

# LNGT 0107- Introduction to TESOL Winter 2016

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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 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 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. (2005) *The Practice of English Language Teaching* (5<sup>th</sup> Ed). Longman/Pearson ESL.

\*This books is 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 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.*

A particularly 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 observing and assisting local teachers, developing materials to meet existing pedagogical needs, or other forms of community engagement. You are expected to complete one or two site visits 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.***

## Grading Breakdown

- ❖ Linguistic Autobiography Paper (4-5 pp.)- 15%
- ❖ Quizzes - 10% (5% each)
- ❖ Community Engagement Project –15% group grade (10% project, 5% presentation )
- ❖ Reflections on classroom observations, microteaching experiences, and Community Engagement Project - 15% (5% each)
- ❖ Final Portfolio -25 %, including
  - Teaching Philosophy- 10%
  - Lesson Plan with Webliography- 10%
  - Description of and Reflection on Community Engagement Project- 5%
- ❖ Participation and Preparation (including microteaching and occasional HW)- 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 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. 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 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: 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.

- 2. Report/Reflection Paper on Classroom Observations (2-3 pp. Due via Moodle):** You will observe two classes in which a teacher or tutor is working with ESOL students, and write a report *describing and reflecting* on what you observed, and 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. Reflection on Microteaching Experience and Peer Feedback (2-3 pp. Due via Moodle).** At a few points in the term, you will prepare a 10- 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, and your Reflection Paper should discuss what you learned from the microteaching experiences, including what you might do differently if you were to teach the same lessons/activities. You are encouraged to write a paragraph or two *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. Community Engagement Project (Due by end of semester. Reflection [2-3 pp.] due in Final 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 project 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 will present their work to the class in the last week of the semester, and each individual will write an Overview/Reflection Paper, due with the Final Portfolio. If possible, the final product should be given in-person to the local teacher/organization. (More details and list of opportunities for this project are forthcoming).
  
- 5. Teaching Philosophy (Draft due in-class. Final draft due with Portfolio on Moodle).**  
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 (microteaching, Community Engagement, Lesson Plan, etc.) as evidence of your philosophy at work. You will have the opportunity to receive feedback from your peers on this assignment before you submit the final draft. (More details forthcoming).
  
- 6. Final Portfolio:** At the end of the semester, you will submit your Teaching Philosophy, Lesson Plan (including Webliography), Description and Reflection for Community Engagement Project, and any revised work (if applicable). This collection of items serves as a summative assessment for our course, and may also be useful to you as a professional portfolio, should you decide to pursue work in the field of TESOL.

## Intro to TESOL (Winter 2016)- Tentative Course Schedule

Date	Topics	Readings	Assignments Due
Mon 1/11	<ul style="list-style-type: none"> <li>• Intro to the field of TESOL</li> <li>• Personal language learning experiences and SLA theory (intro)</li> <li>• Overview of syllabus and calendar</li> <li>• Discuss CE Project</li> </ul>		
Tues 1 / 12	<ul style="list-style-type: none"> <li>• Principles of Second Language Acquisition (part I)</li> <li>• Review of key terminology- practice explaining vocab (Microteaching 1)</li> <li>• Discuss HW 1: Interview with an ESOL student and Linguistic Autobiography paper</li> </ul>	Articles on SLA (on Moodle)  Harmer Ch 3	<input type="checkbox"/> Reading log w/ 10 entries including personal connections (useful for Linguistic Autobiography!)
Wed 1/13	<ul style="list-style-type: none"> <li>• Second Language Acquisition (part II)- connect to Linguistic Autobiography</li> <li>• Features of English</li> <li>• Methodological Overview, with connections to SLA concepts</li> <li>• Review of terminology</li> <li>* Quick visit from Prof. Lewis re: MIIS</li> </ul>	Harmer Ch 1, 2, 4	<input type="checkbox"/> Draft or outline of Linguistic Autobiography (to use in class discussion and to get peer feedback)
Thurs 1/14	<ul style="list-style-type: none"> <li>• Understanding Learner Needs (connect to interview findings)</li> <li>• Discuss Curriculum Kit Project (form groups in class or online)</li> <li>• Review game for quiz</li> </ul>	Harmer Ch 5	<input type="checkbox"/> Bring notes from interview with ESOL student (details posted on Moodle) <input type="checkbox"/> Prepare for observation sign-up (browse opportunities)
Fri 1/15- Possible field trip for observation (optional)  Over weekend (by Sunday 11:59pm): <input type="checkbox"/> <b>Submit Linguistic Autobiography</b> (4-5 pp., on Moodle) <input type="checkbox"/> Sign up for observations (on Moodle) <input type="checkbox"/> Email SS your preference(s) for curriculum kit project (if not already in a group)			
Mon 1/18 (meet at 10am)	<ul style="list-style-type: none"> <li>• <b>Terminology quiz</b></li> <li>• Intro to lesson planning: PPP, ESA, etc. - Discuss differences by age, class size, etc.</li> <li>• Begin discussing pronunciation (terminology, IPA, etc.)</li> <li>• Prepare for Microteaching 2</li> </ul>	Harmer Ch 6, 7, 12 (+possible online)	<input type="checkbox"/> Study for terminology quiz <input type="checkbox"/> Watch Harmer DVD- John's lesson w/ teenager (track #5) Post to online discussion.

Tues 1/19 (meet at 10am)	<ul style="list-style-type: none"> <li>• Speaking and Pronunciation</li> <li>Guest visit: Joe McVeigh (10:30am) <a href="http://www.joemcveigh.org/">http://www.joemcveigh.org/</a></li> <li>• Microteaching practice (with partner): Teaching minimal pairs or other 'tricky' aspects</li> </ul>	Harmer Ch 16, 21	<input type="checkbox"/> Microteaching 2: 'Pronunciation: explanation/modeling and practice' <input type="checkbox"/> Post "Top 3 speaking activities"-annotated list in online discussion
Wed 1/20- Optional meetings w/ SS to talk about Community Engagement, Microteaching (and/or any other aspects of course you'd like to check in about)			
Thurs 1/21 (meet at 10am?)	<ul style="list-style-type: none"> <li>• Speaking/ Pronunciation (cont'd)</li> <li>• Listening</li> <li>• Micro-teaching (individual)</li> <li>• Critical issues in oral communication: Dialect/Variation, Register, and Feedback</li> </ul>	Harmer Ch 19 + <a href="#">online from CAL</a>	<input type="checkbox"/> Microteaching 3: 'Giving clear instructions to lower-level students' <input type="checkbox"/> Possible reflection questions to consider (or discuss online)
Fri 1/22 Possible field trip for observation (optional)  Over weekend: <input type="checkbox"/> <b>Submit Curriculum Kit plan</b> and purchase request (via Moodle) <input type="checkbox"/> Keep working on other coursework (look ahead)			
Mon 1/25 (meet at 10am)	<ul style="list-style-type: none"> <li>• Reading and Vocabulary</li> <li>• Review grammar terminology, begin discussing language analysis</li> </ul>	Harmer Ch 15, 18	<input type="checkbox"/> Bring a text for analysis/lesson design <input type="checkbox"/> Afternoon: Meetings w/ SS (optional)
Tues 1/26 (meet at 10am)	<ul style="list-style-type: none"> <li>• Writing and Grammar</li> <li>• Microteaching</li> </ul>	Harmer Ch 14, 20 Possible add'l online	<input type="checkbox"/> <b>Microteaching 4b: Text-based activity</b> (pre, during, or post reading)
Wed 1/27 Possible field trip for observation (optional)			
Thurs 1/28	<ul style="list-style-type: none"> <li>• Continue with writing/grammar</li> <li>• Hand out quiz on error analysis</li> <li>• Giving effective feedback</li> <li>• Lesson planning and assessment</li> </ul>	Harmer Ch 8, 22, possible online	<input type="checkbox"/> Bring lesson plan ideas (and materials) for in-class lesson-planning workshop

Fri 1/29

Field trip to Saint Michael's College Intensive English Programs  
(2 groups- one morning, one afternoon)

Over weekend:

- Submit **Reflection on Microteaching** (2-3 pp. , Moodle)
- Complete and submit quiz on error analysis**
- Start drafting lesson plan, building (if desired) on previous work in class

Mon 2/1	<ul style="list-style-type: none"><li>• Analyzing integrated skills lesson plans (and revising our own lesson plans)</li><li>• Critical issues in language policy and assessment</li></ul>	Harmer Ch 17 + (TEDx talk)	<input type="checkbox"/> Jigsaw report on English Language Exams (TOEFL, IELTS, TOEIC, WIDA Access, other?) <input type="checkbox"/> Continue working on lesson plan plan (bring notes/draft to class)
Tues 2/2	<ul style="list-style-type: none"><li>• Classroom Management (and/or multi-level classes)</li><li>• Culture and TESOL</li></ul> Joe McVeigh visit 11:15-12:15PM <ul style="list-style-type: none"><li>• Make list of lingering questions</li></ul>	Harmer Ch 9, 10 +online readings	<input type="checkbox"/> <b>Report/Reflection on classroom observations</b> (2-3 pp. on Moodle)
Wed 2/3	<ul style="list-style-type: none"><li>• Technology and other Resources (possible meeting w/ Prof. Germain-Rutherford's class)</li><li>• Socio-Cultural issues (continued) and/or other Q/A</li></ul> <p>* Possible afternoon field trip to St. Michael's (if needed)</p>	Harmer Ch 11 + online readings (Hertog?) and/or video	<input type="checkbox"/> Webliography (5-7 entries related to lesson plan)- post in Moodle discussion and share highlights in class  <i>Optional:</i> online peer review of teaching philosophy
Thurs 2/4	<ul style="list-style-type: none"><li>• Professional Ethics and Continuing Education (Q/A)</li><li>• The Future of TESOL</li><li>• Course wrap-up</li></ul>	Harmer Ch 24 + online and/or video	<input type="checkbox"/> <b>Group presentations for Community Engagement projects</b> <input type="checkbox"/> Peer review of lesson plans

Friday 2/5:

Submit **Online Portfolio**, including

- **Teaching Philosophy**
- **Lesson Plan w/ Webliography,**
- **Overview/Reflection for Community Engagement Project**
- Any other late or revised work (if applicable)

