		
13	11/14	Teaching Demonstration Teaching Demonstration		
	11/16	Teaching Demonstration		ESL Interaction
14	11/21	**Thanksgiving**		
	11/23	**Thanksgiving**		
15	11/28	Teaching Demonstration Teaching Demonstration		
	11/30	Teaching Demonstration		Class Observation
16	12/5	Teaching Demonstration Teaching Demonstration		
Exam	12/13	**Semester Reflection Due**		