

EDML 392 TEACHING ENGLISH AS A FOREIGN LANGUAGE

OBJECTIVES

This course presents prospective ESL/EFL teachers with an overview of theories, methods and techniques pertinent to the TESOL field. Information discussed will include issues related to first and second language acquisition, classroom management, current methodologies and techniques for the teaching of listening, speaking, grammar, reading and writing.

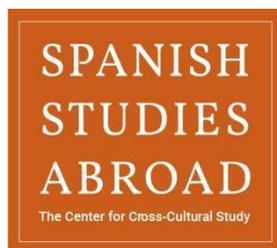
EXPECTATIONS AND ASSIGNMENTS

1. Students will attend all class lectures and assigned class observations.
2. Students will prepare weekly assigned readings from the textbook and teacher handouts.
3. Students will participate in discussions and structured interactive activities during class.
4. As part of their course work, students will participate in the Center's English language classes. They will observe classes and collaborate in them during 6 weeks.
5. Students will write an *Observation Essay* (see RUBRIC FOR OBSERVATION ESSAY REVIEW below) every 2 weeks of observation. They will relate observations and thoughts gleaned during EFL class observations to what they are learning. They will also make connections between information presented in class and their own learning of Spanish.
 - As learners of Spanish as a foreign language and students of this class, students are in a unique position to comment on the things we are studying about language learning and teaching in light of their own struggles and successes in Spanish.
6. Students will plan a lesson, present it to the class, teach using this plan, and reflect on their teaching.

TEXTBOOK

Brown, H. Douglas. 2007. Teaching By Principles. Upper Saddle River, NJ: Ed. Pearson ESL.

(N.B.: Further reading will be recommended as needed throughout the course)



GRADING

Area Graded	Manner of Evaluation	Value
Active Participation and Attendance	See bellow	10%
Observation Essays	See bellow + Rubric (attached)	15%
Lesson Plan Presentation and Post-teaching self-reflection form	See bellow Rubric (TBA)	15%
In and out-of-class evaluation	Rubric (TBA)	10%
Midterm Exam	Written exam	25%
Final Exam	Written exam	25%

EXPLANATION OF GRADING STRUCTURE

Active Participation and Attendance:

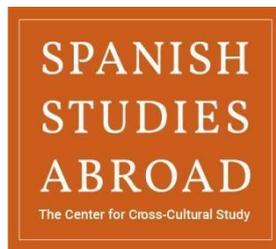
There will be occasional unannounced mini-test on the readings.

Every month I will grade your participation on a scale of "A" to "D". Based on your score on mini-tests and your active participation, "D" means your presence subtracted from the quality of the class. "C" means you did nothing positive nor destructive. "B" means you were a good student, commenting intelligently on the readings. "A" means you went beyond the norm and made me and your peers consider something in a new light. At the end of the semester I will take these letter grades **as well as the comments from your CCCS classroom teachers** to decide how many of the 10 available points I will give you.

Observation Essays:

At the beginning of the course, you will be assigned a CCCS English language class to work in throughout the semester. Your attendance in the English class is mandatory as it is the prerequisite for gaining the confidence of the class. This confidence will be a vital factor in the success of your teaching. It is imperative that you treat the teacher and the class with respect; respect given will lead to respect returned, something you will appreciate more as the semester draws to a close and you need to work with the classroom teacher to develop a lesson that will have you alone in front of the class.

Every 2 weeks, you will turn in a 2-page observation report focusing on different aspects (see Rubric attached), such as class activities, and how they relate to the issues dealt with in our class.



Lesson Plan and Presentation:

Students will create a lesson plan for teaching a session of the class in which they have been working (OBSERVATION/COLLABORATION).

The process of developing the lesson plan is one that requires extensive consultation with me and the professor of the class you are teaching. During the course, students, in consultation with the classroom teacher, will choose a content to be covered and from the areas of speaking, listening, reading, writing, and grammar as the focus of the lesson.

Students will first present their lesson plans to our class on the assigned date. The purpose of these presentations is threefold:

- to give each student a "dress rehearsal" before teaching a real class,
- to give the class the opportunity to see the wide variety of possible lessons and
- to allow everyone to offer feedback to the student.

All materials to be used in the lesson must be ready on the day of the presentation. After receiving feedback in their presentations, they will then turn in a new formal version of the lesson plan together with the previous version. These 2 versions of the lesson plan will be attached to the Post-teaching self-reflection form. After teaching the lesson, the student must turn in a 2-page self-evaluation reflection of how the lesson went, what things he/she would do differently and what he/she learned by the experience. This evaluation must be turned in no later than **the last class day before the final exam**.

In and out-of-class evaluation:

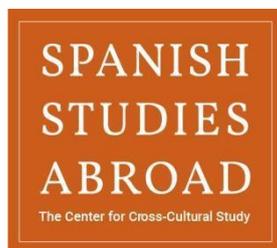
The tutor of the EFL class in which the students are observing/collaborating will fill in Teaching Evaluation form about the student based on

- (i) In-Class Performance (lesson plan, goals, language of interaction, classroom management, ...) and
- (ii) Out-of-Class Performance (willingness to collaborate, creativity, reception of feedback, collegiality, ...).

Midterm and Final exam:

You can expect to find a combination of matching, short answer and essay questions on the test.

The essay section carries the most value. In these essays, I am looking for an understanding of the question as well as an ability to critically analyze and draw connections between the topic and others related to the course.



WEEKLY TOPICS AND ASSIGNMENTS

DATES		TOPIC	To DO before next class:
Week 1		<i>Presentation.</i> A brief history of language teaching methodologies: From Grammar/Translation to Communicative Language Teaching	- Re-read ppt up to method 10 (included): attention to Krashen's i+1, acquisition vs. learning >>> mini-quizz - Read Book p. 46-51 definitions and/or explanations
Week 2		<i>Assign an OBSERV./COLLAB. CLASS</i> Continuation: A brief history of language teaching methodologies: From Grammar/Translation to CLT Cognitive, Socio-Affective and Linguistic Principles Underlying Second Language Acquisition <i>Observation criteria</i>	- Study (ready to explain) the 5 Cognitive principles - Choose a class/course to OBSERVE - Scan read the document I'm sending (FLA) and write down the names of the different theories that explain FLA.
Week 3	EFL class Observ. /Collabor. begins	Does First Lang. Acquisition tell us anything about SLA? Different schools of thought in FLA Becoming a better second language learner: Personality, Cognitive factors and Affective factors influencing SLA	- Study the main FLA theories - Read Book chapter 6 - Do task 1: Learner differences - Read the document I'm sending (Factors Affecting SLA) and write down the names of the individual differences.
Week 4	EFL class Observ. /Collab. continues	Factors Affecting SLA	- No homework: use your time to write your 1 st Observation Essay due next Monday
Week 5	EFL class Observ. / Collab. continues	1 st Observation Essay due March. 7 Theories of SLA: Krashen's Monitor Hypothesis and Schmidt's Noticing Hypothesis	- Read Classroom Discourse Answer these questions regarding Classroom Disc.: - what's ST and TT? - what are the TT features to increase comprehension?

SPANISH STUDIES ABROAD

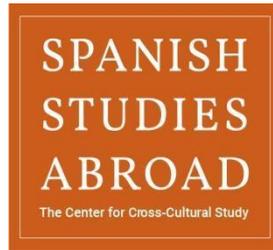
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		<p>Introduction to Planning Effective Language Lessons</p> <p>Classroom Discourse</p>	<ul style="list-style-type: none"> - what are the interactional modifications in TT to promote communication? - what are the TT features to increase comprehension? - why is so important to use the L2 in the classroom (especially in FL contexts, Nunan)? - Read the titles and (sub-) section names of chapters 11 and 12
Week 6	EFL class Observ. / Collab. continues	<p>Initiating Interaction: Why group work works and why it fails. (Lecture and workshop)</p> <p>MID-TERM EXAM REVIEW</p>	<ul style="list-style-type: none"> - Prepare a brief outline (skeleton) of a lesson plan <p style="text-align: center;">STUDY FOR THE MID_TERM EXAM</p>
Week 7	EFL class Observ. / Collab. continues	<p>Mid-term March 21 2nd Observation Essay due March 23</p> <p>Grammar Instruction: What's right and what's wrong?</p> <p>Lesson planning: Lecture / workshop</p>	<ul style="list-style-type: none"> - Focus on your Observation Essay - No homework: focus on your Observation and Collaboration
Week 8	EFL class Observ. / Collab. ends this week	<p>Lesson planning examples</p> <p>Flashcards Games</p>	<ul style="list-style-type: none"> - No homework: focus on your Observation and Collaboration - Prepare and show to the class (next day) a little game with flashcards. It would be great if you could use it in your Lesson Plan. - Focus on your LESSON PLAN and PREPARE A GREAT PRESENTATION with materials for teaching
Week 9		<p>3rd Observation Essay due April 4</p> <p>LESSON PLAN PRESENTATION, DAY 1</p> <p>LESSON PLAN PRESENTATION, DAY 2</p>	<ul style="list-style-type: none"> - Focus on your LESSON PLAN and PREPARE A GREAT PRESENTATION with materials for teaching - Modify your LESSON PLAN according to my and your peers' comments if necessary

**SPANISH
STUDIES
ABROAD**

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Week 10	STUDENT TEACHING WEEK	Error Correction Classroom Management	- After teaching your class, reflect on your teaching and complete the Post-teaching self-reflection form
Week 11		How to use coursebooks Types of activities	- No homework: focus on your Post-teaching self-reflection form
		EXAM REVIEW	STUDY FOR THE FINAL EXAM
Week 12 April 25		Lesson Reaction and Teaching Experience Discussion (individual interviews) Post-teaching self-reflection due	
		DATE OF FINAL EXAM TBA (Tuesday-Thursday April 26-28)	



RUBRIC FOR OBSERVATION ESSAY REVIEW: Rate each criterion as 0-4 in the appropriate box. Weight, total across and down.

EDML 392 Teaching English as a Foreign Language Student: Class Date: Comments: <p style="text-align: center;">Criteria and Expectations</p>	E x p e c t a t i o n i s n o t m e t a l l	Sign ifica ntly belo w expe ctati ons	B el ow e x p e c t a t i o n s	Som ewh at belo w expe ctati ons	Mee ts or exce eds expe ctati ons	W E I G H T	T O T A L
	0	1	2	3	4		
1. Student has made an essay based on the observations of the last 2 weeks. Expectations: <ul style="list-style-type: none"> Essay about classes observed these past 2 weeks has been made/completed. 						(X1)	
2. Essay is appropriate in length. Expectations: Journal entry is a minimum of 2 typed pages, 1-inch margins, double spaced.						(X1)	
3. Journal entry summarizes EFL classes observed during the past 2 weeks. Expectations: <ul style="list-style-type: none"> Classes observed during the past weeks have been detailed regarding content, lesson stages, roles (teacher, students), patterns of lang. use and interaction, and activities and skills developed through them. 						(X2)	



<p>4. Journal entry makes connections between outside observations (from EFL class and learning Spanish as a second language – optional)</p> <p>Expectations:</p> <ul style="list-style-type: none"> Journal entry includes comments that relate to and show a relationship to what is being learned in class and what was observed in EFL classes (or about learning SSL, optionally). 						(X2)	
<p>5. Journal entry comments show thoughtful consideration of material presented in class.</p> <p>Expectations:</p> <ul style="list-style-type: none"> Comments are on the topic of what was observed or experienced. Comments are germane to what is being studied in class. Comments indicate that what is being studied has been considered. 						(X1)	
TOTAL SCORE						28	Possible points