

INTR 613: TESOL CLASSROOM DYNAMICS PRACTICUM

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Intensive Summer Course

Advance Preparation Requirements*

May 19-23, 2008

8:00 A.M. – 1:00 P.M.

BGC 255

I. Overview of the course:

By the end of this course you should:

1. understand and apply four dimensions of classroom instruction which are: planning, classroom management, interaction with learners and classroom climate,
2. deepen your understanding of the dynamics of instruction,
3. think reflectively and critically about your own teaching techniques and the teaching of others, and
4. be involved in supervised teaching practice in ESL/EFL classrooms.

II. Required Texts:

Brown, H. Douglas. *Teaching by Principles*, 3rd ed. Englewood Cliffs, NJ: Prentice Hall Regents, 2007.

Richards, Jack C. and Lockhart, Charles. 1996. *Reflective Teaching in Second Language Classrooms*. New York, NY: Cambridge University Press.

Pierson, Cheri. 2008. *Class Notes for INTR 613: TESOL Classroom Dynamics Practicum*

Snow, Donald. *More Than A Native Speaker*. 2006. Alexandria, VA: TESOL

These texts are available in the Wheaton College Bookstore.

***Due to the intensive nature of this class, I recommend that you do not try to do other activities during this week. You will be required to prepare two lesson plans and present two micro-teachings during the week. The first microteaching will be on Wednesday and the second microteaching will be on Friday.**

III. Advance Preparation Requirements

Because our time together will be compressed into five days, you will need to do all of the readings prior to the first day of class. Please read the following chapters in the required texts and complete the related assignments:

1) Brown, *Teaching by Principles* Assignments:

- (a) **Review Chapters 1, 7.** Look carefully at Chap 7, “Teaching Beginning Levels,” pp. 112-124. You do not need to respond to these three chapters in your teaching journal.
- (b) **Read Chapters 11 (pp. 179-187), 13, 14, 15, 22 in Brown’s book.** Respond to these five chapters in your teaching journal:
- (c) **Your journal needs to be typed, double-spaced and put into a folder.** Each entry should be one – two pages in length.

Each entry will have two parts:

- (i) A summary of the main points in each chapter (1-2 paragraphs), and
- (ii) A critical reflection on how two-three of the points presented in each chapter relate to your past experiences teaching ESL/EFL (e.g., classroom, tutoring) or how they might connect with the ESL/EFL teaching you anticipate doing in the future.

The purpose of the assignment is to have you interact with the readings and reflect on your personal experience. These journal entries are not to be considered a mechanical notetaking exercise; rather, they should be thoughtful reflections that are personal and philosophical in nature.

- (d) Read **Chapter 25** in Brown. Develop a profile of what good language teachers do in the classroom. Come prepared to discuss your ideas in class.

2) Richards and Lockhart Assignments

- (a) **Read Chapters 1, 2, and 3***

- (i) ***Before** reading these chapters, think about your beliefs about learning and teaching. In your journal write down a response to the following questions:

How do you define learning?
What are some best ways to learn a language?

How do you define teaching?
What are some best ways to teach a language?

(ii) **After** reading these chapters, evaluate the Teaching Philosophy paper that you submitted for the INTR 611 course: *Theoretical Foundations of TESOL Methodology*. Come to class with your final revision and be prepared to discuss your paper with a partner in class. You will be required to submit this with your journal entries on May 19th.

3) Planning dimension. Write responses to the following:

- (i) What is an objective?
- (ii) Why is it important to state objectives in terms of what students will do rather than describing what the teacher will do?
- (iii) Find a teacher's edition, beginning level, of an ESL textbook (e.g., *Interchange*, *English No Problem*, *New Vistas*). Look at a chapter and read through the plan for teaching. Evaluate the text for students that you specify (academic program/EFL context or adult learners/ESL community college, etc). How would the objectives and plan for teaching need to be changed or added to for your students?
- (iv) Draft a lesson plan for a 50 minute session using the attached lesson plan format. Write 2 concise, measurable objectives for the lesson. Develop a sequence of activities that you might use in class. (List these in order of presentation with one or two lines of description). How would you open the class? How would you close the class? Prepare several visuals to accompany the lesson (e.g., authentic pictures, newspaper ads, etc.). Pitch the lesson for adults, high beginners. (Refer to Brown, pp.112-124).

Bring an extra copy of your lesson plan to class to critique with a partner. You will use this lesson plan for your first microteaching.

4) Richards and Lockhart, Brown and Snow assignments:

- a) **Read Chapter 6** in Richards and Lockhart, **Chapter 10** in Brown and **Chapters 2, 3, 5 and 6** in Snow.

From these chapters develop a rubric or checklist that helps you to evaluate an effective lesson plan. You will use this when you critique your partner's plan.

- b) Write two personal teaching objectives for this class. For example, you may want to learn how to make effective lesson plans, give clear instructions or incorporate appropriate wait time when asking students questions. Think about how you might accomplish these objectives and jot several ideas down under each objective.

Lesson Planning Practice

Using the information provided, come up with a brief outline of a lesson plan. Think of a series of activities which might effectively teach the material to an adult ESL class (15 students; high beginning) over a 90 minute period. Indicate a time allotment for each stage of the lesson.

Objective(s)

Warm-up (Generate interest; review previous learning)

Introduction (Prepare students for new material; state purpose of lesson)

Presentation of new material (Teacher directed)

Practice Activities

Guided (Teacher to Student)

Communicative (Student to Student)

Closure (Performance, Review, Assignment)

Evaluation (How will you assess students' performance)