

# **Principles & Practices of the TESOL Classroom**

## **Fall/Winter 2014-15**

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### **Course Description:**

Whenever someone acts as a teacher, they are making their beliefs about teaching and learning real. This class is intended to raise teachers' awareness of what their beliefs are through the exploration of the classroom as a learning environment and their teaching practices. Through readings, discussion, and reflection, we will examine the act of teaching, focusing on the four main jobs of the teacher (planning, assessing, training, and teaching) and how these are shaped by relations with learners, teaching materials, the curriculum, other teachers, the school, and society. We will also explore technologies that may be of use in the Japanese classroom and in the professional development of teachers. The aim of this course is for teachers to become more aware of their own practices and to be able to articulate the beliefs that support these practices in a way that helps them promote greater learning in the classroom and develop professionally as teachers.

### **Course Objectives:**

After completing this course, students will:

- understand Nation's '4 strands' approach to teaching language and be able to plan for them in designing lessons;
- be familiar with a variety of effective techniques for teaching English language skill use, understand how these techniques relate to learning, and be able to select techniques to best serve their teaching purposes;
- have experience in developing goal-oriented lesson plans;
- cultivate the habit of reflective practice as part of their professional development as teachers;
- be able to state and justify their beliefs about teaching and learning, and explain how they act on those beliefs in their practice as teachers.

### **Course Textbooks:**

Nation, P. (2013). *What should every EFL teacher know?* n.c.: Compass Publishing (Henceforth, N)

Reed, M., & Michaud, C. (2010). *Goal-driven lesson planning for teaching English to speakers of other languages*. Ann Arbor, USA: The University of Michigan Press.  
(Henceforth, R&M)

### **Schedule:**

(Note: I will be using Sunday dates to mark the progress of the schedule. Work scheduled under a given date is due by that date)

### **Prior to First Meeting:**

Read: R&M, Introduction, ch. 1; N, ch. 1

Prepare a Language Teacher History.

### **Oct 5: First Meeting**

Course Overview

Tools: Use of Moodle, Gmail, and Drive

Language Teacher Histories

Beliefs about Teaching and Learning (worksheet)

Talking with Teachers: Guest TBA

### **Oct 12:**

Reflective Blog: R&M, p. 8, question 2

Read: R&M, ch. 3; N, ch. 13

### **Oct 19: Second Meeting**

Reflective Blog: R&M, p. 68, question 1

Read: N, ch. 3

Tools: Quizlet

Workshop: Designing a goal-driven lesson plan

Workshop: Designing a problem-solving activity

Talking with Teachers: Guest TBA

### **Oct 26:**

Reflective Blog: Were you able to apply the goal-driven lesson plan you made?

If yes, reflect on Step VII: Analyzing the Lesson (R&M, p. 60): What did you learn from giving this lesson? What will you do differently next time?

If no, reflect on why you were unable to deliver the lesson. What conditions prevented you from delivering the lesson? How do you feel about this? Is goal-driven lesson planning possible in your situation? Why or why not?

Read: R&M, ch. 4; N, ch. 8

### **Nov 2: Third Meeting**

Reflective Blog: Ask Your Students, “What did you learn today?”

Read: N, ch. 7

Tools: Haiku Deck, Facebook Groups

Meeting your Turkish peers; telecollaborative project

Workshop: Designing Grammar Lessons

Talking with Teachers: Guest TBA

### **Nov 9:**

Reflective Blog: How has this course affected your beliefs about teaching and learning?

Read: Nation, ch. 4

### **Nov 16:**

Reflective Blog: Ask Your Students, “How do you see yourself as an English language learner?”

Read: N, ch. 5

### **Nov 23: JALT WEEK -- Take a break!**

### **Nov 30:**

Reflective Blog: What concerns, difficulties or successes have you had in teaching reading and writing? How do they make you feel about teaching these skills?

Read: N, chs. 2, 6

**Dec 7:**

Reflective Blog: What concerns, difficulties or successes have you had in teaching reading and writing? How do they make you feel about teaching these skills?

Read: M&R, ch. 8; N, ch. 11

**Dec 14:**

Reflective Blog: Ask Your Students, what activities do you enjoy most in English class? Why?

Completion of telecollaborative project

**Dec 21:**

First Draft of Position Paper Due

**Dec 28: Holiday -- Take a break!****Jan 4: More Holiday -- Take a break!****Jan 11: Fourth Meeting**

Reflective Blog: What kind of assessments do you use with your students? How do you feel about using them? Do you feel that they inform you about your students' learning? About your teaching?

Read: R&M, chs. 2, 6; N, Ch. 12

Tools: Adobe Voice

Wrapping up the telecollaborative project

Designing an assessment tool

Talking with Teachers: Guest TBA

**Jan 18:**

Reflective Blog: What do you feel you learned from the telecollaborative project? How did it help you as a teacher?

Read: N, ch. 15

**Jan 25:**

Reflective Blog: Were you able to use the assessment you designed?

If yes, how well did it work? Do you feel it met your needs with your students? Why or why not? How could you improve it?

If not, what conditions prevented you from using it? How do you feel about that? Is teacher generated assessment possible in your teaching environment?

Read N, ch. 16

**Feb 1:**

Reflective Blog: Ask Your Students, “How do feel about the tests you take in English class?”

Read Tardy & Snyder (2004)

**Feb 8:**

Reflective Blog: What do you think of Nation’s suggestions for dealing with classroom problems? What is your biggest classroom problem and what do you do to try to solve it?

Read N, ch. 17

**Feb 15:**

Reflective Blog: Have you ever experienced something like flow in your teaching practice? If yes, please tell the story of what happened. If not, why do you think you haven’t had such an experience in teaching?

**Feb 22: Fifth Class Meeting**

Tools: TBA

Discussion: Successes and Frustrations in Teaching

Student Presentations: Who I am as a teacher: What I believe and How I teach

Talking with teachers: Guest TBA

**Mar 1: Final Draft of Position Paper Due**