Department of Linguistics  
Southern Illinois University

583 / 454 TESOL Practicum  
& Observations in TESOL

Spring 2016

Instructor: Laura Halliday  
Office: Faner 3222  
Phone: 453-3389  
Email: Halliday@siu.edu  
Office Hours: TU 8-10 / TH 8-11 / W 2-3  
(Or by appointment)

COURSE ORGANIZATION

1) **Teaching LING 100 (macro-teaching):** 12:00-12:50 p.m., Monday through Friday, Beginning **Monday, February 1st through Friday May 8th in Faner 3512**

2) **Weekly seminars (micro-teaching):** 1:00 to 1:50, every Wednesday, beginning on Wednesday, January 20th in **Faner 2206**

PREREQUISITE

The purpose of this class is to build on student teachers’ existing pedagogical and linguistic knowledge through practice teaching and critical reflection. Therefore, students who take this class are expected to have a solid background in language teaching methods and approaches, good control of English grammar and vocabulary, and an advanced level of oral and written English.
COURSE DESCRIPTION
The TESOL Practicum is a required course for all MA students in TESOL and those doing a double major in Applied Linguistics and TESOL. Since student teachers are expected to have a solid theoretical background in linguistics and teaching methodology, this class should not be taken during the first year of study. The primary goal is to provide student teachers with the opportunity to apply their theoretical knowledge of ESL teaching methods, approaches, and principles to the context of a real classroom (macro-teaching). This syllabus is largely adapted from Dr. Krassimira Charkova, who has taught this course for over fifteen years.

Macro-teaching involves teaching the LING 100, an ESL class of second language learners of English whose main purpose for taking this class is to improve their speaking and listening skills in English. The LING 100 students are recruited through Continuing Education or the SIU undergraduate programs and usually constitute a diverse population in terms of first languages, cultures, reasons for studying English, previous learning experiences, etc. Teaching this class is challenging, but also rewarding. How teachers feel at the end of this experience depends a great deal on their readiness to accept challenges, be creative and critically analyze their own teaching and the teaching of their fellow-teachers.

The TESOL practicum also includes 50 minute weekly workshops the purpose of which is to demonstrate and share effective language teaching techniques. Both graduate students and undergraduate students will be expected to develop and share materials for these workshops. They will be based on simulated rather than real teaching and will be referred to as micro-teaching.

This semester, I will be adding a “videotaped” component to the Macro-teaching requirements. Additionally, there will be a requirement to observe some CESL / LING Writing Program classes in addition to the observations of the LING 100 observations. I am also encouraging everyone to develop / adapt your teaching portfolio / professional CV in an online format, as this is something which is becoming a much more “common practice” in the field. In the last few weeks of the term, I would like to schedule individual “exit interviews” during this class meeting time and beyond with each of you to review your CV / teaching portfolio, your observations if you are and get some course and program feedback.

COURSE OBJECTIVES
As a teacher trainer, I believe in the strong connection between theory, practice and critical reflection. These principles have served as the philosophical basis for the way I have developed and organized the TESOL Practicum. You will see them intertwined in all components of the Practicum. The main objectives of the TESOL practicum are as follows:
1) Help student teachers connect theory with practice through:
   - syllabus and lesson design
   - development of teaching and assessment materials
   - teaching and assessment
   - critical reflection on teaching
   - peer observation and evaluation

2) Expand their repertoire of teaching techniques and ideas through:
   - macro-teaching
   - micro-teaching
   - peer observation

3) Give them confidence to work in various educational and cultural settings.

**PROFESSOR’S RESPONSIBILITIES**

My role in this course is that of a facilitator and supervisor. Since LING 100 is a unique class with many challenges and variables, it will be difficult even for experienced teachers to prepare effective and appropriate materials without some input. For this purpose, I work with each student teacher individually to help prepare syllabi and lesson plans, teaching and assessment materials.

For this purpose, each teacher should schedule a meeting with me during office hours at least 10 days before teaching. At this first meeting, we will discuss the topic and subtopics of your teaching and make an outline of appropriate activities. Afterwards, we will continue to work on your teaching materials via email as you send me electronic Word files of your lesson plans and materials. Please save the files with your name in chronological order. For example: D. Brown’s Day 1 plan; D. Brown’s Day 1 materials, D. Brown’s Day 2 plan; D. Brown’s Day 2 materials, etc.

When I receive the first drafts, I read them carefully, make necessary edits and comments and send them back to you. Often the first drafts undergo substantial revisions, so please do not wait until the last minute. **Your teaching grade maybe reduced by one letter grade if you send me the first drafts two or three days before teaching.**

**STUDENT TEACHERS’ RESPONSIBILITIES**

The student teachers’ responsibilities include:
   1) timely preparation for teaching (syllabus, lesson plans and materials)
   2) teaching and assessment of students’ oral skills
   3) putting together a teaching portfolio
   4) micro-teaching
5) reflective, thoughtful, and well-prepared observations
6) professional ethics (respect for peers and students, personal responsibility and commitment to team work)

Note: Unexcused absences, failure to observe deadlines or failure to submit peer evaluation forms on time will negatively affect your course grades and letters of recommendation for teaching positions.

COURSE REQUIREMENTS AND GRADING POLICY
The final grade is determined on the basis of the following components:

<table>
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<tr>
<th>Course Component</th>
<th>Weightage</th>
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<tbody>
<tr>
<td>A. Macro-teaching Assisting &amp; Observations</td>
<td>25%</td>
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<tr>
<td>B. Teaching Final Portfolio Reflective Essay</td>
<td>20%</td>
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<tr>
<td>C. Observer’s Logs</td>
<td>20%</td>
</tr>
<tr>
<td>D. Micro-Teaching Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>E. Teacher Evaluations</td>
<td>20%</td>
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Grading scale:
- 90% to 100% = A
- 80% to 89% = B
- 70% to 79% = C
- 60% to 69% = D
- Below 59% = F

GRADE COMPONENTS

MACRO –TEACHING
Macro-teaching constitutes one of the major components of the course. Since we do not follow a fixed textbook, student teachers design and develop the syllabus and the teaching materials for their teaching sequence. I observe and grade a minimum of one class for each student teacher, following a specific rubric. Teachers will receive a typed copy of my evaluation with a score and a letter grade. Since macro-teaching includes various aspects, I will devote a few of our preparatory seminars to giving guidelines and explaining the different components. You will receive detailed directions which will guide you in the process of preparing for and performing your macro-teaching assignment.

(570) TEACHING PORTFOLIO / (454) REFLECTIVE ESSAY
Details for these will be posted on D2L.

TEACHER EVALUATIONS
Student teachers are required to complete 6 observations of their peers, and four observations in CESL or the LING Writing Program of total of 10. For all 10 observations, you will fill in a peer evaluation form. I will put a copy of the form on D2L under content, and you will need to print 10 copies and remember to bring them with you.
to classes you are observing—this is your grade, so don’t forget to bring you form! The peer evaluations will be anonymous to the recipient teacher, but they will not be anonymous to me. After you complete the form, you should leave it in my mailbox with your name written on a removable tag. I will record your submission, check whether you have answered all questions, then remove the name tag, and leave the form in the respective teacher’s mailbox.

**OBSERVER’S LOGS**

In addition to the peer evaluation forms, you will write 2 observer’s logs for two teachers of your choice. Observer’s logs are different from peer evaluation forms. Please read the guidelines about the structure and components of the observer’s logs—they will be under Content on D2L this weekend.

**MICRO-TEACHING**

A 25-30-minute teaching session, the purpose of which is to demonstrate interesting, substantive, and effective techniques for developing second language speaking and listening skills. Teachers are also expected to prepare a written plan of their micro-presentation and distribute it to all of us at the end of the micro-teaching session.

**REQUIRED MATERIALS**

While this class does not require the use of a specific textbook, student teachers are expected to consult and use various sources when preparing for their macro- and micro-teaching. These include, but are not limited to:

- Language teaching methodology books
- English language resources, both paper and on-line, such as short stories, various texts, lyrics, recoded speech, video clips, linguistic corpora, etc.

All sources used in the preparation of your teaching should be acknowledged following the 6th edition of the APA manual.

I recommend the following book as a quick way to refresh your knowledge of the techniques and activities offered by the most popular teaching methods and approaches in Language Teaching:
