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**Classroom Practices in Second/Foreign Language Teaching
Maymester 2009**

Applied Linguistics and English as a Second Language

Instructor: Dr. John Murphy

AL 8480 / Computer Code 52279

Times/Days: 1:45-4:15

May 11, 2009 - June 3rd (5 days a week, for 3 weeks)

Location: Sparks Hall 321

Office Hours and Location:

Office: 34 Peachtree Street, 12th Floor, Room 1241

Phone: (404) 413-5193 (w/ voice mail function), or ex. -5200 for the main office

email: jmmurphy@gsu.edu

Office Hours: Tuesday and Thursday Immediately after class 4:15 to 5:15 (321 Sparks)

Additional office hours are available by appointment (upon request). Because unscheduled service and research responsibilities may pull me away from the office unexpectedly, it is a good idea to give a call ahead of time just to ensure I am available. I also encourage you to use e-mail.

Special Note:

At the start of class, please turn off cell phones, pagers, or any other electronic devices that may sometimes make noises. If there are complications meeting this course expectation (in general or on particular days), please let me know in advance. Thanks.

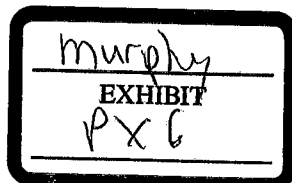
Course Description:

This course in second language instructional techniques and procedures is designed to meet practical needs of pre- and in-service ESL/EFL classroom teachers. The purpose of the course is to complement the relatively broader, and more theoretical, perspective taken in the seminar in "Approaches to Teaching Second Languages to Adults" course (AL 8450) offered by the department. The "Classroom Practices" course focuses upon classroom techniques, instructional procedures, and teacher/learner behaviors that emerge when a variety of second language (L2) methodologies are used. An operating assumption for the course is that pre- and in-service L2 teachers need access to useful ideas, suggestions, demonstrations, and examples of teaching techniques. They depend upon opportunities to become familiar with classroom procedures that are consistent with established theoretical principles teachers in our field find to be expedient, practical, and relevant to L2 classroom settings.

Required Texts (4): (All illustrate the kinds of resource materials language teachers depend upon as a basis for designing, adapting, modifying, and implementing L2 classroom activities.)

- 1) Day, Richard. (1993). *New Ways in Teaching Reading*. Alexandria, VA: TESOL International. (135 "reading" activities). ISBN: 0-939791-45-5
- 2) Klippel, Friederike. (1987). *Keep Talking: Communicative Fluency Activities for Language Teaching*. New York: Cambridge Handbook for Language Teaching. (Focus on the teaching of oral communication: speaking & listening). (123 classroom "oral communication" activities). ISBN: 0-521-27871-6

Exhibit 6 - 1



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- 3) Ur, Penny. (1990). *Grammar Practice Activities*. New York: Cambridge University Press. (Focus on communicative "grammar" activities. (191 L2 classroom grammar activities). ISBN: 0-521-33847-6
- 4) Hedge, Tricia. (2001 or most recent edition). *Writing: Resource Books for Teachers*. New York: Oxford University Press. (Focus on **Writing/Composition**). (54 prototypical L2 classroom "**composition**" activities) Check with the bookstore, but you may need to purchase this one through Amazon.

All of these teacher-reference textbooks are available in the GSU bookstore. They are examples of the kinds of practical, hands-on, reference materials that many ESL classroom teachers like to have available on their bookshelves (as resources and aids for planning L2 classroom lessons).

This syllabus provides a general plan for the course. It is a starting point. Depending upon how the course actually unfolds, changes may be necessary.

Course Objectives:

Upon completion of the course, participating students who are conscientious in completing course related readings, activities, tasks, and discussions will have . . .

1. . . . taken advantage of recurring opportunities for micro-teaching within the AL 8480 course. [Micro-teaching is a key feature of the course. Student initiative in taking advantage of opportunities for micro-teaching receives significant weight in the grading scheme for the course].
2. . . . become familiar with a wide variety of second language classroom procedures.
3. . . . had many opportunities to explore and adapt such L2 teaching procedures to their evolving teaching styles and preferences.
4. . . . extended their abilities as decision makers and problem solvers concerning settings of L2 instruction.
5. . . . examined closely a series of at least 4 teacher resource books illustrating hundreds of ways to teach oral communication, reading, writing, and grammar in ESL/EFL classroom settings.
6. . . . have enhanced their instructional abilities as classroom teachers.
7. . . . developed increased classroom management skills.
8. . . . Participated in an interactive forum for the creative exchange of ideas about L2 classroom teaching.

Methods of Instruction will include the following:

Exhibit 6 - 2

Assigned readings, daily opportunities for students to micro-teach within the seminar setting, lectures and seminar discussions, peer and instructor demonstrations, examination of prototypical activity descriptions, development of lesson planning abilities, group/pair discussions, individual work/assignments, elicitation, etc. In sum, the course will include (1) in-class instruction and practice, (2) out-of-class study, reading and practice, (3) in-class opportunities to develop analytical skills, (4) in-class experiential opportunities such as microteaching and peer-teaching. Micro-teaching opportunities will serve as the primary course activity.

Grading

This 5-credit course will be graded using the conventional letter grade system. Students are expected to attend all class sessions.

1. Participation in Seminar Discussions	10%
2. Micro-teaching (ideally twice each time we meet though that depends on how many people are actually registered for the course).	30%
3. Weekly Email (via Nicenet) feedback to peers on Micro-teaching	20%
4. Midterm Exam	20%
5. End of Term Course Project/Paper	20%

Introduction to Daily Plan

We have 15 scheduled days of class (the 3-week schedule is tight). Classes begin on Monday, May 11. This means that Tuesday, May 12 is the first day for assigned readings. There is no class on Monday, May 25th (Memorial Day). Our last regular day of class is Monday June 1st (at the start of this class your final projects are due).

You are expected to have finished reading and should be prepared to discuss all assigned readings prior to the start of the class under which they are listed in our daily plan (see below). As the tallies below indicate, each day of class we will be working with the four teacher resource "activity-recipe" collections. From these materials you will have available for description, analysis, and discussion approximately 36 of the four authors' suggested (prototypical) activity-types: That's 3 or 4 activity descriptions on the teaching of writing, 9 or 10 on the teaching of reading, 8 or 9 on the teaching of oral communication, and 13 or 14 on the teaching of grammar:

Area	<u>Writing</u>	<u>Reading</u>	<u>Oral Commu.</u>	<u>Grammar</u>
Author	Hedge	Day	Klippel	Ur
Total #	54	135	123	191
# per day . . .	3 or 4	9 or 10	8 or 9	13 or 14

From these resources, you are to come to class prepared to implement two instances of micro-teaching for each day of class. Details to be discussed in class. Please keep in mind that these are organizational parameters for the course, only. What we actually are able to accomplish together during our seminar discussions inevitably depends upon the seminar participants' developing interests, needs, and contributions.

Dividing Up Preparation and Micro-Teaching Responsibilities

Essential Course Requirement: Everyone is expected to read all of the Hedge, Day, Klippel, and Ur readings that are assigned for each day of the course, as well as any other materials listed in our daily plan for the course.

While getting ready for class by examining the Hedge, Day, Klippel, and Ur readings, however, you are expected to give relatively greater weight to your preparation for micro-teaching as indicated in the daily course schedule.

The schedule for the activities to be covered each day of class is presented under "listing of daily activities." Please be sure to examine the daily schedule ahead of time.

EXAMPLE:

If you look at the assigned readings for Tuesday, May 12th (our 2nd day of class), the group assignments are depicted as follows:

Area:	<u>Writing</u>	<u>Reading</u>	<u>Oral Commu</u>	<u>Grammar</u>
Author:	Hedge	Day	Klippel	Ur
<u>Act. #s:</u>	1-8	1-9	1-8	1-11
Pages:	20-32	3-21	1-20	44-61
Group #:	1	2	3	4

The information in the last row (i.e., group #s) indicates that the members of group #1 need to pay special attention to (and prepare to discuss and/or demonstrate) writing activities on pages 4-21; the members of group #2 prepare reading activities on pages 3-21; etc. Your group is responsible for presentation and discussion of all of the activities assigned to you. The group's (and your) efforts may take place in dyads, small groups, or in whole class configurations. Throughout the course, we will be exploring a range of different classroom configuration patterns.

Daily Plan
 Classroom Practices in Second/Foreign Language Teaching
 Applied Linguistics and English as a Second Language
 Instructor: John Murphy
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 Times/Days: 1:45-4:15
 May 11, 2008 - June 01
 Location: Sparks Hall 321

Note: Reading assignments are listing according to page numbers as appearing in the corresponding texts. For the assignments listed in each cell, begin to read on the page indicated and continue to read through the last page indicated in the cell (in some cases it may be necessary to continue onto part of the following page in the event that an activity description continues for a bit more). In parenthesis is listed the number of the group focused on that skill area reading for that day.

Area: Author:	Writing Hedge	Reading Day	Oral Commu Klippel	Grammar Ur
	Page #s (group)	Page #s (group)	Page #s (group)	Page #s (group)
Tuesday, May 12	20-32 (1)	3-21 (2)	1-20 (inc. act #9) (3)	44-61 (4)
Wed	32-39 (2)	22-43 (3)	20-33 (inc act #18) (4)	62-80 (1)
Thurs	39-49 (3)	44-55 (4)	33-39 (inc #26) (1)	81-152 (2)
Friday	(Composing) 50-62 (4)	56-77 (1)	40-48 (inc. #35) (2)	153-171 (3)
* Mon, May 18	63-67 (1)	78-95 (2)	48-57 (inc. #45) (3)	172-184 (4)
Tuesday	68-75 (2)	96-110 (3)	58-68 (inc. #54) (4)	185-197 (1)
Wed	76-80 (3)	111-125 (4)	68-80 (inc. #64) (1)	198-210 (2)
Thurs	(Crafting) 81-97 (4)	126-140 (1)	80-87 (inc. #75) (2)	211-226 (3)
Friday	97-106 (1)	141-165 (2)	88-95 (inc. #84) (3)	227-239 (4)
Mon, May 25 th No Class / Memorial Day				
* Tues, May 26	106-116 (1)	166-191 (2)	95-104 (inc. #93) (3)	240-243 (4)
Wed	(Improving) 117-130 (2)	192-210 (3)	104-112 (inc. 02) (4)	244-256 (1)
Thurs	131-138 (3)	211-224 (4)	112-120 (inc. 110) (1)	257-262 (2)
Friday	139-142 (4)	225-251 (1)	121-131 (inc. 120) (2)	2263-273 (3)
Monday, June 1	143-146 (1)	252-280 (2)	131-133 (end) (3)	274-end (4)

*Submit student feedback to instructor at the start of class on May 18 and May 26.

Some Internet Sites that may be useful:

- 1) 100+ FREE ESL (English as a Second Language):
<http://www.eslactivities.info/>
- 2) English Resources on line:
<http://www.learnenglishfeelgood.com/esl-english-grammar-exercises.html>
- 3) Photo Hunter
<http://www.lalagames.com/index.php?page=game&id>

Threaded email discussions for the AL 8480 course.

Preview: URL for Nicenet: <http://www.nicenet.org/>

Class Name	CLPR Sum 09
Class Key	9266982C42

We will be using a threaded email discussion medium as an integral part of the course. The medium I am using is called "Nicenet" (and not, for example, WEBCT). To participate, on the Internet you need to point your browser to the following URL: <http://www.nicenet.org/> Once you have located the NiceNet home site, you need two more pieces of information. First, you have to enter the classname for our discussion site. For the 2009 Maymester, the site's classname is: <CLPR Sum 09>. Then you will also need to have the "Class Key" we are using for the site which is <9266982C42>. Those are the 3 pieces of information you need (and you do need to use all three of them). From then on, you can follow the directions NiceNet provides. They are self-explanatory. You do need to enter your full name and your full email address when prompted to do so. The major Nicenet function we will be using is the "Conferencing" link. On the left hand side of the screen, see "Confèrencing". Click there and you will see the subject headings being posted about in the course. All of our individual names are listed there as subject headings. These sites are the ones you use to post email discussions. When you are ready to respond to one of your peers' micro-teachings, simply scroll down, look for their name, link there, and post a message to that subject heading.

Also, it is possible for you to view how former students have used the Nicenet system for the Classroom Practices in the past. To access that inactive discussion sites, follow the same directions but use on of the sets of class name and the class key as listed below under the columns Maymester 2008, Summer 2006, Fall 2004 and Summer 2004 below. Of course, there will be no point in posting any messages to those out of date sites. I make them available for you to see how former students have worked successfully in this medium in the past. Summary:

URL for Nicenet: <http://www.nicenet.org/>

Time Frame	Maymester 09	Maymester 2008	Summer 06	Fall 2004	Summer 2004
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Status	Current / Active	Out of date / Inactive	Out of date / Inactive	Out of date / Inactive	Out of date / Inactive
Class Name	CLPR Sum 09	CLPR Sum 08	8480 Sum 06	CLPR Fall 04	AL 8480
Class Key	9266982C42	8236596C2Z	6Z66708890	4Z06507CZ	0Z00444A63
Purpose	Interconnectivity	To see what others have done in the past	To see what others have done in the past	To see what others have done in the past	To see what others have done in the past

Course Project

Further details on the end-of-the-term course project will be discussed during our seminar meetings. Briefly, your project will involve your designing a series of classroom activities (e.g., instructional tasks, procedures, lesson plans) for a number of consecutive L2 classroom meetings. The first section of the project should establish the instructional setting for the type of language instruction you will be targeting in the course project. It should include discussion addressing such questions as: What are some of the distinguishing features of the institution or program housing the course? What is the course's administrative context? What types of instructional resources are available? What is the overall length of the course? How many hours of instruction are there per lesson and per week? What are some of the physical characteristics of the classroom? What the proficiency levels for the types of learners you have in mind? In the course, is just one skill area targeted, --or several? After reading this introductory section of your project a reader should be able to identify what some of the learners' needs might be? You should also explain (briefly) what the specific goals of the course for which you are designing classroom activities might be. When identifying learners proficiency levels, make specific references to the language proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL, 1986). The full set of ACTFL descriptors are presented and may also be located on the World Wide Web at the following address provided through the Summer Institute of Linguistics

<http://www.sil.org/lingualinks/languagelearning/otherresources/actflproficiencyguidelines/TheACTFLGuidelines.htm>

Once the instructional setting you have in mind for the project is clarified, you should go on to present a series of classroom activities in a sequence you settle upon as appropriate for the learners and course you are targeting. While the classroom activities described in your project may be based upon our assigned readings (in fact they should be based upon the resource materials we have been reading, discussing, and examining), I encourage you to **build upon** the activities, tasks, and procedures discussed by the book-authors and to use our readings as points for departure. That is, when planning and composing your course project you should not feel limited by the authors' activity descriptions. Your task (as both a writer and an L2 teacher) is to elaborate and, as appropriate, customize, tailor, and (as possible) improve, focus, or adapt the activity in order to fit the needs of the particular group of L2 learners you have decided to target in your project. As a result, some of your own descriptions for classroom instruction might be very different from what the original authors' had in mind.

For the individual activity descriptions you develop for the course project, label them according to the nature of your own contribution. For example, you might label as series of individual activity descriptions as follows:

- "I created this one completely on my own."
- "You may remember that one of our classmates, Joan Doe, suggested this activity several weeks ago. I have adapted Joan's initial activity description as follows . . ."
- "I have adapted this oral communication from Klippel #121, but I modified it as follows . . ."
- "I have adapted this activity from the Richard Day text where it was originally presented as a "reading" activity. However, I've gone beyond that description. Instead of using it as a reading activity, I have modified it to address the teaching of EAP writing

(or listening, or grammar, etc)." Then, be sure to include descriptions of the changes you have made.

- "I found an activity similar to this one in (give the full citation for the ESL classroom textbook including author, publisher, text title, and page numbers) though my own version is quite different from the original. I have adapted it as follows . . ."

- "This activity was suggested by a conference presentation at South East TESOL in 2003. The presenter was Joan Young. I have adapted Joan's ideas as follows . . ."

- . . . etc.

Overall Length of the Course Project

There is no definitive length for the project. In the past, successful projects for the Classroom Practices course have tended to be between the equivalent of 10-15 double-spaced (12 point font size) pages; not including appendices, bibliography and such). Possible formats for the presentation of your series of activity descriptions are illustrated in our course materials (please refer to them when designing your project) and in other activity-recipe teacher resource materials (such as the various volumes of TESOL's New Ways series).

Submission of Course Project: Your completed final project needs to be submitted on or before our last official day of class (Monday June 1st. I will be returning your copy to you (with comments) after the summer break, early in August.

1) What are some features of the course that you think are working out pretty well (e.g., features that you would like to see continued for the remainder of the course)?

- 2) What are some possible changes you would like to see incorporated into the course from this point forward (i.e., for the remainder of the Maymester)?

AL 8480 Classroom Practices
Due Monday, May 18th

Formative Feedback (1st of 2)
To the Instructor

Please complete and place in a stack on the front desk at the start of class.
(Alternatively, you are welcome to place it in my mailbox in the AL/ESL main office, 34 Peachtree, 12th floor).

Please do not sign your name. We are approaching the midpoint of the course. Time for some formative feedback from you as a course participant. Please take a moment to respond to the following writing prompts. No need to sign (or in any other way to indicate) your name.

Thanks.

- 1) What are some features of the course that you think are working out pretty well (e.g., features that you would like to see continued for the remainder of the course)?
- 2) What are some possible changes you would like to see incorporated into the course from this point forward (i.e., for the remainder of the Maymester)?