

## **EN6453/4453 Methods in TESOL (with service-learning component)**

Instructor: Lyn Wright Fogle  
Offices: Howell 207  
Classroom: Allen 255 and via DL to Meridian  
Instructor Office Hours: TWR 10 am – 12 pm

Semester: Fall 2013  
Meeting: TR 5-6:15  
E-mail: ewf30@msstate.edu

### **Course description**

The goal of this course is to develop student teachers' understanding of the field of TESOL and professional competence through service-learning. The course will emphasize methods for teaching the five language skills (listening, speaking, reading, writing, and grammar) with a communicative approach. We will also discuss social, political, and cognitive aspects of language teaching as they connect with students' service-learning experiences. Students will integrate theoretical perspectives with practice in a number of ways including, but not limited to: self-reflection on ongoing tutoring or teaching, development of original materials and lesson plans, and in-class micro teaching.

EN6/4453 will be offered as a service-learning course for the first time this semester. During the semester all students enrolled in the class will serve as an ESL tutor, conversation partner, or other role working with English language learners at one of the class partner sites (see attached list). Graduate students will serve in developing curricula or materials for a site. The service component of the class is a 1-2 hour commitment outside of class time for 13-14 weeks to the service-learning partner (a total of 13-28 hours). Students will gain valuable experience working with English language learners, reflect on that work weekly, create materials for English language teaching, conduct research on our service-learning projects, and disseminate the results of our work to our site partners at the end of the semester.

### **Course objectives**

Student teachers will:

- Identify and define principles of communicative language teaching
- Serve as a conversation partner or tutor for an English language learner (undergraduate students)
- Create teaching materials for a site partner in need of materials for English language learners (graduate students)
- Analyze English language learners' production and processes of language learning
- Reflect and comment on difficulties in intercultural communication
- Develop intercultural competence through weekly service and teaching
- Evaluate, adapt, and create materials for the ESL/EFL classroom based on service-learning experiences
- Integrate language skills (e.g., listening, speaking, reading, and writing) in ESL/EFL lessons
- Conduct microteaching demonstrations of original activities during class time
- Discuss sociopolitical issues in the classroom and how to be a responsive teacher
- Begin or expand on a teaching portfolio by writing a teaching philosophy and sample activities

### **Course expectations**

- Follow the guidelines for service-learning outlined in the site partner agreement.
- Complete all assigned readings before each class meeting.
- Participate in class and online discussions.
- Complete all graded assignments on time.

- Follow the honor code. It is your responsibility to thoroughly familiarize yourself with MSU's policies and procedures concerning academic integrity. It is important to realize that the improper use of sources, whether intentional or unintentional, may constitute plagiarism. We will be happy to help you with correct attribution guidelines and formats. In addition, you are encouraged to discuss assignments with classmates outside of class, but all written assignments submitted should be your own work.

## Course requirements

### **1. Class participation**

This includes class attendance and participation in class discussions and activities including service-learning commitment.

### **2. Service**

All students will gain first-hand TESOL experience through service-learning. Undergraduate students will find an individual placement as an ESL tutor or conversation partner. Graduate students will work in teams to help a partner site develop curricula for English language learners or other materials that can be used after the project has ended.

Potential partner sites include (final list with descriptions and number of positions available will be posted on the Blackboard wiki – you will choose your sites online by the beginning of class 8/27):

- Mississippi State University ESL Center
- Crossroads International Friendship House
- Scott County Extension Services (via distance link)
- DeSoto County Extension Services (via distance link)

### **3. Weekly reflections on service-learning**

Each week, you will post a reflection on your work at your service-learning site. Weekly reflections should include a critical discussion of what you have noticed about language learning, how effective or productive you feel your site visits were for the week, and any developments you see in your own understanding of second language learning and/or teaching. We will discuss how to write reflective posts further in the first week of classes. Please refer to the final page of the syllabus for further details and prompts.

### **4. Teaching philosophy**

This is a self-reflective statement of beliefs about teaching and learning. Student teachers will submit two versions of the teaching philosophy (see the class schedule for submission dates). The teaching philosophy should be about 500 words (2 double-space pages) in length.

### **5. Teaching practice**

*Wiki posting of activities:* Throughout the semester students will have the opportunity to create materials for ESL/EFL classes and practice teaching methods either during in-class micro teaching sessions or in outside tutoring or classroom teaching. All students are required to complete **3 instructional activities** (out of 5) based on the principles discussed in this course and your observations at your service-learning site (see due dates on schedule below). These activities should be posted on the appropriate Blackboard wiki (in the Tools menu) by 5 pm before the date for which they are assigned and should include the target level and age of the class as well as instructions for the students. Topics for your teaching activities should be based

on aspects of language learning you have noticed in your service component – we will discuss this further in class.

*Microteaching:* All students will demonstrate at least two activities designed for this course during a micro teaching session. You will sign up for your micro teaching sessions in the first weeks of class – this means that you must plan in advance which three activities you are going to complete for the semester! Begin your microteaching with a brief statement of what problem or issue in your service inspired your activity. After the micro teaching sessions, please post a reflection on your own teaching and feedback for two of your classmates on the class discussion board.

#### **6. Digital narratives and final presentations**

All undergraduate students will create a digital story of the service-learning experience. Guidelines and ideas for creating a digital narrative will be discussed in class. At the end of the semester, the class will vote on the top three digital stories and these will be presented to our site partners.

#### **7. Graduate student requirements**

Graduate students will work in small groups with a site partner to help develop curricula, teaching materials, orientation or safety guides, etc. that can be used by the site after the students' departure. Graduate students will be required to work with their site to determine their needs and submit a project proposal by Thursday, September 26 that outlines the goals of the project and how the project will be accomplished. Graduate students are expected to research topics related to their projects and include outside research in their reflections and final report. The graduate student group will also submit a 5-6 page report of the final project that includes a discussion of relevant research to the project and present their findings to their site partners. The graduate student groups will meet with the instructor at least two times outside of class time to discuss their research and service-learning project.

## Final Portfolio components (described above)

1. Revised teaching philosophy (~500 words)
2. Three revised activities focused on different skills
3. Your digital narrative of service-learning or service-learning report.

## Grading

Weighting of assignments:

Class participation	15%
Weekly reflections on service-learning (12 total)	15%
Wiki posting of teaching activities (5% x 3)	15%
Micro teaching (5% x 2)	10%
First draft of teaching philosophy	5%
Service-learning digital story	20%
Final revised portfolio	20%

The graduate student service-learning report and presentation will make up 20% of the final grade - other grades will be adjusted evenly. Graduate student teams will be schedule two office hours visits with the instructor to discuss their projects and related research.

## Grading

Grades at the A-level indicate a comprehensive and accurate understanding of the concepts and issues covered in the class lectures and readings. Grades at the A-level display the ability to apply those concepts accurately and coherently in the assignments. A-level work also includes evidence of synthesis of information and insight that goes beyond summarization of the materials.

Grades at the B-level indicate generally accurate understanding of the concepts and issues covered in the class lectures and readings, although there may be some minor errors or omissions concerning basic information. Grades at the B-level indicate some ability to apply concepts accurately and coherently in the assignments, but the answers may not be comprehensive or well-organized. B-level work represents the ability to summarize the arguments and issues presented through the course materials, but lacks independent analysis and synthesis.

Grades at the C-level indicate a fairly inaccurate and/or incomplete understanding of the concepts and issues covered in class lectures and readings, with major and minor errors or omissions concerning basic information. Grades at the C-level indicate little ability to apply concepts accurately and coherently in the assignments, and generally lack organization and depth.

Grades at the D-level indicate an inaccurate and/or incomplete understanding of the concepts and issues covered in class lectures and readings, with multiple errors and omissions concerning basic information. Grades at the D-level indicate inability to apply concepts accurately or coherently in the assignments.

Grades at the F-level indicate failure to understand the concepts and issues covered in class lectures and readings, with little indication that basic information has been grasped. While not always the case, grades at the F-level are often the result of failure to submit assignments. However, they can occur even when all assignments have been submitted if the quality of work indicates a lack of understanding. They can also occur when students intend to withdraw from the course, but forget to withdraw before the deadline or forget to submit the petition to withdraw if the deadline has passed.

### **Required Reading**

Brown, Douglas (2007). *Teaching by principles: An interactive approach to language pedagogy* (3<sup>rd</sup> Edition). New York, Pearson.

Other readings will be required – the instructor will announce details.

### **Additional materials to be consulted in the library (for graduate students):**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC. Or the new *Pocket style guide to the APA* published in 2005. Highlights from both can be viewed here: <http://www.apastyle.org/>

### **Fall 2013 Important Dates**

August 20	First day of class
October 24	Fall break
November 21	No class, instructor at AAA
November 28	Thanksgiving break
December 3	Last class

### Tentative schedule of topics and assignments

Week	Fall dates	Topics and readings (to be read before class meeting)	In-class activities	Written assignments (due on day described)
1	8/20	<p><i>First day of class:</i></p> <p><i>Introduction to the course and service learning</i></p> <p>Defining terms; popular beliefs about language learning</p>	<p>Discuss syllabus &amp; expectations; terminology in TESOL; scope of the class; intro to TESOL; service learning</p> <p><i>Myths about English language learning</i></p>	
	8/22	<p><i>History of ELT</i> Brown (Chapters 1 &amp; 2)</p>	<p>Alison Stamps, MSU ESL Center: Conversation Partners and Connections</p> <p><i>Service-learning – questions and answers</i></p> <p>Teaching methods demo</p>	<p><b>Discussion board post:</b> One question about syllabus and/or course requirements.</p> <p><b>All students have signed up for a service-learning site on the Blackboard discussion forum by class time.</b></p>
2	8/27	<p><i>Communicative Language Teaching</i> Brown (Chapter 3)</p>	<p>April Heiselt, Director of CASLE, on service-learning and reflection</p> <p><i>Practice communicative tasks</i></p>	<p><b>Signed service-learning agreements returned to instructor.</b></p> <p><b>Service-learning Reflection 1 (see prompts and instructions below)</b></p>
	8/29	<p><i>Teaching by principles</i> Brown (Chapter 4&amp;5)</p>	<p><i>How to write a teaching philosophy</i></p>	
3	9/3	<p>Chapter from:</p> <ul style="list-style-type: none"> <li>Wurr, A. J., &amp; Hellebrandt, J. (2007). <i>Learning the language of global citizenship: service-learning in applied linguistics</i>. Bolton, Mass.: Anker Pub.</li> </ul>		<p><b>Reflection 2</b></p>
	9/5	<ul style="list-style-type: none"> <li>Guariento &amp; Morley (2001). Text and task authenticity in the EFL classroom. <i>ELT</i></li> </ul>	<p><i>Evaluating materials for authenticity</i></p>	<p><b>Reflection 3</b></p>

		<i>Journal, 55(4), 347-353.</i>		
4	9/10	<i>Age and Proficiency Differences</i> Brown (Chapters 6&7)		<b>Rough draft of teaching philosophy due</b>
	9/12	<i>Integrating Skills</i> Brown (Chapter 14)	<i>Review of needs analyses</i>	<b>Reflection 4</b>
5	9/17	<i>Teaching Listening</i> Brown (Chapter 18)	<i>Demo of Listening Activity</i> <i>How to write an activity</i>	Graduate students schedule office hours this week.
	9/19	<i>Teaching listening and technology</i> <ul style="list-style-type: none"> <li>Dehaan et al. (2012). Wiki and Digital Video Use in Strategic Interaction-based Experiential EFL Learning. <i>Calico Journal, 29(2).</i></li> </ul>		<b>Reflection 5</b>
6	9/24	<i>Listening</i>	Micro teaching	<b>Wiki posting of a listening activity</b>
	9/26	<i>Listening</i>	Micro teaching	<b>Reflection 6</b>
7	10/1	<i>Listening</i>	Micro teaching	
	10/3	<i>Speaking</i> Brown (Chapter 19)	Speaking Activity Demo	<b>Reflection 7</b>
8	10/8	<i>Speaking</i>	Micro teaching	<b>Wiki posting of a speaking activity</b>
	10/10	<i>Speaking</i>	Micro teaching	<b>Reflection 8</b>
9	10/15	<i>Speaking</i>	Micro teaching	
	10/17	<i>Reading</i> Brown (Chapter 20)	<i>Reading Activity Demo</i>	<b>Reflection 9</b>
10	10/22	<i>Reading</i>	Micro teaching	<b>Wiki posting of a reading activity</b>
	10/24	<b>No class – Fall break</b>		
11	10/29	<i>Reading</i>	Micro teaching	
	10/3	<i>Writing</i>	<i>Writing Activity Demo</i>	<b>Reflection 10</b>

	1	Brown (Chapter 21)		
12	11/5	<i>Writing</i>	Micro teaching	<b>Wiki posting of a writing activity</b>
	11/7	<i>Writing</i>	Micro teaching	<b>Reflection 11</b>
13	11/1 2	<i>Writing</i>	Micro teaching	Graduate students schedule office hours this week.
	11/1 4	<i>Grammar</i> Brown (Chapter 22)	<i>Grammar activity demo</i>	<b>Reflection 12</b>
14	11/1 9	<i>Grammar</i>	Micro teaching	
	11/2 1	<b>No class - AAA</b>		Good time to work on your digital story or site report projects!
15	11/2 6	<i>Co-teaching</i> <ul style="list-style-type: none"> <li>Hiramatsu, S. (2004). Contexts and policy reform: A case study of EFL teaching in a high school in Japan. In D. Tedick (Ed.). <i>Second language teacher education: International perspectives</i> (pp. 113-134). Mahwah, NJ: Lawrence Erlbaum Associates.</li> </ul>	Small-group discussion: What aspects of working with a site partner have prepared you for co-teaching?	Bring to class two job postings that interest you
	11/2 8	<b>No class - Thanksgiving</b>		
16	12/3	<i>Last day of classes</i>  Site partner presentations!		<b>Digital stories or project report due by class time – posted in tasks on Blackboard.</b>
	12/1 0	<b>Final teaching portfolios due by 5 pm in my office and uploaded to Blackboard</b>		



## Online reflection on service-learning

Consistent, ongoing reflection on your practice is an essential part of service-learning as well as good teaching. Through reflective practice, teachers are able to better understand their own positions in relation to the context in which they teach. Likewise, in our service-learning, active reflection will help you document what you learn through your work, connect what you have read and discussed in class to your real-world experience, and gain deeper insight in the relationships between who you are and how you teach.

Your reflective posts will be submitted through the Blackboard journal function. You may find it more effective to type your reflection in a Word document before submitting online. Please do not summarize your session with your partner – your reader does not need to know everything that happened. The posts should focus on specific examples that you feel illustrate theoretical points we have discussed in class or exemplify a moment in which you feel you learned something new or have a question about. Please be explicit, i.e. don't say "my conversation partner is motivated to learn English," but rather, "I think that Ravi has a high level of intrinsic motivation because she brings a list of questions about English to each session for me to answer." Please use the prompt questions below to guide your post for each week.

Please complete your reflective post as soon as possible after your site visit for the week – preferably in the same day. Each post **must** be completed in the week that it is assigned by Monday, 5 pm (before the following week's first Tuesday class). I will provide feedback on individual posts, but they will be graded as a whole at the midpoint and end of the semester. Late posts will result in a reduction of points.

There are 12 reflective posts due during the semester. You are required to complete each post.

### Prompts (due MONDAY at 5 pm before the class date indicated)

1. 8/27 Write a short biography of yourself and your motivation for taking a TESOL class. Why do you want to teach English? What brought you to this point? What goals and/or expectations do you have for this course?
2. 9/3 What does service-learning mean to you? What do you think some pros and cons of service-learning for TESOL?
3. 9/5 What surprised you about your conversation partner, tutee, or service-learning site upon your first visit or meeting? Why?
4. 9/12 What needs does your English language learner or site have? How did they express these needs – what have they told you and what have you noticed?
5. 9/19 Give an example of a communication breakdown you have had with your partner – why did it occur? What did your learner (or you) need to know to understand each other? (Graduate students, see general prompt below).
6. 9/26 How do you change your speech when you are working with your conversation partner or tutee – what is your "learner directed speech" like? (Graduate students, see general prompt below).
7. 10/3 What communication breakdowns have you had with your partner that were related to listening skills? What did you or your learner not hear or understand? Graduate students – how will you incorporate listening skills into your site project?

8. 10/10 Give an example of a time when you didn't understand your partner – what was the source of the misunderstanding? Graduate students – how will you incorporate speaking skills into your site project?
9. 10/17 How does your partner view her or his own speaking skills? Do you agree or disagree with your partner's self-assessment? (Graduate students, see general prompt below).
10. 10/31 What types of material in English does your partner need to read on a daily or weekly basis? How does your partner accomplish reading tasks? Graduate students – how will you incorporate reading skills into your site project?
11. 11/7 How much does your partner need to write in English? How important is writing to her or him and what problems does she or he face with writing? Graduate students – how will you incorporate writing into your site project?
12. 11/14 What connections can you draw between grammar learning and the other skills based on observations of your partner – is grammar the most important aspect of English language learning? Graduate students – how will you incorporate grammar into your site project?

### **General graduate student prompt**

On the weeks indicated, you should write a thoughtful reflection that discusses how your work with your service-learning partner can be understood in relation to the academic content of our course. How have our course readings as well as outside reading you are doing inform your service-learning project, and *vice versa*, how does service-learning help you understand key points in the readings and/or class discussions? Further, how does your real world experience working with your site help you decide how to design your teaching materials and conduct your micro teaching demonstrations? You should choose key concepts to focus on in your reflection and connect examples from your experience with theoretical perspectives on English language teaching. The reflections can help to guide your group's inquiry and organization for your final project report.