LNGT 0107- Introduction to TESOL
Fall 2013
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Class Description

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 curricular resources used with adolescent and adult learners, and practice developing materials applicable to a variety of classroom settings. We will also discuss critical issues in the field, such as linguistic prejudice, language maintenance, and social justice pedagogy. Class sessions include a great deal of group work, including student teaching demonstrations with peer feedback. Opportunities for community engagement are also available. The final project is a portfolio that includes a personal philosophy of teaching.

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 pedagogical theories, techniques, and materials. Our main objective is to begin to understand *how* educators in TESOL make instructional decisions that are appropriate for each group of students. This understanding is enhanced by participating in curriculum development projects, micro-level teaching demonstrations, and classroom observations.

Course Objectives

1. Students will understand with the basic theories (and relevant terminology) of language acquisition, and understand how these theories inform teaching methodology.

2. Students will reflect on the principles and issues of language teaching methodology vis-à-vis their own experience and knowledge. They will articulate their own language teaching philosophy, and offer examples of how those philosophical beliefs translate into practice.

3. Students will become familiar with a variety of strategies and techniques for English language teaching, and will implement them in lesson planning and practice teaching.

4. Students will develop an awareness of how contextual factors (age, language level, geographic location, cultural background, etc.) shape curriculum design and instructional practice, and will be aware of ethical and social issues that are most prevalent in TESOL.

Required Readings

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

Lightbrown & Spada (2006). *How Languages are Learned* (3rd Ed). Oxford University Press.

*These books are available in the Middlebury bookstore. Please purchase them as soon as possible.
**Other readings and resources are on Moodle, which is linked to the Coursehub (go/hub)

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. 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 hands-on projects that are connected to ESOL teaching that is happening in our local community. This may include observing and assisting local teachers, developing materials to meet local pedagogical needs, or other forms of community engagement. One or two site visits outside of regular class hours may be necessary. If your schedule is extremely restricted this semester, you may wish to keep this in mind in determining whether this class is appropriate for you.

Grading Breakdown

- ❖ Linguistic Autobiography Paper (4-5 pp.)- 15%

- ❖ Terminology quizzes (two)- 10%

- ❖ Community Engagement Project (including in-class presentation)- 15%

- ❖ Teaching Portfolio (see details below)- 30%

- ❖ Other HW assignments (including early drafts of portfolio items)- 20%

- ❖ Participation, class preparation, and professionalism- 10%

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 learning issue of any kind that might impact your studies, please communicate with me and/ or with 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

1. **Interview with ESOL Student (Report, 2-3 pp. due via Moodle).** You will interview someone who has studied (or is studying) English as a second or foreign language (e.g. international students, migrant workers, other immigrants/refugees). Focus on learning about their motivations, experiences, and challenges with learning English. You may wish to draw on some of the questions suggested for the Linguistic Autobiography. Additional interview questions will be posted on Moodle for consideration. (NOTE: Interviews with may be conducted in another language, or via an interpreter, if necessary).

2. **Linguistic Autobiography Paper (4-5 pp. Draft due in-class. Final submitted via Moodle).** In this paper, you will reflect on your history as a learner/user (future teacher, perhaps) of language, and make connections between your personal experience and our course material.

   Questions to be addressed in this paper can include the following:

   - What do you recall about your learning/development in your L1?
   - What other language(s) have you studied, and in what context(s)?
   - What are your strengths and weaknesses as a language learner/user?
   - In terms of language/literacy learning, what has worked well for you? Why?
   - What has NOT worked well for you?
   - **In what ways does your experience reflect (or complicate) dominant theories of Second Language Acquisition (SLA)?**
   - How might your experience as a language learner/user influence your approach to TESOL?

Note: This is not a "checklist" to go through. Rather, it is a set of questions designed to help you develop the main points you wish to make in your own paper.

3. **Teacher Observation (Due via Moodle):** You will observe a teacher or tutor working with an ESOL student, and write a report (~2pp.) describing and reflecting on what you observed.

(NOTE: Opportunities for observations will be made available throughout the semester. You may also arrange something yourself, but must get my approval beforehand).

4. **Micro-teaching Demonstrations (Due in-class) and Reflections (1-2 pp. Due via Moodle).** You will prepare a 10- minute segment of a lesson (presenting/reviewing material, directing an activity, etc.) to facilitate with a group (6-10) of your peers. You will receive feedback from your peers on your demonstration, and will then discuss what you learned in a reflection paper. You will also submit a brief lesson plan to accompany each micro-teaching demonstration. (More details forthcoming).

5. **Content-based Unit Plan (Draft 1 due in-class. Final draft due in Portfolio).** You will develop a multi-day unit plan covering 3 hours of instruction, focusing on a particular content theme. For each day, you will articulate language and content objectives and a sequence of activities, including some form of assessment. You will also include a "webliography" of 5-10 online resources that could be used in conjunction with your unit. You will have the opportunity to receive feedback from your peers, before you submit the final draft. (More details forthcoming).

6. **Community Engagement Project (Due by end of semester. Reflection due in Portfolio):** You will work in groups (or individually) to develop a set of materials/resources that meet a particular need identified by ESOL teachers in our local community. The final project will likely include both purchased and self-made materials, as well as an accompanying User Guide for teachers and/or students. Your "kit" should reflect best teaching practices, as well as wise use of resources (We have received grant funds for these projects). Projects will be graded on professionalism, relevance, and innovation. Each group member will submit a reflection describing what he or she learned from the project, and the group will present their work to the class in the last week of the semester. If possible, the final kit should be given in-person to the local organization. (More details and list of opportunities for this project forthcoming)

7. **Teaching Philosophy (Draft 1 due in-class. Final draft due in Portfolio).** In a 2-3 page (<u>single</u>-spaced) letter, describe your beliefs and approaches to teaching. Make reference to concepts and theories from class, and use examples of artifacts in your portfolio to demonstrate your philosophy. You will have the opportunity to receive feedback from your peers on this assignment, before you submit the final draft. (More details forthcoming).

8. **Final Portfolio:** 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 teaching portfolio, which would be useful in the job market, should you decide to pursue a position in TESOL or a related educational field.

   This portfolio should include:

   ☐ Final draft of teaching philosophy (see details above)
   ☐ One of your micro-teaching lesson plans and reflection

Observation report
 Reflection from Community Engagement Project
 Content-based Unit Plan (revised)
 One or more additional assignments or resources related to our course.

Course Schedule

Date	Topics	Readings	Assignments Due
Tues 9/10	Introductions/Icebreaker Syllabus/overview Begin overview of TESOL and SLA terms and theories		
Thurs 9/12	TESOL/SLA terminology Practice presenting vocabulary Discuss Linguistic Autobiography Paper	Harmer Ch 1 and 2	Due in-class: Prepare to present vocabulary to small group
Tues 9/17	Overview of SLA theories and implications	Harmer Ch 3 Lightbrown Ch 2	Due in class: Reading log/Notes for linguistic autobiography paper
Thurs 9/19	Prof. Shapiro out-of-town. Online activities (watch film clips and discuss in Moodle).	Harmer Ch 7	Due Fri at midnight: Online discussion Due Mon at midnight: Report from interview w/ ESOL student (2-3 pp)
Tues 9/24	Recap from films Learner Characteristics Review for Quiz 1	Harmer Ch 5 Lightbrown Ch 3	Due in-class: Notes for Linguistic Autobiography Paper Possible HW exercise
Thurs 9/26	Quiz 1 Overview of popular TESOL methodologies	Harmer Ch 4 Possible additional	Quiz 1 Possible HW exercise Optional, by Sun: Post draft of ling autobio for peer review
Tues 10/1	Characteristics of effective teachers Teaching vocabulary	Harmer Ch 6 and 14	Jigsaw reading: Prepare to "teach" your assigned chapter to a partner Possible HW exercise
Thurs 10/3	Teaching pronunciation Review for Quiz 2	Harmer Ch 15	Fri at midnight: Linguistic Autobiography (via Moodle)
Tues 10/8	Teaching Speaking Quiz 2	Harmer Ch 20	Quiz 2 Possible HW exercise

Thurs 10/10	Lesson planning 101 Grouping	Harmer Ch 21 Harmer Ch 10	☐ Due in-class: Draft of microteaching 1 lesson plan
Tues 10/15	Teaching listening	Harmer Ch 18	Microteaching #1 (group A)
Thurs 10/17	Integrating skills	Harmer Ch 16	Microteaching #1 (group B)
Tues 10/22	**FALL BREAK- NO CLASS** **NOTE: The rest of the schedule is tentative, depending on how class is going thus far. Due dates for major assignments will NOT change.**		
Thurs 10/24	Teaching Reading	Harmer Ch 17	☐ Bring text for analysis. Take notes on linguistic features.
Tues 10/29	Teaching Writing (part I) (also continue with Teaching Reading)	Harmer Ch 19 Also film clips	☐ Possible HW exercise
Thurs 10/31	Teaching Writing (cont'd) Teaching Grammar/Structure	Harmer Ch 12 and 13	☐ Due Mon at midnight Microteaching #1 reflection
Tues 11/5	Teaching Grammar/structure cont'd Integrating skills Microteaching #2a	Harmer Ch 16	☐ Possible HW exercise Microteaching #2 (group A)
Thurs 11/7	Materials and Technology Microteaching #2b	Harmer Ch 11	Microteaching #2 (group B)
Tues 11/12	Teaching learning strategies Microteaching #2c	Harmer Ch 23	Microteaching #2 (group C)
Thurs 11/14	Assessment and feedback Discuss unit plans	Harmer Ch 8 and 22	☐ Due Fri at midnight: Microteaching #2 reflection
Tues 11/19	Assessment (cont'd) Classroom management	Harmer Ch 9 Possible add'l	☐ Possible HW exercise
Thurs 11/21	Peer review unit plans Developing a teaching philosophy Social justice and TESOL	Lightbrown Ch 7 Other TBD	☐ Due in-class: Unit plan (bring 3 copies for peer review)
Tues 11/26	Guest lecture: TESOL and Culture	TBD	*Due before next class: Online discussion
Thurs 11/28	**THANKSGIVING- NO CLASS**		
Tues 12/3	Critical perspectives on TESOL (e.g. promoting linguistic diversity) Course evaluations	TBD—probably Hertog + 1 more (Tan?)	☐ Before class: Online discussion from guest lecture ☐ Due Wed: Post teaching phil online for peer review
Thurs 12/5	Course wrap-up The Future of TESOL?? Present community engagement projects		☐ Present community engagement project
Final Portfolio due Tues 12/10 (extensions provided upon request)			