

Week 1

Schedule

Icebreakers (pp.41-42)

1. "Find Someone Who" ("Find a friend who...")
2. Why are icebreakers helpful on the first day of class?
3. Other icebreakers ("Education World" > Back to school)
4. Get to know your professor

Remembering names (pp.43-47)

1. Techniques
2. Name chain/Alphabetical line-up
3. "Me" cards
4. Name tents
5. Class photo
6. Contact list

Syllabus (p.1)

1. Website
2. Contact information
3. Course description
4. Materials
5. Assessment criteria
6. Semester schedule

[*For more information and research about each language skill and system (plus a lot of information about other areas of language and teacher education), please check the "Links" and "PDFs" pages on my website.]

Classroom management

While you will learn many different ways to manage your classroom(s) in the TESOL program, there is still some level of insufficiency in this regard. To address this, I've selected chapters from "Classroom Management Techniques" by Jim Scrivener (Cambridge Handbooks for Language Teachers), all of which are posted on my website and listed on a weekly basis. I encourage you to read accordingly (i.e. week by week), which will greatly help you with microteaching, the practicum or internship, and in your current and/or future teaching.

Learning and teaching discussion (for both experienced and inexperienced teachers)

- ⊙ What are the characteristics of good language learners?
- ⊙ What are some purposes of learning English (i.e. Why learn English?)? What are (have been) your purposes?
- ⊙ How did you learn English? What effect did your English teachers and the way they taught have on you?
- ⊙ What do you think are the best ways to learn a language? What strategies have proven effective for you? Ineffective?
- ⊙ Why do some learners find it more difficult to learn a language than others?
- ⊙ What has been the most effective language learning environment for you? What environments haven't been helpful?
- ⊙ What motivates you when you are learning a new language? What factors tend to lower your motivation?
- ⊙ What is the purpose of teaching?
- ⊙ What are the different roles of a teacher in the classroom (e.g. organizer, facilitator, etc.)?
- ⊙ What are the qualities of a good teacher? What skills and knowledge do they need (in the classroom)?
- ⊙ Who was the best teacher you've ever had? Why did this person have such an impact on you?
- ⊙ What are (will be) your strengths as a language teacher? What are (do you think are) your limitations?
- ⊙ What does learning how to teach (better) require (e.g. time, practice, etc.)?
- ⊙ What is the best way to teach each of the four skills? Give examples.
- ⊙ Do you think observing other teachers and/or yourself (via video) is helpful in any way?

First day of class (p.48)

- ⊙ Visit the classroom before the first meeting
- ⊙ Build a sense of community in the classroom
- ⊙ Start getting to know your students' names
- ⊙ Address students' concerns
- ⊙ Deal with administrative matters
- ⊙ Set the tone for the rest of the course
- ⊙ Make the class time worthwhile
- ⊙ Expect some awkwardness

Learning objectives, learning outcomes, key vocabulary, and pedagogy (pp.36-39)

- ⊙ Community building (rapport)
- ⊙ Teacher beliefs
- ⊙ Reflective teaching
- ⊙ Scaffolding
- ⊙ Experiential learning (i.e. learning by doing)
- ⊙ Culture

Homework – Due Week 2

Read LT 1-2 and 4 (textbook pp.8-53 and 82-98) and highlight the answers in the text to the questions below. [25 points]

1. How does Scrivener describe the act of teaching? (p.8)
2. What is rapport? How important is it? (pp.15-16)
3. According to Carl Rogers, what three core teacher characteristics are needed in order to create an effective learning environment? (pp.16-17)
4. What are the three kinds of teachers? (pp.17-18)
5. What is the experiential learning cycle? Why is it important? (pp.19-21)
6. Why does T (teaching) not equal L (learning)? What can teachers create? (pp.21-23)
7. What is a teacher for? (p.23)
8. What are the five language systems (knowing)? (pp.24-25)
9. What are the four language skills (doing)? What is the difference between receptive skills and productive skills? (p.26)
10. What are some key hints when planning your first lessons? When starting to teach? Starting to teach better? (pp.33-36)
11. What is an activity or task? What is a complete lesson? (p.37)
12. What are some variations for running an activity? (p.39)
13. What are the six stages of the activity route map? (pp.40-42)
14. What are some individual learners differences? (p.84)
15. What is the difference between external motivation and internal motivation? (p.84)
16. What are the multiple intelligences? What are the sensory preferences? (p.85)
17. What is needs analysis? Why is it important? How can we conduct it? (pp.90-94)
18. What is teaching primarily an act of? What do unsuccessful teachers do? (pp.94-95)
19. Why is it hard to tune in? Why do some teachers avoid feedback? (p.95)
20. What are some starting points for getting useful feedback? (p.97)

Recommendation

As a follow-up to our learning and teaching discussion, read or look over the following supplementary PDF document on my website – “Learning and teaching” (as it provides answers for many of the questions on the list):

- ⊙ Functions of the teacher in the English language lesson
- ⊙ Effective English teachers (good language-teaching characteristics)
- ⊙ ELL students’ descriptions of effective teachers
- ⊙ The ten elements of effective instruction
- ⊙ Teacher questions (*for thinking, understanding, preparing, reflecting, and developing)
- ⊙ Good language learners
- ⊙ Language learning process
- ⊙ Taxonomy of areas affecting learning
- ⊙ Significant implications of communicative language ability for teaching and learning
- ⊙ Language learning strategies
- ⊙ Progression: Towards independent learning over time
- ⊙ The four Cs of academic success
- ⊙ The academic essentials
- ⊙ Workplace literacies and expectations (*job performance)
- ⊙ Foundations of success (*in all areas of life)

Week 2

Schedule

1. Review – Week 1
2. Learning and teaching: Learning objectives, learning outcomes, key vocabulary, and pedagogy (pp.51-53)
3. LT 1-2 and 4 (textbook pp.8-53 and 82-98) discussion [theory – learning and teaching]
4. Activity route map [practice – model activity > “Saved by Dolphins”] (pp.55-59)
 (“Introduction to Teaching English” by Jill Hadfield/Charles Hadfield, Oxford University Press – Oxford Basics)
 - ⊗ Activity
 - ⊗ Framework
 - ⊗ Analysis
 - ⊗ Template

Homework – Due Week 3

Read LT 9 (textbook pp.211-234) and highlight the answers in the text to the questions below. [25 points]

1. What is needed for a good discussion to happen? (p.211)
2. How can teachers organize their speaking lessons better? (pp.211-212)
3. What are a few ways to get a good discussion going? (pp.214-215)
4. What are some common communicative activities? (pp.218-219)
5. What is role-play? What are some guidelines for running a role-play? (pp.220-222)
6. What is real-play? What is the most useful tool for real play? (pp.222-223)
7. What is a simulation? (p.224)
8. Accuracy or fluency – which one should we focus on? How do you run a fluency activity? What are some ideas for correction work after a fluency activity? (pp.224-226)
9. What does scaffolding mean? What are some scaffolding techniques? (p.227)
10. What is a genre? Why is it important? (pp.228-231)

Recommendation

Read or look over the following supplementary PDF documents on my website – “Speaking”:

- ⊗ Thinking about your experiences in learning to speak a second language
- ⊗ Overview of speaking and listening
- ⊗ The teaching-speaking cycle and how the teaching-speaking cycle supports L2 speaking development
- ⊗ Three key features of learners’ speech
- ⊗ Four categories of core speaking skills
- ⊗ Typical features of spoken and written text production
- ⊗ Sources of anxiety
- ⊗ Interaction patterns in the lesson
- ⊗ Techniques for organizing pair and group work
- ⊗ Starting and sustaining the discussion
- ⊗ Ten methods to get participation at any time
- ⊗ Ten tips when facilitating discussions
- ⊗ Overview of discussion techniques
- ⊗ Joining the conversation: questions and comments to help you participate in academic discussions
- ⊗ Communication strategies for second language speaking
- ⊗ Class discussion rubric
- ⊗ Oral and written correction
- ⊗ Speaking diary
- ⊗ Types of public speaking and presentations (x4)
- ⊗ Drills, dialogues, and role-play

Schedule

1. Review – Week 2
2. Speaking: Learning objectives, learning outcomes, key vocabulary, and pedagogy (pp.63-67)
3. LT 9 (textbook pp.211-234) discussion [theory – speaking]
4. Activity route map [practice – speaking example > “Bank Robbery”] (pp.69-72)
(“Introduction to Teaching English” by Jill Hadfield/Charles Hadfield, Oxford University Press – Oxford Basics)
5. “Simple Speaking Activities” by Jill Hadfield/Charles Hadfield, Oxford University Press – Oxford Basics
 © Example unit: “Daily routines” (pp.73-74)
6. Speaking activities [practice] (pp.75-144)

(Structure) In a lesson, try to sequence tasks from controlled practice to semi-controlled practice to free practice, so that there is a gradual release of responsibility for learning from the teacher to the students. As stand alone tasks, try to have three main stages (before, during, after) like “Simple Speaking Activities” and the activity route map.

(SARS) Recommended levels (e.g. [All]) are indicated for each type of speaking technique over the next three weeks, but (as noted in Week 1) always think about how you can modify, change or adapt each one to fit your teaching or future teaching context(s). In other words, if necessary, how can you make these activities easier, more challenging, more culturally appropriate, more interesting or motivating, etc. for your students or future students? In fact, during class and/or outside it, I encourage you to make notes in this regard throughout your course packet – to include identifying the core technique and highlighting what you like and dislike about each one. This will give you the opportunity to both think critically about what you are experiencing and provide insights for classroom implementation. This is important because I can only present the technique in one way in an abbreviated manner – and all of you are working or will work in a wide variety of situations.

(Integration) Also, although each of the four skills in this course are presented separately (to make them easier to study), in a real classroom there is a lot of integration of multiple skills – which can provide many teaching opportunities for you. For example, a speaking activity obviously requires listening, and could be based on a text (e.g. newspaper article), as well as involve or extend to writing and/or grammar. It depends on how much you want to milk the learning situation.

(Time) Due to time constraints, it may not be possible to do every single activity (both in this section of the course and for all of the other language skills and systems). For those activities we run out of time for, please review outside of class.

(Questions) Please feel free to ask me any questions about anything that you read in the textbook (“Learning Teaching”) or any activities or tasks that we will do (experientially) – in class and/or at the end of each of your reflection papers.

(Low-level activities and tasks) Before we begin, here is some information about beginning/low-level (integrated) textbooks (listening, speaking, reading, writing, grammar, vocabulary, and pronunciation) – which place a heavy emphasis on lexis and grammar (accuracy) in meaningful communicative contexts (fluency – to include lots of personalization):

*Series (*examples)*

- © “Interchange” by Jack C. Richards et al (Cambridge University Press)
- © “English Firsthand” by Marc Helgesen et al (Pearson)
- © “Icon” by Donald Freeman et al (McGraw-Hill)

Organization

Usually topic-based (e.g. introductions, self/personal or biographical information, family, personality and describing people, relationships, school and classrooms, daily routines, everyday activities, hobbies and interests, neighborhood/cities/countries, clothes and clothing, telling time and months/dates, home, jobs and workplaces, business and money, transportation, food and restaurants, sports and exercise, body and health, shopping, telephoning, news and entertainment – music/movies/TV shows, travel and vacations, holidays, education, history, culture, current issues, future plans/goals/dreams, etc.)

*Typical types of speaking information and tasks (*examples from “Interchange – Intro”) (pp.89-94)*

- © Use model dialogues for practice – later answer questions about it and/or personalize (e.g. introductions)
- © Fill in the blanks or complete the conversation and practice (e.g. sports)
- © Match questions/expressions and responses and practice (e.g. 3. “What is your hometown like?” > a. “It’s very beautiful.”)
- © Structured conversations with missing information or lines (e.g. vacations)
- © Complete a chart, word map, or graphic organizer (e.g. routines)
- © Do a survey (e.g. holidays)
- © Make a list and talk (e.g. food)
- © Conversation or discussion questions (e.g. workday routines)

- ⊙ Check (boxes or circles) and talk (e.g. transportation)
- ⊙ Write and talk (e.g. dream home)
- ⊙ Read and talk (e.g. health)

Now here are some other common speaking techniques that are suitable for a wide range of levels:

- ⊙ **Brainstorming and mind mapping:** [All] Brainstorming and mind mapping are two of the most common individual or collaborative (pairs or groups) speaking tasks done at the beginning of a lesson. They are typically used to quickly generate ideas and check students' background knowledge about a subject. For brainstorming, randomly write down any words or phrases that come to mind (like we did at the beginning of the "Saved by Dolphins" lesson last week). Mind-mapping is less random, more structured in the sense that you get more specific the further you move from the center (e.g. center word/topic – food > Korean food > kimchi > healthy/delicious) [*Exercise – mind-mapping: [movies](#)]
- ⊙ **Predicting:** [All] In addition to brainstorming and mind mapping (as well as warm-up questions), predicting is also one of the most common speaking tasks done at the beginning of a lesson. Common ways to predict include using the topic, the title of the text, or pictures (to include captions) to guess what the lesson will be about. [*Exercise: [newspaper articles](#)]
- ⊙ **Controlled conversations:** [Low-intermediate to high-intermediate] These provide the ideal structure for speaking tasks – moving from controlled to semi-controlled to free practice (or from controlled to free practice). (*"Conversation Strategies," where "Keeping or Killing the Conversation" is from, and "Discussion Strategies" by David Kehe and Peggy Dustin Kehe, Pro Lingua Associates are terrific resources for this productive skills progression – to include helping learners negotiate for meaning and develop strategic conversation skills > e.g. clarifying, interrupting, rephrasing, eliciting, etc.).
- ⊙ **Information gaps:** [Beginning to low-intermediate] Students complete a task by obtaining missing information from their partner. The features of grammar and vocabulary that are practiced are determined by the content of the pictures and the items that are missing or different (e.g. *can/can't* and *does/doesn't* from "English Firsthand 1" by Marc Helgesen, Steven Brown, and Thomas Mandeville, Pearson; "Beach scene" – using the present continuous to describe pictures is from "Primary Communication Box" by Caroline Nixon and Michael Tomlinson, Cambridge University Press).
- ⊙ **Jigsaws:** [Beginning to intermediate] Jigsaws are more elaborate information gap activities that can be done with several partners – both of which give students lots of controlled practice of the target language. Each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture (e.g. a comic strip, photos from a set that tell a story, or sentences from a written narrative). With information gap and jigsaw activities, teachers need to be conscious of the language demands they place on their students. If an activity calls for language your students have not already practiced, you can brainstorm with them when setting up the activity to preview the language they will need, elicit what they already know, and supplement what they are able to produce themselves. (*"The Bad Driver" comes from [www.esljigsaws.com](#)).
- ⊙ **Picture-based activities:** [All] There are many reasons for using pictures in language lessons. Pictures provide something to talk about, offer visual support for learning, add color and interest to discussions, and promote creative and critical thinking among other things. They are particularly useful for speaking tasks that incorporate vocabulary and grammar practice. (*A useful resource for this is "Lexicarry: Pictures for Language Learning" by Patrick R. Moran, Pro Lingua Associates – which includes functions, sequences, actions, operations, topics, places, and proverbs and sayings).
 - a. [Accuracy] Identify the language that is represented by the pictures
 - b. [Accuracy] Use different verb tenses to describe the pictures (e.g. present continuous, past simple, future simple, etc.)
 - c. [Accuracy] Add descriptions with adjectives and adverbs (any of the twelve tenses)
 - d. [Accuracy] Use alternative words and expressions
 - e. [Accuracy] Make questions and negative statements
 - f. [Accuracy] Do actions as you talk about the pictures
 - g. [Fluency] Create conversations/dialogues or stories using the picture – or do a role-play
 - h. [Fluency] Personalize by asking and answering questions about the pictures
- ⊙ **Storytelling:** [All] Storytelling promotes the development of creative thinking and helps students express ideas in the format of beginning, middle or development, and ending – which includes the five elements of fiction > character, setting, plot, climax, and resolution. (*There are three examples in the packet. "Storytelling with Pictures" comes from "New Ways in Teaching Speaking" by Kathleen M. Bailey and Lance Savage, New Ways in TESOL Series. "The Three Little Pigs" comes from "Storytelling with Children" by Andrew Wright, Oxford University Press, which is a great source of storytelling activities. "Chain Stories" come from "Conversation Inspirations" by Nancy Ellen Zelman, Pro Lingua Associates. "Rory's Story Cubes" – [www.storycubes.com](#) – is another terrific storytelling resource > There's even an iPhone app!)

Homework – Due Week 4

Bring a small object that is personally meaningful to you – something that is unique (e.g. an item you picked up while traveling abroad > not an everyday item like a cell phone). In addition, follow the instructions for "Personal Experience Storytelling" or "The Most Embarrassing Moment Speech" (pp.137-139) and be prepared to give a 3-minute presentation in pairs/small groups.

Schedule

1. Review – Week 3

2. Speaking activities [practice]

- ◎ **Role-play:** [Low-intermediate to advanced] Role-play has many benefits in the classroom, to include teaching empathy, simulating authentic language experiences, providing a memorable learning experience, decreasing student inhibitions, increasing motivation and self-esteem, and building confidence. Role-play is good for communication skills, fluency, grammar, as an assessment tool, and for teaching culture. [*Exercise: Advice]

Below are some steps for working with role-play situations:

1. Prepare carefully (introduce activity by describing the situation and making sure that all students understand it)
2. Set a goal or outcome (be sure the students understand what the product of the role-play should be)
3. Demonstrate (model with a student to be explicit about what is expected of everyone)
4. Brainstorm (before starting, have students brainstorm what language they could use)
5. Give students time to prepare (let them work individually to outline their ideas and the language they will need)
6. Be present as a resource, not a monitor (stay in communicative mode to answer students' questions; do not correct their pronunciation or grammar unless they specifically ask you about it)
7. Allow students to work at their own levels (each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity)
8. Do topical follow-up (have students report to the class on the outcome of their role-play)
9. Do linguistic follow-up (after the role-play is over, give feedback on grammar or pronunciation problems you heard)

(*A terrific resource book for role-play is "Role Play" by Gillian Porter Ladousse, Oxford University Press, which is where "A mock election" comes from. "Conversation Inspirations" by Nancy Ellen Zelman, Pro Lingua Associates, where "Advice" comes from, has 53 pages of role-play situations.)

- ◎ **Real play:** [Low-intermediate to advanced] For these, situations and one or more of the characters are drawn from the student's world, which allows them to practice language they need in their own lives. (*On page 223 of "Learning Teaching," Jim Scrivener provides a useful blank framework and follow-up form.)
- ◎ **Five-minute activities:** [All] You may sometimes need a quick warm-up for the beginning of your lesson to get students into the right mood for learning, an idea for a brief vocabulary review before starting a new text, a light filler to provide relief after a period of intense effort and concentration, a brief orientation activity to prepare a change of mood or topic, or a game or amusing item to round off the lesson with a smile. (*A wonderful resource for these is "Five-Minute Activities" by Penny Ur and Andrew Wright, Cambridge University Press, which is where "Sentence starters" comes from. There's even a young learner version – "Five-Minute Activities for Young Learners." "Special places" and "Like, dislike, or neutral" come from "Teaching Large Multilevel Classes" by Natalie Hess, Cambridge University Press.)
- ◎ **Show-and-tell:** [Low-intermediate to advanced] Show-and-tell provides an opportunity for personalization and to talk about things that are personally interesting and meaningful, which results in very motivating language practice. (*"Show-and-tell" is from "How to Teach Speaking" by Scott Thornbury, Longman.)
- ◎ **Presentations:** [Low-intermediate to advanced] Presentations provide opportunities to speak about topics of interest in a structured way, create opportunities for learning how to use teaching aids and modern technology, force students to find creative ways to attract an audience, and help build self-confidence while speaking in a new language. There are ideas for short, medium-length, and long ones on pp. 136-137. (*"Personal Experience Storytelling" and "The Most Embarrassing Moment Speech" both come from "The Complete Book of Speech Communication" by Carol Marrs, Brooklyn Publishers. "Three minute talks" is from "Teaching Large Multilevel Classes" by Natalie Hess, Cambridge University Press.)
- ◎ **Surveys:** [Low-intermediate to advanced] Surveys allow for work in many language skill areas (e.g. lexis, grammar, writing, etc.), but are particularly useful for fostering social interaction. Below are some steps for working with surveys:
 1. Introduce surveys by going over an example (i.e. show how to construct and implement one)
 2. Either design or have your students design a survey based on things everyone seems to have an opinion about
 3. Either pre-teach useful lexis or provide lexis assistance as students are creating their survey
 4. Read over the surveys before starting to help with pronunciation and clarify any necessary details
 5. Have the students respond to the survey first (for comparison with their classmates later)
 6. Have students mingle and survey classmates
 7. Tabulate and present results
 8. Discuss any interesting things that came up while doing the survey

- ⊙ Interviews: [Low-intermediate to advanced] Interviewing expatriates is a great way to get students to use English in an authentic way. Give them a task (e.g. ask expatriates what they like most about living in Korea or Seoul) and have them interview 3-5 people around town. To prove they did the assignment, have your students record each interaction with their cell phones. You could also bring in a “mystery guest” (e.g. a friend or colleague) for students to interview – which they can prepare for in advance (i.e. structure, questions, etc.).
- ⊙ Situations: [Low-intermediate to advanced] Situations detail a set of circumstances that learners put themselves in and discuss ways in which they would deal with or handle it. (*A classic example is “Stranded on a Deserted Island.”)
- ⊙ Simulations: [Low-intermediate to advanced] Simulations provide a way of creating a rich communicative environment where students actively become a part of some real-world system and function according to predetermined roles as members of that group. (*“Creating a New Country comes from “New Ways in Teaching Speaking” by Kathleen M. Bailey and Lance Savage, New Ways in TESOL Series.)
- ⊙ Debates: [Low-intermediate to advanced] Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. In addition to providing meaningful speaking practice, debate is also highly effective for developing argumentation skills for persuasive speech. Moreover, debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one's ideas. While debating works more effectively with higher level students, it can also be done with lower level students, but you will need several simple topics (e.g. cats make better pets than dogs), limit the debating time for each one, and most likely have to forgo the openings and closings.
- ⊙ Conversation questions: [All] To facilitate communication both in and outside the classroom, there is arguably no better tool than conversation questions. The mother lode of conversation questions can be found at the Internet TESL journal website – a site that is constantly being expanded. Teflpedia and ESL Discussions are two other sources worth checking.

Sources:

- Internet TESL Journal (*also check: articles, lessons, techniques, games, things for teachers, links, and activities)
- Teflpedia
- Esldiscussions

Possibilities:

- Topic-based (1 “What do you think?” 2 “Dating” 3 “Chat about” and 4 “Question Box”)
- Ranking (e.g. “Most amazing places you’ve ever traveled to”)
- Pyramid (e.g. “Can men and women just be friends?”)
- Fishbowl (“The aquarium” – e.g. current events topic like plastic surgery)

(*A useful resource for conversation practice is “In My Opinion” by Phil Keegan, Pro Lingua Associates, which is where “What do you think?” comes from. “Chat about” comes from “Primary Communication Box” by Caroline Nixon and Michael Tomlinson, Cambridge University Press. “Most amazing places you’ve ever travel to” is a ranking task Scott devised. “The aquarium” is from “Teaching Large Multilevel Classes” by Natalie Hess, Cambridge University Press.)

- ⊙ Newspapers: [Low-intermediate to advanced] These are terrific sources of authentic language that help generate a lot of meaningful discussion. When using newspaper articles in a speaking class, all you need are a few discussion questions – about both the topic (first) and the content (later). (*The newspaper article about Korea’s heavy drinking culture is from the Chosun Ilbo. Need more ideas? Check “Newspapers” by Peter Grundy, Oxford University Press and “Using Newspapers in the Classroom” by Paul Sanderson, Cambridge University Press. For news, use local sites like the Chosun Ilbo, Korea Times, Korea Herald, Yonhap, etc., and international sites like BBC, CNN, NBC, ABC, Yahoo, etc.).
- ⊙ Culture: [Intermediate to advanced] Communicative activities can give students a chance to share ideas, opinions, and experiences about the commonly held traditions, values and ways of behaving of particular communities. (*“Culture Shock” is from “Conversation” by Rob Nolasco and Lois Arthur, Oxford University Press)

Homework – Due Week 5

☺ None ☺

Schedule

1. Review – Week 4
2. Pronunciation activities [practice] (pp.145-153)

Homework 1 – Due Week 6

Write a reflection paper (essay, topic, or question/answer format) about speaking and pronunciation. Follow the student examples (pp.154-159) and address some or all of the following questions: [25 points]

- ⊙ What did you learn?
- ⊙ Do you feel like you can teach speaking/pronunciation more effectively now than before starting this section of the course?
- ⊙ What did you enjoy, appreciate, and/or find the most helpful about this section of the course?
- ⊙ What specific activities did you like best? Least? Why?
- ⊙ What will you try to use or SARS in your classroom(s)?
- ⊙ What would you like to spend more time on for this section of the course? Less time on?
- ⊙ What, if anything, did you not like about this section of the course? Was there anything that hindered your learning?
- ⊙ Do you have any suggestions or advice for me – specifically about how to improve this section of the course?
- ⊙ What connections can you make to other courses in the TESOL program?
- ⊙ How are your thoughts about learning and teaching changing or evolving?
- ⊙ Do you have any questions for me – about what you are learning and/or that I may not have been able to answer in class?

Homework 2 – Due Week 6

Read LT 9 (textbook pp.234-248) and highlight the answers in the text to the questions below. [25 points]

1. Writing work in the classroom falls on a continuum of how much restriction, help and control is offered. What are the five methods that comprise this continuum? (p.235)
2. How can a student learn to become a better writer? How can teachers help in this process? (p.236)
3. What is a typical route for classroom work on helping students to write? (p.237)
4. What are some examples of (authentic) real-world writing tasks? (pp.238-239)
5. What are some ways to generate ideas for writing? (pp.239-241)
6. What are some ideas for helping writing? (pp.241-242)
7. What are two things to keep in mind when responding to writing? What are some key strategies for this? (pp.243-244)
8. What are some variations on traditional teacher marking? (p.245)
9. How much teacher feedback on written work would you ideally like to have? Would you prefer correction symbols (which encourage you to self-correct) or would you like the teacher to correct all of your errors for you? (*opinion)

Homework 3 – Due Week 7

Create (*not copy from any source*) one speaking activity – approximately 30-75 minutes long. It can include any of the other three skills (listening, reading, writing), but speaking has to be the primary focus. To do this, download the “activity form” and use Arial 9-point font to type in your detailed information and instructions (from you as a teacher to your students). You are limited to two pages (with one or two attachments as necessary only), so also be simple, clear, and concise. Follow the course packet example (model lesson) and the three student examples (pp.160-165), and check these books for ideas and inspiration: [25 points]

- ⊙ “Simple Speaking Activities” by Jill Hadfield and Charles Hadfield (Oxford University Press)
- ⊙ “Conversation” by Rob Nolasco (Oxford University Press)
- ⊙ “New Ways in Teaching Speaking” by Kathleen M. Bailey and Lance Savage, Editors (New Ways in TESOL Series)
- ⊙ “Role Play” by Gillian Porter Ladousse (Oxford University Press)
- ⊙ “Teaching Large Multilevel Classes” by Natalie Hess (Cambridge University Press)

★Tip: Choose your speaking task (e.g. role-play or debate) first. Then, think about how many steps are needed to complete it in the second stage and develop these. After that, go to the first stage and think of one or two quick tasks that will help your learners effectively prepare for the speaking task (e.g. brainstorming, mind-mapping, warm-up questions, visuals – pictures, predicting, vocabulary or lexis exercise or game, etc.). Next, go to the third stage to close, get feedback, and do a writing post-activity. Finally, fill in the top five boxes (from “Title” to “Materials”).

Recommendation

Read or look over the following supplementary PDF documents on my website – “Writing”:

- ⊙ Elements of effective writing instruction
- ⊙ Identifying students’ phase of interest for writing
- ⊙ Teaching vs. assigning writing
- ⊙ Writing FODP (Focus > Organization > Development > Purpose)
- ⊙ What skills do good writers demonstrate?
- ⊙ Beginner writing tasks
- ⊙ Tasks that promote fluent writing
- ⊙ Types of writing
- ⊙ Types of texts
- ⊙ Writing moves
- ⊙ Writing outside of school
- ⊙ Forms and functions: The sentences
- ⊙ Sentence frames: Helping students discuss, read, and write about texts
- ⊙ Patterns and purposes: The moves that matter in academic writing
- ⊙ Definition paper: Writing and scoring grid (*template for other types of papers)
- ⊙ Reflecting on writing

Week 6

Schedule

1. Review – Week 5
2. Writing and grammar: Learning objectives, learning outcomes, key vocabulary, and pedagogy (pp.169-176)
3. LT 9 (textbook p.234-248) discussion [theory – writing]
4. Activity route map [practice – writing example > “Story of an Object”] (pp.177-179)
 (“Introduction to Teaching English” by Jill Hadfield/Charles Hadfield, Oxford University Press – Oxford Basics)
5. “Simple Writing Activities” by Jill Hadfield/Charles Hadfield, Oxford University Press – Oxford Basics (practical application)
 ☉ Example unit: “Describing people” (pp.180-181)
6. Writing activities [practice] (pp.182-194)

Note

The suggested levels below may differ from what is stated in the course packet. This is a result of classroom experience with these activities. Moreover, you will notice that nearly all of the activities are for low-intermediate or intermediate level students and up. The reason for this is students at the beginning level need more work on the basics (lexis and grammar) before being asked to produce language in more detailed and creative ways. And, as always, think about you can modify, change or adapt each one!

- ☉ Write before you talk [All]
- ☉ Using visuals to focus descriptions [Low-intermediate to advanced]
- ☉ Incident report [Intermediate to advanced]
- ☉ Advert defacement therapy [Low-intermediate to advanced]
- ☉ Plot construction [Low-intermediate to advanced]
- ☉ Working from opening sentences [Low-intermediate to advanced]
- ☉ Cartoon story [All]

(“Writing” by Tricia Hedge, Oxford University Press and “Teaching Large Multilevel Classes” By Natalie Hess, Cambridge University Press)

Homework – Due Week 7

☺ None ☺

Schedule

1. Review – Week 6

2. Writing process – paragraphs [practice] (pp.195-221)

- ↓ Exploring (consider your topic – subject, audience – who you are writing for, and purpose – why you are writing)
- ↓ Developing (narrow your topic, use an exploring or prewriting strategy – brainstorming/mind-mapping/freewriting, select and discard ideas, and make a plan or outline)
- ↓ Drafting (write your first draft)
- ↓ Sharing (peer review – get feedback from your classmates)
- ↓ Revising (unity – all parts relate to the main idea, adequate support – have specific details, coherence – ideas flow smoothly and logically, and style – sentences are varied and interesting)
- ↓ Editing (proofread for grammar, spelling, punctuation, and capitalization errors)
- ↓ Publishing (write your final draft)
- ↓ Assessing (see what you did well and what you need to work on for future assignments and writing)

(“The Writer’s World: Paragraphs and Essays” by Lynne Gaetz and Suneeti Phadke, Pearson/Prentice Hall)

★ Other recommended academic writing series ★

- “Great Writing” by Keith Folse, April Muchmore-Vokoun, and Elena Vestri Solomun, Heinle
- “First Steps/Introduction to Academic Writing” and “Writing Academic English” by Alice Oshima and Ann Hogue, Pearson
- “Effective Academic Writing” by Alice Savage and Masoud Shafiei, Oxford University Press
- “Writer’s at Work” by Dorothy E. Zemach and Lynn Stafford-Yilmaz, Cambridge University Press
- “The Write Start” by Lawrence Checkett and Gayle Feng-Checkett, Pearson
- “Sentence Skills/English Skills/College Writing Skills” by John Langan, McGraw-Hill

3. Paragraphs [Low-intermediate to intermediate]

- ⊙ Topic sentence (topic and controlling idea > subject and writer’s opinion, attitude, or feeling about it)
- ⊙ Supporting sentences and minor details (relevant facts, examples, anecdotes, etc. that support the topic sentence > time, emphatic, or space order)
- ⊙ Transition signals (guide the reader through your supporting points – e.g. *first, then, next, after that, finally*, etc.)
- ⊙ Concluding sentence (brings the paragraph to a satisfactory close > restate the topic sentence in a new and refreshing way, make an interesting final observation, or end with a prediction, suggestion, or quotation)

*Note – For students at the elementary level, here is a list of items you could focus on before the basic paragraph structure:

- ⊙ Grammar (e.g. nouns, verbs, subject-verb agreement, tenses, pronouns, adjectives, adverbs, articles, prepositions, conjunctions, fragments, run-on sentences, parallel structure, modifiers, etc.)
- ⊙ Sentences: simple (express a complete idea – one or more subjects and verbs), compound (contain two or more simple sentences – which can be joined by a coordinator, semicolon, or semicolon and conjunctive adverb), complex (contain one independent clause, which is a complete idea, and one or more dependent clauses, which are incomplete ideas), and compound-complex (contain both a complex and compound part) – and sentence variety (a mix of simple, compound, complex, and compound-complex sentences)

★ Examples ★

- Josh is ambitious. [simple]
- Josh is ambitious, and he hopes to win. [compound – coordinator *and*]
- Josh is ambitious; he hopes to win. [compound – semicolon]
- Josh is ambitious; therefor, he hopes to win. [compound – semicolon and conjunctive adverb *therefor*]
- Although Josh knew he was going to lose the election, he didn’t quit campaigning until the very end. [complex – dependent clause followed by an independent clause]
- After Josh lost the election, many people continued to support him, and they vowed to help him win next year. [compound-complex – complex from *After* to *him* and compound from *many* to *year*]

- ⊙ Punctuation (commas, apostrophes, quotation marks, etc.)

- ⊙ Capitalization

4. Feedback (pp.222-227)

- ⊙ Rubrics (means of communicating expectations for an assignment, providing focused feedback on works in progress, and grading final products)
- ⊙ Correction symbols (tools that teachers use to indicate writing errors – which allow students to self-correct)

Homework – Due Week 8

Read LT 5 (textbook pp.99-122) and LT 7 (textbook pp.156-184) and highlight the answers in the text to the questions below. [25 points]

1. What are some things you can do to understand a grammar item well before teaching it? (pp.99, 106-107)
2. What do learners have to do to make a new grammatical item part of their own personal stock of language? (p.158)
3. How can teachers avoid over-long, unhelpful explanations when teaching grammar? (p.165)
4. What is guided discovery? What is the teacher's role? What is the key technique? (pp.166-168)
5. What is the real learning experience for students learning grammar? (p.169)
6. How can you give students intensive oral or written practice of specific language points? (p.169)
7. Why drill? What are some factors that can vary a drill? (pp.170-172)
8. What are substitution drills? Transformation drills? True sentences? Written exercises? Elicited dialogues? (pp.173-176)
9. What are some grammar practice activities and games? (pp.177-179)

Recommendation

Read or look over the following supplementary PDF documents on my website – “Grammar”:

- ⊙ Key grammatical terminology
- ⊙ Grammar tenses (simple, progressive, perfect, perfect progressive)
- ⊙ 16 grammar items to teach (according to research)
- ⊙ Presenting grammar (explanations)
- ⊙ Grammar practice (consolidating and automatizing grammatical knowledge)
- ⊙ Grammar assessment

Schedule

1. Review – Week 7
2. LT 5 (textbook pp.99-122) and LT 7 (textbook pp.156-184) discussion [theory – grammar]
3. Activity route map [practice – grammar example > “Pet Hamster”] (pp.228-230)
(“Introduction to Teaching English” by Jill Hadfield/Charles Hadfield, Oxford University Press – Oxford Basics)
4. “Teaching Grammar” by Jim Scrivener, Oxford University Press – Oxford Basics (pp. 231-232)
 - ⊗ Example unit: “Turning lessons upside-down”
5. “Teaching English Grammar: What to Teach and How to Teach it” (Jim Scrivener, MacMillan Books for Teachers) (pp.233-237)
 - ⊗ Comparatives (Form > Presentation > Practice > Concept questions > Meaning and use > Pronunciation > Teaching tip)
6. Grammar lesson framework – PPP [practice] (pp.238-240)
 - ⊗ Presentation (first stage): Present target language in a natural context via a lead-in and then explicitly present the rule
 - ⊗ Practice (second stage): Practice the target language in a controlled to semi-controlled manner – 3-4 tasks
 - ⊗ Production (third stage): Practice the language in a freer manner (see what students can do on their own) – 2-3 tasks
7. Grammar lesson framework – TBL [practice] (pp.241-242)
 - ⊗ Pre-task (first stage): Teacher introduces the topic and task
 - ⊗ Task cycle (second stage): Students plan for the task and summarize it, and then the teacher models the target language
 - ⊗ Language focus (third stage): Teacher draws attention to (clarifies) the target language and then the students practice it

Homework 1 – Due Week 9

Write a reflection paper (essay, topic, or question/answer format) about writing and grammar. Follow the student examples (pp.243-248) and address some or all of the following questions: [25 points]

- ⊗ What did you learn?
- ⊗ Do you feel like you can teach writing and grammar more effectively now than before starting this section of the course?
- ⊗ What did you enjoy, appreciate, and/or find the most helpful about this section of the course?
- ⊗ What specific activities did you like best? Least? Why?
- ⊗ What will you try to use or SARS in your classroom(s)?
- ⊗ What would you like to spend more time on for this section of the course? Less time on?
- ⊗ What, if anything, did you not like about this section of the course? Was there anything that hindered your learning?
- ⊗ Do you have any suggestions or advice for me – specifically about how to improve this section of the course?
- ⊗ What connections can you make to other courses in the TESOL program?
- ⊗ How are your thoughts about learning and teaching changing or evolving?
- ⊗ Do you have any questions for me – about what you are learning and/or that I may not have been able to answer in class?

Homework 2 – Due Week 9

Read LT 10 (textbook pp.249-263) and highlight the answers in the text to the questions below. [25 points]

1. What are some challenges that students face when listening in English? (p.249)
2. What goals should teachers strive for when teaching listening? (p.251)
3. What are some guidelines for listening work in class? (pp.255-256)
4. What is the difference between top-down and bottom-up listening? (pp.257-258)

Homework 3 – Due Week 10

Create (*not copy from any source*) one writing activity – approximately 60-90 minutes long. It can include any of the other three skills (speaking, listening, reading), but writing has to be the primary focus. To do this, download the “activity form” and use Arial 9-point font to type in your detailed information and instructions (from you as a teacher to your students). You are limited to two pages (with one or two attachments as necessary only), so also be simple, clear, and concise. Follow the course packet example (model lesson – “Story of an Object”) and student examples (pp.249-254), and check these books for ideas and inspiration: [25 points]

- ⊙ “Simple Writing Activities” by Jill Hadfield and Charles Hadfield (Oxford University Press)
- ⊙ “Writing” by Tricia Hedges (Oxford University Press)
- ⊙ “New Ways in Teaching Writing” by Denise C. Mussam, Editor (TESOL International Association)

★Tip (writing): Decide what you want your learners to write first (e.g. paragraph or story). Then, find or create a model text for the first stage, to include two or three tasks to explicitly present it to the students. After that, in the second stage, make sure to follow the steps in the writing process (from brainstorming to final draft). Next, go to the third stage to close, get feedback, and do a speaking post-activity. Finally, fill in the top five boxes (from “Title” to “Materials”).

Recommendation

Read or look over the following supplementary PDF documents on my website – “Listening”:

- ⊙ Listening survey
- ⊙ Core skills for listening comprehension
- ⊙ Texts for listening practice based on authentic communicative events
- ⊙ List of common listening tasks
- ⊙ One-way listening tasks, responses, skills practiced, and task outcomes
- ⊙ Interactive listening tasks – listener responses, skills practiced, and listening outcomes
- ⊙ Identifying listening problems
- ⊙ A good listener
- ⊙ Strategies for L2 listening comprehension with examples from learners

Schedule

1. Review – Week 8
2. Listening: Learning objectives, learning outcomes, key vocabulary, and pedagogy (pp.257-261)
3. LT 8 (textbook p.263-265) discussion [theory – listening]
4. Activity route map [practice – listening lesson > “Invitations”] (pp.263-265)
 (“Introduction to Teaching English” by Jill Hadfield/Charles Hadfield, Oxford University Press – Oxford Basics)
5. “Simple Listening Activities” by Jill Hadfield/Charles Hadfield, Oxford University Press – Oxford Basics (practical application)
 ☉ Example unit: “In town” (pp.266-267)
6. Listening activities [practice] (pp.268-287)

*Note: Suggested levels are noted in parentheses, but think about how you can modify, change or adapt each one. Also, the activities are organized according to the four learning styles (VAKT), which you always need to try to appeal to.

- ☉ Listen and do – Kinesthetic [All] (“Young Learners” by Sarah Phillips, Oxford University Press)
 - ☉ Mime what happens – Kinesthetic [All] (“500 Activities for the Primary Classroom” by Carol Read, Macmillan)
 - ☉ Using a story-book – Kinesthetic and visual [All] (“Young Learners” by Sarah Phillips, Oxford University Press)
 - ☉ Using a video – kinesthetic and visual [All] (“Young Learners” by Sarah Phillips, Oxford University Press)
 - ☉ Simon says – Kinesthetic [All] (“Young Learners” by Sarah Phillips, Oxford University Press)
 - ☉ Robot game – kinesthetic [All] (“Young Learners” by Sarah Phillips, Oxford University Press)
 - ☉ True or false? – Auditory and kinesthetic [All] (“500 Activities for the Primary Classroom” by Carol Read, Macmillan)
 - ☉ Visualization – Visual (“500 Activities for the Primary Classroom” by Carol Read, Macmillan)
 - ☉ Draw me a story – Visual [All] (“Time for Talking” by Elizabeth Love & Sue Reilly, Longman)
 - ☉ Shapes galore – Tactile [All] (“Time for Talking” by Elizabeth Love & Sue Reilly, Longman)
 - ☉ Dictogloss – Auditory [Low-intermediate to advanced] [All] (“Grammar” by Scott Thornbury, Oxford University Press)
 - ☉ The teacher is a cassette player – Auditory [All] (“Young Learners” by Sarah Phillips, Oxford University Press)
 - ☉ Running dictation – Auditory and kinesthetic [All]
7. Additional listening tasks (pp.288-296)

These two very good, useful lists come from: (1) “Teaching Young Learners English: From Theory to Practice” by Joan Kang Shin and JoAnn (Jodi) Crandall, Heinle/National Geographic Learning, and (2) “Practical English Language Teaching: Listening” by Marc Helgesen and Steven Brown, McGraw-Hill.

Homework – Due Week 10

- ☺ None ☺

Schedule

1. Review – Week 9
2. PDP activities showcase – “Curb Your Enthusiasm” (Season 8, Episode 5) [practice] (pp.297-300)

Pre-listening

- ⊙ Brainstorming
- ⊙ Visuals
- ⊙ Prediction
- ⊙ Anticipation guide
- ⊙ Warm-up questions
- ⊙ Lexis
- ⊙ Cultural information
- ⊙ Set a purpose

During listening

- ⊙ Main idea
- ⊙ Mixed focus
- ⊙ Inferences
- ⊙ Making connections
- ⊙ Note-taking
- ⊙ Comprehension questions
- ⊙ True or false statements
- ⊙ Graphic organizer
- ⊙ Scramble
- ⊙ Summary
- ⊙ Guess

Post-listening

- ⊙ Lexis review – personalize
- ⊙ Discussion
- ⊙ Ranking
- ⊙ Creative response – hot-seat role-play
- ⊙ Extension project – next episode
- ⊙ Write about the topic
- ⊙ Debate
- ⊙ Survey
- ⊙ Presentation
- ⊙ Research project

3. Other activities for TV shows or movies from resource books: previewing (x9), viewing (x28), postviewing (x12) – to include reasons why they are wonderful learning tools, general guidelines for using them, and an example how with the TV show “Reaper” (pp.301-305)

Homework – Due Week 11

- ☺ None ☺

Schedule

1. Review – Week 10
2. Question-based mini-PDP lessons [practice]
 - ⊙ News (NPR): “A Victim Treats His Mugger Right” (p.306)
 - ⊙ TED talk: Matt Cutts – “Try something new for 30 days” (pp.307-308)
 - ⊙ Internet content (Films for Action): “Morgan Freeman Narrates the Greatest Story of Our Generation” (p.309)

*Important to remember: adjust the tasks (scaffold as necessary) – not the content (whether you choose to use)
3. Listening strategies [practice] (pp.310-317)
 - Planning (developing awareness of what needs to be done to accomplish a listening task + an action plan to be successful)
 - Focusing attention (avoiding distractions and heeding the auditory input in different ways)
 - Monitoring (checking, verifying, or correcting one’s comprehension or performance in the course of a task)
 - Evaluation (checking the outcomes of listening comprehension or a listening plan against an internal or external measure of completeness, reasonableness, and accuracy)
 - Inferencing (using information within the text or conversational context to guess the meaning of unfamiliar language items associated with a listening task, to predict content and outcomes, or to fill in missing information)
 - Elaboration (using prior knowledge from outside the text or conversational context and relating it to knowledge gained from the text or conversation in order to embellish one’s interpretation of the text)
 - Prediction (anticipating the contents and the message of what one is going to hear)
 - Contextualization (placing what is heard in a specific context in order to prepare for listening or assist comprehension)
 - Reorganizing (transferring what one has processed into forms that help understanding, storage, and retrieval)
 - Using linguistic and learning resources (relying on one’s knowledge of the first language or additional languages to make sense of what is heard, or consulting learning resources after listening)
 - Cooperation (working with others to get help on improving comprehension, language use, and learning)
 - Managing emotions (keeping track of one’s feelings and not allowing negative ones to influence attitudes and behaviors)

(“Teaching and Learning Second Language Listening” by Larry Vandergrift and Christine C.M. Goh, Routledge)

 - ⊙ Neil deGrasse Tyson – “Cosmos” and “What’s Possible in 15 years?” (p.318)
4. Music activities [practice] (pp.319-330)
 - ⊙ Starting with music [All]
 - ⊙ Background music [All]
 - ⊙ Conversation questions [All]
 - ⊙ Musical reactions [Low-intermediate to advanced]
 - ⊙ Film Music [Low-intermediate to advanced]
 - ⊙ Text completion and construction [All]
 - ⊙ Music journal [Low-intermediate to advanced]
 - ⊙ Pop songs: discussion [Intermediate to advanced]
 - ⊙ How would you describe this song? [Low-intermediate to advanced]
 - ⊙ What makes a good video? [Low-intermediate to advanced]

(“Music and Song” by Tim Murphey, Oxford University Press)
5. Music resources (pp.331-337)
 - ⊙ 20 reasons for using songs in language teaching
 - ⊙ Using songs in the classroom [31 activities]
 - ⊙ Using music in the adult ESL classroom [activities – listening and oral, reading and writing, vocabulary, and culture]
 - ⊙ Useful language for the music classroom

Homework 1 – Due Week 12

Write a reflection paper (essay, topic, or question/answer format) about listening. Follow the student examples (pp.338-343) and address some or all of the following questions: [25 points]

- ⊙ What did you learn?
- ⊙ Do you feel like you can teach listening more effectively now than before starting this section of the course?
- ⊙ What did you enjoy, appreciate, and/or find the most helpful about this section of the course?
- ⊙ What specific activities did you like best? Least? Why?
- ⊙ What will you try to use or SARS in your classroom(s)?
- ⊙ What would you like to spend more time on for this section of the course? Less time on?
- ⊙ What, if anything, did you not like about this section of the course? Was there anything that hindered your learning?
- ⊙ Do you have any suggestions or advice for me – specifically about how to improve this section of the course?
- ⊙ What connections can you make to other courses in the TESOL program?
- ⊙ How are your thoughts about learning and teaching changing or evolving?
- ⊙ Do you have any questions for me – about what you are learning and/or that I may not have been able to answer in class?

Homework 2 – Due Week 12

Read LT 10 (textbook pp.263-270) and highlight the answers in the text to the questions below. [25 points]

1. What is the difference between intensive reading and extensive reading? (p.264)
2. What is the difference between skimming and scanning? (p.265)
3. What is the difference between top-down and bottom-up reading? (*review)
4. What is a possible route map for a top-down reading lesson? (p.267)
5. What are some specific ideas for reading tasks? (pp.267-268)
6. What are the benefits of extensive reading? (p.268)
7. What are some extensive reading activities? (p.270)

Homework 3 – Due Week 13

Create (*not copy from any source*) one listening activity – approximately 30-75 minutes long. It can include any of the other three skills (speaking, reading, writing), but listening has to be the primary focus. To do this, download the “activity form” and use Arial 9-point font to type in your detailed information and instructions (from you as a teacher to your students). You are limited to two pages (with one or two attachments as necessary only), so also be simple, clear, and concise. Follow the course packet examples (model lessons) and student examples (pp.344-349), and check these books for ideas and inspiration: [25 points]

- ⊙ “Simple Listening Activities” by Jill Hadfield and Charles Hadfield (Oxford University Press)
- ⊙ “Music and Song” by Tim Murphey (Oxford University Press)
- ⊙ “Listening” by Goodith White (Oxford University Press)
- ⊙ “New Ways in Teaching Listening” by David Nunan and Lindsay Miller, Editors (New Ways in TESOL Series)

Tip: Choose your listening text (e.g. TV show scene or TED talk) first (*for ideas, check the “Links” page on my website – which includes the bullet points below). Then, sequence your second stage (easy to difficult, general to specific, concrete to abstract – main idea > details > deeper level of detail > comprehensive understanding or language focus). After that, go to the first stage and think of one or two quick tasks that will help your learners prepare to encounter the text in the second stage (e.g. brainstorming, mind-mapping, warm-up questions, visuals – pictures, predicting, vocabulary or lexis exercise or game, etc.). Next, go to the third stage to close, get feedback, and do a speaking or writing post-activity. Finally, fill in the top five boxes (from “Title” to “Materials”).

- ⊙ TV shows > best TV shows of all-time 1 and 2 (“Video” section)
- ⊙ Movies > best 1,000 movies ever made, 500 greatest movies of all-time, 300+ mind expanding documentaries, top 100 documentaries since 2000, 100 top movies of 2014, 50 funniest movies ever made, (“Video” section)
- ⊙ Music > Billboard (*pop music charts), 500 greatest albums of all-time, 50 albums that changed music, 500 greatest songs of all-time, 100 greatest music videos (“Music” section)
- ⊙ News > BBC, CNN, NPR, etc. (“Newspapers and news” section)
- ⊙ Talks > TED, TED in 3 minutes, Ted Ed (“TED” section)
- ⊙ Internet content > YouTube, Facebook (“Home” page), etc. (*too many to mention!)
- ⊙ Podcasts > top ranking podcasts, 10 best podcasts, 20 podcasts you need to hear in 2015 (“Podcasts” section)

Recommendation

Read or look over the following supplementary PDF documents on my website – “Reading”:

- ⊙ Reading process self-evaluation
- ⊙ Reading survey
- ⊙ Process of understanding/thinking about what we read
- ⊙ Teach by design
- ⊙ Stop and reflect periodically
- ⊙ Create the conditions for effective learning
- ⊙ Types of text
- ⊙ The elements of a text
- ⊙ Choose texts wisely
- ⊙ Choosing books for beginning readers
- ⊙ Fluent reading
- ⊙ Effective vs. ineffective readers
- ⊙ Struggling readers – help them to help themselves
- ⊙ Be a model reader
- ⊙ General standards for reading in all subject areas
- ⊙ Cognitive reading strategies
- ⊙ List of different reading strategies
- ⊙ Overview of reading strategies and essential skills
- ⊙ Use questions to support reading
- ⊙ Teach students how to ask for help
- ⊙ Questions readers should always ask of any type of text
- ⊙ Questions I can ask myself as I read
- ⊙ Use graphic organizers
- ⊙ The shapes of thought – tools for writers and readers
- ⊙ Four R Notes
- ⊙ Cornell note-taking form
- ⊙ Interactive reading
- ⊙ KWL organizer
- ⊙ Story structure
- ⊙ Bookmark – Reading: Think about it!
- ⊙ Bookmark – Reading reminders
- ⊙ Sentence frames
- ⊙ Reading – think about it
- ⊙ The book of ideas
- ⊙ Overview of informational texts
- ⊙ Good readers of informational text
- ⊙ Read textbooks
- ⊙ Preparing an informational retell
- ⊙ Read expository texts
- ⊙ Retelling expository texts
- ⊙ Nonfiction scaffold
- ⊙ Read essays
- ⊙ Read images
- ⊙ Summarize and paraphrase
- ⊙ Keep a learning log
- ⊙ Summary of reading assessments
- ⊙ Assessing comprehension instruction in your classroom
- ⊙ Overview of reading fiction
- ⊙ Glossary of literary terms
- ⊙ Ask questions to understand stories
- ⊙ Stems to start a discussion
- ⊙ Invitations to deeper conversation
- ⊙ Questions for students to ask – books
- ⊙ Questions for students to ask – being a reader
- ⊙ Group discussion rating
- ⊙ Most commonly taught titles in grades 9-11
- ⊙ 103 things to do before/during/after reading
- ⊙ 60 content reading strategies and activities
- ⊙ Graded readers and extensive reading
- ⊙ Establishing an extensive reading program

**While there are no questions to answer, all of this will serve as important reference material throughout this section of the course – which you are encouraged to come back to as needed.*

Schedule

1. Review – Week 11
2. Reading and lexis: Learning objectives, learning outcomes, key vocabulary, and pedagogy (pp.353-356)
3. LT 10 (textbook p.263-270) discussion [theory – reading]
4. Activity route map [practice – reading lesson > “Extraordinary Coincidences!”] (pp.358-361)
 (“Introduction to Teaching English” by Jill Hadfield/Charles Hadfield, Oxford University Press – Oxford Basics)
5. “Simple Reading Activities” by Jill Hadfield/Charles Hadfield, Oxford University Press – Oxford Basics (practical application)
 - ☉ Example unit: “Countries” (pp.362-363)
6. Types of texts (p.364)
7. Extensive reading activities [practice] (pp.365-371)
 - ☉ Reading and you [All]
 - ☉ Writing a book review (book report) [Low-intermediate to advanced]
 - ☉ Instant Book Report [All]
 - ☉ 4-3-2 Technique [Low-intermediate to advanced]
 - ☉ One-Sentence Summaries [Low-intermediate to advanced]
 - ☉ My favorite passage [Low-intermediate to advanced]
 - ☉ Personal responses list [Low-intermediate to advanced] (“Extensive Reading Activities for Language Teaching” by Julian Bamford and Richard Day, Cambridge University Press)
8. Fiction activities – “Rapunzel” and “Rumpelstiltskin” (practical application) (pp.372-387)
 - *www.eastoftheweb.com > short stories > children’s
 - ☉ Alphaboxes [All] – “Rapunzel”
 - ☉ Questions and stems [All] – “Rapunzel”
 - ☉ The character and me [Low-intermediate to advanced] – “Rapunzel”
 - ☉ Book rating [Low-intermediate to advanced] – “Rapunzel”
 - ☉ Story star [Low-intermediate to advanced] – “Rumpelstiltskin”
 - ☉ Story pyramid [Low-intermediate to advanced] – “Rumpelstiltskin”
 - ☉ If I were author [Low-intermediate to advanced] – “Rumpelstiltskin”
 - ☉ Book commercial form [Low-intermediate to advanced] – “Rumpelstiltskin” (“Revisit, Reflect, Retell” by Linda Hoyt, Heinemann)
9. Literature circles – “The Frog Prince” (pp.388-391) [Low-intermediate to advanced]
 - ☉ Comprehension master
 - ☉ Discussion Director
 - ☉ Literary Luminary
 - ☉ Connector
 - ☉ Summarizer(Google: literature circles, literature circles worksheets, literature circles roles, literature circles handouts, literature circles activities, literature circles lesson plans, literature circles jobs > web + images)
10. 103 things to do before, during, and after reading (pp.392-394)

Homework – Due Week 13

☺ None ☺

Schedule

1. Review – Week 12
2. PDP reading strategies (activities) (pp.395-396)
3. PDP strategies (activities) showcase – “Big Talkers” [practice] (pp.397-405)

Pre-reading activities

- ⊙ Rank
- ⊙ Mind map
- ⊙ Flashcards
- ⊙ Wordsplash
- ⊙ Visualize
- ⊙ Warm-up questions
- ⊙ Quiz
- ⊙ Vocabulary
- ⊙ KWL
- ⊙ Preview and predict
- ⊙ Set a purpose

During/While-reading activities

- ⊙ KWL
- ⊙ Symbols
- ⊙ Jigsaw reading
- ⊙ Context clues
- ⊙ Skimming
- ⊙ Scanning
- ⊙ Graphic organizer
- ⊙ Summarize
- ⊙ Visualize and draw
- ⊙ Inferences
- ⊙ Ask questions
- ⊙ Make connections
- ⊙ Synthesize

Post-listening activities

- ⊙ KWL
- ⊙ Debate
- ⊙ Interview/Survey
- ⊙ Response journal
- ⊙ Apply to broader context and presentation
- ⊙ Research and poster
- ⊙ Movie idea
- ⊙ News story
- ⊙ Comic strip
- ⊙ Reflect on reading strategies

(“Ready to Read More” by Karen Blanchard and Christine Root, Pearson)

Homework 1 – Due Week 14

Read LT 8 (textbook pp.185-210) and highlight the answers in the text to the questions below. [25 points]

1. What is the difference between lexis, vocabulary, and grammar? (p.186)
2. What are some possible presentation techniques for lexis? (pp.189-190)
3. What are some lexical practice activities and games? (pp.191-193)
4. What are some common pre-teaching tasks for lexis? (p.195)
5. How can teachers deal with lexis during reading and after the first phase of it? (pp.196-197)
6. How can teachers help students remember lexical items? (pp.198-205)
7. What are some things students can know about a lexical item? (pp.206-207)
8. How can we help student process lexis at a deeper level? (pp.208-210)

Homework 2 – Due Week 14

Read LT 3 (textbook pp.54-81) and highlight the answers in the text to the questions below. [25 points]

1. What are the common classroom management areas? What does classroom management involve? (p.54-55)
2. What influences and informs your decisions between different options? (p.57)
3. How can you maximize student interaction in class? (p.60)
4. What are some strategies for getting learner’s attention? (p.67)
5. What is your role while students do an activity? (p.68)
6. How are gestures helpful in the classroom? (p.69)

7. How can you use the board effectively? (pp.71-73)
8. What does 'eliciting' mean? How is it helpful for teachers? What are three ways to do it? (p.73)
9. What are some popular techniques for preventing learning? (pp.75-78)
10. How is intuition fundamental to teaching? (pp.78-81)

Homework 3 – Due Week 15

Write a reflection paper (essay, topic, or question/answer format) about reading and (next week) vocabulary. Follow the student examples (pp.418-421) and address some or all of the following questions: [25 points]

- ⊙ What did you learn?
- ⊙ Do you feel like you can teach writing and grammar more effectively now than before starting this section of the course?
- ⊙ What did you enjoy, appreciate, and/or find the most helpful about this section of the course?
- ⊙ What specific activities did you like best? Least? Why?
- ⊙ What will you try to use or SARS in your classroom(s)?
- ⊙ What would you like to spend more time on for this section of the course? Less time on?
- ⊙ What, if anything, did you not like about this section of the course? Was there anything that hindered your learning?
- ⊙ Do you have any suggestions or advice for me – specifically about how to improve this section of the course?
- ⊙ What connections can you make to other courses in the TESOL program?
- ⊙ How are your thoughts about learning and teaching changing or evolving?
- ⊙ Do you have any questions for me – about what you are learning and/or that I may not have been able to answer in class?

Homework 4 – Due Week 15

Create (*not copy from any source*) one reading activity – approximately 30-75 minutes long. It can include any of the other three skills (speaking, listening, writing), but reading has to be the primary focus. To do this, download the "activity form" and use Arial 9-point font to type in your detailed information and instructions (from you as a teacher to your students). You are limited to two pages (with one or two attachments as necessary only), so also be simple, clear, and concise. Follow the course packet example (model lesson) and student examples (pp.422-427), and check these books for ideas and inspiration: [25 points]

- ⊙ "Extensive Reading Activities for Teaching Language" by Julian Bamford and Richard Day (Cambridge University Press)
- ⊙ "Simple Reading Activities" by Jill Hadfield and Charles Hadfield (Oxford University Press)
- ⊙ "New Ways in Teaching Reading" by Ronald V. White, Editor (New Ways in TESOL Series)

★Tip: Choose your reading text (e.g. newspaper article or short story) first. Then, sequence your second stage (easy to difficult, general to specific, concrete to abstract – main idea > details > deeper level of detail > comprehensive understanding or language focus). After that, go to the first stage and think of one or two quick tasks that will help your learners prepare to encounter the text in the second stage (e.g. brainstorming, mind-mapping, warm-up questions, visuals – pictures, predicting, vocabulary or lexis exercise or game, etc.). Next, go to the third stage to close, get feedback, and do a speaking or writing post-activity. Finally, fill in the top five boxes (from "Title" to "Materials").

- ⊙ Newspapers > BBC, CNN, The New York Times, The Korea Herald, etc. (*my website "Links" > "Newspapers and news")
- ⊙ Magazines > https://en.wikipedia.org/wiki/List_of_magazines_by_circulation (*or Google, for example, "music magazines")
- ⊙ Novels > 700 free ebooks for iPad/Kindle/other devices, free online libraries, free books – 100 legal sites to download literature, 23,456 classics to go (iTunes) (*my website "Links" > "Reading")
- ⊙ Short stories > www.eastoftheweb.com/short-stories/indexframe.html, americanliterature.com/100-great-short-stories
- ⊙ Graded readers > https://en.wikipedia.org/wiki/Graded_reader (*best graded reader series)

Homework 5 – Due Week 15

Watch the Bill Gates TED talk "Teachers Need Real Feedback" and read the accompanying interactive transcript:

https://www.ted.com/talks/bill_gates_teachers_need_real_feedback

While watching, identify the message Bill Gates is trying to impart.

Schedule

1. Review –Week 13
2. LT 8 (textbook p.185-210) discussion [theory – lexis]
3. Lexis techniques – ensure understanding of meaning and optimize impact [practice]
 - ⊙ Associations (small)
 - ⊙ Personal connection (how word relates to your life)
 - ⊙ Brainstorming or mind-mapping (animals)
 - ⊙ Pictures or visualization (link item + image)
 - ⊙ Categories (food – “Word Menu”)
 - ⊙ Prefixes, root words and suffixes (anti-bio-tic)
 - ⊙ Classroom displays (word walls)
 - ⊙ Realia (durian)
 - ⊙ Context clues (*exercise – p.402)
 - ⊙ Small cards or pieces of paper (carry or affix/tape)
 - ⊙ Flashcards (link word + image)
 - ⊙ Synonyms and antonyms (beautiful)
 - ⊙ Games (*examples –pp.405-417)
 - ⊙ Word families (electricity, electrical, electrician)
 - ⊙ Journal (*examples – p.403-404)
 - ⊙ Word in a sentence (personalize if possible)
 - ⊙ Mime and gesture (link word + action)

(“Vocabulary Activities” by Penny Ur, Cambridge University Press)
4. Ways to assess vocabulary [practice]
 - ⊙ Translation – L2 > L1 (e.g. serious > _____)
 - ⊙ Synonym matching (e.g. firm > a. deep b. hard c. warm d. clean)
 - ⊙ Fill in the blanks (e.g. A _____ is a large cat with stripes that lives in the jungle.)
 - ⊙ Identifying meaning (e.g. chronic means . . . a. lasting a long time b. dissatisfied c. to greatly decrease d. effective)
 - ⊙ Matching (e.g. 1. champion 2. policeman 3. writer > a. officer of the law b. composes novels c. winner of a sporting event)
 - ⊙ Checklist tests – lists of words (e.g. ★ = know very well, ✓ = know, ? = not sure, X = don’t know)
 - ⊙ Word associates test – target word is followed by eight options, four of which have some relationship to the target word and four of which do not (e.g. sudden > beautiful, quick, surprising, thirsty, change, doctor, noise, school)
 - ⊙ Make a sentence with the target word – personalize if possible (e.g. scrumptious > The steak with mint sauce that I had at the Bulgarian restaurant on Saturday was scrumptious!)
 - ⊙ Sentence completion (e.g. terrifying > One of the most terrifying experiences I ever had was . . .)
 - ⊙ Draw a picture or identify what is in a picture (e.g. picture of a living room with several items in it)
 - ⊙ Cloze test – make blanks for target words in a text (include a word bank or multiple choice for each blank)
 - ⊙ Embed in text – explain what the target words mean in context (e.g. The word deliberately in line four of the passage means . . . a. preferably b. noticeably c. intentionally d. absolutely)
 - ⊙ Know about the word (e.g. meaning, what it collocates with, what would be an appropriate or inappropriate context of use, what other words they know from the same family, etc.)
 - ⊙ Read aloud (to check if students can pronounce words correctly)
5. Lexical (board) games [practice]

Using lexical board games in the language classroom is an effective, low-anxiety, and fun way for students to learn and practice new words and real world communication skills. To ensure success: (1) allow for creativity, (2) use as a learning tool, (3) make it fun and interesting, and (4) develop a good set of rules that are easily enforceable. Afterwards, reflect on what went well and what didn't, what you will continue to do in the future and what you won't, and what you would like to add/delete/change the next time you play.

 - ⊙ Memory Madness
 - ⊙ Pictionary
 - ⊙ Scattergories
 - ⊙ Jeopardy (Categories)
 - ⊙ Boggle
 - ⊙ Word games
 - ⊙ Taboo
 - ⊙ Mad Libs

There are so many board games to try out, but always think about the educational value first:

 - ⊙ Wikipedia: http://en.wikipedia.org/wiki/List_of_board_games (list of many board games on the market today)
 - ⊙ Google images: board games esl (many games to print out or use for inspiration in creating your own)
 - ⊙ Amazon, Toys “R” Us, and G-market: places to buy all games listed above

6. Microteaching preparation (pp.431-436)

⊙ Overview

⊙ Criteria

⊙ Forms

⊙ Time

⊙ Procedure

⊙ Assessment

⊙ Example videos and feedback

⊙ Order

Homework – Due Weeks 15-16

Thoroughly prepare for your microteaching demonstration. [50 points]

Schedule

Microteaching lessons (15-20 minutes)

*****End of Week 16*****

You've made it to the end of the semester. Congratulations! Now on to the practicum (or internship)! All the best with your preparation and two teaching demonstrations (or experience overseas)! ☺

