

LNGT 0107- Introduction to TESOL Winter 2020

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Office Hours (in Carr Hall 201): M/T/Th after class, or by appt



Class Description - (meets 10:30am-12:30pm in MBH 338)

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, as well as opportunities for community engagement. 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 micro-level teaching demonstrations, classroom observations, and curriculum development projects that meet the needs of real teachers throughout the state of Vermont.

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 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. (2015) *The Practice of English Language Teaching* (5th Ed). Longman/Pearson ESL.

*This book is available in the Middlebury bookstore. Please purchase them **ASAP**.

**Other readings and resources are on Canvas, which is linked to the Coursehub ([go/hub](#))

Classroom 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 or 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 or frequent tardiness could have an adverse effect on your final course grade. *This is particularly true in Winter term, as each day of class is the equivalent of 3 days of class in a Fall or Spring semester.* I often send reminders and notes via email, so please check your email at least once every 24 hours.

Course participation for this class includes discussion (both speaking and active listening), group work, and in-class activities. Here are some things you can do to ensure that you can engage fully in class and can submit all of your work on time:

- Have a folder/notebook in which to keep course handouts and other materials
- Note all major deadlines (for this class and others) in your personal calendar
- Use multiple strategies to back up your work (Note: A computer crash is NOT an excuse for late work!)
- Be mindful about when and how you use technology in class (including impact on peers)

Another important characteristic of this class is that it involves hands-on projects that are connected to ESOL teaching in our local community. This may include communicating with and/or observing local teachers, developing materials to meet existing pedagogical needs, or other forms of community engagement. You are expected to complete one class observation off-campus, which may take place outside of regular class hours. **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.**

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 appreciate the same from my students. Your feedback is essential to the success of this course. I will give you 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 have a **learning issue of any kind** that might impact your studies, please be in touch, so I can make sure you have all of the support you need. Students who have Letters of Accommodation should contact me as early in the semester as possible to ensure that such accommodations are implemented in a timely fashion. For those without Letters of Accommodation, assistance is available to eligible students through the Disability Resource Center (formerly called Student Accessibility Services- visit **go/ADA** for more info). Please contact Jodi Litchfield or Michelle Audette, the ADA Coordinators, for more information: Michelle Audette can be reached at maudette@middlebury.edu or 802-443-2169 and Jodi Litchfield can be reached at litchfie@middlebury.edu or 802-443-5936. All discussions will remain confidential.

Although I will be checking in with you frequently, I hope you also make use of the following:

Librarians: For help with finding and using library resources, as well as navigating information, I encourage you to make an appointment with Katrina Spencer ([go/Katrina](#)) or Carrie Macfarlane ([go/Carrie](#)). Librarians are also available for drop-in or even online chat sessions.

CTLR ([go/CTLR](#)): Professional staff available for writing, math/quant, time management, and other learning issues. Peer writing tutors may be available by request.

Digital Media Services ([go/dmt](#)): Assistance using a variety of digital tools. Available for drop-in and scheduled appointments.

Counseling Services ([go/counseling](#)): Can help with emotional and social challenges, including stress, anxiety, and adjustment to Middlebury. Individual and group options available, in addition to **24/7 phone support**.

Anderson Freeman Center- ([go/afc](#)): Intercultural Center in Carr Hall, designed to provide a 'home' for students who have been historically underrepresented or marginalized in higher education. Great place to relax, make new friends, cook, etc. My office is there as well ☺

GRADING BREAKDOWN

- ❖ Linguistic Autobiography Paper (4-5 pp., due in week 1) = **15%**
- ❖ Quizzes (5% each x2, in weeks 2 and 3) = **10%**
- ❖ Classroom Observation Report (~3 pp., week 3) = **10%**
- ❖ Microteaching – (2-3x in class, 5-7 min each, w/ written reflections ~2 pp.,)= **10%**
- ❖ Community Engagement (CE) Project (10% project, 5% group presentation, 5% individual reflection ~2 pp., due in week 4)= **20% total**
- ❖ Teaching Portfolio (due at end of term)= **25% total:**
 - Teaching Philosophy (2-3 pp., single-spaced) = 15%
 - Lesson Plan with Webliography = 10%
 - Any other materials you want to include to demonstrate your learning (e.g., from microteaching or CE project)
- ❖ Participation and Preparation (including HW—e.g., interview w/ ESOL student) = **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. Most work will be submitted on Canvas, and is due at 11:59pm on the day assigned.

OVERVIEW OF MAJOR ASSIGNMENTS

1. Linguistic Autobiography Paper (4-5 pp. Draft due in-class. Final via Canvas)

In this paper, you will reflect on your history as a learner/user 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 do you see as 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: Above *is not a "checklist"*. Rather, it is a set of questions designed to help you develop the main points you wish to make in your own paper (although the final two questions are essential).

- 2. Classroom Observation Report (~3pp.):** You will observe at least one class in which a teacher or tutor is working with ESOL students. You'll write a report **describing and reflecting** on what you observed, including **making connections** to what you have learned in our course. (A variety of opportunities for observations will be made available throughout the semester. You may also arrange something yourself, but must get my approval beforehand).
- 3. Microteaching Reflections (two total, ~2pp. each)**
At a few points in the term, you will prepare a 5-8-minute segment of a lesson (giving instructions, presenting new material, guiding an activity, etc.) to facilitate with a group of your peers (usually 6-10 students). You will receive oral and written feedback on your demonstration. Your two written Reflections on microteaching should discuss what you learned from the experience of preparing and delivering instruction. Consider what went well, as well as what you might do differently if you were to teach the same lesson/activity again. You are encouraged to begin writing your reflection *soon after* each of your microteaching sessions, while the experience is still 'fresh' in your mind. You may also reflect on what you learned from your peers' microteaching as well.
- 4. Teaching Philosophy (Draft due in-class. Final with Teaching Portfolio).**
In a 2-3 page (single-spaced) document, describe your beliefs and approaches to TESOL. Make reference to concepts and theories from class, and use examples of some of the work you have completed in class (Lesson Plan, microteaching, Community Engagement, etc.) as evidence. You will have the opportunity to receive feedback from your peers on this assignment before you submit the final draft. (More details forthcoming).
- 5. Lesson Plan with Webliography (Draft/review in class. Final w/ Tchg Portfolio)**
Throughout the term, you will work on creating or adapting a lesson plan (often connected to your microteaching experiences). Your plan for a 50-minute class session will have a description of the student population you are reaching, the goals for the lesson, a detailed sequence illustrating best practices, and a Webliography of resources for in-class use or extended learning, connected to your plan.
- 6. Community Engagement Project and Reflection (Due in phases):**
You will work in groups 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 project should reflect best teaching practices, as well as

wise use of resources (We have received grant funds from the Center for Community Engagement to support these projects!). Projects will be graded on professionalism, relevance, and innovation. Each group will present their work to the class in the last week of the semester, and each individual will write their own Reflection on both the process and the product. If possible, the final product should be given in-person to the local teacher/organization. (More details and list of opportunities are forthcoming).

Calendar At-a-Glance (Draft)

	Meeting dates and Start times	Focal topics	Major Assignments
Week 1	Mon 1/6 (10:30am) Tues 1/7 (10:30am) Wed 1/8 (10:30am) Thurs 1/9 (10:30am)	Intro to the field Basics of SLA and language teaching/learning (+ reflecting on our own experience) Key terminology Getting comfortable in front of the class	Interview ESOL student (report in class) Linguistic Autobiography Form groups for CE projects
Week 2	Mon 1/13 (10:30am) Tues 1/14 (10am) Wed 1/15 (10am) Thur 1/16 (10:30am) Fri 1/17 (schedule group mtg w/ Prof S.)	Learner differences Lesson planning Methods for teaching speaking, listening, reading, vocabulary	Terminology quiz (Mon) Microteaching 2 and 3 (and reflections) Start working on lesson plan Continue working on CE project (required check-in w/ Prof S)
Week 3	Tues 1/21 (10am) Wed 1/22 (10am) Thurs 1/23 or Fri 1/24: Class observations in Burlington area	Methods for teaching writing and grammar Responding to writing Integrating language skills	Take-home quiz (error analysis) Classroom visit and report Continue working on CE project and lesson plan/webliography Begin drafting teaching philosophy
Week 4	Mon 1/27 (10:30am) Tues 1/28 (10am) Wed 1/29 (10am) All work submitted by Fri 1/31	Assessment and testing Classroom management Use of technology Critical issues in the field Professional issues and career paths	Oral report on English lang. testing Submit CE Project Reflection Demo webliography in class Submit Teaching Portfolio (including teaching philosophy and lesson plan/webliography)