
SYLLABUS

I. COURSE DESCRIPTION:

Major issues in second language teacher education will be addressed in order to provide a focused exploration of issues of both content and process in teacher education.

II. COURSE OBJECTIVES:

The students at the end of the course should be able to do the following:

- develop a theory of effective language teaching processes.
- develop principles for the preparation of language teachers.
- prepare a teacher education curriculum and tasks.
- prepare professional training materials: workshops, tasks, book reviews.
- develop as a model of a reflective practitioner.

III. COURSE TEXTBOOKS:

Richards, Jack C. *Beyond Training*. Cambridge: Cambridge University Press, 1998.
Woodward, Tessa. *Models and Metaphors in Language Teacher Training*. Cambridge: Cambridge University Press, 1991.
Freeman, Donald & Steve Cornwell, eds. *New Ways in Teacher Education*. Alexandria, Virginia: TESOL, 1993.

IV.

PROPOSED SCHEDULE:

Day	TOPIC	READINGS and Assignments
1 Nov. 16	Introduction Identity of a Language Teacher Effective Language Teaching Course design for Second Language Teacher Education (SLTE) Standards for SLTE Loop Input: Content and Process	Richards 1 Woodward Intro, 1, 17, 18 Richards 2,3 Woodward 2-4
2 Nov. 17	Subject Matter Knowledge Personal Variables: Learning Styles and Strategies Communication Skills for Language Teachers Theories of Second Language Teaching Reflective Practitioners Basic Teaching Skills Micro-teaching	Woodward 19,20 Richards 9 Richards 6 Woodward 5-8
3 Nov.18	Guiding Teachers in Developing Curriculum, Choosing Course Books, Planning Lessons, Material Development LTE Syllabus Design Pedagogical Reasoning & Decision Making Action Research Teaching from a Global Perspective Cross Cultural Communication Training NNS Teachers	Richards 7 Woodward 9-14 Richards 4,5 Woodward 15
4 Nov. 19	The Practicum: Observation, Teaching Supervision/ Mentoring Evaluation in LTE Teacher Portfolios	Woodward 16, Richards 8 Woodward 21
5 Nov. 20	Language Teachers and Technology Ongoing Professional Development Language Teachers and Research Transitions: From Language Teacher to Language Teacher Educator	Richards 10
Dec. 16, 2009		Teacher Education Syllabus Teacher Education Tasks

V.

COURSE ASSIGNMENTS/TASKS:

1. Attendance and Readings.....

2. Reflection journal.....	10%
3. Demonstrations (5% each)	10%
4. Book Review	10%
5. Professional Presentations	20%
6. Teacher Education Project	
A. Syllabus.....	20%
B. Teacher Education Tasks.....	30%

VI. REQUIREMENTS & GRADING:

1. Attendance and Readings:

Class participation is an important part of the learning process. Read the chapters from Richards and Woodward before each class. Credit will not be given however, if students choose not to participate through class discussion, attendance and reading, up to 10% of the grade will be subtracted.

- 2. Reflection Journal:** A task to reflect on your reading and on what you have learned in class. Keep a learning journal in which you reflect **on your reading and on the classroom experience**. For example: What did I learn? How did I learn it? Was I always involved? Was I ever disconnected? When? Why? What methodology was used or modeled in the classroom? How did I respond to the classroom activities? Is there something I still don't understand? Is there anything I would like to pursue, learn more about or try? What did I learn about me as a learner? What did I learn about me as a teacher?
Make at least one entry per day (total of 5 entries) Hand in each day. Be prepared to share journal insights in class.

Criteria: following directions, completeness, insights

3. Demonstrations

- a. Choose **2 activities** from *New Ways in Teacher Education* (Freeman text).
- b. Prepare an explanation/demonstration of the activities. You will have 20 min. to demonstrate your activity.
- c. Demonstrate on the appropriate day (see schedule).
- d. All students will also be asked to do a brief demonstration of Micro-teaching and lead a discussion on Day 2.

Criteria: Clarity, creativity, conciseness

4. **Book Review: a professional writing task:**

- a) Choose a book from the list below. Please sign up on the chart in class.
- b) Write a book review in the style of the professional journals. See the attached model. The review should summarize the contents as well as report on how the book contributes to the field of TESOL.
- c) A copy of the review should be distributed to the whole class.

Bailey, Kathleen. *Voices from the Language Classroom*. CUP, 1996.

Bailey, Kathleen, Andy Curtis and David Nunan. *Pursuing Professional Development: The Self as Source*. Heinle & Heinle, 2001.

Burns, Anne, ed. *Teaching English from a Global Perspective*. Case Studies in TESOL Practice Series. TESOL, 2005

Edge, Julian. *Action Research*. TESOL, 2001.

Ellis, Rod. *Task-Based Language Learning and Teaching*. Oxford, 2003.

Freeman, Donald. *Teacher Learning in Language Teaching*. CUP, 1996.

Gebhard, Jerry, and Robert Oprandy. *Language Teaching Awareness: A Guide to Exploring Beliefs and Practices*. CUP, 1999.

James, Peter. *Teachers in Action*. CUP, 2001.

Johnson, Karen. *Understanding Language Teaching*. Heinle & Heinle, 1999.

Johnson, Karen. *Teacher Education*. TESOL, 2000.

Larsen-Freeman, Diane. *Teaching Language: from Grammar to Grammaticing*. Heinle, & Heinle, 2001.

Liu, Dilin and Peter Master. *Grammar Teaching in Teacher Education*. TESOL, 2003.

Malderez, Angi. *Mentor Courses*. CUP, 1999.

Parrott, Martin. *Tasks for Language Teachers*. CUP, 1995.

Randall, Mick and Barbara Thornton. *Advising and Supporting Teachers*. CUP, 2001.

Richards, Jack. *Second Language Teacher Education*. CUP, 1990.

Richards, Jack. *Teaching in Action*. TESOL, 1998.

Richards, J. Curriculum Development in Language Teaching, CUP, 2001.

Richards, Jack, and Thomas Farrell. *Professional development for language teachers : strategies for teacher learning*. Cambridge, UK ; New York : Cambridge University Press, 2005

Snow, Donald. *From Language Learner to Language Teacher*. TESOL 2007

Spratt, Mary. *English for the Teacher*. CUP, 1994.

Tanner, R. *Tasks for Teacher Education*. Longman, 1998.

Thornbury, Scott. *About Language*. CUP, 1997.

Tomlinson, Brian. *Materials Development in Language Teaching*. CUP, 1998.

Wallace, Michael. *Training Foreign Language Teachers*. CUP, 1995.

Wallace, Michael. *Action Research for Language Teachers*. CUP, 1998.

Widdowson, H.G. *Defining Issues in English Language Teaching*. OX, 2003.

Woodward, Tessa. *Planning Lessons & Courses*. CUP, 2001.

Woodward, Tessa. *Ways of Training*. Longman, 1995.

Woods, Devon. *Teacher Cognition in Language Teaching*. CUP, 1996.

Criteria: following directions, format, thoroughness, insights

- 5. Professional presentation:** a task to present on a topic related to the field of Language Teacher Education.
- a) Select **a topic** from the professional presentation list or choose one of your own (with instructor's permission). (Please sign up on chart in class).
 - b) Research the topic using at least six (6) resources (for each). Both the content and the process are important. Look over the process choices list for ideas.
 - c) Prepare an abstract, a brief outline and bibliographic information with your name and date of presentation included. **Hand in on October 31, 2009.**
 - d) Make a 90 minute presentation in class on the assigned day.

Criteria: following directions, accuracy, content, organization, delivery, handout, length

Due: **designated day for the topic**

Topic Choices for Class Presentation, Book Reviews and Demonstrations Sign-up Sheet

DAY	PRESENTATION (sign up for ONE)	BOOK REVIEW (sign up for ONE)	DEMONSTRATION from New Ways of Teacher Education (Freeman) (sign up for TWO)
1 Nov 16		Johnson, K. (<i>Understanding</i>) _____ Tanner, R. _____ Richards, J. (<i>SLTE</i>) _____ Wallace, M. _____ _____	Reflection on being a Student.. p. 166 _____ _____
2 Nov. 17	How to extend pedagogical based knowledge and descriptions of the systems of phonology, morphology, syntax and discourse _____ How to develop an understanding of personal variables. (i.e. multiple intelligences, communication skills, language proficiency). _____ How to develop basic teaching skills. _____ How to develop classroom management skills. _____ _____	Larsen-Freeman, D _____ Liu, D. _____ Thornbury, S. _____ Malderez, A. _____ Freeman, D. (Teacher Learning) _____ Gebhard, J. _____ Ellis, R. _____ Woodward, T. (<i>Ways</i>) _____ Parrott, M. _____	Grammar Awareness p.73 _____ Collaborative Diary Keeping p. 10 _____ Video: A Tool... p. 120 _____ Teachers and Teacher Educators" Dialogue Journal p. 142 _____ Multiple Evaluations... p. 161 _____ Using Case Studies p. 29 _____ _____

3	<p>How to develop the skill of developing curriculum and choosing course books. _____</p> <p>How to prepare teachers to plan lessons and prepare materials. _____</p> <p>How to develop the ability to recognize the kinds of decision making that is employed in teaching and to utilize decision making effectively in one's own teaching. _____</p>	<p>Woodward, T. (<i>Planning</i>) _____</p> <p>Bailey, K. _____</p> <p>Richards, J. (<i>Teaching</i>) _____</p> <p>Edge, J. _____</p> <p>Woods, D. _____</p> <p>Spratt, M. _____</p> <p>Snow, D. _____</p> <p>Burns, A. _____</p>	<p>Textbook Evaluation p. 101</p> <p>Introducing Trainees... p.108</p> <p>Helping Teachers.. p. 171</p> <p>_____</p>
4	<p>How to develop observational skills in student teachers. _____</p> <p>How to familiarize students with the principle approaches to testing and evaluation. _____</p> <p>How to use portfolios in EAL and teacher education _____</p>	<p>James, P. _____</p> <p>Randall, M. _____</p>	<p>Peer Observation. P.147</p> <p>Self-Observation p. 96</p> <p>Teacher Assessment p. 43</p> <p>Self-tests p. 60</p> <p>_____</p>
5	<p>How to approach technology use in training teachers. _____</p>	<p>Richards & Farrell</p> <p>Bailey, Curtis & Nunan</p> <p>_____</p>	<p>Using the Web... p.195</p> <p>_____</p>

Process Choices (23 examples)

1. Buzz Groups
2. Case Study
3. Chart
4. Creative Lecture
5. Debate
6. Dictation
7. Discussion
8. Drama
9. Games
10. Jigsaw Task
11. Loop-input
12. Mind Map
13. Models
14. Panel Discussion
15. Participation Scaffolding
16. Posters
17. Power Point
18. Questionnaire
19. Reading Maze
20. Role Play
21. Simulation
22. Storytelling
23. Video

6. Teacher Education Project

A. Syllabus: a task to design an educational experience and instructional materials to train English language teachers.

Design a syllabus for a 40 hour workshop/institute to train ESOL teachers (pre service or in-service) Describe your group of trainees e.g. national EFL teachers etc. Decide upon one of the following formats:

2 weeks with 20 hrs. of instruction per week;

4-weeks with 10 hrs. of instruction per week;

13 weeks with 3 hrs. a week of instruction.

Describe the course objectives, outline the sequence of topics and schedule readings from a text(s). List your course assignments, requirements and grade percentage.

B. Teacher Education Tasks: Design THREE 3hr classes for your workshop/institute (syllabus above). Prepare all materials: lesson plans, visuals (Overhead transparencies or slides) student handouts, instructional materials, bibliography. Your tasks should be clear enough and ready for a teacher trainer to teach.

Criteria: following directions, content, appropriateness (well matched to learners) balance and sequencing, feasibility, format.

GRADING

A = 90- 100% superior performance, exceeds expectations

B = 80 - 89 % good performance

C = 70 - 79% satisfactory performance

D = 60 - 69% meets minimum expectations

F = below 60 % does not meet expectations.

Note: Students must complete ALL assignments in order to pass the course.

(A sample book review)

Beyond Training

Richards, J.C. 1998. Cambridge University Press

Reviewed by Eugenius Sadtono

...Teachers, rather than methods, make a difference...

This book should be one of the compulsory references for teaching a course in Language Teaching Methodology at any ELT department of a teachers' college or institute of education. It covers a wide array of very useful ideas on ELT for both preservice and inservice teachers, emphasizing critically reflective thinking as a means to teacher development. It embraces the fields of second language teaching (SLT); theories, research, and practices of SLT; the knowledge base for preservice as well as inservice teachers; the beliefs and principles that teachers hold and their influence on teaching practice; the meaning of skill and expertise in SLT; experience in the development of SLT; activities that facilitate the professional development of teachers; and the relationship between the content of teacher education and practices of graduates. The book deals with the beliefs, knowledge, and thinking that underlie successful teaching, thus going beyond the importance of teaching skills *per se*. Richards argues that teacher education needs to engage teachers in an exploration of the knowledge, beliefs, attitudes, and thinking that inspire the mastery of rules of practice. The book is divided into four parts, preceded by a chapter on the scope of second language teacher education that provides the reader with an overview of the field. Part I deals with theories of second language teaching, Part II covers perspectives on teacher thinking, Part III examines teacher education practices, while Part IV looks at the field of language teaching.

In Chapter 1 on the scope of second language teacher education, Richards argues that there is no general consensus on what comprises the essential knowledge base or conceptual foundation of the field (p. 1). This is not surprising in a field which draws on such a variety of disciplines. And since, with experience, teachers develop their own philosophy of teaching, perhaps there is no need to develop a general consensus.

An interesting point made in this chapter is the recognition in second language teacher education that "effective teaching involves higher-level cognitive processes, which cannot be taught directly" (p. 29). This makes SLTE a challenging undertaking. In the following chapter, Richards argues the case for the importance of reflecting on the theories, assumptions, and values underlying teacher education practices and of articulating teaching principles in preparing teachers.

Chapter 3 explores the notion that teachers have their own personal working principles (teaching maxims) which affect their own understanding of what good practice is and their interactive decision-making in the classroom. In Chapter 4, Clark and Peterson's (1986) three major categories of teachers' thought processes are considered: (a) teachers' theories and beliefs; (b) teachers' planning or preactive decision-making; and (c) teachers' interactive thoughts and decisions. This chapter focuses on teachers' theories, beliefs and their interactive thinking, and the effects of these belief systems on their understanding of good teaching practice.

Teachers' pedagogical reasoning skills are explored in Chapter 5, and the thinking processes of novice teachers are compared to those of seasoned teachers in planning lesson content. This chapter, collaboratively written by Richards, Benjamin Li and Angela Tang, shows that more experienced teachers have a wider variety of objectives, more teaching varieties, better planning and handling of lessons, and

that they are more learner-centered. It will come as no surprise to experienced teachers that the discussion on the use of lesson plans by novice as well as experienced teachers in Chapter 6 concludes that a central dimension of teaching is "improvisational performance."

The role of textbooks is reviewed in Chapter 7, which tackles the issue of whether they enhance or hinder creative thinking. It was refreshing to find a source on language teaching which actually discusses some of the negative consequences of using textbooks, such as textbook reification and the notion of deskilling. Textbook reification refers to "the unjustifiable attribution of qualities of excellence, authority, and validity to published textbooks" (p. 131) or "book worship". Deskilling refers to "a reduction of the level of cognitive skills involved in teaching" that occurs when teaching decisions are largely based on a textbook or teachers' manual (p. 132): In other words, the teacher becomes the slave of the book. However, I would have liked to see some discussion here of non-print materials, such as CD-ROMs, computer-assisted language learning (CALL) and videos, as these are increasingly important in foreign language teaching.

Chapter 8 contains some fascinating insights on the use of classroom observation activities as a means of developing a critically reflective approach to teachers' own teaching.

Chapter 9 examines the effects of writing a teaching journal on the development of critically reflective thinking. It is concluded that keeping a journal does not have a significant influence on teachers' critical reflective thinking. However, questions remain, such as whether or not good teachers write teaching journals more reflectively than average teachers.

Chapter 10 looks at the extent to which novice teachers utilize the theories and practices taught in their preservice training and the constraints they face in their initial teaching experiences. As expected, it appears that they encounter a range of bureaucratic or other difficulties, and have to make their own decisions about teaching.

As we are all aware, there is no single formula for successful language teaching, since there are so many variables contributing to it. The question therefore arises: Can or should teachers be trained? It is also relevant to ask whether critically reflective teachers perform better than non-critically reflective teachers. Given that no definitive answers to these questions are on the horizon, perhaps one solution is to equip preservice teachers with various language teaching skills, expose them to different theories of language teaching, supervise them in their practice teaching and then interfere with their work as little as possible, leaving their students to evaluate them.

This book would be invaluable for such teachers. Not only does it have the potential to widen their horizons and to contribute useful insights into how teachers learn, it also raises a number of important questions for second language teaching education which would constitute a valuable long-term research agenda.

Reference

Clark, C.M. and P. Peterson. 1986. Teachers' thought processes. In M Wittrock (ed). *Handbook of research on teaching*. 3rd ed. New York: Macmillan.