

Linguistics 440/540 – Summer 2016
Linguistic Principles and Second Language Acquisition
University of Oregon – Department of Linguistics
Friendly Hall 106

Monday and Wednesday 8:30-9:50; Tuesday and Thursday 9-9:50

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GOALS

This class serves as an introduction to both linguistics and second language acquisition (SLA). We expect that at the end of this class you will have a foundation in linguistics and SLA theory that will allow you to think critically about issues that may arise in your classrooms, and that you will be able to evaluate how pedagogical approaches may influence learning and acquisition.

ANTI-PREREQUISITE

If you have taken Ling 301, you should take Ling 444/544 instead of this class.

REQUIREMENTS

440 540

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|------------|------------|---|
| 40% | 40% | <i>Assignments</i> (4). Four inter-related assignments will be given on Canvas to be turned in on Canvas on the assigned dates by 9 pm. Homework will be evaluated via a rubric which will be described on each assignment. |
| 40% | 30% | <i>Quizzes</i> (4). Four short-answer quizzes will be given over the course of the quarter. Make-up quizzes will only be available in exceptional circumstances and must be arranged before the date of the quiz. In general, you will receive a study guide the week before the quiz. |
| 25% | 25% | <i>Final Exam</i> . The final exam will be cumulative, and short answer/short essay format, and will include both an in- and out-of class component. The in-class component will be held on August 11th 9-9:50 , and the out of class component will be due at the beginning of class that day. |
| 5% | 5% | <i>Participation</i> . Because this is a rather small class, we expect everyone to participate in class, for example by asking questions and contributing to discussion. |
| | 10% | <i>Final Report</i> (540 students only). Between 8-10 double-spaced, typed pages based on three research articles. One of the articles can be one of those assigned in class. All three articles should be related to a theme. For example, they could be about learning the language you are teaching as a second language, about a linguistic feature acquired by learners with different backgrounds, or about some specific factor in teaching or learning. The report should summarize and critically evaluate the research articles and their interpretations. Note: critical evaluation need not be negative; it could be constructive and creative. |

The total percentage adds up to more than 100%. This is because your lowest quiz or assignment grade will be dropped.

EXPECTATIONS AND OPPORTUNITIES

Attendance – Because summer term is short and fast paced, we expect everyone to attend basically every class and to arrive on time as we expect that discussion will go beyond the course readings. We will not be taking attendance, but frequent lateness and/or absences impact your participation grade. If you have to miss class, please arrange with another student to get notes or record the class. Missing in-class quizzes or exams results in a grade of 0% for the missed quiz or exam.

Readings - Except for the first day of class, we expect students to have done the readings before class. In part this is because we will not merely recapitulate the text material in class, but rather use it as a foundation for discussion, especially as a source of questions and discussion from people who are puzzled by or interested in particular aspects of the topic(s) at hand. The readings should provide a primary source of the declarative knowledge that you require for passing various examinations (including the quizzes and the final exam in this class), and they will also provide the knowledge base that will enable you to do the problem-solving activities, both in class and as homework. To the extent that we can provide you with any procedural knowledge in so short a time, it is these activities that will create the context for you to acquire that procedural knowledge. In sum, do the reading, do it before class, redo it before quizzes and exams.

Academic Honesty - We encourage students to form study groups and work together on assignments. **You must clearly acknowledge the person/people you worked with on each assignment.**

All work submitted in this course must be your own and produced exclusively for this course. The University Student Conduct Code (available at <http://conduct.uoregon.edu>) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <http://www.libweb.uoregon.edu/guides/plagiarism/students>.

Timeliness - We expect that you will turn your work in on time, and that you will be present for all quizzes and exams. No late work will be accepted for a grade, though you can still turn assignments in for feedback.

Accessible Education – The University of Oregon is working to create inclusive learning environments, and we are committed to this as well. Please notify us as soon as possible if there are aspects of the instruction or design of this course that result in disability-

related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 541-246-1155 or uoaec@uoregon.edu.

Discrimination and Sexual Harassment - The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. Please be aware that all UO employees are required reporters. This means that if you tell us about a situation, we may have to report the information to our supervisors or the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

Office Hours – Melissa's office hours by appointment because she will be out of town for a significant portion of the summer. To make an appointment go to <http://baese-berk.youcanbook.me>. Joana's office hours are 1-2 pm Tuesday and by appointment. If you plan to come Tuesday 1-2 pm, you do not need to make an appointment –just show up at any time during the listed hours and expect to find Joana in her office. This office is in the east campus area, at 1629 Moss Street. The building is a white house with a fence and front porch. Just come in the front door (no need to knock) and walk up the stairs. Joana's office is on your left. The purpose of "office hours" is for YOU to have an opportunity to come and talk to us about anything related to this class. This is a chance for you to ask questions about things you don't understand, get help with assignments, or talk to us about language in general. Don't feel that you need to have a particular issue in mind when stopping by.

Other Issues – If a problem or issue arises that you need our help in addressing, please let us know sooner rather than later. We cannot make retroactive accommodations, but are happy to work with you proactively to address questions and concerns you may have.

READINGS

Texts

Y = Yule, G. (2010). *The Study of Language* (4th edition). Cambridge University Press.

L&S = Lightbown, P., & Spada, N. (2013). *How Languages are Learned* (4th edition). Oxford University Press.

Other readings: In the Course Documents folder on Canvas.

Andringa, S., Olsthoorn, N., van Beuningen, C., Schoonen, R., & Hulstijn, J. (2012). Determinants of success in native and non-native listening comprehension: An individual differences approach. *Language Learning*, 62, 49-78.

Flege, J.E., Yeni-Komshian, G.H., & Liu, S. (1999). Age constraints on second-language acquisition. *Journal of Memory and Language*, 41, 78-104.

Gass, S. & Mackey, A.. (2006). Input, interaction and output: an overview. *AILA Review*, 19, 3–17.

Hunn, E. (1990). *Nch'i-Wana "The Big River" Mid-Columbia Indians and Their Land*. University of Washington Press, 58-88, 359-362.

Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. New York, Longman, 1-18.

Lippi-Green, R. (2012) *English with an accent: Language, Ideology, and Discrimination in the United States* (2nd Ed). Routledge press, 1-26, 44-65.

Long, M. (1983). Native speaker/non-native speaker conversation and the negotiation of comprehensible input. *Applied Linguistics*, 4, 126-141.

(MacWinney, B. 2008. A Unified Model. *Handbook of Cognitive Linguistics and Second Language Acquisition*, ed. by Ellis, N. & Robinson, P.). Lawrence Erlbaum Press)

Tomlin, R and Villa, V. (1994). Attention in cognitive science and second language acquisition. *Studies in Second Language Acquisition* 16.183-203.

(Van Engen, K., Baese-Berk, M., Baker, R., Choi, A., Kim, M., and Bradlow, A. (2010). The Wildcat Corpus of Native- and Foreign-Accented English: Communicative efficiency across conversational dyads with varying language alignment profiles. *Language and Speech*, 53(4), 510-540.)

SCHEDULE

Note: This is a week-by-week schematic. Exact due dates and readings for each class will be announced in class and/or via Canvas.

Date	Topics	Readings	Due
Part 1: Language Facts and Language Attitudes			
<i>Week 1</i>			
6/20-6/23	Introduction: What is language? What does it mean to learn a second language Standard vs. non-standard English Social variation among native speakers Attitudes toward variation/Social aspects of SLA	Y 1, 2 Lippi-Green p1-26 Lippi Green p44-65 Y 7, 18, 19	
Part 2: What is grammar and how do we learn it?			
<i>Week 2</i>			
6/27-6/30	Sounds: Phonetics Sounds: Phonology Words: Morphology	Y 3 Y 4 Y 6	
<i>Week 3</i>			
7/4-7/7	NO CLASS ON JULY 4 Sentences: Syntax Language, society and culture	Y 8, 9 Y 19, 20 Hymes	<i>Wednesday</i> 7/6: <i>Assn 1</i> <i>Thursday</i> 7/7: <i>Quiz 1</i>
<i>Week 4</i>			
7/11-7/14	Comparing First and Second Language Acquisition Developmental Sequences Attrition	Y 13, 14 L&S 1 L&S 2 Flege	<i>Tuesday</i> 7/12: <i>Assn 2</i>
<i>Week 5</i>			
7/18-7/21	Behaviorism, Mentalism, and UG Input Hypothesis	L&S4 Krashen	<i>Thursday</i> 7/21: <i>Quiz 2</i>
Part 3: Second Language Acquisition (SLA) Theories			
<i>Week 6</i>			
7/25-7/28	Consciousness and Attention Input and Interaction: Taxonomy Input and Interaction: Later results	Tomlin & Villa Long Gass & Mackey	<i>Tuesday</i> 7/26: <i>Assn 3</i> <i>Thursday</i> 7/28: <i>Quiz 3</i>
Part 4: Second Language Acquisition Learners			
<i>Week 7</i>			
8/1-8/4	Learner Characteristics Individual Variability	L&S 3 Andringa, et al.	<i>Thursday</i> 8/4: <i>Quiz 4</i>
Part 5: SLA in the Classroom			
<i>Week 8</i>			
8/8-8/11	SLA in the ESL Classroom Final Review – Dimensions of SLA	L&S 5-6	<i>Tuesday</i> 8/9: <i>Assn 4</i>
FINAL REPORT (for 540 Students only): Due by midnight on August 12 th via Canvas			
FINAL EXAM: In class August 11 th 9-9:50. Out of class component due at class August 11 th .			

Linguistics 494/594: English Grammar
Summer 2016

<i>Instructor</i>	<i>E-mail (best way to contact me)</i>	<i>Office</i>	<i>Office Hours</i>
Amos Teo	ateo@uoregon.edu	368 Straub Hall	Tu: 4-5pm; W: 3-4pm

Class Times (20 June – 14 August 2016):

Tuesday and Thursday, 2:00 to 3:50 pm, Friendly Hall 106

Wednesday, 2:00 to 2:50 pm, Friendly Hall 106

Midterm exam: Wednesday, 20 July 2016, 2:00 pm

Final paper due: Friday, 12 August 2016, 5:00 pm

This is a course on English linguistics. It covers the basic syntax, semantics and pragmatics of English. In this course, we take a descriptive approach to English phrase and clause level grammar, and analyze English as it is used in particular registers and genres. By the end of the course, you should be familiar with basic linguistic terms and be able to describe and explain those aspects of English grammar covered in the textbook and assigned readings. You should also have the tools and skills to assist you in further grammatical analyses of English and other languages.

Assessment

Two HW assignments: 494 students – 25% ; 594 students – 20%

Neither should take more than 4 hours in total. A third assignment for students who are interested (as extra credit) may be set.

In-class midterm: 494 – 25% ; 594 – 20%

Analysis of a small data set. One or two questions about the readings.

Class presentation: **(594 only)** 10%

Presentation of some aspect of an assigned reading (or from the “further reading” list) to the class and leading a discussion. This will be done individually or in pairs. 494 students can do this for extra credit.

Final paper: (all students) 50%

Testing some claims made in the literature with novel data. Topics to be chosen in consultation with me; 5-7 pages (494), 9-10 pages (594).

Collaboration policy: Students are allowed to work on the homework assignments in groups, provided: 1) each member of a group submits a separate write-up; and 2) the names of all members of the group are included on the write-ups of all of the group’s members. Students are NOT allowed to collaborate on the midterm or final projects. Unapproved collaboration will result in loss of all points for the assignment and may be reported to the proper authorities (see conduct.uoregon.edu for more information).

Homework format: Assignments can be submitted online through the Canvas system.

Students with disabilities: If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please bring a notification letter from Disability Services (<http://ds.uoregon.edu/>) outlining your approved accommodations.

Course Materials

Required: Huddleston, Rodney and Pullum, Geoffrey K. (2005). *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press.

Further reading apart from Canvas reading:

- Huddleston, R., & Pullum, G. K. (2002). *The Cambridge Grammar of English. Language. Cambridge: Cambridge University Press*; (see also review by Culicover on Canvas)
- Quirk, R.; Greenbaum, S.; Leech, G.; & Svartvik, J. (1985). *A comprehensive grammar of the English language*. London: Longmans.
- Payne, T. E. (2010). *Understanding English grammar: a linguistic introduction*. Cambridge University Press; (see also Tom's Online sketch of English at <http://pages.uoregon.edu/tpayne/engram.htm>)
- Jespersen, O. (1909-1949). *A modern English grammar on historical principles* (Vols. 1-7). Heidelberg: C. Winter.
- Joos, M. (1964). *The English verb: form and meanings*. University of Wisconsin Press.
- Biber, Douglas; Leech, Geoffrey; and Conrad, Susan. (2002). *Longman student grammar of spoken and written English*. Pearson Education Limited
- Butler, Brian. (2014). *A Semantic Map Approach to English Articles*. Ph.D Dissertation, University of Oregon. (Available at: https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/12975/Butler_oregon_0171A_10599.pdf)

You are expected to consult at least some of these books for your final project. I recommend that you (at least) take a look at these when hunting for a final project. If you haven't any ideas, fear not: we will discuss this around week 5. Please be considerate of your classmates. Before you recall these books from the library, check if someone else in the class has already borrowed it. You can also use Summit or Interlibrary Loan to order these books.

Corpora

In many parts of this class (including the HW assignments and the final), you will be required to use corpus data. Here are two corpora you can use:

The Contemporary Corpus of American English (COCA): <http://corpus.byu.edu/coca/>

The Time Magazine Corpus: <http://corpus.byu.edu/time/>

Here's an aggregate of links to learner corpora at UC Louvain, for multiple languages:

<http://www.uclouvain.be/en-cecl-lcworld.html>

Also, have a look at the Language Goldmine site (do a search for "learner corpora" or "English"):

<http://languagegoldmine.com/>

Schedule (tentative):

Week 1: June 21,22,23	Preliminaries, course overview, basic issues; Word Classes. Introduction to online corpora (COCA, Time)	<i>SIEG</i> Chapters 1, 2.
Week 2: June 28,29,30	Word Classes (cont.) Phrases, Simple Clauses and Sentences.	<i>SIEG</i> Chapters 2, 4, 16; Canvas reading: Conrad 2000
Week 3: July 5,6,7	Simple Clauses. The basic Verb Phrase.	<i>SIEG</i> Chapter 3; Canvas reading: Pullum 2009 HW 1 (due Wednesday 7/6)
Week 4: July 12,13,14	The basic Verb Phrase (cont.). Note on final projects.	<i>SIEG</i> Chapters 4, 8; Canvas reading: Goldsmith 1982
Week 5: July 19,20,21	The basic Verb Phrase - Auxiliaries. Review for Midterm.	<i>SIEG</i> Chapters 5, 6; Midterm (Thursday 7/21);
Week 6: July 26,27,28	The basic Noun Phrase	<i>SIEG</i> Chapters 5, 6; Canvas reading: Butler 2014 HW2 & Project proposal (due Thursday 7/28)
Week 7: August 2,3,4	The basic Noun Phrase (cont.); Adjectival Phrases; Prepositional Phrases	<i>SIEG</i> Chapters 6, 7, Canvas reading: (to be set).
Week 8: August 9,10,11	Relative Clauses; Adverbial Modification; Sentence Connectives (coordination etc).	<i>SIEG</i> Chapters 10, 11, 13, 15; Final paper due Friday 8/12 5pm

LT 435/535: Second Language Teaching Methods

Summer 2016

Instructor: Dr. Tom Delaney
Office: Agate Hall 205
Office Hours: M/W 11-:1150AM (right after class), or by appointment
Email: tdelaney@uoregon.edu

Course Description

The purpose of this course is to examine the major trends in methods used by teachers to teach second/foreign languages and the current principles and concepts associated with that teaching. It introduces the basic theoretical and practical issues in modern language teaching and, as such, provides a bridge between the theory of second language acquisition (LT 4/540 or LING 4/544) and second language classroom practice (LT 4/536). It is specifically designed to help you gain an understanding of the major teaching and research issues in the field of second/foreign language pedagogy so that you have a firm foundation for further development as a professional language instructor. It will provide you an opportunity to examine and integrate any past and present teaching and learning experiences you have had with an understanding of the theory and process of language learning and teaching.

Course Goals

By the end of this course, you should be able to:

- Identify, compare, and contrast differing models of language teaching, and apply such knowledge to an increased understanding of your own teaching practice or preparation;
- Analyze language teaching approaches and techniques for their strengths and weaknesses and for the teaching situations to which they are most suited;
- Understand and discuss some of the issues related to the teaching of language skills;
- Understand and discuss various areas of concern that are inherent in language teaching;
- Analyze the appropriateness of a textbook for a particular course.

Major Assignments

- **Textbook Analysis:** 4-5 page report
- **Observation Report:** 3-4 typed page report of an observation in a language classroom (incorporating key points from the course readings and discussion)
- **Final Research Paper:** Undergraduate students: 5-6 typed pages; 5-6 sources; Graduate students: 8-10 typed pages, 10-12 sources plus a 5-minute oral report of key ideas.
- [*Graduate students only*] **Position Paper:** 3-4 typed pages on a chapter of your choice from Curtain, one of the alternate articles or chapters posted in the “graduate readings” section on Canvas, or a review article I have approved.

Materials

Required for **all** 435 and 535 students:

- Brown, H.D. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). White Plains, N.Y.: Longman

Required for **535** students only (these books will be on reserve at Knight Library):

- Curtain, H. and C.A. Dahlberg (2004). *Languages and children, making the match: New languages for young learners, grades K-8* (3rd ed.). Boston: Pearson. ***This book is an excellent resource for future teachers of children.***

- Carter, R. and D. Nunan (2001). The Cambridge guide to teaching English to speakers of other languages. New York: Cambridge University Press. *This book is an edited collection of chapters that survey different topics in ESL/EFL teaching.*

All students: All students (both undergraduate and graduate) should read all the Brown chapters. At least the first two Brown chapters assigned each week should be given a careful reading BEFORE the beginning of class on Monday the week they are due. If there is a third Brown chapter assigned in a given week, you should finish reading it by Wednesday. Additional readings and minor homework will be announced in class and put on Blackboard. The schedule is subject to change slightly depending on the needs of the class.

Graduate students: Depending on whether you plan to teach children (up to 8th grade) or adults, starting in week 3 of the course you will be expected to read **either** the Curtain chapters listed each week (children), **or** the Carter chapters (adults) in addition to the Brown reading. Your assigned chapters (whether you are reading Curtain or Carter) should be read sometime during the week they are assigned as they are intended to complement the topics you are reading in Brown for that week. Of course, I encourage all students to take advantage of all of these readings as supplementary readings, as well as potential sources for the final research paper.

Student Responsibilities

- Complete all written assignments on time
- Complete all reading assignments on time and ask for clarification of points that are unclear to you.
- Attend every class and participate in all in-class activities.

Evaluation

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| • In-class work/participation | 10% |
| • Observation Report | 20% |
| • Textbook Analysis | 20% |
| • Quizzes (3) | 20% |
| • Final Research Paper | 30% |

Graduate students: Final Research Paper is 20%, an oral report of the Final Paper or Project is 5%, and the Position Paper is 5%

Academic Integrity

Work submitted in this course must be entirely your own (except for group assignments).

Violations will be dealt with in the manner prescribed in the Student Conduct Code:

http://uodos.uoregon.edu/StudentConductandCommunityStandards/ConductCode/tabid/69/Default.aspx#Academic_Misconduct

If you are not clear on what constitutes academic dishonesty, please ask. I am happy to discuss this with you, and there are also a number of resources available to help you avoid accidental academic misconduct (plagiarism is often inadvertent), such as this one:

<http://researchguides.uoregon.edu/citing-plagiarism>

Accessible Education Statement

Every student should have an equal opportunity to participate in class. The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability related barriers to your participation.

You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 346-1155 or uoac@uoregon.edu. For further information, you can also access information online: <http://aec.uoregon.edu/>

LT 435/535 Questions Addressed, Readings, Quizzes, & Major Due Dates

June 20-23 (1)	What is this class about? What is the history of language teaching? What is the current view of “methods”?	
	Brown Chapters 2 (by Monday) & 3 (by Thursday), additional (optional) reading for Wednesday posted in CANVAS.	
June 27-30 (2)	Introduction to class observation. What principles do we need to consider when teaching a language? What is agency and how is it related to learning?	
	Brown Chapters 1, 4, & 5; Read <i>Classroom Observation Assignment</i> materials on CANVAS.	
July 4-7 (3) ***No class on July 4***	What kinds of learners are there? How does context affect teaching & learning? QUIZ 1 on Brown Chapters 2-8 on 7/7.	
	Brown Chapters 6, 7, & 8; Read <i>Final Paper</i> materials on CANVAS.	<i>Grads: Curtain 1 & 18; Carter 18, 19, & 29; also read Position Paper on CANVAS.</i>
July 11-14 (4)	What is involved in planning a course? In planning a class? What materials & activities can we use? Research paper TOPICS AND GUIDING QUESTIONS due 7/14.	
	Brown Chapters 9, 10, & 11; Read <i>Textbook Analysis Assignment</i> materials on CANVAS.	<i>Grads: Curtain 7 & 13; Carter 9 & 22</i>
July 18-21 (5)	How can technology be used in language learning/teaching? What kinds of interaction should we aim to create in class? TEXTBOOK ANALYSIS assignment due 7/25 QUIZ 2 on Brown Chapters 9-13 on 7/21.	
	Brown Chapters 12 & 13	<i>Grads: Curtain 6; Carter 16 & 17</i>
July 25-28 (6)	What are the basics of classroom management? How can we teach in a socially responsible way? Research paper PROVISIONAL ANNOTATED BIBLIOGRAPHY due 7/28	
	Brown Chapters 14 & 23	<i>Grads: Curtain 9, 11, & 12; Carter 24 & 25</i>
August 1-4 (7)	How do we assess students in principled ways? How can continue to develop professionally? CLASSROOM OBSERVATION assignment due 8/4. QUIZ 3 on Brown Chapters 14, 23, 20 & 21 on 8-4.	
	Brown Chapters 20, 21, & 22	<i>Grads: Curtain 8; Carter 20</i>
Aug. 8-10 (8)	Graduate student presentations and course wrap up	

Everyone: RESEARCH PAPERS due August 12 (Friday of Week 8)

Grads only: POSITION PAPERS due August 15 (Monday of Week 9)

LT 436/536: Second Language Teaching Planning

Fall 2016

MW 10am-11:50, Friendly Hall 106

canvas.uoregon.edu

INSTRUCTOR

Keli Yerian

Office 167 Straub Hall

Office hours: Monday & Wednesday 1-3pm; Tues and Thurs after class for LT 4/536 related questions (not for LTS advising), and by appt.

Email: yerian@uoregon.edu, Phone: 541-346-4302 (but email is best)

COURSE DESCRIPTION

This course is a continuation of LT 435/535. It is designed to integrate and activate the principles of second language learning theory and second language teaching methodology that you have studied in the previous term(s). It will focus on choices related to planning the practical aspects of classroom teaching, including teaching and integrating specific language skills, designing and evaluating tasks, activities, materials, and technology, and incorporating these into lesson planning and sequencing for specific populations of language learners and learning contexts. Note that this class is not a teaching practicum; you will not be practicing teaching language in this class beyond the microteaching assignment. Such teaching experience is given in LT 437/537 and/or in other teaching opportunities.

The course will be relevant to both second and foreign language teaching of any language. Some of our readings focus specifically on the pedagogy of English language teaching, and many examples will be from English because it is our shared language in our class, but the language teaching concepts can usually be applied to any language, and comparisons and contrasts with other language contexts will be welcomed as they arise. We will also have a few guest speakers discuss examples from other language contexts.

COURSE STRUCTURE

This course is organized into five units (or 'modules' on Canvas). Module 1 re-establishes the principles of current, post-method language teaching as it relates to *communicative competence*, as well as the specifics of lesson planning. Module 2 focuses on the principles, research, and planning related to teaching L2 speaking and listening, while Module 3 focuses on these same issues in L2 reading and writing. Module 4 addresses vocabulary and grammar instruction across skills and communicative modes. The final Module 5 broadens planning to the unit level. At all times throughout this course there will be an emphasis on skills and culture integration within meaningful, contextualized tasks that are appropriate within the

target teaching context and for the learners' interests and goals. In Modules 2, 3, and 4, readings will include sample research articles, many of which have a common theme of strategy use and instruction.

COURSE GOALS

By the end of this course, you will have:

- Generated effective, well-sequenced L2 lesson plans that are appropriate for your chosen learners, language and context, and that reflect recent theory and approaches to teaching and learning
- Written appropriate, performance-based teaching objectives and learner outcomes for your own sample lesson plans, and selected or developed appropriate tasks and types of assessments to meet those objectives
- Critically evaluated the usefulness and/or communicative potential of instructional and authentic materials in relation to the needs of your imagined target students
- Observed professional language teachers in action, and reflected on elements of their classes
- Created a teaching unit of coherent, sequenced lesson plans meeting the same criteria as the lesson plans above
- (for LTS MA students only) Integrated the technology tools and principles that you are exposed to in LT 608 CALL into your lesson and unit plans for LT 536
- Designed and carried out a brief language teaching lesson with classmates and reflected on it
- Explored your own beliefs and goals as a professional language teacher and on the range of pedagogical choices available to you
- Explored and written about a language teaching topic (and related research) as it pertains to your lesson planning and/or other work during this term

REQUIREMENTS (more details on assignments below are on Canvas)

1a. Participation: In-class attendance and participation (5%) Because so much happens IN class, regular class attendance is extremely important, including being on time. **More than one absence, and/or regular lateness, and/or lack of engagement in class activities, will result in a lower participation grade.** If you are absent due to illness, however, please let me know by email. Do not come to class if you are very ill and contagious.

2. Participation: Weekly readings & video reflections (10%), using the 'Discussions' function of Canvas. You will only have quality participation if you have completed the readings, which include our textbook and additional readings posted on Canvas (see below). Although all readings listed below are required for graduate students, some are marked as optional for undergraduate students. The **weekly reflections** is a kind of weekly public journal, public to the class, that allows you to share your thoughts about the course readings (every week) and analysis of teaching videos as they relate to our readings and class (every other week).

3. Three Quizzes (25% total): There will be 3 quizzes based primarily on your knowledge of and reflection on the reading material in Weeks 3, 5, and 10. Study guides will also be posted 5 days before each quiz.

4. Classroom Observations and Written Reflections (10%): Undergraduates will do 2 classroom observations (1 hour or more in each one); graduates will do 3 observations. For students who are also taking LT 437/537, these observations should NOT overlap with the teaching assignments in that class. In addition, these observations should be in 2 or 3 **different types** of classrooms (e.g. the AEI, a foreign language classroom at the UO, a primary school class, a secondary school class, an adult education class, or Lane Community College). After each observation, a 2-3 page reflection paper that addresses specific questions will be due within one week, to be posted on Blackboard. Information about where to do observations, how to schedule them, and guidelines on writing the reflections will be given in Week 2.

5. Two Lesson Plans with commentary (20% total): During the term, you will design **two different** 1-2 page lesson plans that you have **designed exclusively for LT 4/536**. These two plans should each have a different skills focus as well as be designed for different two different learner groups (different ages, levels, or contexts). Plans will be submitted on Blackboard with accompanying written commentary and will be peer-reviewed by one other class member. These plans CAN be used for practice teaching assignments in LT 4/537 as well, and if you are currently teaching, can be plans you design for the class you are teaching (if you indeed create the plan). Revisions of each plan will be required based on peer and instructor feedback.

6. Microteaching and commentary (10%): Each student will prepare a 7-10 minute language teaching lesson and teach the lesson in groups of 5-6 during one of our class periods. These lessons will be filmed by your group. Additional classrooms have been reserved during this time for this purpose. Each group will choose one of the resulting videos to present to our class near the end of the term. Videos will be posted to a video sharing site for selective sharing with me and classmates (allowing classmates to view it will be optional). A short page of commentary about your video will also be required.

7. Unit Plan and Unit Plan Commentary/Paper (20%): For this final assignment, all students will create a unit of at least **3 sequenced lesson plans** (3-6 pages total) that you have **designed yourself and exclusively for LT 4/536**. One of the three lessons in this unit can be one of the previously submitted lesson plans in our class. In addition:

- **Undergraduate students** will explain their unit plan with 1-2 pages of commentary, as with the previous lesson plan assignments. Citation to course readings is expected; outside source citation is optional.
- **Graduate students** will write a more academic paper, 5-10 pages in length, that connects some aspect of the unit plan to a current or important issue in language teaching planning. Citations to course readings but also sources not provided in this class will be expected.

Summary of Evaluation:

- Participation in class/Blog posts 15%
- 3 quizzes on readings, 8.5% each 25%
- Observations and Reflections 10%
- Microteaching and commentary 10%
- 2 Lesson plans (including revisions), 10% each plan 20%
- Unit Plan (and Paper for graduate students) 20%

There is **no final exam** in this course. The Unit Plan Paper will be due Monday of finals week.

Grading Scale		
A+ 99%-100%	A 94-98%	A- 90-93%
B+ 87-89%	B 84-86%	B- 80-83%
C+ 77-79%	C 74-76%	C- 70-73%

B- is the lowest passing grade for a graduate student.

C- is the lowest passing grade for an undergraduate student.

ACADEMIC HONESTY

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. Any suspected dishonesty will be taken seriously and reported. Students found guilty of academic dishonesty will fail the course.

Studying with each other and sharing ideas is strongly encouraged; copying words or answers from each other or from anyone else is cheating.

LATE OR MISSING WORK/MISSED QUIZZES

Make-up quizzes will be allowed only with a medical excuse. Assignments that are posted after the stated day and time will be graded at least one letter grade down each day.

STUDENTS WITH DISABILITIES

If you have a disability and you anticipate needing accommodation in this course, make arrangements to see me soon. Also, request a letter from disability services verifying your disability and stating the needed accommodation.

REQUIRED TEXTBOOK (most of you have kept this from LT 435/535)

Brown, H. D. and Lee, H. (2015). *Teaching by Principles*, 4th edition. Pearson.

This is the same text as LT 435/535. We will use this book for reference and for additional chapters.

(additional readings on Canvas with full citations)

ADDITIONAL REQUIRED READINGS (READINGS WITH A * ARE OPTIONAL FOR UNDERGRADUATES)

These are all posted in the Unit links on Blackboard as well as posted in one big pile in 'Course Materials'. Many additional optional readings that I think are interesting and that relate to the themes in our course are also posted on Blackboard.

Unit A (Weeks 1 and 2) : Principles and Planning (listed in order of recommended reading)

Week 1:

REVIEW: In week 2 review Brown (2007) (your textbook) Chapters 2, 3, and 4 on methods and principles, and 25 on teacher development.

Hedge, T. (2000). The Communicative Classroom. Chapter 2 in *Teaching and Learning in the Language Classroom* (pp. 43-74). Oxford: Oxford University Press.

Butler, Y. G. (2011). The Implementation of Communicative and Task-Based Language Teaching in the Asia-Pacific Region. *Annual Review of Applied Linguistics*, 31, 36-57.

Week 2:

REVIEW: Brown (2007) chapters 10 and 11 on lesson planning and techniques, and 17 on integrating the four skills.

Brinton, D. M. (2014). Tools and Techniques of Effective Second/Foreign Language Teaching. In Celce-Murcia, M., D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a Second or Foreign Language*, 4th Edition. (pp. 340-361). Boston: Heinle Cengage.

Purgason, K. B. (2014). Lesson Planning in Second/Foreign Language Teaching. In Celce-Murcia, M., D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a Second or Foreign Language*, 4th Edition. (pp. 362-379). Boston: Heinle Cengage.

Unit B (Weeks 3 and 4): Planning Listening and Speaking

Week 3:

Brown (2007) Chapters 18 & 19 'Teaching Listening' and 'Teaching Speaking'

Helgeson, M. (2003). Listening. In Nunan, D. (Ed.), *Practical English Language Teaching* (pp. 23-46). McGraw-Hill.

* Vandergrift, L. & M. Tafaghodtar (2010). Teaching Language Learners How to Listen Does Make a Difference. *Language Learning* 60:2. pp. 470-497.

Week 4:

Bohlke, D. (2014). Fluency-Oriented Second Language Teaching. In Celce-Murcia, M., D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a Second or Foreign Language*, 4th Edition. (pp. 121-135). Boston: Heinle Cengage.

Berry-Bravo, J. (1993). Teaching the Art of Circumlocution. *Hispania*, 76:22. pp. 371-377.

Unit C (Weeks 5 and 6): Planning Reading and Writing

Week 5:

Brown Chapters 20 & 21 'Teaching Reading' and 'Teaching Writing'

Anderson, N. (2003). Reading. In Nunan, D. (Ed.), *Practical English Language Teaching* (pp. 67-86). McGraw-Hill. (a more in-depth chapter by the same author is in the optional readings folder on Blackboard)

* Al-Hamoud, F. & N. Schmitt (2009). Extensive Reading in a Challenging Environment: A Comparison of Extensive and Intensive Reading Approaches in Saudi Arabia. *Language Teaching Research* 13, 4. pp. 383-401.

Week 6:

Sokolik, M. (2003). Writing. In Nunan, D. (Ed.), *Practical English Language Teaching* (pp. 87-108). McGraw-Hill.

*Hyland, K. (2007). Genre pedagogy: Language, literacy, and L2 writing instruction. *Journal of Second Language Writing*, 16, 148-164.

* Diab, N. W. (2011). Assessing the Relationship between Different Types of Student Feedback and the Quality of Revised Writing. *Assessing Writing*, 22, pp. 274-292.

Unit D (Weeks 7 and 8): Planning to Teach Forms

Week 7:

Brown Chapter 22 'Form-Focused Instruction'

Thornbury, S. (1999). How to practise grammar. Chapter 6 in *How to Teach Grammar*. Pearson-Longman. pp. 91-112.

* Spada, N. & P. Lightbown (2008). Form-Focused Instruction: Isolated or Integrated? *TESOL Quarterly* 42: 2, pp. 181-207.

Week 8:

Thornbury, S. (2002). How to put words to work. Chapter 6 in *How to Teach Vocabulary*. Pearson-Longman. pp. 93-105.

* McCarten, J. (2007). *Teaching Vocabulary: Lessons from the Corpus, Lessons for the Classroom*. Cambridge: Cambridge University Press.

No new readings in Weeks 9 and 10 of term. Graduate students will need to find additional sources for their Unit Plan Papers, however.

The Discussion Elective (aka “Talking With Ducks”)

This term we are *very* fortunate to have an IEP elective course set for **you to teach!** This course is scheduled to begin in Week 2 and will run through Week 10 of our course. EL students from the Intensive English Program (IEP) **will come to our class** for our Thursday sessions. You will teach in teams of 2-3 and will have at least two turns being the student teacher leaders during the term. In the first half of the class (2-2:50), you will take turns teaching lessons that prepare the EL students for the discussion topic that will follow in the second hour (2:50-3:40). These may include brief vocabulary, listening and speaking exercises and games that you will develop both in and out of class with your partners. All LTS students will rotate planning and teaching the lessons and observing and videotaping those teaching. Each week **every** LTS/SLAT student will participate in the discussions with a group of EL students. Each weekend **every** LTS/SLAT student will help brainstorm activities for the leaders to choose from for the weekly topic.

Observations

You will be doing a “long-term observation” in this course in which you will observe the same class/instructor for one hour each week. We will arrange this for you if you would like to observe a teacher in the AEI (we have a long list of excellent teachers who have volunteered). Please let me know if you would prefer to observe over at LCC as I can also help connect you to the director who arranges these observations there. You are also free to set up a placement of your own, **but you need to check in with me first to be sure it meets the requirements.** It can be in any language, not only English. We will discuss these observations more in class during the first week.

In this course, we will be implementing *a very particular method of observation* that we will adhere to throughout the course. I think you will find it useful and easy to work with and one you can use long into your careers. The workshop to train you in this method of observation will take place in the second week of classes. It is a system that is non-judgmental for both the “visiting” and “visited” teacher.

Videotaping and Transcribing

You will be videotaped teaching **at least** once during the term and you will transcribe a portion of this videotape and use it in a reflection for one of your final projects. More information will be given in class about this and there is a handout about it in the **Week 10/Final Projects** module on Canvas.

Textbook

There is no textbook for this course, but there *will be* a lot of reading and writing. We will draw our materials from around us, as determined by the activities we are planning. **Because there is no textbook, you are expected to read ALL posts on the Discussion Board and post regularly and substantively and engage in discussion with your colleagues. Please note that the only people who have ever failed this course did so because they did not meet the Discussion Board posting requirements. I encourage you to get in the habit of posting substantively early each week, and responding to as many other people’s posts as possible. This will ensure we have a lively discussion going both in and out of class.**

Responsibilities

You are required to attend **all** class sessions (T/TH 2-3:50pm; F 2-2:50pm) including our Discussion Elective every Thursday, as well as complete the required number of observations. You will be posting to the Discussion Board throughout each week. Because this class is practical in nature, regular on-time attendance and in-class participation are vital. **More than two absences and/or regular lateness to class or with assignments may result in a No Pass grade. As we do have a required Friday session, please plan any weekend travel accordingly, after class time is over.**

The Discussion Board Deadlines

Each week you will post ideas for that week's topic in the Discussion Skills Elective on the Discussion Board. **The strict deadline for that submission each week is 12pm Sundays or determined by that week's leaders.** This will ensure the group leaders for that week will have sufficient time to read through all your ideas and weave together the plan for that week to be prepared for Tuesday's class rehearsal. You will also need to read through the postings in order to finish the second final project. I will give out a detailed description for the final projects in class and they are already posted in the **Week 10/Final Projects** folder on Canvas.

Weekly Assignments

Since the thrust of this course is practical, our work will reflect that focus. Out-of-class assignments will be planning lessons and activities, reflecting/writing up observations of other teachers, viewing and transcribing portions of your own teaching, and reflections on those observations, making adaptations of lesson plans, and building your portfolio.

Portfolio

Each week you will add to your portfolio. This will contain the warm-up activities and discussion questions you download from our DB that you and others have posted. It will also contain any other teaching ideas you have found, relevant articles, your observation notes and all work from the above sections of this CD. The reason for this is to give you a dedicated place to have all your work and to be sure that you have a solid teaching resource file to take with you when you are finished with this course. *The format* of these portfolios is completely up to you. I expect them to be personal and idiosyncratic. I will be checking these periodically to be sure you are keeping up with this very important teaching practice.

Final Presentation Demos + Final Projects

We will be giving our final demos during our scheduled "final exam" time during finals week. The 2 Final Projects will be detailed in class and they are already posted in the Week 10/Final Projects folder on our Canvas site.

Grades

This is a Pass/No Pass course. **Passing requires fulfilling all your responsibilities conscientiously and completely.** If at any time you have questions or concerns, please see me as soon as possible so we can work them out.

Main Components of this course

- 1. Prepping our "Talking With Ducks" Discussion Skills Elective class**
- 2. Putting classroom activities into action (practice) (EVERY TUES/First THUR)**
- 3. Long-term observations (IEP classes) (Weeks 3/4-10)**
- 4. Discussion Elective (Every Thursday weeks 2-10)**
- 5. Videotaping/transcribing your own teaching**
- 6. Friday Professional Development Workshop (periodic)**
- 7. Final demonstrations + Final Projects**
- 8. Teaching Portfolio**

University Policies

University Schedule

For information regarding Registration, Tuition, Course Fee Refunds, Grade Options, Withdrawals, etc., please go to <http://registrar.uoregon.edu/common/cals/calchooser.htm>

Academic Integrity

Work submitted in this course must be your own (except for group assignments). Students guilty of any form of academic dishonesty (cheating, plagiarism, fabrication, etc.) may receive a grade of "NP"

for the course. Violations are taken seriously and are noted on UO student disciplinary records. Further information is available on the Student Judicial Affairs website:

http://studentlife.uoregon.edu/programs/student_judi_affairs/index.htm

Plagiarism, using another person's idea and presenting it as your own, is considered an act of academic dishonesty. This means you cannot copy from any source -- a book, an article, an internet source, another student's work, etc. -- without acknowledging the source and quoting correctly or paraphrasing the content. Plagiarism may result in your failing the class. In this course, we will address the issue of plagiarism and work with guidelines for avoiding plagiarism. UO page on avoiding plagiarism: <http://libweb.uoregon.edu/guides/plagiarism/students>

Inclement Weather Policy

When the university closes for the day, or part of the day, due to bad weather, an announcement of the university's schedule will be posted on the UO main homepage (in the "News" section) at <http://www.uoregon.edu>. When there is bad weather and the university does not close, "members of the campus community are expected to use their best judgment in assessing the risk of coming to campus and returning home, based on individual circumstances." More detailed information: <http://hr.uoregon.edu/policy/weather.html>. If I am unable to get to campus for our class, I will post an announcement on our Blackboard site and send out an email to students.

Reasonable Accommodation Statement

Every student should have an equal opportunity to participate in class. The University of Oregon is required by law to provide reasonable accommodation to students with disabilities. Some examples of reasonable accommodation are special seating in the classroom, additional time to complete tests and/or other course work, or handouts with large print. If you have a disability that requires accommodation, please inform your instructor during the first week of class. Any accommodation which is made will be noted in the student's file, but the information will be kept confidential except as expressly allowed by law. **Disability Services**, which is part of the Office of Academic Advising and Student Services, provides support for students with documented disabilities. For further information, you may contact the Counselor for Students with Disabilities in 164 Oregon Hall (346-3211) and access information online:

Disability Services Homepage: <http://ds.uoregon.edu/>

Support and Services for Students: http://ds.uoregon.edu/DS_Pages/DS_SupportServices.html

Instructor/Student Responsibilities: http://ds.uoregon.edu/DS_Pages/DS_Responsibilities.html

❖**HAVE A BLAST AND LEARN A LOT!**❖

Laura

LT4/537 Language Teaching Practice
Laura G. Holland
Senior I Instructor

[Note: the information below is stored on Canvas, and has been copied into this document below]

Week 1: Overview

Introduce Yourself (online discussion)
What Makes a Good Language Class? (online discussion)
Ice Breaker Demo (in-class microteaching)
Ice Breaker Write Up (online discussion)
What Makes a Good Language Class? (online discussion)
TWD #1 Names, Getting to Know Each Other: Warm-up activities and games (online discussion)
TWD #1 Names, Getting to Know Each Other: Discussion Questions and games(online discussion)
Giving and Receiving Positive Suggestions and Critique (online discussion)

Introduce Yourself-Due Thursday 9/29 before class

Write a few things about yourself for all the rest of us to know about you. (No secrets, please ;-). Feel free to include a photo. This can be informally written, but do please use correct spelling, punctuation and so on; that is, not Facebook or texting-type "writing."

Please also respond to at least a few of what others have written. Our goal in this "Discussion Board" is to *discuss*.

This assignment is due **Thursday**, before class.

What Makes a Good Language Class?

Please tell us what are some of the elements you think make a good language class? What have some of your favorite teachers done? What did they include? What were some of the most memorable activities? Include anything you think is important to teaching and learning, and language teaching and learning in particular. What do YOU think should happen in a language classroom? What is the teacher's role? What about the students?

Please:

- first write your own response. This is due by Thursday, 9/29
- next respond to what others have said in their posts as well, whether you agree or disagree or have a question. This is due by Sunday 10/2.

Ice Breaker Write Up

Please post your icebreaker here. You don't have to write up a formal lesson plan. Just be sure to be clear and detailed enough so that anyone could download this, print it out and teach it simply from reading your plan here.

The idea with all these write-ups is that you should be able to download and/or print out any that look like they would be useful for your files. This will "jump-start" your teaching materials portfolio.

It's a **very** good idea to print/download as you go, as the course closes about 2 weeks after the end of the term and you will no longer have access to these resources. I will not be able to open up the course or copy items for you then, so please take responsibility and do it little by little to manage your files in the way you choose :-)

TWD #1 Names, Getting to Know Each Other: Warm-up activities and games-due Sunday, October 2, at noon (or before)

Please post your ideas here for games and warm-up activities to get our students thinking about the topic of names. **Strict deadline to post: 12 noon on Sunday so that the first team has time to read them and prep their lesson for Tuesday's rehearsal. If necessary, we may make this deadline even earlier, determined by the group leaders on Thursdays.**

- Be sure to write up your activity so that any teacher could put it into action simply from reading it. It does not have to be a formal lesson plan, but it DOES need to be very clear and specific. After you have written it up, read it back to yourself to be sure it is clear.
- *The idea will be that we want to get our students telling their stories and talking, feeling more comfortable doing this. Some will be *very shy at first!* So our goal is to design a coherent plan that gets us all talking and interacting and getting to know each other a bit in our first meeting. Also to make it exciting enough that they look forward to coming back.*
- *We will have use of the projector, audio, DVD, and Internet connection, etc. so you are encouraged to create PPTs or other supporting visual material to help clarify and illustrate your activities. I will always bring my "koosh" balls, sound makers, etc.*
- *And remember, some of them may be just as scared as *you* are this first class around as they're not sure what to expect at all, unless they came last spring :-)*

Giving and Receiving Positive Suggestions and Critique-due October 4, before class

In this course, you will be hearing and giving **positive** suggestions and critiques about your colleagues' lesson plans and activities as well as your own. What does this mean, in practice? Please give some specific examples, based on your ice breaking activities. You do not need to use names.

- **One example I have is:** Your colleague has just presented a game during our rehearsal time. On the whole you thought it was a very good game, but s/he gave the directions in a way that seemed confusing. S/he spoke quickly, made a little joke and used several phrasal verbs you think might be confusing for the non-native speaking students. How might you phrase your positive suggestions?
- **Another example:** The activity your colleague(s) have planned seems like it will take more time than they think. You have an idea about how to revise the plan. How will you word your suggestion?
- **Think about how you phrase things and how it feels to hear them in front of the whole group. A respectful atmosphere for teaching and learning begins with the teacher.**
- **This assignment is due by Tuesday of Week 2 (10/4).**

WEEK 2: Overview

What Makes a Good Discussion Topic? (online discussion)

Food: Warm-Up Activities (online discussion)

Food: Discussion Questions (online discussion)

Reflection on first TWD class session (online discussion)

What Makes a Good Discussion Topic?

In this thread I'd like you to:

1. Post some thoughts about what makes a good discussion topic. What are the elements of a "good" or successful (classroom) discussion? You may think about non-classroom examples to inform your ideas about making successful classroom discussions.
2. Brainstorm and suggest some good topics that might inspire engaged discussion. They should be something that **intermediate students** can discuss because they are things they already think about, but maybe not in English. Please let us know what age group and teaching context you might be thinking of, for example, "good for elementary education" or "good for a FL context (vs. a L2 context)". Add any relevant information. Also keep in mind such factors as age of students, culture and any prohibitions they may be under.

Some possible examples are:

Fears/phobias

Superstitions/luck
Marriage/engagements/divorce/living together
Names
Food
Holidays
Etiquette and Customs
etc.

Food: Warm-Up Activities

Topic: FOOD: Warm-up activities and games

STRICT DEADLINE: Sunday, October 9 at noon (or before--the leaders for this week will give the final deadline they need to meet and have time to plan for Tuesday's rehearsal). **If necessary, we may make this deadline even earlier, determined by the group leaders every Friday.**

Please post your ideas here for games and warm-up activities to get our students thinking about the topic of FOOD.

Be sure to write up your activity so that any teacher could put it into action simply from reading it. It does not have to be a formal lesson plan, but it **DOES** need to be very clear, detailed and specific. After you have written it up, read it back to be sure it is clear and contains all steps needed to put this into place. Note any materials needed and include any links you will be using. These will become the basis of your **online portfolio you and your colleagues will take away with you from this class.**

The idea will be that we want to get our students telling their stories and talking, feeling more comfortable doing this. So our goal is to design a coherent plan that gets us all talking and interacting and getting to know each other a bit especially in our first meetings.

Also, we will have use of the projector, audio, DVD, etc. so you are encouraged to create PPTs or other supporting visual material to help clarify and illustrate your activities. I will always bring my "koosh" balls, sound makers, etc.

And remember, you are among friends and just as we tell our students it's OK to make mistakes, the same is true for us--the trick is to learn from our mistakes! :-)

Food: Discussion Questions

Please post your discussion questions here. They can simply be a list of questions, but be sure to read what others have posted before you and try not to repeat as we want the most variety of choices as possible. Posting early ensures you get to post your first choice of questions.

Also, please try to word your questions as simply and clearly as possible. Let's avoid "academese." :-)

This is due no later than 12pm (noon) on Sunday, October 9.

Reflection on first TWD class session

Reflection on TWD #1: Introductions and Getting to Know Each Other-Due no later than Tuesday, October 11

Post your thoughts about our very first TWD class we had today. What worked, what might you change or add, and any thoughts about our first time together.

Please complete this no later than Tuesday, October 11 before class so it remains fresh in your minds. The earlier the better with these reflections!

Portfolio Check: Reminder to bring to class

Hi everybody,

One of the *very* best activities you can do for your professional development in school is to start building your professional teaching portfolio now and add to it *as you go*. It's *very* easy to put it off and if you do, you will miss out on an amazing opportunity to add all the wonderful ideas that you and your colleagues are coming up with each week. I guarantee that if you take the time each week to download and copy items of interest into your files, you will be so very happy you did so when you are done with the LTS/SLAT programs.

Also, keep in mind that the Canvas site closes around 2 weeks after the course does and so your access to these wonderful ideas will no longer be available.

About your portfolios: These are YOUR teaching files, so you are free to organize it however *you* wish, using your own style and methods of organization. Some people keep them entirely online, others use a binder, others a different method. I will be checking these every 2 weeks only to be sure you are doing it. They will be graded only as completed/not completed.

Trust me, you will be SO happy you invested the time in this! 😊

Week 3: Overview:

<p>Long Term Observation Placement Options (online info and requests) TWD #3 Travel Activities (online discussion) TWD #3 Travel Discussion Questions (online discussion) TWD: Reflection on TWD #2 Food (online discussion) Five-minute demonstrations (info for microteaching demos) Observation workshop reflection (online discussion)</p>
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WEEKLY TOPICS AND LEADERS (online sign up)**Long Term Observation Placement Options**

Below are the AEI options of teachers who have volunteered this term to host a long term observer. Please post below (by replying), your top 3 options and I'll do my best to place you in one of these classes. Several important notes below:

1. If you have already spoken to me about observing a class other than English, please feel free to start going next week if you have set this up already. You don't need to choose any of these.
2. There are more slots available for the AEIS observation/tutoring combination we discussed in class. If you are interested in this option, you will observe for about 20 minutes each week and actually help tutor students for about 30 minutes each week. LTS/SLATers who did this last year reported it was very cool.
3. Please note that when you choose a course, let me know any of the possible days you might be able to go to that class. Not all days will be available for observers due to classroom tutors, tests, room size, etc. so it will be helpful if you have some options available.

TWD #3 Travel Activities

Please post your ideas here for Travel Activities. This is a popular topic and there are lots of great ways to approach this. Some ideas people have done before:

- Use PPTs to show pics of places around the globe and have Ss identify them in teams
- Show different types of travel (beach vacation, big city, mountain hiking, shopping, etc. and have Ss rank/discuss which they prefer and why.
- Tie in with geography lesson in some fun way that promotes discussion
- Ask students create a travel poster in teams and compete to interest the most "travelers" to their trip. Students vote on any poster except their own.
- Just a couple ideas to get you started :-)

Please complete this by the Sunday 12 noon deadline or whenever the Travel leaders set.

TWD #3 Travel Discussion Questions

Please post your Travel Discussion Questions here. Remember to read what others have written before so we don't get repeats. Please complete these before noon on Sunday or whenever the leaders set the deadline.

TWD: Reflection on TWD #2 Food--due Tuesday October 18, before class

Post your reflection here about our second TWD class on Food.

If you were a leader, speak to what "happened" from your perspective and note what you thought went well and what was surprising and what you would like to improve if you could do it over again.

If you were a "sitting duck" ;-), meaning if you were not a leader, talk about what went well, and any problems that came up in your groups. You can ALL talk about any aspect of the class.

Please keep in mind our guidelines we have discussed for giving feedback.

Remember, this is our textbook for this course and a big part of being a successful teacher is being able to articulate what we are learning about! So let's get a very robust discussion going in these threads.

Due no later than Tuesday October 20--but earlier is better, as it will be fresher in our minds. Replies to others' posts can come later though.

Five-minute demonstrations:

Many of the most effective language lessons begin with a 5-minute "mini" grammar or pronunciation demonstration from the teacher, followed by meaningful communicative practice or with the students, putting the points taught into action. You will be creating one or more of these throughout the term for microteaching demonstrations.

This mini lesson should include:

- a short, clear explanation of the grammar rule or pronunciation point you are teaching
- a 1-2 sentence rationale for why we are doing this
- some sort of visual aid (ppt, pictures, handout, chart on board, realia, etc.)
- very clear specific examples for illustration
- a model example for students to practice before practicing in their groups/pairs

To plan:

- You will be demonstrating the mini lesson in class in 5 minutes **or less**.

- We will act as your students, so talk directly to us, **not about the lesson.**
- **Practice** giving your directions at home so they can be as clear and smooth as possible in your demonstration.
- Tell us how you will put this into action for practice.
- **Anticipate** what problems, confusions, ambiguities students might have and prepare answers for those.

Example: teaching present perfect, student has a question: "I haven't lived in New York for 3 years." Does the speaker mean:

1. *I lived there until 3 years ago but then moved.*

OR:

1. *I've actually lived there for a year and a half and the speaker is simply negating the "3 years."*

NOTE: Prep these early in the term. We will be demonstrating them throughout the term on Fridays and Tuesdays, a few at a time.

Observation workshop reflection-due Sunday October 16

[A. Sticking With Facts revised Sept 2016 final.pdf](#)  

[B. Updated Long Term Observation Form LT537.doc](#)  

[C. Good Example of observation notes.doc](#)   

[D. Bad example of observation notes.doc](#)  

[E. Long Term Observation Etiquette-1.doc](#)  

After participating in the Observation Workshop on Tuesday, please read Handouts A-D attached above, reflect and post:

1. What does it mean to "stick with the facts?"
2. What is your role in the long term observation?
3. What are some initial opinions/thoughts *you* have about the ideas expressed in this article?

Please complete this thread by Sunday, October 9.

Please read Attachment E *if* you are contacting a teacher for your observation.

WEEKLY TOPICS AND LEADERS

WEEK 1: Greetings, Names, Intros: _____, _____, _____

WEEK 2: Food: _____, _____, _____

WEEK 3: Travel: _____, _____, _____

WEEK 4: Holidays and Celebrations: _____, _____, _____

WEEK 5: Idioms: _____, _____, _____

WEEK 6: Etiquette and Cultural Customs: _____, _____, _____

WEEK 7: Controversial Topics: _____, _____, _____

WEEK 8: NO CLASS THANKSGIVING

WEEK 9: Entertainment, Games & Leisure & Future Plans: _____, _____,

I made the change to move Holidays to the week of Halloween, which is when we have always had it in the past and works well. I also bumped Etiquette after midterm, when our Mexican students will be here as I think we'll have *much* better conversations about this topic in particular when we have a more multi-cultural group. If these changes require you to change your space, just let me know and we'll work it out. The sooner we get this settled, though, the better, so everyone can plan accordingly.

You are NOT locked into these dates or topics. If you need/want to change, please just let me know. All I ask is that it's not "last minute" meaning please try to ask for any changes at least a week before so we don't leave your teaching partners "stuck." I have added a 3rd space to the weeks that only had 2 leaders, but it's perfectly fine to go with 2 people leading; I just wanted there to be a space *if* someone wants to add in there.

I have made it so that any of you can edit this page, in order to add your name in. Please edit *only your own name* or at your colleague's request. If your group would like to change the topic for your week, please just "run it by" me first to make sure I agree it's an appropriate change.

I think this looks like a terrific line-up! As always, let me know if you have any questions!

Laura

Week 4: Overview:

TWD: Holidays and Celebrations: Warm-Ups: due Sunday noon (or as determined by the leaders)

TWD: Holidays and Celebrations: Discussion Questions: due Sunday at noon or before

Reflection TWD #3 Travel

Brainstorming: "Working Backward" (online submission)

Portfolio Check #2: Reminder: Bring to class

Long Term Observation Report (can be submitted online or hard copy in class)

TWD: Holidays and Celebrations: Warm-Ups: due Sunday noon (or as determined by the leaders)

Please post your ideas here for **warm-up activities** for our next topic of **Holidays and Celebrations**. Halloween can definitely be included--**we can get them in the mood :-)**. Every year we do and the students love it. But let's remember too, to include *other* holidays and celebrations. It's a great cross-cultural education for our mixed groups to hear and share what ceremonies, celebrations and rituals their international friends have. Let's remember to think globally as well as domestically. This is also a chance for our non-native speakers in LT4/537 to share rituals from your own countries with us all.

It can also be an opportunity to teach about many different American holidays, but we always want to be sure that we're keeping our focus on discussion and sharing, and keeping our students fully engaged and talking.

Regarding space: feel free to reconfigure it when you go to plan each week and throughout the term. All the desks can be cleared out of an area to create an open space, if we like or moved around and reconfigured to suit our activities.

Strict deadline: 12 noon on Sunday or as determined by that group's leaders. This is so your colleagues can read all your ideas and come to class ready with a good plan to rehearse.

TWD: Holidays and Celebrations: Discussion Questions: due Sunday at noon or before

Please post your **Discussion Questions** here on our topic of **holidays and celebrations**. As with the warm-ups, let's remember it's a great opportunity to have our students talking and sharing about the holidays and celebrations in their cultures. It's also an opportunity to discuss American and *other* international holidays that come from cultures not represented in our class.

Strict deadline for posting: Sunday at noon, or as determined by that week's leaders. This is so your colleagues can read all your ideas and come to class ready with a good plan to rehearse.

Reflection TWD #3 Travel

Post your reflections on last week's class on Travel here. Please complete this before class on Tuesday, November 8. Let's see if we can keep our good discussion going!

Brainstorming: Working Backward

In class we have been discussing and practicing a few ways to "work backward" and the rationale for why we might want to do this in our classes.

Some examples we discussed in class pertain to:

- pronunciation ("Backward build-up" and "backward chaining" a la Rardin and Thornbury, respectively)
- teaching grammar
- teaching writing
- curriculum design

Give some ideas here of how you might deploy "working backward" in any of the contexts you are thinking about these days. This does not have to be "long" but should contain enough detail and explanation that we understand what you are suggesting.

Portfolio Check #2: Reminder: Bring to class

Hi everybody,

Great job on your portfolios! I'm so impressed with what you are saving and also your interesting ways of organizing them.

Remember to be downloading **each week**, so that it's not an overwhelming task at the end of the term. Remember too, that you will no longer have access to this class website once it closes a couple weeks after Final Week. Trust me, you will be SO happy you invested the time in this! ☺

Long Term Observation Report

Using the attached sheet, please post your first observation report from your long term observation placement. It's easiest if you copy and paste extra blank boxes *before* you start typing; you can always delete any extras, if you don't need them.

You should be discussing at least 4 different activities or areas of interest. Some possible ideas are:

- How does the T start the class (what words does s/he use)?
- How does the T group Ss? (what techniques?)

- How does T monitor groups?
- How does the T manage transitions?
- How did the T cover X material?
- What are some things that Ss said?
- What were the activities and how were they put into action?
- etc.

If you would prefer to turn it in in hard copy, that would be fine. I *do* want to see your notes as well, to be sure you understand and are putting this idea of "fact-based observation" into action.

[B. Updated Long Term Observation Form LT537.doc](#)

Week 5: Overview:

TWD #5 TOPIC: Idioms Warm-Ups/Activities
TWD #5 Idioms Discussion Questions
Reflection on TWD #4: Holidays and Celebrations
Weekly Assignment: Quick brainstorming and review of tools (online discussion)

TWD #5 TOPIC: Idioms Warm-Ups/Activities

Post your Idiom Warm-up activities here. Thanks for completing them before or by the Sunday 12 noon deadline (as usual!)

TWD #5 Idioms Discussion Questions

Post your Idioms Discussion Questions here. Thanks for completing them before or by the Sunday 12 noon deadline (as usual!)

Reflection on TWD #4: Holidays and Celebrations

Post your thoughts and reflections here about our TWD #4 class on Holidays and Celebrations.

Choose at least one of the following to complete:

Write at least 3 different ways to:

1. a) give directions (oral, written, etc.)
2. b) group students
3. c) suggest what to do with students who don't want to work in groups

Read what everyone else writes!

This can be informally written, but please use complete sentences and no texting language :-). Try to think as broadly as you can. Extra points for doing more than one topic! (a, b, and c).

Weekly Assignment: Quick brainstorming and review of tools

Choose at least one of the following to complete:

Write at least 3 different ways to:

1. a) give directions (oral, written, etc.)
2. b) group students
3. c) suggest what to do with students who don't want to work in groups

Read what everyone else writes!

This can be informally written, but please use complete sentences and no texting language :-). Try to think as broadly as you can. Extra points for doing more than one topic! (a, b, and c).

Week 6: Overview:

TWD #5 TOPIC: Idioms Warm-Ups/Activities (online discussion)
TWD #5 Idioms Discussion Questions (online discussion)
Reflection on TWD #4: Holidays and Celebrations (online discussion)
Weekly Assignment: Quick brainstorming and review of tools (online submission)

TWD #5 TOPIC: Idioms Warm-Ups/Activities

Post your Idiom Warm-up activities here. Thanks for completing them before or by the Sunday 12 noon deadline (as usual!)

TWD #5 Idioms Discussion Questions

Post your Idioms Discussion Questions here. Thanks for completing them before or by the Sunday 12 noon deadline (as usual!)

Reflection on TWD #4: Holidays and Celebrations

Post your thoughts and reflections here about our TWD #4 class on Holidays and Celebrations.

Choose at least one of the following to complete:

Write at least 3 different ways to:

4. a) give directions (oral, written, etc.)
5. b) group students
6. c) suggest what to do with students who don't want to work in groups

Read what everyone else writes!

This can be informally written, but please use complete sentences and no texting language :-). Try to think as broadly as you can. Extra points for doing more than one topic! (a, b, and c).

Weekly Assignment: Quick brainstorming and review of tools

Choose at least one of the following to complete:

Write at least 3 different ways to:

4. a) give directions (oral, written, etc.)
5. b) group students
6. c) suggest what to do with students who don't want to work in groups

Read what everyone else writes!

This can be informally written, but please use complete sentences and no texting language :-). Try to think as broadly as you can. Extra points for doing more than one topic! (a, b, and c).

Week 7: Overview:

TWD #7 Controversial Topics Warm-Ups
TWD #7 Controversial Topics DQs
Reflection on TWD #6: Etiquette and Customs
Weekly Assignment: Pronunciation, Stress, Intonation, etc.
Portfolio Check #3: Reminder to bring to class

TWD #7 Controversial Topics Warm-Ups

Post your activities here for our theme of Controversial Topics. Keep in mind some of the criteria we discussed in class. Due date, as usual, 12 noon on Sunday or as determined by the week's leaders. Remember to write this up as clearly as possible.

TWD #7 Controversial Topics DQs

Post your Discussion Questions here for our theme of Controversial topics. Please complete these by noon on Sunday or as determined by the week's leaders.

Reflection on TWD #6: Etiquette and Customs

Post your thoughts and reflections here for our topic of Etiquette and Customs. As always, let's get some good discussion going as well, so please be sure to post your own reflection and respond to *at least* 1-2 other people's posts.

This is due before class on Tuesday, November 1.

Weekly Assignment: Pronunciation, Stress, Intonation, etc.

This week is all about working with pronunciation, stress and intonation (and I don't mean "Oh, I'm soooo stressed right now :-D), and so on. Think about 1 way to teach any tricky sounds: ex. /r/ vs. /l/ for Japanese speakers in particular; /s/ vs. /th/ for Chinese and some other Asian speakers, /b/ vs. /p/ for Arabic speakers, super and suprasegmentals, or anything else you thought you might like to practice as a result of Trish's Teaching Pronunciation class or other.

I will give our some suggestions in class tomorrow (Tuesday).

What I'd like you to do here is give a brief, *very clearly* written version of it so that we can download from our Canvas site and add to our portfolios.

Portfolio Check #3: Reminder to bring to class

Hi everybody,

I'm very impressed with your growing portfolios and the individual style you are bringing to this assignment. Remember to be downloading each week, so that it's not an overwhelming task at the end of the term. Remember too, that you will no longer have access to this class website once it closes a couple weeks after Final Week.

Week 8: Overview:

TWD # 8 Final Class: Activities Entertainment, Games and Leisure/Future Plans OR TBD
 TWD # 8 Final Class: DQs Entertainment, Games and Leisure/Future Plans OR TBD
 TWD: Reflection on TWD #6: Controversial Topics
 Professional Development Friday
 Weekly Assignment: 5-minute "filler" activities

TWD # 8 Final Class: Activities Entertainment, Games and Leisure/Future Plans OR TBD

Post your warm up/activities for our last week here, adhering to the deadline the leaders set.

TWD # 8 Final Class: DQs Entertainment, Games and Leisure/Future Plans OR TBD

Post your DQs for our last week here, adhering to the deadline the leaders set.

TWD: Reflection on TWD #6: Controversial Topics

Please post your reflection to our class on Controversial Topics here by 2pm on Tuesday, November 15. If I have noted in your feedback to be a little more substantive, please try going a bit more in depth with your reflections :-)

Professional Development Friday

Please post here a short write up (a few well-written paragraphs is fine) about what you chose for your "Friday Professional Development." PD is key for any teacher's ongoing process, and learning how to write it up effectively is a valuable skill you will need to be a successful member of a faculty.

Some ideas for this (it's WIDE open):

- Going (Went) to ORTESOL? Talk about 2-3 of the sessions you attended. What was interesting about them? What was helpful? Surprising? New? You can talk about the content, the presentation style, or both would be very interesting. You do not have to talk only about sessions you liked, BUT if you choose to critique (as in being critical), try to find something "educational" in your assessment. Saying it was "boring" or "useless" is not enough...assess *why* you think it was, and speculate about what might have made it better, for example. Don't simply criticize...it's neither useful nor collegial. Use the "positive suggestions" format we have been practicing in class.
- Write up and/or share any conference proposals you have been working on to get feedback from your colleagues on it/them.
- Watch a video of teaching and take some observation notes about it. Write up what you think might be useful for your future teaching *and why*. Some possible videos to watch come from the *Shaping the Way We Teach English* series and also *Shaping the Way We Teach English: Observation to Action*. Both of those can be found by going to: [Youtube < Shaping the Way... < choose the module that most interests you](#). There are several that pertain to K-12 classes and are really interesting.
- Check out this teacher's way of teaching irregular verb forms. Note advantages and disadvantages of it. Talk about what you liked or didn't like about it but as always, give specific reasons *why* you think this. That will help you develop your "inner criteria" so necessary for our development as

teachers. Note any supplemental ideas you might add to this lesson if you were to adopt his idea.

<https://www.youtube.com/watch?v=gNaDvAYC0Jw> (Links to an external site.)



- Attend a webinar you find online and write up your reflection as above. Please be sure to note what it was and cite everything I would need to know to find it online.
- Brainstorm classroom ideas on X topic. Give lots of examples and be very specific.
- Brainstorm classroom procedures you have seen and would like to try. Give lots of examples and be very specific.
- Discuss some things you have learned that were new in this course (4/537 and/or TWD). What were they, write up your reflections, how might you vary them for different contexts (for example), and as always, give lots of examples and be very specific.
- Other ideas? This is *very* open. My objective is that you will spend 1 hour (or more) doing some professional development, and spend another hour or so reflecting on it and seeing how it fits in with your learning/development as a teacher.
- **In all of the above suggestions, you are free to collaborate with someone and discuss. Each of you should do your own write-up, however, but there can be some overlap with what you submit.**

If you are unsure if something qualifies, feel free to run it by me and I'll let you know. I'm really looking forward to seeing what you all come up with. Be creative and have fun...we teachers continue developing till the day we retire (and even after ;-)

This is due Tuesday, November 22.

Laura

Weekly Assignment: 5-minute "filler" activities

Note: This is the same activity as from earlier in the term, but we will use the time during Tuesday's class of Thanksgiving week to catch up on demos.

Sometimes you have only 5 minutes left in class and there is not enough time left to start your next project or activity. You *could* let class out early, but much better is to use the time to play a fun game that gets students thinking in a new way. This signals to your students that you are going to give them every minute they are paying for and helps build community at the same time.

One example is: I'm thinking of an animal that starts with "D." Talk to the person next to you (or do as whole group, which I do a lot as well). Ask yes/no questions to try to guess what it is. Use categories to narrow down the choices (example, is this animal still alive? Is it a mammal? etc.)

This can be *any* sort of activity that can be accomplished in 5 minutes. Please give complete instructions here so that everyone can add these to your portfolios.

Note: We will be giving microteaching demos of these during our Tuesday session during Thanksgiving week, since we will not be rehearsing for a TWD class that week, so you will also want to practice giving directions for how to do these. Please read what others have written before you so that we have no repeats :-)

Week 9: Overview:

TWD # 8 Final Class: Games, Entertainment, Leisure; The Future; Closings TWD # 8 Final Class: TBD DQs Curious questions! (online submission)

TWD # 8 Final Class: Games, Entertainment, Leisure; The Future; Closings

Please remember to post your warm up/activities for our last week in the **Week 8 thread** so the leaders do not have to go looking between two different threads.

Last class!!!

TWD # 8 Final Class: TBD DQs

Remember to post your Discussion Questions in the **Week 8 thread** for the topic the leaders have determined, so they don't have to go looking between two different threads.

Last class!!!

Curious questions!

Use this thread as a place to ask "interesting questions" that we might use with students. You can think of topics we haven't covered in TWD or that take one of our TWD topics deeper.

This is also your chance to ask me (Laura) or anyone else in the class any questions. Feel free to get "funny" but of course, not offensive or overly personal or "inappropriate" in any way. We reserve the right to "pass." :-)

Please post at least 3-5 questions. Surprise us!

Week 10 + Final Projects: Overview:

- A. Final Project #1 Talking With Ducks Redux (online submission)**
- B. Final Project #2: Teaching Video Transcription and Reflection (online or hard copy)**
- C. Final Teaching Demos-Write Up_During Finals Week: Five-minute demonstrations (online + in-class demos)**
- D. Reflection on TWD as a whole (online)**
- E. Final Portfolio Check: Reminder to bring to class**
- Saying so long! (online and F2F!)**

A. Final Project #1 Talking With Ducks Redux

Choose one of the topics we covered in our TWD class (Etiquette, Travel, Food, Names, Controversial Topics, etc.)

- **Come up with a new two-hour lesson plan that incorporates other activities than the ones we used in class. You may take ideas from the discussion board or add new ones of your own or use a combination of the two, but be sure it's not a repeat of what we did. If you prefer, you may use one of the activities we *did* do but surround it with a different set of *other* activities.**
- **Please piece your plan together carefully, so that it is well scaffolded and makes sense.**
- **Add at least one element of technology to at least one of the activities, but also note a "Plan B" back-up plan to use if the tech doesn't work.**

Note: If you would like to combine 2 class topics together, that would be interesting as well and is fine! If you would like to try a topic we have not covered in class, that is fine too, but run it by me first to be sure it's an "accepted" topic.

1. Post your assignment here in this thread. You may upload it as a Word doc or paste it into the dialog box.
2. Respond (substantively**) to at least 1 person's projects. (This part may be completed by Wednesday, December 7. Try to respond to someone's who has not yet been responded to so everyone gets peer feedback).

** Substantively doesn't necessarily mean "long" but rather with meaningful points we have been discussing all term. Please put some thought into your responses. Posts such as "I liked your activities a lot" don't tell us much. Tell us *why* you liked the activity/lesson plan and give specific examples and rationales. You may also make positive critique and suggestions as we have been practicing all term (and which you have ALL gotten so very good at over the term!)

[Final Project #1.doc](#)

B. Final Project #2: Teaching Video Transcription and Reflection

- Watch your video clips of the class(es) you taught. (If you taught more than once, you may choose which class to focus on or you may combine pieces of both).
- Transcribe segments of it, especially portions where you were giving directions, responding to students, giving feedback, or other. Add in all filler words, *ums, ahs, like* and so on, so as to note your own patterns of speech.
- Note what you were doing when you were not leading (i.e. when your teammates were leading)
- Reflect on what you said and did.
- Write up your reflection. This should include:
 - What do you think you did well? What did you like about what you heard/saw?
 - What are some areas you want to improve, after watching yourself on video?
 - Were there any surprises for you?
 - Anything else?
- This assignment should be at least 2 pages long, including the transcription. In order to be meaningful, it should be at least one page of transcription (or a *little* more or less is fine) and about one page of reflection. These are general guidelines. I'm not counting lines: it's the *substance* of your reflections I am interested in.

[Final Project#2_Handout version.docx](#)

C. Final Teaching Demos-Write Up_During Finals Week

Five-minute demonstrations:

Many of the most effective language lessons begin with a 5-minute "mini" grammar or pronunciation demonstration from the teacher, followed by meaningful communicative practice with the students, putting the points taught into action. You will be creating one or more of these throughout the term for microteaching demonstrations.

This mini lesson should include:

- a short, clear explanation of the grammar rule or pronunciation point you are teaching
- a 1-2 sentence rationale for why we are doing this
- some sort of visual aid (ppt, pictures, handout, chart on board, realia, etc.)
- very clear specific examples for illustration
- a model example for students to practice before practicing in their groups/pairs

To plan:

- You will be demonstrating the mini lesson in class in 5 minutes **or less**.
- We will act as your students, so talk directly to us, **not about the lesson**.
- **Practice** giving your directions at home so they can be as clear and smooth as possible in your demonstration.
- Tell us how you will put this into action for practice.
- **Anticipate** what problems, confusions, ambiguities students might have and prepare answers for those.

Example: teaching present perfect, student has a question: "I haven't lived in New York for 3 years." Does the speaker mean:

1. *I lived there until 3 years ago but then moved.*

OR:

1. *I've actually lived there for a year and a half and the speaker is simply negating the "3 years."*

NOTE: THIS IS A TEACHING DEMONSTRATION. HOWEVER, PLEASE WRITE UP A BRIEF DISCUSSION BOARD POST TO GOES WITH THIS, POSTING BY MONDAY, DECEMBER 5, SO I CAN HAVE A PREVIEW OF WHAT YOU WILL DEMONSTRATE IN CLASS. YOU WILL GIVE YOUR DEMOS DURING OUR "FINALS" TIME ON _____ (WILL BE ANNOUNCED LATER IN THE TERM WHEN I AM NOTIFIED). PLEASE GIVE AT LEAST 2 PEOPLE SOME FEEDBACK ON THEIR ACTIVITY HERE IN THIS THREAD.

[Final Project #3 Five minute teaching demos during Finals.doc](#)

D. Reflection on TWD as a whole

Post your reflections on our TWD class as a whole here. This should be a holistic reflection but should also give very specific details and examples. Some possible guiding questions:

What did you learn during this course?

What are some areas that surprised you?

What do you think our students got out of it?

If you could do anything(s) differently, what would it/they be?

What would you suggest to the next group of LTS/SLAT students coming in?

What other topics do you think would be of interest for our students?

What topics/techniques made you want to explore more for your own teaching?

What were some of the advantages and possible difficulties collaborating with a cohort?

What will you take from this for your own classes, when you *don't* have the support of the other student teachers?

Which were your favorite topics?

Anything else?

=====

I would like this to be a substantive reflective paper, equaling about a page long. More is certainly fine, but please don't rush through this. I would like you to truly reflect on this experience you had and what you will take with you.

E. Final Portfolio Check: Reminder to bring to class

I'm so impressed with the Portfolios you have been bringing in all term. These files will serve you very well in your future teaching contexts! Bravo everyone!

Saying so long!

Post any final messages here for the group, including contact info if you like.

Portfolio of useful/funny Classroom Cartoons posted at end of Canvas Modules!

**Fall 2016, LT 608, Computers and Language Learning
Course Overview and Syllabus
September 19, 2016 version**

THE The logo consists of the word 'BASICS' in a stylized, blocky font. Each letter is contained within a square frame. The letters are colored: B (blue), A (red), S (yellow), I (green), C (green), and S (blue).

Location: The face-to-face component is in **113 Pacific Hall** on 3 Fridays from 12 pm to 1:50 pm: September 30, October 28, and November 15. The online component is on Canvas.

Days and time: There will be two assignment deadlines approximately every two weeks, along with optional Google Hangout sessions and optional virtual office hours.
Deadlines are as follows: Session 1 Part 1 deadline: Thursday, September 29 at 11:59 pm. Session 1 Part 2 deadline: Thursday, October 6 at 11:59 pm.
Session 2 Part 1 deadline: Thursday, October 13 at 11:59 pm; Part 2 deadline: Thursday, October 20 at 11:59 pm.
Session 3 Part 1 deadline: Thursday, October 27 at 11:59 pm; Part 2 deadline: Thursday, November 3 at 11:59 pm.
Session 4 Part 1 deadline: Thursday, November 10 at 11:59 pm; Part 2 deadline: TUESDAY, November 15 at 11:59 pm
Session 5 – no Part 1 homework; class presentations during class. Part 2 deadline: WEDNESDAY, November 30 at 11:59 pm.

Instructor: Deborah Healey, Ph.D. Feel free to call me Deborah or Dr. Healey, as you prefer.

Email: dhealey@uoregon.edu (best way to reach me).

Phone: 541-510-0501 (cell/text)

Office hours: Google Hangout session times will be set by the group during the first week. I will also be available to respond on email each week. I'm generally online, so feel free to email anytime. I will also have specific online office hour times to be set by the group during the first week for email, Canvas Conference, or Skype access.

Course Material: Material and course assignments are housed on UO's Canvas course management system: <https://canvas.uoregon.edu/>. You will need your UO DUCKID (email) account and password in order to use Canvas.

You will have an e-portfolio for your CALL and other LTS work on a Google Site that you create during the first session. Even if you have another Google or personal site, please create one specifically for this course and the LTS program.

Primary course resources will be freely-available articles, linked to or available through the course website. Recommended: TESOL Technology Standards Framework Document (free download at <http://tinyurl.com/ct87yxc> or www.tesol.org/docs/books/bk_technologystandards_framework_721.pdf)

While it is not required, I also recommend you consider investing in the full volume: *TESOL Technology Standards: Description, Implementation, Integration* (book available for purchase from TESOL Publications). The book will be useful for those who are focusing on CALL.

Canvas Help: For additional online help with Canvas, go to blogs.uoregon.edu/canvas/support/ You can also contact the UO Libraries Computer Help Desk: Phone: (541) 346-1807; Location: Knight Library, 1st floor – just past the Reference Desk. For hours, see the [Computer Help Desk page](#)

Overview: This course builds the technology skills of graduate students who have been accepted into the MA LTS degree program in the Linguistics department. The primary goal of the course is to help you develop a “teacher mind” that incorporates technology seamlessly and appropriately to achieve instructional aims. An additional goal for this term is to make sure you have the technology skills you need in order to successfully complete work in the LTS program and to be an effective language teacher.



This hybrid (face to face and online) class generally takes a "flipped" format, where you read, discuss, and work on assignments before class meetings. The course emphasizes discussion about concepts and hands-on practice with technology-related tools and resources. Taking a hybrid course can be a challenge. It requires the ability to regulate your time so that you can meet deadlines, even if you are busy. Requests and suggestions for class topics are welcome.

Some of the course assignments are designed to be done with others, such as online discussions, small group activities, and peer evaluation. These assignments must be done during the session in which they are due. Some other assignments can be completed ahead of time, though they will not be graded until after the deadline.

Grading: This class is Pass / No Pass. In order to pass, you should attain 80%, including completion of the three major assignments: e-portfolio, mobile app webpage and screencast, and course overview. Satisfactory completion of assignments will generally be assessed with rubrics.



- Online discussions: At least one post and one substantive comment on what others have said are required in the discussions (see the Discussion Rubric for details). You will generally be expected to post your comment by Thursday, then respond to others by the following deadline, usually the following Thursday. These are worth 25% of the grade.
- Tasks: 20% of the grade. Each task will have its own point value. There are 3-5 tasks per session.
- Major assignments
 - E-portfolio (create it; add assignments as required to it): 10%
 - Mobile app webpage and screencast, with peer evaluation: 20%
 - Final course overview (discuss each element of this course and how it might be used in your professional life or teaching): 25%

Getting help: It is a good idea to look at the assignments for each session and begin working on them early so that if you do have a problem, there is time to get help.

Here are some options for getting help:



- Read the instructions. There are help documents and videos for the different assignments. Do this first.
- Ask a classmate. It helps to cement understanding by explaining something to someone else, so they are helping themselves by helping you. Taking your helpful classmate for coffee (that you pay for) is also a good idea.
- Follow the instructions, then note where you got stuck. Take a screenshot (Shift-Command-4 on the Mac, SnippingTool or Alt-PrtScn on Windows) of what you see when you're stuck. Make sure you include any error messages that you see. Email what you did, where you got stuck, and the screenshot to Deborah. You can also bring questions to our face-to-face meetings, but it is generally better to get your question answered earlier.
- Skype/Canvas Conference with Deborah during virtual office hours.
- Email Deborah with questions anytime, preferably several days before the deadline. That will allow enough time to help you. You can also text or phone me, but it's usually easier to figure out problems by email.
- Feel free to text a simple question to me – anything complicated is better by email.

Ground rules: Respect is at the heart of the ground rules. We want to have a safe place to experiment, discuss, and learn with and from each other.



- Demonstrate politeness in discussions. We can learn from diversity in opinions, but only if they are expressed in a way that is respectful and empathetic to others. We have class members from different cultures and contexts. Please keep that in mind, especially when trying to be humorous.
- Use an informal academic writing style. This means professional language rather than chat-speak in discussions. This will also help your message be understood by everyone in the class.
- Follow online handouts and instructions. Try to read and understand the instructions first, then ask for help as needed.
- Ask Deborah and your classmates questions before you get frustrated (but after you try to follow the instructions)
- Meet deadlines. We have two session deadlines per week so that everyone has a chance to share their own ideas and to have time to read and comment on the ideas of others. By meeting deadlines, you make sure that others are able to do their work in a timely way. If you have a problem meeting a deadline, ask Deborah about it before the deadline for best results.

Schedule and Initial Topics (topics subject to change)

This is an overview. Please refer to the detailed Session Information for each session.

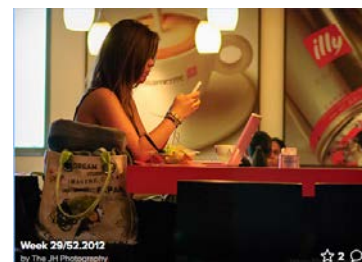
Session information will be on Canvas.



Session 1: What is this course? What is CALL? What do I know already?

Objectives: Learn about the course and get a general sense of what CALL is. Use technology tools to track your own achievement and organize digital resources. This session begins your work on Goal 1 Standard 2 and on Goal 2 Standard 2. The e-portfolio helps you achieve one part of Goal 3 Standard 2, Expert level.

[Photo: JR Photography, CC-BY- https://www.flickr.com/photos/jason_photos/with/7619719132/]



Pre-meeting activities: By Thursday, September 29

Prepare for class by filling out the Course Survey; getting a Google account, if you don't have one already; reading background information about CALL; and responding to the first two questions on Canvas in the Discussion Forum

In class activities: Friday, September 30

We'll be working on visualizing technology in language teaching and learning as a path to deeper understanding. Semantic mapping is a useful approach for visual learners in particular. Reflecting on and categorizing concept elements helps everyone.

- Overview of the TESOL Technology Standards
- Reviewing the CALL Overview semantic maps on Canvas
- Creating your own map of language learning and CALL, using Bubbl.us

Research shows that teachers, as well as learners, improve their expertise by tracking and reflecting on their learning. Throughout this course, you'll be adding to an electronic portfolio (e-portfolio), using a website that you create on Google Sites. This is a site that you can continue to use or delete after you graduate from the LTS program.

- E-portfolio element 1: Create an e-portfolio on Google Sites

Mobile devices are widespread. In less developed parts of the world, a cell phone is often the computer of choice. Apps can serve as a wide range of language learning supports. In most cases, a teacher will repurpose an app that was not designed specifically for language learning. The final product in the Mobile App Quest will be a web page with detailed information about the app and how it can be used in language teaching/learning. This is the first step.

- Mobile app quest Part 1: Look at possibilities for mobile apps. Choose at least 1 and add the name of the app to our Google Doc

Homework: By Thursday, October 6 at 11:59 pm

Check your knowledge - course expectations and self-awareness

- Take the LT 608 Course Description/Syllabus Quiz. You can take this multiple times up to the deadline.
- Download, save, and fill out the Technology Standards for Language Teachers Rubric. Add the completed Can-do statements to your E-portfolio

Discussion

- Comment on at least one other person's post in the discussion.

Follow-up

- Finish any of the in-class activities that you did not complete

Session 2: Keeping and sharing information; privacy; screencasting about listening/speaking

Objectives: Be able to explain privacy-related issues and use a tool to help track digital resources. Create a screencast that explains how to use a site or a task to students. This session works on Goal 1 Standard 4 (privacy) and helps you build Goal 2 Standards 1, 2, and 3. Screencasting can also be used to meet Goal 3, Standard 1 Expert level.

This **online** session looks at ways to keep and share information, but starting with the very important topic of privacy. Information placed online tends to persist, perhaps long after the information is accurate. To the dismay of many, personal information online is very hard to change or delete. In this session we'll read about and discuss some issues with privacy, both for ourselves as individuals and for us as teachers.

We'll also work on how to keep track of the many useful websites we find. With the many resources available online, it's especially important to be able to categorize, describe, and retrieve the ones we like. Social bookmarking is a way to keep and share good sites.

Sharing online information is also part of our third topic: screencasting. The "how-to" videos on YouTube are screencasts. Screencasting software captures the screen while you are doing things on it and also records audio of you talking about it. It's a great tool for explaining a site, and it's what you'll use in Session 5 to describe a mobile site.

Activities/Homework

- Read the privacy readings and respond to the questions in the Discussion Forum.
- Social bookmarking with Diigo or Delicious.

- Screencasting - create your own screencast about a listening/speaking site; peer review someone else's
-

Session 3: Digital storytelling and copyright

Objectives: Discuss copyright; collect a variety of digital media resources; create a digital story linked to a specific lesson objective. This session works on Goal 1 Standard 4 (copyright) and helps you build Goal 2 Standards 1, 2, and 3.

In this session, you'll think about the importance of telling stories, and especially when those stories come from the students themselves. We'll work on creating digital stories to meet a specific instructional goal (perhaps an introduction to digital storytelling for your students, or a sample story from your own life). But before we get there, it's important to be aware of copyright, and how that affects the content in our stories and our classes. You'll read about Creative Commons – think about adding the CC symbol to your own work – and look at some ways to download media appropriately.

Pre-meeting Activities

- Read and post a comment about copyright; add comments to what others have written.
- Read and view videos about capturing online information
- Read and view videos about digital storytelling (DST)

In class activities: Friday, October 28

- Create digital stories with a variety of tools to achieve specific learning goals

Homework: By Thursday, November 3 at 11:59 pm

Discussion

- Comment on at least one other person's post in the privacy discussion.
- Comment on at least one other person's screencast

Useful sites

- Save sites for downloading useful media to your Diigo/Delicious account. Make sure the links are set to public, so we all can see them.

Follow-up

- Finish any of the in-class activities that you did not complete
-

Session 4: CALL, MALL, and SLA; oral/reading/writing tools

Objectives: Discuss critically the use of technology in language teaching and learning; use a tool that can be used to give students feedback; review, collect, and share resources related to reading/writing. This session helps you meet build Goal 2 Standards 1, 2, and 3. Vocaroo can also be used to meet Goal 3, Standard 1 Expert level.

In this **online** session, we look at second language acquisition concepts and their application to CALL and mobile-assisted language learning (MALL). This will prepare you as you begin to work on the mobile

apps assignment for session 5. We'll also look at a tool that teachers can use to provide feedback to students. Vocaroo is an easy way for teachers in oral skills classes to create audio recordings online and save them or email the link to students, and for students to do the same. You'll also have some suggested reading/writing tools to explore and add to Diigo/Delicious.

Activities/Homework

- Read the CALL, MALL, and SLA readings and respond to the questions in the Discussion Forum, then comment on the posts of others..
- Describe the mobile app that you have chosen and how it can be useful in language teaching and learning. Continue working on the related web page and screencast.
- Create an assignment with Vocaroo
- Review some reading/writing sites and add them to your Diigo/Delicious account. Make sure they are set to public, so we all can see them

NOTE: Early deadline for homework Part 2: Tuesday, Nov. 15

Session 5: Mobile learning

Objectives: Create a website and screencast to share information about a specific mobile app and its use in a specific context. This session builds expertise in Goal 2 Standards 1, 2, and 3; Goal 2 Standard 2 Expert level; and Goal 4 Standard 2 Expert level. Reflect on your work in the course as a whole.

This final session provides a chance to share thoughtful analysis about mobile apps and how they can be used to achieve specific learning objectives. It is also an opportunity to display your work incorporating use of multiple digital tools, and to give and receive peer review. Your finalized e-portfolio will help you reflect on all aspects of the course in your course overview reflection.

Pre-meeting Activities

- Finalize the web page in your e-portfolio that describes the mobile app you have chosen
- Create a lesson plan that uses your mobile app in a pedagogically-appropriate way, to meet learning objectives (not just for entertainment).
- Create a screencast explaining your lesson plan.
- Use the Mobile Apps Evaluation form to make sure you include everything.

In class activities: Friday, November 18: View and comment on at least three other people's mobile app screencasts and web pages.

Homework: By Wednesday, November 30 at 11:59 pm

- Finalize your e-portfolio
- Write a course overview, where you discuss each element of this course and how it might be used in your professional life or teaching

The course will close on Thursday, December 1st. Be sure that everything has been submitted by the deadline.

Master's Project this way

LTS 608 Orientation 2016

Thursdays, 4-4:50 pm, 106 Friendly
Instructor: Dr. Keli Yerian, LTS Director
Office hours: MW 1pm-3pm and by appt.
Email: yerian@uoregon.edu

This once-a-week meeting is designed to orient you to the LTS program, especially to the individualized Master's Project that will be the 'capstone' of your work in our program.

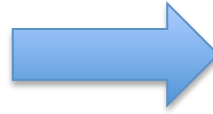
Goals of the Orientation class:

- To familiarize LTS students with the LTS program generally, including meeting some guest speakers representing language teaching.
- To orient LTS students to the library resources and tools at UO, including databases specific to language teaching.
- To familiarize LTS students with the format and content of the Master's Project, which is one of the key requirements of the program.
- To specifically familiarize students with the Master's Project Proposal form, which will need to be submitted in Winter term.

By the end of this term, you will 1) compile a minimum of 9 references on language teaching topics of your choice, 2) annotate 4 of them, 3) create a practice proposal, and 4) made progress on choosing a Master's Project topic. You will also have the chance to use our OregonLTS materials for finding teaching positions after graduation.

To pass this class, you will need to attend **EVERY** class unless you are excused, and complete the assignments listed above to a satisfactory level.

Please see the weekly schedule on our LTS google page:
<https://sites.google.com/site/lts201617>



Fall Term
Start finding sources



Winter Term
Proposal due



Spring Term
Write Lit. Rev. and Needs Analysis



Summer Term
Develop and Finish Writing your Project

LT 4/528

Teaching Culture and Literature in the Language Classroom

Instructor: Trish Pashby, EdD

Office: Agate Hall 220B

Office Hours: M/W 12:00-1:00 and by appt

Email: pashby@uoregon.edu

Course Description

This course explores the interaction between language and culture, with application to the teaching of literature in the language classroom. Topics include:

- the nature of and relationship between language and culture;
- the role of culture in the language classroom;
- the expression of culture through literature, and techniques for including literature in the language classroom;
- world Englishes and issues related to the teaching of English as a global language.

Students will

- reflect on personal experiences as part of a language community to increase awareness and sensitivity in choices made in a teaching context;
- explore approaches for addressing culture in language instruction;
- analyze cultural aspects of texts from a sociolinguistic perspective;
- select appropriate literature for engaging current/future learners;
- design instructional tasks and develop materials for effective classroom instruction of literature.

Required Textbooks:

- Kramsch, C. (1998). *Language and Culture*. Oxford University Press.
- Lazar, G. (1993). *Literature and Language Teaching*. Cambridge University Press.

Note: Additional readings and resources will be posted on Canvas.

Course Requirements/Assignments (full descriptions of these assignments will be posted on Canvas)

Requirements for all students include a weekly journal (online), in-class activities & participation, and two examinations. Graduate students are also required to complete a materials project related to teaching literature in a foreign language classroom.

LT 428	LT 528
Weekly Journals 25%	Weekly Journals 20%
In-Class Activities 25%	In-Class Activities 20%
Examinations (2) 30%	Examinations (2) 30%
Project (Parts 1 & 2) 20%	Project 30%

Grading: Grades for each assignment will be tallied as points. Final grades will be tallied as follows: 99-100=A+, 94-98=A, 90-93=A-, 87-89=B+, 84-86=B, 80-83=B-, 77-79=C+, 74-76=C, 70-73=C-, 67-69=D+, 64-66=D, 60-63=D-, below 60=F.

Accessible Education Center: If you will need accommodation for success in this course, please contact the Accessible Education Center on campus (aec.uoregon.edu) for information and documentation and make arrangements to meet with me as soon as possible.

Academic Honesty: Please visit UO's "Academic Misconduct" page on the Office of the Dean of Students site to familiarize yourself with UO policy in this area.

Reading and Assignment Schedule

Note: Each reading assignment should be completed before the class on the day for which it is listed. This schedule is tentative and subject to change depending on the needs of the class.

	Monday	Wednesday
Week 1 (9/26 & 9/28) Intro, relationship of language and culture		Kramsch pp 3-14 & 85-90
Week 2 (10/3 & 10/5) Meaning as sign/action	Kramsch pp 15-23 & 90-94	Kramsch pp 25-36 & 94-97 Due: Journal #1
Week 3 (10/10 & 10/12) Spoken language, print language	Kramsch pp 37-51 & 98-103	Kramsch pp 53-64 & 103-107 Due: Journal #2
Week 4 (10/17 & 10/19) Language and cultural identity	Kramsch pp 65-77 & 107-112	Kramsch pp 79-84 & 112-114 Due: Journal #3
Week 5 (10/24 & 10/26) Literature in the language classroom	Kramsch article (on Canvas)	Examination #1
Week 6 (10/31 & 11/2) Selecting materials; stories & novels	Lazar pp 1-47 Paran article (on Canvas)	Lazar pp 48-93 Due: Journal #4
Week 7 (11/7 & 11/9) Poetry & plays	Lazar pp 94-132	Lazar pp 133-166 Due: Journal #5
Week 8 (11/14 & 11/16) Movies & music	Lazar pp 167-178	Paesani article (on Canvas)
Week 9 (11/21 & 11/23) Project	Group Project Presentations	Group Project Presentations Due: Journal #6
Week 10 (11/28 & 11/30) Review & reflection	Examination #2	Due: Final Project

LT 548 Curriculum and Materials Development Winter 2016

Instructor: Keli Yerian
Classes: Mondays/Wednesdays 2:00 - 3:50; 119 Pacific Hall
Office hours: 1-3pm Tues/Thurs or by appointment, Straub 167
Contact: yerian@uoregon.edu; 346-4302 (email is best)

Course Description

This course takes a project-based approach to gaining experience with issues in language teaching curriculum development. In this course, students will go through the process of building their own language course, which will include the following considerations:

- analyzing the needs and context of prospective students in a course curriculum
- setting appropriate goals and objectives for the curriculum
- designing the organization and content of the curriculum
- developing (adopting, adapting, and creating) materials for the curriculum
- assessing course and/or program curriculum

As part of materials development, we will practice:

- recognizing the benefits and challenges of developing materials
- integrating activities, techniques, and materials coherently within a curriculum
- adapting and/or using authentic materials
- adapting textbook materials
- creating materials

The emphasis in the course is applying theory to practice, so classes will often have a hands-on format. It is very important that participants in this class relate the material covered to their own possible experiences, programs, and language teaching environments. Discussion, analysis, and reflection in class is critical, information is shared, and everyone is expected to participate actively.

Course Goals

By the end of this course, you should be able to

- identify the elements of language curriculum and discuss the relationships among them in different curriculum models, analyzing strengths and weaknesses of specific courses or programs.
- describe the socio-political environment of programs in your country or programs you are familiar with and resulting program parameters (context analysis).
- consider the role of pedagogical theory, teaching, and materials in overall curriculum design and compare this with the reality of your program or programs you are familiar with.
- discuss curricular needs in terms of what you have learned about language learning and teaching in other courses in this program, specifically LING 540, LT 535 and LT 536.
- understand and discuss the issues involved in materials development.
- analyze materials in general, then evaluate them in terms of a specific course or program's needs.
- demonstrate understanding of the integration of methodology and materials.
- adapt materials for specific classroom purposes.

- create materials for specific classroom purposes.
- given the above information, articulate a rational basis for the design, development, implementation, and evaluation of curriculum in a given setting.
- identify relevant resources for future research reference and professional development in the area of curriculum design, materials development, and evaluation.

Readings

Required Text

Graves, K. (2000). *Designing Language Courses*. Boston: Heinle & Heinle.

Additional required and optional readings on Canvas include:

Brown, J.D. (1995). *The Elements of Language Curriculum: A Systematic Approach to Program Development*. Boston: Heinle & Heinle. (selected chapters).

Nation, I. S. P. & J. Macalister (2010). *Language Curriculum Design*. New York: Routledge. (selected chapters).

Richards, J. C. (2013). Curriculum Approaches in Language Teaching: Forward, Central, and Backwards Design. *RELC Journal* 44(1), 5-13.

Tomlinson, B. (2003). *Developing Materials for Language Teaching*. New York: Continuum. (selected chapters).

Evaluation

All graduate students taking this course are required to take it as graded credit.

- Daily class participation 5%
- Case-study presentation in pairs 10%
- Reading quizzes (9) 15% (lowest of 9 quiz scores dropped)
- Class assignments 25% (see breakdown below)
- Final project 25% (including public poster presentation)
- CALL Class 20% (Dr. Healey will provide the CALL grades)

Course Requirements

Class participation

A basic philosophy of this class is learning by doing, and the class format will be as experiential as possible, using examples, analyses, and application. Your active participation in each session is required. Participation includes attending all class sessions (in case of illness, please let me know by email), participating actively in small group or pair-work, providing verbal and written peer-feedback, and contributing to whole-group discussions when possible. Missing more than two class sessions will result in a NP grade.

Case-study presentation

Nine times during the term students in pairs will present a curriculum design case study from the book below. Presentations will be 10-15 minutes in length, and will focus on what we can learn from each case. Because most of the cases are about ESL/EFL, alternate articles/chapters presented in English about curriculum for other languages can substitute for one of these with prior approval from me.

Macalister, J. & I. S. P. Nation (2011). *Case Studies in Language Curriculum Design: Concepts and Approaches in Action Around the World*. New York: Routledge.

Readings quizzes (given all days readings are due)

These quizzes will be very short questions related to the readings due that day. There will be nine quizzes total. The lowest quiz score will be dropped. No make-up quizzes.

Weekly Assignments (9 total)

Almost all of the weekly assignments in this class will contribute to your final course design. The idea is to gradually build your final course design throughout the term. These will include:

1. Statement of beliefs (2%)
2. Context analysis for your chosen course design (2%)
3. Needs analysis for this design (3%)
4. List of course goals and student learning outcomes (4%)
5. Conceptual map (2%)
6. Scope and sequence chart (partial) (3%)
7. Textbook use assignment (this might not be part of your final design) (2%)
8. Sample lesson plan(s) and materials for ~2 hours of class meetings in this course (4%)
9. Course assessment plan (3%)

Total 25%

Each assignment is lightly weighted because these assignments are formative. They will be graded for completeness and for fitting the assignment guidelines. On each weekly assignment I will note any clear strengths and/or possible problems I see, though students should not rely exclusively on my feedback alone, as peer-feedback opportunities are incorporated into many of our class sessions and should be taken seriously. All assignments should be revised and improved to the best of your ability if/when they are used in the final course design, whether or not I have made any specific comments for revision.

All assignments should be uploaded to Canvas as a Word document or .pdf as well as turned in as a hard copy on the day it is due.

Description of the Final Project (note that this has been changed/updated in Canvas)

The final LT 548 project will be a curriculum design for one term of a language course (typically 30-50 contact hours). The course should be one that you anticipate teaching or one that fits your target group of learners. The project will end up being 20-30 pages, 1.5 spacing. There will be seven sections, two Appendices, and a References page in your design:

1. Introduction, including specific information about your teaching/learning beliefs and course context analysis
2. Needs analysis (instruments will be in Appendix B)
3. Syllabus (1-2 pages)
4. Goals and student learning outcomes (list format) with commentary
5. A Scope and Sequence chart, with commentary (note: conceptual map is optional to include)
6. Sample lesson(s) for approximately 2 hours of class time, with commentary

7. Course and student evaluation plan, including timeline and commentary
 - i. Appendix A: Sample set of materials, including those for your sample 2 hrs and optionally additional materials. *All materials included should have the source for the materials written directly on the materials themselves.*
 - ii. Appendix B: Needs analysis instruments/materials
 - iii. References page at end of project listing sources for ideas and materials, which should also be cited at appropriate places in the plan. Use APA format for source list and citations. This resource list will also include any textbooks or course books you have used for the curriculum ideas in your design. It is a good idea to do this list as you put your design together, rather than leaving it to the end.

Public Poster Presentation

You will be presenting your course design in a public poster session format on the last day of class.

More information on the final course design and poster presentations will be provided on Canvas.

Grading schema for final LT 548 grade:

99-100%	A+
94-98%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B- (lowest grade for passing at Graduate level)
77-79%	C+
74-76%	C
70-73%	C-
etc.	

LT 610

Teaching and Learning Pragmatics

Julie M. Sykes

E-Mail: jsykes@uoregon.edu

Phone: 541-346-5699

Office: 1600 Millrace #201

Office Hours: By appointment

(please don't hesitate)

Description

This graduate level seminar is designed to engage students in the teaching and learning of pragmatics. In doing so, we will use both theoretical and empirical inquiry to examine L1/L2 pragmatic behaviors, intercultural communication, and classroom practice. Special topics to be addressed include research methodology, pragmatic competence and language learning, teaching interlanguage pragmatics, and technology and pragmatics.

Objectives

Upon completion of this course, students will be able to:

- Engage in scholarly discussions about the teaching and learning of interlanguage pragmatics utilizing precise terminology and demonstrating a strong theoretical background.
- Read and critique written research in the area of interlanguage pragmatic development.
- Curate an empirical collection of resources related to a topic in L2 pragmatics.
- Design and evaluate usable learning materials

Required Course Materials

Ishihara, N. and Cohen, A. (2010). Teaching and Learning Pragmatics: Where Language and Culture Meet. Longman.

Other course materials will be available in Canvas.

canvas.uoregon.edu

Assignment Description

Participation & Class Discussions (20%): You are expected to be an active participant in class discussions. This includes coming to class having read the assigned readings and having prepared any assigned questions or tasks related to the topic of the day. DUE: Ongoing

Article Critique (15%): In order to help you read articles with a reflective perspective, you will write one 750-1000 word article critique of one article related to classroom topics. See the instructions for writing your review in the Assignments folder of Canvas. DUE: February 23

Curated Collection (25%): In groups, you will curate a collection of materials related to a theme in teaching and learning L2 pragmatics. Preparation for the curation process will include library exploration, materials preparation, and organization. DUE: March 10

Activity Creation (40%, 20% each): You will work with a partner to develop 2 classroom activities targeting interlanguage pragmatic development in the language classroom.

Activity 1 – A topic of your choosing DUE: February 4

Activity 2 – Directly related to your curated collection DUE: March 10

ALL ASSIGNMENTS ARE TO BE TURNED IN ON THE DATE THEY ARE DUE, UNLESS PREVIOUS ARRANGEMENTS HAVE BEEN MADE WITH THE INSTRUCTOR.

Tentative Course Schedule

Winter 2016

Week 1 - Introduction

Tuesday, January 5	Course Introduction What is pragmatics? A look at the fundamentals	Readings: Ishihara and Cohen (2010) – Chapter 1
Thursday, January 7	Teachers' beliefs and knowledge: Examining your own perspectives	Readings: Ishihara and Cohen (2010) – Chapter 2

Week 2 – Background

Tuesday, January 12	Identifying key issues in Interlanguage Pragmatic (ILP) development	Readings: Locastro, V. (2012). <i>Pragmatics for language educators</i> . New York: Routledge. (Chapters 2 & 3, pp. 19 – 76)
Thursday, January 14	Connecting pragmatics and second language acquisition Writing an article critique	Readings: Ishihara and Cohen (2010) – Chapter 6

Week 3 – Key Issues

Tuesday, January 19	ILP and Grammar	Readings: Niezgoda, K. & Röever, C. (2002). Pragmatic and grammatical awareness: A function of the learning environment. <i>Pragmatics in Language Teaching</i> , Eds. K. Rose & G. Kasper (pp. 63-79).
Thursday, January 21	Classroom Materials	Readings: Ishihara and Cohen (2010) – Chapters 7 & 8

Week 4 – The Classroom

Tuesday, January 26	Sequencing and integration	Readings: Judd, E. L. (1999). Some issues in the teaching of pragmatic competence. In E. Hinkel (Ed.), <i>Culture in second language teaching and learning</i> (pp. 152-66). Cambridge: Cambridge University Press.
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Thursday, January 28	Lesson Planning	Readings: Ishihara and Cohen (2010) – Chapter 10

Week 5 – More in the Classroom

Tuesday, February 2	Curriculum Planning	Readings: Ishihara and Cohen (2010) – Chapter 11
Thursday, February 4	Conversation Analysis and Co-Construction DUE: Activity 1	Readings: González-Lloret, M. (2010). Conversation analysis and speech act performance. In A. Martínez-Flor & E. Usó-Juan (Eds.) <i>Speech Act Performance: Theoretical, Empirical and Methodological Issues</i> (pp. 57-74). Amsterdam / Philadelphia: John Benjamins.

Week 6 – Interaction, Co-Construction, and Learner Subjectivity

Tuesday, February 9	Corpora and discourse analysis	Readings: Ishihara and Cohen (2010) – Chapter 9
Thursday, February 11	Divergence and subjectivity	Readings (selection to be assigned): LoCastro, V. (2006). Resisting pragmatic norms: Learner subjectivity and L2 pragmatic use. Chpt. 1 Ishihara and Cohen (2010) – Chapter 5 Ishihara, N., & Tarone, E. (2009). Emulating and resisting pragmatic norms: Learner Subjectivity and pragmatic choice in L2 Japanese. In N. Taguchi (ed.), <i>Pragmatic competence</i> (pp.101-128). Berlin/New York: Mouton de Gruyter.

Week 7 – Facilitating L2 Pragmatic Acquisition

Tuesday, February 16	Guest Speaker: Online Prof. Mart Gonzalez-Lloret TBLT and L2 Pragmatics	Reading: Gonzalez-Lloret, M. (2014). The need for needs analysis in technology-mediated TBLT. In M. Gonzalez-Lloret & L. Ortega (Eds.) <i>Technology and tasks: Exploring technology-mediated TBLT</i>. John Benjamins.
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Thursday, February 18	Exploration Day (NO CLASS)	See options for February 18 class session in Canvas. Select option that best fits with your interests.
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Week 8 – Technology and L2 Pragmatics

Tuesday, February 23	Tools to facilitate L2 pragmatic instruction DUE: Article Critique	Readings: Taguchi, N. & Sykes, J.M. (2013). <i>Technology in interlanguage pragmatics research and teaching</i>. Philadelphia: John Benjamins. Chapter 1
Thursday, February 25	CLASSTIME TO WORK WITH GROUP ON CURATION PROJECT	Readings: Sign-up sheet in Canvas for group consultation with J. Sykes.

Week 9 – Assessment and Collection Curation

Tuesday, March 3	More on pragmatics and technology	Reading chosen by student. Details to be given in class.
Thursday, March 5	Approaches to assessing pragmatic ability	Readings: Ishihara and Cohen (2010) – Chapters 14 & 15

Week 10 – Presentations and Wrap-Up

Tuesday, March 10	Curated Collections Forum DUE: Activity 2 and Collection	CASLS: 1600 Millrace #201
Thursday, March 12	Wrap-Up The Future of L2 Pragmatic Instruction	Readings: Taguchi, N. & Sykes, J.M. (2013). <i>Technology in interlanguage pragmatics research and teaching</i> . Philadelphia: John Benjamins. Chapter 12.

LT 441/541 Teaching English Pronunciation

Spring 2016

Instructor: Patricia (Trish) Pashby

Class: Tuesdays/Thursdays 10:00-11:50 in Fr 106

Office: Esslinger 198C

Office hours: T/R 12:00-1:00

Contact: pashby@uoregon.edu

Required Text (available for purchase at UO Bookstore and on reserve at Knight library) Celce-Murcia, M. et al (2010). *Teaching Pronunciation: A Course Book and Reference Guide* (2nd edition) with 2 CDs [Please note this is the **second** edition; I don't recommend your trying to use the first edition instead.]

Course Description:

Pronunciation instruction can and should be integrated into all English language teaching, regardless of course type and level. Unfortunately, many ESL/EFL teachers do not teach pronunciation due to a lack of confidence in how to do this. Students in this course will gain an understanding of the elements of English pronunciation including articulatory specifications for consonants and vowels, phonological alternations, stress patterns, and rhythmic and intonational structures. Goals of pronunciation teaching will be considered and various approaches to teaching pronunciation explored and practiced. Students will develop lesson plans for teaching various aspects of English pronunciation and have opportunities to practice teaching in class with peers and tutor a language learner on campus.

Course Objectives:

Students will

- approach the instruction of pronunciation with a grounding in the sound system of American English as well as the issues and current research in this area of second language acquisition and teaching.
- plan lessons for teaching both segmental and suprasegmental aspects of English pronunciation which incorporate appropriate application of the following: description and analysis of the focus point; listening discrimination; and controlled, guided, and communicative practice.
- demonstrate in a lesson plan the ability to integrate pronunciation instruction and practice into a reading/writing/grammar class.
- compare and contrast the sound system of English to that of another language
- apply understanding of key aspects of English pronunciation to diagnosing and prioritizing instruction for learners from various language backgrounds.
- use appropriate classroom management strategies and activities to facilitate pronunciation practice in a classroom setting as demonstrated in a microteaching session.

Requirements for Undergraduates (LT 441):

- 20% Quizzes/Tests
- 10% Attendance and Participation
- 15% Contrastive Analysis
- 10% Segmental Lesson Plan
- 15% Suprasegmental Lesson Plan
- 10% Integrated Lesson Plan
- 10% Teaching Demonstration
- 10% Tutoring Practice

Requirements for Graduates (LT 541):

- 20% Quizzes/Tests
- 10% Attendance and Participation
- 10% Contrastive Analysis
- 5% Segmental Lesson Plan
- 10% Suprasegmental Lesson Plan
- 10% Integrated Lesson Plan
- 10% Teaching Demonstration
- 10% Tutoring Practice
- 15% Library Research Paper (minimum 6 references)

Grading: Grades for each assignment will be tallied as points. Final grades will be tallied as follows: 99-100=A+, 94-98=A, 90-93=A-, 87-89=B+, 84-86=B, 80-83=B-, 77-79=C+, 74-76=C, 70-73=C-, 67-69=D+, 64-66=D, 60-63=D-, below 60=F.

Accessible Education Center: If you will need accommodation for success in this course, please contact the Accessible Education Center on campus (aec.uoregon.edu) for information and documentation and make arrangements to meet with me as soon as possible.

Reading and Assignment Schedule

Note: Each reading assignment should be complete BEFORE the class on the day for which it is listed. This schedule is tentative and subject to change depending on needs of the class.

	Tuesday	Thursday
Week 1 3/29 and 3/31 <i>Introduction and Background</i>	No homework assignment for first day of class.	-Read Chapter 1 and learn phonetic transcription on inside cover of text. CD tracks 2-5 accompany this.
Week 2 4/5 and 4/7 <i>Consonants</i>	-Quiz #1: phonetic transcription	-Read pp. 41-77 of Chapter 3

Week 3 4/12 and 4/14 <i>Vowels</i>	-Finish reading Chapter 3 (pp. 77-112) and do CD exercises for this chapter.	-Quiz #2 Consonants -Read pp. 113-131 of Chapter 4
Week 4 4/19 and 4/21 <i>Connected Speech, Stress & Rhythm</i>	-Finish reading Chapter 4 (pp. 131-162) and do CD exercises.	-Quiz #3 Vowels -Read pp. 163-198 of Chapter 5
Week 5 4/26 and 4/28 <i>Prominence & Intonation In Discourse</i>	-Finish reading Chapter 5 (pp. 198-220) and do CD exercises	-Read pp. 221-245 of Chapter 6 -Due: Segmental Lesson Plan
Week 6 5/3 and 5/5 <i>Assessing Pronunciation</i>	-Finish reading Chapter 6 (pp. 245-272) and do CD exercises	-Quiz #4 Suprasegmentals -Read Chapter 8 and do CD exercises.
Week 7 5/10 and 5/12 <i>Implementing in Curriculum, Tools & Technology</i>	-Read Chapter 7. -Due: Suprasegmental Lesson Plan	-Read Chapter 9 and do CD exercises. -Due: Contrastive Analysis (upload to Canvas by midnight 5/15)
Week 8 5/17 and 5/19 <i>Pronunciation & Listening</i>	-Read Chapter 10 and do CD exercises. -Student Teaching Demos	-Student Teaching Demos -Tutoring Practice
Week 9 5/24 and 5/26 <i>Morphology & Spelling</i>	-Read Chapter 11 and do CD exercises. -Student Teaching Demos	-Read Chapter 12 and do CD exercises. -Tutoring Practice -Student Teaching Demos

<p>Week 10</p> <p>5/31 and 6/2</p> <p><i>Test, Final Projects, Review</i></p>	<p>-Synthesis & Review</p> <p>-Student Teaching Demos</p>	<p>-Test (issues/practices in teaching)</p> <p>Due:</p> <p>-Integrated Lesson Plan</p> <p>-Teaching Demo Reflection</p> <p>-Tutoring Practice Report</p> <p>-Research Paper (LT 541 only)</p>
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Instructor: Thomas Delaney
Lectures: Monday and Wednesday; 1000-1150; 106 Friendly Hall
Office hours: Thursday, 1:30PM-3:30PM in 192D Esslinger, or by appointment
Email: tdelaney@uoregon.edu

Course Description:

The focus of the course is *classroom assessment in context*. Areas to be covered include: issues in and types of classroom assessment; assessment concepts, terminology, and techniques; the assessment development cycle; the assessment of specific language skills; choosing appropriate assessments for a given purpose, age group, and situation; “alternative” assessment; and a basic introduction to the statistical analysis of assessment data.

Course Goals:

By the end of the course, you should be able to:

- Articulate the role of assessment in a language curriculum
- Articulate the desirable qualities of a test or assessment in terms of reliability, validity, practicality, and beneficial washback
- Construct classroom tests and assessments for specific audiences, purposes, and skill areas
- Demonstrate an understanding of the statistical analysis of test data in the literature
- Identify relevant resources for future reference and professional development in the area of testing and assessment

Resources:

Primary text:

Hughes, A. (2003). *Testing for language teachers*. Cambridge: Cambridge University Press.

Other texts:

Excerpts from other texts will also be required reading. These will be posted in Canvas and are denoted by a * in the “Reading Assignments” column of the course outline (see below).

Requirements:

A basic philosophy of this class is LEARNING BY DOING. To better understand the challenges and issues that arise in trying to create good assessments, it is important that you “get your hands dirty.” Therefore, in addition to lectures and class discussions, the class format will include test construction and analysis tasks, including some in-class “workshopping.” There may be “mini-quizzes” if I feel they are necessary. In addition to these tasks, there will be two mid-term exams, and a portfolio assignment. The portfolio will include a selection of the term’s classwork and other assessment resources.

Evaluation:

- | | |
|---|-----|
| 1. Participation, Canvas discussions, minor quizzes | 20% |
| 2. Assessment creation assignments (ACA) | 30% |
| 3. Mid-term exams (x2) | 20% |
| 5. Portfolio | 30% |

Proposed course outline:

Week	Topics	Reading assignments <i>*indicates reading on Canvas</i>	Assignments
1 (3/28 & 3/30)	Course orientation; needs assessment; types & uses of assessment; contrasting concepts	Hughes: Ch. 1-3 *J.D. Brown: "Types and uses of language tests" (before 3/30)	Draft of goals statement for portfolio (due 4/6)
2 (4/4 & 4/6)	Desirable qualities of assessment: usefulness, reliability, authenticity, validity, impact, practicality	Hughes: Ch. 4-6 *Coombe, Folse, Hubley: "Cornerstones of testing" (before 4/4)	Canvas discussion #1: Applying assessment concepts (4/6-4/11)
3 (4/11 & 4/13)	Common assessment techniques; things to be aware and wary of	Hughes: Ch. 8 *Carr: "Tasks—The building blocks of tests" (before 4/11)	***MID-TERM #1: 4/11*** (Covers weeks 1-2) <u>ACA #1</u> : Creating specs for a reading test (Due 4/22)
4 (4/18 & 4/20)	Planning and designing assessments; creating useful specifications	Hughes: Ch. 7 *Carr: "Planning and designing the test" (before 4/18)	<u>ACA #2</u> : Create, pilot, & revise a final <i>reading</i> assessment for your (revised) ACA #1 specs (due 5/6)
5 (4/25 & 4/27)	Assessing receptive skills: reading & listening	Hughes: Ch. 11 & 12 (before 4/25)	<u>ACA #3</u> : Create, pilot, & revise <i>listening</i> assessment (due 5/13)
6 (5/2 & 5/4)	Assessing your assessments (1): statistical analysis of test data, item analysis	Hughes: Appendix 1 *Bailey: "Multiple choice tests and item analyses" (before 5/2)	
7 (5/9 & 5/11)	Assessing productive skills: writing & speaking Rating (scoring) writing and speaking	Hughes: Ch. 9 & 10 *Carr: "Rating scales for extended production tasks" (before 5/9)	<u>ACA #4</u> : Create, pilot, & revise an assessment of productive language skills (i.e. writing or speaking) (due 5/27)
8 (5/16 & 5/18)	Assessing your assessments (2): uses of correlation	Hughes: Appendix 1 (review) *Bailey: "The correlation family" (before 5/16)	***MID-TERM #2: 5/18*** (Covers weeks 6-8 topics about using statistics)
9 (5/23 & 5/25)	Assessing grammar, vocabulary, & overall ability	Hughes: Ch. 13 & 14 (before 5/23)	
10 (6/1) No class on Monday, 5/30 Memorial Day	"Alternative" assessment; class wrap up	*Bailey: Ch. 13 *O'Malley & Valdez Pierce: "Portfolio assessment" (before 6/1)	*Portfolio due Monday, June 6, 12:00 noon

University Schedule:

For information regarding Registration, Tuition, Course Fee Refunds, Grade Options, Withdrawals, etc., please go to http://registrar.uoregon.edu/current_students

Academic Integrity:

Work submitted in this course must be your own (except for group assignments). Students guilty of any form of academic dishonesty (cheating, plagiarism, fabrication, etc.) may receive a grade of “F” for the course. Violations are taken seriously and are noted on UO student disciplinary records. Further information is available on the Student Conduct Code website:

<http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx>

Plagiarism, using another person’s idea and presenting it as your own, is considered an act of academic dishonesty. This means you cannot copy from any source -- a book, an article, an internet source, another student’s work, etc. – without acknowledging the source and quoting correctly or paraphrasing the content. Plagiarism may result in your failing the class. In this course, we will address the issue of plagiarism and work with guidelines for avoiding plagiarism. UO page on avoiding plagiarism: <http://researchguides.uoregon.edu/citing-plagiarism>

Reasonable Accommodation Statement:

Every student should have an equal opportunity to participate in class. The University of Oregon is working to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in disability related barriers to your participation, please notify me as soon as possible. You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 346-1155 or aec@uoregon.edu.

Inclement Weather Policy:

When the university closes for the day, or part of the day, due to bad weather, an announcement of the university's schedule will be posted on the UO main homepage at <http://www.uoregon.edu>. When there is bad weather and the university does not close, “members of the campus community are expected to use their best judgment in assessing the risk of coming to campus and returning home, based on individual circumstances.” More detailed information: <http://hr.uoregon.edu/policy/weather.html> If I am unable to get to campus for our class, I will post an announcement on our Blackboard site and send out an email to students.

LT 608 Microteaching Workshop
Spring 2016
Fridays, 1:00-2:50pm, 106 Friendly
Facilitator: Keli Yerian, office hours MTR 1-3pm

Workshop Description

The purpose of this workshop is to provide a supportive, low-pressure context for practicing and getting feedback on specific aspects of language teaching in a controlled environment. Participants may choose to practice teaching any language or level, though you will need to recruit speakers/learners of non-English languages if the level is above novice-low, and ideally shared target languages will be scheduled on the same days. This workshop can be used to try out MA Project activities or materials, or simply to become more comfortable presenting aspects of a lesson to a group.

Although the format and guidelines for this workshop are outlined in advance in this syllabus to provide structure, workshop participants will be managing the class after Week 1 and participants may suggest changes to the format as the term unfolds. All microteaching sessions will be filmed to allow participants to view, transcribe, and reflect on portions of their teaching in a reflection paper.

Microteaching pros and cons

Pros:

Microteaching allows participants to easily practice the more teacher-fronted aspects of teaching, such as introducing lesson goals, explaining concepts, giving directions, leading teacher-fronted practice or activities, and summarizing lesson points.

Cons:

Since the 'students' are not real, student behaviors in microteaching are rarely realistic. Microteaching does not allow for realistic student reactions to the explanations, directions, or corrections teachers give. Participants can still provide useful peer-feedback on these aspects, however.

Although good language classes usually involve plenty of pair or group work interaction, it is most useful in this microteaching context to focus on aspects of teaching that involve a heavier focus on the teacher.

Suggested structure of the workshop

First hour of each class:

All workshop participants will teach a mini-lesson to your peers two or three times over the term and get feedback from the rest of the class. During each microteaching session, some of the LT 608 participants will be the 'language students', while the others will have other roles, such as observing, filming, and managing time/facilitating feedback. You will see examples of

how to structure 'warm/cool' feedback during Weeks 1 and 2, but after Week 2 an LT 608 participant can facilitate and be timekeeper for the feedback sessions.

Second hour of each class:

All workshop participants will participate in impromptu teaching, either in pairs or individually. Impromptu topics will include brief explanations, giving directions, answering questions, and handling challenges. Discussion of impromptu topics will be included.

I (Keli) and Laura Holland will be attending all workshop sessions, and other language-teaching faculty could be invited to attend throughout the term as well, as decided by the group.

Participant responsibilities

To pass this class, all participants should:

- not miss more than one class (ideally none of them)
- participate actively and supportively at all times as appropriate for the various roles of the participants.
- plan and do three microteachings (see separate document for details).
- watch their own videos after each class (unlisted YouTube links).
 - Expectations for 1 credit: a 2-3 page reflection paper at the end of the term after watching your videos.
 - Expectations for 2 credits: 3-5 minutes of transcription of key parts of two planned microteaching videos (minimum 8 minutes total) and a 4-5 page reflection paper at end of term based on an analysis of the transcripts and videos.

Signing up for teaching slots and workshop roles each week

Our LT 608 Blackboard site has a wiki page for signing up for teaching slots and other roles. Each workshop participant should sign up for:

- one slot in Weeks 2-5
- one slot in Weeks 6-10
- at least one filming slot (weeks 2-10) and/or facilitator slot (weeks 3-10)

Microteachings should not repeat microteaching practice from another supervised LT or other methods class, such as LT 536 or 537, but they can repeat practice from a class you are teaching now or have taught before.

The following documents will be posted on Blackboard:

- Suggestions for preparing and teaching the microteaching sessions
- Peer-feedback form to be used in the sessions
- Guidelines for transcribing your video(s) and writing the reflection paper

Instructor: Jeff Magoto
 Office: 121 Pacific Hall
 Phone: 346-4319
 Email: jmagoto@uoregon.edu

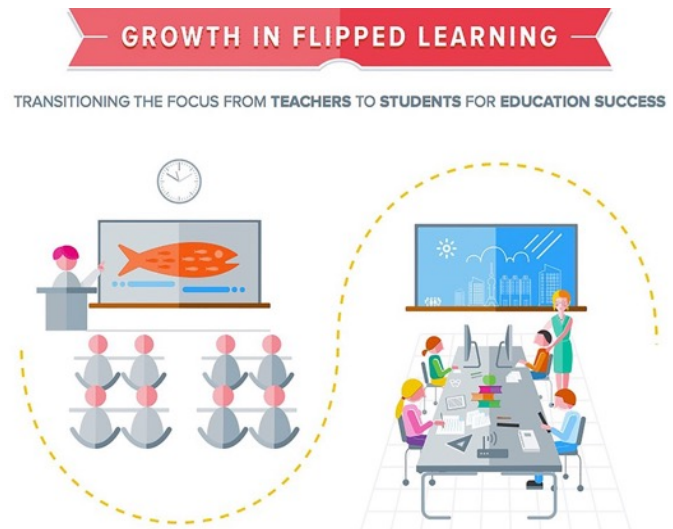
Office Hours: 4:00-5:00 after class, and by appointment.

Dates: June 20-July 14

Course website: [ANVILL LTI](#); check it regularly for the most up-to-date information

Overview

This course is for graduate students who are pursuing foreign or second language teaching specializations. The aims of the course are: 1) to introduce you to some of the key concepts, tools, and methodologies for an innovative pedagogical approach commonly known as “flipped learning” (with strong roots in task-based, project-based, hybrid, and differentiated learning), 2) to give you the skills to develop “flipped” curriculum on your own; and 3) to build on and help consolidate your previous LTS coursework in curriculum, materials, assessment, CALL, etc. It’s a workshop-style class: most of the learning will come from working through group-based, interrelated assignments. Attendance is mandatory.



Requirements and Grading

- Come to class prepared – a precondition for flipped learning. Do assigned readings, participate actively, question frequently, offer assistance copiously. Submit in-class assignments where required. (5%)
- Do three 1-2-page weekly reflections which critically respond to the week’s focus questions, and the readings and videos that accompany them. Submit this to your ANVILL portfolio by Mondays at noon. (20%)
- Develop a set of 4 high quality language lessons (approx. 5 hours’ worth of material) which adopt a flipped approach. Include a professional overview of the material (aims, rationale, sources, etc.) and a comprehensive overview of the context(s) and method(s) of assessing learning. These lessons can include work done in and prior LTS classes, and may be used in your Terminal Project. July 21. (50%)
- Final exam on concepts, practices, beliefs, and applicability of Flipped Learning. July 14. (25%)

Texts

- Brinks-Lockwood, R. (2014) *Flip It: Strategies for the ESL Classroom*. Ann Arbor, MI: The University of Michigan Press.
- Course packet of readings available on ANVILL.
- Links to Lectures, webcasts, and other video material on [ANVILL](#) and [YLC Virtual Language Lab](#). (See Supplementary Resources below.)

LT 610 Flipped Learning in Languages Teaching

Resources

Much of our learning is hands-on. We'll be using the Yamada Language Center's facilities and resources extensively. Outside of class, you're also welcome to use PAC 120 which has useful applications for materials planning and design. If you have a laptop, please bring it (and earbuds) to class. All of your readings are linked from ANVILL; Flip It! is available at the UO Bookstore.

Outline of Topics and Readings for Teaching Languages Online

Week 1	Investigating Flipped Learning	<i>Flip It</i> , Ch. 1-2; Honeycutt video 1, PeerEval, Pillars.
Week 2	Pillars of Flipped Learning	<i>Flip It</i> , Ch. 3; Honeycutt video 2,
Week 3	Strategies for Flipped Learning	(<i>Flip It</i> , Ch. 3; Bergman and Sams video
Week 4	Outcomes of Flipped Learning	Cooperative Learning; Fethi videos

Outcomes

- You'll be able to define and evaluate the usefulness of Flipped Learning in a language teaching context.
- You'll develop a variety of strategies and techniques for integrating Flipped Learning into a language curriculum.
- You'll sharpen your skills as a materials and curriculum developer, both in terms of working with publisher-provided content and your own.
- You'll be able to use tools, both technological and non-technological to develop Flipped Learning curriculum.
- You'll be more employable.

Coursework

This course puts a premium on experiential and hands-on learning—it's hard to talk about flipped language learning in the abstract. To the greatest extent possible, this course adopts a flipped approach with the obvious intent that what you experience in class everyday will inform what you're asked to do in your assignments, lesson plans, and final exam.

Instruction always begins with your out-of-class preparatory work. Class time is spent in putting into practice what you read and watch and design at home. We take a constructivist approach: what's planned in the lesson planning and peer evaluation workshops and what's written about in weekly reflections becomes the basis for your final project, a compilation of four lesson plans and an essay exam (Thursday, July 14).

Besides having some practical benefits—your work done here should benefit Chapter 5 of your Terminal project—it also a it may change the way you approach the art of teaching!

LT 610 Flipped Learning in Languages Teaching

Supplementary Resources for this Course

- 25+ video presentations from FlipCon 2015 at Michigan State U. These are linked from our site on the Virtual Language Lab: <https://babel.uoregon.edu/vll/resource/lt-610-flipped-learning-language-teaching>
- Other short videos and text resources are available on our course website: <https://anvill.uoregon.edu/welcome-flipped-learning-language-teaching>

Resources in Flipped Learning

- *Flipped Learning Network*: <http://flippedlearning.org/> Largest professional organization in the world for teachers who are interested in Flipping; FLN is the source of the “Pillars” and the sponsor of the equally famous annual conference, called FlipCon (in Dallas the week after we finish our course).
- TESOL Electronic Village Online: Free 5-week annual course leading up to the Int’l TESOL Convention (300+ participants annually) http://evosessions.pbworks.com/w/page/103534127/2016_Flipped_Learning
- *Edutopia* publishes regular articles on the topic with a focus on K-12, e.g.: <http://www.edutopia.org/blog/take-students-deeper-flipped-learning-jon-bergmann>
- *Chronicle of Higher Education* publishes regularly on Flipped Learning, and puts out occasional “Guides” such as this one for Higher Ed from 2015: <http://chronicle.com/article/A-Guide-to-the-Flipped/151039/>
- Jon Bergmann’s website: <http://jonbergmann.com/>
- Your local center for teaching and learning, e.g., [TEP here at UO](#), or a school district’s professional development office. Math and science teachers are also often a good resource (the [Khan Academy](#) has inspired a lot of them!)

LT 610 Flipped Learning in Languages Teaching

University Policies

Title IX Statement

The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based bullying and stalking). If you have experienced any form of gender or sex-based discrimination or harassment, know that help and support are available. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that all UO employees, other than designated confidential resources (see <https://safe.uoregon.edu/services>) are required to report credible evidence of prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or state or federal law, I have to share the information with my supervisor or the University's Title IX Coordinator or the Office of Affirmative Action.

If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline to be connected to a confidential counselor to discuss your options, as confidential counselors are not required reporters. You can also visit the SAFE website at <https://safe.uoregon.edu/services> for more information. Each resource is clearly labeled as either "required reporter," "confidential UO employee," or "off-campus," to allow you to select your desired level of confidentiality.

Academic Misconduct

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act.

Additional information about a common form of academic misconduct, plagiarism, is available at: www.libweb.uoregon.edu/guides/plagiarism/students.

Masters Project, part II

Summer 2016

Keli Yerian, 167 Straub Hall

Office hours MW 1-2, F 10-12

12-1:50 TR (class will meet in Week 1) 106 Friendly

This 'class' is time in your final, graduating term that is set aside for you to complete your final LTS MA project. Your MA project is considered the 'capstone' accomplishment in the LTS program. It should reflect:

- the specific language teaching/planning knowledge and experience you have gained in the LTS program (see checklist on our google site)
- your own specific teaching interests and creativity as a language teacher
- graduate-level capability in secondary and primary research and writing

Often graduates of our program apply their final project materials in their future teaching positions, either directly or indirectly. They are also commonly used as a portfolio to show potential employers. LTS faculty also may refer to or describe them in letters of recommendation.

Course Content

This class will meet as a group in Week One, but after that you will be spending this time:

- working on your project (***you will have 6 weeks to complete a first draft***)
- meeting with me two times in 167 Straub to review and discuss your progress
- meeting with your advisor a few times and possibly your second reader
- presenting your final project in Week 7 or 8 (the summer term is 8 weeks)

Where our course materials are and where to upload drafts

1. **LTS Google site** - We will be using the by-now familiar LTS 2015-16 Google site pages for our course materials: <https://sites.google.com/site/language teach201516/home>

See the pages on this site for all the MA project docs and individual meeting times.

2. **Spring LT 611 Canvas site** - You will also be continuing to use Anna's Spring term Canvas site to upload your latest drafts at least 48 hours before our individual meetings in Weeks 2-3 and Weeks 4-5, including revisions based on any advisor feedback you get during the term so that I can avoid redundant feedback on my end.

Please check email every day for possible messages and updates.

Timeline:

- By the start of Summer term: Latest revisions of Chapters 1 & 2 done; Chapter 3 drafted.
- Upload Chapters 1-3 and some bits of 4 & 5 to Canvas 48 hrs before 1st indiv. meeting in Week 2 or 3. This will be discussed in class Day 1.

Timeline continued:

- Completed Draft (not partial) **July 28th** (Thurs. of Week 6). Submit to advisor/2nd reader/me.
- Project presentations **August 3th-8th** (weeks 7-8). Plan to attend all of them.
- Final Draft **August 8th** (Mon. of Wk 8). Submit to advisor/2nd reader/me.

There are ALWAYS some remaining revisions to be made at this point before it is ready to submit to the Linguistics Dept. as a signed hard copy. Many students require copy-editing help as well.

- COMMENCEMENT! **August 13th**

Please do not plan to leave town before Wednesday **August 17th**, just in case there are delays on completing your project. There have a few been cases in the past where students left town before their project was accepted, and had to enroll for another term. **I will not be available past August 17th.**

Please be very responsible for managing your own work and deadlines this term. I will oversee all of the projects this summer, but I will not have the details of each project in my mind at all times. You will need to be fully responsible for paying close attention to deadlines, revision feedback, and announcements, as well as for communicating clearly and promptly with me and with your committee. Please let me know if you have any concerns or questions at any time. I will usually be able to respond by email within 24 hours, and often sooner. Please see the MA Project Advising Guidelines document for specifics.

Grading: This class is a graded class. The grade is based on timely, quality progress on the project.

'A' or 'A+' grade:

- attends individual conferences with instructor as scheduled
- attends all cohort presentations
- makes progress on project through the term at a steady rate
- completes project drafts **on time** (see deadlines above)
- is well prepared for the project presentation, with evidence of practicing (being nervous is fine and normal, don't worry!)
- completes a project that meets (= A) or exceeds (= A+) the criteria of the TP checklist (see above)

'A-' grade:

- meets the criteria for the above except has some minor trouble with deadlines and quality of drafts.

'B' range grade (B-, B or B+):

- has significant trouble meeting deadlines, and/or significant trouble meeting criteria for the TP during the term, including excessive grammar or editing problems.

'C' grade or below:

- does not complete drafts of the project during the term.

The projects themselves are not given a grade; however, to qualify as a formal, public document within the Linguistics Department, all projects must, by the end of the process, meet high standards of content, organization, and writing/formatting. In other words, all projects must eventually reach an 'A' standard to be accepted for graduation requirements, even if the LT 611 course grade itself is lower than an A due to delays or lower draft quality. If an A standard is not met during the Summer term, the student will need to delay graduation until the following term.