

**INTR 613: TESOL Classroom Dynamics Practicum
Course Syllabus**

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TESOL Mission Statement: Our mission is to develop specialists in Teaching English to Speakers of Other Languages who demonstrate a high level of professionalism as the foundation for cross-cultural ministry. Our model of professionalism is a synthesis of three general areas: educator, specialist, and servant of the kingdom.

Student outcomes for the course in relation to the Department Mission Statement: By the end of this course, the student will have developed as an effective cross-cultural professional in these areas:

- (i) Knowledge of the four dimensions of classroom instruction: planning, interaction with learners, classroom management, and classroom climate (E1; E3; E6),
- (ii) Knowledge of the dynamics of instruction through observation of ESL classes in the Chicago area (E1; E2),
- (iii) Ability to reflect critically about their own teaching techniques and the teaching of others, (E6)
- (iv) Ability to demonstrate effective instructional techniques through supervised teaching in ESOL classrooms (E1; E2; E6).

Required Texts:

Brown, H. Douglas. 2007. *Teaching by Principles, 2nd Edition*. New York: Addison Wesley Longman, Inc.


Richards, Jack C. and Lockhart, Charles. 1994. *Reflective Teaching in Second Language Classrooms*. New York, NY: Cambridge University Press.

Pierson, Cheri. 2007. *INTR 613 TESOL Practicum Class Notes*.

Snow, Don. 2006. *More Than a Native Speaker*. Alexandria, VA: TESOL, Inc.

Course Requirements:

- (a) *Supervised instruction (iv)*. A minimum of 10-12 hours of supervised instruction, with written lesson plans and a self-assessment recorded in a teaching journal after each class taught,

- (b) *Classroom observation (ii, iii)*. Observation of and participation in ESL classes, using a variety of techniques for analysis,
- (c) *Teaching demonstrations (iii, iv)*. Participation in several microteaching videotapes each demonstrating an innovative ESL teaching technique, followed by peer and self-analysis,
- (d) *Teaching Journal (i, iii)*. Completion of the assigned readings, including responses to specific articles in the teaching journal,
- (e) *Final Paper (i, iii)*.  A final paper, approximately 8-10 pages in length, which summarizes what was learned during the course and presents goals for future improvement in instruction,
- (f) *Group Participation (i, iii)*. Participation in groups, discussions, demonstrations and other activities. Attendance is expected at every class period.
- (g) *On-line Course Evaluation*. You will do the evaluation the last week of class.

Grading:

- ❑ Class/group participation (10%)
- ❑ Microteaching/self analysis (20%)
- ❑ Teaching journal: 3 observations, lesson plan reflections on teaching, lesson plans for observed hours of teaching, peer feedback, response to readings, group work (40%). Due the final week of class.
- ❑ Final Paper: (30%) Due the final week of class.

Special Instructions:

Your final paper needs to follow APA word-processing standards. In addition, your paper should be double spaced in Times New Roman using a 12-point font with 1.5 inch left margin and all others one inch. Your title page should have your CPO mailbox number together with the department and instructor's name as the return address. When writing your paper, use non-discriminatory language.

Except for illness and emergencies, 10% will automatically be deducted from the total you receive on your assignment for any late journals or final papers received within the first week after the due date. Thereafter, 10% will be deducted each week your papers are late. Academic dishonesty will not be tolerated, including plagiarism.

Teachers who are better informed as to the nature of their teaching are able to evaluate their stage of professional growth and what aspects of their teaching they need to change. In addition, when critical reflection is seen as an ongoing process and a routine part of teaching it enables teachers to feel more confident in trying different options and assessing their effects on teaching.

(Richards and Lockhart, Reflective Teaching in Second Language Classrooms, p. 4)

Course Schedule

Week 1

Course Introduction: Goals, Syllabus
Orientation to the Practicum Placement Process – Dr. Alan Seaman

Reading: (Background)

1. Richards & Lockhart (R&L):
Skim pp. 1-29; Read pp. 29-73
2. Snow, pp. 3-31
3. Class Notes: Section 1

A) Teaching Journal Entry 1: Focus on the Teacher

-After reading R & L, answer the following questions.

(i) How do you define learning in your own words?

What are some effective ways to learn a language?

(ii) How do you define teaching in your own words?

What are some effective ways to teach a language?

(ii) Write two personal learning/teaching goals for this course. (For example: By the end of this course I will be able to write a lesson plan based on clearly stated objectives).

Make one copy of your personal goals and hand them in next class session.

B) Find a teacher's edition of an ESL/EFL textbook (e.g., *Interchange*, *English-No Problem*, *New Vistas*) at a beginning level. Look at a chapter and read through the plan for teaching. Evaluate the text for students that you specify (e.g., academic program/EFL context or adult learners/ESL community-based program). How would the plan for teaching need to be changed or added to for your students? Make a copy of the chapter for your next journal assignment.*

Week 2

Dimension 1: Planning: Structuring a Lesson

View teaching video *Lesson Planning*

Class discussion: Review *Scenarios* (CN, 1, p. 20)

Reading:

1. Brown, pp. 149-163 (2001 version); pp 164-178 (2007 version)
2. R&L, pp. 113-137;
3. Snow, pp. 61-66
3. Class Notes: Section 2, pp 2.2-2.3
Section 2.a - *The Planning Dimension*

Teaching Journal Entry 2: Focus on the Learner

After reading Brown and R & L, answer on the following:

- A) What is an objective?
Why is it important to state objectives in terms of what students will do rather than describing what the teacher will do?
- B) Write 2 sample objectives for a high beginner level class based on the material from the chapter you copied from Journal assignment 1.B.* (e.g., Students will be able to identify 6 traffic road signs with 100% accuracy. Students will explain 3 of the signs with prompts to a partner).
- C) Ask your partner to critique the wording of your objectives.
Are they concise, clear and obtainable?

Teaching Journal Entry 3: Focus on Writing a Lesson Plan

A. Draft a lesson plan for a 50-minute class period based on the objectives listed under Entry 2 and the content from Journal 1.B. (Use the format in the Classnotes/Section 2a.1). The class proficiency level is high beginner (see Brown p. 100). Include the following:

- A clear one-sentence statement for each objective to be covered
- An opening
- A description of the exercises/activities which will be used to teach these objectives
- A drilling/practice activity that you will demonstrate for your first microteaching
- A closing
- Materials needed
- An estimated time period for each activity (e.g., opening – 5 minutes)

B. Critique your lesson plan with your partner. Write the suggestions in your journal and make appropriate changes to your plan. Think about the sequencing of the activities. Do they move from easy to difficult? Simple to complex? Are you teaching 1 thing 8 ways and or the other way around? Have you adapted the content to the proficiency level of the learners?

Week 3

Dimension 1: Planning – Form Focused Activities

Preparing for Micro-teaching 1

Class Discussion

Reading:

1. Brown, 128-136; 361-382 (2001); 179-209; 419-441 (2007)
2. Snow, 75-85; 113-117; 125-128; 47-58 (Skim this section)

Teaching Journal Entry 4: Reflect on Teaching

View the teaching video *Dialogue and Drill* (22 minutes) with your partner. What are some strengths of this lesson? Limitations? How would you teach a dialogue to beginners?

Teaching Journal Entry 5: Reflect on the Teacher

Read R & L, pp 97-112. Based on your reading, describe how you see your role(s) as a teacher. Examine these roles based on your beliefs about teaching and learning. (Refer back to *Entry 1* and your *Philosophy of Teaching* paper in your Portfolio – Assignment from INTR 611). If you have not done so, revise your *Philosophy of Teaching* paper and attach it to this entry. Have your partner review the paper.

Weeks 4 & 5

Microteaching 1

Form-focused instruction technique (10 minutes)

Class Debriefing & Analysis

Personal debriefing with Dr. Pierson (Sign up during office hours)

Hand in your typewritten lesson plan and drill activity description.

Teaching Journal Entry 6: Reflect on your own teaching.

- A) Write a detailed description of your microteaching segment. Be prepared to hand in the lesson plan (typed) and the detailed description of your microteaching activity. Make copies for all class members.
- B) As soon after class as possible, reflect on your microteaching experience. Consider the summaries from your peers. Be objective. What did you do well? What do you need to improve?
- C) Reflect on your critical analysis with Dr. Pierson on your first microteaching. How has this session contributed to your understanding of your first microteaching experience?

Week 6

Dimension 2: Interactive Patterns/Communicative Activities

Question types; Questioning Patterns; Wait time; Interaction

Teaching Demonstration

Reading:

1. Brown, pp. 164-191 (2001); pp. 211-222 (2007)

2. R & L, pp. 138-160

3. Class Notes, Section 2, p. 2.4;

Section 2b: *The Interactive Dimension*

Teaching Journal Entry 7: Interactional competence. After reading Brown and R & L, answer the following. From your readings (and classroom observations) define interaction in your own words. What does an interactive classroom look like? What

principles do you believe form a theory of interaction in the classroom? (See Brown p. 166 [2001]); pp. 213-214 [2007])

JOURNALS DUE (Submit entries 1-7 in a folder)

Week 7

Dimension 3: Classroom Management

Reading:

1. Brown, pp. 192-206 (2001); pp. 241-256 (2007)
2. Snow, pp. 66-69; 221-229
3. Class Notes: Section 2, 2.5-2.6
Section 2c: *The Management Dimension*

Week 8

No Class

Week 9

Field Trip – Tutorium, UIC, Chicago

Interactive Dimension in Action

Meet in front of Barrow's auditorium at 3:30 p.m.

(This field trip serves as 2 class sessions)

Teaching Journal Entry 8: Reflect on another teacher's classroom.

a) Observe classroom interaction. Describe the extent to which you think the teacher managed to achieve a satisfactory level of interaction during the lesson. What strategies proved most effective in facilitating interaction within the classroom? b) Observe learners completing a pair or group task. Draw a seating plan and chart the interaction. What kinds of negotiation did the task(s) involve? Do you think this negotiation facilitates language acquisition? c) Make other observations that are applicable to this class.

Week 10

Dimension 4: Classroom Climate

Classroom atmosphere; teacher voice; student interest; energy; cultural factors

Reading:

1. Brown, pp. 192-195 (review); 202-205 (2001); pp. 241-244; 253-254 (2007)
2. Snow, pp 70-72; 210-218; 259-268 (Skim this section)
3. Class Notes: Section 2, 2.7-2.8
Section 2.D: The Classroom Climate Dimension

Teaching Journal Entry 9: Reflect on the Case Study:

Is it just a Gift?

A) Answer questions 1-4.

Weeks 11 & 12

Micro-Teaching 2 – Communicative Focus

Lesson of choice (15 minutes)

Class Debriefing and Analysis

Teaching Journal Entry 10: Reflect on your own teaching:

After you have reviewed your teaching segment, reflect on your second microteaching experience. Provide copies of your lesson plan for your classmates. Sign up during Dr. Pierson's office hours to watch your individual presentation.

Week 13 No Class – Thanksgiving Break

Week 14

Professional Development 1
What Every Teacher Wants to Know About Organization
Special Guest: Claudia Root

Reading:

1. Brown, Skim pp. 426-447 (2001); 486-509 (2007) - skim

Teaching Journal Entry 11: Self-Management. As soon after this session as possible, write a reflective entry on tonight's session. What was most helpful? What suggestions apply to your teaching context? Why is it important to organize yourself and your materials?

Week 15 Professional Development 2
Teaching Journal/Final Paper Due

Week 16 Keeping In Step as a Professional
On-line Course Evaluation
(This class session is at Dr. Pierson's home)

REMINDERS

- **Reflect on your own teaching.** In addition to the assigned Teaching Journal entries (11), you are required to write an entry **for each hour of teaching** you do in the classroom (10-12 entries). You are also required to write-up **3 classroom observations** from your teaching context. The Tutorium Field Trip observation may be counted as one of those observations. These will be due in your journal at the last class session.
- **Come prepared to your Final Teaching Conference.** Complete the *Self-evaluation* form (4 pages) located in the Observation Section of your Class Notes.
- **Complete the on-line Course Evaluation.**