

TSL 6171 Materials and Techniques for TESL
Fall 2014

Professor Paula Golombek

M, 4 (10:40-11:30) ; W, 3-4 (9:35-11:30) 230 CBD

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Office Hours: M: 11:30-1:00: W 2:00-3:30
4107 Turlington Hall

Course Description: This course focuses on the teaching of English to speakers of other languages. Specifically, the course explores theories and associated activities and content of second language teaching and learning, and how this is influenced by the teacher as a lifelong learner of teaching and the specific contexts within which teaching occurs.

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

- 1) articulate your own beliefs and knowledge about language learning and language teaching and the impact of such knowledge and beliefs on classroom practices,
- 2) articulate how teachers are theorizers and the responsibilities and implications of this mindset
- 3) articulate key of some current approaches to language learning and teaching, including discourse, genre, multiliteracies, and corpus
- 4) create instruction embodying grammar and vocabulary as contingent upon discourse
- 5) construct subject matter content/activities from discourse-, genre-, and multiliteracies based instructional perspectives,
- 6) use resources, such as self-inquiry and research, to help you to continue to develop as a theorizing teacher
- 7) construct alternative forms of language assessment

Required Texts:

McCarthy, M. (1991 or 2000). *Discourse Analysis for Language Teachers*. Cambridge: Cambridge University Press.

Kern, R. (2000). *Literacy and Language Teaching*. Oxford: Oxford University Press.

Additional Readings List - Either Linked directly to a pdf file or to e-learning or identified to be retrieved through UF library on line.

Course Requirements:

ALL ASSIGNMENTS DUE on DUE DATE. If you have a personal issue, contact me 24 hours before the assignment is due. Otherwise, late submissions will not be accepted.

1. Regular participation (10%)

As graduate students, you **are expected** to read all assigned readings carefully and to **participate** regularly and respectfully in class discussions. Your participation **should show evidence of your careful reading. In other words, you should justify your contributions with reference to readings when appropriate, not only your prior understandings or experiences.** I advise you to read assignments more than once and to take notes. Reading and underlining is not a winning strategy for retaining key concepts and arguments. I will pose questions on the Discussion Board on Sakai and you will write responses to it and to each other at different points during the semester. This will help prepare you for class discussion and activities.

2. Genre-based text collection and analysis (35%)

You will collect three texts representing a genre of your choosing. These texts can be written or spoken language. This assignment has two parts. First, you will do a genre analysis of these texts in order to identify structural, grammatical, and lexical items pertinent to this genre. Second, on the basis of your findings, you will design a three day instructional unit. In order to scaffold your ability to do these assignments, we will do a genre analysis in class as well as examine some genre-based instructional units.

Genre Analysis (20%)

Instructional Unit (15%)

3. Available Designs Instructional Activity: (20%):

You will design an activity that embodies the theory behind Available Designs (Kern, 2000). This provides you with an opportunity to put these abstract ideas into practical activity that could be used in a classroom. Some exemplar activities will be available on Sakai. You will present your activity to the class.

4. Literature Review (35%)

Good teachers continue to learn about content, strategies, teaching theories, etc. In order to learn more about a topic that interests you, you will write a literature review of at least ten articles on a topic of your choosing. This can deal with teaching a particular skill (reading, writing, etc.), an instructional strategy (for example, using corpus, peer review, conferencing, correction), subject content (e.g., pragmatics and teaching requests), or assessment issues. This assignment requires you to summarize the key issues and to evaluate critically the theoretical and pedagogical factors involved. We will do this paper over a period of time so that you will write multiple drafts and understand how to do a literature review. Exemplar lit reviews will be available on Sakai.

Set up a time to conference with me about your paper during last week of conferences if you want feedback.

April 28 Submit FINAL paper by noon through turnitin.com.

Course Grade based on Total Points (100)

A 100-95	C+77.9-75
A- 94.9-91	C 74.9-70

B+ 90.9-87 C- 69.9-66
B 86.9-82 D 65.9-60
B- 81.9-78 E 59.9-0

For information on current UF grading policies for assigning grade points, please go to:
<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Academic Integrity: The University of Florida defines academic dishonesty as including, but is not limited to, cheating, plagiarizing, fabricating of information, or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who engage in academic dishonesty will be penalized and may risk failure of this course.

Disability Access Statement: The University of Florida is in compliance with the provisions of **Americans with Disabilities Act**. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Also, please come talk to me to let me know what is needed.

Examination Policy: There are no exams in this course.

Good Reference sites FYI:

Genre: <http://sites.google.com/site/josephjlee1/genre-analysis>

Corpus: <http://www.corpora4learning.net/resources/bibliography.html>

Language Teacher Cognition: <http://www.education.leeds.ac.uk/research/files/146.pdf>

Sociocultural Theory and Language Learning: <http://language.la.psu.edu/SCTBIB/>

Discourse Analysis: <http://www.ischool.utexas.edu/~palmquis/courses/discourse.htm>

Speech act websites/video:

<http://www.carla.umn.edu/speechacts/>

<http://coerll.utexas.edu/methods/modules/pragmatics/>

http://instructional1.calstatela.edu/lkamhis/tesl565_sp04/troy/spchact.htm

<http://americanenglish.state.gov/resources/teaching-pragmatics>

<http://jalt-publications.org/tlt/articles/711-practical-criteria-teaching-speech-acts>

Tentative Schedule:

- January 6** Introduction to the Course
Views of Language, Language Teachers, and Language Teaching
- January 8** If not 'method', what? What teachers know and how they use it
Readings: Johnson & Golombek (2002)
Kumaravadivelu (1994)
- January 13** **"State of the Art" – some things we know about teaching English**
Readings: Hinkel (2006)
McCarthy & O'Keefe (2004)
Vandergrift (2004)
McCarthy Chapter 1
- January 15** **continued**
- January 20** **MLK Day – NO CLASSES**
- January 22** Discourse and Genre
Readings: Paltridge, B. (2001). *Genre and the Language Learning Classroom*, **Chapters 1 & 2** PDF
Millar 2011
- Discussion Board** How is language and language learning conceptualized in a discourse- or genre-based classroom?
- January 27** Genre continued
- January 29** Grammar, Lexis, and Discourse
Readings: McCarthy, **Chapter 2 & 3**; TBA
http://www.cambridge.org/aus/browse/browse_samples.asp?subjectid=133
- Discussion Board** What does a discourse- or genre-based classroom look like? What do students DO?
- February 3** Grammar, Lexis, and Discourse Continued
Readings: TBA
- February 5** **genre analysis**
- February 10** Spoken Language: Narrative as Discourse
Readings: McCarthy Chapter 5; Thornbury & Slade, Chapter 5, Genres in conversation: Storytelling and Gossiping PDF
- Discussion Board** Narrating as sense-making
- February 12**

February 17 Discourse Syllabus and the Teacher's Role
Readings: McCarthy & Carter, Chapter 5, TBA

February 19 **DUE: Genre Analysis**

February 24 What are Conceptions of Language and Literacy?
A New Concept: Available Designs in Literacy
Readings: Kern, Introduction, Chapters 1-2

February 26

March 3, 5 **Spring Break-NO CLASSES**

March 10 Available Designs and discourses/Discourses
Readings: Kern, Chapter 3; Gee (1989) What is literacy?
<http://www.ed.psu.edu/englishpds/Articles/CriticalLiteracy/What%20is%20Literacy.htm>

March 12

March 17 Reading as Design & Teaching Reading as Design
Readings: Kern, Chapters 4, 5 & 8

March 19 **Due: Genre Instructional Unit**

March 24 Writing as Design & Teaching Writing as Design
Readings: Kern Chapters 6 & 7

March 26

March 31 **DUE: Available Designs Activity; Activity presentations**

April 2 **Activity presentations**

April 7 **Make up days**
April 9

April 14 Alternative forms of assessment
Readings: Kern 9 & 10; Lantolf & Poehner (2004) CALPER Download
<http://www.nclrc.org/essentials/assessing/asindex.htm>

April 16

April 21 **Sharing of literature reviews;**

April 23

Wrap up activities

April 28

Literature Reviews Due