



International Language Institute Course Syllabus

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Class time: Tues./Thurs., 6:00 – 9:00 pm

Course Requirements

Regular Class Attendance & Active Participation

Teacher Observations

In-class Teaching Presentations

Practice Teaching

Ten (10) hours of documented 1-on-1 tutoring with instructor evaluation

Two (2) solo classroom lessons with instructor evaluation

Assignments:

Tutorial Reporting

Tasks: textbook analysis, materials design, lesson plan, etc.

Class Presentation

Teaching Portfolio & Résumé

Grammatical proficiency assignment

Exit assignment

Résumé and cover letter

Textbooks

The following textbooks are required reading for this course. They will be provided for each trainee on the first day of classes.

How to Teach English, Jeremy Harmer (2007)

Pearson ESL, ISBN 978-1405853095

Understanding and Using English Grammar, Betty Schramper Azar (2001)

Pearson Education, ISBN 978-0130976055, student book and teacher's guide

Oxford Advanced Learner's Dictionary, A.S. Hornby (2005)

Oxford University Press, ISBN 978-0194001069

Interactions 2, Judith Tanka and Lida R. Baker (2007)

McGraw-Hill, ISBN 978-0-07-333741-8, student book and teacher's guide

In addition to the theory provided through study of *How to Teach English*, trainees will be required to demonstrate familiarity with, and incorporate use of, *Understanding and Using English Grammar*, the *Oxford Advanced Learner's Dictionary* and *Interactions 2* into their lesson plans and tutorial sessions/classroom lessons throughout the course.

Assessment Policy – Certification Requirements

To attain certification, the following criteria must be met:

- at minimum, an 80% attendance record (≈13 of 16 class sessions)
- satisfactory completion of three (3) teacher observations
- satisfactory completion of all practice teaching sessions (see above)
- satisfactory completion of all assigned work
- satisfactory completion of Teaching Portfolio

Tutorial Reporting & Portfolio

Throughout this-two-month course, you will be meeting with a tutorial subject for a minimum total of 10 teaching hours. The purpose of these structured one-on-one sessions is to allow you to gain some experience planning lessons, instructing students, and practicing most other aspects of language instruction in the relative security of a less public setting. It will also provide you with an immediate opportunity to put into practice the theories, ideas, and methods you will read and learn about throughout this course.

There are two primary elements: the portfolio and the reports.

Tutorial Portfolio: Student teachers will keep record of their lesson plans, lesson logs, and all lesson materials. These will be organized, labeled, and submitted for brief evaluation in a 3-ring binder upon the completion of the course. (However, it should be kept up to date at all times, as the instructor will monitor your progress throughout the course.)

Tutorial Reports: Twice during the course you will write up a thorough summary of a tutorial session (between 2-4 pages). Although some self-reflection and self-evaluation is expected for each of your lessons, these special reports are intended to encourage a deeper, more academic level of self-evaluation. (See guidelines & samples for more details.)

Teacher Observations

Throughout the course, you will observe several experienced teachers' lessons and analyze aspects of their classroom interaction and teaching styles. You will focus a sympathetic yet critical eye on various facets of their instruction: student-teacher interaction, error correction methods, use of materials, pacing, and use of blackboard, to name but a few.

Teacher Observations

Other weekly components will include classroom scenarios, technology tips, linguistic teasers, and 'favorite activity' demonstrations.

Course Schedule, Reading Assignments, & Sample Dates

Session 1 - Tuesday, January 13th, 2009

Teaching and Teachers: Roles and Styles

Introduction, Texts, Syllabus & Expectations

Observations, Tutorials, & Practice Teaching

Reading: Preparation for Session 2, Harmer, Ch. 1 & 2

Session 2 - Thursday, January 15th, 2009

The English Language

Teaching different language groups

Reading: Preparation for Session 3, Harmer, Ch. 4

Session 3 - Tuesday, January 20th, 2009

Communicative Language Teaching & Language Acquisition (LA vs SLA)

Authenticity, Group-/Pair-work, Purpose, Choice etc.

Reading: Preparation for Session 4, Harmer, Ch. 6

Harmer DVD in entirety (50 mins. approx.)

Teacher Observations begin

Session 4 - Thursday, January 22nd, 2009

Classroom Presentation, Practice, & Error Correction

Reading: Debriefing Session 4, Harmer Ch. 12

Due: Student Presentations on classroom extracts, Harmer DVD

Session 5 - Tuesday, January 27th, 2009

Teaching Vocabulary & Pronunciation

Reading: Preparation for Session 6, Harmer, Ch. 5 + DVD section 6

Tutorials/Group classes begin

Session 6 - Thursday, January 29th, 2009

Teaching Language Functions

Function Theory & Function Lesson Blueprint

Reading: Azar, Chapter 1 + preface to Teacher's Guide

Due: Vocabulary/Pronunciation Lesson Plan, incorporating Azar/Interactions 2

Session 7 - Tuesday, February 3rd, 2009

Teaching Grammar

Grammar Theory & Grammar Lesson Blueprint

Reading: Preparation for Session 8, Harmer Ch. 10

Session 8 - Thursday, February 5th, 2009

Teaching Listening

Listening Theory & Listening Lesson Blueprint

Reading: Preparation for Session 9, Harmer, Ch. 7 + DVD section 7

Due: Grammar Lesson Plan, incorporating Azar

Session 9 - Tuesday, February 10th, 2009

Teaching Reading

Reading Theory

Reading Lesson Blueprint

Reading: Preparation for Session 10, Harmer, Ch. 8

Session 10 - Thursday, February 12th, 2009

Teaching Writing

The Writing Process & Various Writing Activities

Reading: Preparation for Session 11, Harmer, Ch. 9 + DVD section 8

Due: Listening/Reading Lesson Plan, incorporating Interactions 2

Session 11 - Tuesday, February 17th, 2009

Teaching Speaking

Speaking Activities

Reading: Preparation for Session 12, Harmer, Ch. 4, Appendix A + DVD section 10

Session 12 - Thursday, February 19th, 2009

Comparative Methodology

Using supplementary media

Student presentations

Reading: Preparation for Session 13, Harmer, Ch. 11

Due: Speaking/Writing Lesson Plan, incorporating Azar/Interactions 2

Session 13 - Tuesday, February 24th, 2009

Integrating the Skills & Adapting Texts

Instructional Design

Reading: Preparation for Session 14, Harmer, Ch. 3, Ch. 13, 14 + DVD sections 2-5

Due: Critical review of one of Azar, Advanced Learner's Dictionary or Interactions 2

Session 14 - Thursday, February 26th, 2009

Classroom Management & Assessment

Preparation: Career résumé and cover letter

Round table discussion with practicing teachers and industry professionals

Session 15 - Tuesday, March 3rd, 2009

Assessment (continued) & Professional Development

Career résumés and career management

Due: Completed Portfolio

Session 16 - Thursday, March 5th, 2009

The various areas of ESL

Test & Exam Preparation, English for Specific Purposes

Due: Exit assignment

Exit interview: by appointment

Teacher Observations

Throughout the course, you will observe several experienced teachers' lessons and analyze aspects of their classroom interaction and teaching styles. You will focus a sympathetic yet critical eye on various facets of their instruction: student-teacher interaction, error correction methods, use of materials, pacing, and use of blackboard, to name but a few.

Requirements:

- 1. Detailed demographics of class & students.**
Place of observation, date, time, duration, number of students, ages, L₁ backgrounds, proficiency level(s), type of program/institution, name of class, topic of lesson, skills addressed, brief description of classroom.
- 2. Several predetermined foci of observation.**
Directed observation has been shown to be more unbiased, more quantifiable, and simply more helpful.
- 3. Clear, understandable notes.**
An ordered list of classroom activities, complete with a few quoted examples, will allow the instructor to visualize the lesson and give more, and more helpful, feedback, comments, and suggestions.
- 4. Evaluation.**
Some general evaluation is encouraged, of course, but you should base much of your evaluation on your foci of observation (see #2). Remember, you should actively seek out and describe both the positive and negative aspects of the teacher's lesson.

Observation Tips & Suggestions:

- The day before, contact the teacher to remind him/her that you're coming.
- Interview the teacher *before* class, if possible, to get demographic info. (by email?)
- Remain as non-distracting as possible. Do *not* participate in class.
- Conduct yourself in a professional manner: arrival, attire, demeanor, follow-up.
- Do *not* share your observations with the teacher you observed.
- Do *not* use student or instructor names in your report.

See Example: Joe Schmoe's teacher observation.

As a way for the instructor to give feedback on your tutoring progress, you will write up formal reports for two (2) of your tutorial sessions with your tutorial subject. These will likely run 2-4 pages in length. Note, however, that a higher priority will be placed on thoughtful reflection than on length.

Elements to Include:

1. **Date/Time/Place** of lesson
2. **Student Demographics:** *age, L1, nationality, proficiency level, type of student audience (adult ed., higher ed., prof. dev., primary sch. mid secondary sch.), and reason for studying English.*
3. **Tutorial Activities:** *description of what was accomplished during the lesson*
4. **Reflection:** *assess your tutoring session critically*

Submitting Your Reports:

If possible, write up your report and submit it by email to the instructor within 3 days. The longer you wait, the less thorough and accurate the reflection will be.

Look to make connections between what you are learning in class and what you are doing in your teaching. Do this both by intentionally planning lessons that incorporate the techniques and ideas you have learned and by using the language and terminology of the TESOL field in your reflections.

Your First Lesson:

Your first lesson should be focused on student needs assessment. Consider:

- proficiency assessment
- student strengths & weaknesses
- what the student *wants* to study:
 - **skills:** reading, writing, listening, speaking, vocab., gram., pronunc.
 - **topics:** asking for directions, restaurants & ordering food, etc.
 - **functions:** apologizing, interrupting, agreeing with someone, etc.
- the kind of English the student needs to succeed in the types of contexts s/he is likely to be in
- the extralinguistic discourse needs

With your student, you should also map out a tentative general curriculum based on these needs. You should remind the student that *some* of the lessons will have to be based around your – the tutor's – needs, as you will want to try out the various types of teaching techniques you'll be learning.