LLT 895: ESL Classroom Practices

Fall 2006
Section 1: W 9:10-12noon, Wells C311
Section 2: W 4:10-7pm, Wells C113
Charlene Polio
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polio@msu.edu
Office hours: Tuesdays 11-1 and by appt.
Course web site: angel.msu.edu

Course description and goals
This course is designed to give students the skills that they need to effectively team-teach an independent ESL class in LLT 896, TESOL Practicum. These skills will differ for each student and will include some attention to language for students whose first language is not English. We will work on lesson plan development, particularly objective writing, task sequencing, and assessment of objectives. Students will then do teaching demonstrations in which we will focus on classroom management, giving feedback, and student-teacher interaction. Much attention will be devoted to choosing and using written and spoken authentic materials for a variety of levels. We will address the teaching of reading and writing as well, even though these are not skills focused on in the practicum ESL classes. This will be a chance to put into practice many of the issues discussed in LLT 807, and there will be some overlap with that course in terms of content. The difference is that this class will take a learning-by-doing approach.

More specifically students will be able to:
-Write a lesson plan with appropriate sequencing of activities.
-Choose authentic spoken and written materials for a variety of levels.
-Develop lessons using those authentic materials while maintaining language-related objectives.
-Effectively manage a classroom by giving appropriate instructions and managing interaction.
-Give implicit and explicit feedback as problems arise.
-Check students’ comprehension.
-Assess whether or not lesson objectives are met.
-Incorporate technology into teaching.
-Use appropriate visual material to enhance lessons.

Other expectations
•Due dates may change slightly as I get a feel for how long the various in-class activities take. Any changes will be posted on the course web site at angel.msu.edu. You will regularly receive email from me via the Angel web site. These emails will go to your regular MSU account (i.e., you do not need to check the Angel web site). You are expected to check your MSU account on a daily basis. If you need to email me, do not reply via Angel. If you do, a copy will not go to my MSU account, and I may not see the email for a few days.
•Everyone is expected to read the articles for class ahead of time and contribute to class discussions.
Assignments are expected to be well written and relatively free of grammatical errors. Free writing assistance is available at the Writing Center in Bessey Hall or at the ELC Writing Lab.

Class on November 22 is cancelled but we will make up the time at a technology session in the computer lab at a time to be determined.

You are expected to know how to use PowerPoint fairly well. If you don’t, let me know and I will arrange a session through the Writing Center.

There are two teaching-related workshops that would be beneficial for you to attend. One will be on Wednesday, October 26 at noon in Wells C203 and the second will be at a time to be announced. In addition, there will be three technology workshops this semester on Fridays at 3pm, dates to be announced.

As part of the observation assignment, you must observe about four consecutive sessions of a language class. I will assign you a class to observe at the English Language Center. If you would prefer to observe a series of foreign language classes or ESL classes elsewhere, that would be fine as well.

Course requirements

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>PowerPoint presentation of an article*</td>
<td>10%</td>
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<tr>
<td>Group lesson plan #1 (class in target language for beginners)*</td>
<td>10%</td>
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<tr>
<td>Group lesson plan #2 (for teaching demonstration)</td>
<td>10%</td>
</tr>
<tr>
<td>Lesson plan #3 (for practicum class)</td>
<td>15%</td>
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<tr>
<td>Authentic materials assignment*</td>
<td>10%</td>
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<tr>
<td>Two-week observation of a language class</td>
<td>10%</td>
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<tr>
<td>Observation assignment #1*</td>
<td>10%</td>
</tr>
<tr>
<td>Observation assignment #2*</td>
<td>10%</td>
</tr>
<tr>
<td>Teaching demonstration</td>
<td>5%</td>
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<tr>
<td>Other homework assignments/Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Vocabulary notebook*</td>
<td>10%</td>
</tr>
</tbody>
</table>

*Details attached.

Readings


Peterson, P. (2001). Skills and strategies for proficient listening. In M. Celce-Murcia, (Ed.). *Teaching English as a second or foreign language* (pp. 87-100). Boston: Heinle & Heinle. (*also used in 807*)


**Wednesday, August 30**

- Introductory activity
- Introduction to class and syllabus
- Working with ice breakers
- Components of a lesson plan
- Observing classes
- Writing objectives

Assignment: Lesson plan and teaching demonstration
- Find an article to present (citation and summary due 9/7)
- Read Long and answer discussion questions
- Read Murphy

**September 6**

- Teaching demonstrations and critiques
- Classroom management/novice vs. experienced teachers
- Teaching dos and don’ts
- Observing classes

Assignments: Read Laufer & Hulstijn and answer discussion questions

**September 13**

- Techniques for teaching vocabulary
- PowerPoint demonstration

Assignments: Read Williams (2005a) and answer discussion questions

**September 20**

- Grammar teaching
- Using (and defining) communicative activities
Assignments: Read Peterson
Find a communicative grammar activity to bring to class

**September 27**
Teaching listening
Working with authentic materials
Article presentations

Assignments: Read Swain and answer discussion questions
Listening materials assignment (authentic and nonauthentic)

**October 4**
Developing communicative speaking activities
Choosing authentic materials
Article presentations

Assignments: Read Eskey
Reading materials assignment

**October 11**
Working with authentic texts to teach reading
Article presentations

Assignments: Read Williams (2005b) and answer discussion questions
Give feedback on sample essays using Word track changes and comments

**October 18**
Teaching writing
Article presentations

**October 25**
Teaching demonstrations

**November 1**
Teaching demonstrations
Draft of observation 1 due

**November 8**
Teaching demonstrations

**November 15**
Lesson plan presentations
Final copy of observation 1 due
Draft of observation 2 due
November 22
Class cancelled: A technology session during the semester will be scheduled.

November 29
Lesson plan presentations
Final copy of observation 2 due

December 6
Lesson plan presentations
Details of assignments

PowerPoint presentation of an article

Criteria for choosing an article: The article that you present should describe a pedagogical technique in detail. The article may be an empirical research study, but it does not have to be. In other words, the article may simply present a teaching idea or it may present and evaluate it through a quantitative and qualitative study. Your job will be to present the teaching idea and give examples. You should also present your opinion of the idea and support that opinion. If the study presents research results on the teaching technique, you should discuss those as well.

Format for presentation: I will give you a sample presentation on September 13 with more details but for now, you should plan to include: the full citation, any necessary background information or terms, a description of the teaching technique in detail with examples (if the article you choose is about a language other than English, you must provide English examples), a summary of results on the effectiveness of the technique if provided in the article, your evaluation of the technique including your perception of its effectiveness, the practicality of the technique, possible appropriate and inappropriate populations, and any suggestions for variations to the technique. The presentation must be done on PowerPoint.

Where to find an article: You may find an appropriate article in the main applied linguistics journals such as TESOL Quarterly, Modern Language Journal, Language Learning, and so on. These journals, however, publish mostly research-oriented articles. It will probably be easier for you to find an appropriate article in the following:

ELT Journal: This is a British journal that is available online through the MSU library.
Language Learning and Technology: This journal is devoted to uses of technology in language teaching and is available for free at: http://llt.msu.edu/
TESL-EJ: This is an online journal available for free at: http://www-writing.berkeley.edu/TESL-EJ/
Foreign Language Annals: This journal is published by the American Council for Teachers of Foreign Language. It is available on the shelves at the MSU library.
Essential Teacher/TESOL Journal: These are the more pedagogical journals published by the TESOL organization. The first publication was called TESOL Journal. A few years ago it was replaced by Essential Teacher. Both are available on the shelves of the MSU library.
System: This journal has many practical teaching ideas with many of them focusing on uses of technology. It is available online through the MSU library.
**Vocabulary notebook**

One of the goals of this course is to help international students learn academic English needed to for graduate study and learn colloquial English needed to teach using authentic materials. As such, international students will keep a vocabulary notebook. Every two weeks, they will give the notebook to one of their native speaker classmates who will give them feedback on the notebook. You should email them to your partner on 9/11, 9/25, 10/9, 10/23. Your partner will answer your questions and make corrections using track changes within three day at which point your partner will email them to me. After comments are given on the last entry, they should be given to me in a folder by **November 8**.

Format: Each week, you will record ten new words that you encounter in your academic classes, either in classroom lectures or readings, and five new words that you encounter outside the classroom either from a NS friend, television, a restaurant menu, signs, and so on. The notebook should be formatted as follows and be typed. Keep the pages labeled with the date and collect them in a folder.

<table>
<thead>
<tr>
<th>Academic words</th>
<th>Part of speech and meaning</th>
<th>Place encountered</th>
<th>Optional question/comment</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word in context</td>
<td>Noun Two opposite and distinct things</td>
<td>Reading for LLT 461</td>
<td>Can I say, “Black and white are a dichotomy”?</td>
<td>Good definition. No, it does not mean exactly the same as opposites. The term usually applies to abstract or complex ideas.</td>
</tr>
<tr>
<td>Most SLA researchers believe that Krashen’s learning/acquisition distinction is not a dichotomy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Colloquial words</th>
<th>Meaning</th>
<th>Place encountered</th>
<th>Optional question/comment</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word in context</td>
<td>Do you want a paper bag or a plastic bag?</td>
<td>Supermarket</td>
<td>I figured this out because the cashier pointed to the two kinds of bags when I didn’t understand.</td>
<td>Correct.</td>
</tr>
</tbody>
</table>

| Paper or plastic? | | | | |

<p>| | | | | |
| | | | | |</p>
<table>
<thead>
<tr>
<th>PED XING</th>
<th>I have no idea.</th>
<th>Street sign</th>
<th>What does this mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>PED</strong> is an abbreviation for <em>pedestrian</em> and the <em>X</em> is a short way to say <em>cross</em>. So it means <em>Pedestrians crossing</em>. When you see this sign you should be careful if you are driving.</td>
</tr>
</tbody>
</table>
Group lesson plan #1 (class in target language for beginners)

You will prepare a lesson for complete beginners that can be taught entirely in the target language. The native speaker in your group will be responsible for actually teaching a 20-minute lesson. The actual lesson plan, however, should cover about one hour.

In class, we will go over what a typical lesson plan should include. For this assignment, the lesson plan should include only the following:

- Objectives: These may be structural (e.g., to understand and use subject pronouns), topical (e.g., to understand colors), functional (e.g., to greet someone), and/or task-based (e.g., to understand classroom instructions).
- Materials: List all the materials and props that the teacher will need.
- Procedure: Give step-by-step instructions in as much detail as possible. The teachers should be able to teach the lesson without using English.

The lesson plan and teaching demonstration are due on September 6. If you want me to look at the lesson ahead of time, you should either email it to me or come to my office hours on Tuesday.

These lesson plans will be graded based on effort because we have not discussed the best way to present such a lesson. The lessons and demonstrations will be used mostly as a basis for discussion. The person doing the teaching will not be graded on the teaching.
Observation assignment #1

A draft of this paper will be due on **November 1**. At that point the papers will be peer reviewed. You will give one copy to each person in your group. The final copy will be due on **November 15**.

Remember what we discussed about observation etiquette. Remember not to put the teacher's name on the paper. Because it may be helpful for you to audiotape the teacher for this assignment, ask the teacher if he or she would mind being recorded. Tell the teacher that you will erase the tape after you do the assignment (and then do).

Prepare a report providing the following:

1. **Description of what took place in the class**
   This should be brief – from one to three paragraphs depending on how many different activities were done.

2. **Objectives**
   What do you think (or what did the teacher say) the objectives of the class you observed were? Do you think those objectives were met? How, if at all, did the teacher check to see if those objectives were met? What would be an alternative way to meet the same objectives?

3. **Error management**
   Identify up to 15 student errors. These might be lexical, phonological, or morphosyntactic. Note that you may not be able to hear the students on the tape, so you will have to jot down notes. If possible, try to include errors that the teacher responds to.

Make a chart that includes the error, the context, how the teacher responds (with classifications as you see fit), and how the student responds.

<table>
<thead>
<tr>
<th>Error</th>
<th>Context</th>
<th>Teacher response</th>
<th>Student response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I see a wonderful movie this weekend.</td>
<td>Small talk before main lesson begins</td>
<td>Recast: You saw a movie.</td>
<td>No uptake: Yes</td>
</tr>
<tr>
<td>I no can find page.</td>
<td>Giving instructions for reading exercise</td>
<td>Ignore: It’s page 56.</td>
<td>NA</td>
</tr>
<tr>
<td>I think Thanksgiving celebrates in November.</td>
<td>Prereading discussion for a reading about US holiday.</td>
<td>Metalinguistic explanation: Right, but we say, “it is celebrated” or “people celebrate”. The subject of celebrate has to be animate.</td>
<td>Correction: Oh, OK. Americans celebrate Thanksgiving in November.</td>
</tr>
</tbody>
</table>
4. Professional growth
In one to three paragraphs, discuss what you learned from this observation.
Observation assignment #2

A draft of this paper will be due on **November 15**. At that point the papers will be peer reviewed. You will give one copy to each person in your group and one to me on the 12th. The final copy will be due on **November 29**.

Remember what we discussed about observation etiquette. Remember not to put the teacher's name on the paper.

1. **Description of what took place in the class**
   This should be brief – from one to three paragraphs depending on how many different activities were done.

2. **Objectives**
   What do you think (or what did the teacher say) the objectives of the class you observed were? Do you think those objectives were met? How, if at all, did the teacher check to see if those objectives were met? What would be an alternative way to meet the same objectives?

3. **Visuals**
   Describe, in as much detail as possible, what visuals the teacher used and how he/she used them. This could include the blackboard, the OHP, pictures, posters, PowerPoint, props, handouts, and so on. After your description, discuss the following: Do you think the visuals were effective or helpful? Why? Can you think of any changes or additions you would make regarding the visuals aspect of the lesson?

4. **Professional growth**
   In one to three paragraphs, discuss what you learned from this observation.
Finding and Creating Materials Assignments

1. Authentic listening materials

- Find some piece of authentic discourse that you could use in a class for high intermediate or advanced learners. It should be about 5-10 minutes long and may either be a complete text or an excerpt. It may be audio only or audiovideo. In addition to DVDs, television, and CDs, you can check various web sites as well. Some include:

  www.npr.org
  Note: Transcripts can be gotten for free at LexusNexus (http://www.lib.msu.edu) but they appear to have only a portion of the news stories.

  www.eslnotes.com
  This site does not have the actual movies, but has lessons for a huge number of movies and should give you some good ideas.

  www.thislife.org
  This is a great radio show whose material might be good for very advanced students, but no transcripts are available.

  www.voagov, www.bbc.co.uk
  These government-sponsored sites have audio materials. You can also check out any of the news stations. CNN has video files available. The problem with these is that I am not sure how long you can access a particular audio/video file.

  Other suggestions: ______________________________________
  ______________________________________
  ______________________________________

- At this point, the objectives that you will work toward in the lesson can be vague, something like: To learn vocabulary about Thanksgiving (holidays); To be able to understand discussions related to foster care (family). To be able to understand a news story about hurricanes (geography).

- Bring to class on October 4 the material in some form that you can share with the class. If the material is available online, you don’t need to bring anything.

2. Nonauthentic listening materials

- Imagine that you are teaching either complete beginners or false beginners. Construct some nonauthentic materials using audio or video (tape recorder, imovie, and so on) on the topic that will introduce the learners to basic concepts and vocabulary. Try your best to make it interesting and somewhat natural (i.e., don’t have speakers reading from scripts). It should be about 4-7 minutes long.
● Bring to class on October 4 the material in some form that you can share with the class. If you put the material online, you don’t need to bring anything except for the web address.

3. Authentic reading materials

● Find some authentic reading materials for your topic that are at what might be considered an intermediate level. Use your judgment as to what is an appropriate length for such a level keeping in mind that it should be more than a paragraph, but not ten pages either. You may use any sources including, but not limited to, newspapers, books, the internet, and so on.

● Bring copies of your materials to class on October 11. You must have a copy for everyone in the class.

Groups and topics for assignments 1 and 2

<table>
<thead>
<tr>
<th></th>
<th>Morning – Section 1</th>
<th>Afternoon – Section 2</th>
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</thead>
<tbody>
<tr>
<td>Family</td>
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<td></td>
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<tr>
<td>Geography</td>
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<td>Education</td>
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<td>Entertainment</td>
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<tr>
<td>Holidays OR Food</td>
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</tbody>
</table>

Groups and topics for assignment 3

<table>
<thead>
<tr>
<th></th>
<th>Morning – Section 1</th>
<th>Afternoon – Section 2</th>
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</thead>
<tbody>
<tr>
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