

EDST/LNGT 1003- Introduction to TESOL (Winter 2011)

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Office Hours (in Lib 224- near CTLR): Mon/Wed 1:30-2:30, or by appt

Class Objectives

In this course we will study theories and practices relevant to Teaching English to Speakers of Other Languages (TESOL) in the U.S. and abroad. We will examine activities and materials that are commonly used with adolescent and adult learners, and we will practice developing curricular units and activities that can be applied to a variety of classroom settings.

Although this class cannot provide you with everything you would need to know to be an effective teacher of ESOL, it will provide a great deal of foundational knowledge, as well as experience with a wide array of instructional materials, approaches, and techniques. Our main objective is to begin to understand how educators in TESOL make pedagogical decisions that are appropriate for their groups of students. This understanding is enhanced by observing teachers at work (both in the community and in our course materials), as well as by participating in curriculum development projects and micro-level teaching demonstrations.

Reading List

(req.) Harmer, J. (2007) *The Practice of English Language Teaching* (4th Ed). Harlow, England: Longman/Pearson ESL.

(recom.) Kumaravadivelu, B. (2003) *Beyond Methods: Macrostrategies for Language Teaching*. New Haven: Yale University Press.

**These books are available in the Middlebury bookstore. Please purchase them as soon as possible.

Other readings and resources are on our course webpage (linked to <http://shawnashapiro.com/>)

Expectations

Academic community is an important aspect of this course; cultivating that community requires the active presence and participation of each member. You are expected to attend all classes on time, prepared to engage actively in course activities and discussion. It is very important that you attend all classes on time and prepared to participate actively in class activities and discussion—particularly given the intensity of Winter term. Late papers, unexcused absences, and missed assignments will be penalized. In the event of illness, please notify me (via email or phone) *before* the class that you will be missing. Multiple absences could have an adverse affect on your final course grade.

A particularly important characteristic of this class is that it involves engagement with the ESOL teaching community (outside of Middlebury College). All students are required to observe local teachers in-action, and to report back on their observations. They will also work in groups to develop a

“curriculum kit” that meets one or more needs outlined by one of our partner teachers. Collectively, these activities comprise a project entitled “ESL Community Partners,” which is assisted by funds granted by the Alliance for Civic Engagement (ACE). More information on this and other aspects of the course will be provided in class.

Grading Breakdown

- ❖ Linguistic Autobiography Paper (4-5 pp.)- 10%
- ❖ Curriculum Kit (including in-class presentation)- 20%
- ❖ Teaching Portfolio (including observation reports, microteaching reflections, and other work)- 25%
- ❖ HW Assignments (e.g. lesson plans, activities, interviews, analysis reports, quizzes, etc.)- 25%
- ❖ Participation, preparation, and professionalism- 20%

Formatting for Written Work

Unless specified otherwise, written assignments should be double-spaced, 12-point font (Times New Roman), with 1-inch margins. APA citation style is preferred, but other formats may be accepted upon student request.

Communication and Support

Communication and respect are very important to our course. I attempt to return all phone calls and emails within 24 hours, and expect the same of my students. Your feedback is essential to the success of this course. I will give you multiple opportunities to reflect on the course, both in-class and anonymously, but I appreciate hearing from you at any point about your needs and experiences. If you are feeling overwhelmed or frustrated, I hope you will let me know as soon as possible, so I can help you get the support you need.

If you have a disability of any kind that might impact your studies, please communicate with me and/ or the ADA office, so that we can make a plan to accommodate you. See <http://www.middlebury.edu/campuslife/diversity/ada/> for more information.

Major Assignments and Deadlines

1. Linguistic Autobiography Paper (4-5 pp.). Due: Before class (via email) on Wed 1/5.

In this paper, you will reflect on your history as a learner/user (and current or future teacher, perhaps) of language (English and/or other languages). You will also make connections to course material.

Questions to be addressed in this paper include the following:

- a. What language(s) have you studied, and how fluent are you?
- b. In what context(s) have you studied/learned those languages?
- c. What are your strengths and weaknesses as a language learner/user?
- d. What are some of the most (and/or least) effective strategies that you have experienced as a language learner? (both in the classroom and in textbooks/media, etc.)
- e. What role has “culture” and/or “identity” played in your language learning experiences?
- f. How might your language learning history impact you as a teacher of ESOL?
- g. What connections do you see between your experiences and course readings/discussion?

2. Interview with ESOL Student (or Teacher). Due: Mon 1/10 (report [email, 2-3 pp. by 5pm] and debrief in class). Interview someone who has studied (or is studying) English as a second/foreign language. (e.g. international students, migrant workers, other immigrants). Ask him or her some of the questions you addressed in your Linguistic Autobiography Paper, or other questions that you are curious about. (NOTES: You may interview the student in English or in his/her L1. If you are interviewing a teacher, you might wish to include more questions about his or her background, experiences, challenges, and approaches).

3. Teaching Observations and Reports. Due: Mon 1/17 (#1), Mon 1/24 (#2). At least one should be included in final teaching portfolio. You are required to observe at least two different teaching situations, for a total of approximately 4 hours of observation. Ideally, this will include one individual or small group setting, and one large group setting (see Observation Opportunities handout). You will write two observation reports describing and commenting on what you observed. (More details forthcoming. Signups in-class on Tues 1/4).

4. Micro-teaching Lessons and Reflections. Due: Lesson Plans due (paper- multiple copies) on day of presentation (See Course Calendar). Reflections due Wed 1/19 (#1) and Tues 1/25 (#2), via email. You will prepare two lesson plans including a 15-minute segment (1 or 2 activities) to facilitate with a small group (6-10) of your peers. You will receive feedback on your presentation, and will then discuss what you learned from each micro-teaching experience in a reflection paper. (More details forthcoming).

- 5. Curriculum Kit Project. Due: To community partner(s) by Fri 1/21, if possible. Overview and short presentation due before last day of class.** (See handout with Curriculum Kit Ideas). You will work in groups (or individually) to develop a set of materials/resources that meet a particular need identified by one of our ESL Community Partners. The final “kit” will likely include both purchased and self-made materials, as well as an accompanying “Resource Guide” for teachers and/or students. Your “kit” should reflect best teaching practices, as well as wise use of funds (and other resources). These projects will be graded on professionalism, relevance, and innovation. Each group member will submit a reflection describing what he or she learned in completing the project, and the group will present to the class in Week 3 or 4. If possible, the final kit should be presented in-person to the community partner(s).
- 6. Teaching Portfolio. Due: Final submission by 5pm on Thurs 1/27. Other due dates during term.)** The purpose of this portfolio is two-fold: First, it allows you to collect and reflect on much of the work you have done throughout the course, and helps me to know what you have learned. Second, it can serve as the starting place for a professional portfolio, which would be useful in the job market, should you decide to pursue a position in TESOL or a related field.

This portfolio should include:

- I. A 2-3 page (single-spaced) cover letter that explains your teaching philosophy and discusses how each artifact in the portfolio demonstrates that philosophy. (More details forthcoming).
 - II. 5 or more educational “artifacts,” including:
 - a. One micro-teaching lesson plan and reflection
 - b. One observation report
 - c. A webliography (on a particular topic/theme)
 - d. A unit plan with activities and lesson plans that would comprise 5 hours of instruction around a particular theme or objective (could be related to Community Partners project)
 - e. One or more additional assignments or resources completed/created/collected during the course.
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Terms list for Harmer Chapters 1-4:

Ch 1: TESOL / ESL / EFL / ESOL / ELF / ELL / ELT / ESP / TOEFL / EAP (please learn these ASAP- ☺)

Ch 2: form vs. meaning / accuracy vs. fluency / register / discourse community / coherence / cohesion / genre / syntax / parts of speech (N, V, Adj, Adv, Prep, Pron, Conj, article) / collocations / corpus/corpora / pitch / intonation / phoneme / alveolar ridge / hard/soft palate / vocal cords / consonant/vowel / voiced/voiceless / stress (in pronunciation) / paralinguistic features.

Ch 3: behaviorism / noticing / language play (importance of). **Ch 4:** grammar-translation / direct method / audiolingualism / PPP vs. ESA / CLT / TBL / affect / input / output.

Intro to TESOL (W 2011)- Tentative Course Schedule

Date	Topics	Rdgs	Assignments Due
Mon 1/3	<ul style="list-style-type: none"> • Overview of the field • Personal language learning experiences • Overview of syllabus and calendar • Discuss Community Engagement Project 		
Tues 1 / 4	<ul style="list-style-type: none"> • Second Language Acquisition (part I) • English Language 101 <ul style="list-style-type: none"> * Sign up for observations 	Harmer Ch 1, 2	<input type="checkbox"/> Reading log for Ch 1 & 2 (begin studying for Wed) <input type="checkbox"/> Bring draft/notes for Ling Autobiog <input type="checkbox"/> Prepare for observation sign-up
Wed 1/5	<ul style="list-style-type: none"> • Second Language Acquisition (part II) • Methodological Overview • Take/discuss quizzes for Ch 1 and 2 	Harmer Ch 3, 4	<input type="checkbox"/> Linguistic Autobiography (4-5 pp.) <input type="checkbox"/> Bring terminology quiz for Ch 1-2, 4 copies. <input type="checkbox"/> Prepare to take add'l quiz -Ch 3-4. (See terms list in syllabus)
Thurs 1/6	<ul style="list-style-type: none"> • Understanding Learner Needs • Intro to Curriculum/Lesson Design [Guest speaker: Joe McVeigh] <ul style="list-style-type: none"> * Choose Curriculum Kit Project (and form groups) 	Harmer Ch 5, 7	<input type="checkbox"/> Bring activity/lesson plan (grammar/vocabulary) <input type="checkbox"/> Profile of a group of learners
Fri 1/7	Field trip to Burlington HS (opt.) (Meet ___am at Adirondack Circle, or at BHS front office by ___am.)		
Mon 1/10	<ul style="list-style-type: none"> • Curriculum/Lesson Planning (cont'd) • Presentation of interview findings • Micro-teaching 	Harmer Ch 6, 12	<input type="checkbox"/> Analysis of activity/lesson plan <input type="checkbox"/> Interview Reports (email before class) Micro-teaching I: Grammar/Vocab
Tues 1/11	<ul style="list-style-type: none"> • Speaking and Pronunciation (part I) [Guest speaker: Joe McVeigh]	Harmer Ch 15, 20	<input type="checkbox"/> Bring speaking/pronunciation textbook or lesson plan <input type="checkbox"/> Prepare for short pronunciation assessment
Wed 1/12	<ul style="list-style-type: none"> • Speaking/ Pronunciation (part II) • Listening • Micro-teaching 	Harmer Ch 16, 18	<input type="checkbox"/> Analysis of speaking/pronunciation textbook or lesson plan **Micro-teaching II: Pronunciation
Th 1/13	<ul style="list-style-type: none"> • Academic vs. Communicative ESL • Micro-teaching [Possible guest speaker/panel 1/13, 1/17 or 1/18]	Online	<input type="checkbox"/> Sp/Pron/List Activities: Top 5 **Micro-teaching III: Spkg/Listening <input type="checkbox"/> Email Curriculum Kit plan and purchase request to SS by midnight

Fri 1/14	Field trip to Burlington HS (opt.)		
Mon 1/17	<ul style="list-style-type: none"> • Reading, Writing and Vocabulary (part I) [Possible guest speaker/panel 1/13, 1/17 or 1/18]	Harmer Ch 14, 17	<input type="checkbox"/> Observation Report #1 <input type="checkbox"/> Analysis and Activity list for a reading passage <input type="checkbox"/> Afternoon: Check-in w/ SS about teaching obs. and Curriculum Kit
Tues 1/18	<ul style="list-style-type: none"> • Reading, Writing, Vocabulary (part II) • Microteaching [Possible guest speaker/panel 1/13, 1/17 or 1/18]	Harmer Ch 19 + online	<input type="checkbox"/> Writing activities: Top 5 Micro-teaching IV: Reading/Writing
Wed 1/19	<ul style="list-style-type: none"> • English for Communicative, Academic, and Special Purposes • Assessment and Testing (part I) [Guest speaker (K.C. Carr)]	Harmer Ch 22 + online	<input type="checkbox"/> Micro-teaching: Reflection #1 <input type="checkbox"/> Analysis of linguistic content <input type="checkbox"/> Afternoon: meetings w/ SS about Community Partners Project and Teaching Portfolio
Thurs 1/20	<ul style="list-style-type: none"> • Assessment and Testing (part II) • Micro-teaching [Guest speaker- Judith Hertog]	Harmer Ch 8 + online?	<input type="checkbox"/> Alternative assessment: Top 5 Micro-teaching V: English for Special Purposes or Cultural Content
Fri 1/21	Field trip to St. Michael's College (opt.)		
Mon 1/24	<ul style="list-style-type: none"> • Metacognition and Metalinguistics • Cultural issues in TESOL • TESOL and Social Justice (part I) Afternoon: Field trip to St. Michael's College (opt.- by request)	Harmer Ch 23	<input type="checkbox"/> Observation #2 Report <input type="checkbox"/> Analysis of a test/quiz
Tues 1/25	<ul style="list-style-type: none"> • Classroom Management and Power Dynamics • TESOL and Social Justice (part II) [Possible guest speaker- Prof. Martinez-Lage- 1/25 or 1/26]	Harmer Ch 9, 21?	<input type="checkbox"/> Micro-teaching: Reflection #2 <input type="checkbox"/> Advice column response
Wed 1/26	<ul style="list-style-type: none"> • Technology and other Resources [Possible guest speaker- Prof. Martinez-Lage- 1/25 or 1/26]	Harmer Ch 11	<input type="checkbox"/> Webliography (10 entries) Group presentations I
Thurs 1/27	<ul style="list-style-type: none"> • Professional Ethics and Continuing Education (Q/A) • Course wrap-up 	Harmer Ch 24 + online	Group presentations II <input type="checkbox"/> Teaching Portfolio due by 5pm

Curriculum Kit Project Ideas (based on requests from practicing teachers)

Elementary School:

1. Bilingual books for elementary school students: Portuguese, German, Mandarin, possibly Urdu and Vietnamese (esp. seasons/holidays, school culture, culturally relevant, etc.). Also requested if possible: Audio versions of bilingual books (on CD). [budget: \$150. Creation of materials encouraged if possible.]
2. Realia kits and flash cards (general and academic?) for elementary school students (esp. related to school themes and content- see above list) [budget: \$100]
3. Board games that incorporate relevant themes, vocabulary, and grammar points. [budget: \$50]
4. ELL Parent handbook/info kit (bilingual or picture-based)/ [budget by request]

High School:

5. Young adult- low-level/high interest books—individual copies and 1 or 2 class sets with self-created reading (or teacher’s) guides.[Budget \$300. Purchase of used books encouraged. Recommended pub: Townsend, Penguin, Mason Crest]
6. Test-preparation and other Study Skills: Guide for college-bound high school students [budget by request].
7. Activities, resources, and materials for reinforcing the following Language Arts objectives [budget by request]:
 - a. Literary terms and literature analysis
 - b. The writing process
 - c. Writing effective paragraphs
 - d. Using transitions
 - e. Other writing skills/objectives

Adult and/or Mixed Levels

8. Beginning Pronunciation activities (esp. physiology) for Spanish-speakers (e.g. flash cards, activities/games, webliography) [budget: \$100 or more by request]
9. Large Group/Mixed-level activities—esp. for migrant and/or refugee students [budget: \$100]
10. Bilingual literature (pub: Scholastic, Harper-Collins, Children’s Book Press) and other relevant resources/activities for Out-of-School Youth (OSY). Other internet resources for adult migrant education. [budget variable, depending on specific project. May look into mobile broadband].
11. Activities and resources for pre-literate students (esp. migrant workers and refugee students) [budget by request].