Teaching English as a Foreign Language
WRCT/EDST/CGST 201Z
Summer 2021

Course Information:
Dates: June 27th – July 28th,
Meeting times: Monday – Thursday 3:30 – 5:35 pm,
Format: Online Synchronous Course

Instructor Information
Elizabeth Hepford, Professor of the Practice in ESL
Email: ehepford@wesleyan.edu
Office Hours by appointment or after class

Course Description and Purpose
This course is designed for students that are considering teaching English outside of the United States. It may be particularly useful for those considering applying for a Fulbright English Teaching Assistant, The JET program, The Peace Corps, or continuing after Wesleyan to get a TEFL or TESOL certificate or Master's Degree. The course will include basic language acquisition theory, TEFL teaching techniques, readings and guest-lectures by sojourners in various programs, and opportunities to reflect on personal reasons for choosing to teach abroad.

Learning Objectives
1. Students will produce a Teaching Statement, rough draft of an application letter, and updated CV/resume appropriate for a TEFL position in order to deepen their understanding of the process of being hired.
2. Students will learn about various theories and methods to teach English to speakers of other languages. They will practice these methods in small activities and teaching demonstrations.
3. Students will pick a culture of interest and explore various culture elements. By doing this research and listening to their classmates presentations, they will increase their cultural competency and awareness of cultural differences and similarities.
4. Students will increase their teaching skills by practicing various teaching techniques, creating lesson plans and assessments, and discussing their experiences learning languages.
5. Students will apply what they have learned about their culture of interest to their teaching activities by completing culturally appropriate lesson plans and activities.

Textbooks and Materials
All materials are uploaded on Moodle. They consist mainly of journal articles, but also may include book chapters and webpages. Please have access to all readings assigned for the day.

Classroom Behavior and Expectations
Expectations
Class sessions will be held on Zoom. In order to keep the two-hour sessions interactive, each class will consist of a variety of activities including lecture, class discussions, guest lecturers, in-class discussion boards, small group discussions in breakout rooms, teaching demonstrations, electronic portfolio creation, in-class quizzes, and class activities such as culture research, group lesson planning, and other appropriate activities. Regular attendance, participation in discussion all activities is expected and will be graded.

Participation
Because this is an online course for two hours four days a week, participation and attendance is particularly important. You will be evaluated on your contributions during discussion (voice or chat) and completion of in-class activities. Each day you will be awarded 1 point for attendance, 1 point for participation, and extra points for going above and beyond what is required. If you cannot attend class for a legitimate reason, please contact your professor beforehand and arrange to make-up your attendance points. Generally, make-up work will entail writing

a summary of the readings due for the day, completing tasks we did in class, and/or watching the class video. If you are unable to join small group discussions, I will create a forum to make-up the points.

Grading

All assignments must be submitted on the day they are due. If there is a legitimate reason for turning the assignment in late, notify your instructor **BEFORE the assignment is due**. 10% will be deducted for any late work. If you miss class, you have until the following Monday to make it up.

Assignments

1) Participation (20%) As previously mentioned, 1-3 participations points are available every class.
2) In-class work (20%) This includes anything that we complete in class including quizzes, lesson plans, and reports on your culture of interest.
3) Homework (10%) Because this class meets four days a week during the summer, I will limit the amount of homework given. However, you will be required to do some work (often reading) in order to prepare for the class. Reading assigned on the weekend will be discussed at some point during the week, but not necessarily on Monday.
4) Teaching Demonstration (10%) In order to deepen our understanding of the methods and techniques we discuss in class, each of you will have an opportunity to prepare and present a lesson using one of the techniques. If possible, I would like you to teach the lesson in a language other than English. It will be fun for us to learn some of another language, and the teaching will be more authentic. If you are teaching a more advanced topic, the lesson will obviously have to be in English. Your presentation will be recorded and you will need to include it in your eportfolio.
5) Presentation on Culture Research (10%) As part of the class, you will chose a place you'd like to teach (your culture of interest) and research various aspects of their culture and education system. Throughout the course, you will share your findings and this presentation will be a culmination of that research.
6) EPortfolio (30%) Throughout the course, you will be preparing materials that may be useful for you to apply for a teaching position, fellowship, or state department position. This eportfolio will be where you collect this information.

Submission of Assignments: Please submit all written assignments as either an MSWord or an .rtf document. I do not have a Mac, and therefore cannot open a pages document. PDFs limit my ability to comment on your work, so please do not submit them.

HonorCode

All students of Wesleyan University are responsible for knowing and adhering to Wesleyan Honor Code (www.wesleyan.edu/studentaffairs/studenthandbook/StudentHandout.pdf). Violations of this policy may include cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council – Office of Student Affairs. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). The office of student affairs Honor Code Office has more information (see https://www.wesleyan.edu/studentaffairs).

Accommodation Statement

Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in, and benefit from, its programs and services. To receive accommodations, a student must have a disability as defined by the ADA. Since accommodations may require early planning and generally are not provided retroactively, please contact Accessibility Services as soon as possible. If you have a disability, or think that you might have a disability, please contact the office of Student Affairs (see https://www.wesleyan.edu/studentaffairs/disabilities/contactus.html) in order to arrange an appointment to discuss your needs and the process for requesting accommodations. Accessibility Services is located in North College, rooms 021/022, or can be reached by email (accessibility@wesleyan.edu) or phone (860-685-5581). Any accommodations suggested by Accessibility Services will be made for any student with a documented disability.

Religious Observances

Religious observances require that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required assignments/attendance. If this applies to you, please speak with me directly as soon as possible at the beginning of the term.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, ability, and nationality. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of your preference early in the semester so that I may make appropriate changes my records. For more information, see the policies on https://www.wesleyan.edu/studentaffairs/conduct/index.html.

Discrimination and Harassment

Wesleyan University is committed to maintaining a positive learning, working, and living environment. Wesleyan will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this Wesleyan policy, **"Protected Classes"** refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Equity and Inclusion (see https://www.wesleyan.edu/inclusion/) at 860-685-4771. The Student Handbook also has more information (see https://www.wesleyan.edu/studentaffairs/studenthandbook/StudentHandbook.pdf).

Internet Issues or Class Cancellation

As we all know, internet issues happen. If you are unable to login or your internet connection is unstable, it will not be held against you. However, you will have to make up the work in same way that you would if you were absent. I will try to record each class and post the session online so that you can watch a recording of it at a later time. If your professor's internet connection fails (it happens), I will record my lecture and move as much of the material onto Moodle as I can. You will be asked to complete the material asynchronously.

Course Calendar

I will do my best to adhere to the following schedule. However, if the class requires more or less attention to a topic, I reserve the right to alter the syllabus accordingly. I will notify the class as soon as possible and send an updated syllabus. I will make every effort to not change the dates of major assignments such as lesson plans, teaching presentations or quizzes.

Introduction
Monday: Introduction to Teaching English as a Foreign Language
Hour 1:

1. Go over syllabus
2. evaluate our resources (that's you)
3. discuss your motivations for taking the course
4. choose teaching presentation days
5. Read stories from various TEFL programs (share what you found after break)
   a. Fulbright: https://fulbright.org/category/stories/
   b. JET Program: https://jet-programme.com/jet-programme-jet-stories-from-japan/
   c. Peace Corps: https://www.peacecorps.gov/stories/search/?search_text=teaching&list=stories
   d. If you are looking at other programs, feel free to find other websites!

Hour 2:

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1. Discuss research projects and discuss what it's like to teach abroad.
2. Internet research on various programs and opportunities to teach abroad.
3. Narrow the the countries/cultures/languages of where you should like to teach.

HOMEWORK: Decide on the country, culture and language you would like to research – This will be your culture of interest (COI) for the rest of the semester. Pick a photo for your Zoom background from your COI

Tuesday: Language learning experience
Hour 1:
1. Talk about your zoom background photo.
2. What has been your language learning experiences? What worked and didn't work for you?
3. "Would you rather?" quiz in language learning. Discuss multiple intelligences theory.
4. Group discussion about how to teach basic vocabulary with different multiple intelligences.

Hour 2:
1. Share your chosen culture of investigation (COI) for the course.
2. Language learning experience – look at Duolingo and Mango languages. Try a lesson in each. Discuss the good and bad of your experiences.
3. Internet research – look for contrastive analysis between English and the language of your culture of investigation.

HOMEWORK: Video on language transfer: https://www.youtube.com/watch?v=UB18y2ZYBiY

Wednesday: The Basics of Teaching English
Hour 1:
1. 4 elements of language learning – reading, writing, listening, and speaking.
2. Discuss language transfer. What will be difficult for your students to learn in English?
3. Crash course in lesson planning – objectives, planning, review, estimating time.

Hour 2:
1. Write objectives for an element that will be challenging for your students due to language transfer.
2. Research – What is the teaching style of your COI? Are their classes communicative or lecture style? What is the relationship like with their teachers?
3. Teaching without technology (having a backup plan!)
4. Pick an activity that you wrote an objective for and plan a lesson with one activity.

HOMEWORK: Finish the lesson plan

Thursday: Listening and Speaking
Hour 1:
1. Share your lesson plans for peer review.
2. Focusing on your students' needs.
3. Techniques for teaching pronunciation – introduction to the IPA, minimal pairs, tongue twisters, when to correct and not correct.
4. Techniques for speaking – oral practice/exams, how fluency develops.
5. Try writing in the IPA (trade and try to read it)

Hour 2:
1. Teaching presentations using 1) multiple intelligences theory, 2) pronunciation (use a language other than English) THIS WILL BE RECORDED!
2. How to teach listening – Teacher talk, games and lessons.
3. Explore Dave's ESL café.

HOMEWORK: Reading Agbatogun (2014) and Yazdanmeh (2021) and create a lesson plan for teaching a difficult pronunciation point for your COI and speaking/listening practice.

Week 2: 7/5-7/8 Listening and Speaking

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Monday: Happy July 4th – Enjoy your holiday!

7/5 Tuesday: Communicative Methods

Hour 1:

1. *The basics behind the theory – what have you done? Flaws and benefits of the theory*
2. *Task-Based Learning*
3. *Competency Based Instruction*
4. *Group discussions – Each group discusses a theory and how it could be used*

Hour 2:

1. Gestures video
2. Culture of interest investigation: What is polite? What gestures are used? Report back to the class.
3. Demonstration of Communitive language teaching by your instructor

7/6 Wednesday: Speaking and listening continued

Hour 1

1. Total Physical Response
2. Audiolingual method
3. Can-do scales, Common European Framework

Hour 2

1. Hofstede Cultural Values – find your COI on the list.
2. Small groups – What cultural clashes could you picture based on these ideas?
3. Small groups – what do you think of this? Benefits and problems with the theory.
4. The cycles of culture clash

HOMEWORK: Explore The Global Learning Value Rubric

7/7 Thursday: Review and culture shock – *Possible guest speaker – Emily Gorlewski*

Hour 1:

1. Quiz on theories so far
2. Discuss the Global Learning Value Rubric
3. Small groups – what would be the important phrases you need to learn to survive in new culture? Look them up in the language you are learning. Teach each other!
4. Come back to together and show off what you learned!

Hour 2:

1. The cycle of culture shock – and the latest theories on how it works. (Watch video about it)
2. In groups, discuss the cultural competency model. Questions, critiques?
3. Teaching presentations on: Pronunciation,Task-based learning, Competency based instruction, Content Based Learning, Cooperative language learning THIS WILL BE RECORDED

HOMEWORK: Response/Reflection paper. What do you anticipate you will struggle with when going to your COI? How do you think you'll handle culture shock? Will you acculturate or resist? What parts of yourself and your culture will you hold on to? ***The final version of this paper will go in your eportfolio***

Week 3: 7/11-14 *Reading and Writing - Literacy development*

Monday:

Hour 1: An introduction to literacy

1. Small groups to share what you wrote about in your paper
2. Think about what not being able to read would be like
3. Reading and writing – what have been your experiences in learning to write in another language? What languages do you think would be the hardest for native English speakers? Anyone want to try to teach us a bit?

Hour 2: Teaching writing

1. How to teach English spelling – phonetics, the whole language technique & sight words

2. Literacy development – adults versus children
3. Research the culture of literacy in your COI – Who are their great authors? What are the important books? Newspapers? Pop culture icons that write? Report back on what you find.

Tuesday:
Hour 1 Teaching grammar
1. Grammar correction – when to correct and when not to.
2. Focus on form, recasting, clarifying questions & explicit explanation,
3. Group project - try to explain – articles, prepositions, the perfect tenses, and/or conditional tenses. Make a lesson plan for what you found.

Hour 2 Religion
1. Discuss religion and how it affects culture and language. Explaining your religious practices – what to discuss and what to avoid.
2. COI research – religious practices. How to be respectful about (or at) religious practices, holidays and cultural events. Share what you found.
3. Small group discussions – rules for being respectful of others culture. What about cultural appropriation?

Wednesday:
Hour 1: Evaluations
1. Common English language exams – TOEFL, IELTS, Cambridge Academic English (CAE), Michigan Language Assessment, CEFR textbook tests
2. How to teach a test preparation class (the basics)
3. Group research on the different exams. Put together a chart to compare them. Come back together and combine the charts.

Hour 2: The Culture of History
1. Why is it important for you to learn about the history of where you are going?
2. Research: find out about the most important historical events in your COI. When did they become a country? Where did the people come from? What event and heroes/heroines do people still talk about the most and celebrate?
3. Report back to the class

HOMEWORK: read article on creating games to learn language- York 2020

Thursday:
Hour 1:
1. Teaching vocabulary – lexical approach, CLOZE Exercises, Quizlets,
2. The benefit of games to learn language
3. Group project: Create a vocabulary game

Hour 2: Using authentic materials
1. When and how to use authentic material
2. Discussing current events – how to be objective and let them lead the conversation
3. Debate techniques
4. Teaching presentations – Focus on form, Grammar lesson, spelling, and writing. THIS WILL BE RECORDED

HOMEWORK: Create a lesson plan for teaching grammar using at least two of the techniques we've discussed. *The final version of this plan will go in your eportfolio.*

Week 4: 7/18-21 Preparing your eportfolios
Monday: Your final project
Hour 1:
1. Quiz over methods
2. Creating an eportfolio – going over your final project

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Hour 2:

1. Look at application materials for a program you are interested in. What would you put in a letter? Why would you apply to this program?
2. Small groups – talk about what should go in an application letter. Make a list to share with the group.

HOMEWORK: Write an application letter for a program of your choice. *The final version of this letter will go in your eportfolio* Start revising and gathering materials for your eportfolios

Tuesday:

Hour 1

1. Using video as a teaching technique or for language practice.
2. Creating an introduction video – video production and content
3. Write your script and practice it with your small group

Hour 2

1. Create your video. We'll come back together in 40 minutes
2. Share your videos with your small groups
3. Discuss the process – what do you need advice on?

Wednesday: Finding teaching materials

Hour 1

1. Why your textbook is never enough! Evaluating, changing, and creating materials.
2. Videos, songs, games, making class fun with technology, singing, and playing
3. How to teach a movie – you don't just show it!

Hour 2

1. Find a short movie and prepare it for teaching. Vocabulary list, plot summary, listening comprehension activity, when to stop it, what to discuss, activity to evaluate their understanding, discussion questions for afterward.

Thursday:

Hour 1:

1. Teaching Statements
2. Resumes
3. Time to work on both *The final version of this paper will go in your eportfolio*

Hour 2:

1. Discuss your research presentations
2. Teaching presentations – Vocabulary, Using authentic material and technology (video, games, webpages). THIS WILL BE RECORDED

HOMEWORK: Write your teaching statement, revise your reflective essay and prepare your research presentation

Week 5: 7/25-27 Work on your eportfolios

Monday:

Last day of class. We'll take a break halfway through and mix the order up to keep in interesting!

1. Research presentations due. Please submit a recording of your presentation on Moodle.
1. Peer review of letter, lesson plans, and game
2. Individual meetings with Prof. Hepford

July 26 -27 Exams

Instead of an exam, you need to submit your portfolio by **5 pm on July 27th**. I'll be available for office hours by appointment over both days.

Final project – eportfolio. It should contain the following

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1. Introduction to yourself (video or written)
2. Letter of application (to program of your choice)
3. Reflective essay – update this too add information you've learned since you wrote it
4. Explanation of a game you created (if it's online, be sure to provide a link)
5. Two in-person and one online lesson plans and all materials related to them.
6. Teaching statement
7. Video of your teaching demonstration (you can delete this later if you hate it)
8. Teaching Resume