

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

## **Fall/Winter 2015-16**

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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 as proposed by Paul Nation (planning, assessing, training, and teaching). 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 Structure:**

Because we meet only five times over the term, I have assigned one class meeting to each of 'jobs' that Nation has identified as central for teachers. The initial meeting will be an overall introduction to the course, followed by meetings focusing on planning, assessing, training, and teaching in that order. Around each of the job meetings, I have designed modules with selected readings and tasks, including a final production task for the module.

## **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)

## **Course Requirements:**

Lesson Plan: 20%

Participation in online discussion: 30%

Position Paper: 50%

## **Module 1 (Oct 4 to Nov 8): Planning**

### **Objectives:**

This module is about the planning part of teaching. We will look at the process of planning -- how you plan, what you plan for, how you deal with changes in plans, and why all of this is important. Ultimately, the goal here will be to produce an initial lesson plan that you could use in your classes. We'll work more on this plan over the course of the term in other modules.

### **Readings:**

Nation, chs. 1, 13 - 14;

Reed & Michaud, Introduction, chs. 1 - 3

Allwright article

Underhill article

### **Schedule of Events:**

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

Prepare a Language Teacher History

#### **Oct 4: First Meeting**

Course Overview;

Language Teacher Histories;

Beliefs about Teaching and Learning (worksheet);

Professionalism and The Jobs of the Teacher;

The 4 Strands Curriculum;

#### **Oct 11: Discussion Group Question:**

How do you plan your lessons? What is the most difficult part of planning lessons for you? (Rie)

#### **Oct 18: Discussion Group Question:**

Have you ever had to abandon a lesson plan? What happened that made you change plans? Was the change successful? (Chie)

#### **Oct 25: Second Meeting (Planning)**

Bring a lesson plan for discussion and revision;

Allwright, Underhill discussion (contents and writing)

Deliberate Practice

Discussion Group Question: (Tomoko)

**Nov 1: Discussion Group Question** (Chie)

**Nov 8: Discussion Group Question:**

Ask Your Students: What did you learn today? (Tomoko)

Lesson Plan Due

## **Module 2 (Nov. 15 - December 20): Assessment**

### **Objectives:**

In this module we will look at the process of classroom assessment. We will touch briefly on testing and the concept of usefulness but will spend more time on aspects of assessment that play a bigger role in teacher's everyday practice -- giving feedback, checking learning in a lesson, and checking the classroom learning environment. The practical goals will be to add an assessment element to your lesson plan and to develop some questions to ask your students about their learning.

### **Readings:**

Nation, ch. 12

Reed & Michaud, chs. 5 - 6

Kindred, Burke, Stephens, & Colley article

Leedham article

### **Nov 15: Third Meeting (Assessing)**

Assessment & Learning

Test Usefulness

Building Assessment in Lesson Plans

Assessing more than learning

Group Discussion Question: (Rie)

### **Nov 22: Discussion Group Question (Rie)**

### **Nov 29: Discussion Group Question (Chie)**

### **Dec 6: Discussion Group Question (Tomoko)**

### **Dec 13: Discussion Group Question (Tomoko)**

What question do you want to ask your students about their experience of assessment and why?

### **Dec 20: Discussion Group Question (Rie)**

Ask Your Students: Report on the answers to the question you determined last week.

### **Revised Lesson Plan Due**

## **Module 3 (Jan 10 - Feb 14): Teaching**

In this module we will look at teaching, specifically at the use of language in the classroom and the nature of interaction in the classroom. The focus will be on the use of teaching language as input for student learning and the value of teacher-student and student-student interaction. The goal will again be a revision of your lesson plan, this time to include instructional language.

### **Readings:**

Nation, chs. 2-9, 11 (ch. 10 optional);

Reed & Michaud, chs. 4, 7

Sato article

Foster & Ohta article

### **Jan 10: Fourth Meeting (Teaching)**

Instructional Language as Input;

Use of L1 in the classroom;

Roles of student-student interaction

Group Discussion Question: (Chie)

### **Jan 17 Group Discussion Question (Chie)**

### **Jan 24 Group Discussion Question (Rie)**

What would you like to ask your students about classroom language and interaction, and why?

### **Jan 31 Group Discussion Question (Tomoko)**

Ask Your Students: Report the answer to the question you determined last week

### **Feb 7 Group Discussion Question**

Post the first draft of your position paper

### **Feb 14 Group Discussion Question**

Respond to your classmates position paper drafts

Revised Lesson Plan Due

## **Module 4 (Feb 21 - Mar 13): Training**

This module focuses on learner training, specifically training in managing their own learning (i. e., learner autonomy). We will look at the importance of setting clear standards for students, negotiating the management of learning, and helping learners understand themselves as learners. We'll also consider the development of your understanding of yourself as a teacher.

### **Readings:**

Nation, chs. 15 - 17;

Reed & Michaud, ch. 8

Woods article

Falout article

Scrivener article

### **Feb 21: Fifth Meeting (Training)**

What is learner autonomy?;

The importance of teacher autonomy;

Setting standards for learning;

Managing learning

Group Discussion Question (Tomoko)

What do you want to ask your students about how they learn or who they are as learners, and why?

### **Feb 28: Group Discussion Question (Chie)**

Report the answers to the question you determined last week

### **Mar 6: Final Position Paper Draft Due**

### **Mar 13: Group Discussion Question (Rie)**

So, what was this class all about? What did you learn from it?