UNIVERSITY of DELAWARE

English Language Institute

Teacher Training Program
Faculty Handbook

English Language Institute

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www.udel.edu/eli

Contributors:

Nicole Servais & Kate Copeland

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Mission

Through an unwavering commitment to excellence and renewal, the ELI faculty and staff endeavor each day to enhance our reputation as a leader among TEFL training programs. Our leadership is based on a clear understanding of our goals and the means to achieve them.

As teachers, tutors, administrators and staff, we strive to:

- Meet or exceed our teaching professionals' expectations for developing their linguistic, pedagogical, and professional skills.

- Contribute to international understanding by engaging teaching professionals in meaningful inter-cultural exploration.

- Provide our teaching professionals with the support and services they require to live and study successfully in the United States.

- Meet the ordinary and extraordinary needs of our teaching professionals, ensuring that their experience at ELI is productive and fulfilling.

- Provide only the most talented and experienced teacher training specialists and staff and promote their continued professional growth.

- Assume personal responsibility for solving problems, value each other as highly as we do our clients, and support each other in our work.

- Manage our resources, attaining financial viability without compromising the outstanding value of an ELI education.

- Enrich the University of Delaware and the local community, fostering cross-cultural communication and interaction.

Adopted July 30, 2014

Faculty and Administration

Administrators

Dr. Scott Stevens
Director

Karen Asenavage
**Associate Director English for Academic Purposes**

Baerbel Schumacher
Assistant Director for Special Programs

Director: Scott Stevens, Ed.D, Educational Leadership (sstevens@udel.edu)

Associate Director for Academic Programs: Karen Asenavage, MA Teaching English as a Second Language (kasen@udel.edu)

Assistant Director for Special Programs: Baerbel Schumacher (baerbel@udel.edu)

Key Faculty
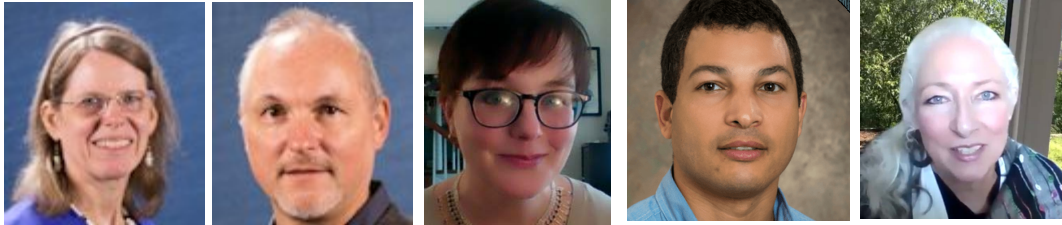
Sarah Petersen   Michael Fields   Nicole Servais   Adil Bentahar   Kate Copeland

Program Coordinator, Culture Instructor: Sarah Petersen (ssp@udel.edu)

Program Coordinator, Methodology Instructor: Michael Fields (mrfields@udel.edu)

Program Coordinator, Methodology Instructor: Kate Copeland (copekd@udel.edu)

Research and Writing Instructor, Academic Coordinator: Adil Bentahar (badil@udel.edu)

Methodology Instructor, Academic Coordinator: Nicole Servais (nservais@udel.edu)

English Language instructors: Open to all ELI Faculty

Workshop leaders: Open to all ELI Faculty with teacher training experience. Frequent workshop leaders include the administrators and faculty listed above, as well as the following faculty:
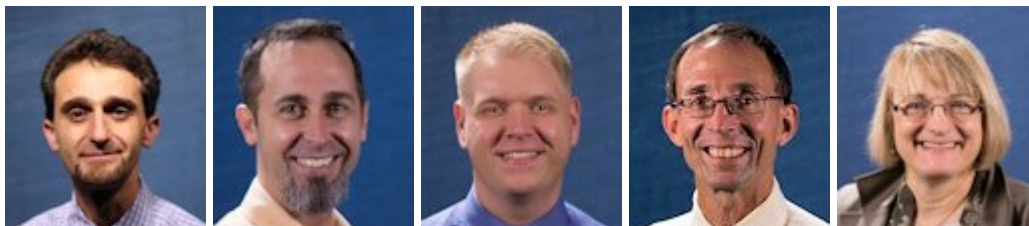
Nigel Caplan   Scott Duarte   Phil Rice   Ken Cranker   Nonie Bell
nacaplan@udel.edu   duarte@udel.edu   philrice@udel.edu   kcranker@udel.edu   nonieb@udel.edu

Faculty Workload and Assignments

Program Coordinator

The program coordinator teaches fewer classes when coordinating a teacher training program. Typically, the coordinator teaches one class for the teacher training program participants. They may or may not also teach an ELI language course; this depends on the length of the program. For longer-term programs (more than six weeks), the program coordinator typically does teach an ELI course in addition to their program coordination duties. However, since the regular course load for teachers is two language classes, this represents an equitable workload distribution. For year-long immersion programs, the coordinator does not teach a course.

Culture/Methodology Instructors

Those instructors who teach culture or methodology will likely have this course replace their R/W course at the ELI. They will still teach an ELI course for L/S.

Workshop leaders

Those instructors leading workshops receive no other reduction in their work assignment as the workshops are singular events lasting for approximately 2 hours.

Language instructors

Those instructors who have teacher training program participants in their language courses (L/S) may take .5 or 1 hour per week to consult with participants. These meetings occur at the request of the program participant.

Length and Structure of Program

Base Program

The teacher training program is based on a six-week model that includes culture, language, and methods classes as well as classroom observations, a variety of workshops and cultural programming. This model is typically customized for each particular teacher training group. Though the teacher training programs range anywhere from four weeks to one year, the base remains essentially the same and learning opportunities are either added or subtracted depending on the length of the course.

	Language	Culture	Methodology	Classroom Observation	Workshops	Cultural Programming
Week 1	8 hours	8 hours	6 hours	2 hours	4 hours	4 hours
Week 2	8 hours	6 hours	4 hours	2 hours	4 hours	8 hours
Week 3	8 hours	8 hours	6 hours	2 hours	4 hours	6 hours
Week 4	10 hours	6 hours	6 hours	2 hours	4 hours	8 hours
Week 5	8 hours	8 hours	6 hours	2 hours	6 hours	8 hours
Week 6	10 hours	4 hours	6 hours	2 hours	4 hours	- *

*Culminating Project Presentations

Modifications

Short Term Programs

For shorter programs (four weeks or less), the methodology course is removed, additional language courses may be added depending on the language level of the participants, and fewer workshops are offered. A sample four week schedule is outlined below.

	Language	Culture	Tutoring	Workshops	Cultural Programming
Week 1	20 hours	10 hours	2 hours	4 hours	8 hours
Week 2	20 hours	10 hours	2 hours	4 hours	8 hours
Week 3	20 hours	10 hours	2 hours	4 hours	8 hours
Week 4	20 hours	10 hours	2 hours	4 hours	2 hours

Long Term Programs

For longer term programs (four to twelve months), additional components are added to match the requirements of the sending program. Typically, participants in long term programs have all the components of the six week course. They also have the option of: completing a practicum at an area school, attending regional conferences, serving as cultural ambassadors for their country, taking additional workshops, and microteaching. If the participant's language level is high enough, a graduate course in the University of Delaware's TESL Master's degree program is embedded. Those who are below the required language level receive other adaptations.

Curriculum and Syllabi

Curricular Overview

As noted in the Length and Structure of Program section of the handbook, teacher training programs at the University of Delaware's English Language Institute are comprised of a number of courses in diverse subject areas. Teacher training program participants typically take an American culture class, a methodology class, and language courses. They also typically receive cultural programming as part of their experience and they may complete microteaching assignments and/or long-term practica. Workshops are also an essential component of the teacher training program. Participants in all but the short-term program select a question for action research that then becomes the basis for their reflections and observations. Program participants are encouraged to pursue additional observation opportunities and/or meetings with faculty members who have expertise in the area of the participant's action research question.

What is perhaps most important to understand is that each program is tailored to fit the needs of the sending institution. These adjustments are made based on the Request for Proposals and other correspondence with the country's State Department and/or Department of Education. At the University of Delaware's English Language Institute, we take pride in our ability to provide an individually tailored educational experience to teaching professionals from around the world.

Though the requests of different countries and governments may vary, the goal of each ELI teacher training program is to provide maximum input and exposure to the English language, American culture, and teaching methods. We are cognizant of the fact that most participants are seen as leaders in their field who will likely return to their home country to train other teachers in what they have learned.

In each of the courses the teacher training participants take, course objectives and student learning outcomes tie specifically to the course content: methodology, culture, language, technology, etc. In the next section, sample syllabi are provided for the courses that are typically offered to teacher training participants. These syllabi provide more information on the course objectives and student learning outcomes. Coordinators may find these syllabi helpful when selecting courses for incoming groups.

A culminating action research project for all teacher training participants (six-week and longer) helps to tie all of the objectives and outcomes back to the overarching goal.

University of Delaware | **English Language Institute**

American Culture
For DEFT Participants

Syllabus (Session X-20XX)

Instructor: *[put your name here]*
Office: *[put your office location here]*
Email: *[put your email address here]*
Phone: *[put your contact phone number here]*
Office Hours: *[put your office hours here]*

Materials

- Datesman, Crandall & Kearney, *American Ways: An Introduction to American Culture.* 4th ed. New York: Pearson, 2014
- Notebook paper, folder for handouts, writing utensils (pencil, pen)

Course Goals

This course provides English language teachers in the ELI DEFT program a <u>forum for reflection and discovery</u> on the diverse aspects of U.S. culture.

<u>forum</u>: "a public meeting place for open discussion"
<u>reflection</u>: "serious thought"

The American Heritage Desk Dictionary. Houghton Mifflin. Boston: 1981.

Through readings and personal observations, this class explores the values, beliefs and world view that drive the behavior of the average American and the conventions of American society.

While instruction and practice in listening and speaking skills is systematically provided in the language course component of the DEFT program, the American Culture course offers participants additional opportunities to reinforce their English language fluency, notably in the context of conveying information and expressing opinions in both informal discussions and formal presentations.

Participants are expected to join in and actively participate in class discussions. Sharing one's prior knowledge, experience, and opinions is important in coming to a better understanding of American culture.

Learning Objectives

Participants will enhance their understanding of American behaviors and attitudes through…
- extracts and exercises from *American Ways* on the following topics.
    o   core values (Ch. 2)
    o   civics (history and government) (Ch. 5, 7, 11)
    o   cultural diversity (Ch. 8)
    o   the American education system (Ch. 9)
- readings/videos/lectures about the history of and current issues in the United States.
- sharing their personal encounters with Americans and U.S. culture (during excursions to surrounding areas, with their homestay families, on the street . . .).

English fluency skills will be reinforced through interactive activities including discussions, role plays, outside interviews, and presentations.

Learning Outcomes

Participants will be able to:

A. *Culture Content*

1. Demonstrate understanding of aspects of American culture and history relevant to the current social setting in the USA.
2. Formulate and express opinions on cultural topics using support from a variety of sources.

B. *Communicative Ability*

1. Give a short presentation with …
    a.   clear main ideas presented in a logical order.
    b.   coherently organized details that support the main ideas.
2. Express themselves using …
    a.   complex, generally accurate sentence structure.
    b.   relatively precise vocabulary, including some collocations, with generally correct word form choice.

Assessment

During this course, you will select one specific aspect of American culture which you wish to focus on and learn more about. After researching this topic, you will give **a five- to ten-minute presentation** about it during the last week of class. This presentation will be informed by knowledge gained in the class, by your own independent reading, by visiting and exploring the local community, and by your visits to American historical and cultural sites. You may choose any topic you like which is approved by the teacher. Some topics from the past have included famous people (e.g. Martin Luther King, Jr., Elvis Presley), music (e.g. jazz), art (e.g. pop art), literature (e.g. works of Ernest Hemingway), and specific periods in history. Try to choose something you are really interested in so that your enthusiasm shows during your presentation. You will learn more about the requirements of this presentation during the session.

General Course Timeline

Depending on the specific needs of the participants, the requirements of the sponsoring organization, and the duration of the customized teacher training program, the course time will generally follow this sequence:
- 1 Week: Class Expectations, Books, Intro to Cultural Concepts, Discussion
- 1-2 Weeks: Customs
- 1 Week: Values/Beliefs
- 1-2 Weeks: Civics
- 1-2 Weeks: Cultural Diversity
- 1-2 Weeks: American Education
- 1 Week: Popular Culture/Current Issues
- 1 Week: Final Projects/Reflection

Student Responsibilities

You are responsible for:

- Completing all assignments on time.

- Participating actively in class in English.

- Following directions accurately and asking questions when you do not understand.

- Being prepared for all classes, including after an absence.

Attendance:

85% attendance in all classes and workshops is required to receive a certificate of program participation. Attendance will be taken for all classes and workshops and will be monitored by the program coordinator. Participants who are in danger of violating the attendance regulations will be given warning by the program coordinator. Eighty-five percent attendance allows being absent no more than a total of three times from the American culture class.

The ELI policy states that students are marked absent when they do not come to class for any reason. Students are marked late when they arrive in the classroom after the class start time. Three "lates" equals one absence. Students are marked absent when they come to class more than fifteen minutes late. The same policy applies for absence from the classroom during class time.   More than five minutes out of the classroom is reported as a "late," and more than 15 minutes is counted as an absence.

Graduation and Certificate

Participants will receive a certificate at the conclusion of the program provided they have met the requirements of the program. The certificates will be awarded by the Director of the ELI at the graduation luncheon.

- **Academic honesty is expected of all students and faculty at the University of Delaware.**

- Please consult the code of conduct in the ELI Student Handbook for a description of dishonest academic behavior, which includes copying another person's words or ideas, not submitting your own work, submitting the same assignment to different classes, and cheating (http://www.udel.edu/eli/student-handbook.pdf).

- Ask your instructor if you have any questions about academic honesty.

Harassment and Discrimination Policies

- Everyone is welcome at the University of Delaware. As a community, we do not discriminate against anyone because of their race, color, national origin, sex, gender identity, sexual orientation, disability, religion, or age.

- You can read UD's policies against discrimination, including harassment at http://www.udel.edu/oei. a

- You can report any concerns to the University's Office of Equity & Inclusion, at 305 Hullihen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or at http://www1.udel.edu/compliance.

- You can also report any violation of UD policy on harassment, discrimination, or abuse at: http://sites.udel.edu/sexualmisconduct/how-to-report/

- For more information on Sexual Misconduct policies, where to get help, and how to report information, please go to www.udel.edu/sexualmisconduct. I must inform UD's Title IX Coordinator if I become aware that a student may have been the victim of sexual misconduct.

- UD provides 24-hour crisis assistance and victim advocacy and counseling. Contact 302-831-1001 at any time for help.

Syllabus (Session 1-2019)

Instructor:
Office:
Email:
Phone:
Office Hours:

Materials

- *Textbook:* Celce-Murcia, M. *Teaching English as a Second or Foreign Language*. Fourth Edition.
- English Instruction Textbooks or materials from your home country teaching context
- Notebook **exclusively** for this class / binder for organizing class materials
- Canvas

Course Description & Goals

The goal of this course is to familiarize international teachers with methods of teaching English as a Second or Foreign Language. Teachers will evaluate current educational trends and methods and examine how each trend and method might be adapted for their own teaching context, strongly emphasizing functionality and practical applications (i.e. How can I use this in my own classroom?) The course assists teachers in reflecting on their own practices to become more effective English educators and curriculum designers.

Course Objectives

The course will meet its goals through course readings, websites, supplementary materials and class observations in which teachers will be guided to analyze and reflect on a variety of learning strategies and approaches, and to develop lesson plans and materials in order to apply new teaching approaches, techniques and strategies to their own teaching situations. This course is tailored to meet the specific contextual needs of each international teacher group and its sponsoring organization's requirements. Depending on these needs and requirements, topics may include:

- Introduction to Second Language Acquisition and the structure of English
    - Examination of problem areas for English learners in your home country; the concept of transfer
- Overview of methods of teaching English as a second language
    - Reflection on your own current teaching styles and the challenges you face
    - Current American educational trends and issues
    - Blending TESL methodology with current educational best practices
- Groups and cooperative learning, including Marzano strategies
- Classroom management strategies for enhancing motivation and retention
- Project-based learning
- Differentiated instruction
- Scaffolding
- Literature circles, SQR4, and other strategies
- Skills-based instructional activities
- Reflective teaching and Action Research
- Using the Internet in instruction & Integrating technology
- Engage in class observations at ELI; discuss effectiveness and potential adaptations of observed teaching practices

Learning Outcomes

Depending on the specific needs and sponsoring organization's requirements, by the end of this course, a successful teacher will be able to:

- Apply effective classroom management strategies toward a positive classroom environment
- Adapt cooperative learning models for use in own teaching context
- Design activities to activate background knowledge
- Develop games and strategies for building vocabulary
- Describe differentiation; construct differentiated activities at the content, process, and product levels
- Write clear content and language objectives that their students can understand
- Use those objectives to drive their instruction
- Develop reading and writing-based projects using the concepts of project-based learning
- Select activities from approved textbooks and extend/adapt those activities
- Review, reorganize, and rewrite lesson plans
- Compare/contrast and evaluate lesson planning models
- Apply drama techniques and activities to improve listening/speaking skills
- Select appropriate strategies for working with large classes from a variety of presented ideas
- Apply strategies to increase student motivation
- Apply new knowledge and skills to construct a student-centered learning environment in their classrooms at home

Assessment

Teachers will be assessed based on:

Assignments (which will vary in content and complexity) (20% - Complete/Incomplete)

- Throughout the course you will be asked to create and share assignments and assessments. It is vital that you complete these assignments as we will work cooperatively to critique the usefulness of the assignments as we look for ways to improve them.
- You will also be expected to prepare short presentations based on your experiences observing courses at the ELI. These presentations will have different foci at different points in the course as we seek to tie what we are reading about to the actual teaching you see in the classroom.

Participation in class discussions and activities (60% - Engagement rubric below)
You will be expected to actively participate in daily class discussions. Your shared prior knowledge, experience, and opinions are important in coming to a better understanding of methodology and teaching best practices.

Final presentations (20% - Refer to Final Presentation guidelines and rubric)
You will submit a mini portfolio of lesson activities and materials you have developed during the course. In addition, you will give a final group presentation of a 10 to 15-minute student-centered, communicative activity with a partner; you will teach the activity to the class as if they were your students.

General Course Timeline

- Week One- Classroom Environment and Classroom Management
- Week Two/Three– Writing objectives, Project Based Learning
- Week Three/ Four – Differentiation
- Week Five/ Six- Building Background Knowledge and Vocabulary/Scaffolding
- Week Six/Seven – Motivation/Writing Lesson Plans; Final Presentation Prep
- Week Eight – Final teaching presentations

Grading Policies

At the end of the session, you will receive a letter grade for this class. Teachers will receive a final letter and percentage grade. All grades will be available on Canvas as soon as they are posted. The ELI uses the following grade scale for final grades:

	A (93%+)	A- (90-92%)	*Exceeds the learning outcomes (LOs)*
B+ (88-89%)	B (83-87%)	B- (80-82%)	*Meets and sometimes exceeds the LOs*
C+ (78-79%)	C (73-77%)	C- (70-72%)	*Meets and sometimes falls short of the LOs*
D+ (68-69%)	D (63-67%;	D- (60-62%)	*Consistently does not meet the LOs*
	F (below60%)		

Responsibilities

You are responsible for:

- starting each day with an eye toward improving your teaching practice
- attending class and arriving on time each day
- listening actively to your colleagues and teacher
- participating in class discussions
- completing homework assignments on Canvas
- understanding and following class procedures
- being prepared for all classes, including after an absence

Additional Policies

- Please be on time and in your seat ready to start class at 8:15 AM.
- Please respect others in the class by being an active listener.
- Please unplug (no phones or other technology) unless specifically required for a course activity.

Attendance and Absence Policies

The ELI uses the following rules:
1. You are marked absent if you do not come to class for any reason.
2. The class starts on time. If you arrive after the class starts, you will be marked late. A late arrival counts as 1/3 of an absence. If you arrive more than 15 minutes late, you will be marked absent.
3. To benefit fully from your learning experience, you are expected to remain in the room for the whole class period. If you have to leave the room, return to the class as quickly as possible. If you leave the class for an excessive period of time or for a non-essential purpose, you may be marked absent at the teacher's discretion. If you have a special medical need that requires you to leave the class, you should give the ELI administration documentation which describes your medical condition.
- If you know you have to be absent, inform the instructor as soon as possible.
- You are responsible for knowing what you missed and what homework is due.
- You cannot make up missed in-class assignments unless you make arrangements with the instructor in advance. Late homework assignments must be submitted within two days, and will receive lower grades. Some assignments may not be submitted late.

Engagement, Participation & Effort

You will receive a score for your level of engagement in this class. The ELI uses this scale to provide feedback and accountability for your attendance, punctuality, completion of assignments, engagement, and interaction.

Engagement Rubric

	Effort Score of 3 *(Exemplary)*	Effort Score of 2 *(Satisfactory)*	Effort score of 1 *(Unsatisfactory)*
Attendance and punctuality	❑The participant is present at least 90% of the time. ❑The participant is on time at least 90% of the time. ❑The participant remains for all of the entire class.	❑ The participant is present at least 85% of the time. ❑The participant is on-time at least 85% of the time ❑The participant remains for all of the entire class	❑ The participant fails to meet the 85% on time requirement. ❑The participant fails to meet the 85% present benchmark, ❑The participant often does not remain for the entire class
Engagement/ Interaction	❑ The participant is consistently engaged. Examples: ❑Participates by asking relevant questions ❑ Consistently completes class activities. ❑ Seeks help and clarification when necessary.	❑ The participant usually engages in class activities. Examples: ❑Occasionally asks questions. ❑Completes the class activities. ❑ Usually seeks help and clarification when necessary.	❑ The participant frequently demonstrates a lack of engagement. Examples: ❑Does not ask questions or seek help when needed ❑Does not participate in activities ❑Talks with colleagues about non-class related topics ❑Leaves the class to answer non-urgent cell phone calls
Completion of Assignments	Note: Class assignments must be completed with thought and care, and submitted on time. Assignment completion is part of your program performance and has an impact on your certificate status.		

Academic Honesty

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- You can read UD's policies against discrimination, including harassment at http://www.udel.edu/oei.
- You can report any concerns to the University's Office of Equity & Inclusion, at 305 Hullihen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or at http://www1.udel.edu/compliance.

UNIVERSITY OF DELAWARE | **English Language Institute**

Topics in Education

Reading/Writing V/VI Prep

Syllabus (Session V-2019)

Instructor:
Office:
Email:
Phone:
Office
Hours:

Materials

- *Understanding and Using English Grammar* 5th edition by Betty Azar and Stacy A. Hagen
- Registration and use of Azar On-line Practice is required
- *Final Draft 3,* Lambert, et al.
- *Teach: Introduction to Education*, 4th edition, Janice Koch
- Notebook **exclusively** for this class / binder for organizing class materials
- Canvas

Course Description & Goals

This content-based high-intermediate reading/writing course engages international K-12 educators in an exploration of the American Education system through thematic units on its history, its stakeholders and selected current issues. Assignments and activities build critical reading, grammar and writing skills, and the related academic vocabulary necessary for advanced-level study, while making connections to participants' parallel immersion experience in local K-12 schools, placing an emphasis on practical applications of US education paradigms and approaches in the context of participants' home country. The course prepares scholars with knowledge and frames of reference to begin to develop a research-based education action plan in a later phase of the year-long training program.

Course Objectives

Through course readings, literature circle discussions, analysis and application of a variety of learning strategies, and guided reflection and writing assignments, this course will guide scholars to:

- Apply reading strategies to identify main ideas, supporting details, and organization; to identify inferences, and point of view, tone and purpose; and to distinguish between fact and opinion
- Examine and apply various strategies to learn 40 AWL words related to education
- Practice academic reading skills to critically analyze current articles on education topics, connecting to participants' own educational contexts
- Practice using a variety of language structures in writing to summarize, paraphrase and convey complex academic ideas and arguments
- Write summaries of educational practitioner articles with clear organization
- Write an argumentative essay on a current educational issue
- Examine and become familiar with current American educational trends and issues
- Explore how literature circles, SQR4, and other strategies enhance motivation and engagement in learning
- Evaluate specific instructional approaches and classroom management strategies for their potential impact on learning

Learning Outcomes

By the end of this course, the successful student will be able to:

A. Reading

1. identify main ideas, supporting details, and organization in unadapted and adapted texts at the advanced level
2. identify inferences at paragraph and passage levels
3. distinguish the difference between fact and opinion
4. identify cohesive devices, including pronoun referents.
5. recognize point of view, tone, and purpose
6. recognize the use of figurative language (e.g., metaphors, similes)
7. demonstrate understanding of a range of general, high-frequency academic vocabulary in the education field
8. use a variety of vocabulary learning strategies to connect new vocabulary words to meaningful ideas

B. Writing

1. write clear and correctly punctuated sentences, including punctuating direct speech/quotations
2. construct cohesive and unified paragraphs and organize texts clearly
3. write multi-paragraph papers to express cause or effect, opinions, and arguments.
4. summarize the main ideas and purpose of a level-appropriate informational text
5. self-edit writing for instructor-selected grammar points
6. paraphrase academic sentences clearly and appropriately
7. use citations correctly in writing

C. Grammar

1. recognize, understand and apply in writing the following language structures:
    A. modal verbs including past tense and passive forms
    B. subordinate clauses (adjective, adverb, and noun)
    C. gerunds and infinitives
    D. real and unreal conditional clauses
    E. passive voice
2. reduce adjective clauses to phrases
3. recognize and understand future perfect and perfect progressive forms

D. Content

1. Describe instructional and classroom management approaches explored through course readings and immersion experiences
2. Explain ways that learning and instructional strategies explored in the course may enhance student motivation/engagement/responsibility
3. Critically analyze US educational approaches explored in this course and related approaches of the participants' home country in terms of practical applications for enhanced learning

Assessment

The final course grade will be based on grammar/vocabulary/reading tests, literature circles, writing papers (summaries, cause/effect/, argumentation) and other graded assignments. The breakdown below indicates the grading criteria:

- 45%   Reading/grammar/vocabulary tests and other work
- 30%   Writing multiple paragraph papers (including summaries)
- 8%   Reading Final
- 9%   Writing Final
- 8%   Final Grammar

Grading Policies

At the end of the session, you will receive a letter grade for this class:

	A (93%+)	A- (90-92%)	*Exceeds the learning outcomes (LOs)*
B+ (88-89%)	B (83-87%)	B- (80-82%)	*Meets and sometimes exceeds the LOs*
C+ (78-79%)	C (73-77%)	C- (70-72%)	*Meets and sometimes falls short of the LOs*
D+ (68-69%)	D (63-67%;	D- (60-62%)	*Consistently does not meet the LOs*
	F (below60%)		

Notes:

- A <u>grade</u> of C (73%) or higher is required to <u>pass</u> the course and receive a certificate.
- A grade of C-, D+, D, D- or F (72% or below) results in retention (that is, you must repeat this level in Reading/Writing).
- Your teacher may choose to give you a grade of I (Incomplete) if your final grade is below C. You can only receive an I if you are not graduating, have no more than 4 absences, complete all the major assignments to the best of your ability, and have an effort score of 1 or 2. If you receive an I, you will repeat this level next session.

Effort Score

You will receive an effort score for this class which is separate from your grade. The ELI uses this scale for effort scores:

1 = Exemplary	2 = Satisfactory	3 = Unsatisfactory

Your effort score is based on your attendance, punctuality, completion of assignments, engagement, interaction, and behavior. The ELI Effort Score Rubric on the last page of this syllabus explains how your teacher will assign your score.

Student Responsibilities

You are responsible for:

- Completing all quizzes, tests, and assignments on time
- Participating actively in class in English
- Following directions accurately and asking questions when you do not understand
- Being prepared for all classes, including after an absence

Attendance and Absence Policies

The ELI uses the following rules:
1. You are marked absent if you do not come to class for any reason.
2. The class starts on time. If you arrive after the class starts, you will be marked late. A late arrival counts as 1/3 of an absence. If you arrive more than 15 minutes late, you will be marked absent.
3. To benefit fully from your learning experience, you are expected to remain in the room for the whole class period. If you have to leave the room, return to the class as quickly as possible. If you leave the class for an excessive period of time or for a non-essential purpose, you may be marked absent at the teacher's discretion. If you have a special medical need that requires you to leave the class, you should give the ELI administration documentation which describes your medical condition.

- If you know you have to be absent, inform the instructor as soon as possible.
- You are responsible for knowing what you missed and what homework is due.
- You cannot make up missed in-class assignments unless you make arrangements with the instructor in advance. Late homework assignments must be submitted within two days, and will receive lower grades. Some assignments may not be submitted late.

Multiple Repeater Policy

You have two sessions to pass at any level. If you do not pass the same level after two sessions, you may be placed into a lower level (if you agree) or take the same level a third time. If you do not pass in your next (3rd) session, you may be dismissed from the ELI. Academic Transitions and CAP students should refer to their handbooks and consult with their advisors about dismissal policies.

Academic Honesty

- **Academic honesty is expected of all students and faculty at the University of Delaware.**
- Please consult the code of conduct in the ELI Student Handbook for a description of dishonest academic behavior, which includes copying another person's words or ideas, not submitting your own work, submitting the same assignment to different classes, and cheating (http://www.udel.edu/eli/student-handbook.pdf).
- Ask your instructor if you have any questions about academic honesty.

Harassment and Discrimination Policies

- Everyone is welcome at the University of Delaware. As a community, we do not discriminate against anyone because of their race, color, national origin, sex, gender identity, sexual orientation, disability, religion, or age.
- You can read UD's policies against discrimination, including harassment at http://www.udel.edu/oei.
- You can report any concerns to the University's Office of Equity & Inclusion, at 305 Hullihen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or at http://www1.udel.edu/compliance.
- You can also report any violation of UD policy on harassment, discrimination, or abuse at: http://sites.udel.edu/sexualmisconduct/how-to-report/
- For more information on Sexual Misconduct policies, where to get help, and how to report information, please go to www.udel.edu/sexualmisconduct. I must inform UD's Title IX Coordinator if I become aware that a student may have been the victim of sexual misconduct.
- UD provides 24-hour crisis assistance and victim advocacy and counseling. Contact 302-831-1001 at any time for help.

Certificates and Dismissal

Please see the ELI Student Handbook for full details:
http://www.udel.edu/eli/student-handbook.pdf

8-week sessions:
- To receive a certificate when you graduate from the ELI, you cannot have more than a total of 12 absences from both your Listening/Speaking and Reading/Writing classes (85%). You must also have a C or better grade point average.
- To receive a certificate with honors, you must attend at least 90% of classes (no more than 8 total absences) and maintain an A- or better grade point average.
- If you have 16 or more total absences, you are breaking the rules of your visa and may be dismissed from the ELI.

7-week sessions:
- To receive a certificate when you graduate from the ELI, you cannot have more than a total of 10 absences from both your Listening/Speaking and Reading/Writing classes (85%). You must also have a C or better grade point average.
- To receive a certificate with honors, you must attend at least 90% of classes (no more than 7 total absences) and maintain an A- or better grade point average.
- If you have 14 or more total absences, you are breaking the rules of your visa and may be dismissed from the ELI.

Additional Policies

Table 1: English Language Institute Effort Score Rubric

	Effort Score of 1 *(Exemplary)*	Effort Score of 2 *(Satisfactory)*	Effort score of 3 *(Unsatisfactory)*
Attendance and punctuality	❑ The student is rarely, if ever, absent, attending at least 90% of the classes. ❑ The student is rarely, if ever, late. *Note*: Students should not be given a score of 1 based *only* on attendance or punctuality.	❑ The student attends class most of the time, attending at least 85% of the classes. ❑ The student arrives for class on-time for most class meetings.	❑ The student has excessive absences, perhaps exceeding the absence limit required to obtain a certificate. ❑ The student is frequently late.
Completion of Assignments	❑ The student consistently completes assignments on time.	❑ The student usually completes assignments on time ❑ The student makes up missed work if possible.	❑ The student frequently fails to complete the required assignments. ❑ The student fails to make up missed work.
Engagement/Interaction	❑ The student consistently pays attention in class and participates in class activities by asking relevant questions. ❑ The student seeks help and clarification when necessary.	❑ The student usually pays attention in class and participates in class when called on.	❑ The student frequently demonstrates a lack of engagement by not participating in class.
Behavior/Respect	❑ The student demonstrates exemplary behavior (e.g., by observing the English-only policy.) ❑ The student consistently shows respect to teachers, ELI employees, and classmates.	❑ The student generally observes class rules and ELI policies, such as the English-only policy. ❑ The student generally shows respect to teachers, ELI employees, and classmates.	❑ The student engages in disruptive behavior, making it more difficult for the teacher to teach and more difficult for other students to learn. ❑ The student shows a consistent lack of respect for students, teachers, policies, rules, course objectives, etc.

UNIVERSITY OF DELAWARE. | **English Language Institute**

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Syllabus (Sessions 3 & 4- 2020)

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Instructor: **Office:**

Email: **Phone:**

Office: **Hours:**

Canvas:

Materials

Required books: *Top 20: Great Grammar for Great Writing*

                        Academic Writing for Graduate Students

- Notebook **exclusively** for this class / pens & pencils / binder for organizing class materials
- Internet access and UD email account
- Please bring a laptop to class.
- A standard reference English-English dictionary is recommended.
- Photocopies and other materials supplied by the instructor

*****Come to every class fully prepared with all of your materials.*

Course Description & Goals

This advanced content/project-based course, offered to Khbrat K-12 educators from Saudi Arabia during Phase V (Capstone phase) of the year-long program, leads scholars through structured and scaffolded reading, research and writing assignments to develop an evidence-based educational project and action plan proposal. The finished proposal is expected to be implemented in the home country following the completion of the training program. English reading, writing and grammar skills are targeted according to the individual and group needs of international professional educators to meet the reading, writing, grammar and academic skill outcomes of a level VI reading/writing course.

Course Objectives

Through class meetings, small group in-class drafting workshops, and one-on-one conferences with instructors and tutors, this course will provide scaffolded instruction and guidance to support scholars to:

- Use research tools and procedures appropriately
- Apply critical analysis skills to evaluate and deploy information
- Become familiar with key routines and expectations within US graduate level university culture
- Practice academic advanced reading skills through examination of current articles in the education field as related to a selected area of research.
- Proceed through a structured, systematic academic writing and revision process, including peer reviews
- Review and apply language structures essential to effective university academic writing
- Write well organized, cohesive text that exemplifies English language performance at the graduate academic level
- Develop a clearly defined, research-based education action plan proposal in advanced academic English

By the end of this course, the successful scholar will be able to:

A.   *Reading*

1. Read and summarize graduate-level texts;
2. Identify the main ideas, structure, and purpose of a reading passage;
3. Identify and analyze written arguments;
4. Demonstrate understanding of a wide range of general and field-specific academic vocabulary;
5. Differentiate facts, inferences and opinions;

B.   *Writing*

1. Write graduate-type texts effectively, including summary, synthesis, argument, and research proposal;
2. Use a writing process including selecting a topic, gathering information, organizing, outlining, drafting, peer reviewing, revising, and editing;
3. Write sentences with varied and appropriate grammar, vocabulary, structure, and length;
4. Use a range of sophisticated cohesive devices to connect ideas within and between paragraphs (e.g. linking, repetition, synonyms, *this*, and transition words);
5. Paraphrase, cite, quote, and use sources appropriately without plagiarism;
6. Write a detailed source-based report, paper, or case study in an appropriate style for the scholar's discipline;
7. Express opinions using sound logic, appropriate grammar and advanced vocabulary.

C.   *Grammar*

1. Write structurally accurate clauses and sentences in an academic register;
2. Write effectively using parallelism, coordination, subordination, and embedding where appropriate
3. Write with mostly accurate subject/verb, noun/pronoun, and article/noun agreement;
4. Consistently choose appropriate verb tense and voice (passive or active);
5. Correctly use periods, commas, and other punctuation, avoiding sentence fragments, run-on sentences, and comma splices;
6. Use articles and prepositions mostly accurately;
7. Understand and use the subjunctive (bare infinitive);
8. Produce grammatically correct hypothetical conditional sentences.

D.   *Academic Skills*

1. Use library and Internet resources and evaluate their reliability.
2. Conduct meaningful, critical library research in the scholar's discipline

Assessment

Your grade for the class will come from the stages in the development of your Research-Based Written Action Plan. You will gather information from literature review and from your Khbrat school immersion experience to write your written Action Plan. Your Action Plan will be completed through 6 Stages of Reading/Writing/Grammar/Academic Skills (R/W/G/A) Assignments:

Total Project Assignments= 100% *Some details may change

<div align="center">Timeline for Project Assignments</div>

Stage 1. 5%- Introduction & Thesis Hook, Topic and Thesis statement, introducing the issue and the proposed idea	Single Draft: Due 3/26 **5% (W/G)**		
Stage 2. 20% **Context, Problem & Proposed Solution: What?** ● Summary of the problem or Issue, within the particular education context ● Introduction and explanation of the proposed solution in more detail. If it's a new concept, a definition.	First revised draft: Due 1/26 **5% (W/G)**	Demonstration of Reading Skills in Research: **3% (R/A)**	Final revised draft: Due 2/2 **12% (W/G)**
Stage 3. 30% **Rationale -Literature Review: Why?** ● Points/Reasons for relevance and importance ● Annotated Reference list of Supporting Research (Articles, Interviews, Immersion Observations & Experiences)	First revised draft: Due 2/16 **7% (W/G)**	Reading Skills in Research: **10% (R/A)**	Final revised draft: Due 2/2 **13% (W/G)**
Stage 4. 25% **Implementation - Methodology: How?** ● Step-by-step process for application in Saudi Arabia (i.e: Method for acquiring administrative support, introducing & "selling" the idea, integrating the plan into your school community) ● Preliminary timeline. ● Possible Challenges/limitations and proposed solutions to those challenges ● Supporting research where applicable (Articles, interviews, or immersion experience)	First revised draft: Due 3/8 **6% (W/G)**	Reading Skills in Research: **8% (R/A)**	Final revised draft: Due 3/15 **11% (W/G)**
Stage 5. 15% **Impact Evaluation Plan-Collecting/Interpreting Results** ● Your Process for evaluating the success of your Implementation ● Possible Next steps based on results	First revised draft: Due 3/15 **3% (W/G)**	Reading Skills in Research: **5% (R/A)**	Final revised draft: Due 3/22 **7% (W/G)**
Stage 6. 5% - Conclusion ● Summarize main points the Ministry of Education and others should remember ● Reflection on Impact of Khbrat Experience	Single Draft: Due 3/26 **5% (W/G)**		

Required In-Class Assessments:

In Class Writing: Your Proposal Abstract: *Week of March 23*

A Short Summary of your Action Plan and Research.
Your reading Audience: the Ministry of Education in KSA.

Two reading comprehension tests: *Week of February 17 & Week of March 23*

These will have a "Complete/Incomplete" point value in Canvas. The scores will not be part of your class grade, as reading assessment is incorporated into your research project. However, they must be reported to SACM and your Ministry of Education, who are monitoring your English skills progress, to triangulate your reading performance growth.

Grading Policies

At the end of the session, you will receive a letter grade for this class:

	A (93%+)	A- (90-92%)	*Exceeds the learning outcomes (LOs)*
B+ (88-89%)	B (83-87%)	B- (80-82%)	*Meets and sometimes exceeds the LOs*
C+ (78-79%)	C (73-77%)	C- (70-72%)	*Meets and sometimes falls short of the LOs*
D+ (68-69%)	D (63-67%;	D- (60-62%)	*Consistently does not meet the LOs*
	F (below 60%)		

Notes:

● A grade of C (73%) or higher is required to pass the course and receive a certificate.

● A grade of C-, D+, D, D- or F (72% or below) results in retention (that is, you must repeat this level in Reading/Writing).

● Your teacher may choose to give you a grade of I (Incomplete) if your final grade is below C. You can only receive an I if you are not graduating, have no more than 4 absences, complete all the major assignments to the best of your ability, and have an effort score of 1 or 2. If you receive an I, you have to repeat this level next session.

Student Responsibilities

You are responsible for:

● Completing all portions of your capstone research proposal on time

● Participating actively in class in English

● Following directions accurately and asking questions when you do not understand

● Being prepared for all classes, including after an absence

Engagement Score

You will receive a score for your level of engagement in this class, which is separate from your grade. The ELI uses this scale for effort scores. Your effort score is based on your attendance, punctuality, completion of assignments, engagement, interaction, and behavior.

Engagement Rubric

	Effort Score of 3 *(Exemplary)*	Effort Score of 2 *(Satisfactory)*	Effort score of 1 *(Unsatisfactory)*
Attendance and punctuality	❑The participant is present at least 90% of the time. ❑The participant is on time at least 90% of the time. ❑The participant remains for all of the entire class.	❑ The participant is present at least 85% of the time. ❑The participant is on-time at least 85% of the time ❑The participant remains for all of the entire class	❑ The participant fails to meet the 85% on time requirement. ❑The participant fails to meet the 85% present benchmark, ❑The participant often does not remain for the entire class
Engagement/ Interaction	❑ The participant is consistently engaged. Examples: ❑Participates by asking relevant questions ❑ Consistently completes class activities. ❑ Seeks help and clarification when necessary.	❑ The participant usually engages in class activities. Examples: ❑Occasionally asks questions. ❑Completes the class activities. ❑ Usually seeks help and clarification when necessary.	❑ The participant frequently demonstrates a lack of engagement. Examples: ❑Does not ask questions or seek help when needed ❑Does not participate in activities ❑Talks with colleagues about non-class related topics ❑Leaves the class to answer non-urgent cell phone calls
Completion of Assignments	Note: Class assignments must be completed with thought and care, and submitted on time. Assignment completion is part of your program performance and has an impact on your certificate status.		

Attendance and Absence Policies

The ELI uses the following rules:
1. You are marked absent if you do not come to class for any reason.
2. The class starts on time. If you arrive after the class starts, you will be marked late. A late arrival counts as 1/3 of an absence. If you arrive more than 15 minutes late, you will be marked absent. Attendance is usually taken in the first minute of class.
3. To benefit fully from your learning experience, you are expected to remain in the room for the whole class period. If you have to leave the room, return to the class as quickly as possible. If you leave the class for an excessive period of time or for a non-essential purpose, you may be marked absent at the teacher's discretion. If you have a special medical need that requires you to leave the class, you should give the ELI administration documentation which describes your medical condition.

Academic Honesty

- **Academic honesty is expected of all students and faculty at the University of Delaware.**

- Please consult the code of conduct in the ELI Student Handbook for a description of dishonest academic behavior, which includes copying another person's words or ideas, not submitting your own work, submitting the same assignment to different classes, and cheating (http://www.udel.edu/eli/student-handbook.pdf).

- Ask your instructor if you have any questions about academic honesty.

Certificates and Dismissal

Semester Khbrat Session:

- To be considered for a certificate when you finish the Khbrat program, you must attend at least 85% (max 6 absences) of this Reading/Writing class, between Jan 21 and March 27. You must also have a 73%(C) or better grade point average.

- To receive a certificate with honors, you must attend at least 90% (max 4 absences) of classes and maintain an 85%(B) or better grade point average.

- If you have 8 or more total absences, you are breaking the rules of your visa and may be dismissed from the university program.

Additional Policies

Class meetings:
This class meets 4 times a week. Attendance for each meeting is mandatory. All absences are recorded. Missed assignments will earn an incomplete (0), which cannot be made up later. This will negatively affect your overall course grade. During class meetings you will receive instruction at your RW level, and complete in class writings and assessments to develop your Khbrat Action Plan Proposal.

Writer's Workshop:
During writer's workshop classes, one-on-one conferences, and small group meetings between students and instructors provide focused, personal assistance, which leads to effective revision and understanding of assignments. To make productive use of these conferences, you are expected to have a copy of your current writing/revision work with you, and be prepared to discuss it. Plan to bring your laptop to class. You will be expected to work on your writing project in class during writer's workshop days, and submit an updated draft at the end of the day.

Attendance, Homework, Class Preparation, and Participation

Attendance.
To succeed, you must make classes your priority.
- Absences, arriving late, leaving early, or leaving classes for extended periods – is recorded daily.
- If you miss more than 30 minutes of class due to late arrival, early departure, inattentiveness, or being out of the room away from your work, you are considered absent.
- Arriving late for class is viewed as disrespectful; as well as arriving on time and then leaving immediately for other reasons. Please show up ready for class before it begins.
- Please note: You must follow the ELI's attendance policy in order to maintain your J1 visa.
- If you know you have to be absent, inform the instructor as soon as possible.
- You are responsible for knowing what you missed and what homework is due.

No-late-work-policy.
- You cannot make up missed in-class assignments unless you make arrangements with the instructor in advance.
- Assignments are due at the beginning of class unless otherwise stated by the instructor or by the due date posted on Canvas.
- If the assignment is submitted after the due date, but before the lockdown date (one week after the due date, generally), deductions for lateness will be made in the rubric.
- If the assignment is submitted after the lockdown date, the assignment will receive a 50% deduction off the final grade (i.e., an 88% would become a 44%)
- If you cannot attend class, or meet any deadline, it is your responsibility to communicate your situation with the instructor before the class or deadline.
- Extra Credit or make up work is not an option in our class.

Class Preparation and Participation.

Life and learning are participatory. You are expected to participate cooperatively, constructively, and to the best of your ability in class activities. Some specific guidelines:

- Effort scores are related to attendance and participation. However, absences, late arrivals, or being unprepared will affect your learning success and therefore your grade.
- Plan to have homework each day in the form of reading, or writing assignments. Non-completion of readings and other homework will diminish your opportunity to improve your language skills, and negatively impact your class grade.
- Scholars are expected to speak English at all times during the class.
- Limit your distractions. You are required to leave your phones in your pocket – or your bag – and remove ear buds before class begins. Your focus should be on this class. Checking your phone, or doing other work is distracting and considered disrespectful.

Harassment and Discrimination Policies

- Everyone is welcome at the University of Delaware. As a community, we do not discriminate against anyone because of their race, color, national origin, sex, gender identity, sexual orientation, disability, religion, or age.

- You can read UD's policies against discrimination, including harassment at http://www.udel.edu/oei

- You can report any concerns to the University's Office of Equity & Inclusion, at 305 Hullihen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or at http://www1.udel.edu/compliance.

- You can also report any violation of UD policy on harassment, discrimination, or abuse at: http://sites.udel.edu/sexualmisconduct/how-to-report/

- For more information on Sexual Misconduct policies, where to get help, and how to report information, please go to www.udel.edu/sexualmisconduct. I must inform UD's Title IX Coordinator if I become aware that a student may have been the victim of sexual misconduct.

- UD provides 24-hour crisis assistance and victim advocacy and counseling. Contact 302-831-1001 at any time for help.

Syllabi for MA TESL Courses

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University of Delaware School of Education

EDUC 742-010: ELI Practicum for MA-TESL Students

Spring 2019

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Faculty

MA TESL Director: Dr. Scott Stevens (189 W. Main Street; sstevens@udel.edu)

Practicum Supervisor: Nigel Caplan, Assistant Professor, ELI
108 E. Main Street, room 207A
nacaplan@udel.edu ; phone: 831-7420

ELI Resources:

Ken Hyde, Tutoring Center Coordinator (108 E. Main St; email:kenny@udel.edu)

Practicum Meetings (required)

- Meetings every 1-2 weeks, to be arranged, with Nigel
- readings and online discussions on Canvas (www.udel.edu/canvas)

Tasks & Grading

You will be assessed by the practicum supervisor on the following criteria:

40%   Lesson Planning and Implementation

- Lesson plans for every class taught (please see guidelines, below)
- Materials you developed
- Your reflection on each class
- Your cooperating teacher's feedback on every class you teach
- **Submit your packet <u>within 48 hours</u> of the lesson to your supervisor (final deadline for all lessons plans is Monday May 6, 9am)**

25%   Action Research Project

- Identify an area of your teaching that you wish to develop further.

- Develop an action research project comprised of a literature review (minimum 8 sources), observations of your cooperating teacher (and/or your experiences in the tutoring center, listening lab, or SALC), reflections on your own performance, and a design for an intervention, solution, or teaching plan.
- A thorough response to this task is likely to be approximately 8-10 pages, plus references. Use APA 6th edition style. More details and a rubric will be provided.
- **Due Monday May 13, 9am.**

15%   Reflective Journal and Teaching Log

- Maintain a journal as a blog, documenting your growth as a teacher throughout the practicum. (You may use any blogging platform, or an alternative online medium, providing it has a comment or discussion function. I recommend www.wordpress.com.)
- In your postings, please reflect on the classes you observe, the activities/classes you teach, tutoring and language lab sessions you observe/facilitate, discussions in the practicum meetings and online forum, relevant readings, connections with other courses in the MA TESL program, and your research. You can also include useful links and resources that you discovered or developed during your practicum
- **Write <u>at least</u> two entries on your blog per week, starting the week of Feb 4 and ending approximately May 3.**
- Your supervisor will respond to your journal periodically. Please read these responses and comment on them if you wish to continue the discussion.
- You will be graded on the depth and quality of your postings, your developing understanding of teaching practice, and your analysis of your teaching and observations. Please write in a style appropriate to a blog that is also a graduate assignment. Your blog can be private (shared only with the supervisor and the other trainees) or public (open to public comment).
- In addition, keep a log of your teaching: date, length of time teaching, class, and activity/lesson (this is a list that shows how many hours you taught during the practicum). Please list any tutoring hours, SALC hours, and/or listening labs that count toward your practicum requirements. **Due at the ends of session III (March 1) and IV (May 3).**

20%   Evaluations & Professionalism

- This component of the grade will be based on:
  - Your cooperating teachers' final reports
  - Evaluations from the Tutoring Center and Language Lab coordinators (if relevant)
  - Your students' evaluations
  - Your supervisor's observations (at least two during the entire practicum – in person or on video)

- o Your conduct in the practicum (punctuality, attendance at meetings, participation in meetings and online discussions, etc.)

Schedule

By the end of January

A preliminary meeting with Nigel will be arranged.

You will be assigned to your first cooperating teacher. Prior to the official start of spring classes, please read the course textbooks and materials (you will need to purchase the books from the UD bookstore unless otherwise directed by your cooperating teacher) and familiarize yourself with the ELI's program and policies (www.udel.edu/eli/ and http://www.udel.edu/eli/facbook/). Meet with your cooperating teacher at least once to plan for the second half of session III.

Monday Feb 5: UD Spring classes begin, second half of ELI session III – your first practicum experience

a. Observe for one half session (approximately 40 hours) in either a LS or RW class, attending every day, and posting to your blog (see requirements, above); you will generally be placed in a class teaching the other skill area (LS/RW) for session IV;

b. Assist your cooperating teacher in making copies, grading, and providing feedback, where applicable, on students' written and oral work;

c. Facilitate group/pair work, as directed/permitted by cooperating teacher;

d. Provide instruction for up to 4.5 hours over a four-week period. Please note that you are expected to do more observing than teaching in this half session. Your classroom interactions could take one of several forms:

   i. one complete unit of study, or up to three consecutive days*

   ii. 30-60 minutes on designated days spread over several weeks*

   iii. increasing responsibility from a single activity up to one or more entire classes*

*The exact amount of teaching will be determined by the cooperating teacher in cooperation with the Director and/or Practicum Supervisor. In some circumstances, practicum students may be limited to teaching fewer hours, with the additional required teaching time met through supplemental instruction offered to the cooperating teacher's students outside regularly scheduled

class hours. Only those graduate students considered to have relatively strong teaching/language skills and who have established good student rapport will be permitted to take over the class for the full 4.5 hours. If you cannot fit 4.5 hours into these 4 weeks, please aim to carry forward the hours to session IV or discuss with your supervisor extra tutoring/lab practice.

     e. Keep a log of your teaching; your cooperating teacher will provide oral and written feedback on your performance.

     f. Attend practicum meetings as arranged.

     g. Your practicum supervisor will observe your teaching at least once.

Thursday March 1 – last day of classes for ELI Session III (please note that the ELI's vacations do not match the UD Spring Break, and you will be expected to work through Spring Break; you do not have any teaching responsibilities from March 2-12, so use this time to work on your action research project. You should know your cooperating teacher and class for session IV, so please purchase the textbooks, familiarize yourself with the syllabus and curriculum, and contact your new cooperating teacher)

Monday March 12 – start of ELI session IV (classes start on Tuesday March 13)

    a. Observe for one whole session (approximately 80 hours) in either a LS or RW class, attending every day, and posting to your blog (see requirements, above);

    b. Assist your cooperating teacher in making copies, grading, and providing feedback, where applicable, on students' written and oral work;

    c. Facilitate group/pair work, as directed/permitted by cooperating teacher;

    d. Provide instruction for up to 9 hours over the 8-week period. Your classroom interactions could take one of several forms:

        iv.   one complete unit of study, or up to five consecutive days*

        v.   30-60 minutes on designated days spread over several weeks*

        vi.   increasing responsibility from a single activity up to one or more entire classes

        vii.   assisting the teacher with group work, as needed

*The exact amount of teaching will be determined by the cooperating teacher in cooperation with the Director and/or Practicum Supervisor. In some circumstances, practicum students may be limited to teaching fewer hours, with the additional required teaching time met through supplemental instruction offered to the cooperating teacher's students outside regularly scheduled class hours. Only those graduate students considered to have relatively strong teaching/language

skills and who have established good student rapport will be permitted to take over the class for the full 9 hours.

> e. Keep a log of your teaching; your cooperating teacher will provide oral and written feedback on your performance.

> f. Attend practicum meetings as arranged.

> g. Your practicum supervisor will observe your teaching at least once.

Friday May 3: End of ELI session IV (optionally, please attend ELI graduation if you have graduating students)

Monday May 6   **Final deadline for all lesson plans, journals, and teaching logs (9am)**.

Monday May 13 **Action research paper deadline (9am)**

Any changes to the schedule and requirements must be agreed with your supervisor and approved by the Director.

Please do not hesitate to contact us if you have questions or concerns during your practicum. We hope this will be a fulfilling professional development experience.

Revised 12/30/19

Guidelines for Lesson Packets (Updated 3/12/20)

1. Prepare a detailed lesson plan. This plan must include <u>all</u> of the following:

    a. the instructional context for the lesson (i.e., how it fits with what has previously been

      taught and what will subsequently be taught);

    b. the lesson's sequenced activities and, if applicable, handouts, PowerPoints and other materials (including photocopies of textbook pages, if they are necessary to understand your lesson plan),

    c. an explanation of how the activities meet the course objectives;

    d. justification of your choice of methods and activities on the basis of sound pedagogy,

      the instructional context, and ESL principles or methodology for effective teaching.

(Sample plans can be found on the course site: www.udel.edu/eli/educ647. "Clement's microteaching" is a particularly good model. Your plans may not be so long and detailed, especially if you are only teaching part of a class.)

2. You are welcome to ask for feedback on your lesson plan from your cooperating teacher, your supervisor, or your practicum cohort in our regular meetings.

3. After the lesson, write a short reflection on your teaching in which you discuss what was successful, what was not successful, and what you might do differently in future. If you debrief the lesson with your cooperating teacher, please summarize what you learned from this feedback.

4. Ask your cooperating teacher for written feedback*, explaining what you did successfully and providing any appropriate constructive criticism. (* Can be handwritten observation notes, a typed report, or an email sent to you and copied into your pack. Do not forward teachers' emails to me, please.)

5. Submit the **plan, materials, reflection, and teacher's feedback**, **<u>preferably as one document</u>** with a clear file name, to your supervisor **within 48 hours of the lesson****, and no later than **Monday May 6**. Paper or digital submissions are acceptable.

** If your lesson stretches over multiple days, then 48 hours after the last day of the sequence is fine.

Adapted from Dr. Stevens's guidelines for EDUC647

EDUC 672 Methods of Teaching English as a Second Language

Fall 2010   Mondays, 4:00 PM – 7:00 PM, Memorial Hall 126
Instructor: Grant S. Wolf, Asst. Professor
Email: grantw@udel.edu
Office: English Language Institute, Room 301
Phone: 831-2704
Office Hours: MTWR, 12:30 – 2:30, or by appointment.

Required Texts:

Teaching English as a Second or Foreign Language, 3rd edition, Celce-Murcia, ed. Heinle & Heinle (Cengage), 2001 (CM)

Techniques and Principles in Language Teaching, 2nd edition, Larsen-Freeman, Oxford University Press, 2000 (LF)

I. Course Design and Objectives:

This course has been designed to provide an overview and critical assessment of a wide range of approaches to second and foreign language teaching currently in use and also to serve as an introduction to the field and profession of TESL (Teaching English as a Second Language). By the end of the course, the following learning outcomes will have been met by dedicated students who have successfully completed EDUC 672. Specifically, students will:

1. Have experiential familiarity with TESL approaches, methods, and techniques for teaching communicative competence in speaking, reading, writing, listening, and vocabulary, in accordance with current proficiency standards (CFO* 4)
2. Have a general understanding of the overall second language acquisition process as it relates to language teaching (CFO 2, 3, 6)
3. Have developed effective skills in the reflective practice that characterizes successful educators (CFO 1)
4.   Understand how language features such as phonology, morphology, syntax, semantics, pragmatics, discourse varieties, rhetorical and writing convention, and social and academic settings impact SL learning and inform a teacher's instructional approach (CFO 4, 6)
5.   Show competence in pursuing basic, practical research in TESL, relevant to one's own professional development (CFO 5)
6. Be familiar with TESL as a profession, including TESOL standards for a Master's degree, career paths, and resources for identifying teaching opportunities (CFO 1)

7. Be familiar with a wide range of instructional resources, including textbooks, websites, CAI, video/audio materials, etc. (CFO 4,7)

8. Have attended at least one TESL conference as part of a career-long commitment to professional development (CFO 1, 10)

9. Gain the ability to design pedagogically sound lesson plans which are appropriate to the setting, stated outcomes, and student needs, and which address the affective, cross-cultural and inter-cultural dimensions of learning (CFO 3, 6, 9)

10. Have a general understanding of the principles of assessment relevant to the approaches, methods and techniques studied (CFO 8)

Conceptual Framework Outcomes. The outcomes of EDUC 672 support the School of Education stated outcomes for graduates of all professional education programs. Please see www.udel.edu/dcte/ucte/Policies/conceptual.html for a full description of the School's Conceptual Framework as well as the specific outcomes referenced above.

II. Assignments. Students will achieve these outcomes through the following assignments:

1. Reading assignments (below), followed by written summaries and/or study questions.
2. Weekly online Reflective Forum discussions
3. Researching and writing a paper in an area relevant to student's professional development (topic to be chosen from provided list)
4. Designing and demonstrating a lesson plan for a specific instructional context
5. Writing a textbook, software, or website review
6. Enthusiastic participation in class discussions, demonstrations, simulations, and professional panel discussion
7. Attendance at a regional professional conference (PennTESOL-East, November 6, 2010 Penn State-Abington).

III. Assessment

Careful and critical reading of all assignments and active participation in class are important for meeting the learning outcomes of the course. Grades will be based on:

20% Preparation and Participation (including numbers 1, 2, 6, 7 above)
20% Midterm Examination
20% Special assignments (numbers 4 and 5 above)
20% Research paper (number 3 above)
20% Final Examination

Grading Scale:	B+ = 87 – 89
A = 95 - 100	B = 83 – 86
A- = 90 – 94	B- = 80 – 82

C+ = 77 – 79

C = 73 – 76

C- = 70 – 72

D+ = 67 – 69

D = 63 – 66

D- = 60 – 62

F = 0 – 59

IV. Schedule

Week 1. Monday, September 13, 2010:

Introduction and Overview of course and field of TESL. Current TESOL Professional Standards.
Nature and components of language, learning and teaching, schools of thought in L2 acquisition.
Instructor-led Demonstration: First Day Activity
Sign up for Teaching Demonstration
Reading Assignment for Week 2: CM, pp. 1-28. LF, pp. ix-xv, ch. 1 pp. 1-9.

Week 2. Monday, September 20.
Overview of historical and current approaches to TESL instruction, including the Communicative
approach. Current WIDA standards.
Student-led Demonstration: "Shock Language"
Explanation of evaluation criteria for Lesson Plan and Teaching Demonstration
Choose topics for Research Paper
*Reading Assignment for Week 3: LF ch. 9, pp. 121-136 and CM, pp. 13-28 (partial review), CM,
69-85 and 87-100.*

Week 3. Monday, September 27
Communicative approach, con. Teaching Listening/Aural Comprehension
Student-led Demonstration: Listening Comprehension
Reading for Week 4: LF, chapters 3, 4, and 8

Week 4. Monday, October 4
Teaching Listening/Aural Comprehension continued, with a focus on TPR, the Direct Method, and
the Audio-Lingual Method.
Student-led Demonstration: TPR, Direct Method, or ALM
Reading for Week 5: CM, pp. 103-115 and 139-149

Week 5. Monday, October 11

Teaching Speaking, Oral Skills, Oral Proficiency and Interactive Competence. Role-Playing.
Student-led Demonstration: Teaching Children.
Reading for Week 6: CM, pp. 117-137 and LF, ch. 5.

Week 6. Monday, October 18
Teaching Speaking, con. The Silent Way. Evaluating materials and writing a Book/Software/Website review (due Week 9)
Student Demonstration: Silent Way, Role-Playing, or other (not previously demonstrated).
Reading for Week 7: CM, pp. 357-366, LF, ch. 6, 7, 11.

Week 7. Monday, October 25
Learning Style and Strategies. Affective-Humanistic Approaches, Desuggestopedia and Community Language Learning.
Student Demonstration: Affective-Humanistic Approach
Mid-term Exam (take home, due November 1)

Week 8. Monday, November 1.
Mid-Term Exam due.
Panel Discussion on being a TESL professional.
(Make-up Demonstrations, as needed)
Reading for Week 9: CM, pp. 187-203, 153-170.

Week 9. Monday, November 8.
Book/Software/Website Review due.
Teaching Reading, Teaching Literacy to Children, Reading Theory and Practice for Academic Contexts. Developing Reading Curricula.
Student Demonstration: Reading
Reading for Week 10: CM, Unit 1, section D, pp. 207-248

Week 10. Monday, November 15.
Teaching Writing, Composition and Academic Organization Styles, Teaching Grammar in Writing, Considerations for a Writing Course.
Student Demonstration: Writing
Reading for Week 11: CM, pp. 251-266 and pp. 267-284

Week 11. Monday, November 22.
Research Papers due.
 Teaching Grammar. Types of Grammars, Cognitive approaches to grammar instruction.
Reading for Week 12: CM pp. 285 - 299

Week 12. Monday, November 29.
Teaching Grammar continued, Functional-Notional Approach, Teaching Vocabulary and the Lexical Approach
Student Demonstration: Written Grammar

Reading for Week 13: TBA

Week 13. Monday, December 6.
Grammar, concluded. Classroom issues. (TBA)
Student Demonstration: Oral Grammar

FINAL EXAM: Date TBA.

V. CLASS POLICIES.
Make-Up Work. Work that is not completed on time will be given a score of zero, which will be averaged into your final grades. Missed work or exams can be made *up **if the instructor is notified immediately.*** Work that is handed in late without prior permission will receive lower grades (minus 15% per day). *All assignments will be posted on the Sakai class website at least two weeks in advance.*
Arrive On Time. Students who are consistently late will receive lower Participation grades.
English Only! The use of other languages in class (except for specifically designated activities) is inappropriate and will not be permitted.
Cell Phones Off. Please turn off cell phones before class begins.

Advanced TESL Methods, Design, and Procedures
EDUC647-050
ISE Lab, Room 222
www.udel.edu/eli/educ647

Dr. Scott Stevens
Office: 189 W. Main St.

　　　English Language Institute

Office hours: by appointment

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Course Description

This course focuses on superior methods, course design, and classroom procedures for teaching ESL at the primary, secondary, and university levels. The overarching intended outcome is for each student-scholar to become a more informed, reflective, and effective practitioner of TESL.

Course Goals

The University of Delaware Conceptual Framework provides the goals and outcomes for the candidates in professional education programs. The University prepares educators with the knowledge, skills, and dispositions that are required to fulfill the responsibilities of an uncompromised commitment to serving the needs and interests of students, families, and communities. The candidates in our programs will implement best practices and recognize students and professionals as whole persons who are developing across the cognitive, social, emotional, and physical domains within families, communities, cultural, and economic contexts. Candidates will embody three qualities as they move on their trajectory to become professionals: knowledge

and skills, leadership and commitment to equity. The framework describes these qualities and is available online at:

http://www.ucte.udel.edu/wp-content/uploads/2012/01/Conceptual-Framework-2012.pdf

At the conclusion of this course, EDUC 647 scholars will be able to:

1. Learn (experientially, where possible) how methods are adapted in teaching (CFO 3, b)*
2. Develop their own approach to teaching, responding in a creative, empathetic, and flexible manner to the needs and interests of their students and inspiring them in their desire for learning and in discovery their talents and abilities (CFO 2, 3)
3. Demystify methods, approaches, materials; build sound lessons (CFO 1)
4. Learn how to integrate various language skills into teaching (CFO 3)
5. Become effective planners, instructors, managers, and rapport builders (CFO 2)
6. Develop or adapt activities and technology that work in their teaching context (CFO 3c)
7. Create an inclusive environment for all cultures, advocating for their student charges (CFO 2, 3, 6)
8. Become better in-class diagnosticians for the purpose of designing learning experiences (CFO 1, 3)
9. Become more reflective teachers (CFO 1)
10. Become effective and engaged ESL professionals and student advocates (CFO 5)
*CFO: Conceptual Framework Outcome, referring to its six bullets

The course will meet its goals through:

1. A workshop-oriented design to class time, providing a balance among lecture, discussion, demonstration, and student participation.

2. A team-teaching approach, drawing upon exceptional, experienced ESL professionals who have distinguished themselves in teaching particular skill areas and who will:

　　a. share principles developed through experience for effective teaching;

　　b. explain *practical* aspects of language acquisition pertaining to a given skill;

　　c. describe how knowledge of "b" influences the use/adaptation of methods,

　　　materials, and activities;

　　d. demonstrate a <u>*wide variety*</u> of activities that have proven to be effective in

　　　addressing a skill area--and show how these activities might be integrated

　　　within a larger conceptual framework of skill development;

　　e. provide formative feedback on student micro-teaching sessions and on

　　　submitted teaching materials/lesson plans; and

f. lead discussion of a practical nature regarding the art and craft of teaching the

   targeted skill area.

3. Use of recorded teaching sessions debriefed by course faculty.

4. Use of assignments that ask students to reflect critically on ideas presented in the course, develop their own approach to teaching, and determine how skills might be taught across the curriculum.

Course Assumptions and Pre-requisites

All students registered for EDUC 647 are expected to be familiar with current methods and approaches of Teaching English as a Second Language (e.g., Communicative Approach, Audio-Lingual Approach, Silent Way, Suggestopedia, Total Physical Response), the structure of English (i.e., morphology, parts of speech, descriptive and prescriptive grammars), basic concepts of second language acquisition, and exposure to the phonology and phonetics of English. The following courses are considered to be prerequisites: Teaching English as a Second Language (EDUC 672), Structure of English (LING 677), and Second Language Acquisition and Bilingualism (LING 676).

Course Requirements

I. *Attendance and Participation*

Scholars in the Advanced Methods learning community demonstrate professionalism by attending all classes and participating meaningfully in classroom discussion, the latter requiring the completion of all assigned readings and activities prior to the date specified topics are to be addressed. Equally important, scholars are expected to be cooperative learners, demonstrating a collegial, rather than a competitive, attitude toward their peers--freely sharing ideas, effective practices and techniques, and materials in the common goal of helping all participants become better teachers of ESL.

II. *Graded Assignments and Exams*

The purpose of the graded assignments and exams is to help students gain mastery of the course material most relevant to classroom teaching, develop reflective and effective teaching skills, and to develop a portfolio of teaching activities that will prove invaluable and relevant for years to come.

   a.   Reflective journal. Scholars will be asked to write weekly journal entries, responding critically to the readings, class sessions, and micro-teachings, reflecting on how their teaching might change (for better or worse) by incorporating some of the ideas put forth. Each entry should be word processed and limited to one to two double spaced pages. Seven entries should be submitted by the journal's due date.

b. <u>Teaching sessions and lesson plans.</u>   Each scholar not enrolled in EDUC 742 will be asked to participate in at least one observed teaching session.   (Those scoring 90% or higher on their first microteaching are exempted from doing a second.) The session will be limited to about 30 minutes in length and addressing a targeted skill area, such as the teaching of listening.   The lesson will be recorded and later reviewed by the student, with feedback from the cooperating instructor and Dr. Stevens.   Students will prepare a detailed lesson plan for the teaching session.   If possible, the observation will take place in the setting where the student is currently teaching.   If the student is not teaching at this time, arrangements can be made to conduct the session at the English Language Institute. At the student's request and with Dr. Stevens' permission, a second micro-teaching session can be arranged with the grade of the second averaged in with the grade of the first.

c. <u>TESL material portfolio.</u>   Scholars in groups of three will sign up to create a portfolio of teaching materials addressing one of the skill areas (e.g., speaking, listening, oral intelligibility, reading/vocabulary, or writing), drawing upon the readings, class sessions, supplemental readings, or personal experience for ideas.   Each portfolio will use a common format for entries, with a copy submitted for each member of the class.   Thus, by the end of the course, every student will have a portfolio of materials for every skill area.

d. <u>Mid-term exam.</u>   The mid-term will address material covered in class and in the readings during the first seven weeks of the course.

e. <u>Final exam/project.</u>   The final will be take-home and comprehensive, though emphasizing material covered in the last half of the course.

f. <u>Professional Development Activities</u>. As one of your final courses in your degree program, EDUC 647 is designed to prepare you to contribute to your profession and to support your colleagues. Three activities will make up your grade in this area:

   i. One What Works Presentation (see separate handout)
   ii. Sharing your insights with colleagues through class participation
   iii. Submitting a proposal to the PennTESOL November 9 fall conference (September 16 deadline) **and** attending either as a presenter or registered attendee (www.penntesoleast.org). Other conference attending option: the WATESOL October 18 fall conference (www.watesol.org).

The final grade will be determined on the following basis for students not taking the fall practicum (EDUC 742) with Joe Matterer:

Assignment	*Due Date*	*Possible Points*
1. Reflective Journal	Week 12	10
2. Mid-term exam	Week 9	20
3. Portfolio	Week 15	20

4. Micro Teaching	By week 7	15
5. Micro Teaching 2	By week 13	averaged with first micro teaching
6. Final exam `	Final Exam week	25
7. Professional Development	Each week	<u>15 </u>(Conference proposal due 9/16)

Total Possible Points: 105

Those taking EDUC 742 will have their grades based on the following:

Assignment	*Due Date*	*Possible Points*
1. Reflective Journal	Week 12	15
2. Mid-term exam	Week 9	20
3. Portfolio	Week 15	25
4. Final exam `	Final Exam week	25
7. Professional Development	Each week	20<u> </u>(Conference proposal due 9/16)

Total Possible Points: 105

The course will be graded A - F based on the total number of possible points.

A = 93-105   B+ = 88-89   C+ = 78-79   D+ = 68-69   F = 59 and below

B = 83-87   C = 73-77   D = 63-67

A- = 90- 92   B- = 80-82   C- = 70-72   D- = 60-62

III. *Required Texts*

Avery, P. (1992). *Teaching American English Pronunciation.* Oxford University Press: New York.

Mikulecky, B.S. (1990).   *A Short Course in Teaching Reading Skills*.   Reading, MA: Addison-Wesley.

Ur, P. (1984). *Teaching Listening Comprehension*. New York: Cambridge University Press.

Students should find themselves referring to these books throughout their ESL teaching careers.

Texts on Reserve

Oller, John W. (1983). *Methods that work: a smorgasbord of ideas for language Teachers.* Rowley, Mass.: Newbury House Publishers.

Celce-Murcia, M. (1988). *Techniques and resources in teaching grammar.* New York: Oxford University Press.

Freeman, D. and Freeman, Y. (2004). *Essential Linguistics: What You Need To Know To Teach Reading, ESL, Spelling, Phonics, and Grammar.* Portsmouth, NH: Heinemann

Reid, J. (1993). *Teaching ESL Writing*. Englewood Cliffs, NJ: Prentice Hall Regents. (Reid is currently out of print and is not in the bookstore. Copies can be found on Amazon.com.)

Rivers, W. M. (1987). *Interactive Language Teaching*. New York: Cambridge Press.

IV. *Course Schedule*

Week #	Class Content	Readings/*Assignments*
1 August 26	Introduction. **Stevens**: course overview, assignment descriptions, principles of effective ESL teaching; principles of reflective teaching.	*Sign-up for first micro-teaching session;* *Sign-up for what works (WW) session by skill area.*
2 September 2	Teaching Pronunciation. **Stevens**: elements of oral intelligibility (OI), phonetics overview, effective segmental teaching activities, drama-based approaches to OI development.	Avery, 3 - 89 *Complete first journal entry: Apply principles of reflection to one area of your teaching, propose an action research plan.*
3 September 9	Teaching Pronunciation, **Stevens:** phonetics follow-up, effective suprasegmental teaching activities.	Avery, 92 -106; *Second journal entry: transcription homework from Avery.*

4 September 16	Teaching pronunciation, **Stevens**. Diagnostic tools, self-monitoring, creating individualized plans for addressing oral intelligibility. Using Silent Way for segmental development. Issues in teaching O.I <u>WW in pronunciation.</u>	Avery 161-236. *Begin building portfolio.* *Complete **and submit** conference proposal*
5 September 23	Wrap up Pronunciation, **Stevens** Teaching Listening, the link between pronunciation and listening. What the research shows on aural processing—hearing sounds, distinguishing words, predicting, oral markers, etc.	*Complete third journal entry: how might your teaching of OI change as reading of the readings and class discussion/activities.*
6 September 30	First Half of Class, **Stevens:** Teaching Listening**.** Teaching activities, strategies for building effective listening skills, understanding idioms and reduced forms. Second Half of Class: **Darrell**: Building listening through story telling.	Ur, pp. 2-126
7 October 7	Teaching Listening and Vocabulary in Content Areas: First half of class: **Stevens:** CALLA and EAP; Second half of class: **Kendra Bradecich:** Teaching Listening in the content areas <u>WW: Listening</u>	Ur, pp. 127-167
8 October 14	Using Drama to teach speaking (and other skills)**. Stevens**: pedagogical justification, voice training, theater games for developing fluency, OI, and oral grammar, the role of performances, integrating drama into the	Rivers, pp. 110-123, Stern, Why drama works, in Oller, pp. 207-225

	curriculum, using drama and puppetry with children.	Wear comfortable clothing and shoes. *Complete fourth journal entry: respond reflectively to our classes and readings on teaching listening.* *Pick up take-home mid-term exam.* *Micro-teaching must be complete.*
9 October 21	First half of class, **Stevens:** Strategic Interaction The theory of SI, the scenario, rehearsing and performing, debriefing, writing scenarios, integrating SI into the curriculum as a whole. Second half of class, guest faculty **Leslie Criston**: Building fluency and oral grammar at the lower proficiency levels, role of teacher feedback, games for building oral fluency, building oral skills at intermediate and advanced levels, using idiomatic expressions. WW in teaching speaking.	Di Pietro, Scenarios, Discourse, Real Life Roles, in Oller, pp. 226-238. Rivers, pp. 1-69; 170-176, 194-210. *Turn in take-home mid-term exam.* *Optional second micro-teaching must be requested and approved by this date.*
10 October 28	Teaching Vocabulary, guest faculty **Ken Cranker** Integrating Technology into TESL, guest faculty **Phil Rice** What works in Teaching Vocabulary	*Complete fifth journal entry: consider how you might incorporate drama into your teaching*
11 November 4	Classes cancelled due to election	
12 November 11	Teaching Reading. Guest faculty, **Jo Gielow**: building effective reading and pre-reading skills; top-down vs. bottom-up processing; textual organization; activating prior knowledge and schema; criteria for	Mikulecky 1-47 Optional: Freeman 1- 48; 130-165

	selecting texts; addressing impediments to comprehension. **Stevens**: Using Silent Way to teach reading. <u>WW in teaching Reading</u>	Optional: Rivers, 70-82 *Complete sixth Journal: write a scenario.*
13 November 18	Teaching Writing and Grammar for lower proficiency levels. Guest faculty, **Marriott Nielsen** developing written fluency, from sentence to paragraph, writing to read and reading to write, correction, linking grammar and writing. <u>WW in teaching writing.</u>	Reid, pp. 1-67. *Second (optional) micro-teaching must be complete* *Complete seventh and final journal: PD Plan*
14 November 25	Teaching Writing and Grammar for high intermediate and advanced students. **Stevens**: process writing; collaborative learning; conferencing; EAP and ESP writing; using journals; plagiarism; reading and writing; mapping, outlining, brainstorming; mechanics.	Reid, pp. 107-225
15 December 2	Classroom management, discipline, and rapport building. Guest faculty, **Kate Copeland**: tips and techniques for integrating skills in the public school, dealing with multiple proficiency levels, and maintaining discipline and student motivation. Guest faculty, **Russ Mason**: establishing effective classroom management and building student rapport in the intensive English program. Wrap up**. Stevens**	*Complete course evaluation. Turn in complete portfolios* *Pick up take-home final.*
16 December 9	**Final Exam Week—no classes**	*Turn in take-home final.*

Supplemental Readings and Resources

The following partial list of additional readings and resources should be available either in the Morris Library or in the ELI Library at 189 W. Main Street (see parenthetical notation). Assigned readings will be available in the reserve room of the Morris Library. You must call our secretary, Wendy Clark (831-2674) at the ELI to make an appointment to use the ELI library. All readings are listed by skill area.

Teaching Listening Resources

Davis, P., M. Rinvolucri, and P. Ur. (1988). *Dictation: New Methods, New Possibilities.* Cambridge University press.

Maley, Alan (1981). *Learning to Listen*. Cambridge University Press.

Morgan, J. and M. Rinvolucri. (2006). *Once Upon a Time: Using Stories in the Language Classroom.* Cambridge University Press.

Richards, Jack, "Designing Instructional Materials for Teaching Listening Comprehension," in Richards, Jack, The language Teaching Matrix, Cambridge University Press, 1990.

Richards, Jack, "Listening Comprehension: Approach, Design, Procedures, TESOL Quarterly, Vol 17, No.2, June 1983. (On reserve, Morris Library)

Teaching Pronunciation Resources

Acton, W. (1984). Changing fossilized pronunciation. *TESOL Quarterly*, 18, 71-84.

Bolinger, D., *Aspects of Language* (ELI Library)

Hancock, M. *Pronunciation Games*. (ELI Library).

Herichsen, L. E., B.A. Green, A. Nishitami, C. Bagley. *Pronunciation Matters: Communicative Story-based Activities for Mastering the Sounds of North American English.* (ELI Library, Morris Library)

Kenworthy, J. (1987). *Teaching English Pronunciation*. New York, NY: Longman.

Lessac, A. (1967). *The use and training of the human voice*. New York: Drama Book Specialists.

Morley, J. *Improving Spoken English* (ELI Library)

Morley, J. (1986). *Current perspectives on pronunciation: Practices anchored in theory*. Washington, DC: TESOL.

Nilsen & Nilsen. *Pronunciation Contrasts in English* (ELI Library)

Handschuh, J. & Simounet de Geigel, A. *Improving Oral Communication* (ELI Library)

Underhill, Nic. *Testing Spoken English* (ELI Library)

Wolfram, W. & Johnson, R. *Phonological Analysis* (ELI Library)

Teaching Speaking, Drama and Strategic Interaction Resources

Brown & Yule. *Teaching the Spoken Language.* (ELI Library).

Di Pietro, R. J. (1987). *Strategic Interaction: Learning languages through scenarios*. New York: Cambridge University Press. (On Reserve)

Folse, Keith (2006). *The Art of Teaching Speaking: Research and Pedagogy for the ESL/EFL Classroom.* Ann Arbor: University of Michigan Press.

Maley, A. & Diff, A. (1982). *Drama Techniques in Language Learning: A Resource Book of Communicative Activities for Language Teachers.* New York: Cambridge University Press.

Spolin, V. (1983). *Improvisation for the Theater.* Evanston, IL: Northwestern University Press.

Spolin, V. (1985). *Theater Games for Rehearsal.* Evanston, IL: Northwestern University Press.

Spolin, V. (1986). *Theater Games for the Classroom.* Evanston, IL: Northwestern University Press.

Stern, S. (1983). Why drama works: A psycholinguistic perspective. In J. W. Oller and P. Richard-Amato (Eds.). *Methods that work* (pp. 207-225). Rowley, MA: Newberry House Publishers. (On Reserve).

Wessels, Carolyn, *Drama.* (ELI Library).

Whiteson, V. *New Ways of Using Drama and Literature in Language Teaching.* (ELI Library).

Teaching Reading and Vocabulary Resources

Carrell, Devine, Eskey. *Interactive Approaches to Second Language Reading.* (ELI)

Day, R. R. *New Ways in Teaching Reading.* (ELI Library).

French-Allen, V. *Techniques in Teaching Vocabulary.* (ELI Library—currently missing)

Folse, Keith. (2004). *Vocabulary Myths: Applying Second Language Research to Classroom Teaching.* Ann Arbor: University of Michigan Press (ELI Library)

Grellet, F. *Developing Reading Skills: a Practical Guide to. . .* (ELI Library)

Gunderson. *ESL Literacy Instruction: A Practical Guide to Theory and Practice.* (ELI)

Lewis, Michael. (1993). *The Lexical Approach: The State of ELT and a Way Forward.* Thomson Learning Country, UK.

Mackay, Barkman, Jordan. *Reading in a Second Language.* (ELI Library).

Nation, P. *New Ways in Teaching Vocabulary.* (ELI Library).

Spalding, R. B. *The Writing Road to Reading.* (ELI Library).

Stahl, S. A. *Instructional Models in Reading.* (ELI Library).

Wallace, Catherine. *Reading.* (ELI Library).

Teaching Grammar

Azar, Betty S. and Stacey A. Hagen, *Basic English Grammar*, 3rd Ed. ISBN 0131849379. (ELI)

Azar, Betty S. *Fundamentals of English Grammar*, 3rd Ed. ISBN 013049447X. (ELI)

Azar, Betty S. *Understanding and Using English Grammar*, 3rd Ed. ISBN 0130976059. (ELI)

Celce-Murcia, M. and Diane Larsen-Freeman. *The Grammar Book: An ESL/EFL Teacher's
        Course*, 2nd Ed. ISBN 0838447252. (Morris Library)

Celce-Murcia, M. *Techniques and Resources in Teaching Grammar.* (ELI Library; on reserve in the
Morris Library)

Frank, Marcella. *Modern English: A Practical Reference Guide*, ISBN 0135943183 (ELI Lib.)

Hall and Shepherd. *The Anti-Grammar Grammar Book.* Addison Wesley.

Quirk, R., S. Greenbaum, G. Leech, and J. Svartik. *A Comprehensive Grammar of the English Language.*
Longman.

Leech, G. and J. Svartik. *A Communicative Grammar of English.* Longman.

Rinvolucri, M. *Grammar Games.* (ELI Library).

Rinvolucri M. & Davis, P. *More Grammar Games.* (ELI Library).

Swan, M. *Practical English Usage.* Oxford

Thornbury, S. *How to Teach Grammar.* Longman.

Yule, G. *Explaining English Grammar.* Oxford.

Teaching Writing

Clark, B. L. *Talking about Writing: A guide for Tutor and Teacher Conferences.* (ELI)

Hudelson, S. *Write on, children: Writing in ESL.* (ELI Library)

Hughey, Warmuth, Hartfiel, & Jacobs. *Teaching ESL Composition.*   (ELI Library)

Hyland, Ken. (2002). *Teaching and Researching Writing*. New York: Longman. (Morris)

Kroll, B. *Second Language Writing: Research Insights for Class.* (ELI Library)

Raimes, Ann. *Techniques in Teaching Writing.* (ELI Library).

Ur, P. *Grammar Practice Activities.* Cambridge Press.

Van Nostrand. *The Process of Writing.* (ELI Library).

General ESL Teaching Resources

Blair, R. W. *Innovative Approaches to Language Teaching* (ELI Library)

Brown, H. D. *Principles of Language Learning and Teaching.* (ELI Library)

Clark, R. C. *Language Teaching Techniques.* (ELI Library).

Colombo, M. *Teaching English Language Learners* (ELI Library)

Danesi, M. *A Guide to Puzzles and Games in Second Language Pedagogy.* (ELI Library)

Larson-Freeman, D. *Techniques and Principles in Language Teaching.* (ELI Library)

Moskowitz, G. *Caring and Sharing in the FL Class.* (ELI Library)

Murcia and McIntosh. *Teaching English.* (ELI Library).

Paulston, C.B. & Bruder, M. N. *Teaching English as a Second Language (*ELI Library).

Pica, T. *Teaching Matters.* (ELI Library).

Richards, J. C. & Lockhart, C. *Reflective teaching in second language classrooms.* London: Cambridge University Press, 1996 (Reserve Room, Morris Library)

Samway. *Common Threads of Practice: Teaching English to Children.* (ELI Library).

Stevick, E. W. *Teaching Languages: A Way and Ways.* (ELI Library).

Underwood, M. *Effective Class Management.* (ELI Library).

Wyatt, D. H. *Computers and ESL.* (ELI Library).

ESP Teaching Resources

Contoni-Harvey, G. *Content-Area Language Instruction.* (ELI Library)

Crandall, J. *ESL through Content Area Instruction.* (ELI Library)

Trimble, L. *English for Science and Technology: A discourse Approach.* (ELI Library).

English Language Syllabi

Syllabi for English Language courses are dependent on level. Teacher training group participants undergo placement testing upon arriving at the University of Delaware. They may take a Listening/Speaking course, a Reading/Writing course, or both courses depending on their program requirements.

The participants are placed into courses with other students at the English Language Institute. Syllabi for all language courses are available on the English Language Institute Faculty Handbook.

http://sites.udel.edu/elifacbook/course-resources/syllabi/

Workshops

Below you will find a typical list of workshops that are offered to teacher training groups. After the list, brief descriptions of each workshop are included. The groups vote to select the workshops they find most relevant to their teaching situation; the number of workshops offered depends on the length of the teacher training program.

- Teaching Academic Writing
- Blogs and Wikis – Logging your ideas and allowing for online collaboration
- Creative Reading Strategies
- Designing Materials for Spoken English
- Developing Online Resources
- Drama-Based Instruction
- English Pronunciation for Japanese Teachers
- Extended Reading – A Teacher-Directed Alternative to Extensive Reading
- Fluency Reading Works
- Genre-Based Writing: Beyond the Five-Paragraph Essay
- Grammar Fun
- Green Screen in the Classroom
- How to Give Presentations
- Motivating Learning
- Narrated Projects – Putting Voice to your Ideas
- Oral Intelligibility
- Podcasting
- Reader's Theater
- SMART Board
- Studying REAL English: Using a Corpus in ESL/EFL Teaching
- Teaching English Through Music
- Teaching Writing for Low-Level ESL Learners
- Using Interactive Devices to Engage Students
- Vocabulary: Theory and Techniques

    *Mandatory Workshops
- Becoming a Reflective Teacher
- Finding Resources for your Action Research

Workshop Descriptions

READING

Cognitive Reading Strategies

Good readers appear to understand even complex texts effortlessly. However, struggling readers are unable to make meaning from their reading, and often use slow and ineffective methods. In this workshop, you will gain an overview of the cognitive basis for L2 reading instruction, including the concepts of decoding, fluency, comprehension, and background knowledge, and you will learn how to apply these strategies in your classroom. Participants will practice using scaffolding, graphic organizers, visualization and self-monitoring to give their students both reading competence and reading confidence.

Fluency Reading Works

This workshop aims to provide participants with a knowledge of what fluency reading is, why it is important, and various ways that it can be implemented in the classroom without adding too much more to a teacher's already heavy workload. By the end of this workshop, participants will be enthusiastic to add some simple reading fluency activities to their classroom repertoire.

Reader's Theater

Tested, tried and true, Reader's Theater is an enjoyable activity that is suitable for all ages and levels. Participants in this workshop will experience the exciting potential of Reader's Theater by taking part in performances of poetry and prose. They will also learn how to adapt a text for a Reader's Theater performance by their own students. Take away new techniques to integrate reading and speaking in a motivating and meaningful context.

Extended Reading: A Teacher-Directed Alternative to Extensive Reading

This research-based presentation will look at the results of a study on an extended reading program in an intermediate reading/writing course and will promote an understanding of the place that intensive, extensive and extended reading can have in your reading program. Participants will learn the benefits of extended reading and will be able to implement an extended reading program in their classes by the end of the workshop.

WRITING

Teaching Academic Writing

Gain exposure to issues in teaching academic writing, namely the differences between typical writing done for language classes and real academic writing. You will learn how to teach paraphrasing, summarizing, synthesizing, critical thinking, and data commentary. At the end of the workshop, you'll be better prepared to teach the skills above through modeling and grammatical feedback that goes beyond identification. A variety of writing samples will be provided.

Writing for Low-Level ESL Learners

Participants in this writing workshop will gain a sound theoretical framework to provide the foundation for creating and selecting student-centered writing activities that are appropriate and pedagogically sound. Participants will gain tools to create hands-on writing activities while learning how to scaffold instruction to motivate advanced beginning writers. Participants will also gain an understanding of how to help their students transition from individual vocabulary words and isolated sentences to building paragraphs in meaningful communication.

Genre-Based Writing: Beyond the Five- Paragraph Essay

In this genre-based approach to writing, participants will learn the language, organization, and strategies to write texts that achieve particular purposes in particular contexts, from school-oriented (explanations, lab reports, arguments) to real-world (product reviews, complaint letters, fundraising campaigns). The pedagogy begins with analysis of writing models for structure and linguistic choices, and continues with collaborative (joint) writing, before ending with participants' successful independent writing. The pedagogy has been successfully used at all ages and language levels. In this workshop, participants will experience this "teaching/learning cycle" with examples from a recent series of textbooks written by the presenter.

ORAL/AURAL SKILLS

Designing Materials for Spoken English

In this practice-oriented workshop, participants will learn strategies for developing communicative, entertaining and educational materials within the confines of the mandated curriculum. After listening to the various steps for creating materials, participants will examine several sample activities, rating them on how effective the activities would be in the classroom. Participants will then use what they have learned to modify or create a fun and communicative language activity that they can use in their own teaching context to maximize oral, aural, and cognitive fluency.

Drama-based Instruction

This lively, interactive exploration of drama is designed to familiarize participants with the pedagogy behind drama in second language instruction as well as providing first-hand experience with the types of drama activities that are most beneficial for second language learners. By the end of this workshop, participants will understand several key drama techniques and will be able to incorporate some simple drama activities into their classroom.

English Pronunciation for Japanese Teachers

This workshop raises awareness of typical pronunciation challenges among Japanese learners of English and suggests approaches for targeting those challenges in the classroom. Participants in this workshop will leave with a clearer understanding of how to address the pronunciation issues

of their students while improving their understanding of how these same issues may have impacted their own learning process.

Oral Intelligibility

Accurate, comprehensible English pronunciation ("intelligibility") depends on so much more than just correct consonants and vowels. This workshop reviews in experiential fashion the "suprasegmental" aspects of intelligibility such as intonation, rhythm, linking and expressiveness. Participants in this workshop will gain advanced understanding of these "suprasegmentals" while engaging in activities designed to target them.

Teaching English through Music

Participants in this workshop will learn how to teach listening strategies through the motivating medium of music. The use of songs in teaching can improve not only listening skills, but also speaking, pronunciation, vocabulary, reading and writing. Tap into the motivation that music can add to your classroom and gain a greater appreciation of this positive teaching tool that can engage students and enhance all skills.

Vocabulary: Theory and Techniques

Vocabulary is fundamental to every other language skill: without it, no reading, writing, listening or speaking can occur. This workshop presents a theoretical background in vocabulary acquisition and provides a 4-strand approach to effective vocabulary teaching, including activities for purposeful practice. You will acquire a variety of useful vocabulary learning techniques, be able to locate words lists like the GSL and AWL and create lesson plans and activities including one or more of the four strands (focused input, focused output, language focused study, or fluency).

TEACHING WITH TECHNOLOGY

Blogs and Wikis – Logging your ideas and allowing for online collaboration

Blogs are a powerful tool for self-reflection and wikis allow for collaboration - and both can help get your students' ideas and thoughts out onto the web. In this hands-on workshop, participants will learn how to create a blog and a wiki and will brainstorm ways to use these interactive tools to increase participation, encourage cooperation, and extend writing beyond the confines of the classroom walls.

Developing Online Resources

For this workshop, an intermediate knowledge of technology is optimal. This participatory workshop will walk you through creating a website to house your teaching materials, favorite links, and student projects. You will learn how to set up a simple Google site, how to insert pages, links,

and media, and engage in a discussion of the ways this powerful tool can be used to take learning beyond the traditional school day.

Green Screen in the Classroom

Green screen filming is a fun technological tool that can teleport your students to a restaurant in New York City to practice ordering food in a restaurant or can cause them to practice real survival English as they run away from dinosaurs! In this workshop, participants will become familiar with green screen technology, will learn how to use it in a film/video context and will understand how it can be implemented in the classroom. Participants will end the workshop with a better understanding of what green screen is and, hopefully, with a desire to give it a try in their own teaching context.

Narrated Projects – Putting Voice to your Ideas

Students love to use technology for culminating projects. In this workshop, participants will learn how to use free tools like Photo Story and Movie Maker to create narrated lessons and projects. This workshop is primarily focusing on the technological aspects of the tools and, by the end of the workshop, participants will understand how to use both tools to create basic products. However, participants will also have time to collaborate on ideas for using these tools in the language classroom.

SMART Board

SMART boards and other interactive whiteboards can be useful tools in the language classroom. Participants in this workshop will learn the basics of SMARTboard operation before exploring the extended learning capacities of this powerful classroom tool. The workshop's culminating activity will allow participants to design their own SMARTboard lesson for use in their own classroom.

Using Interactive Devices to Engage Students

Learn how to channel the use of smart phones and tablets in your classroom by using Nearpod and Socrative. Each student's smart phone or tablet becomes a student response system that allows you to gauge student understanding with the tap of a screen. These tools increase student engagement and give great opportunities for formative assessment. In this practice-oriented workshop, participants will use their own devices to respond to background questions before learning how to create interactive tests and quizzes for use in their own classrooms.

OTHER

Grammar Fun

Learn a number of lighthearted activities for making grammar instruction fun and interactive. Using six typical game formats as a springboard, participants will share and/or create grammar reinforcement activities from each of the six categories. Participants will raise their awareness of

the potential and the diversity of instructional games and will come away with new activities, plus new uses for old activities, to enrich grammar instruction.

How to Give Presentations

Giving a good presentation and being an effective teacher require different skill sets. Participants in this workshop will acquire and then build these skills to become just as effective in front of their peers as they are in front of their students. Learn how to strengthen a presentation and avoid the pitfalls that will weaken one. Participants will take away strategies and tips that can improve both their classroom and professional presentations.

Motivating Learning

This workshop, designed to raise awareness of the different kinds of motivation that may occur in a language classroom, will provide techniques for increasing students' motivation for language learning. By the end of the workshop, participants will have an increased knowledge of the types of motivation and be able to identify the motivations that their own students exhibit. Participants will also learn to produce materials that serve to increase motivation in their own teaching context.

Studying REAL English: Using a Corpus in ESL/EFL Teaching

The availability of free, large-scale corpora with intuitive interfaces has made a wealth of information about language available to everyone. These corpora are especially useful for ESL/EFL teachers. In this hands-on workshop, participants will understand what online corpora are and how they can be useful. Using several freely available corpora, participants will conduct independent research on word frequency, collocation, distribution, and variation to develop teaching

Action Research

In all but the shortest teacher training programs, participants conduct action research. They pose a question of particular significance to their teaching, then research strategies to address the question or problem.

As the coordinator, you should arrange an introduction to action research that explains the concept of action research to the group participants. For longer term programs (six-month), a workshop may be most beneficial. In the past, the ELI Director has conducted this workshop, but other faculty members may also potentially be able to conduct this introductory workshop. For six-week programs, it will likely be easiest to include a brief introduction to action research in the methodology course. At the end of the introductory session, participants should identify and select an action research question.

During the next weekly meeting with the program coordinator, the coordinator should check in with participants regarding their action research question. Is the question specific enough? Will there be enough research available to assist the participant in answering the question? Guidance should be provided when required.

Next, participants will receive instruction in locating resources for their action research project. For longer term programs (six-months or more), a research and writing class will be most beneficial. In this course, participants are guided step-by-step through the research and writing process. For six-week programs, it will likely be easiest to include information about finding resources for action research in the methodology course.

Finally, longer term program participants should receive training on how to use the resources in the University of Delaware library. The coordinator should contact the library to set up this training session.

At the end of the program, participants will present their action research. For a long-term program, participants will hold a teaching conference. Six-week programs will present their findings on the last days of the methodology course.

In order to plan the conference, the coordinator will need to:

1) Book a room for the conference.
2) Invite faculty members.
3) Set up a schedule for the presentations. Use your weekly meeting to discuss a timeline for the presentations and a final schedule.
4) Compile a feedback form for the participants. Use your weekly meetings to poll participants on the areas in which they would like to receive feedback.
5) Send the finalized schedule to the participants and the faculty.
6) Conduct the mini-conference. Provide feedback forms for any attending faculty members and other program participants.

The procedure is similar for the presentations in the methods course, but you will not need to book a room.

As a part of the action research project, participants must engage in a 3-day practicum. Here is how to set it up:

1) Email the IEP list, targeting teachers who are at level III and below. (A sample email is included below for your reference.)
2) Collect responses and follow up if necessary. You may need to contact individual teachers whom you think would be a good fit.
3) Select teachers and match teacher/participant based on your knowledge of the participant's action research question. Pursue potential matches if you haven't received a response.
4) Send an email introducing the participant to their teacher match. Encourage the participant to initiate the conversation to set up their 3-day practicum.
5) Check in at the weekly meetings to see how the practica are progressing and to address any questions the participants may have.

Sample email soliciting cooperating teachers:

RE: JUSTE practicum in ELI classes, Session II
Dear Basic, I, II and III teachers,

   The JUSTE team is seeking your collaboration in fulfilling a requirement of their professional development program. Each JUSTie must participate in a three-day period of observing, assisting, and finally teaching a 30-minute lesson in an ELI class.
   A description of the assignment is attached. If you're willing to welcome a JUSTie into your classroom for three days this session, may I ask you please to respond to this email by indicating the class for which you're extending the invitation (LS or RW and what level) and the week— anywhere between Weeks 3 and 7—that would feel most comfortable for you to take on an observer.
   If you have any questions, please don't hesitate to ask.

   Looking forward to hearing from you!

A sample action research project is included here for your reference.

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SAMPLE ACTION RESEARCH PROJECT

</div>

Outcome: Discover potential solutions to a specific teaching question—strategies that you will later try out in your classroom, in order to improve your teaching.

1. The Research

Observe classes.

- ELI classes

   1. Your own LS or RW classes: Observe / Interview your teachers / Journal
   2. (optional) Ask to sit in on other ELI classes / Interview the teachers / Journal

- University classes: Contact a professor in the Foreign Languages Department; ask permission to observe a class. (Explain your goal; the professor may invite you to a more relevant class session.) Professor contact information: http://www.udel.edu/fllt/main/FacultyByLanguage.html

Participate in workshops. Seek insights from workshops that are related to your topic.

Read about the topic. Use the University's library resources or the resources that were shared with you in your class or workshop

Language, Culture, Observation Lunch: Have lunch with teachers you have observed and discuss your observations and action research question

2. The Action

As you attend teaching workshops (and/or your graduate course), make observations in ELI classes, read research literature, and talk to ELI teachers, you will start to have some ideas that you will want to test.

Conduct a three-day practicum.

Each teacher will be matched with an ELI teacher of a lower level class (Basic to II; even level III if necessary).   Contact the teacher to set the dates—three consecutive class days—for the practicum. Then, complete the following steps:

- Observe the class (Days 1 and 2).
- With the teacher's guidance, prepare a 30-minute lesson related to your topic, to try out a new method or approach.
- Teach the 30-minute lesson to the class (Day 3)
   - Ask a colleague to film the lesson for you.
   - View your recorded lesson and journal about it. In what ways did the new method or approach succeed? In what ways did it

need adjustment? What did you learn from the experience
that would be useful to your future teaching?
- Each team member will have one three-day micro-teaching experience.

Phase III practicum (for long-term programs only)

Your two-week assignment to an area school <u>may</u> afford opportunities to further explore your action research topic, but usually it does not. The classroom context is likely to be too distant from your own context, and the host teacher's goals are likely to be too pressing to allow you opportunities for experimentation with your topic.

3. Your Report

In the final week of your program, you will present your action research to your fellow teachers and ELI faculty.

Observations and Long-Term Practica

Classroom Observations

As part of the methodology course, program participants will engage in ongoing observations and reflection. The observations will target the concepts introduced in the methods course. A sample observations assignment is included here for your reference.

Classroom Observations

Throughout the course of the next six weeks, you will **formally** observe six different classes at the ELI. (Of course, you are also informal observers in all of your classes (L/S, culture, ELT methods, and workshops). Each of your observations will have a different focus. This will allow you to concentrate on one thing at a time. At the end, you will compile all of the information to help you with your action report and final lesson plan presentation.

Weeks 1 & 2 – Focus: Identifying and Analyzing Teaching Methods

Weeks 3 & 4 – Focus: Identifying and Analyzing Principles of Instructed Language Learning

Weeks 5 & 6 – Focus: Identifying and Analyzing Tools for Effective ESL/EFL Teaching (This will be integrated into your final lesson plan presentations - separate assignment)

The presentations will be INFORMAL and you will mostly be presenting to each other in small groups. The groups will them compile their information to present to the class as a whole. You personally should be prepared to speak for about five minutes on the questions below.

 Questions to Answer

Weeks 1 &2 – Identifying and Analyzing Teaching Methods

1) What class did you formally observe (Level/Name)?
2) Was the teacher a native speaker or nonnative speaker of English?
3) List the procedures (techniques, practices and behaviors) that the teacher used during class.
4) Based on this list, determine which approach you believe the teacher was using.
5) Do you believe that this approach was successful in the class you observed?
6) Do you feel this approach would work for you and your students? Why or why not? What adaptations might you need to make?

Weeks 3 & 4 – Identifying and Analyzing Principles of Instructed Language Learning

1) What classes did you formally observe (Level/Name)?
2) Were the teachers native or nonnative speakers of English?
3) Are students using more formulaic expressions, their own expressions, or a combination of the two?

4) Does the instruction ensure that students are focusing on meaning/understanding? How does the teacher check for understanding?
5) Is there a variety of input in English? What types of input do you observe?
6) Are there also plenty of opportunities for output? How much are the students producing?
7) How does the instruction provide for differences in learners and learning styles?
8) Based on your observations, how do you now feel about the list of principles in the Celce-Murcia text?
9) Were there any noticeable differences in the principles used in the Listening/Speaking versus the Reading/Writing class?

Your assessment for this assignment will be based on the following equally weighted categories. Part of the assessment will come from your peers.

1) Preparation for the discussion – do you have notes ready to present your findings to your classmates? Do you have an answer for each question?
2) Conciseness and clarity – are you able to present your findings in the allotted amount of time? Is your presentation clear and easy to understand?
3) Participation in the group – do you fulfill your assigned role? Are you an engaged listener? Do you ask follow-up questions?
4) Presentation ability – Can you be heard? Do you make eye contact with your group members? Are your notes used as a reference? Are you able to control nervous body language?

Long-Term Practica

In a six-month or one-year program, there are two parts to the practicum: a three-day ELI practicum in which the participants observe a class and then create a thirty-minute microteaching lesson that integrates into the curriculum of the class at that time, and a practicum in an area school. In this practicum, the participants shadow public school teachers, gradually taking on more and more responsibility as the lead teacher deems appropriate.

Schools in multiple districts around the Newark area participate, including schools in Brandywine, Colonial, Christina in Delaware and several districts in Maryland.

Texts and Materials

Culture

Datesman, K., Crandall, J., and Kearny, E. *American Ways: An Introduction to American Culture*. 3rd Edition

Williams, J. *Academic Encounters: American Studies.* 2nd Edition

Methodology

Celce-Murcia, M. *Teaching English as a Second or Foreign Language*. 4th Edition.

MA TESL Courses – See Syllabi on pages 12-35 of this handbook

ELI COURSES

Basic LSRW101

Future: English for Results Diaz, Mahy, Salas-Isnardi

Future Workbook ASP

All New Very Easy True Stories Heyer

Reading Horizons Workbook Reading Horizons

Word by Word Picture Dictionary Molinsky & Bliss

Level I LS101

Pronunciation Pairs Baker

Basic Tactics for Listening, 3rd Richards

Word by Word Picture Dictionary Molinsky & Bliss

Level I RW101

Basic English Grammar & Workbook Azar, 4th edition

New Password I Butler

Level V

Level II LS201
Pronunciation Pairs Baker
Fifty-Fifty, 1 Wilson
Word by Word Picture Dictionary Molinsky & Bliss

Level II RW201
Password II Butler
Basic English Grammar & Workbook Azar, 4th edition

Level III LS301
Sounds Great: Book 1 Beisber
Interactions 2 Tanka

Level III RW301
Making Connections 1 Williams
Fund. Of English Grammar Azar

Level IV LS401
Targeting Pronunciation Miller
21st Century Communication 3 TED Talks (Adams and Vazquez)

Level IV RW401
Longman Academic Reading Skills 3 Miller & Cohen
Understanding/Using Eng. Gram. Azar

Oral Business LS411
Well Said-W/4-CD's Grant
Market Leader, Int. Cotton

News IV LS421
Targeting Pronunciation Miller

American Culture RW421
Academic Encounter 2, RW Williams
Grammar in Context 3 Elbaum

Written Business RW431
Understanding/Using Eng. Gram. Azar
Making Connections 2 McEntire, Williams

Level V RW501
Understanding/Using Eng. Gram. Azar
Reading Writing V ELI

Adv. Oral Business LS511
Well Said-W/4-CD's Grant
Market Leader, Int. Cotton

Adv. Written Business RW515
Understanding/Using Eng. Gram. Azar
Write for Business Meyer

Read It/Watch It V RW519
Understanding/Using Eng. Gram. Azar

English through American History RW523
Don't Know Much about American History Davis
Understanding & Using Eng. Grammar Azar

News V LS541
Focus on Pronunciation 2 Lane

Advanced List. & Comm. Skills LS551
Q: Skills for Success LS, 5 Earle-Carlin, 1st edition

EAP V GRAD LS570
Learn to Listen, Listen to Learn 2 Lebauer
Clear Speech Gilbert

EAP V GRAD RW570
University Success Reading Int-High Adv. Steenburgh
The ESL Writer's Handbook Carlock

English for Professional Purposes VI RW601
Reader's Choice Silberstein

English through Drama LS605
Focus on Pronunciation 3 Lane

Read It/Watch It VI RW619
Clear Grammar 4 Folse

Songs That Say Something LS620
Instructor's choice

Eng/Sixties Part 1/2 LS626
Focus on Pronunciation 3 Lane

GLAD LS628
Instructor's choice

Entrepreneurship LS640
Presenting in English Powell
First, Best, or Different Jackson
Writing a Convincing Business Plan DeThomas, 4th Ed.

EAPVI Prep LS650
Clear Speech Gilbert
Learn to Listen, Listen to Learn 2 Lebauer Alternates with Learn to Listen, Listen to Learn 1

EAPVI Prep RW650
Grammar Sense 4 Bland
Advanced Reading Power 4 Jeffries

EAP VI GRAD LS670
Clear Speech Gilbert
Academic Listening Strategies Salehzadeh

EAP VI/GRAD RW670
Academic Writing for Graduate Sts. Swales
Grammar Choices Caplan
Sixty Words Cranker

Text Discussion LS673
Instructor's choice

CORPX RW671
Intelligent Business Adv. Course Book Trappe
Intelligent Business Adv. Skills Book Barral
Clear Grammar 4 Folse

GMAT/GRE Preparation RW675
Official Guide for GMAT Review ETS *new edition
GRE: Practicing Taking the GRE ETS
Sixty Words Cranker
Cracking the GRE or Cracking the GMAT
Grammar Choices Caplan

IELTS Prep
IELTS Express, Upper Int. Course book Hallows

ARSC-150
ARSC-150: Foundations of EAP McGraw Hill

ELI E110
They Say/ I Say Graf & Birkenstein

Admissions

Teacher training programs are typically sponsored by governments from the sending countries. As such, the teacher training program at the English Language Institute does not have an "open" admission policy..

If a teacher is interested in joining an existing program, they must apply for admission following ELI admission policies and wait for the next teacher training program cohort to arrive before joining that group.

Additional information on ELI admission policies may be found at http://sites.udel.edu/eli/apply/

Orientation

Orientation for teacher training groups begins before they arrive and continues throughout their stay at the English Language Institute. Orientation includes but is not limited to ELI's standard orientation process.

Before Arriving

A pre-arrival email and video are the standard methods of communicating with teacher groups that will arrive at the English Language Institute within a few weeks. A sample letter is included here for your reference.

English Language Institute
University of Delaware
189 West Main Street
Newark DE 19716
USA

Dear Teachers,

I would like to welcome you in advance of your upcoming trip to the United States. I am your program coordinator and I will be working closely with you and doing all I can to make sure that your stay in Delaware is comfortable, fun, productive, and useful to you. I am already hard at work planning your program.

 Let me take just a few moments to tell you something about what you can expect while you are here. The first thing I should tell you is to be prepared for the weather. It is the middle of the winter in the northern hemisphere, and you should expect wind, rain and snow, and cold temperatures (usually below zero Celsius at night and in the mornings, rarely going past +5 at any time of day). So please be prepared with **good winter coats, hats, scarves, gloves, and boots**, because <u>you will need them</u>!

Also, please be sure to read and comply with the vaccination requirements on the medical form at the following link http://www.udel.edu/eli/immunization.pdf Failure to obtain all necessary vaccinations may cause problems both in immigration and in your stay at the University of Delaware.

When you arrive, I will meet you at the airport in Philadelphia. We will travel by bus about one hour to Newark, Delaware. You will be staying at the INNternationale, a guest house on the University of Delaware campus. The INN provides blankets, linens and towels, so you will not need to bring your own. You will be sharing a room with another teacher and can let us know if there is someone in the group you would like to share with.

On Sunday you will have a chance to go to an American supermarket to get some food for your meals. (You will receive a stipend of $500 prior to your departure. During the first week you will

receive a stipend of $1170 to cover meals.) You will have the rest of the day to explore the town of Newark.

On Monday, January 13, the real work begins. We will level test you to put you into listening and speaking classes, and will give you a general orientation to both the academic and cultural programs that you will be participating in while you are here.

Our academic program is composed of the following:

English Language: Listening and Speaking You will be taking a listening/speaking course together with other students here at the English Language Institute. You will get to know and interact with people from all over the world who have come here to Delaware to study English.

American Culture As we know, language and culture go hand in hand. This course in American culture will help you to understand the values, history, geography, government, media, art, music, literature, and architecture of an English-speaking country. We will also discuss issues of equality and diversity, and look at the American lifestyle in terms of home and family life.

Methodology You will be taking a course in language teaching methodology, and discussing which methods are best for your teaching situation. In this class you will also design materials for your own teaching environment.

Classroom Observations While here at the English Language Institute, you will have a chance to observe lower-level classes, both listening/speaking and reading/writing. You can use these observations as a basis of your *Reflections in Action Project*.

Workshops You will attend twelve workshops on a variety of topics in language teaching, including pronunciation, using Jazz Chants, slang, using video, listening, drama, and teaching with music.

Reflections in Action Project While you are here, you will choose one point of your teaching that you would like to improve, and spend some time focusing on this point, through observations, research, and personal reflection. You will give a short presentation on your topic near the end of the course.

Our cultural program is composed of the following:

American Host Families You will be paired with an American host family. You will have a chance to visit their homes, eat meals with them, and perhaps go on a day trip with them to a local point of interest.

Weekend Trips You will visit New York, Washington DC, and an Amish village in rural Pennsylvania.

Free Weekends, You will have two free weekends in which you may travel independently if you choose: January 18-20 (three days because Monday is a holiday) and February 1-2.

Poetry Workshop Delaware's poet Laureate Joann Balingit will lead a session in poetry writing that you can use in your teaching.

Local Visits You will be making several visits to local sites in the northern Delaware region, such as to the Newark Senior Center and People to People International.

Finally, some other names that you should look out for. **Dr. Scott Stevens** is the director of the English Language Institute, and is looking forward to meeting each and every one of you. He will be welcoming you and leading several workshops. **Nicole Servais** will be leading your methodology course. **Sarah Peterson** and **Michael Fields** will be teaching your American Culture Course. **Baerbel Schumacher**, our Director of International Programs, is doing lots of work to make your program possible. She often works behind the scenes, but I am sure that your paths will cross at some point.

I am looking forward to meeting every one of you. If you have any questions before you arrive, please feel free to contact me by e mail. While you are here I will be working very closely with you, so we will have a chance to get to know each other.
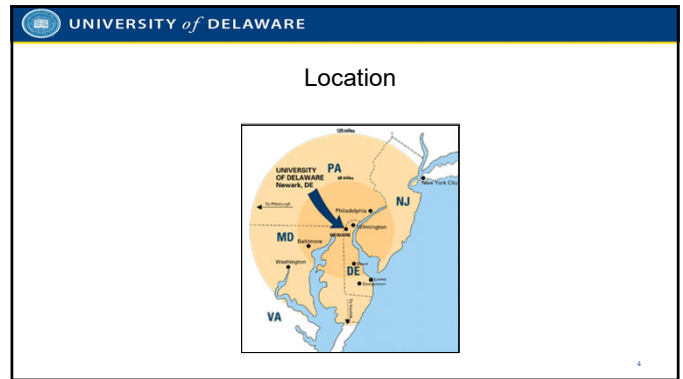
Sincerely,

Your Program Coordinator

Initial

Participants in the teacher training program receive general orientation for the English Language Institute upon their arrival. This orientation is delivered by the Orientation Coordinator. A sample piece of the orientation presentation is included here for your reference.
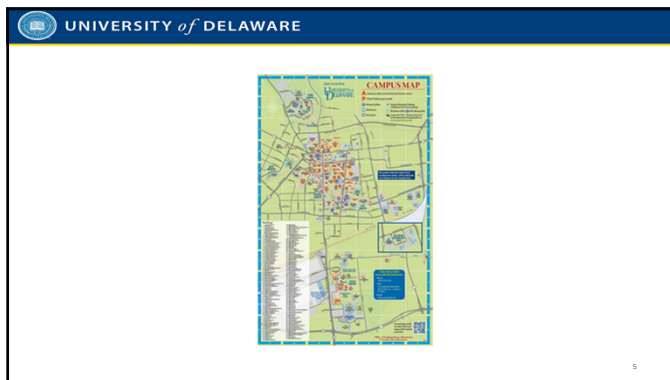
Program participants also receive initial orientation from the program coordinator. A sample of the coordinator's orientation presentation is also included for your reference.
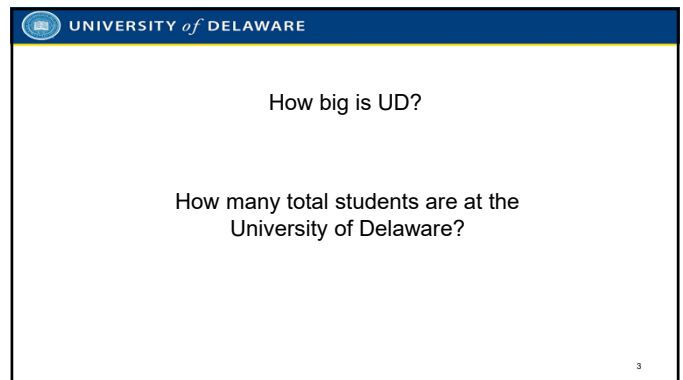
Welcome!

Welcome, 欢迎, *Bienvenidos*, Benvenuti, ようこそ!, 환영합니다, مرحبا, Bienvenue, Willkommen, आपका स्वागत हैं, BEM-VINDOS

0

Location

1

2

How big is UD?

How many total students are at the University of Delaware?

3

24,120 total students

4

5

Sign up for our email list:
Email czimmerm@ude.edu
with your NAME and say
"Send me WLSG emails"

6

UNIVERSITY *of* DELAWARE
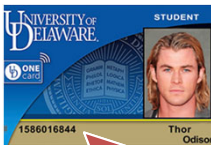
Tim Kim's Top Ten Tips
for
Tremendous Success!

7

UNIVERSITY *of* DELAWARE

10. Memorize your student ID number!

Memorize your student ID number!

8

UNIVERSITY *of* DELAWARE

New Message

Recipients

I have a question! Tim Kim 702111222

Tim Kim
Orientation Coordinator
University of Delaware English Language Institute (ELI)
189 West Main Street - Newark, Delaware 19716 - USA
ELI Admissions Phone: +1-302-831-3767

9

UNIVERSITY *of* DELAWARE

9. Don't lose your passport!

PASSPORT
United States
of America

43

10

UNIVERSITY *of* DELAWARE

DELAWARE

44

11

Program Specific Orientation Sample

Ongoing

Orientation is ongoing throughout the teacher training program. This orientation typically takes the form of weekly meetings. During these meetings, teachers will receive information about upcoming events as well as have a chance to ask questions they may have about events that have already occurred. These weekly meetings are vital for communicating essential information to the group.

Weekly meetings typically occur on Friday afternoons. You should plan to book a classroom space for these meetings. If the group is smaller than 15 participants, 108 E. Main Street can be used. Contact Lynn Robinson (clrobins@udel.edu) to book a room at 108. If the group is larger than 15 participants, you may find it simpler to book a building on campus. You can find more information on booking campus space in the Contracted Services section of this handbook.

Contracted Services

TRANSPORTATION

For any off-site trips, there are three possible modes of transportation: UD Shuttle, school buses, or Delaware Express Coach.

- UD Shuttle: typically used for small groups who are traveling within a 20-mile radius. UD Shuttle is booked for weekend trips. Minimum advance booking time: 3-4 weeks.
- Lehane's or First Student school buses: typically used for larger groups traveling within a 20-mile radius. School buses are booked for weekend trips or weekday trips beginning after 4 PM. Minimum advance booking time: 3-4 weeks.
- Delaware Express coaches: typically used for longer trips. Minimum advance booking time: 2 months.

In order to book a bus, fill out a bus request form. You may find the form on the next page or you may get a hard copy from Lynn Robinson (clrobins@udel.edu)).

ROOM RESERVATIONS

For reservations of ELI or UD classrooms, contact Lynn Robinson (clrobins@udel.edu)).

For room reservations in the University Student Centers, you may fill out the online form at http://www.udel.edu/usc/forms/vendor.html or you may contact Chris Smith at smithc@udel.edu.

CATERING/FOOD

Any on-campus catering must go through UD catering. Contact information is as follows:

Phone: 302.831.2891
Fax: 302.831.8275

Email: udcatering@udel.edu

Menus can be found at https://udel.campusdish.com/Catering.aspx (Bottom of the page: Click Here for Catering Guide.)

If the event is taking place in a non-UD building, you may opt for off-campus catering. See Lynn Robinson (clrobins@udel.edu) for menus and contact information of some local restaurants.

EVENTS/TICKETS/ENTRANCE FEES

Any group tickets (for Longwood Gardens, for example) should be procured by the program coordinator by contacting the venue directly.

BUS FORM:

ELI   BUS/TOUCHE'S TRANSPORTATION

Please fill in the form below and save the form in the appropriate folder in the A&E Committee bus requests folder on the network drive.

TRIP NAME: _____   GROUP NAME (If Appropriate): _____

POINT PERSON

        NAME: _____   TELEPHONE # _____

        EMAIL: _____

Number of buses (based on estimated passenger count)	

DEPARTURE

Date(s):	Time
Departing–local pick-up address(es):	Arriving–remote drop-off address(es):

RETURN

Date(s):	Time:
Departing–remote pick-up address(es):	Arriving–local drop-off address(es):

Est. Arrival Time at ELI:	

Special Requests:

Additional costs for trip? (i.e. admission charges, etc.)

FOR ELI OFFICE USE ONLY

Bus Service	O UD Shuttle Bus O Coach Bus O School Bus	Number of passengers: O 56 O 112 O
Motor Pool (To be completed by ELI Office Coordinator)	Driver's Name:	Driver's License & State:
	O 4x4 Vehicle O 10 Passenger (ADA) van O Pick-up O Minivan O Full-size vehicle O Mid-size vehicle	
Cost:	$	Req ID:
Form submitted	Name:	Date:
Request submitted	Name:	Date:
Bus confirmed	Name:	Date:

Updated: 6/14/2011 12:34 PM

Recruiting

In place of traditional recruiting methods, the English Language Institute is more likely to receive teacher training groups by responding to Requests for Proposals (RFPs). Sometimes the RFPs are competitive and more than one institute is looking to host the teacher training group. Other times the RFPs are specifically intended for the program that the English Language Institute at the University of Delaware offers. Baerbel Schumacher (baerbel@udel.edu) is responsible for recruiting teacher training groups.

The major educational organizations who issue RFPs are:

American Councils www.**americancouncils**.org

Institute for International Education (IIE) www.iie.org

IREX www.irex.org

AMIDEAST www.amideast.org

Ministries of Education and Universities from any country approach us or we approach them

US Department of State - Bureau of Educational and Cultural Affairs: issues RFPs at this location: http://eca.state.gov/organizational-funding

Occasionally, individual students apply to the program through the DEFT link on the ELI's homepage. These applicants are asked to wait until the next program begins; they will join an existing cohort of teachers from a particular country or program. (See Admissions section for more information.)

Program review

At the end of each teacher training program, key contributors meet to review the program and make adjustments and improvements for the next potential iteration of said program. At this meeting, course evaluations and program evaluations are used to create an overall impression of what was useful and what could or should be reworked. Student responses must also be compared to the requirements of the sending institution.

As with any program review at the English Language Institute, the process is cyclical. First, evaluations and other review documents are collected as outlined above. Reports are compiled (by Baerbel Schumacher) which summarize all the qualitative and quantitative participant feedback as well as the impressions and feedback of the key contributors. After the reports are compiled, a recommendation is made for the following iteration of the program. The recommendations are approved by the program coordinator, other key contributors, and the ELI director. An implementation plan is put in place.

Coordinators must also be gathering input *throughout* the teacher training program. This feedback should be primarily in the areas of curriculum, student achievement, and student services. The input can be qualitative as well as quantitative, formal or informal. All of this information feeds in to the implementation plan for the following iteration of the program.

A sample final program evaluation and report are included here for your reference.

More simply put, the review process is as follows:

1) Key contributors meet to review program evaluations and course evaluations. Student responses are compared to the requirements of the sending institution. Key contributors share their impressions of successes and opportunities for growth.
2) A final report is compiled and sent to the key contributors, the ELI director, and the sending institution.
3) A recommendation is made for ways the program can be improved in the future. These recommendations are approved by the program coordinator, other key contributors, and the ELI director.
4) An implementation plan for making the improvements is created, including specific action points and timelines.
5) Prior to the arrival of the next group, the implementation plan is reviewed to be sure all components were successfully implemented.

# Khbrat 19-20 Immersion Report (sample evaluation questionnaire and results)

Khbrat Delaware 2019-2020 Immersion Evaluation October 21, 2019, January 17, 2020

Immersion - Immersion - Preparation
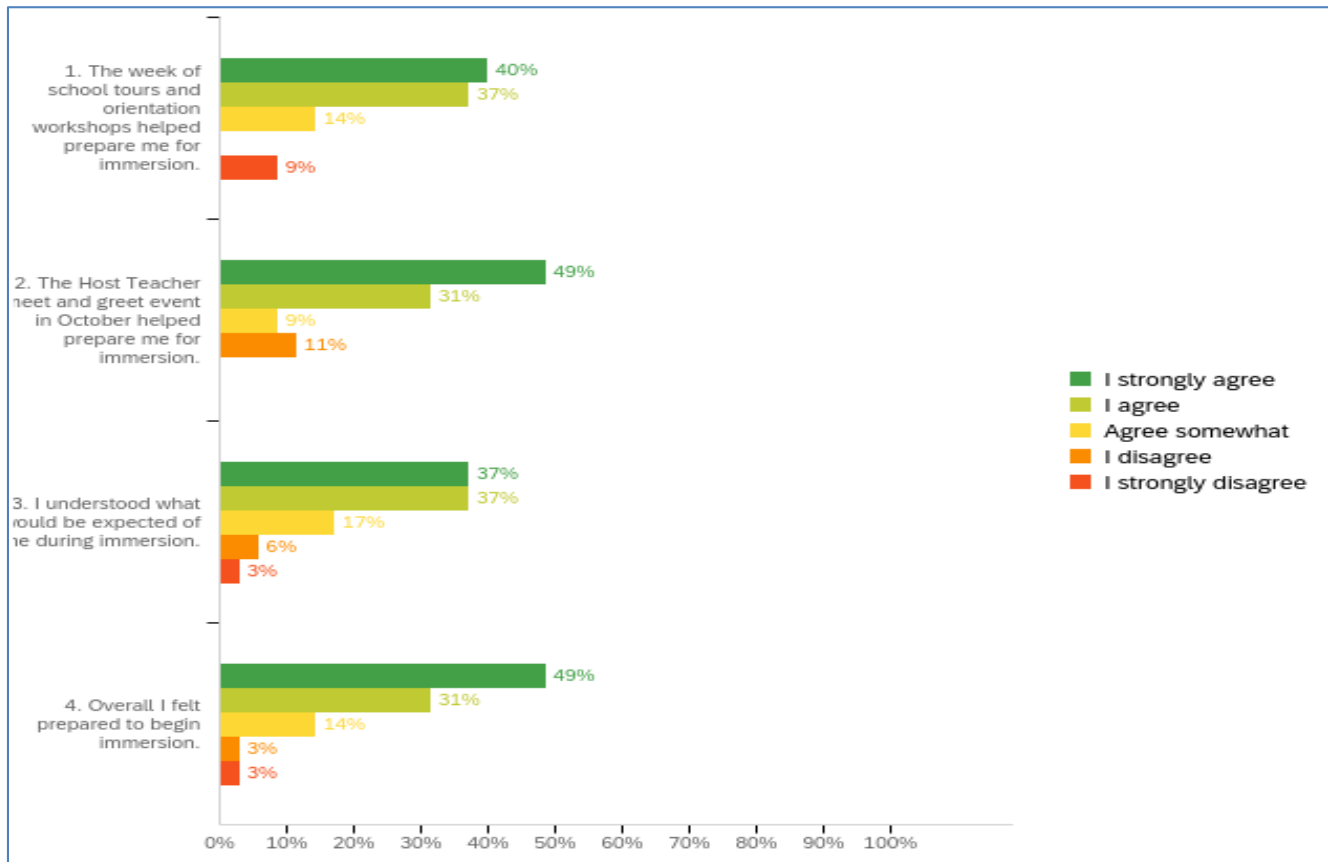
Question	I strongly agree		I agree		Agree somewhat		I disagree		I strongly disagree		Total
1. The week of school tours and orientation workshops helped prepare me for immersion.	40%	14	37%	13	14%	5	0%	0	9%	3	35
2. The Host Teacher meet and greet event in October helped prepare me for immersion.	49%	17	31%	11	9%	3	11%	4	0%	0	35
3. I understood what would be expected of me during immersion.	37%	13	37%	13	17%	6	6%	2	3%	1	35
4. Overall I felt prepared to begin immersion.	49%	17	31%	11	14%	5	3%	1	3%	1	35

Q20 - Immersion - Host School and Host Teacher
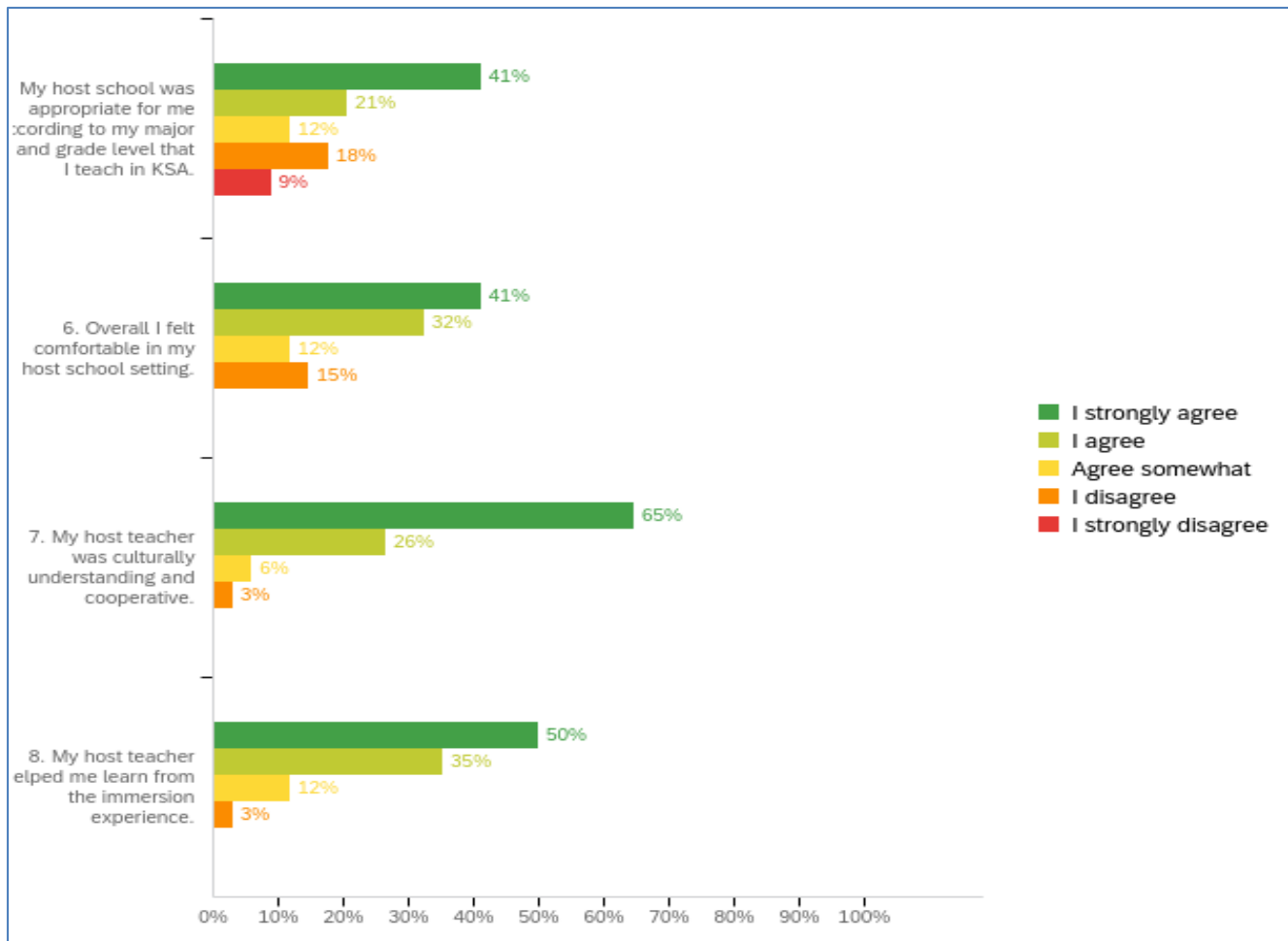
#	Question	I strongly agree	I agree	Agree somewhat	I disagree	I strongly disagree	Total
1	5. My host school was appropriate for me according to my major and grade level that I teach in KSA.	41%	21%	12%	18%	9%	34
2	6. Overall I felt comfortable in my host school setting.	41%	32%	12%	15%	0%	34
3	7. My host teacher was culturally understanding and cooperative.	65%	26%	6%	3%	0%	34
4	8. My host teacher helped me learn from the immersion experience.	50%	35%	12%	3%	0%	34

Faculty Advising - Immersion - support from Khbrat staff
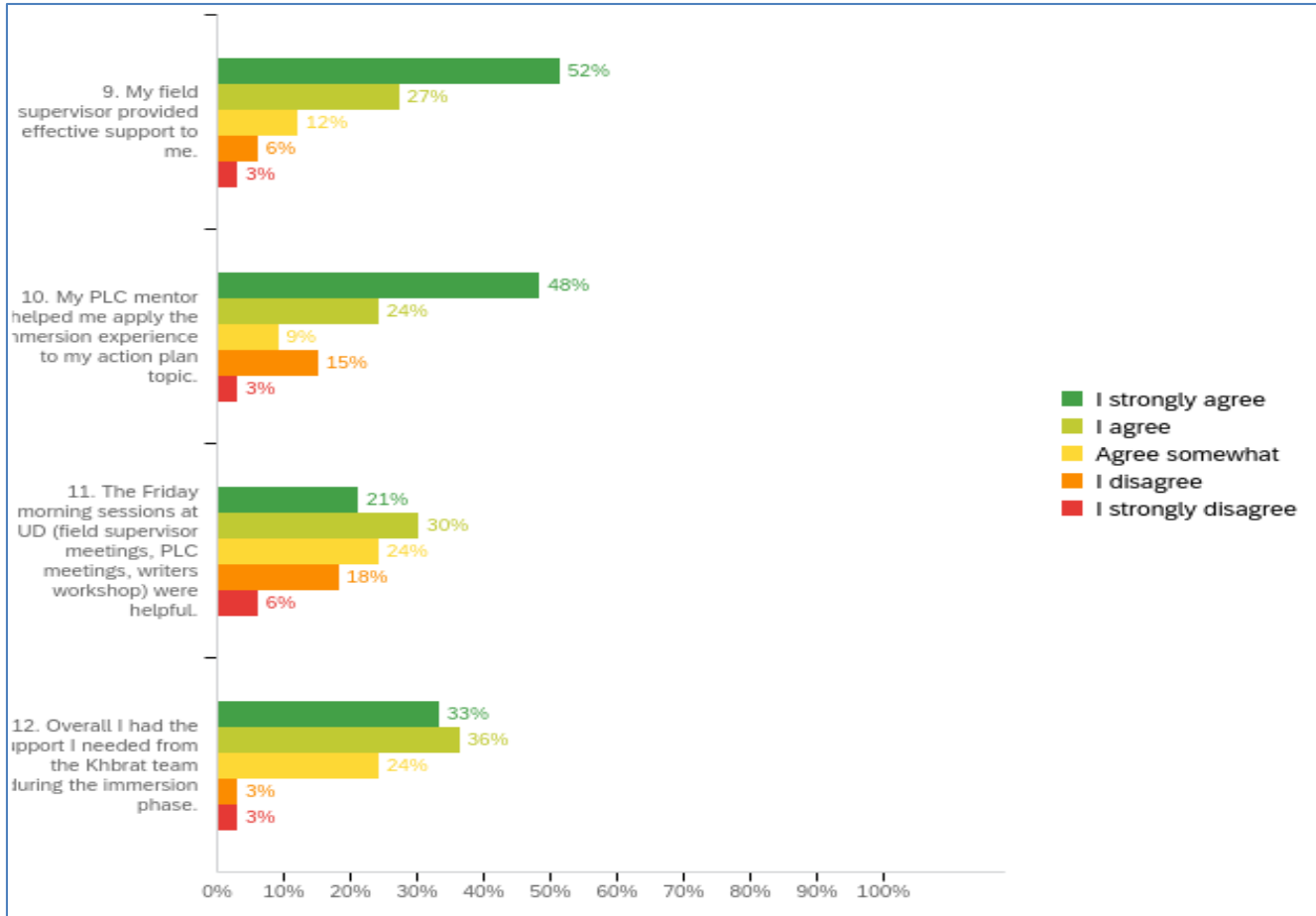
#	Question	I strongly agree	I agree	Agree somewhat	I disagree	I strongly disagree	Total
1	9. My field supervisor provided effective support to me.	17	9	4	2	1	33
2	10. My PLC mentor helped me apply the immersion experience to my action plan topic.	16	8	3	5	1	33
3	11. The Friday morning sessions at UD (field supervisor meetings, PLC meetings, writers workshop) were helpful.	7	10	8	6	2	33
4	12. Overall I had the support I needed from the Khbrat team during the immersion phase.	11	12	8	1	1	33

PROGRAM IMPLEMENTATION REPORT
University of Delaware
English Language Certificate Program
for Brazilian *PDPI* Teachers
July 1 – August 8, 2019

The University of Delaware English Language Institute had the pleasure of implementing a six-week intensive and comprehensive EFL teacher training program for 40 English teachers from Brazil. The program is part of a large initiative undertaken by Brazil's Ministry of Education in collaboration with the Institute of International Education (IIE) and focuses on expanding English language teaching capacity all across Brazil.

Participants in this six-week institute represented a cross-section of Brazil's schools from both urban and rural environments in Maranhão, Paraná and Rio de Janeiro. This diversity created a great environment for learning and creative ideas to flourish, resulting in many new ways of approaching challenges in the classroom. As one participant commented in the exit survey, *"My development as a teacher has increased a lot. Participating of the PDPI program gave me the opportunity to know different people and different strategies which helped me as a professional."*

Participants gave a strongly positive assessment of the various program components and the program overall. (APPENDIX A, exit survey)

Program Objectives
- Increase participants' English language proficiency with particular focus on oral intelligibility, fluency, and comprehension
- Create materials suitable for teachers' own setting
- Develop or increase teaching skills using technology: resources, tools and techniques
- Foster professional dialog with US teaching colleagues
- Increase understanding of US culture through community engagement and cultural excursions including New York City, Washington DC, and Amish areas of Lancaster County, Pennsylvania.

PROGRAM ACTIVITIES

I. Intensive English Instruction

Upon arrival, the Brazilian teachers were given an aural comprehension test; an objective proficiency assessment addressing grammar, vocabulary, and reading; an oral interview, and a holistically rated written essay so that we might determine their English language proficiency. The results of this comprehensive set of assessments were used to place the participants in classes whose learning outcomes matched their language needs. The

English language instruction included a core class in listening and speaking skills, optional private or small group tutoring, and optional self-access learning materials and software.

In their **listening/speaking classes**, the PDPI participants were highly esteemed both by their instructors and by their fellow international classmates for their exemplary enthusiasm and dedication to their studies. Evidently, the feeling was mutual: Numerous were the comments in the PDPI exit survey extolling the listening/speaking class experience. "The teacher was nice and I could improve me English because I had opportunities to practice and produce using language skills in many different contexts;" "The best part is having classes with students from other countries;" "It covered exactly what my needs were."

One comment offered a noteworthy dissenting perspective on the balance between language skills and methodology instruction, positing that greater emphasis on the former would have been more appropriate:

> "… Listening/speaking classes are (or should be) the most important part of the program. As well as writing and reading that unfortunately was not offered. For our intermediate level it would be more efficient than methodology, there is already a program like this for more developed teachers (who had a higher score at TOEFL). Here at Udel we should had been better prepared for this next step. And it, in my opinion, doesn't happen!"

Participants' final listening/speaking course grades and attendance records can be found in APPENDIX B, along with their Methods and U.S. Culture courses results.

For additional support of personal language skills development, the program offered a choice between two electives: one-on-one tutoring tailored to the participant's personal learning targets, or small-group ("cluster") instruction with a specific language focus. Twelve participants chose individual tutoring while 24 enrolled in one of three tutoring clusters: Reading Horizons (English phonetic skills), Pronunciation, and English Idioms. The four remaining participants opted out of these opportunities, having discovered a non-ELI, church-sponsored English conversation class that they felt suited their needs.

Exit survey comments on **individual tutoring** noted the opportunity to address the specific interests of the tutee. "I could clear many doubts I had about English." "The teacher sent me lots of websites and helped me in classes." "I could solve some doubts and learn more about specific aspects I had problems."

Feedback on the **clusters** was mixed, with some participants appreciating the experiences ("It was really interesting experience;" "I would love to take part in more than one of this") while others felt too advanced for the material presented ("It was too basic for our level and the classes were not so objectives"). The format of the online PDPI survey was such that it was impossible to know which tutor or cluster was being referred to in the

comments section. In future iterations, we would do well to collaborate with the Tutoring Center to access data from the Center's independently administered exit surveys.

II. Teacher Development Program

A customized group seminar focusing on approaches, methods and materials in teaching English as a Foreign Language, combined with workshops on interactive teaching approaches, formed the core of the training program.

In the **EFL Teaching Methodology course**, participants worked with their peers and instructors in Socratic fashion to synthesize techniques, approaches and methodologies learned into classroom-ready materials appropriate to their specific instructional contexts. The capstone project of the course was a mini-conference at which participants explained and demonstrated an extract from a full-length lesson plan that they had developed. The ratings and numerous expressions of satisfaction recorded in the exit survey indicate that the event was highly rewarding. "It was a very special moment because we could share ideas which we can apply in our schools, only adapting according to age, reality and levels."

Several survey comments noted the length of the conference, which lasted four hours in order to accommodate all 40 participants (presenting mostly in pairs) and which proved "tiring and stressful." In future iterations involving such a large group, we will consider participants' suggestions that the event be broken up, either over two days or into two concurrent sessions.

Workshops were structured to provide demonstration of methods and materials grounded in (but not overwhelmed by) theory requiring active participant involvement in the practical application and evaluation of these methods. Five workshops were presented:
- Grammar Fun
- Teaching Vocabulary
- Teaching English Through Drama
- Teaching English With Puppets
- Readers Theater

In the exit survey, both the qualitative and the quantitative responses showed that many participants benefited from all five workshops. ("I loved all the workshops, added many new things to my professional life." "They were all new information, so I'll have the opportunity to share with other teachers in Brazil.") A certain fraction was less enthusiastic about the vocabulary workshop; suggestions were made to make it more "contextualized" and interactive. Two observations were made that, of the five workshops offered, three (Drama, Puppets, and Readers Theater) had a drama bent to them, making the slate of topics seem imbalanced. This is useful feedback to keep in mind for future planning. Nevertheless, overall the response to the workshops could be summarized by this survey

remark: "The workshops provided me new ideas and approaches that I'll adapt and use in my classes. Students will learn more if they are involved and feeling that they can be themselves when we teachers provide the best environment and challenges. Thank you! I have had a lot of fun in all of the workshops."

Peer modeling. In all their courses, participants appreciated the opportunity to observe first-hand the effectiveness of teaching methods, materials, assessment tools and strategies, and classroom management approaches. Referring to a listening/speaking class, one participant commented, "I learned a lot from the class. … I can also take all the information here and take to my class and help my students in Brazil." The methodology course, a participant reported, "provided good ideas for our classes. We must focus on students learning and acting, because we are really used to having teacher's centered classes." Referring to a method observed in the U.S. Culture class, a participant noted, "The dramatic reading was a technique that I definitely need. Students get bored so easily reading, but with this approach they will change their mind. Thank you!"

An additional opportunity to observe teaching methods first hand was the **school visit** to witness an elective summer program for first- through fourth-grade English language learners. Because of the small size (six to eight pupils each) of the classes, one class per grade level, happening at two different sites in the school district, the PDPI group was split into two groups of 20, which visited the two sites simultaneously so as not to overwhelm the young learners.

Thirty-eight of the 39 survey respondents rated the visit "very interesting" or "interesting." Only six comments were volunteered on the subject, but descriptors included "excellent," "a very rich visit" and "a good experience." Two participants expressed disappointment at not having a visit to a high school. Unfortunately, July and August are the long vacation in the American school calendar. Despite earnest efforts to organize a secondary school visit, no such school programs were available during the dates of the PDPI program. A comment made in the workshops section of the survey suggested organizing a panel discussion composed of U.S. educators at the various grade levels. This would be a worthwhile avenue to explore, especially in summer programs when there is a dearth of "live" school experiences.

IV. Culture: Experiencing America and Sharing Brazil
The integrated cultural component of the program included a twice-a-week course on U.S. history and culture, opportunities to bring Brazilian culture to an American and international audience, and exploring important cultural centers of the Mid-Atlantic region of the United States.

Through readings, movie extracts, online research, and above all the personal experiences and observations of the participants, the **U.S. Culture course** provided a forum for reflection on American values, civics, diversity and educational priorities. The

course received high ratings and appreciative remarks on the program survey. "The U.S. Culture is very important to us because is easier to know about culture staying here and learning from natives. Our students are always asking about it and now we are more prepared to answer their questions." "I love studying everything about culture. It was a joyful and interesting class that I'll definitely share with my students and family too." "The culture course in a way changed some of thoughts that I had before."

The opportunity to experience and reflect together on U.S. culture raised the Brazilians' awareness of behaviors and attitudes particular to their own culture. ("The best part was the comparison between Brazil and the USA culture." "American Culture Class is a valuable way of valuing my own culture instead of only thinking about others.") This prepared them to **share Brazilian culture** both spontaneously and on formal occasions. The first event organized for this purpose was an ELI international dance party, for which the PDPI participants provided Brazilian music and danced popular Brazilian dance styles such as the Samba. Later, at an ELI picnic, the group arranged a display table of items representative of Brazilian culture and fielded questions by passers-by of diverse cultural backgrounds. At the same event, the group demonstrated the dance typically prepared in schools for the *Festa Junina*, dressing in rustic costumes and weaving an elaborate wedding ceremony scene into the dance. This event was highly rated in the program survey. On another occasion, PDPI women had dinner with Saudi women from another ELI teacher training program to share their experiences as teachers in their respective countries.

The three cultural excursions—to New York City, Washington and Lancaster County—received the highest ratings of all aspects of the program. Suggestions included adding Philadelphia to the agenda, offering a second day in Washington, and exploring the State of Delaware in more depth.

V. Housing
The Brazilian teachers resided in the INNternationale, a global community that is home to visiting international scholars, graduate students, and ELI students. The teachers were given an opportunity before arriving to indicate their roommate preferences from among their group; 22 teachers took advantage. There were no requests for room assignment switches or reports of conflict between roommates.

Suites in the facility are equipped with identical amenities (32" flatscreen TV, individual air system in each room, kitchenette, large bathroom and two twin beds). A shopping trip every Sunday to the nearby stores was provided.

While conditions at the "INN" were for the most part rated as comfortable and suitable, the majority of free-hand comments focused on weak Internet, staff delays in addressing problems, and, most importantly, a sense of a lack of privacy. This last factor arose from the Inn's staff twice entering a room occupied by Brazilians, reportedly without giving

advance notice, to show the layout to prospective future residents. While it happened twice and therefore involved only four participants (two in each room), the feeling of discomfort rippled through the group. Both incidents were promptly reported to the ELI's Housing Coordinator. The INN's owner stated that he was open to suggestions of ways to avoid such uncomfortable moments in the future, and The ELI Assistant Director for Student Life, along with the Institute's director, is currently in dialogue with the owner to establish clear protocols and lines of communication.

VI. Program Evaluation

Through weekly group meetings, program coordinator Sarah Petersen solicited ongoing feedback from participants and adjusted the program accordingly. For example, when a request was made to visit a teaching supplies store, it was arranged to add this side trip to the excursion in Lancaster County.

A final written evaluation was administered to the participants, with both quantitative and qualitative data, measuring levels of satisfaction, knowledge and skills, and levels of confidence in implementing what they learned upon returning to Brazil. All results are contained in APPENDIX A.

At an ELI faculty meeting shortly after the departure of the PDPI participants, director Dr. Scott Stevens quipped about the group, "I've come to learn that the quality of a special program can be measured by the amount of crying at its graduation ceremony." While the comment was lighthearted, the participants did indeed express, not only at the ceremony and in the exit survey but throughout their stay, deep appreciation for the opportunities afforded them through this program. Perhaps the most inspiring reflections on their experience came in the graduation speech made by their chosen representative, Edson Estarneck, who said,

> All we lived in the U.S., in Delaware, at the University, at the ELI, helped us a lot to see who we are. This is so precious because the point is not to conquer the world, but ourselves…. And the most gracious privilege is to know more about ourselves, and to reach more in depth and in width what we are. And there is no word enough to thank for the opportunity to visit ourselves and see, after a tough period of challenging experience, a stronger self coming up …

Mr. Estarneck's complete speech is attached in full as APPENDIX C.

Appendices submitted as separate documents:
   A. Program exit survey results
   B. Participant course grades and attendance records
   C. Graduation speech by Edson Estarneck
   D. Financial report—to be sent independently

Placement, Progression and Program Completion

Participants in the teacher training program generally participate in at least one ELI language course during their stay. This is typically an L/S course, though participants may join two language classes depending on their incoming language level.

High-level language students (TOEFL score of 550 and above) typically participate in one L/S course, the American Culture course and the methodology course, as well as workshops and other activities.

Intermediate-level language students (TOEFL score of 450-550) typically participate in one L/S course, the American Culture course and a modified methodology course, as well as workshops and other activities.

Lower-level language students (TOEFL score below 450) typically participate in an L/S course and an R/W course during their stay. They will participate in a modified American Culture course and will not take the methodology course, but will receive methodology models through workshops and observations.

Progression only occurs in the language courses. If participants are here for more than one session, then they must meet the minimum requirements of their L/S or R/W course in order to advance to the next language level. The culture course and methodology course are stand-alone course offerings – there is no next level.

Placement occurs upon the participants' arrival in Delaware and consists of the placement tests that are given to all new ELI students. These tests include an oral interview and a written essay as well as a listening comprehension exam. Retests may be given at the participant's request. Any TOEFL scores submitted prior to arrival are also taken into consideration when placing participants in a language course.

Participants who successfully complete their program of study receive a certificate of completion at their graduation ceremony.

Successful completion is based on attendance of all required courses, activities, and events. Generally, a participant with an absence rate of higher than 15% (an attendance rate lower than 85%) receives a certificate of participation, which **will not be considered as evidence of fulfillment of program requirements**. (Medical excuses will be considered on a case-by-case basis.)

Attendance issues or other concerns will be reported to the sending institution. In many cases, additional consequences will come from the sending institution, including but not limited to a reduction in pay. Therefore, **appropriate intervention techniques to resolve the issue must be made by the program coordinator as soon as it becomes clear that there is an attendance (or other) concern.**