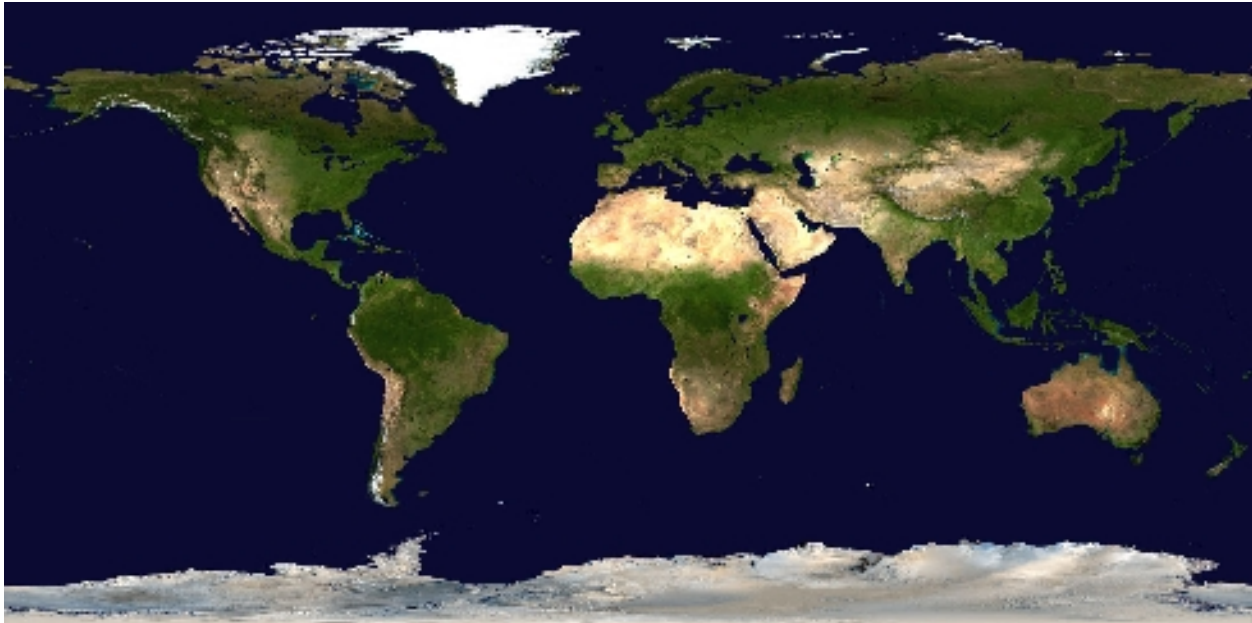


Education 134: Teaching English Internationally



The blue marble: Land surface, shallow water and shaded topography. (2002). [NASA satellite image.] Retrieved from http://visibleearth.nasa.gov/view_rec.php?id=2433

Fall Quarter 2009

Tues/Thur 12:30-1:50 p.m.
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Course Description and Theme

Course website: <https://eee.uci.edu/09f/12105>

Drawing on principles of education, linguistics, communication, and, psychology, Education 134 “covers methods of teaching English as a foreign language, basic language knowledge for English teachers, the social context of English language teaching around the world, and essential information about securing international employment as an English teacher” (UCI catalog). English has become the world’s first global language, taught and learned throughout the world. It is estimated that at least one billion people around the world have studied or are studying English. Positions teaching English as a Foreign Language (EFL) are increasingly available internationally and can provide an outstanding opportunity for people to learn about and interact with students of diverse backgrounds and cultures. However, the era when “just being a native speaker” was enough is no longer realistic. International recruiting agencies have begun to look for native speakers who are knowledgeable about EFL teaching methods. Upon completion of the course, you should be able to:

1. Describe the historical shifts in English language teaching methods, and identify dominant methods in today’s EFL classrooms;

2. Identify different learning and teaching styles;
3. Identify the essential components of credible and effective materials and coursebooks;
4. Identify the essential components of an effective language lesson;
5. Design a course and write a lesson plan for EFL instruction;
6. Apply teaching strategies to build learners' oral, vocabulary, decoding and written language skills;
7. Identify strategies for cultural adjustment and assess personal preparedness for teaching abroad;
8. Prepare a curriculum vitae and digital teaching portfolio for employment purposes.

Required Texts

Snow, D. (2006). *More than a native speaker: An introduction to teaching English abroad*. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc. (TESOL)

Selected chapters will be taken from the following books:

- Avery, P., & Ehrlich, S. (2008). *Teaching American English pronunciation*. New York, NY: Oxford University Press.
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). White Plains, NY: Pearson Education.
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York, NY: Routledge, Taylor & Francis.
- Richard-Amato, P. A. (2003). *Making it happen: From interactive to participatory language teaching* (3rd ed.). White Plains, NY: Pearson Education.
- The Johns Hopkins University Center for Technology in Education. (2006). *The Johns Hopkins University digital portfolio and guide: Documenting your professional growth*. Upper Saddle River, NJ: Pearson Prentice Hall.

Any additional required readings and homework assignments each week will be placed online on the course website <https://eee.uci.edu/O9f/12105> All handouts given in class will be posted on the course website.

Attendance, Participation and Grading

Major assignments and approximate grade percentages are listed below, but are tentative. Detailed information and due dates will be listed on the private calendar, [hosted on Google Calendar \(click here\)](#).

Attendance and participation	10%
Homework	20%
Test on EFL teaching methods	10%
Mini-teaching lessons (x5)	20%
Coursebook evaluation	5%
Course design and assessment	10%
Teaching portfolio	25%

Description of Assignments

Course attendance and participation: **10%**

You will be given one point for each class attendance, including your participation. You will not receive that point for missed class meetings. In addition, if you arrive more than 30 minutes late for class or leave more than 30 minutes prior to the time the class ends, you will lose half a point. If you are going to be late or absent with a legitimate excuse, you may email Chin-hsi (with cc to me) ahead of time to explain and that will be taken into consideration. However, excessive absences or lateness even with legitimate excuse will affect your attendance and participation grade. Attendance is also required at the library visit on Thursday, October 8 during class time. During UCI's scheduled final exam week, there will

be no required class meeting or lecture. However, there will be an optional social gathering on December 8, during regular class time, to discuss any final questions about your teaching portfolio, or just about living and teaching abroad.

The participation grade includes regular and punctual in-class attendance, as well as appropriate university student behavior. If your phone rings or you're caught texting, you will be asked to *bring fruit or pastries to the next day of class*. An additional note about food and drink: I recognize that our class will be held during lunch time, and you may not have time to eat before or after this class. As a result, I do not mind if you bring food or drink to class. However, please be considerate and promptly put away all trash into the closest trash can. The class after us will be appreciative.

Homework: **20%**

Readings from the required book and other related materials will be handed out and/or made available online. Reflection questions and other homework assignments will be announced in class every week; there will be a total of six homework assignments during the quarter (tentative), and each assignment will be worth 10 points. Points will be deducted from assignments turned in late – The amount of points to be deducted for late assignments will be noted on each specific assignment. All homework assignments will be submitted in class, unless arranged otherwise.

Test on EFL teaching methods: **10%**

In class on **Thursday, October 15**, there will be a test on the history and methods of English as a Foreign Language (EFL) teaching methods. Methods covered will include, among other methods, communicative language teaching and the audiolingual method. There will also be questions about common terms in the field of English language teaching, and landmark theories and theorists addressed in lectures and readings.

Mini-teaching lessons: **20%**

In groups of five students, you will each create a five-minute teaching lesson focusing on a specific language skill. These skills include: 1) Conversation; 2) reading and vocabulary; 3) pronunciation; 4) grammar; and 5) writing. You will each present your five-minute teaching lesson in front of your four classmates. In exchange, your classmates will give you feedback on your presentation, including what could have been improved. A teaching rubric will be provided to your group for this purpose. At the completion of the 25-minute mini-teaching session, a name from each group will be randomly selected, and that person will present his or her mini lesson in front of the entire class. This presentation will be graded by the instructor, who will give the presentation grade to the entire group. In other words, your presentation's grade will be given to your group members. However, once you have presented in front of the entire class, you will no longer be asked to present in that venue again; you will continue to present in front of your group members, however.

Coursebook evaluation: **5%**

The first critical step in creating and preparing for a course is to select a coursebook. You will find and evaluate a student coursebook for a class you would like to teach. The course will cover a range of skills, from listening, speaking, pronunciation, grammar, reading, vocabulary and/or writing. Select a particular location or grade level/level for the students for the course. An evaluation rubric will be provided for this assignment, and you will be asked to provide a rationale for your acceptance or rejection of the coursebook. This evaluation is worth 20 points and will be **due in class on Thursday, November 5**, unless arranged otherwise.

Course design and assessment: **10%**

Individually or in pairs, you will design a course for 10-16 weeks of instruction. The course will cover a range of skills, from listening, speaking, pronunciation, grammar, reading, vocabulary and/or writing. Select a particular location or grade level/level for the students (e.g., medical students in a South

Korean university or second-grade children in a Saudi Arabian elementary school) for the course. Develop a course appropriate for that level, including objectives, resources or materials, activities, and timeline. You will want a guiding theory or theories to direct your design (e.g., communicative language teaching), although this may be implicit in your work.

Additionally, you will want to develop a way to assess the student work produced in this course. Remember that, while “assessment” usually means “tests and quizzes,” it may also refer to essays, portfolios, videos or other products. Feel free to be creative in the way you assess your course, but be prepared to defend yourself if an employer were to ask you to do so.

There will be no standard format for this assignment, so feel free to speak with me if you have questions about your design and assessment. Both course design and assessment will be due as a draft initially, but the final assignment is **due by 5 p.m. on Tuesday, November 24** by email or submitted in person.

Teaching portfolio:

25%

As a final assignment for the class, you will individually create a teaching portfolio, which will include: a curriculum vitae (“CV”), which is a lengthier and more detailed version of a résumé; a statement of your teaching philosophy; and a lesson plan. Additionally, if you have a specific job in mind, you can include a cover letter. If you have taught before, use any artifacts from those experiences, such as a former syllabus, handouts or lecture notes. If you have not taught before, the lesson plan will be an essential part of your presentation as a competent teacher.

Your lesson plan will be an original lesson plan created by you for a one-hour lesson that focuses on the teaching of listening, speaking, pronunciation, grammar, reading, vocabulary and/or writing. You may choose to expand an earlier lesson from your mini-teaching lessons, as long as the work is original. The lesson should include both teacher presentation and student interaction. Select a particular location or grade level/level for the students (e.g., 7th grade beginning English students in China or undergraduate advanced English majors in Mexico) for the lesson. Develop a lesson plan appropriate for that level, including objectives, resources or materials, activities, and timeline.

Parts of the portfolio will be due as drafts, but the final assignment is **due by 5 p.m. on Thursday, December 10** by email or submitted in person. You can submit this assignment digitally, either as an online teaching portfolio or in a DVD or Video CD (VCD) format. In an age where your employer will probably Google you, it is wise to place yourself online in a visible (but professional) manner. For an example, take a look at my professional website, <http://sonjalind.wordpress.com> Blogs like this are easy to sign up for and are offered widely, from Blogger.com to Wordpress.com, and everything in between. Alternatively, a DVD is a very creative way of presenting your work, and will probably impress a potential employer just as much as a website. In any case, using technology will demonstrate that you are not only a bright, young employable teacher, but that you are a *tech-savvy*, bright, young employable teacher.

Final Class Meeting:

On Tuesday, December 8, you will have the option to meet from 12:30-1:50 p.m. to go over the final assignment, the teaching portfolio, as well discuss logistics of living abroad. Attendance is optional.

Course Schedule

This schedule is tentative, and any changes will be announced on the EEE class MessageBoard, as well as the [Google Calendar \(click here\)](#).

Date	Topic	Reading(s) – To be read <i>before class</i>	Assignment Due
Thur 9/24	Introduction / Teaching		Buy your book!

	philosophies		
Tues 9/29	How languages are learned and taught	<i>Snow, Chapter 1: Language learning</i>	Homework 1: Statement of teaching philosophy
Thur 10/1	EFL teaching methods	<i>Brown, Chapter 2: History of language teaching</i>	
Tues 10/6	Communicative language teaching	<i>Richard-Amato, Chapter 9: Communicative teaching</i>	Homework 2: YouTube observation report
Thur 10/8	Library visit: Finding and evaluating teaching materials		
Tues 10/13	EFL teaching methods review / Online multimedia / Teaching listening	<i>Snow, Chapter 7: Listening</i>	Homework 3: Library visit reflection / list of resources
Thur 10/15	Test on EFL teaching methods / Teaching English conversation		
Tues 10/20	Mini-teaching on conversation / Teaching reading and vocabulary	<i>Snow, Chapter 8: Speaking</i>	Mini-teaching lesson #1 (Conversation)
Thur 10/22	TBA		Homework 4: Characteristic difficulties for ELLs in your host country
Tues 10/27	Mini-teaching on reading and vocabulary / Teaching pronunciation	<i>Snow, Chapters 9 and 11: Reading / Vocabulary</i>	Mini-teaching lesson #2 (Reading and Vocabulary)
Thur 10/29	TBA (Potentially: Evaluating and selecting coursebooks)		Homework 5: Phonetic symbols and word stress
Tues 11/3	Mini-teaching on pronunciation / Teaching grammar	<i>Avery & Ehrlich (2008), Chapter 13 and Nation & Newton (2009), Chapter 5: Pronunciation</i>	Mini-teaching lesson #3 (Pronunciation)
Thur 11/5	Grammar terms		Coursebook evaluation
Tues 11/10	Mini-teaching on grammar / Teaching writing	<i>Snow, Chapter 12: Grammar</i>	Mini-teaching lesson #4 (Grammar)
Thur 11/12	Grammar terms / Teaching writing / Course design and assessment		Homework 6: Grammar terms and examples (Snow, #5, p. 201)
Tues 11/17	Mini-teaching on writing / Course design and assessment	<i>Snow, Chapter 10: Writing</i>	Mini-teaching lesson #5 (Writing)
Thur 11/19	TBA	<i>Snow, Chapter 3: Planning courses</i>	Course design and assessment DRAFT
Tues 11/24	Applying for EFL jobs / Writing a CV	<i>Snow, Chapter 4: Evaluation and grading</i>	Course design and assessment

Thur 11/26	NO CLASS: Thanksgiving		
Tues 12/1	Writing a CV / planning a lesson	<i>Snow, Chapter 5: Lesson planning</i>	CV DRAFT Extra credit: Career center notes on your resume
Thur 12/3	Planning a lesson / Moving and living abroad	<i>Johns Hopkins University, Chapter 3: Digital portfolios</i>	Lesson plan DRAFT
Tues 12/8	CLASS – OPTIONAL REVIEW SESSION		
Thur 12/10	NO CLASS		Teaching portfolio + lesson plan, CV, and statement of teaching philosophy

Academic Honesty

In all your assignments for this class, the use of any writing or material produced by others must be properly referenced and cited. This includes teaching materials that are freely available online; be sure to cite at all times. Plagiarism is extremely easy to detect and will result in failure in the class and reports to the Associate Dean of a student's school and to the Dean of Undergraduate Education. If you use any materials developed by others, including that found from online sources, be sure to cite the original source.

Grading Scale

A+ ≥ 96.5 %	B+ ≥ 86.5 %	C+ ≥ 76.5 %	D+ ≥ 66.5 %
A ≥ 93.5 %	B ≥ 83.5 %	C ≥ 73.5 %	D ≥ 63.5 %
A- ≥ 90 %	B- ≥ 80 %	C- ≥ 70 %	D- ≥ 60 %

A failing grade is below 60%. Grading is *not* done on the curve.