

Principles & Practices of the TESOL Classroom

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Course Description:

Whenever someone acts as a teacher, they are making their beliefs about teaching and learning real. This class will raise teachers' awareness of what their beliefs are through the exploration of their teaching practices and the classroom as a learning environment. 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 (April 5th -- July 19th)

There are three distinct and overlapping schedules for this course -- Readings and Reflections; Class Meetings; and Assignments. I will describe each separately.

Readings and Reflections:

The course extends over 15 weeks, and each week, students will be asked to reflect on some aspect of their experience as teachers, in response to readings, or in response to a topic that arose in a class meeting. We will use an online discussion group for this purpose, which will be set up by the instructor. Part of the first class meeting will be spend showing you how to access and post to the group.

The following table specifies the reading and reflection assignments. There are some more specific notes about particular reflections and assignments below the table:

Due Date	Reading	Reflection	Assignment
April 5th (1st Meeting)	R&M, Introduction, ch. 1; N, ch. 1	What is your language teaching history?	
April 12th	R&M, ch. 3; N, ch. 13	R&M, p. 8, question 2	
April 19th (2nd Meeting)	N, ch. 3	R&M, p. 68, question 1	
April 26th	R&M, ch. 4; N, ch. 8	Ask Your Students: "What did you learn today?"	Goal-Driven Lesson Plan
May 3rd	Holiday	Holiday	Holiday
May 10th	N, ch. 7	Review the beliefs you claimed in the first course meeting.	

		How has this course affected your beliefs about teaching and learning?	
May 17th	N, ch. 4	<p>Were you able to apply the goal-driven lesson plan you made?</p> <p>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?</p> <p>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?</p>	Problem Solving Activity
May 24th	N., ch. 5	What concerns, difficulties or successes have you had in teaching reading and writing? How do they make you feel about teaching these skills?	
May 31st	N, chs. 2, 6	What concerns,	

		difficulties or successes have you had in teaching listening and speaking? How do they make you feel about teaching these skills?	
June 7th	M&R, ch. 8; N, ch. 11	Ask Your Students: "What language skill (Reading, Writing, Speaking or Listening) do they enjoy practicing the most in class? Why?"	
June 14th (3rd Meeting)	R&M, chs. 2, 6; N, Ch. 12	What is your favorite teaching activity? Why?	
June 21st	N, ch. 15	Which classroom teaching techniques from M&R and N do you think can be successful in your classroom? Why?	
June 28th (4th Meeting)	Read N, ch. 16	Review the beliefs you claimed in the first course meeting and your post for May 10th. How has this course affected your beliefs about teaching and learning?	Position Paper 1st Draft Due
July 5th (5th Meeting)	Read Tardy & Snyder (2004)	Ask Your Students: What is your favorite activity for learning English and why?	Response to classmates' position papers
July 12th	Read N, ch. 17	How do you feel	

		about the assessments you use with your students? Do you feel that they inform you about your students' learning? About your teaching?	
July 19th		What have you learned from this course? How will it affect your teaching?	Position Paper Final Draft

Notes on Reflections:

Language Teacher History: Prepare your language teaching history in advance of the first class meeting, following the instructions in the specific document about this task that will be shared with you. Bring an electronic version of this document with you to class. (You do not need a hard copy.) We will use this document in learning how to use some of the functions of the Google Apps provided with your Kanda account.

Ask Your Students: Reflections with this heading give you a question to ask your students, and ask you to report on what you have learned from your students through asking them the question. We will discuss the procedure for Ask Your Students tasks at the first class meeting.

For Ask Your Students and the remaining reflections, you should aim to write about 200 words in response to the prompt.

In addition, each week, you should try to respond to at least two of your peers posts each week. These comments can be brief -- about 50 words each -- about something they have said that was thought provoking or raised a question for you.

Class Meeting Agendas:

1st Meeting (April 5th):

Course Overview

Language Teacher Histories

Using Gmail, Drive, and Groups

Teaching and Learning Beliefs

2nd Meeting (April 19th)
Problem Solving Activity Workshop
Goal-Driven Lesson Plan Workshop
Tools: Quizlet
Talking Teaching: Planning

3rd Meeting (June 14th)
Teaching Activities Workshop
Tools: Haiku Deck, Facebook Groups
Talking Teaching: Teaching Practices

4th Meeting (June 28th)
Assessment Workshop
Tools: Adobe Voice
Talking Teaching: Assessment Practices

5th Meeting (July 5th)
Learning Strategies and Learner Training
Tools: TBA
Talking Teaching: Learner and Classroom Management Issues

Course Evaluation:

Weekly Blog Posts: 30% of Final Grade

The weekly blog posts will be evaluated on a 0 - 2 scale each week, with maximum points awarded for posting on time and for meeting the required expectations in terms of content and response to others.

Goal-Driven Lesson Plan: 10% of Final Grade

Expectations for the goal-driven lesson plan will be modeled in the class workshop. A rubric for evaluation will also be provided.

Problem-Solving Activity: 10% of Final Grade

Expectations for the problem-solving activity design will be modeled in the class workshop. A rubric for evaluation will also be provided.

On-time submission of First Draft of Position Paper to Classmates: 5% of Final Grade

In order to give your classmates sufficient time to read and respond to the draft of your position paper, it should be submitted on time. And to encourage on-time submission, it will count towards your grade.

Response to Classmates' Position Papers: 15% of Final Grade

Each student will read and respond to two classmates' position papers using a rubric provided by the instructor. The intent here is to help your classmates clarify their thinking before submitting a final paper. (Who reads whose paper will be randomly determined.)

One-third of the total evaluation here will be based on timely submission of your response to classmates. See my note above about submission of the first draft.

The remainder of the grade for this portion of the course will be on the content of your response to your classmates.

Position Paper: 30% of Final Grade