

SUMMER INSTITUTE OF TESOL

Providence College & Seminary
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Instructors:

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July 26 – August 20, 2010

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8:30-12:00 1:00-4:00

Syllabus last updated April 29, 2010

SYLLABUS

I. COURSE DESCRIPTION

This course is a practical course dealing with the methods and techniques of teaching the four basic language skills: listening, speaking, reading and writing. The theories undergirding the methods and techniques of teaching ESL will be covered. The grammatical, lexical, and sound system of the English language will be studied. The communicative, task based and text based approach will be emphasized, dealing with such topics as integrated lesson planning, grouping for co-operative learning and multi-level classroom teaching.

II. COURSE OBJECTIVES

At the end of the course, students should be able to do the following:

- be aware of and understand traditional and current theories of language and language learning;
- know the subject matter – English: consciously know the rules of the English language (sound system, grammatical system and lexical system);
- understand language teaching methodology, especially the Communicative Approach;
- prepare an assessment tool and conduct a student assessment;
- prepare a curriculum and integrated lesson plans;
- know and use various teaching techniques for teaching ESL.
- prepare instructional materials
- teach an ESL class

III. TEXTS

Required for the Course

Avery, Peter and Susan Ehrlick. *Teaching American English Pronunciation*. Oxford: Oxford University Press, 1994.

DeCarrico, Jeanette. *The Structure of English: Studies in Form and Function for Language Teaching*. Ann Arbor: The University of Michigan Press, 2000.

Hedge, Tricia. *Teaching & Learning in the Language Classroom*. Oxford: Oxford University Press, 2000.

Tiessen, Gail. *Class Notes* (GC5201, GC5202, GC5203, GC5204).

Pettis, Joanne, *Manitoba Adult EAL Curriculum Framework Foundations 2009*.

Manitoba Labour and Immigration, Adult Language Training Branch. 2009.

Available in PDF at http://www2.immigratemanitoba.com/browse/eal_teachers/eal-teachers-curriculum.html

Required after the Course

Bell, Jill. *Teaching Multilevel Classes in ESL*. Markham: Domino Press, 1991.

Richards, Jack C., and Willy A. Renandya. *Methodology in Language Teaching*. Cambridge: Cambridge University Press, 2002.

Wajnryb, Ruth. *Classroom Observation Tasks*. Cambridge: Cambridge University Press, 1995.

Recommended

Bell, Jill. *Handbook to ESL Literacy*. Toronto, Ont: Dominie Press, 1984.

Celce-Murcia, Marianne. *Teaching Pronunciation*. Cambridge: Cambridge University Press, 1996.

Celce-Murcia, Marianne and Diane Larsen-Freeman. *The Grammar Book: An ESL/EFL Teacher's Course*, 2nd ed. Boston: Heinle & Heinle Publishers, 1999.

Fromkin, Victoria, ed. *An Introduction to Language*. Toronto: Harcourt Brace, 1997.

Tiessen, Gail. *Elma Street Treasure*. Otterburne: Providence Bookstore, 2004.

Tiessen, Gail. *Canadian Holidays and Special Days*. Otterburne: Providence Bookstore, 2008.

Tiessen, Gail. *Faith Journey I*. Otterburne: Providence Bookstore, 2006.

Tiessen, Gail & Elfrieda Lepp-Kaethler. *Faith Journey II*. Otterburne: Providence Bookstore, 2006.

Tiessen, Gail & Elfrieda Lepp-Kaethler. *Faith Portraits I*. Otterburne: Providence Bookstore, 2009.

Snow, Don. *Teaching English as Christian Mission*. Herald Press, 2000.

Good, Edward. *The Grammar Book for You and I (oops me!)*. Herndon, VA: Capitol Books, 2002.

IV. PROPOSED SCHEDULE

Date	Topic	Reading	Assignments	Presentations
WEEK 1				
July 26	Introductions Introduction to the Course The Adult Learner The Other Side of the Desk			
27	Teaching English as Christian Mission What is Language? Views of Language Needs Assessment CLB Books Communicative Competence	Hedge 1		
28	How is a Second Language Learned? Issues in SLA Historical Overview Grammar Translation Audiolingualism Introduction to Applied Linguistics Overview of the Systems of English Essential Features of English Overview of the English Sentence Intro to Syntax	DeCarrico 1 Hedge 2		
29	Morphology Word Formation Word Creation Meaning of a Word Approach, Design, Procedure Communicative Language Teaching Introduction to Curriculum Curriculum Overview			MOR #13 task MOR #2 task MOR # 8 task

Date	Topic	Reading	Assignments	Presentations
30	Learning Styles Planning Objectives HOOK BOOK LOOK TOOK Lesson Planning Curriculum Development	Pettis, J.		Micro-teaching Tasks
WEEK 2				
Date	Topic	Reading	Assignments	Presentations
August 2	Mental Lexicon Teaching & Learning Vocabulary Lexical Approach Comprehension-Based Approaches Natural Approach TPR	Hedge 4		MOR # 16 task MOR # 10 task Lexical NA TPR
3	Participation Scaffolding Teaching Speaking Role of the Learner Growing Participator Approach CLL Socio-Cultural Factors	Hedge 8		Growing Participator Approach CLL
4	Introduction to Phonology Consonants Positional Variation Teaching Listening	Avery 1, 2, 3 Hedge 7		
5	Consonants & Vowels	Avery 4, 5, 6	Vocabulary Lesson	PHO #6 PHO # 8 Unit Teaching
6	Suprasegmentals Problems of Specific Language Groups	Avery 7,8,9		PHO # 2 PHO #9 PHO #12 Unit Teaching
WEEK 3				
Date	Topic	Reading	Assignments	Presentations
August 9	Noun Phrase Pronouns, Proforms and Ellipsis	DeCarrico 2 & 6	Pronunciation Lesson	Comm Task #9 Unit Teaching

Date	Topic	Reading	Assignments	Presentations
10	Adjective & Adverbs Prepositions Brain-Based Learning Suggestopedia	DeCarrico 3 & 7		Comm Task #34 Comm Task #6 SUGG.
11	Role of the Teacher Pronunciation Silent Way Teaching Reading	Hedge 6	AL1 Exam	Silent Way
12	Verbs Teaching Writing CALL	Hedge 9 DeCarrico 4		Comm Task #39 CALL
13	Verbs Content-Based Instruction CALLA Assessment Tool overview	DeCarrico 5 Hedge 3	Grammar Lesson #1	Comm Task #38 Comm Task #30 CALLA
WEEK 4				
Date	Topic	Reading	Assignments	Presentations
August 16	Task-Based Teaching Integrating tasks into teaching Coordinate Structures and Complex Sentences Integrated Units	Hedge 10 DeCarrico 8 & 9		
17	Non-Finite Clause Constructions Integrated Unit Preparation	DeCarrico 10		
18	Applied Linguistics Review Functional Grammar Teaching Grammar Focus on Language Workshop	Hedge 5 DeCarrico 11	Grammar Lesson #2	
19	SLA Exam Observation/Practicum Overview Classroom Management Self-Access Review		AL II Grammar Exam Assessment Tool	SLA Exam
20	Assessment & Evaluation Professional Development Personal Philosophy Final Reflection	Hedge 11 Avery Ch. 10-16	Integrated Unit	

V. CLASS TIMES

Monday, July 26 - Friday, August 20, 2010

Hours: 8:30 AM - 12:00 PM
1:00 PM - 4:00 PM

VI. ASSIGNMENTS & GRADING

A. Second Language Acquisition (GC5204/422.23) - 3 credits

1.	Attendance (Week 1) [A].....	5%
2.	SLA Exam [G]	10%
3.	Method Outline & Demonstration [D]	30%
4.	Method Poster [E]	15%
5.	Reading of Richards, <i>Methodology in Language Teaching</i> [K] (Due November 27, 2010)	20%
6.	Philosophy Paper [L] (Due January 29, 2011)	20%

B. Applied Linguistics I: Morphology & Phonology (GC5201/421.13) – 3 credits

1.	Attendance (Week 2) [A].....	5%
2.	Text Reading (Avery) [B].....	10%
3.	One Task Presentation & Reflection [C]	15%
4.	Lesson on Vocabulary [F] (Due August 5)	20%
5.	Lesson on Pronunciation [F] (Due August 09)	20%
6.	AL 1 Examination [G] (Due August 11)	30%

C. Applied Linguistics II: Syntax & Discourse (GC5202/421.14) - 3 credits

1.	Attendance (Week 3) [A].....	5%
2.	Text Reading (DeCarrico) [B]	10%
3.	One Task Presentation & Reflection [C]	15%
4.	Two Grammar Lessons [F] (Due August 13 & 18)	40%
5.	AL 2 Examination [G] (Due August 19)	30%

D. Methods & Materials In TESOL (GC5203/423.22) - 3 credits

1.	Attendance (Week 4) [A].....	5%
2.	Text Reading (Hedges) [B].....	15%
3.	Teaching Unit [H]	30%
4.	Assessment Tool [I] (Due August 19)	20%
5.	Integrated Unit [J] (Due August 20)	30%

E. TESOL Practicum I (GC5205/429.31) - 1 credit

1.	Read Wajnryb's Classroom Observation Tasks [M]	10%
2.	a. 7 Observation Reports [M]	70%
	b. 1 Summary Paper [M]	20%

Reports Due: December 30, 2010

- F. TESOL Practicum II (GC5206/429.32) –2 credits
1. Read Bell’s *Teaching Multilevel Classes in ESL* [N] 5%
 2. Teach An English Class [N]
 - a. Assessment (Must be done *before* classes) 10%
 - b. Goals&Objectives & Curriculum (Must be done *before* classes) 10%
 - c. Lesson Plans & Reflections (10) 50%
 - d. Two video tapes of your teaching 10%
 - e. Sponsor teacher Practicum contract and Sponsor Teacher Practicum Evaluation 10%
 - e. Summary 5%
- Reports Due: March 19, 2010**

Percentage to Letter-Grade Breakdown

A+	97-100	C+	77-79	F	-60
A	94-96	C	74-76		
A-	90-93	C-	70-73		
B+	87-89	D+	67-69		
B	84-86	D	64-66		
B-	80-83	D-	60-63		

VII. REQUIREMENTS & GUIDELINES

- A. **Attendance and Participation**: Attendance and active participation are especially important in training to become English teachers. Both the content and the presentation of the content are equally important in teaching. The delivery of the content will provide a model for carrying out tasks in the EAL classroom. Your active participation will provide experience in engaging your learners in interacting in the language classroom.
Value: 5% for SLA, ALI, ALII, M&M
- B. **Text Reading**: a task to prepare for class. Readings in Avery, DeCarrico, and Hedge are to be completed according to the schedule *before* the designated class. Check off your name on the reading chart if you complete the readings on time. If you complete the reading after the date, check off your name and add an “L” to the box to indicate lateness. [Those students who wish to prepare before the beginning of classes are advised to read Hedge.]
Value: 10% for ALI, 10% for ALII, 15% for M&M, 10% for Practicum I and 5% for Practicum II
- C. **Task Demonstrations**: a task to present two tasks (Curriculum & Linguistics Tasks) and reflect on the experience.
1. Sign up for one *Holidays* task and sign up for one linguistic task.
 2. Prepare the tasks:
Holidays Curriculum Task: prepare the materials suitable for the class.

You will have 15-20 minutes to present your task.

Linguistic Task: prepare the materials for the class.

You will have 10-15 minutes to present your task.

3. Give clear instructions to the learners.
4. Facilitate the actual doing of the task.
5. **NOTE:** After the class demonstration, write a reflection journal. Reflect on your experience and your teaching. Were you prepared? Was the purpose of the task met? Would you utilize this in your own classroom? *etc.*
6. Submit the journal at the beginning of the next day.

Criteria: preparedness, punctuality, delivery, reflection insights

Value: 15% each ALI, ALII

D. **Method Sketch:** A task to illustrate various methods of language teaching.

1. Select two of the language teaching methods from the list below and put your name on the Methods Demonstration sign up sheet twice. Meet with other classmates who selected the same method (if applicable). Work together. Do research on the method. Use *at least* three resources. With your team members plan a demonstration/skit (8-10 minutes) and prepare a one page resource sheet for each demonstration.

- Lexical Approach
- Community Language Learning - TPR
- The Natural Approach
- Suggestopedia
- CALLA
- Growing Participator Approach
- The Silent Way
- CALL

Make sure both demonstrations illustrate the underlying philosophy, the general objectives, role of the teacher, role of the students, role of materials, and classroom procedure/technique associated with the method. Rehearse the demonstration. Present demonstrations on the assigned days.

2. Resource Page: Prepare a one-page resource sheet about the method. Include the name of the presenters, date, name of method, essential information (approach, design and procedures) and resources used, following standard bibliographical format. Use at least three resources. Make copies. At the time of the demonstration, distribute one resource sheet to the instructor and each member of the class.

Criteria: following directions, accuracy, clarity, teamwork, creativity, demonstration length, resource sheet.

Value: 30% (15% each) S.L.A.

- E. **Poster:** A task to visually illustrate various methods of language teaching.

Select one language teaching method from the list above. Do not choose the same method as your sketches. Consult at least three resources. Illustrate the method clearly on a poster. Try to present one unified metaphor or image. Make sure you include the essentials (approach, design and procedures). Be prepared to present it in class on the assigned day. The quality of the presentation is part of the grade. On the back of the poster, put your name, date and resources used following the standard bibliographical format.

Criteria: following directions, creativity, accuracy, design, balance, punctuality.

Value: 15% S.L.A.

- F. **Lesson Plans:** Prepare **four lesson plans**.

- 1) **One lesson** on some aspect of pronunciation (phonology),
- 2) **One lesson** on vocabulary (morphology).
- 3) **Two lessons** on some aspects of grammar/syntax.

Each lesson plan is to include the following elements:

- A description of the students for whom the lesson is prepared (whether real or fictitious): Their ethnic background, level of competence (CLB level), and language goals.
 - Specific **objectives** of the instructor for this lesson. (e.g. “at the end of this lesson the learners will be able to...”)
 - A relevant theme.
 - Bibliography of at least 2 sources (e.g. grammar texts, course books)
- Note: Your lesson plan should be clear enough and complete enough that someone else could present it from the materials you hand in. You must include all materials, (visuals, tapes, worksheets, etc) to be used in the lesson.

1) One lesson on vocabulary (morphology).

Select *one* of the articles provided or choose one of your own appropriate to the level (beginner, intermediate, *or* advanced).

- a. Select 10 vocabulary words from it.
- b. You will be given a template. Prepare a series of tasks to:
 - i. convey the meaning (Book)
 - ii. check the meaning (Look)
 - iii. consolidate the meaning (Took)

Value: 20% AL1

2) One lesson on an aspect of pronunciation listed below (phonology),

Prepare tasks for:

- i. listening discrimination

- ii. presentation of the target pronunciation
- iii. practice
- iv. communicative use

Choose one of the following objectives for your learners:

- to use word stress to distinguish between nouns and verbs.
- to use rising-falling *or* rising question intonation appropriately.
- to use prominence (nuclear stress) for information focus.
- to reduce unstressed syllables *or* function words to produce English rhythm.
- to use correct word stress with a type of suffix.
- to distinguish between tense and lax vowels in speech.
- to pronounce /b/, /v/, /f/ and /w/.
- to pronounce silver and green vowels (/I/ and /iy/).
- to pronounce the grammatical endings of 'ed' *or* 's' correctly.
- to use aspirated and unaspirated stops correctly.

Value: 20% AL1

3) Two lessons on grammar/syntax.

Prepare tasks for:

- i. introduction (Hook)
- ii. presentation or observation (Book)
- iii. practice or hypothesis (Look)
- iv. communicative use (Took)

Choose one of the following objectives for your learners for each lesson:

- to use correct word order for determiners and attributive adjectives in speaking.
- to use count and non-count nouns appropriately in discourse.
- to use appropriate articles [determiners] in a written text.
- to use comparative *or* superlative adjectives in a written text.
- to choose between past simple and present perfect forms in communication.
- to choose between simple and continuous forms in communication.
- to choose among appropriate forms to speak of the future in communication.
- to use modals appropriately for politeness in spoken communication.
- to use correct question *or* negation forms in communication.
- to choose the correct form, either a gerund or infinitive, as the object.
- to use indirect speech (reported speech) in communication.
- to choose among the prepositions 'at', 'in', and 'on' appropriately in communication.
- to use adjective (relative) clauses appropriately in communication.

Value: 40% (20% for each) ALII

G. **Examinations:**

Criteria: accuracy, clarity

Value: 30% for ALI; 30% for ALII; 10% for SLA

H. **Teach a Unit from *Various Curricula.***

1. Sign up for a unit.
2. Prepare to teach your section of the unit to the class in a seventy-five minute slot of time.
3. Teach all the tasks as suggested in the text.
4. Write up a reflection paper on your experience. Submit it the day after your teaching.
5. Remember to teach to your group as though they are a group of intermediate ESL Learners.

Value: 30% M&M

I. **Assessment Tool:** a task to prepare an assessment tool for use in an ESL/EFL program.

1. Form a group of 3 or 4 class members.
2. Prepare an assessment tool that assesses the proficiency of students in the 4 macro skills (speaking, listening, reading, writing). This assessment tool must be adaptable or cover all language levels (beginner, high beginner, intermediate, advanced).

NOTE: This tool is not a test but a compilation of tasks that can be used on the first day/week of teaching in order to discover your students' needs.

Your assessment tool should provide information of your students in the following areas:

- Personal Information
 - Educational Information
 - Situational Information
 - Competency Information
 - Topics of Interest
- (See M&M notes, pg. 3.5)

3. Submit all instructions and materials.

Criteria: appropriateness, thoroughness, punctuality.

Value: 20% M&M

J. **An Integrated Unit:** A task to learn how to prepare a text-based, task-based, integrated unit.

- a) Choose a particular discourse text to prepare a content-based unit for a particular group of learners.
- b) Integrate content, skill development, language and strategy training in the context of a communicative lesson format.
- c) Include tasks that cover all four macro-skills (reading, writing, listening, speaking), and all four competencies (linguistic – grammar, vocabulary, pronunciation, socio-linguistic, discourse and strategic). One task may include and integrate more than one of the aspects above. Your unit should include H/B/L/T elements.
- d) Submit the unit, task instructions, and materials.
- e). The unit will be graded from both a prospective employer’s point of view as well as a teacher trainer’s point of view.

Criteria:

Prospective employer criteria: overall presentation and **product** in terms of layout, neatness, clarity and overall impression.

Teacher Trainer criteria: overall **process**, integration, thoroughness, level and text appropriateness, theme, context, and following directions.

Value: 30% M&M

K. **Readings from Richards, *Methodology for Language Teachers*:** a task to continue professional development.

1. Read the text and write the main things that you learned from each chapter. This is an excellent review of what is learned in the summer and will help you review and prepare for your teaching practicum.

2. Send your report to me by email when your reading is completed.

Value: 15% S.L.A

L. **Personal Philosophy Paper:** a task to express your own philosophy of second language acquisition and the classroom.

Write an 8-10 page paper describing your theory of teaching English to speakers of other languages. Your theory of language and language learning should be outlined. Demonstrate that you understand the issues in second language acquisition research and classroom application. Describe your preferences for course design and classroom procedures that grow out of your approach.

Criteria: following directions, clarity, content, organization, creativity, punctuality.

Value: 20% S.L.A.

M. **Observe an English Class:** a practicum.

1. Read *Classroom Observations Tasks* by Ruth Wajnryb (10%)
2. Arrange to observe an experienced English teacher teach a class for 7 sessions. (Perhaps you can serve as a volunteer assistant.) Preferably this would be prior to beginning to teach your own class.
3. Write 7 reflection papers on the experience using tasks from *Classroom Observation Tasks* (10% each). Choose one task from each chapter.
4. Write a summary paper about the observation experience (20%).
5. Submit the reports to the instructor by mail, e-mail or fax. (If you submit materials by email, be sure to scan any papers you write notes on during your observation – charts, diagrams, etc. – in order for your instructor to be able to see what you are actually doing in the class rather than having it re-typed.

Criteria: following instructions, insights.

Value: 100% Practicum I

N. **Teach an English Class:** a practicum.

1. Read Jill Bell's *Teaching Multilevel Classes in ESL* (5%). Simply state that you did the reading when you hand in your final summary report.
2. (95%) Teach a class (5 or more students 18 years of age or older) in an ongoing ESL program for 20 hours. You must teach under the supervision of a qualified EAL teacher (minimum of undergraduate degree and TESOL certificate).
Report on the following:
 - a. A description and assessment of the students in your class completed *before* you teach further classes. (10%)
After teaching your first class, write up a description of each of your students from the information you found out in your needs assessment. Include as much information as you can about their needs, their background, their interests and reasons for studying English, etc. Refer to your M&M notes.
This assessment must be submitted in the beginning of the practicum. If it is handed in at the end, the most you will receive is a pass grade.

- b. A description of your goals and objectives for the class completed *before* you teach further classes. Name three topics you will cover including how much focus on reading, writing, speaking and listening will be needed. Also, show your breakdown into topics and language components' foci. (10%)
The curriculum outline needs to be handed in at the beginning of your teaching practicum. The purpose of this assignment is to be able to prepare an overall plan. If it is submitted at the end of the practicum, the most you can receive is a pass grade.
- c. A copy of your lesson plans and reflections on the lessons. Include *all materials* you use in your lessons. (50%)
- d. Two video tapes of your teaching. Tape yourself once near the beginning of your teaching and once near the end. Each video should be about 1 hour long. (10%)
- e. **Sponsor teacher Practicum II Contract and Sponsor Teacher Practicum Evaluation** form completed by your sponsor teacher. (10%)
- f. A summary of your teaching experience. Include what progress you saw in your teaching (including references to seeing yourself on video) as well as what progress you saw in your students. (5%)

Criteria: following directions, insights, appropriateness development.
Value 100% Practicum II

Name of Student:

Date:

Integrated Unit Checklist and Assessment Criteria

- CLB level (remember to consult CLB for appropriate objectives)

Curriculum:

- General Topic Outcomes (By the end of this unit learners will be able to...)
- Specific Skills outcomes (objectives for RWLS)
- Language Focus outcomes: grammar, vocabulary, pronunciation
- Other communicative competency outcomes: sociolinguistic, discourse, strategic, functions
- Assessment/evaluation plans
- Connecting with community
- Bibliography
- Overall presentation

6-8 Lessons centered around overall theme. Each lesson should have:

- Topic (subtopic of overall theme)
- Objectives (one of/combination of: sociolinguistic, strategic, discourse, functional, linguistic (pronunciation, vocabulary, grammar))
- Skill areas (Listening/Speaking/Reading/Writing)
- Task types (preparation, presentation, implementation, usage)
- Learner Grouping
- Time for each task
- Materials and resources
- Lesson steps clearly articulated
- Be task-based
- Remember controlled and communicative activities
- Some lessons should include assessment/evaluation tasks/activities
- Continuity/ flow between lessons

Comments:

Grade:

Sponsor Teacher Practicum II Contract for Teaching

The teacher in training will:

- be observed by the sponsor teacher three times during the course of the semester
- meet with practicum supervisor or sponsor teacher to discuss progress and lesson plan ideas

The Sponsor Teacher will:

- observe Practicum Teacher three times and fill out Teacher Observation Form. The Form will be shared with the Supervisor and the Teacher in training.
- be available for feedback and guidance for the Teacher in Training.

Signatures:

(Supervisor)

(Sponsor Teacher)

(Practicum teacher in training)

Start date: _____

Completion date: _____

Sponsor Teacher Practicum Evaluation of Practicum Student

Check the appropriate box on the right that corresponds with how you assess the Practicum Student's performance in your class in the following areas:

Assignments/ Materials Development	NA Not Applicable	1 Weak	2 Developing	3 Good	4 Exemplary
Came to class with materials well prepared and organized.					
Designed/used materials relevant for meeting class objectives.					
Designed lesson plans which followed an effective sequence.					
Incorporated authentic materials into classroom tasks					
Designed tasks appropriate to students' level, age and interests					
Designed tasks that promoted student use of the target language					
Developed original and creative materials.					
Developed tasks requiring a variety of interactions (e.g. pair work, group work, whole class)					
Created appropriate assessment tools relevant to the class goals and students' study.					

Please provide additional comments on any of the above items:

Classroom Management	NA Not Applicable	1 Weak	2 Developing	3 Good	4 Exemplary
Gave clear directions					
Grouped or paired students effectively					
Demonstrated effective time management					
Used target language					
Used the blackboard effectively					
Displayed interest and enthusiasm in the topic					
Appeared confident					
Maintained good rapport with the students					
Effectively identified problems and provided appropriate solutions					

Please provide additional comments on any of the above items:

Relationship with Sponsor Teacher	NA Not Applicable	1 Weak	2 Developing	3 Good	4 Exemplary
Showed willingness to accept feedback					
Showed evidence of incorporating feedback					
Maintained a good rapport with Sponsor Teacher					

Please provide additional comments on any of the above items:

_____ Signature of Sponsor Teacher