**EDUC 8620A Language Teaching Practicum**

**Fall 2013**

**Course & Instructor Information:**

Instructor: Netta Avineri

Class Meetings: M./W. @ 10 – 11:50 am

Classroom: McCone 238

Office Hours: W. @ 3 - 4 pm & by appointment

Office: McCone 231

Phone: 647.6560

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**Course Description, Objectives, & Instructional Methodology:**

In this course, you will have the opportunity to learn about and become part of the ecology of a language educational setting. You will also focus on professional development activities both in and outside of that context. We will discuss philosophies/approaches to teaching, nuts & bolts, and methods related to student needs. The course, a mixture of theory and practice, is designed to offer chances for you to explore and share your disciplinary knowledge, beliefs, and reflections as they engage in classroom teaching, cooperative discussion, and written journal entries. Class sessions will involve instructor presentations, interactive discussions, and collaborative activities. These activities will enable you to achieve the following course objectives:

-To develop a reflective approach to your teaching;

-To consolidate experience and knowledge of language learning and teaching;

-To further develop expertise in language teaching and learning;

-To provide opportunities for observing and assisting experienced language teachers;

-To provide opportunities for independent, thoughtful teaching;

-To develop awareness of areas of teaching and learning not covered in other courses;

-To prepare for leadership in the profession of language teaching.

**Policies:**

**Late Assignments:**

Late assignments can be accepted only due to illness, family emergency, or other legitimate reasons related to circumstances beyond your control. You must receive approval from me in advance, and I will handle late submissions on a case-by-case basis.

**“Incomplete” Grade Policy**

A grade of “I” cannot be assigned unless serious, extenuating circumstances prevent you from completing all coursework by the deadlines specified in the syllabus. Please consult the current version of the MIIS Policies and Standards Manual (APSM) for details concerning the Institute's Incomplete policy. Time shortages related to jobs, personal commitments, and other courses do not constitute extenuating circumstances. To request an “I,” you must have already completed at least 70% of the compulsory work and must make this request well in advance of the last day of classes. A grade of “I” is not automatic; on the contrary, its terms must be arranged by mutual agreement before posted deadlines and should generally be removed before the start of your next semester of study.

**Plagiarism Policy**

Suspected plagiarism on any assignment, regardless of weight, will be treated with utmost seriousness and handled in strict accordance with the procedures specified in the MIIS Policies and Standards Manual.

**Requirements, Assessment, Grading Methodologies, & Criteria:**

**1. Student Participation & Attendance:** You are expected to attend all class sessions, participate actively, and check Moodle regularly. I encourage you to take careful notes, ask questions, consult with classmates, and see me during office hours.

**2. Individual Meetings:** I will meet with each of you individually during the 1st week of the semester for 10-minute meetings, so that we have the opportunity to get to know one another. During our meeting you will have the chance to share with me information about your interests, previous language teaching experience, and future goals.

**3. Course Readings/3-2-1’s:** It will be important for you to complete the assigned course readings *before* class. Please come prepared with questions/comments about the readings. **For weeks 2 – 9 every Sunday by 10 pm you will complete a “3-2-1” on 1 of the readings for the upcoming week.** For each reading you will identify 3 important items, 2 interesting issues, and 1 question. Important items are those pieces of information that are essential to know about the reading: main ideas, thesis, key concepts, etc. For example, if someone hadn't read the reading and they heard your 3 important things they would have a good sense of the main ideas in the reading. Interesting things are those pieces of information that were new, surprising, thought-provoking, etc. for you. These give you the chance to make judgments and think critically about the reading, subjectively responding to it. The question is either something you didn't understand/want clarification on OR something you'd like to know more about/would be interested in exploring further as we learn/discuss more in class.

**4. Observations, Teaching Events, & Journal Entries:**

You have already observed at least **10 hours** of various language classes as the requirement for *Introduction to Classroom Observation*. Please review your observation reports and write 1 journal entry about your reflection on the observation experience.

In this course you should observe (or have observed recently) around **3 additional hours** of language classes, 2 of which should be of your cooperating teacher (CT). As you will see, observation is also involved in the peer coaching process. **Your observations must be discussed in at least 1 journal entry**. More details about journals to follow.

You will need to complete **a minimum of 10 teaching events** in which you teach an activity or lesson (the actual time for each ‘event’ may vary due to your particular teaching situation). **These teaching events should be documented and submitted in at least 4 entries.** An entry may cover a theme in your teaching (e.g., managing small groups, using authentic materials, dealing with late students) or one particular lesson. Please include reflections on class/teacher interactions, lesson planning, conducting needs analyses, actual teaching events, collaborating with your cooperating teacher, etc. Attach relevant lesson plans, materials, and samples of student work.

Plan to have **at least 2 sessions of your teaching recorded**. These recorded lessons will be viewed and discussed with your peer-coaching partner (and with me when needed). Plan on having both pre- and post-observation conversations with your observers. This could be done directly before and after the viewing.

In addition, I will observe 2 of your teaching events, 1 in the first half of the semester and 1 in the second half of the semester. After these observations, we will meet to discuss the class & your teaching. You will then write up your reflections about this experience & your reactions to my feedback **(at least 1 entry)**.

**5. Peer Coaching**

To encourage collaboration, reflection, and observational techniques, you will be required to work with a fellow practicum student and observe each other’s teaching (normally recorded, but it can be live if you prefer). The topic and procedures will be discussed in the first couple of weeks of the course. **2 sessions of peer coaching** (one coaching and one being coached) will take place during the session. The cycle includes pre-observation meetings, observation, post-observation meetings. With your peer coach, you should define an area to pinpoint in your teaching you would like feedback on. Conduct holistic and focused class observations of your peer coach to uncover these areas for improvement/observation. Document various aspects of this process in your **journal entries (at least 1 entry).**

**6. Professional Development Activity (PDA)**

A. Gather materials for your professional development by participating in a variety of activities **(at least 10 events including required activities below)** you believe to be beneficial for your professional development. For example, you could do more teaching or observing other language courses, meet and plan with your cooperating teacher and/or peer coach, go on field trips with your students, meet with parents to discuss student work if the students are young, plan and develop curricula and materials, attend conferences/workshops, write/revise a CV, prepare for job interviews, etc. Your thoughts regarding these experiences, and how they contributed to your professional development, should be documented in **your journal (at least 3 entries).**

B. Required PDA

**Class Discussion-Leading:** In teams of 2 or 3, examine recent to answer the question: “What is the latest in the teaching of X?” You should prepare (a) a briefly annotated bibliography (covering at least 3 sources); (b) a short summary of key themes; (c) a demonstration or show-and-tell of an especially interesting activity, procedure or piece of material; and (d) two to three questions for a class discussion. The team will prepare a written report containing (a) and (b), and make an in-class presentation of (b), (c), and (d). You will have 20 minutes for your presentation and 10 minutes for a follow-up discussion. ***Possible Topics:*** Teaching speaking, Teaching pronunciation, Teaching listening, Teaching reading, Teaching writing, Teaching vocabulary, Teaching grammar, Integrating technology, Service-learning, Heritage learners, Critical pedagogy, Motivation, Additional Topics You’d Like To Explore

**Critical Incident Analysis:** A critical incident is a “crossroads” in your lesson – the point at which something occurs that changes the course of the lesson, either for the better or the worse. Typically, this incident is *not* something planned or anticipated by the teacher. You will select a lesson & transcribe a portion of it during which something unanticipated occurred. You will then analyze the incident in terms of what you learned and how this informs your view of language teaching and learning. More details to follow.

**Assessment/Grade Breakdown:**

Individual Meetings 5%

3-2-1’s/ Discussion Board Postings 15%

10 Teaching Events, Journal Entries, Peer Coaching 40%

10 Professional Development Activities 40%

**Course Grades:**

To earn a grade of “B” or higher in Practicum, you need to:

-Complete all teaching and observation requirements in a responsible, professional manner;

-Prepare for class sessions by completing the designated readings;

-Attend all class sessions and participate actively in discussions and tasks;

-Engage meaningfully in peer coaching tasks, and

-Complete all required journal entries and assignments in a timely manner.

**Course Texts & Reading List:**

**Required:**

***Available in the MIIS Library Reserve or for purchase online:***

Richards, J.C. & Farrell, T.S.C. (2011). *Practice teaching: A reflective approach*. New York: Cambridge University Press.

***EReserves:***

Celce-Murcia, M. (2014). *Teaching English as a second or foreign language*. Boston: National Geographic Learning.

Crookes, G. (2009). *Values, philosophies, and beliefs: Making a statement*. New York: Cambridge University Press.

Duranti, A. (1994). *Linguistic anthropology*. Cambridge: Cambridge University Press.

Hafernick, J.J., Messerchmitt, D.S., Vandrick, S. (2002). *Ethical issues for ESL faculty: Social justice in practice*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc., Publishers.

Harmer, J. (2007). *How to teach English*. Pearson Education Limited.

Richards, J.C. & Farrell, T.S.C. (2005). *Professional development for language teachers*. New York: Cambridge University Press.

Schwebel, S.L., Schwebel, D.C., Schwebel, B.L. & Schwebel, C.R. (2002). *The student teacher’s handbook*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc., Publishers.

Tomlinson, B. (Ed.) (2003). *Developing materials for language teaching*. London: Continuum.

**Course Outline and Calendar:**

**Weeks 1 – 8: Approaches/Philosophies, Nuts & Bolts**

**Week 1:**

**Monday, 8/26**

Introductions, Syllabus, Needs Analysis, Reflective Teaching

**Wednesday, 8/28**

Teacher & Student Identities & Roles, Language Varieties/Dialects/Prescriptive vs. Descriptive Grammar, Teaching Journals, Practicum Coordinator Visit

**Readings:** Richards & Farrell (2011) Chapter 2, Celce-Murcia (2014) Chapter 5

**Week 2:**

**Monday, 9/2**

No Class (Labor Day)

**Wednesday, 9/4**

Ecologies of Teaching, Understanding the Teaching Context, Participant-Observation, Classroom Observation in Teaching Practice

**Readings:** Richards & Farrell (2011) Chapter 3, Murphy (2014) Chapter 39, Crookes (2009), Duranti (1994) Chapter 4

**Due:** First draft of teaching philosophy statement (TPS)

**Week 3:**

**Monday, 9/9**

Professional Development & Standards, Working with Your Cooperating Teacher

**Readings:** Richards & Farrell (2011) Chapter 4, Schwebel & Schwebel (2002) Chapter 3

**Wednesday, 9/11**

Methods & Approaches

**Reading:** Celce-Murcia (2014) Chapter 1

**Week 4:**

**Monday, 9/16**

Planning Your Teaching (Lesson Planning, Time Management), Teaching An Effective Language Lesson

**Reading:** Richards & Farrell (2011) Chapters 5 & 6, Purgason (2014) Chapter 23

**Wednesday, 9/18**

Cooperative Development (Speaker-Understander Model), Peer Coaching

**Week 5:**

**Monday, 9/23**

No Class (replaced by Friday’s Integration Initiative)

**Wednesday, 9/25**

Creating an Effective Classroom Learning Environment, Classroom Management, Developing Learner-Center Teaching

**Readings:** Richards & Farrell (2011) Chapters 8 & 9, Schwebel & Schwebel (2002) Chapter 9,Harmer (2007) Chapter 3

**Friday, 9/27**

Integration Initiative Activities

**Week 6:**

**Monday, 9/30**

Classroom Discourse and Communication, Use of L1 In Class, Fluency vs. Accuracy, Error Correction

**Reading:** Richards & Farrell (2011) Chapter 10

**Wednesday, 10/2**

Exploring Your Own Teaching, Revisit Teaching Philosophy Statements, Grading Philosophies

**Reading:** Richards & Farrell (2011) Chapter 11

**Week 7:**

**Monday, 10/7**

Materials Development, Authenticity, Culture and Pragmatics

**Reading:** Tomlinson, B. (2003) Chapter 6, Hinkel (2014) Chapter 25

**Wednesday, 10/9**

Ethics of Teaching, Unanticipated Issues in the Classroom/Scenarios

**Readings:** Hafernik, Messerchmitt, & Vandrick (2002) Chapters 1 & 3

**Week 8: Fall Break**

No Class

**1st submission of teaching journal due Friday, 10/18**

**Weeks 9 – 16: Analyzing Our Teaching, Professional Development**

**Week 9:**

**Monday, 10/21**

Resumes/CV’s

**Reading:** Crandall & Miller (2014) Chapter 40, Schwebel & Schwebel (2002) Chapter 12

**Wednesday, 10/23**

Cover Letters

**Week 10:**

**Monday, 10/28**

No Class (replaced by Friday’s Integration Initiative)

**Wednesday, 10/30**

Classroom/Teacher/Action Research, Critical Incidents Discussion

**Reading:** Richards & Farrell (2005) Chapter 8,Bailey (2014) Chapter 38

**Friday, 11/1**

Integration Initiative Activities

**Week 11:**

**Monday, 11/4**

Class Discussion-Leading (1 group), Video Discussion (1 student)

**Wednesday, 11/6**

No Class

**Week 12:**

**Monday, 11/11**

Class Discussion-Leading (1 group), Video Discussion (2 students)

**Wednesday, 11/13**

Video Discussion (2 students)

**Week 13:**

**Monday, 11/18**

Class Discussion-Leading (1 group), Video Discussion (2 students)

**Wednesday, 11/20**

No Class

**Week 14:**

**No Class**

**Week 15:**

**Monday, 12/2**

Job Interviews (Guest Speaker), Career Options (Guest Speaker)

**Wednesday, 12/4**

Teaching Philosophy Statements

**Week 16:**

**Monday, 12/9**

Critical Incident Analysis Presentations

**Wednesday, 12/11**

Critical Incident Analysis Presentations

**2nd Submission of Teaching Journal due Friday, 12/13**

**Fall 2013 Practicum Requirements – Checklist**

**Name:**

**Teaching Site:**

|  |  |  |
| --- | --- | --- |
| **Requirements/Assignments** | **Min. # of Events** | **Min. # of Journal Entries** |
| **Observations of language classes (ICO)** | 10 | 1 |
| **Observations of cooperating teacher** | 3 | 1 |
| **Teaching events** | 10 | 4 |
| **Observed by faculty** | 2 | 1 |
| **Peer coaching** | 2 | 1 |
| **PDA** | 10 | 3 |

***Summary of 10 Professional Development Activities*:**

|  |  |  |  |
| --- | --- | --- | --- |
| **PDA Title** | **Date/Time/Location** | **Brief Description** | **Journal Entry?** |
| 1. Class Discussion-Leading |  |  |  |
| 2. Critical Incident Analysis |  |  |  |
| 3. TPS |  |  |  |
| 4. |  |  |  |
| 5. |  |  |  |
| 6. |  |  |  |
| 7. |  |  |  |
| 8. |  |  |  |
| 9. |  |  |  |
| 10. |  |  |  |