

A photograph of Memorial Hall at the University of Delaware, a large brick building with a prominent portico supported by white columns. The building is set on a green lawn with a few trees and a clear blue sky. In the foreground, a woman with a backpack and a man with a shoulder bag are walking on a path. A sign for Memorial Hall and some bicycles are also visible.

UNIVERSITY *of* DELAWARE

English Language Institute

Teacher Training Program
Faculty Handbook



English Language Institute

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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



Joe Matterer
Associate Director
Intensive English Programs



Karen Asenavage
Associate Director English for
Academic Purposes



Baerbel Schumacher
Program Manager

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

Associate Director for Intensive English Programs: Joseph Matterer, MA Linguistics (jwm@udel.edu)

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

Program Manager: Baerbel Schumacher (baerbel@udel.edu)

Key Faculty



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

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

Methodology Instructors: Nicole Servais (nservais@udel.edu) Grant Wolf (grantw@udel.edu)

Culture Instructor: Monica Farling (mfarling@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:



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.

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 six months, 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 six 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 two-week 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.

American Culture Syllabus

Textbook

Williams, J. *Academic Encounters: American Studies 2*. 2013: Cambridge University Press, Cambridge

Overview and Course Objectives

This class will focus on aspects of American culture including

- values
- civics (geography, history, and government)
- media and the arts
- home, family and lifestyle

We will use our textbook as well as supplementary, authentic materials such as newspaper and magazine articles, literary excerpts, art, architecture, and film to explore various aspects of American culture.

We will also discuss ways in which language and culture can be integrated in your own classroom, and how culture can be made relevant to your own students. We will look at some specific techniques for using culture to teach language and for teaching culture directly in interesting ways.

Assessment and Student Learning Outcomes

You will be expected to join in and actively participate in daily class discussions. Your shared prior knowledge, experience, and opinions are important in coming to a better understanding of American culture.

You will also be expected to write three reflective essays on various aspects of American culture. These essays will be informed by knowledge gained in the class, by your own reading, by visiting and exploring the local community, and by your visits to Washington DC and New York.

You will be expected to select one specific aspect of American culture which you wish to focus on, and learn more about. You will seek to demonstrate a deeper understanding of this topic. You should spend some time to research this topic, and do a five to ten minute presentation during week five of your program here. 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, Elvis Presley), music (e.g. jazz), art (e.g. pop art), literature (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.

Course Goals

Participants will

- Develop a broader and deeper understanding of various aspects of American culture.
- Gain insight into using cultural material to teach language, as well as teaching the culture of an English-speaking country.

These goals will be realized through:

- Class readings, activities and discussions
- Interaction with host families and people in the local environment
- Trips to Washington DC, New York and Amish country
- Research for the presentation
- Personal reflection

Methodology Syllabus

ELT Methodology Course Syllabus

Textbook: Celce-Murcia, M. *Teaching English as a Second or Foreign Language*. Fourth Edition.

Overview: This goal of this course is to familiarize you with the methods of teaching English as a Second or Foreign Language, but it will also examine teaching best practices in general as well as current educational trends in the United States. Perhaps most critically, an examination of how to adapt these methods and practices for use in your own educational setting is built in to the course.

Course objectives are as follows:

- Introduction to Second Language Acquisition and the structure of English
- Examination of problem areas for English learners in your home country and the concept of transfer
- Overview of the methods of teaching English as a second language, including a historical perspective
- Action Research
- Survey and reflection of your own current teaching styles and the challenges you face
- Blending TESL methodology with current educational best practices
- Analysis of effective groups and cooperative learning, including Marzano strategies
- Discussion of the art and science of teaching
- Enhancing motivation and retention
- Materials design and development
- Project-based learning
- Observe teaching practices at ELI; discuss effectiveness and potential adaptations
- Differentiated instruction
- Scaffolding
- Skills-based instructional activities
- Reflective teaching
- Lesson plan design
- Using the Internet to your advantage
- Integrating technology

We will use the textbook as well as supplementary materials (articles, handouts, and websites) to explore effective teaching techniques. You will also complete a Reflections in Action project in which you will seek to tie together all that you have learned and relate it to your own teaching situation.

Assessment: You will be expected to join in and 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.

You will also be expected to prepare three 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 we are seeing in the classroom.

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 required to give a final presentation on your action research project.

Syllabi for MA TESL Methodology Courses

University of Delaware School of Education

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

Spring 2013

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:

Joe Matterer, Associate Director (189 W. Main Street; email: jwm@udel.edu)

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

Nicole Servais, Self-Access Learning Center Coordinator (108. E Main Street;
nservais@udel.edu)

Bob Palmer, Listening Lab Coordinator (312. S. College Ave.; email: bpalmer@udel.edu)

Practicum Meetings (required)

- Meetings every 1-2 weeks, to be arranged, with Nigel and/or Joe
- Occasional 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 within 48 hours 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 at least 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)

- 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 12/30/12

Guidelines for Lesson Packets (Updated 3/12/13)

1. Prepare a detailed lesson plan. This plan must include all 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, preferably as one document** 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

D+ = 67 – 69

C = 73 – 76

D = 63 – 66

C- = 70 – 72

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
FALL 2014
Tuesday, 5:00 – 8:00 PM
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 *wide variety* 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. Teaching sessions and lesson plans. 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. TESL material portfolio. 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. Mid-term exam. The mid-term will address material covered in class and in the readings during the first seven weeks of the course.
- e. Final exam/project. The final will be take-home and comprehensive, though emphasizing material covered in the last half of the course.
- f. Professional Development Activities. 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:

<i>Assignment</i>	<i>Due Date</i>	<i>Possible Points</i>
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:

<i>Assignment</i>	<i>Due Date</i>	<i>Possible Points</i>
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_(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.	<i>Sign-up for first micro-teaching session;</i> <i>Sign-up for what works (WW) session by skill area.</i>
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 <i>Complete first journal entry: Apply principles of reflection to one area of your teaching, propose an action research plan.</i>
3 September 9	Teaching Pronunciation, Stevens: phonetics follow-up, effective suprasegmental teaching activities.	Avery, 92 -106; <i>Second journal entry: transcription homework from Avery.</i>

<p>4 September 16</p>	<p>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></p>	<p>Avery 161-236. <i>Begin building portfolio.</i> <i>Complete and submit conference proposal</i></p>
<p>5 September 23</p>	<p>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.</p>	<p><i>Complete third journal entry: how might your teaching of OI change as reading of the readings and class discussion/activities.</i></p>
<p>6 September 30</p>	<p>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.</p>	<p>Ur, pp. 2-126</p>
<p>7 October 7</p>	<p>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></p>	<p>Ur, pp. 127-167</p>
<p>8 October 14</p>	<p>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</p>	<p>Rivers, pp. 110-123, Stern, Why drama works, in Oller, pp. 207-225</p>

	curriculum, using drama and puppetry with children.	Wear comfortable clothing and shoes. <i>Complete fourth journal entry: respond reflectively to our classes and readings on teaching listening.</i> <i>Pick up take-home mid-term exam.</i> <i>Micro-teaching must be complete.</i>
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. <u>WW in teaching speaking.</u>	Di Pietro, Scenarios, Discourse, Real Life Roles, in Oller, pp. 226-238. Rivers, pp. 1-69; 170-176, 194-210. <i>Turn in take-home mid-term exam.</i> <i>Optional second micro-teaching must be requested and approved by this date.</i>
10 October 28	Teaching Vocabulary, guest faculty Ken Cranker Integrating Technology into TESL, guest faculty Phil Rice <u>What works in Teaching Vocabulary</u>	<i>Complete fifth journal entry: consider how you might incorporate drama into your teaching</i>
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

	<p>selecting texts; addressing impediments to comprehension.</p> <p>Stevens: Using Silent Way to teach reading.</p> <p><u>WW in teaching Reading</u></p>	<p>Optional: Rivers, 70-82</p> <p><i>Complete sixth Journal: write a scenario.</i></p>
<p>13 November 18</p>	<p>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></p>	<p>Reid, pp. 1-67.</p> <p><i>Second (optional) micro-teaching must be complete</i></p> <p><i>Complete seventh and final journal: PD Plan</i></p>
<p>14 November 25</p>	<p>Teaching Writing and Grammar for high intermediate and advanced students.</p> <p>Stevens: process writing; collaborative learning; conferencing; EAP and ESP writing; using journals; plagiarism; reading and writing; mapping, outlining, brainstorming; mechanics.</p>	<p>Reid, pp. 107-225</p>
<p>15 December 2</p>	<p>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</p>	<p><i>Complete course evaluation. Turn in complete portfolios</i></p> <p><i>Pick up take-home final.</i></p>
<p>16 December 9</p>	<p>Final Exam Week—no classes</p>	<p><i>Turn in take-home final.</i></p>

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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. Rinvoluceri, 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. Rinvoluceri. (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.

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

Rinvolutri 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-month), a workshop may be most beneficial. In the past, the SALC Coordinator has conducted this workshop, but other faculty members may also potentially be able to conduct this workshop. 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 mini-teaching conference. Six-week programs will present their findings on the last days of the methodology course.

In order to plan the mini-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.

SAMPLE ACTION RESEARCH PROJECT

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/flt/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 may 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 then 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 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 two-week 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.

Participating area schools:

High Schools

Appoquinimink

Newark

Middle Schools

Caravel Academy Middle School

Everett Meredith

H.B. DuPont

Kennett

Gauger Cobbs

Shue Medill

Newark Charter

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

L/S Textbooks

Level I

Adelson-Goldstein, J. *Oxford Picture Dictionary*

Beisbier, B. *Sounds Good, book 1*

Baker, A. *Pronunciation Pairs*

Level II

Baker, A. *Pronunciation Pairs*

Wilson, W. *Fifty-Fifty 1*. 3rd Edition

Adelson-Goldstein, J. *Oxford Picture Dictionary*

Level III

Beisber, B. *Sounds Great: Book 1. Silver Edition*

Tanka, J. *Interactions 2*

Level IV

Miller, S. *Targeting Pronunciation*. 2nd Edition

Solzano, H. *NorthStar: Listening and Speaking, Level 3*.

Ferree, T. and Sanabria, K. *NorthStar: Listening and Speaking, Level 4 (pilot)*

Oral Business

Grant, L. *Well Said*

English through the News IV

Miller, S. *Targeting Pronunciation Miller*. 2nd Edition

Level V

Advanced Com. & List. Skills
Earle-Carlin, S. *Q: Skills for Success 5*
English Central

EAPV L/S
Gilbert, J. *Clear Speech*. 4th Edition
Lebauer, R. *Learn to Listen 1*
Lebauer, R. *Listen to Learn 2*

English through the News V
Lane, L. *Focus on Pronunciation 2*

Adv. Oral Business
Grant, L. *Well Said-W/4-CD's*
Cotton, D. *Market Leader; Int.*

Eng/Stories
Boyd, F. and Quinn, D. *Stories from Lake Wobegon*
Gilbert, J. *Clear Speech*. 4th Edition

Level VI
English through Broadway
Gilbert, J. *Clear Speech*. 4th Edition

EAP VI
Gilbert, J. *Clear Speech*. 4th Edition
Kendall, M. *More of the Real Thing*

Eng/Sixties
Lane, L. *Focus on Pronunciation 3*

English as an International Language
Lane, L. *Focus on Pronunciation 3*
Film
Grant, L. *Well Said-W/4-CD's*

English through Drama
Lane, L. *Focus on Pronunciation 3*

EAP VI/GRAD LS
Gilbert, J. *Clear Speech*
Salehzadeh, J. *Academic Listening Strategies*

R/W Textbooks

If teacher training program participants take an R/W course, you may locate the textbooks in the syllabi for the course. Syllabi can be found on the ELI Faculty Handbook at

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

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 letter is the standard method 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 you will need them!

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,

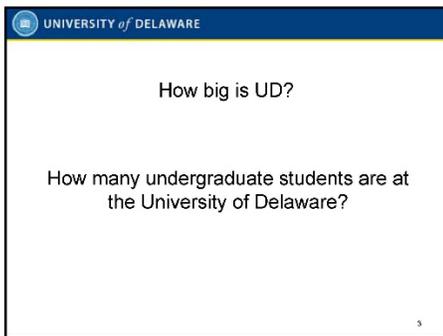
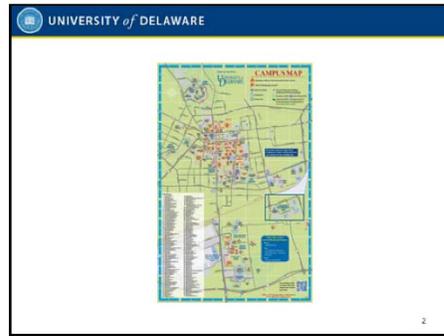
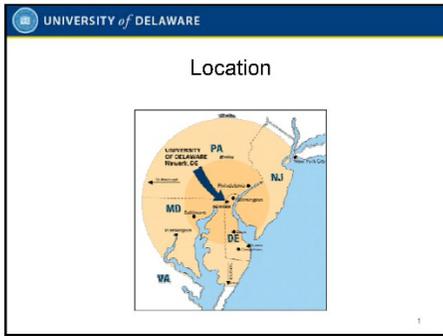
Your Program Coordinator

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.

General Orientation Sample



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 Jeanne Cannavo (jcannavo@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 may contact Chris Smith (smithc@udel.edu) to book a campus building. 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 Jeanne Cannavo (front desk at 108 E Main St., jcannavo@udel.edu).

ROOM RESERVATIONS

For reservations of ELI classrooms at 108 E. Main, contact Jeanne Cannavo at jcannavo@udel.edu.

For reservations of UD campus classrooms, contact Chris Smith (office coordinator at 189 W. Main St.) at smithc@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 Jeanne Cannavo (jcannavo@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

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

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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.

2014-2015 JUSTE TEACHER TRAINING PROGRAM

SAMPLE PROGRAM EVALUATION, PHASE III AND OVERALL

In order to better organize future programs, we need feedback from you on your experience during the six months of the Japanese-U.S. Training Exchange Program. We have already sought your opinions on Phases I and II of your program. The following questions focus on Phase III and the overall program. Please read and respond to each question carefully. We appreciate your thoughts and the time you put into this evaluation.

NOTE: This first page is confidential because the information you give will identify who you are. It is not attached to the rest of the evaluation so that you can hand it in separately.

Phase III School Practicum

In which school were you placed? _____

How would you rate your experience in the school?

- Extremely useful and interesting
- Useful and interesting
- Moderately useful and interesting
- Slightly useful and interesting
- Not useful or interesting

Which aspects of the practicum were most useful to you?

How would you suggest changing the school practicum to make it more useful to future participants?

Other comments on the school practicum:

Homestay Families

How satisfied were you with your entire homestay experience from August to January?

- highly satisfied
- satisfied
- moderately satisfied
- slightly dissatisfied
- completely dissatisfied

Homestay family: _____
(Name of family)

Comments on your homestay experience:

University and Community Engagement

The Japanese Ministry of Foreign Affairs is interested in learning how involved you became in the life of the University and the community. Please list any campus or community clubs/activities not organized by

the ELI or the JUSTE program that you attended at least once, e.g. yoga classes, Nihongo, faculty volleyball

...

JUSTE “Best Practices in Teaching EFL” Conference

How meaningful and useful was your participation in this conference?

- Extremely useful and interesting
- Useful and interesting
- Moderately useful and interesting
- Slightly useful and interesting
- Not useful or interesting

What did you learn from the experience of preparing and presenting your action research at the conference?

How could the experience be made more useful in future programs?

Other comments:

“Using PowerPoint Effectively” workshop

How meaningful and useful was this workshop to you?

- Extremely useful and interesting
- Useful and interesting
- Moderately useful and interesting
- Slightly useful and interesting
- Not useful or interesting

Comments:

School Visit: School for the Creative and Performing Arts of Philadelphia

How meaningful and useful was this workshop to you?

- Extremely useful and interesting
- Useful and interesting
- Moderately useful and interesting
- Slightly useful and interesting
- Not useful or interesting

Comments:

Your Overall Experience in the Six-Month Program

How satisfied were you with University facilities (libraries, bookstore, Carpenter Sports Center, etc.)?

- highly satisfied
- satisfied
- moderately satisfied
- slightly dissatisfied

completely dissatisfied

Comments on the University facilities:

How satisfied were you with your coordinator (Sarah Petersen), ELI staff and administration?

highly satisfied

satisfied

moderately satisfied

slightly dissatisfied

completely dissatisfied

Comments on your coordinator, ELI staff and administration:

Looking back on your entire six-month experience, which aspects were the most useful for you? Why?

The Pre-Arrival Orientation

If an ELI representative and a member of this year's U.D. JUSTE team are invited to the pre-arrival orientation in Tokyo for a future JUSTE team, please help them make it a useful experience for the new team!

In your opinion, what should be the goals of the **ELI representative's** presentation to the new team? That is, what aspects of the program are, in your opinion, important to explain to them before they arrive?

What should be the goals of the **former JUSTE team member's** presentation to the new team? That is, what information do you think s/he should share with the new team?*

**If you are chosen to attend the pre-arrival orientation next year to represent former team members, please let me know! I'll send you the comments from this last question!*

OTHER COMMENTS

OK, this is your last chance! Do you have any other comments or suggestions about anything in your program?

Sample PROGRAM IMPLEMENTATION FINAL REPORT

University of Delaware-English Language Certificate Program

for High School Teachers from Brazil

January 11–February 22, 2014

The University of Delaware English Language Institute had the pleasure of implementing a third iteration of a six-week intensive and comprehensive EFL teacher training program for 28 high school 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 the English language teaching capacity all across Brazil.

Participants in this six-week institute represented a cross-section of Brazil's schools from a range of regions, urban and rural environments. This diversity created a great environment for learning, for creative ideas to flourish and resulted in many new ways of approaching challenges in the classroom. Participants responded overwhelmingly positively to the various program components and tremendously appreciated the professionalism and depth of knowledge of Academic Coordinator Michael Fields as well as the high level of instruction offered by ELI colleagues in methodology, American culture, and a range of hands-on workshops.

In overview, the program consisted of academic and cultural components. The academic component included a language development course focusing on listening and speaking, an American culture course, and an EFL methodology course. Also included were twice-weekly workshops, classroom observations, and two methodology-oriented projects. The cultural component included trips to Washington DC, New York, a theater visit, a poetry workshop with Delaware's Poet Laureate Joann Balingit, a networking dinner with People to People International and the social ties of a host family. A detailed calendar is attached in APPENDIX A

Program Objectives

- Increase participants' English Language Proficiency with particular focus on oral intelligibility, fluency, and comprehension

- Improve participants’ knowledge of up-to-date language teaching methodology through both a designated course and workshops
- Create materials suitable for teachers’ own setting
- Develop or increase teaching skills using technology: resources, tools and techniques
- Foster professional dialogue with US teaching colleagues and forge long-term connections
- Increase understanding of US culture through community engagement, host family visits, and cultural excursions including New York City and Washington DC

PROGRAM ACTIVITIES

Language practice included a core class emphasizing oral/aural skills, a culture and history content course specifically designed for the Brazilian teachers, and an EFL methodology course. Teachers responded extremely positive to their Listening/Speaking classes who at the higher level focus on content such as the 1960’s and incorporate authentic materials such as print and broadcast news in the News class. As one participant commented: *“It’s one of the most important parts of the program. In Brazil I don’t have so many opportunities to practice English.”* Another commented that *“I loved to interact with students from different countries.”* (APPENDIX C)

Listening/Speaking Class: In preparation for their placements into ELI’s listening and speaking classes, teachers were given an aural comprehension test and an oral interview. The results were used to place the participants in listening/speaking classes for the entire six weeks of their stay. Participants not only focused on practicing English at their level, but also used English in authentic situations with speakers of other languages, some for the first time in their lives. One teacher commented: *“this course...and the awesome project we done will definitely change my life and my way of teaching. The impact was so positive that I am planning to share all my knowledge with my students and teachers.”*

APPENDIX B includes the list of participants’ grades and attendance records

American Culture

Teachers were divided into two groups for the *American Culture* course, one of which was taught by Michael Fields and the other by ELI instructor Sarah Petersen. This course focused on values, history, politics and government, media and the arts, diversity and equality, and lifestyle, and made extensive use of authentic material, including film, television, print and internet news reports, literary excerpts and poetry, artwork and music. Special attention was given to integrating culture and language, presenting ways in which culture can be used to teach language in the Brazilian context and the important ties between culture and language. One student commented “*It showed us the real side of the USA and its culture. And from now on, I feel secure to transmit all this knowledge to my students.*” Another remarked “*We had the opportunity to learn more about American culture and compare it to Brazilian culture. It has helped us understand better some aspects of it and also disc us about some American stereotypes.*”

II. Teacher Development Program:

Methodology course: A dedicated EFL methodology course was taught by ELI instructor Nicole Servais. This course included an overview of ESL/EFL methods, practical training for the participants’ specific teaching environments in Brazil, and supervised development of lesson plans based on course material. Participants were required present a lesson based on new teaching methodologies that they had acquired during the program. As one participant remarked, “*The methodology course was essential for my professional development. It was very important to share the ideas and be familiar with all new trends in this field.*” (APPENDIX C)

Workshops: Teachers participated in twelve methodology-oriented workshops, presented by ELI instructors. These workshops covered a range of pedagogical topics, including listening, writing, pronunciation, vocabulary, and grammar. Several workshops focused specifically on technology issues, while others were oriented towards sociolinguistic topics such as developing a love of English, slang, using poetry, and teaching with music. One participant remarked that “*The workshops will be a good source on our daily working routines back in Brazil.*”

Classroom Observations: While our participants tested into upper-level listening and speaking classes, their own teaching situations in Brazil mean that they mainly teach lower-level classes. To this end, six classroom observations were organized so that they could see first-hand the methodologies they were learning applied in an authentic setting. Three observations were in listening/speaking classes, and three were in reading/writing classes.

Reflections in Action project: Participants were asked to select one aspect of their teaching that they would like to improve upon during the program. Under the supervision of either Michael Fields or Sarah Petersen, they did research in the library and/or online, used information from their methods class, observations and workshops, and reflected on their own teaching, in an action research project. This culminated in a presentation of their research findings to the group.

Portfolio Project: Participants received initial training in using **Dropbox** as a virtual tool to create an online group portfolio to serve as a clearinghouse for results and materials of their six-week program of training and development. Each one was asked to contribute by synthesizing techniques, approaches and methodologies observed and experienced in the teacher training workshops of the program and in ELI classrooms as well as their increased understanding and knowledge of US-American culture.

IV. Experience America: Activities, Trips and Community Connections: During the first week, a welcome reception was held in honor of the visiting teachers to meet teaching colleagues and staff at the English Language Institute. They were likewise honored upon completion of the program at a graduation luncheon where they received certificates of successful completion. Over the course of their six weeks, participants met with community groups for informal discussion and socializing including the Newark Senior Center, People to People International, and community members who served as host families and included teachers in their activities and home life. The integrated **cultural program** component included an exploration of Delaware's history as well as full day trips to Washington DC, New York City, and Amish country in Lancaster, PA. Campus events were also open for participants to attend including free and low cost movie screenings,

music performances, professional theater performances and special lectures on a range of topics. Participants were taken to a community theater, and had many opportunities to hear live music in the town of Newark DE. One participant remarked, *“Well selected group of cultural activities. I loved all of them.”*

V. Housing: The Brazilian teachers resided in the INNternationale, a global community that is home to visiting international scholars, graduate students, and ELI students. Suites in the facility are equipped with identical amenities (32” flat screen 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. Some participants commented: *“I had never had such a nice experience as I had here. Cozy place where I could make a lot of friends.”*

VI. Program Evaluation: In addition to weekly review meetings, where program coordinator Michael Fields received feedback and advised participants on upcoming activities, participants had ongoing access to Michael during all program activities. A final written evaluation was administered to the participants, measuring levels of satisfaction, knowledge and skills, and levels of confidence in implementing what they learned upon returning to Brazil. Thus a balanced use of analyzed program documents, objective instruments (e.g., surveys and assessment rubrics), and qualitative instruments (e.g., observations and interviews) provide an aggregate pooling of information over time known as “illuminative evaluation,” which seeks, not only to establish causal relationships between training and outcome, but also to describe antecedent and consequent conditions so that reliable linkages might be ascertained to identify issues, problems, and the value of specific program features. All results are contained in APPENDIX C.

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***.