

## Independent Study B

### Course Description

UC and MGU students participate in on- or off- campus teaching or teaching assistant activity in order to gain experience and basic skills in teaching English to speakers of Other Languages (TESOL).

Students are also required to meet the instructor as needed for consultation and make a presentation at the end of the semester to demonstrate what was learned.

Students may select to do one or two of the following options:

- (1) Participate as TA in MOOCS-Blended course
- (2) Off-Campus ~ TeachEnglish to children in a community program
- (3) Off-Campus~ Assist in English classes for children at YMCA

### Course Objective

This upper division course is intended to develop students' interest and knowledge in language acquisition and communication across cultures, international educational exchange, and learning organizations.

Specifically, this course develops basic skills in teaching English to speakers of other languages (TESOL) and upon successful completion of the course, enables the participants to obtain the Certificate of Completion. This experience is intended to enable the students to participate meaningfully in a Japanese learning community and get practical, "hands-on" experience in the classroom. The university community—both faculty and students—also benefits from working with highly motivated participants who can contribute to student success.

As with other courses in the Global Studies Program, this course reinforces global perspective, and leadership and communication skills. Through teaching, students also develop organizational, communication, presentation, and management skills.

This is one of the signature courses in the Department of International Studies. It is recommended that students take this course together with other lecture courses in the program.

### Course Requirements

1. Assist or Teach in an EFL class or Tutor individual students (total of 20 hours minimum).
2. Learning journal one entry per week for 10 weeks submitted through ITS CLASS learning system (each entry should be about 500 words).
3. Observe at least two EFL classes different from the one you are assisting in and write an observation log for each observation to be submitted through ITS CLASS learning system. And submit the log through ITS CLASS learning system.
4. Final Paper: self- assessment of your learning in this course. The paper should be approximately 1500 words, written in MSW for example, and printed out and given to me during the presentation day.
5. Presentation (date/time TBD) of less than 10 minutes demonstrating your communication skills of telling the story of your experience as a teaching assistant.

### Grading Criteria

Classroom performance (your supervisor report)	30 percent
Learning Journal	20 percent
Observation Reports	20 percent
Final Paper and Presentation	30 percent

## Required Text

None

## Office Hours

Mondays and Thursdays 12:30-1:30 pm.

## Advisement

You are advised to read from the reading list to enhance your teaching skills

## Reference Reading List

- Lewis, M. & Hill, J. (1992). *Practical Techniques for Language Teaching*. Hove, England. Language Teaching Publications.
- Cameron, D. (2009) Globalization and the teaching of communication skills. In D. Block & D. Cameron (Eds.) *Globalization and Language Teaching*. London: Routledge.
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- Falout, J., Elwood, J., & Hood, M. (2009). Demotivation: Affective states and learning outcomes. *System* 37 (3): 403-17.
- Gan, Z., Humphreys, G., & Hamp-Lyons, L. (2004). Understanding successful and unsuccessful EFL students in Chinese universities. *The Modern Language Journal*, 88(2), 229-244.
- Gao, X. (2008). Shifting motivational discourses among mainland Chinese students in an English medium tertiary institution in Hong Kong: A longitudinal inquiry. *Studies in Higher Education*, 33(5), 599-614.
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- Hinkel, E (2005). *Handbook of research in second language teaching and learning*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Kubota, R. (1999). The impact of globalization on language teaching in Japan, In D. Block & D. Cameron (Eds.) *Globalization and Language Teaching*. London: Routledge.
- Lamb, M. (2008). Situating the L2 self: Two Indonesian school learners of English. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self*, (pp. 229-247). London: Multilingual Matters.
- Lightbown, P., & Spada, N. M. (2006). *How languages are learned*. Oxford, England: Oxford University Press.
- Mitchell, R.; Myles, F. (2004). *Second language learning theories*. Second edition. London: Hodder Arnold.
- Oxford, R. (1996). *Learning strategies around the world: Cross-cultural perspectives*. Honolulu: University of Hawaii Press.
- Scovel, T. (2000) "A critical review of the critical period research", *Annual Review of Applied Linguistics* 20: 213-223.
- Skutnabb-Kangas, T. (1999). Linguistic human rights--are you naive or what? *TESOL Journal*, 8(3), 6-18
- Stapleton, P. (2001). Assessing critical thinking in the writing of Japanese university students: Insights about assumptions and content familiarity. *Written Communication*, 18(4), 506-548.
- Thorne, S.L. and Kramsch, C. Foreign language learning as global communicative practice. In D. Block & D. Cameron (Eds.) *Globalization and Language Teaching*. London: Routledge.
- Warschauer, M. (2000). The changing global economy and the future of English teaching. *TESOL Quarterly*, 34(3), 511-535.
- Yamada, H. and Hristoskova, G. (2011), Teaching and leaning English in Japanese senior high schools—teachers' and students' perceptions. *Journal of Fukui-ken Eigo Kenkyu-kai* Vol.69.

## Observation Task 1

### Observation Goals

In language teaching, creating *the right condition* for learning is important. This is the same for other events—professional meetings, negotiations, training sessions. In this observation task, you will see what the teacher does to create the right condition for learning by paying attention to *attending strategies* how the teacher acknowledges, through verbal or non-verbal means, the presence, the contribution, and the needs of each learner.

### Procedure

1. Arrange to observe a lesson.
2. Make sure you are seated in a position where you can observe how the teacher attends to each student. Make yourself familiar with the classroom layout and make a graphic representation of it. Identify the gender of each student and if you can, write the names of the students if they are mentioned by the teacher or other students (do not go ask).
3. Keep a record every time the teacher attends to each student. Below are examples of how this might be done although there are probably others that you will notice:

Call name	nod	smile	eye-contact	reprimanding look	touch
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4. As much as you can, take notes of the actual attending strategy used by the teacher. You may want to use observation codes such as ☺ (smile) T (touch). Note too who these are directed to whether they are directed to male/female students, etc.
5. Observe if the students also use the types of attending strategies toward each other.
6. Toward the end of the observation, focus your attention to the general classroom atmosphere. Do students appear motivated to learn? Are they involved in the tasks? Do they seem capable of working with others and demonstrate tolerance and helpfulness?
7. After you finish your observation, write on the following:
  - a. Recall the teacher's use of names and think what purpose it serves.
  - b. Consider the teacher's use of other attending strategies and comment on his/her range of strategies. Guess whether or not these are conscious or unconscious. Discuss whether other strategies should be used.
  - c. Discuss how important attending strategies are and reflect on your own attending strategies.

## Observation Task 2

### Observation Goals

Any event, including a teaching event is dynamic—things do not go as planned and on the spot decision-making skills are important for successful outcomes. The goal of this observation is to see if the teacher's lessons are planned and executed effectively. This can be inferred by observing for the following:

- Clear Opening: How the teacher establishes a positive atmosphere and getting students to focus on the lesson at hand. Also, is it clear to the students what the goals of the lesson are?
- The lesson: Are the lessons divided into tasks with : (a) a clear instruction of what to do and steps to follow, (b) modeling of how to do the tasks including input of language to use for communication before students are asked to perform

the tasks, (c)clear statement of what students will be asked to do to demonstrate task completion, and (e)estimated time given to do the tasks.

- Clear Ending: Does the teacher end the lesson in time for review of what was learned? Is it clear to both the
- Comprehension check and observation: Did the teacher attempt to find out at different junctures whether students understood the lesson, the language, the tasks(what they are supposed to do) so that the planned lesson can be altered if necessary?

#### Procedure:

1. Arrange to observe a lesson.
2. Make sure you are seated in a position where you can observe the entire class but also a group of students at a fairly close range—close enough to hear them.
3. Keep a log that records what the teacher says (teacher language) and how the students respond to the teacher. This should answer some of the questions above.
4. Also note what the teacher does during the time that students are engaged in group-work or other tasks and try to discern whether the teacher can really tell whether the students are engaged and indeed learning. For example, does the teacher go around from group to group in 1-2 minute turns and does this enable the teacher to really know what is going on? Or does the teacher stay at the front of the classroom? This should determine whether the teacher is in a position to assess student learning and make changes to the plan if necessary.
5. Observe the students: Do they appear motivated to learn? Are they involved in the tasks? Do they seem capable of working actively and independently?
6. After you finish your observation, write on the following:
  - a. Is the class well-planned and conducive to language learning?
  - b. What is the relative importance of making plans (lesson plans) and making on the spot-changes? And what skills are needed to implement events that are dynamic and successful?
  - c. A good plan does not work unless it is well-executed and part of good execution is how clear teacher-talk is.
  - d. Reflect on your own ability to run a dynamic lesson or an event.

#### Observation Task 3 (Optional)

You have completed 2 observation tasks with specific observation goals and procedures. Now, write your own observation task focusing on an aspect of learning that you wish to explore. This could be teacher-talk, student response to teacher, Teacher-questions and teacher-feedback, classroom management, etc. Write your observation goal, procedure, and reflection. You will need to conduct some research on your topic (e.g. look up teacher-talk). This is an opportunity to focus on an aspect of communication that you are interested in.