Instructor:
Campus Phone:
Office:
Office Hours:
Email:

Course Overview

The two-part TESOL series Pedagogy A/B provides candidates with an introduction to methods of teaching English as a second/foreign language. This second part is designed to introduce students to the micro-components of effective teaching. These include curriculum and lesson planning, details of lesson sequencing and delivery, and creating a classroom environment conducive to learning. Classroom management issues are addressed, including how to teach mixed-level classes, large classes, and addressing student diversity.

The primary objectives of the course are to:

- enable candidates to gain mastery of the essential components of successful teaching and understand how these components fit together in the construction of a lesson.
- familiarize candidates with the various stages of a lesson and the decision-making process underlying the planning and implementation of each stage
- provide a structured environment in which to hone fundamental teaching skills such as conducting warm-up activities, managing student dynamics, eliciting student contributions, correcting errors, sequencing lesson components, and transitioning between them
- provide a forum for peer/peer microteaching and feedback followed by self reflection and analysis of the videotaped micro-teaching segment by the candidate
- provide the opportunity for candidates to design a lesson (including the rationale and step-by-step procedures for this lesson)

Why is this course in the MAT-TESOL program?

In the English as a second language classroom, students may come from a variety of cultures and educational backgrounds. In order to most effectively teach these students, it is important to have an understanding of these diverse backgrounds and how these may affect students’ behavior in the classroom as well as their learning styles and strategies. Through examining a wide range of techniques for managing the class and structuring classroom activities, candidates will gain insight into how to most effectively motivate students and create a positive affective learning environment for English language learners.

This course addresses the following Problems of Practice by:

- increasing candidates’ experience and efficiency in planning and delivering ESL/EFL lessons
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- enhancing strategies for coping with large and diverse classes  
- developing skill in constructing lessons for classes that contain students at differing English levels  
- delivering lessons that are appropriately paced and sequenced for the target students  
- developing skill at managing classroom dynamics, eliciting student participation, and giving feedback  
- connecting theory and pedagogy when planning and executing lessons  
- combining skills into a cohesive lesson or unit  
- improving delivery skills (e.g., voice quality, volume, speed, pronunciation, posture, and movement)  
- enhancing attention and response to student cues indicating comprehension and interest, or misunderstanding and boredom  
- adjusting teaching strategies mid-lesson to address student cues and feedback

Course Requirements

As a graduate student, it is important to complete the readings and participate in class discussions. Performance in this course is weighted heavily on the quality of participation during class sessions and of any written work submitted. Written assignments must be typed and proofread with the care that a graduate student should exhibit. All projects should demonstrate a careful processing of course lectures and readings along with a thorough understanding of appropriate methodologies of teaching English as a second/foreign language. Assignment due dates are before Class Time, unless otherwise specified. Please be aware that late assignments are accepted only in the case of serious personal emergencies and only with the prior approval of your instructor.

All written assignments in this course must be submitted in APA Style. As a USC student, you have online access to RefWorks 2.0, a Web-based citation manager that allows you to import references from text files, web sites or online databases. For information on how to access and use RefWorks, visit http://libguides.usc.edu/RefWorks.

Preparation for class meetings

Assigned readings about theory and practice and classroom video sequences form the core of each week’s class session. All of these readings, the video viewing, and the accompanying Forum Unit Reflection Questions should be completed before Class Time as a basis for an informed and penetrating analysis of the issues of this course. Advanced preparation for course meetings is particularly important as it contributes to our engagement in purposeful academic discussion and reflection. Students will be evaluated on the basis of the following:

Assignment 1: Class Time (10%)

Class Time sessions will take place weekly, and will last approximately 120 minutes. You are expected to participate fully in them. You are also encouraged to ask questions and actively
participate in both planned and impromptu class discussions so long as the discussion promotes the purpose of the class. During these sessions, students will experience a variety of activities—similar to the time students spend with their instructor in a regular, on-campus class. Throughout the semester the class will be divided into groups to accomplish a variety of tasks and candidates will have opportunities to talk with their instructor and each other about key topics and issues. Each class time meeting is worth 3 points for a total of 30 points. A Class Time and Forum Rubric can be found in the Course Toolbox.

Although technical and connectivity issues do occur, students should make every effort to engage in discussion through the 2SC site for video participation (not just via teleconference). Students who do not participate in the video discussion or do not participate in the full 120-minute Class Time may be given only partial credit for participation in that discussion session. Students who miss more than 20% of the course (2 classes) will be required to repeat the course.

Assignment 2: Study Group Session (Non-graded)

During weeks 2-10, candidates will participate in a Study Group Session. The purpose of this assignment is to provide an opportunity to synthesize the information in each week’s video viewing session, reflect on the issues raised by the video, and connect these issues with the concepts raised in the week’s assigned readings. The Study Group Session also provides an opportunity for candidates to share any related personal experiences they have had in the classroom. Before participating in the session, candidates should view the video(s) and take careful notes. At the assigned time, they will then convene in the Student-Led Study Group. The recorded version of the session should be sent to the instructor by the Study Group host. All members of the Study Group are expected to fully participate and to make a meaningful contribution to the Study Group discussion. This assignment is due prior to Class Time.

Assignment 3: Forum: Unit Reflection Questions (10%)

Participation in a weekly forum is required. These forums are intended to provide an opportunity to reflect on issues relevant to each unit prior to Class Time. Each candidate is required to submit an original entry in response to one question from a list that accompanies each unit’s readings and videos. The length of each contribution can range from one to several paragraphs, but not more than one page. Responding to other student posts is encouraged, but not required. All responses/reactions will be judged on the completeness and quality of the work.

Many candidates find it valuable to form a study group (no larger than 4 students). You are encouraged to do so. Those who do decide to participate in a study group may post their responses and reactions to the reading/video discussion questions as a group. Please indicate all members of the study group when posting. All members of the Forum study group will receive the same grade for any given week. Each Forum is worth 3 points for a total of 30 points. A Class Time and Forum Rubric can be found in the Course Toolbox.
Assignment 4: Microteaching (10%)

Microteaching involves organized practice teaching. The goal is to give candidates confidence, support, and feedback by letting them try out among peers a short slice of a lesson (e.g., the warm-up, presentation phase, controlled, guided, or free practice, feedback, or follow-up stage). Each week, two candidates will videotape themselves microteaching a lesson segment of 7-10 minutes in length. The lesson segments should be chosen from the sample lesson plans in the Course Toolbox.

Two days before Class Time, candidates will post their videotapes to the Course Wall, view their classmate’s microteaching video, and post feedback to the classmate. After viewing their own tape, candidates will make arrangements to meet with the instructor during Office Hours for a 15-minute debriefing session. This session should take place no later than one week after the microteaching. It is the responsibility of the candidate to make arrangements to attend Office Hours. The grade for this assignment includes the video, comments to the classmate, and meeting with the instructor. This assignment is worth 30 points and is due as assigned. A Microteaching Guide and a Microteaching Rubric can be found in the Course Toolbox.

Assignment 5: Analysis of Microteaching (10%)

This assignment uses the same microteaching video as Assignment #3. View your microteaching video and read your classmate’s comments. Choose a 3-5 minute segment of the video that includes some aspect of teaching that you would like to improve. Transcribe this segment, including any student or teacher interactions and the length of any long pauses. Using the Analysis of Microteaching Guide located in the Course Toolbox., submit a 2-3 page critical analysis of the entire microteaching segment, attaching the transcribed portion of your lesson as an appendix. This assignment is worth 30 points and should be uploaded to your instructor before Class Time two weeks after the microteaching event. An Analysis of Microteaching Sample paper and an Analysis of Microteaching Rubric are included in the Course Toolbox.

Assignment 6: Guided Research Presentation (20%)

This is a group project involving guided research. Each group will select a topic from a different course unit and present its research findings in Class Time that week. Groups should brainstorm and research information on the topic and then synthesize this information visually and graphically. Group members will then present their research findings to other members of the class, explaining the issues and answering questions. An electronic bank of readings for each unit is available through the university’s ARES online reserve system. See the Course Toolbox for the Guided Research Bibliography, the Guided Research Presentation Guide, and the Guided Research Presentation Rubric. This assignment is worth 60 points and is due as assigned.

Assignment 7: Lesson Plan (20%)

Candidates should submit a detailed lesson plan that uses as its point of departure commercial textbook materials. The lesson plan should include the following:
1. a detailed description of the target audience
2. a rationale for the materials selected and their appropriateness to the target audience
3. the blackboard layout (where relevant)
4. the step-by-step procedures followed indicating how the materials have been adapted to the needs of the students and the classroom context

The lesson textbook materials must be attached along with any additional materials or activities used to supplement the textbook. A Lesson Plan Guide, a Lesson Plan Sample, and a Lesson Plan Rubric are located in the Course Toolbox. This assignment is worth 60 points and is due in Week 9.

Assignment 8: Case Study (20%)

This assignment involves writing up a case study similar in format and concept to those in Teaching in Action. Candidates will describe a pervasive classroom management issue based on their classroom observations or teaching experience. They will then use course discussions and readings as well as available outside sources to propose a solution. Finally, they will consult an “expert” (e.g., a more experienced peer, a mentor teacher at your observation site or another teacher whose opinion they value) and ask for an opinion on the topic. Candidates will summarize the expert’s opinion in the last section of the paper. Sources should be attributed. The length is 5-7 pages. A Case Study Guide and a Case Study Rubric are located in the Course Toolbox. This assignment is worth 60 points and is due in Week 10.

Textbooks and other materials

Required text

Additional recommended texts

Grading

All course assignments must be completed and submitted by the deadlines specified. Assignment due dates are before Class Time, unless otherwise specified. An extension or a grade of incomplete (IN) is granted only in cases of documented medical problems or family emergencies and must be requested in writing prior to the end of semester.
Assignments will be weighted as follows:

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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage of Total</th>
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<tbody>
<tr>
<td>Assignment #1: Class Time</td>
<td>30</td>
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<td>Assignment #2: Forum Unit Reflection Questions</td>
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<tr>
<td>Assignment #3: Microteaching</td>
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<td>Assignment #4: Analysis of Microteaching</td>
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<td>Assignment #5: Guided Research Presentation</td>
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<td>Assignment #6: Lesson Plan</td>
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<tr>
<td>Assignment #7: Case Study</td>
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<td>20%</td>
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Final course grades are based on the following calculation:

- A = 93–100%
- B+ = 88–89%
- B- = 80–82%
- C = 73–77%
- A- = 90–92%
- B = 83–87%
- C+ = 78–79%
- C- = 70–72%

**Academic Accommodations**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to your instructor as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-7766.

**Incompletes**

Incomplete grades are given only in extreme circumstances. IN – incomplete is given for work not completed because of documented illness or some other emergency occurring after 85% completion of the course. Arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam.

**Conditions for removing a grade of incomplete** – If an IN is assigned as the student’s grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after 85% completion of the semester. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.
Time limit for removal of an incomplete - One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered “lapsed,” the grade is changed to an “IX” and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.
Academic Integrity and the USC Student Conduct Code

SCampus, the USC student guidebook contains the Student Conduct Code and information on Academic Integrity. It is the student’s responsibility to be familiar with and abide by these guidelines, which are found at http://www.usc.edu/student-affairs/SJACS/docs/GradIntegrity.pdf. A summary of behaviors violating University standards can be also found at: http://www.usc.edu/dept/publications/SCAMPUS/gov/behavior.html. Student papers will be analyzed with Turnitin for plagiarism.

Standards of Appropriate Online Behavior
The protocols defined by the USC Student Conduct Code will be upheld in distance classes. Students are not allowed to post inappropriate material, SPAM to the class, use offensive language or engage in online flaming. For more information, please visit http://www.usc.edu/student-affairs/SJACS/

Overview of Modules

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<tr>
<th>UNIT</th>
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<th>UNIT ASSIGNMENTS</th>
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| Unit 1 | What Makes a Good Teacher? | **Weekly Readings**  
The Self-Directed Teacher:  
Chapter 1: *A Context for Classroom Action* (pp. 8-20)  
Course Reader  
Ellis: *Principles of Instructed Second Language Acquisition* (pp. 1-6)  
Long: *Methodological Principles for Language Teaching* (pp. 373-394)  
**Video Viewing**  
*What Makes a Good Teacher?* (British Council)  
*What Makes a Good Teacher* (Creative Education Ltd.)  
**Unit Assignments and Activities**  
Forum: Unit Reflection Questions  |
| Unit 2 | Managing the Classroom Environment: | **Weekly Readings**  
The Self-Directed Teacher:  |
| Teacher Challenges | Chapter 4: *Classroom Dynamics* (pp. 104-132)  
|                    | Chapter 5: *Instructional Groups* (pp. 133-178)  
|                    | Teaching in Action:  
|                    | Caulk: *Dealing with Children’s Energy* (pp. 206-208)  
|                    | Markey: *Maintaining a Speaking Balance: Low-Context Versus High-Context Cultures* (pp. 292-294)  
|                    | McMurray: *Teaching Large University Classes in Japan* (pp. 213-218)  
|                    | Mutoh: *Management of Large Classes* (pp. 35-37)  
|                    | Course Reader:  
|                    | Harmer: *Chapter 10 - Grouping Students* (pp. 161-174)  
|                    | Harmer: *Chapter 9 - Managing for Success* (pp. 153-160)  
| Video Viewing | *E.L. Haynes. 5th grade. Washington DC.*  
|                | “Job: Marina Belousova - School #57, Moscow, 3rd grade.” *Shaping the Way We Teach English in Russia.* Moscow, Russia: U.S. Embassy. (28 minutes)  
| Unit Assignments and Activities | Forum: Unit Reflection Questions  
|                    | Guided Research Presentation (Group 1)  
| Class Time | **Unit 3**  
| Managing the Classroom Environment: Affective Factors | **Weekly Readings**  
|                 | The Self-Directed Teacher:  
|                 | Chapter 7: *Affective Issues in the Language Classroom* (pp. 208-228)  
|                 | Teaching in Action:  
|                 | Dobie: *Encouraging Meaningful Interaction in the Classroom* (pp. 301-306)  
|                 | Iseno: *Stimulating Participation in a College Classroom* (pp. 139-142)  
|                 | Mahoney: *Promoting Student Responsibility for Learning* (pp. 287-291)  
|                 | Stoller, White, & Wong: *Motivating Reluctant Students in an EAP Program* (pp. 150-154)  
|                 | Trouw: *Aboriginal Students Becoming Active Learners* (pp. 155-159)  
|                 | Urmston: *Changing Negative Attitudes* (pp. 160-163)  
|                 | Weck: *Motivating Students to Practice Speaking* (pp. 330-333)  

## Course Syllabus: EDUC 562 TI

### Teaching English to Speakers of Other Languages – Pedagogy B

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<td>Beasley: <em>One Class, Two Levels</em> (pp. 283-286)</td>
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<td>Bond: <em>Dealing with Different Learning Styles</em> (pp. 176-179)</td>
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<td>Davis: <em>Dealing with Students of Different Proficiency Levels</em> (pp. 273-277)</td>
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<td>Griffiths: <em>The Grammar Dilemma</em> (pp. 374-377)</td>
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<td>La Fontaine: <em>The Effects of a Continual Enrollment Policy on Classroom Dynamics</em> (pp. 195-198)</td>
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<td>Lewis: <em>Diverse Levels and Diverse Goals in a Community Class</em> (pp. 278-282)</td>
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<td>Miller: <em>Dealing with a Mixed-Ability Reading Class</em> (pp. 295-298)</td>
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<td><strong>Course Reader:</strong></td>
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<td>Shrum &amp; Glisan: <em>Addressing Diverse Needs of Learners in the Language Classroom</em> (pp. 348-393)</td>
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<td>Ur: <em>Module 20 - Younger and Older Learners</em> (pp. 286-301)</td>
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<td><strong>Video Viewing</strong></td>
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<td>“Teaching Diverse Leaners.” <em>Teaching Reading: 3-5. Annenberg Media.</em></td>
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### Video Viewing

- “Bilingual Primary.” *Shaping the Way We Teach English*. U.S. Department of State, Office of English Language Programs
  - [http://www.youtube.com/watch?v=caOXPCIGFyM](http://www.youtube.com/watch?v=caOXPCIGFyM)

### Unit Assignments and Activities

- Forum: Unit Reflection Questions
- Microteaching (Students 1 and 2)
- Guided Research Presentation (Group 2)

### Class Time

- **Unit 4** Managing the Classroom Environment: Involving Diverse Learners
- **Weekly Readings**
- **Teaching in Action:**
- Beasley: *One Class, Two Levels* (pp. 283-286)
- Bond: *Dealing with Different Learning Styles* (pp. 176-179)
- Davis: *Dealing with Students of Different Proficiency Levels* (pp. 273-277)
- Griffiths: *The Grammar Dilemma* (pp. 374-377)
- La Fontaine: *The Effects of a Continual Enrollment Policy on Classroom Dynamics* (pp. 195-198)
- Lewis: *Diverse Levels and Diverse Goals in a Community Class* (pp. 278-282)
- Miller: *Dealing with a Mixed-Ability Reading Class* (pp. 295-298)
- **Course Reader:**
- Shrum & Glisan: *Addressing Diverse Needs of Learners in the Language Classroom* (pp. 348-393)
- Ur: *Module 20 - Younger and Older Learners* (pp. 286-301)
- **Video Viewing**
- “Teaching Diverse Leaners.” *Teaching Reading: 3-5. Annenberg Media.*
### Unit Assignments and Activities

**Forum: Unit Reflection Questions**

**Microteaching (Students 3 and 4)**

**Guided Research Presentation (Group 3)**

### Class Time

**Unit 5** Managing the Classroom Environment: Classroom Language

**Weekly Readings**

**The Self-Directed Teacher:**
Chapter 3: *Classroom Talk* (pp. 60-103)

**Teaching in Action:**
- Hattingh: *Question → Answer Plus Talk* (pp. 311-315)
- Marshall & Lewis: *Altering Teacher Talk* (pp. 30-34)
- O’Kelly: *When Students Won’t Use English in Class* (pp. 187-190)
- Penner: *A Balance or a Battle? L1 Use in the Classroom* (pp. 199-205)

**Course Reader:**
- Brown: *Chapter 13 - Initiating Interaction in the Classroom* (pp. 211-222)
- Richards & Lockhart: *Language Use in the Classroom* (pp. 182-201)
- Thompson: *Training Teachers to Ask Questions* (pp. 99-105)
- Thornbury: *Teachers research teacher talk* (pp. 279-289)

**Video Viewing**


**Unit Assignments and Activities**

**Forum: Unit Reflection Questions**

**Microteaching (Students 5 and 6)**

**Guided Research Presentation (Group 4)**
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|        |                                              | The Self-Directed Teacher:  
|        |                                              | Chapter 2: *The Planning Process* (pp. 43-59)  
|        |                                              | **Course Reader:**  
|        |                                              | Farrell: *Lesson Planning* (pp. 30-39)  
|        |                                              | Hadfield & Hadfield: *Planning Lessons and Lesson Sequences* (pp. 134-139)  
|        |                                              | Harmer: *Planning Lessons* (pp. 156-165)  
|        |                                              | Jensen: *Planning Lessons* (pp. 403-413)  
|        |                                              | Lindsay (with Knight): *Chapter 8: Planning* (pp. 103-120)  
|        |                                              | Woodward: *Chapter 7: Getting Down to the Preparation* (pp. 180-211)  
|        |                                              | **Video Viewing**  
|        |                                              | “Laura.” *The Practice of English Language Teaching*. Pearson Longman.  
|        |                                              | **Unit Assignments and Activities**  
|        |                                              | Forum: Unit Reflection Questions  
|        |                                              | Microteaching (Students 7 and 8)  
|        |                                              | Guided Research Presentation (Group 5)  
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|        |                                    | Marshall: *Improving Time Management* (pp. 3-9)  
|        |                                    | **Course Reader:**  
|        |                                    | Richards & Bohlke: *Creating Effective Language Lessons*  
|        |                                    | Ur: *Module 1: Presentations and Explanations* (pp. 11-18)  
|        |                                    | Ur: *Module 2: Practice Activities* (pp. 19-32)  
|        |                                    | Woodward: *How Long is the Lesson?* (pp. 47-72)  

### Video Viewing

“Peter Norton: Stress at the Suprasegmental Level.” *Clearly Speaking.*
Macquarie University: AMEP Research Centre.

### Unit Assignments and Activities

- Forum: Unit Reflection Questions
- Microteaching (Students 9 and 10)
- Guided Research Presentation (Group 6)

### Class Time

**Unit 8**

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### Weekly Readings

- **The Self-Directed Teacher:**
  - Chapter 6: *Managing Resources* (pp. 179-207)

- **Teaching in Action:**
  - Jones: *Using Authentic Materials in China* (pp. 404-407)

- **Course Reader:**
  - Crawford: *The Role of Materials in the Language Classroom: Finding the Balance* (pp. 80-91)
  - Davies & Pearse: *Teaching Aids and Materials* (pp. 153-167)
  - Graves: *Coursebooks* (pp. 225-246)
  - Kang: *Using Visual Organizers to Enhance EFL Instruction* (pp. 58-67)
  - Waters: *Advances in Materials Design* (pp. 311-326)

### Video Viewing

- “Reading in a Preliminary English Class.” *Teachers’ Voices 8: Explicitly Supporting Reading and Writing in the Classroom.*
  - Macquarie University, Adult Migrant Education Program Research Centre.

### Unit Assignments and Activities
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<td>Teaching in Action:</td>
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<td>Fantozzi: <em>Error Analysis with Intermediate Students</em> (pp. 256-260)</td>
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<td>Mahoney: <em>Fostering Creative Writing</em> (pp. 241-243)</td>
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<td>Course Reader:</td>
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<td>Davies &amp; Pearse: <em>Organizing Language Practice</em> (pp. 35-58)</td>
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<td>Gatbonton &amp; Segalowitz: <em>Rethinking Communicative Language Teaching – A Focus on Access to Fluency</em> (pp. 325-353)</td>
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<td>Harmer: <em>Chapter 8 - Mistakes and Feedback</em> (pp. 137-152)</td>
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<td>Nation &amp; Newton: <em>Chapter 9 – Developing Fluency</em> (pp. 151-163)</td>
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<td>Richards: <em>Chapter 3 – Communicative Language Teaching Today</em> (pp. 14-21)</td>
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<td>Thornbury: <em>How to Deal with Grammar Errors</em> (pp. 113-127)</td>
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<td><strong>Unit Assignments and Activities</strong></td>
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<td>Allwright: <em>From Teaching Points to Learning Opportunities and Beyond</em> (pp. 9-31)</td>
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<td>Bailey: <em>The Best Laid Plans: Teachers’ In-class Decisions to Depart</em></td>
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| *from Their Lesson Plans* (pp. 15-40)  
Cadorath & Harris: *Unplanned Classroom Language and Teacher Training* (pp. 188-196) |
| **Video Viewing**  
“Laura.” *The Practice of English Language Teaching*, Pearson Longman.  
“What is a Teachable Moment? Wingspan Pictures.” |
| **Unit Assignments and Activities** |
| Forum: Unit Reflection Questions |
| Case Study |
Unit 1: What Makes a Good Teacher?

PURPOSE

The purpose of this unit is to consider the qualities that constitute good teaching, and the characteristics that define a good teacher. We will first examine characteristics of good teaching in general, and then examine how these characteristics apply to the teaching of English language learners.

LEARNING OUTCOMES

Upon completion of this unit, candidates will be able to:

• understand the organization of the course: course syllabus, management, course requirements, etc.
• analyze the characteristics of good teachers.
• apply findings from second language acquisition research to second language classroom practice.

UNIT READINGS (to be read before Class Time)

Required Course Texts

  – Chapter 1: A Context for Classroom Action (pp. 8-20)

Course Reader


UNIT VIDEOS (to be viewed before Class Time)

  URL: http://www.teachingenglish.org.uk/talk/video-discussion/what-makes-a-good-teacher
     (1.47 min.)
UNIT ASSIGNMENTS AND ACTIVITIES

Forum Unit Reflection Questions

Respond to one of the questions below in not more than one page. Post your answers to the Forum.

1. Select one or more of this week’s readings/videos. Using specific examples, describe how the concepts presented appear in the classroom that you are observing.

2. Comparing the two videos, are there common characteristics of a good teacher that are identified? What is your own personal idea of what makes a good teacher?

3. From the assigned readings, select three ideas that you feel are especially important for good teaching. Explain in detail.

4. Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the video of key terms/concepts from the readings.

CLASS TIME
PURPOSE

The purpose of this unit is to address issues of classroom management that teachers find especially challenging. These include how to deal with common discipline issues, how to manage large classes, how to effectively group students, and how grouping can positively affect the overall classroom learning environment.

LEARNING OUTCOMES

Upon completion of this unit, candidates will be able to:
• examine teacher assumptions about student behavior.
• explain strategies for managing large classes.
• evaluate the effects of different methods of grouping students.
• explain issues and strategies in classroom management, pacing, and discipline.

UNIT READINGS (to be read before Class Time)

Required Course Texts

– Chapter 4: Classroom Dynamics (pp. 104-132)
– Chapter 5: Instructional Groups (pp. 133-178)

– Caulk: Dealing with Children’s Energy (pp. 206-208)
– Markey: Maintaining a Speaking Balance: Low-Context Versus High-Context Cultures (pp. 292-294)
– McMurray: Teaching Large University Classes in Japan (pp. 213-218)
– Mutoh: Management of Large Classes (pp. 35-37)

Course Reader

University of Southern California  
Rossier School of Education  
Course Syllabus: EDUC 562 TI  
Teaching English to Speakers of Other Languages – Pedagogy B


**UNIT VIDEOS** (to be viewed before Class Time)


2. “Job: Marina Belousova - School #57, Moscow, 3rd grade.” *Shaping the Way We Teach English in Russia.* Moscow, Russia: U.S. Embassy. (28 minutes)

**UNIT ASSIGNMENTS AND ACTIVITIES**

**Forum Unit Reflection Questions**

Respond to one of the questions below in not more than one page. Post your answers to the Forum.

1. Select one or more of this week’s readings/videos. Using specific examples, describe how the concepts presented appear in the classroom that you are observing.
2. Compare the classroom management strategies of the teachers in the two classroom videos. Are they equally effective? Why/why not?
3. Which of the issues discussed in the readings are issues that you consider to be challenges in your own teaching? What strategies from the readings would you like to try?
4. Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the video of key terms/concepts from the readings.

**Guided Research Presentation (Group 1)**

**CLASS TIME**
Unit 3: Managing the Classroom Environment--Affective Factors

PURPOSE

The purpose of this unit is to examine the role of affective factors in the second language classroom. Focus is placed on creating a positive classroom environment that is motivating and promotes participation, meaningful interaction, and active learning.

LEARNING OUTCOMES

Upon completion of this unit, candidates will be able to:
- understand the concept of motivation and its importance in the classroom.
- understand the importance of student bonding.
- describe strategies for promoting student autonomy and responsibility for learning.
- describe methods for dealing with student reticence and anxiety.

UNIT READINGS (to be read before Class Time)

Required Course Texts

  – Chapter 7: Affective Issues in the Language Classroom (pp. 208-228)

  – Dobie: Encouraging Meaningful Interaction in the Classroom (pp. 301-306)
  – Iseno: Stimulating Participation in a College Classroom (pp. 139-142)
  – Mahoney: Promoting Student Responsibility for Learning (pp. 287-291)
  – Stoller, White, & Wong: Motivating Reluctant Students in an EAP Program (pp. 150-154)
  – Trouw: Aboriginal Students Becoming Active Learners (pp. 155-159)
  – Urmston: Changing Negative Attitudes (pp. 160-163)
  – Weck: Motivating Students to Practice Speaking (pp. 330-333)

Course Reader

UNIT VIDEOS (to be viewed before Class Time)


UNIT ASSIGNMENTS AND ACTIVITIES

Forum Unit Reflection Questions

Respond to one of the questions below in not more than one page. Post your answers to the Forum.

1. Select one or more of this week’s readings/videos. Using specific examples, describe how the concepts presented appear in the classroom that you are observing.
2. Which teacher practices in the videos create a positive classroom environment that is motivating to students? Explain.
3. Some people think that young children cannot be autonomous learners. In “Building Oral Language”, how does the teacher succeed in making young children autonomous learners?
4. Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the video of key terms/concepts from the readings.

Microteaching (Students 1 and 2)

Guided Research Presentation (Group 2)

CLASS TIME
Unit 4: Managing the Classroom Environment--Involving Diverse Learners

PURPOSE

The purpose of this unit is to examine learner differences and how to address them in the classroom context. These differences can include differing language abilities, background knowledge, learning styles, age groups, cultural backgrounds, learner needs, and goals.

LEARNING OUTCOMES

Upon completion of this unit, candidates will be able to:

- describe the diversity of learners that can be found in the ESL/EFL classroom.
- understand how teachers can capitalize on learner diversity to enhance student learning.
- summarize strategies for effectively managing diversity in the classroom.

UNIT READINGS (to be read before Class Time)

Required Course Texts


- Beasley: *One Class, Two Levels* (pp. 283-286)
- Bond: *Dealing with Different Learning Styles* (pp. 176-179)
- Davis: *Dealing with Students of Different Proficiency Levels* (pp. 273-277)
- Griffiths: *The Grammar Dilemma* (pp. 374-377)
- La Fontaine: *The Effects of a Continual Enrollment Policy on Classroom Dynamics* (pp. 195-198)
- Lewis: *Diverse Levels and Diverse Goals in a Community Class* (pp. 278-282)
- Miller: *Dealing with a Mixed-Ability Reading Class* (pp. 295-298)

Course Reader


UNIT VIDEOS (to be viewed before Class Time)
UNIT ASSIGNMENTS AND ACTIVITIES

Forum Unit Reflection Questions

Respond to one of the questions below in not more than one page. Post your answers to the Forum.

1. Select one or more of this week’s readings/videos. Using specific examples, describe how the concepts presented appear in the classroom that you are observing.
2. In the two videos, how do the teachers draw upon the diverse backgrounds of students?
3. Reflect on your own experiences with learner diversity. Explain the types of diversity you have encountered (e.g., linguistic, cultural, socio-economic, age-related, learning styles) and discuss how this affected the learning process.
4. Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the video of key terms/concepts from the readings.

Microteaching (Students 3 and 4)

Guided Research Presentation (Group 3)
Unit 5: Managing the Classroom Environment--Classroom Language

PURPOSE

The purpose of this unit is to examine linguistic facets of interaction in the communicative classroom, including teacher talk, use of the target language, questioning techniques, comprehension checking, elicitation, and feedback.

LEARNING OUTCOMES

Upon completion of this unit, candidates will be able to:
• understand how teacher talk and feedback affect learning.
• summarize different methods of comprehension checking and questioning.
• understand the importance of target language use in the second language classroom.
• analyze the effectiveness of different techniques for elicitation.

UNIT READINGS (to be read before Class Time)

Required Course Texts

   – Chapter 3: Classroom Talk (pp. 60-103)

   – Hattingh: Question → Answer Plus Talk (pp. 311-315)
   – Marshall & Lewis: Altering Teacher Talk (pp. 30-34)
   – O’Kelly: When Students Won’t Use English in Class (pp. 187-190)
   – Penner: A Balance or a Battle? L1 Use in the Classroom (pp. 199-205)

Course Reader


**UNIT VIDEOS** (to be viewed before Class Time)

   
   URL: [http://wordgeneration.org/observe/henderson1.html](http://wordgeneration.org/observe/henderson1.html)
   
   a. Segment 1: Reviewing the Week’s Words (6:20 minutes)
   
   b. Segment 2: Renewing Interest in the Topic (4:37 minutes)
   
   c. Segment 3: Math Problem #1 (12:48 minutes)
   
   d. Segment 4: Math Problem #2 (5:07 minutes)

   
   URL: [http://www.teachingenglish.org.uk/transform/video/5-techniques](http://www.teachingenglish.org.uk/transform/video/5-techniques)
   
   (6:32 minutes)

**UNIT ASSIGNMENTS AND ACTIVITIES**

**Forum Unit Reflection Questions**

Respond to one of the questions below in not more than one page. Post your answers to the Forum.

1. Select one or more of this week’s readings/video(s). Using specific examples, describe how the concepts presented appear in the classroom that you are observing.
2. How does the teacher in 6th grade math use questioning as a way to engage and reward students?
3. Is the use of the L1 in the classroom conducive to learning a second language? Why/why not? Provide support from the readings.
4. Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the video of key terms/concepts from the readings.

**Microteaching (Students 5 and 6)**

**Guided Research Presentation (Group 4)**

**CLASS TIME**
Unit 6: The Lesson--Planning, Structure, and Sequence

PURPOSE

The purpose of this unit is to examine the basic structure of the language lesson and the need for pre-planning. Included will be an examination of various lesson plan formats, their applications, and ways in which lessons can be sequenced.

LEARNING OUTCOMES

Upon completion of this unit, candidates will be able to:
• understand the importance of the pre-planning process.
• recognize the basic structure of the lesson and its various phases.
• recognize different types of lesson sequences.
• recognize the value of collaboration in lesson planning and effective teaching.

UNIT READINGS (to be read before Class Time)

Required Course Texts

  – Chapter 2: The Planning Process (pp. 43-59)

Course Reader

UNIT VIDEOS (to be viewed before Class Time)


2. “Susan Boyer: Contextualising Pronunciation.” Clearly Speaking by Anne Burns and Stephanie Claire, Macquarie University, AMEP Research Centre, Sydney, Australia (2004). (9:18 minutes)

Forum Unit Reflection Questions

Respond to one of the questions below in not more than one page. Post your answers to the Forum.

1. Select one or more of this week’s readings/video(s). Using specific examples, describe how the concepts presented appear in the classroom that you are observing.
2. Reconstruct the lesson sequence for the video. Does the video follow an established sequence as discussed in the unit readings?
3. How can teachers resolve the tension between the time necessary to plan an effective lesson and the time they have available based on their teaching load?
4. Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the video of key terms/concepts from the readings.

Microteaching (Students 7 and 8)

Guided Research Presentation (Group 5)

CLASS TIME
Unit 7: The Lesson--Elements and Activities

PURPOSE

The purpose of this unit is to examine the basic elements of lesson flow, including the lesson warm-up and the various phases of controlled, guided, and communicative practice. Also included is discussion of lesson breaks, fillers, and lesson wrap-ups.

LEARNING OUTCOMES

Upon completion of this unit, candidates will be able to:
• distinguish between controlled, guided, and communicative practice activities.
• understand the importance of the lesson warm-up and lesson breaks and fillers.
• analyze the effectiveness of lesson presentation and explanation.

UNIT READINGS (to be read before Class Time)

Required Course Texts


Marshall: *Improving Time Management* (pp. 3-9)

Course Reader


UNIT VIDEOS (to be viewed before Class Time)


UNIT ASSIGNMENTS AND ACTIVITIES

Forum Unit Reflection Questions

Respond to one of the questions below in not more than one page. Post your answers to the Forum.

1. Select one or more of this week’s readings/video(s). Using specific examples, describe how the concepts presented appear in the classroom that you are observing.

2. Describe one or more of the following items from the two videos (where applicable): lesson warm-up, presentation of new materials, practice phases, lesson closure, transitions between lesson phases.

3. Why should lesson warm-ups and closures be more closely tied to the content of the lesson? How can this be achieved?

4. Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the video of key terms/concepts from the readings.

Microteaching (Students 9 and 10)

Guided Research Presentation (Group 6)

CLASS TIME
Unit 8: Effective Use of Materials

PURPOSE

The purpose of this unit is to examine the role played by materials, both commercial and teacher-produced. Emphasis is placed on selecting appropriate materials for a given learner population, adapting these materials to learners’ needs, and supplementing assigned teaching materials with outside sources (including authentic materials). The role of technology in the classroom will also be explored.

LEARNING OUTCOMES

Upon completion of this unit, candidates will be able to:
• understand the relative merits of commercial and non-commercial materials.
• analyze various course book options and discuss their impact on teaching and learning.
• recognize the role of realia and audio/visual materials in language teaching.
• summarize changes in pedagogy that have occurred as a result of technology.

UNIT READINGS (to be read before Class Time)

Required Course Texts

  – Chapter 6: Managing Resources (pp. 179-207)

  – Jones: Using Authentic Materials in China (pp. 404-407)

Course Reader


**UNIT VIDEOS (to be viewed before Class Time)**

4. “Reading in a Preliminary English Class.” *Teachers’ Voices 8: Explicitly Supporting Reading and Writing in the Classroom* by Anne Burns and Helen de Silva Joyce. Macquarie University, Adult Migrant Education Program Research Centre, Sydney, Australia. (2005). (22 minutes).

**UNIT ASSIGNMENTS AND ACTIVITIES**

**Forum Unit Reflection Questions**

Respond to one of the questions below in not more than one page. Post your answers to the Forum.

1. Select one or more of this week’s readings/video(s). Using specific examples, describe how the concepts presented appear in the classroom that you are observing.
2. List the materials used by the teacher in the classroom video. Which of these are teacher-produced? Commercial? Authentic?
3. Give an example of materials that you adapted for a specific class or teaching purpose. How did they help to facilitate learning?
4. Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the video of key terms/concepts from the readings.

**Microteaching (Students 11 and 12)**

**Guided Research Presentation (Group 7)**

**CLASS TIME**
Unit 9: Encouraging Accurate and Fluent Language Use

PURPOSE

The purpose of this unit is to examine the sources of student errors and various methods of giving feedback. The importance of a balance between focus on accuracy and focus on fluency in the lesson is emphasized.

LEARNING OUTCOMES

Upon completion of this unit, candidates will be able to:
• understand the underlying causes of student language errors.
• explore various feedback methods and their effectiveness.
• explain the tension between accuracy and fluency in language learning.

UNIT READINGS (to be read before Class Time)

Required Course Texts

– Fantozzi: Error Analysis with Intermediate Students (pp. 256-260)
– Mahoney: Fostering Creative Writing (pp. 241-243)

Course Reader


**UNIT VIDEOS (to be viewed before Class Time)**

1. “Job: Marina Belousova - School #57, Moscow, 3rd grade.” *Shaping the Way We Teach English in Russia*. Moscow, Russia: U.S. Embassy. (28 minutes)

   (6:20 minutes)

**UNIT ASSIGNMENTS AND ACTIVITIES**

**Forum Unit Reflection Questions**

Respond to one of the questions below in not more than one page. Post your answers to the Forum.

1. Select one or more of this week’s readings/video(s). Using specific examples, describe how the concepts presented appear in the classroom that you are observing.
2. In the “Job” lesson, which activities focused on accuracy and which focused on fluency? Give examples of how the teacher provides feedback on accuracy vs. fluency.
3. Reflect on your own language learning experience. To what extent did it focus on accuracy or fluency? How effective was this focus for you as a learner?
4. Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the video of key terms/concepts from the readings.

**Lesson Plan**

**CLASS TIME**
Unit 10: Beyond the Lesson Plan

PURPOSE

The purpose of this unit is to explore the underlying need for flexibility in lesson planning and execution. Emphasis is placed on the need to recognize when further elaboration is needed and when deviation from the lesson plan is called for. Finally, ways in which teachers can capitalize on “teachable moments” in the classroom are examined.

LEARNING OUTCOMES

Upon completion of this unit, candidates will be able to:

- recognize that the success of any lesson depends on the interaction between teachers and learners.
- recognize when it is necessary to depart from a planned lesson.
- distinguish between pre-planned teaching points and classroom learning opportunities.
- analyze examples of lessons where the unexpected happens.

UNIT READINGS (to be read before Class Time)

Course Reader

Allwright, D. From teaching points to learning opportunities and beyond. TESOL Quarterly, 39(1), 9-31.


UNIT VIDEOS (to be viewed before Class Time)


UNIT ASSIGNMENTS AND ACTIVITIES

Forum Unit Reflection Questions

Respond to one of the questions below in not more than one page. Post your answers to the Forum.

1. Select one or more of this week’s readings/video(s). Using specific examples, describe how the concepts presented appear in the classroom that you are observing.
2. Locate the teachable moment in the video and discuss how the teacher capitalizes on it?
3. Describe a time when you experienced a teachable moment (as a teacher or a student).
4. Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the video of key terms/concepts from the readings.

Case Study

CLASS TIME