TESL 620--English Language Teaching III  
Fall 2011

Class Meetings:  Thursdays, 5:30-8:00 p.m., McKinley 156  
Sept. 1 - December 15, 2011 (*No class Nov. 24)
Instructor:  Heather Linville  
Contact Information:  McKinley, 156  
linville@american.edu  
202-885-2130 (office)
Office Hours:  Monday, Wednesday, Thursday 3:30 - 5:30 p.m.  
Appointments preferred.

Course Description:  
The ultimate goal of English Language Teaching III is that students will leave this program of study prepared for the variety of actual teaching situations they will encounter, confident of themselves as TESOL instructors. Therefore, this final course in the English Language Teaching course series serves as a bridge between the theory and practice of the TESOL program and actual classroom practices. The course aims to help student learn through reflection who they are as teachers and the socio-cultural environment of English language teaching, and from this base, to gain practice in thinking about the wide range of considerations and decisions that make teaching the complex and situated process it is. Additionally, this course focuses on a review of current trends in classroom practice to provide student teachers with practical classroom teaching tools. Course activities include exploring case studies, reviewing and analyzing actual lessons and materials, and analyzing and discussing teaching videos in order to provide the student teachers much time in practice as they reason through classroom matters. To supplement in-class activities, student teachers will engage in field experience either through formal teaching placements or observation and guest teaching.

Course Goals:  
By the end of this course, students will be able to:
- Express what they believe about teaching and how that is reflected in how they teach.
- Make teaching decisions based in their educational experiences and professional knowledge using situated reasoning.
- Analyze a lesson plan and make recommendations for improvement.
- Analyze a teaching video and make recommendations for improvement.
- Demonstrate their ability to be reflective teachers.
- Utilize a wide range of classroom practices to respond to a variety of teaching situations.
- Exhibit more flexibility and openness to non-traditional ideas in their thinking about teaching.
- Give a presentation to peers highlighting their own expertise in teaching.
- Demonstrate professionalism in educational settings.
- Continue their own professional development.

Course Texts:  
Required:  
Suggested:

Supplementary materials will be distributed as needed or be made available in Blackboard.

Requirements:
Attendance is key for course success, as is active class participation. You are required to complete all assigned readings and tasks before class. All work must be handed in by the due dates established; late work receives a grade reduction. Blackboard posts are due by midnight of the Wednesday before the class period unless otherwise noted. Assignments have varying due dates as described below.

Academic Integrity:
You are subject to the Academic Integrity Code of American University. See http://www.american.edu/provost/registrar/regulations/reg80.cfm#list for more information. All work submitted must be your own or must be properly documented. Collaborative work and work previously submitted in another class must be approved in advance by the instructor.

Class Schedule Overview:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>9/1</td>
<td>Introduction to ELT III, Teaching as a reflective practice</td>
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<tr>
<td>9/8</td>
<td>Teacher beliefs and decision-making</td>
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<tr>
<td>9/15</td>
<td>Focus on the learner—Learner beliefs, learning styles, and learning strategies</td>
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<td>9/22</td>
<td>Lesson planning workshop I</td>
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<tr>
<td>9/29</td>
<td>Reasoned teaching in action</td>
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<tr>
<td>10/6</td>
<td>Trends to watch in ESL/EFL education</td>
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<td>10/13</td>
<td>Teaching video feedback—Group A</td>
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<td>10/20</td>
<td>Teaching video feedback—Group B</td>
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<tr>
<td>10/27</td>
<td>Lesson planning workshop II</td>
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<tr>
<td>11/3</td>
<td>Challenging teaching situations</td>
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<td>11/10</td>
<td>Becoming a contributing professional I—Research in the field</td>
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<tr>
<td>11/17</td>
<td>Becoming a contributing professional II—Professional communities</td>
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<td>11/24</td>
<td>No Class: Thanksgiving</td>
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<tr>
<td>12/1</td>
<td>Employment issues</td>
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<tr>
<td>12/8</td>
<td>Class conference</td>
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**Class Schedule contains more detailed information about readings, activities, and assignments.**

**Assignment Descriptions and Due Dates:**

**Reflective Journal**

*In class each week*

As part of the process of being a reflective teacher, a teaching reflective journal will be kept throughout the semester. Specific topics will be assigned, but student choice will also be encouraged as we write weekly about ongoing classroom teaching experiences and experiences in this course. This journal may be kept in an electronic or paper format. It will be kept private unless a student wants feedback.

**Teacher Autobiography**

Due: 9/8

Part of being a reflective teacher is understanding how we became teachers and what experiences influences us in the classroom. Following the instructions for this assignment in *Understanding Language Teaching* (p. 25-26), your Teacher Autobiography will have three parts: reflection, critical analysis, and (current or future) application. It should be 2-3 pages in length, typed, single-spaced. Submit via Blackboard before class on Sept. 8.

**Students' Needs and Background Report**

Due: 9/15

Whether working with a host instructor or in your own classroom, this report will serve as an in-depth analysis of who your student audience is. Through observation, discussions with the host or other instructors, and data about the students (where possible), describe the general background and needs of your students. Include such information as the students’ L1, educational background, time in the U.S. or other English-speaking environments, proficiency in English, attitudes toward English and English speakers, socioeconomic status, classroom expectations, and their level of L1 and L2 literacy. Also include an analysis of how this information will help you when you prepare your lessons. What are some ways that you will try to respond to these students’ backgrounds and their needs? The report should be 3-5 typed single-spaced pages, depending on the number and variety of students. Submit via Blackboard before class on Sept. 15.

**Lesson Plans (3 total)**

Due: 9/22, 10/6, 10/27

Lesson plans should be written for the teaching context of your practicum or current teaching role. For each lesson plan, include a description of the teaching context, the learners, the course, objectives, learning activities, and an assessment. An optional template will be provided. We will have two lesson planning workshops which will give you the opportunity to get peer and instructor feedback on two of your lesson plans. On those days (9/22 and 10/27), bring two hard-copies of your lesson plan. The final lesson plan will be turned in without in-class peer-editing. Submit this lesson plan via Blackboard before class on 10/27. Choose two of these lesson plans to use for the Teaching Video and Reflection. *You may not submit lesson plans that have been previously submitted for another class.*

**Class Observation I & Instructor’s Teaching Beliefs, Values, and Practices Report**

Due: 9/29

For the first class observation, you will observe your host instructor (practicum students) or another instructor at your teaching site (non-practicum students). During the observation (a minimum of one academic hour), use the 4-column observation protocol given (Woodward, 2001). Then, using the information and reflecting on the observation, complete the (Host) Instructor’s
Teaching Beliefs, Values, and Practices report. This 2-3 typed single-spaced report should include a summary of the values and beliefs observed through the classroom practices and a reflection on how well the observed values and beliefs match your own. Finally, describe how you have or will have to adapt to work with the host instructor (practicum students only). Submit the observation protocol and the report via Blackboard before class on Sept. 29.

Curriculum Report
Due: 10/6

It is important to know the curriculum well when teaching a class. In this report, answer such questions as the following about the curriculum used in your classroom:

- Who designed the curriculum?
- What methodological principles drive the curriculum?
- What is the history of the current curriculum?
- How does the curriculum of this course relate to other courses?
- What text or other materials are used? Why?
- Who are other stakeholders affected by the curriculum beyond the instructor and the students?

Submit this typed single-spaced 2-3 page report with supporting documents as applicable via Blackboard before class on Oct. 6.

Teaching Video and Reflection (2 total)
Due: 10/13 (A) or 10/20 (B), and 11/10

The Teaching Video and Reflection should be seen as a complete process from designing the lesson, getting peer- and/or instructor-feedback on the lesson, teaching the lesson, watching the videotape of the lesson during class for peer- and instructor-feedback, and revisiting the entire process with a new lesson for improvement. For both Teaching Videos and Reflections, choose a lesson plan developed for this class to use for your videotaped lesson. Videotape yourself teaching a minimum of 30 minutes of the lesson. Watch the video before class on the assigned day for viewing to ensure the formatting works and that you are prepared for your classmates' and instructor's critique. Write a preliminary reflection of the decisions you made during the class that veered from the lesson plan, a critique of your teaching, and what you would do differently. After the viewing in class, revise and extend your reflection based on the feedback given. Please keep in mind that the reflection should be well-grounded in theory and research as well as the practice and experience. Submit the 3-5 page, typed, single-spaced reflection via Blackboard by the Sunday after the class period in which you received feedback.

Teaching Philosophy
Due: 11/3

Your teaching philosophy serves to describe your beliefs about education in general, languages, language learning, and teaching, including the role of the teacher. It should be clear and concise, no more than 1 page in length typed, single-spaced. Submit via Blackboard before class on Nov. 3. For those who are submitting their portfolio this semester, a draft of the Teaching Philosophy can be turned in on Sept. 15 for feedback.

Conference Presentation
Due: 11/22 (Abstract), 12/8 (Presentation)

For this assignment, you will prepare a 10-minute presentation based on a paper you have previously written for this program, a project you have completed for this program, or another topic approved by the instructor. You will submit an abstract (100 words maximum) outlining the topic for approval by Nov. 22. Presentations will be given during our class meeting on December 8 and other TESOL program students, staff and faculty will be invited to attend.

Action Plan for Teaching
Due: 12/1
Write your action plan for your own continued professional development. It should be 2-4 pages (single-spaced) and should include short-term (within 1 year) and long-term (within 5 years) goals. Outline the steps you will take to achieve these goals. Reflect on any possible obstacles and how you will overcome them.

Class Observation II and Final Reflective Report

On the last day of class, you will submit a final reflective report about your learning process and progress as a teacher during this course. The second Class Observation will serve as a starting point of comparison. What are you aware of now as a teacher that you were not aware of the first time you observed? What do you notice? What is important to you now that wasn’t before? How can you use that information to improve as a teacher? Other information that should be included is what you see as your strengths and weaknesses as a teacher in a language classroom, the progress you think you made throughout this course and the practicum (if applicable), and how this class and the practicum affected you both positively and negatively.

Evaluation

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<td>Blackboard discussions, reflective journal, and in-class activities</td>
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<tr>
<td>Teacher Autobiography</td>
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<tr>
<td>Students’ Needs and Background Report</td>
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<tr>
<td>Lesson plans (3)</td>
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<td>Class Observation I and Teacher Report</td>
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<td>Class Observation II and Final Reflective Report</td>
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