

TESL 502 - ELT II - Course Schedule – Spring 2004

Instructor: Sigrun Biesenbach-Lucas
Day and Time: Wednesdays 5:30-8:00pm
Office Hours: W 3:30-4:30pm, Th 1-2, and by appointment
Email: sblucas@american.edu and SEA2SKYE@aol.com

Dates: 1/14-4/28/04
Location: Anderson LL 1
Office: McKinley 156
Phone: 202-885-2247

List of Assignments

LESSON PLANS (30%)

TWO Lesson Plans (i.e. materials PLUS cover page and teacher directions) AND Lesson Plan Teaching Implementation

- Reading or Listening Lesson DUE 3/3
- Grammar or Function Lesson DUE 4/28
- Teaching Implementation of Lesson Plan Segment (can be Reading/ Listening OR Grammar/Function) – see dates on course schedule (sign-up at beginning of semester)

OBSERVATION LOGS (20%)

THREE Observation Logs to be submitted via email, no later than five days after observation was done (1st due by 2/29/04; 2nd due by 3/31/04; 3rd due by 4/21/04 – no penalty for early work; in fact, these dates are simply the LATEST possible dates that logs can be submitted – early submission is strongly encouraged)

-- one of these observations might be an observation of a teaching video from our “library” (once this is set up)

TUTORIAL LOGS (25%)

THREE Tutorial Logs to be submitted via email, no later than five days after tutorial session was held (1st due by 2/29/04; 2nd due by 3/31/04; 3rd due by 4/21/04 – no penalty for early work; in fact, these dates are simply the LATEST possible dates that logs can be submitted – early submission is strongly encouraged)

TUTORIAL LOG PORTFOLIO (included in Tut Logs Assignment)

Tutorials need to be conducted on a regular (weekly) basis throughout the semester in order for students to gain from this assignment. Only THREE tutorial sessions have to be written up and submitted throughout the semester via email; however, you need to keep a log of your weekly tutorial activities (note when you met with your tutee, what you covered, etc) and submit this log together with all materials you used and prepared in a one-inch ring binder on 4/21.

DISCUSSION BOARD POSTINGS (15%)

Posting of ONE tutorial log and commenting on/responding to tutorial logs submitted by TWO classmates (postings will occur once each month: one in February, one in March, one in April; sign-ups will be early in the semester). Criteria will be developed with course participants.

CLASS ATTENDANCE & PREPARATION of HANDS-ON TASKS & PARTICIPATION (10%)

This may be more strongly weighted in calculation of final grade if you are particularly engaged in the course in each class meeting, or if you are particularly non-engaged on a consistent basis. It is expected that all assigned hands-on tasks are completed with effort so that these can form the basis of class activities that session. Note that if you miss more than a quarter of all classes (i.e. 4 out of our 16 class meetings), you will not be able to pass this course.

[Book abbreviations: Snow = S; Celce-Murcia & Olshtain = CM&O]

WEEK 1 – 1/14

COURSE INTRODUCTION AND OVERVIEW

THE TEACHING SITUATION – GETTING TO KNOW YOUR STUDENTS

- A “word-less” communicative activity
- Linking/connecting class activities
- What is communicative language teaching?
- discussion of course requirements
- review S Ch. 2 after class

WEEK 2 – 1/21

(1) DISCOURSE APPROACH TO LANGUAGE TEACHING: Context and Pragmatics

Reading Task:

CM&O Chs. 1,2 (read quickly – this should be review of concepts you are already familiar with from ELT I)

Thompson, Some Misconceptions about Communicative Language Teaching

(2) CURRICULUM & LESSON DESIGN

Reading Task:

CM&O Ch. 10

Lesson Plan Blueprint (print out from this course web site under Course Documents)

Optional Supplemental Reading :

Brown (from *Teaching by Principles*), How to plan a lesson

Ten Brink, Instructional objectives

Richards & Lockhart, The nature of language learning activities

WEEK 3 – 1/28

TEACHING READING: Sequence of Reading Lesson Activities for Variety of Student Audiences

Reading Task:

S Ch. 9; CM&O Ch. 7;

Reading Lesson Blueprint (print out from this course web site under Course Documents)

Possibly (for K-12 teachers): “Rethinking story time and literacy: A multiple-reading approach”. Presentation from: *Improving Learning Strategies for Literacy: International*

Research Conference on First and Second Language Literacy Strategies, University of Maryland, College Park, MD, November 2002.

Optional Supplemental Reading :

Silberstein, Introduction to second language reading

Silberstein, Developing instructional materials (for reading)

Long, Authenticity and learning potential in the L2 classroom

Crandall, The why, what, and how of reading instruction

Hands-on Task (begun in class, completed for 2/4):

You will select from a variety of authentic reading materials and design activities following the reading lesson blueprint – these will be discussed in class 4.

WEEK 4 – 2/4

TEACHING READING: Reading Lesson Materials for Different Audiences

Creating materials and writing lesson objectives and teacher directions for reading lessons

Optional Supplemental Reading :

Silberstein, Introduction to second language reading

Silberstein, Developing instructional materials (for reading)

Long, Authenticity and learning potential in the L2 classroom

Crandall, The why, what, and how of reading instruction

DUE: Hands-on task – designing reading lesson materials

WEEK 5 – 2/11

TEACHING LISTENING: Sequence of Listening Lesson Activities for Variety of Student Audiences

Reading Task:

S Ch. 7; CM&O Ch. 6;

Listening Lesson Blueprint (print out from this course web site under Course Documents)

Sample listening activities (listening to phone messages; listening to songs; etc.)

Optional Supplemental Reading :

Dunkel, Authentic second/foreign language listening texts

Porter & Roberts, Authentic listening activities

Hands-on Task (begun in class, completed for 2/18):

You will select from some authentic listening materials and design activities following the listening lesson blueprint – these will be discussed in class 6.

!! Note: Make sure to stop by my office to take a look at sample reading/listening lesson plans and materials that students have developed.

WEEK 6 – 2/18

TEACHING LISTENING: Listening Lesson Materials for Different Audiences

Creating materials and writing lesson objectives and teacher directions for listening lessons

Optional Supplemental Reading (may be useful for generating lesson ideas) :

Dubin, The craft of materials writing

Crandall, Guidelines for writers of reading textbooks
Silberstein, Developing instructional materials [for reading]
Porter & Roberts, Authentic Listening Activities

DUE: Hands-on task – designing listening lesson materials

WEEK 7 – 2/25

TEACHING WRITING

Reading Task:

S Ch. 10; CM&O Ch. 8;

Writing Lesson Blueprint (print out from this course web site under Course Documents)

Optional Supplemental Reading :

Silva, Second language composition instruction

Johns, L1 composition theories

Hands-on Task (begun in class, completed for 3/17- this is a couple of weeks away):

TBA

DUE: Note that you must have submitted at least **one** observation and **one** tutorial log by 2/29/04 !

ALSO DUE: The first “round” of discussion board postings must be complete.

WEEK 8 – 3/3

LESSON PLAN TEACHING IMPLEMENTATIONS (will be from Reading or Listening lesson)

DUE: Reading or Listening Lesson Plan (= materials plus cover page and teacher directions)

WEEK 9 – 3/10

NO class - AU SPRING BREAK

WEEK 10 – 3/17

(1) TEACHING WRITING (if needed)

DUE: Hands-on task related to teaching writing

(2) TEACHING SPEAKING

Reading Task:

S Ch. 8; CM&O Ch. 9

Optional Supplemental Reading :

Gebhard, Classroom management

Gebhard, Teaching language interaction among people

Leighton, Cooperative learning (OR: another text on Cooperative Learning)

Faltis, Teaching and conversing in small groups

Hands-on Task (begun in class, completed for 3/24):

TBA

WEEK 11– 3/24

(1) TEACHING SPEAKING

DUE: Hands-on task related to teaching speaking

(2) TEACHING GRAMMAR: Sequence of Lesson Activities Following the Hourglass Model

Reading Task:

S Ch. 12; CM&O Ch. 4;

Grammar Lesson Blueprint (print out from this course web site under Course Documents)

Taxonomy of Teaching Techniques (I'll hand this out)

Optional Supplemental Reading :

Eisenstein, Grammatical explanations in ESL: Teach the students, not the method

Bosco, Perceptual frames and the teaching of grammar

Hands-on Task (begun in class, completed for 3/31):

Designing various activities following the hourglass model - TBA

WEEK 12 – 3/31

TEACHING GRAMMAR: Grammar Lesson Materials for Different Audiences

Creating materials and writing lesson objectives and teacher directions for grammar lessons

Optional Supplemental Reading :

Byrd, Issues in the writing ... of grammar textbooks

Shaw, Tips for ESL/EFL materials writers

Eisenstein, Grammatical explanations in ESL: Teach the students, not the method

Bosco, Perceptual frames and the teaching of grammar

DUE: Hands-on task related to teaching grammar

ALSO DUE: Note that you must have submitted your **second** observation and **second** tutorial log by 3/31/04 !

ALSO DUE: The second “round” of discussion board postings must be complete.

WEEK 13 – 4/7

TEACHING FUNCTIONS: Sequence of Lesson Activities following the Hourglass Model

Reading Task:

Bardovi-Harlig, Pragmatics and language teaching: Bringing pragmatics and pedagogy together

Biesenbach-Lucas, Relationship between speakers and task type: Increasing awareness of factors involved in speech act production (URL:

<http://exchanges.state.gov/education/engteaching/pragmatics/biesenbach.htm>)

Function Lesson Blueprint (print out from this course web site under Course Documents)
Sample Function Lessons (“asking for repetition”; “requesting feedback” – Presentation from: A strategic approach to improving “pragmatic literacy”: Pre-academic ESL. Workshop *Improving Learning Strategies for Literacy: International Research Conference on First and Second Language Literacy Strategies*, University of Maryland, College Park, MD, November 2002 – will be handed out

Optional Supplemental Reading :

CM&O Chs. 3,5

Other articles from the State Department website where my article appears

Strevens, Teaching English for special purposes

Schiffrin, Speech act theory

Schiffrin, Pragmatics

Hands-on Task (begun in class, completed for 4/14):

TBA

WEEK 14 – 4/14

TEACHING FUNCTIONS: Grammar Lesson Materials for Different Audiences

Creating materials and writing lesson objectives and teacher directions for function lessons

Optional Supplemental Reading :

Articles on “teaching pragmatics” from the State Department website where my article appears (<http://exchanges.state.gov/education/engteaching/pragmatics.htm>)

DUE: Hands-on task related to teaching functions

WEEK 15 – 4/21

LESSON PLAN TEACHING IMPLEMENTATIONS (can be from Reading/Listening lesson OR from Grammar/Function lesson)

DUE: Note that you must have submitted your **third** observation and **third** tutorial log by [4/21/04](#)

DUE: Tutorial Portfolio – log of tutorial sessions conducted including materials used and prepared (Note that ALL three observation logs and ALL three tutorial logs must have been submitted PRIOR to this date!)

WEEK 16 – 4/28

LESSON PLAN TEACHING IMPLEMENTATIONS (can be from Reading/Listening lesson OR from Grammar/Function lesson)

DUE: Grammar or Function Lesson (= materials plus cover page and teacher directions)

ALSO DUE: The third “round” of discussion board postings must be complete.

Evaluation Criteria for Assignments

Evaluation Form for Reading/Listening Lesson

(your lesson should incorporate the communicative principles discussed in class and outlined in the lesson/unit plan blueprints – use the blueprints themselves as a self-check during your lesson design)

COVER PAGE addresses:

- Class demographics
- Objectives (language skills (terminal & enabling) – content and culture – learning styles and strategies)
- Structural/organizational patterns
- Vocabulary items
- Materials and equipment

_____/5

THE DIRECTIONS FOR THE TEACHER ...

- Demonstrate your awareness of aspects of lesson planning and execution
- Include clear references as to which resources/materials are supposed to be used when
- Include clear references as to blackboard layout and/or OHP transparencies
- Demonstrate your awareness of appropriate student groupings according to lesson phases/activities and instructional goals
- Give clear directions for activities and check student comprehension of directions
- Reflect that activities are appropriately learner- or teacher-centered
- Include appropriate transitions between lesson segments
- Use language appropriate to age and proficiency level of students
- Indicate the approximate length of each lesson segment, and time allocations are reasonable
- Would enable someone other than you to teach the lesson easily

_____/10

THE LESSON MATERIALS ...

- Reflect current professional research on communicative language teaching in the progression of activities
- Reflect logical sequencing of activities appropriate to the language skill
- Are based on authentic textual/recorded sources
- Are appropriate for the proficiency level of the targeted learners
- Are appropriate for the students' learning goals: represent real-life reading/listening tasks the target students will likely engage in
- Support the students' intellectual and personal development through appropriate the learning tasks
- Show that students are engaged in meaningful activities
- Are appropriate for your target students in content and difficulty
- Use language appropriate to age and proficiency level of students
- Allow for students' varying learning styles and foster various learning strategies
- Engage students' critical thinking skills and meaningful learning
- Are carefully prepared and arranged in the order in which they are to be used
- Are labeled according to activity type

_____/15

HOMEWORK/EXTENSION TASK

- Engages students in meaningful continued practice/application of the lesson goals (i.e. is NOT “busy work”)

_____/2

EVALUATION

- Addresses how you can assess whether or not students are meeting your lesson goals in each activity

_____/3

EFFORT and CREATIVITY

- Lesson materials are attractively as well as functionally laid out
- Materials demonstrate your creativity

_____/5

POINTS: _____/40

Evaluation Form for Grammar or Function Lesson

(your lesson should incorporate the communicative principles discussed in class and outlined in the lesson/unit plan blueprints - use the blueprints themselves as a self-check during your lesson design)

COVER PAGE addresses:

- Class demographics
- Objectives (language skills (terminal & enabling) - content and culture - learning styles and strategies)
- Structural/organizational patterns
- Vocabulary items
- Materials and equipment

_____/5

THE DIRECTIONS FOR THE TEACHER ...

- Demonstrate your awareness of aspects of lesson planning and execution
- Include clear references as to which resources/materials are supposed to be used when
- Include clear references as to blackboard layout and/or OHP transparencies
- Demonstrate your awareness of appropriate student groupings according to lesson phases/activities and instructional goals
- Give clear directions for activities and check student comprehension of directions
- Reflect that activities are appropriately learner- or teacher-centered
- Include appropriate transitions between lesson segments
- Use language appropriate to age and proficiency level of students
- Indicate the approximate length of each lesson segment, and time allocations are reasonable
- Would enable someone other than you to teach the lesson easily

_____/10

THE LESSON MATERIALS ...

- Reflect current professional research on communicative language teaching in the progression of activities
- Reflect logical sequencing of activities appropriate to the language skill
- Show your awareness of how the target structure or language function is embedded in and driven by a communicative context (not the other way round)
- Are appropriate for the proficiency level of the targeted learners

- Are appropriate for the students' learning goals: reflect authentic/realistic interaction and communicative purposes that the target students will likely engage in
- Support the students' intellectual and personal development through appropriate learning tasks
- Show that students are engaged in meaningful activities (not in mechanical manipulation of language forms)
- Are appropriate for your target students in content and difficulty
- Use language appropriate to age and proficiency level of students
- Allow for students' varying learning styles and foster various learning strategies
- Engage students' critical thinking skills and meaningful learning
- Are carefully prepared and arranged in the order in which they are to be used
- Are labeled according to activity type

_____/15

HOMEWORK/EXTENSION TASK

- Engages students in meaningful continued practice/application of the lesson goals (i.e. is NOT "busy work")

_____/2

EVALUATION

- Addresses how you can assess whether or not students are meeting your lesson goals for each activity

_____/3

EFFORT and CREATIVITY

- Lesson materials are attractively as well as functionally laid out
- Materials demonstrate your creativity

_____/5

POINTS: _____/40

40-38 – A; 37-35 – A-; 34-33 – B+; 32-30 – B; 29-28 – B-; 27-26 – C+; 25-23 – C

Teaching Implementation of Lesson Plan Segment (for either Reading/Listening OR Grammar/Function)

Supposed Target Learners:.....

Proficiency Level:.....

Focus of Teaching Segment:.....

- + It is evident that the teaching segment has been carefully planned and prepared.
- + The teaching segment follows principles of Communicative Language Teaching:
- + Your teaching materials are authentic, well laid out, and readily available.
- + You give clear directions to students (i.e. your peers) as to what you want them to do and expect of them in the activity/ies.
- + You show awareness of making your lesson comprehensible.
- + Learner groupings are appropriate to the activity/ies.
- + Activities are appropriate to the proposed learner level and background (e.g. low-intermediate adults in literacy class; advanced adults in pre-academic setting):
- + Activity/ies appropriately learner- or teacher centered.
- + You give appropriate feedback to your learners (i.e. your peers).

- + Activities and materials show your creativity.
- + You deal well with unexpected situations and questions.
- + You maintain eye contact with your students (i.e. your peers).
- + You demonstrate enthusiasm.
- + You engage your learners (i.e. your peers) and are supportive and friendly.

(I will indicate the areas in which you did well and those I feel you may want to work on
- evaluation will be holistic)

OBSERVATION LOGS

Class demographics are identified (according to template)

2-1-0

Class activities are adequately described and sufficient examples provided

4-3-2-1-0

Your reflection discusses, in sufficient depth, *how the lesson activities you observed do (or do not) implement communicative principles (especially lesson sequencing)*

4-3-2-1-0

_____/10

10-A; 9-A-; 8-B+; 7-B; 6-B-; 5-C+; 4-C

TUTORIAL LOGS

Student demographics are identified

1-0

It is obvious that you are tailoring your lesson to your learner's/s' needs

2-1-0

It is obvious that your lesson has a goal and that sufficient planning went into the preparation of this lesson (i.e. materials and activities have been prepared in advance)

2-1-0

Tutorial activities are adequately described and sufficient examples provided

4-3-2-1-0

Your reflection takes a critical look at your lesson and *discusses, in sufficient depth, how your lesson activities do (or do not) implement communicative principles (especially lesson sequencing)*

4-3-2-1-0

You make suggestions as to what you could have done differently (better?)

2-1-0

_____/15

15-14 – A; 13 – A-; 12 – B+; 11-10 – B; 9 – B-; 8 – C+; 7– C

Evaluation Criteria for Weekly Tutorial Log & Portfolio of Materials Used

A holistic evaluation, taking into account the following:

- Record of regular (weekly) tutorial sessions

- Careful documentation of activities and materials
- Preparation of teaching materials and effort
- Demonstration of creation of original materials and activities (not just a compilation of lesson materials copied from existing textbooks)
- Materials are appropriate for the learning needs of the tutorial student/s
- Creativity and presentation (typed materials will look far more appealing to a learner than hand-scribbled ones)

HANDS-ON TASKS

These will be evaluated holistically, taking into consideration the following:

- **whether or not the tasks were done by the due date**
- **whether or not they were done completely or partially**
- **whether or not they evidence effort in their completion**

DISCUSSION BOARD POSTINGS

To be designed with students' input

Past criteria:

TUTORIAL LOG POSTING:

You raise a question about ESOL in general.

2- 1 - 0

You solicit suggestions about a specific question/problem in your tutorial session.

3 - 2 - 1 - 0

_____ / 5

RESPONSE TO CLASSMATE'S TUTORIAL LOG:

You provide a relevant response to the questions/problem raised by the tutorial log poster.

3 - 2 - 1 - 0

You provide concrete suggestions with specific examples (from your experience etc.).

3 - 2 - 1 - 0

You support your responses with references to course readings and class discussions.

3 - 2 - 1 - 0

Your response is of reasonable length (300-400 words).

1 - 0

_____ / 10

10-A 9-A-
 8-B+ 7-B
 6-B- 5-C+
 4-C

Evaluation Criteria for Weekly Tutorial Log & Portfolio of Materials Used

A holistic evaluation, taking into account the following:

- Record of regular (weekly) tutorial sessions
- Careful documentation of activities and materials
- Preparation of teaching materials and effort
- Demonstration of creation of original materials and activities (not just a compilation of lesson materials copied from existing textbooks)
- Materials are appropriate for the learning needs of the tutorial student/s
- Creativity and presentation



