



A M B R O S E

**IND 150 – Teaching English to non-native speakers
Fall 2011**

Instructor: Dr. Adriana Fishta-Bejko

Contacting the Instructor:

Office: L2066

Office Phone: (403) 410-2000 x 6930

Email Address: abejko@ambrose.edu

Office Hours: By appointment

Class Schedule: Monday 2:30 pm- 5:15 pm

Classroom A1085-2

Course Description

The present dynamic demographic changes in Canada bring to our schools a variety of non- English speaking students or Limited- Proficiency students – English Language Learners (ELL). Teachers are expected to help all their students excel in school but language proficiency can be a serious barrier to their progress. Also, English has become an international means of communication and is taught as a required foreign language in many countries. Many companies require their applicants to provide proof of English language proficiency as a requirement for their employment. This course is designed to help current or prospective English as a Second Language teachers (anywhere in the world), who have little or no formal training in the field of second language acquisition. This course is recommended for people who plan to focus on teaching children or adults, in both ESL and EFL contexts. No prerequisites.

IND 150 is designed as a foundational course to enter into the rich world of local and global initiatives of teaching English to non-native speakers. The main focus of this course is to set the theoretical foundations of second language acquisition. Each class will be interactive with dynamic conversations and activities that will help the candidates learn more about the ways language is acquired, the inter-relations between culture and language, and different historical perspectives on second language acquisition. The course provides a foundational knowledge about the nature of human language, language in social context, and various historical approaches to language learning in local regions or throughout the world.

The course name (TESOL) more accurately reflects the fact that it considers both Teaching English as a Second Language i.e., to recent immigrants to Canada and Teaching English as a Foreign Language i.e., to non-English speakers abroad. The course can be beneficial to a wide variety of individuals: individuals interested in working in Canada teaching new Canadians or international students, people who may be

interested in travelling and working abroad, or individuals who plan to get involved in research in the area of second language acquisition.

Whether an individual is still in college, has graduated college and is exploring career options, or is looking for a career change, TESOL Foundations 1 and TESOL Foundations 2 are designed to accommodate your needs. IND 150 course has been designed to meet the needs of people who have a long or a limited teaching experience or who just want to break into the dynamic field of teaching overseas and minister to people through helping them improve their English skills. Our course is based on Universal Design for Learning and Brain-Based Teaching and Learning research. It provides knowledge and skills that are applicable to a variety of teaching contexts in Canada and internationally. The course equips the candidates with a summary of the core knowledge in the field of second language acquisition to support them in enhancing their professional practice and careers in meeting the needs of English language learners.


Expected Outcomes

- 1- This introductory course will provide an overview of the field of second language teaching and learning, identify major trends and issues in second language acquisition;
- 2- The students will learn the basic teaching skills and knowledge that will enable them to benefit fully from the rest of the course (IND 250);
- 3- Students will learn how to teach the basic grammatical structures of English(morphology and syntax): nouns (plural, subject, object); verbs(tenses, voices, moods);
- 4- Students will learn practical ways of incorporating these theoretical ideas into their own teaching practice;
- 5- Students will learn how to plan and deliver lesson plans that teach English in a well structured and intentional way.

The methodology and values this course has adopted:

- a) The instructor is both an ESL student and an experienced ESL teacher, who has done a lot of research in brain-based learning and language acquisition. So, she maintains sensitivity to the fact that students have different learning styles and “one size does not fit all” in teaching. She will be happy to accommodate her teaching to the different learning styles;
- b) Open-mindedness, patience and reviewing are the by-words in this course;
- c) Due to the fact that this course is a combination of knowledge of linguistics, culture, education, and teaching methodology, emphasis falls on cooperative learning, peer observation, and feedback rather than memorizing rules or names of different philosophers Also, students are expected to create teaching activities and be able to give a rationale and clearly state a teaching outcome they want to achieve ;

- d) The course will enhance your intercultural communication skills, teach you how to help people successfully acquire English as a Second Language, and prepare you to work, live, and teach more successfully among internationals. So, we will share international experiences and compare and contrast (not judge) the characteristics of different education systems and different teaching styles;
- e) IND 150 provides an overview of the historic and current trends and social issues impacting the education of language minority students and international students. Although the focus of the course is more on the practical ways of teaching English to non-native speakers, it is designed to flow from learning theoretical frameworks to practical ways of teaching English in various social contexts. It provides graduating perspectives in the acquisition of second language learning based on the most successful approaches of Eastern and Western philosophies and practices. Hence, part of the course will be dedicated to learning the philosophical basis of second language acquisition.
- f) To this end, the instructor has developed the following class rules:

- a. Come to class to share and have fun .
- b. Don't be afraid of making mistakes.
- c. There are no "dumb" questions.
- d. Consider our classroom a "Safe Zone", where it is OK for people to respectfully disagree, give a rationale for their opinion, and suggest another solution.

Required Text:

- **Techniques and Principles of Language Teaching**, 2011 by Dianne Larsen-freeman and Marti Anderson, ISBN 978 0 19 442360 1.
- **Readings recommended by the instructor (on-line articles and handouts)**

Theory & Practice:

IND 150 focuses on teaching a sound theoretical basis for second language learning and teaching based on the most up-to-date research in brain-based learning, linguistics, universal design for learning, second language acquisition, and teaching methodology. Theoretical discussions are followed by practical applications that help candidates put their theoretical knowledge into practice. The course includes new, innovative, effective, and intentional teaching techniques that really motivate the students to learn and to use the English language purposefully. Although the North American ESL or EFL teaching approaches are closely associated with the communicative approach to language teaching, this course addresses the benefits and issues related to other, more structured, approaches to language learning, also. Communicative Approach is an approach that focuses on teaching the students to be able to USE the language instead of only learning it through theory or memorization. However, it lacks in teaching the language structure and grammar, which are vital components to correct communication in English, too. So, IND 150 focuses on mastering the best practices of a number of approaches. Following

are some of the instructional outcomes of this course. **Upon completion of this course students will be able to:**

1. Demonstrate knowledge of and skills in the effective understanding and application of a range of various educational philosophies appropriate within different historical, institutional, and social settings;
2. Demonstrate knowledge of various pedagogical perspectives and different educational perspectives;
3. Demonstrate knowledge of and skills in the critical analysis and evaluation of personal beliefs in second language acquisition;
4. Demonstrate knowledge of and skills in the effective application of educational philosophies and appropriate pedagogical approaches accompanying different educational philosophies.
5. Design lesson plans that are intentional and become a part of the teaching continuum. (What I taught yesterday and what I plan to teach tomorrow)

Daily Schedule:

We will meet on Mondays @ 2:30 pm- 5:15 pm

- 2:30 pm- 3:50 pm –Part I
- 3:50 pm-4:00 pm –Break
- 4:00 pm-5:15 pm – Part II

Day	TOPIC	Readings Due	Feedback Assignments Due
1 09/12	<p><u>Introduction to the world of TESOL</u> Sociolinguistic and historical overview of ESL, the politics of English as a Global Language, multiculturalism</p> <p>Introduction to the Course/ Materials/ Assignments</p> <p>Introduction to TESL</p> <p>Introduction to Standardized test – TOEFL, IELTS</p> <p>Introduction to TESL/CELTA certification</p> <p>ESL/EFL and other Acronyms</p> <p>Why English?</p>	<p>Techniques and Principles of Language Teaching</p> <p>(Chapter 12)</p>	Three stars and a wish
2	<p><u>Historical aspects and nature of human communication-</u> the social and psychological aspects of language,</p>	<p><u>Textbook:</u> Techniques and Principles of</p>	Three stars and a wish

09/19	<p>the origin of language, writing systems, and language acquisition. Historical methods to Second Language Acquisition</p> <p>Language in social context - how language changes over time, language and culture, cognitive and socio-cultural factors affecting young and adult language learners & implications for teaching. ESL teachers teach across several proficiency levels, and a wide range of ages- children, adolescents, adults - special flexibility</p> <p>Teaching Across Age and Proficiency Levels</p> <p>Cultural Sensitivity in the Classroom</p> <p>Effective Cross-Cultural Relations</p> <p>Early communication patterns</p> <p>Verbal and non-verbal communication</p>	Language Teaching (Chapter 2, 4,5)	
3 09/26	<p><u>Overseas Experiences-</u></p> <p>East-West differences to language teaching, identify the similarities and differences and find the pros and cons to each approach, analysis of different ESL methods</p>	Articles, personal experiences	Three stars and a wish
4 10/3	<p><u>Four Methods of teaching ESL – Review and application</u></p> <p>Grammar Translation, Audio-visual, Silent Way, Community Language Learning</p>	Techniques and Principles of Language Teaching	Using the Good Samaritan clips to model different teaching methods
5 10/17	<p><u>The role and challenges of the teacher in a second language learning contexts</u> - characteristics of effective language teachers and learners, strategies for meeting the needs of diverse learners, creating lessons that appeal to diverse</p>	Techniques and Principles of Language Teaching (Chapter 13)	Make a chart with the similarities and differences of teaching ESL vs. EFL, East-West teaching approaches and your personals

	<p>intelligences.</p> <p>Multiple Intelligence Theory</p> <p>Organizing the Teaching Workload</p> <p>Teaching in a Multicultural Setting</p> <p>Lesson Coordination when Team Teaching</p> <p>Testing and Evaluating ESL Students</p>		<p>beliefs</p> <p>Three stars and a wish</p>
<p>6</p> <p>10/24</p>	<p><u>Communicative Teaching Theory</u> - current theoretical research, the nature of language and language learning and teaching; communicative competence. Kinds of teaching English in the West – TPR, communicative, Content-based, Task- Based, ESL in Alberta, get familiar with the characteristics, codes, and benchmarks adapted by Alberta</p> <p>Approaches, Methods, and Techniques, achievement and issues</p>	<p>Techniques and Principles of Language Teaching (Chapters 8-11)</p> <p>Alberta Education materials.</p>	<p>Describe the most important characteristics of a successful ESL teacher.</p> <p>Three stars and a wish</p>
<p>7</p> <p>10/31</p>	<p><u>Direct Teaching Theory</u> - comparing first and second language acquisition and different theories of second language acquisition,</p> <p>Theoretical Issues in Second Language Teaching and Learning</p>	<p>Techniques and Principles of Language Teaching</p> <p>(Chapter 3)</p>	<p>Mid-term</p> <p>Three stars and a wish</p>
<p>8</p> <p>11/7</p>	<p><u>Fundamentals of Language Acquisition</u> - Brain- based learning & Multiple Intelligences and ESL, critical examination and development of classroom materials and tasks, integration of skills in a theme-content-task-based approach, and instructional materials (including use of technology), tasks appropriate for basic, beginner, intermediate, and advanced learners, challenges in multi-level or literacy classes, authentic textbook materials, importance of intentional teaching, sequence and recycling of knowledge through</p>	<p><u>Textbook:</u> Techniques and Principles of Language Teaching (Chapter 13)</p>	<p>Remembrance Day project</p> <p>Three stars and a wish</p>

	individualized teaching and learning.		
9 11/14	<p><u>Creating Engaging Plans and Practicing intentional Lesson and Unit planning</u> - exploring different curricular models and approaches, syllabus planning for different contexts such as programs for immigrants and refugees, international students, and EFL programs, the principles of lesson planning, teacher input and student output in planning, error correction, feedback, assessment and testing,</p> <p>Vygotsky's Zone of Proximal Development (ZPD), teaching strategies and practices for effectively delivering content and material in an engaging, understandable, and memorable manner.</p> <p>Warm-up games and exercises to engage students, and ice-breaker activities to reduce shyness and inhibitions. Use of technology in language teaching</p> <p>Classroom Management Techniques</p> <p>Lesson Planning</p>	Techniques and Principles of Language Teaching (Chapter 14)	<p>Make a list of websites and their focus on improving language proficiency</p> <p>Three stars and a wish</p>
10 11/21	<p><u>Comprehending English Grammatical Structures</u> – Pedagogical Grammar, an outline of steps involved in teaching grammar: presentation, explanation, focused practice, and communicative practice, differences in teaching written versus spoken grammar, most pedagogically suitable explanation of grammar points to second language learners of English: verb tense system, the noun system, Adverbs, Quantifiers, Gerunds, and Infinitives, subject verb agreement, etc.</p>	Handouts from the instructor	Three stars and a wish
11 11/28	<p><u>Teaching Materials</u> - Developing and choosing ESL instruction materials</p> <p>Finding and using ESL teaching resources</p>	Fun English series	Three stars and a wish

12	<p><u>Traditional and Non- traditional ESL teaching</u></p> <p>Using Online ESL sites</p> <p>Using Music in the ESL Classroom</p> <p>Using Video for Language Learning</p> <p>Teaching Listening Comprehension</p> <p>Challenges of Teaching Pronunciation</p> <p>The International Phonetic Alphabet – Transliteration</p>		Three stars and a wish
13 12/5	<p><u>Lesson Plan Presentations and Mini-Lesson Presentation</u></p> <p>Lesson Planning</p> <p>Demonstration Lesson</p> <p>Instructor Feedback and Peer Evaluations</p>		Final
13 12/13	<p><u>Lesson Plan Presentations and Mini-Lesson Presentation</u></p> <p>Lesson Planning</p> <p>Demonstration Lesson</p> <p>Instructor Feedback and Peer Evaluations</p>		Final

Course Requirements

1. Attend all scheduled sessions of this course. Students will not receive marks for their attendance but absences will result in deductions from their final mark. Each class builds on the previous so, missing one class will create gaps in your knowledge and that will put you at a disadvantage, especially regarding the rationale you are required to provide for your choices.
2. Read the assigned chapters in advance. That will help us ground our discussions on research not anecdotal information.
3. Keep detailed notes not only during the instructor's presentation but also during class discussions. Review your notes before the mid-term. That will guarantee excellent results in your mid-term.
4. Bring a dictionary with you to each class. That will be helpful for you to participate in different class activities.

5. Show academic respect and proper etiquette when commenting on other people's points of view.
6. **Competencies are emphasized in IND 150: Students are expected to demonstrate consistently that they understand how to:**

1 –Build affirmative relations with learners
2 –Apply theories of language learning and assessment to the development of programs
3 –Build Learning Communities
4 –Design teaching and learning scenarios that include inquiry-based learning
6 – Engage in shared praxis
7 –Design and implement programs that incorporate attention to cultural realities and learning diversities
8 – Understand critical and creative thinking as essential to learning in all programs

Assignments and dates to remember:

- Three Stars and a Wish - this is a daily assignment. At the end of each class you will be given the last 5 minutes to reflect on the class and write down 3 important items that you learned in the class and one item that you wish should have been discussed or better developed.
- Make a chart with the similarities and differences of teaching ESL vs. EFL, East-West teaching approaches and your personal beliefs- due October 17. There are a number of similarities and differences in the way English is taught in different countries. In this assignment you will describe some of those similarities and differences, make a chart (perhaps a Venn Diagram), and then comment on your own beliefs about the best way to learn or teach English. Support each of your ideas with a short rationale for your choice. This paper should be 2-3 pages, Times New Roman, Font 12. PLEASE MAKE SURE YOU PROOFREAD THE PAPER BEFORE HANDING IT IN.
- Describe the most important characteristics of a successful ESL teacher. – Due October 24 – Make a list of the characteristics you believe an ESL teacher should possess. Write a short rationale to support each chosen characteristic. This paper should be 2-3 pages, Times New Roman, Font 12 PLEASE MAKE SURE YOU PROOFREAD THE PAPER BEFORE HANDING IT IN.
- Remembrance Day project – Due November 7. Our class will prepare the Remembrance Day chapel (Thursday, November 10, 2011) in cooperation with Student Services. Each student will choose a certain responsibility for the project (prepare the globe and the cross, make a PowerPoint, read in Flanders Field). On November 7, each student will write a report on their preparation of the duties assigned, resources prepared, etc)
- Make a list of websites and their focus on improving language proficiency – Due November 14. Each student will find 6-8 websites that are focused on teaching ESL. The student will submit a short comment for each website and the website address. This information will be presented in class and the instructor will collect

all websites and prepare a resource for everyone.

Examinations:

- **OCTOBER 31- MID-TERM EXAM** – it will be an open book, open note mid-term. There will be a number of teaching tasks that you will have to solve and give a rationale for your choices.
- **DECEMBER 5/13 – FINAL – IT WILL BE IN THE FORM OF A LESSON PLAN** – You will present a lesson plan, which should follow the requirements of a template (choose one of the templates that the instructor will give to you); should have an instructional objective, should refer to a teaching approach/theoretical philosophy you choose, should show how this lesson is connected to the previous lesson and the following lesson; the text/story you will use/ and how will you assess that students have learned and you have achieved your instructional objective.

Grading:

The final grade of the course will be calculated as follows:

Presence, preparedness and participation in class (PPP)	10%
Knowledge of theoretical foundations of ESL	25%
Mid-term exam	
Four assignments (10% each)	40%
Intentional teaching plan (application of theory)	25%
Final exam	

<u>Letter Grade</u>	<u>%</u>	<u>Description</u>
A+	100	
A	95-99	Excellent
A-	90-94	
B+	85-89	
B	80-84	Good
B-	75-79	
C+	70-74	
C	65-69	Satisfactory
C-	60-64	
D+	55-59	
D	50-54	Minimal Pass
F	below 50	Failure

Very Important Notes/Dates:

- All hand written assignments (reflections, evaluations, three stars and a wish, etc) should be written in ink.
- Date the assignments you hand in. The instructor will not accept late assignments, unless the student makes arrangements prior to the due date. Here are the due dates:
 - Three Stars and a Wish - this is a daily assignment (you need to hand in 12 assignments/ one for each class)
 - Make a chart with the similarities and differences of teaching ESL vs. EFL, East-West teaching approaches and your personals beliefs- Due October 17
 - Describe the most important characteristics of a successful ESL teacher. – Due October 24

- Remembrance Day project – Due November 7
- Make a list of websites and their focus on improving language proficiency – Due November 14
- **Proofread** your assignments before handing them in. The instructor will mark the paper down if there are grammar/spelling mistakes, after all, this course focuses on “teaching English” so, we must write English correctly.
- You may **contact your professor** by various means:
 - **Office Hours:** These office hours on campus are subject to meetings called by higher authorities (president, dean, committee chairs); professor’s other academic obligations (research meetings, conferences, student advising, community involvement etc.). So, book an appointment via e-mail (I respond to e-mails once an hour from 5:00 am to 9:00 pm) to ensure that I am in the office and available to meet.
 - My e-mail address is abejko@ambrose.edu and it is the best way to communicate or voice mail @ 403- 410-2000 x 6930
- **Absences** are intolerable because of the nature of the subject, namely the inductive method the course is taught. If you must miss a class for reasons beyond your control, please work thorough the material you missed independently and then come to the professor with any problems or questions. Given the fact that this class is once a week (2:30-5:15pm), absences will affect your final grade.
- **Academic Etiquette**
 - Be punctual.
 - Use laptops in class ONLY for class related purposes.
 - Be mindful of others in your comments and discussions.
 - Turn off your cell phones.
 - Start your e-mail messages you send to the professor with a salutation.
 - Take good notes (I advise that you handwrite rather than type but it is up to you) in class.
- Examinations:
 - **OCTOBER 31- MID-TERM EXAM**
 - **DECEMBER 5/13 – FINAL EXAM**
- ***Please note that final grades will be available on your student portal. Printed grade sheets are no longer mailed out.***

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “Course Extension” from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline (as listed in

the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.” The deadline for this semester is **November 28, 2011**.

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean.

*Course changes, including adding or dropping a course, may be made during the Registration Revision period, as outlined in the Calendar of Events. All course changes must be recorded on a Registration form, available from the Office of the Registrar. The last day to enter a course without permission and/or voluntary withdrawal from a course without financial penalty (drop) - **Friday, September 18, 2011**.*

*Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. Students intending to withdraw from some or all of their courses must submit a completed Registration form to the Registrar’s office. The deadline is **Monday, November 14, 2011**. ‘W’ grades are not included in grade point average calculations.*

Students are advised to retain this syllabus for their records.