

8/31/16

Michigan State University, Fall 2016

Section 001: Mondays, 4:10-7:00 PM, A303 Wells Hall

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**Dr. Paula Winke, course instructor**

B252 Wells Hall

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**Course Description**

In this course I offer a foundation in the approaches, methods, and materials for the teaching of English as a second language and foreign languages from the perspectives of second language acquisition research and task-based language teaching pedagogy. My main goals are to teach teachers and applied-linguistics researchers about (and teach them how to apply to their teaching) the communicative approach and task-based language teaching principles in particular. The course has three parts. We begin by reviewing the history and basic concepts pertaining to the field of language teaching methods (and post-methods, as will be explained). Second, we will dive into task-based language teaching, syllabus design, and lesson planning. And third, we focus on external factors that affect task-based language teaching and how teachers and learners can best use tasks. In class, everyone will write a teaching philosophy through an iterative peer, teacher, and self-review process. Each person will write a textbook review, with the evaluation focusing on the book's tasks.

**Course Objectives: By the end of the semester, students in this course will be able to do the following.**

1. Explain the development of language teaching methodologies and use the rationale behind current methods and teaching practices to inform their own teaching practice and materials design.
2. Read, understand, and think critically about current research pertaining to teaching methods and language teaching techniques to inform curriculum development.
3. Provide a professional review of foreign or second language materials in light of current trends in teaching methodologies. This exercise will be employable after graduation: for initial textbook adoption, guidance in the use of materials, or the adaptation of materials.
4. Convey to others a coherent and well-articulated, theory-based teaching philosophy grounded in empirically tested research. This conveyance will be useful and **online**, and will continue to be developed by the student in his or her professional life.

**Web Site**

The Web space for this course is on Desire to Learn (D2L). Log in at <https://d2l.msu.edu/>. The online readings are on D2L, as well as assignments, outlines, handouts, and other information.

## Classroom-based Expectations

- You are responsible for knowing MSU's policy on plagiarism. Familiarize yourself with this site: <http://www.msu.edu/unit/ombud/honestylinks.html>. Note that this web site states that "plagiarism not only is legally wrong but also morally corrosive... Any paper based upon the writing of others should **acknowledge every source used**." (I added the bolding.) If you plagiarize, I will (a) give you a penalty grade on the assignment, (b) fail you on the assignment, or (c) fail you in the class. Please note that I unfortunately have given all three types of penalties out to students before, and yes, these were penalties given to MSU graduate students. If I give you a penalty, I will inform the director of your program of the penalty. I will also inform your department chair and the dean of your college if required. Note that plagiarism can lead toward expulsion from MSU.
- Communications will be accomplished via the class list email and through D2L. Please make sure that you check your MSU account regularly or have your MSU email forwarded to an address that you do check regularly. Do not send email to me through D2L; rather, send me email directly to my MSU email account ([winke@msu.edu](mailto:winke@msu.edu)).
- When sending a file to me via email or when uploading a file to a D2L dropbox, always put your name and the assignment in the file name. For example, save your file as "Winke\_1stDraftTeachPhilo.doc" and then email or upload it.
- All assignments are expected to be well written. Free writing assistance is available at the Writing Center in Bessey Hall or the ELC Writing Lab. If an ELC Writing Lab attendant is in this class, you may not seek his or her writing assistance due to a potential conflict of interest. No professional writing assistant can provide you with help on content. You are encouraged to ask your peers to review your writing before submitting it to me. This is recommended for non-native and native speakers of English. This is good practice for reviewing grammar, for promoting peer discussion, and for receiving peer comments on the content of your work. I will not check that you are doing this, but it will show and make a substantial difference in the quality of your work.
- You are responsible for handing in all assignments on time. I have the right to refuse acceptance of any late assignments. Your assignments must be original. They must not be used in any other class (prior or present) without approval by me and the professor of that other class.
- Please turn off your cell phone before class unless you need to monitor for an extremely important call. (For example, a parent in class with a sick child at home may need to keep the phone on.) If you do need to keep your phone on for a special reason, **please set your phone to vibrate** and step out of class to take the call.
- You may bring food and drinks to class, but please be considerate of others. Do not bring "noisy" foods or foods with a particularly strong odor. (I have never had a problem with food in the past, but know of a professor who had to ask a student not to bring in McDonald's French fries.)
- If you have the flu or flu-like symptoms (fever, cough, sore throat, body aches, headache, chills and fatigue), please stay home to avoid infecting others. You can email or call me at school or at home to let me know you will not come to class due to illness, but this is not required. You do not need a doctor's note. Just get the class notes from a classmate. If there is an assignment due, you are responsible for turning it in. If there is no doctor's visit needed, I can reject a late assignment. You cannot claim to have not known about an assignment because you were not in class.

## Required Textbook/Readings

<b>TB</b>	Main Textbook	Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (Eds.). (2014). <i>Teaching English as a Second or Foreign Language</i> (4th ed.). Boston, MA: National Geographic Learning/Heinle.
<b>OL</b>	Online readings	Other required readings are available on the course's D2L Web site. You will need to download them to read them and/or print them out. They are PDFs. In class you can read them on paper, on your laptop, or on your iPad or other hand-held/lap device.

## Recommended Textbook

(For writing style guide, citation formatting) APA. (2009). *Publication Manual of the American Psychological Association*, 6th edition. Washington, DC: American Psychological Association. <http://www.apastyle.org/>

Assignments	Description and Expectations		Due Dates
1. Readings & class participation	Because the class is heavily discussion-oriented, it is vital that you read the assignments before the class in which they are to be covered and be there to discuss them. Your regular attendance and the quality of your class participation will be important considerations in your final grade. See the descriptions of the levels of participation (the participation rubric) in this syllabus. 2.5 points will be awarded for participation at four points in the semester (see right).	10%	Grades given out after class on... <i>Sept. 19</i> <i>Oct. 10</i> <i>Oct. 31</i> <i>Nov. 28</i>
2. Classroom observation (opt. 2)	You will observe an ESL or foreign language teacher teaching. You will write up a time line of the class as it happens (on paper, not using a computer), and then write a two-page (double-spaced) reflection, commenting on what methods were used (use your textbook/video descriptions!) and what you thought of the class. You will evaluate the class in terms of whether the teacher used tasks.  You must first inform Dr. Winke about who you would like to observe because Dr. Winke does not want any one teacher being sent observation requests by multiple students. Only after Dr. Winke's approval can you contact the teacher to request an observation. If the teacher is at MSU, Dr. Winke will need to see the draft of your email request first.	10%	Papers are due in class in hard copy on October 10.
3. Foreign or second language textbook / software review	Students will turn in a review of a foreign or second language textbook that has been published in English (and published with a <i>reputable publishing company</i> after the year 2007) that purports to be task-based. With approval by Paula, you may review set of online materials for second or foreign language teaching. It is expected that SLS Ph.D. students write a review for publication in a journal. MA TESOL students must work on this solo. Ph.D. students or non-MA TESOL students who opt to write the review for publication may work on this project (the publication) in pairs. A significant part of the review will be reviewing whether the textbook or material really is task-based. The first draft is worth 12 points. The conf. is 4 pts. The final draft is worth 4 points.	20%	1 <sup>st</sup> draft due to D2L Oct. 31. Comments given to you by Paula before 11/14. Conf. with Paula week 14 or 15. Final draft due Dec. 15 by 7:45 PM.
4. Teaching philosophy	In this course each student will draft his or her own teaching philosophy. The first draft of the teaching philosophy is for 10 pts., to be turned in via D2L in the "dropbox" that is under <b>Communication</b> , then under <b>Discussions</b> . We submit here so that you will be able to download other students' philosophies. You will review one or two other students' teaching philosophies (for 4 points total); you will provide comments via "track-changes." The final draft is due at the end of the semester (6 pts).	20%	1st draft due to D2L Nov. 7. Peer review of philosophies to be uploaded by <b>Nov. 14</b> . Final draft due Dec. 15.
5. Teaching based on an article for class	You will be presented with a list of articles. You will select one article out of the list. You will then lead the discussion of the article with a peer or solo in class.  (a) The week prior to the in-class teaching, give the class a short preview of the topic. The preview will be no more than <b>2 PowerPoint slides</b> in length. You can go to ONE external website to show a video if you would like. Hand out a <b>one-page</b> preview sheet with your name(s), the name of the article, and then (a) key terms, (b) any hints students might need to best understand the article (you can be creative here), (c) and up to 4 questions that pertain to the article (Article Topic Preview Sheet). Upload a copy of your PowerPoint and this preview sheet to the Discussion "Article Topic Preview Sheet" in D2L before class (3 pts.) so students not in class can get your material before the lesson in class. You will be responsible for making the photocopies to give out to the class. Your PowerPoint should not only have text. Be creative. (b) For the in-class session, you will prepare a 20-minute PowerPoint (or another presentation software) presentation on the article. You can only present <u>for 20 minutes</u> . I will have a timer. You cannot go over the time limit. Do not bore us. Teach the significant parts of the topic, display the research questions, a diagram for the methods (if it is empirical), the main RQs, and the results. Present the implications of the study (for the field/theory, and for teaching). Then, open an interactive discussion of the article. Get the students to interact. We will have 10 to 20 minutes for discussion, depending on how animated the class is. (7 pts.)	10%	Sign up before Thursday, Sept. 8 at 5PM. Sign up using the Signup Genius signup; link sent to you via email.
6. Task-design assignments	We will have two smaller assignments in class this semester. For each one, you will design a task for the language classroom. One will focus on reading and writing, and the other will focus on listening and speaking, but both can be integrated tasks. Descriptions of these assignments will be handed out two weeks before they are due.	10%	Each is worth 5 points. Due on... <i>Oct. 24</i> <i>Nov. 21</i>
7. End of the semester exam: Final drafts of papers; Online portfolio or research paper	At the end of the semester, all students will turn in their final drafts of their book reviews and their teaching philosophies via D2L. If you write a research paper, you will turn that in via D2L. If no research paper, you will create a website that showcases you as a teacher. You can integrate this with your current professional website, or make this using D2L (that you can either launch publicly or not). This website will have a main, introductory page and at least four components/tabs: (1) Your current CV (2) Your teaching philosophy (3) Your textbook review (if you do not publish it with a journal) (4) Sample materials for teaching, including the two tasks you created for this class. You may add other components as you see fit, <u>such as a video of yourself teaching</u> . Sample materials can include syllabi or other lesson plans, as you see fit. <i>Due Thurs., Dec. 15, 7:45 PM</i>	20%	To be completed by Thursday, Dec. 15, 7:45 PM. If you write a paper instead, it is due via D2L by Dec. 15 at 7:45 PM.

Topics		Readings	Notes
1. Introducing “Methods” and the movements toward communicative and task-based language teaching	<b>Wk. 1,</b> Aug. 31 <b>WED.</b>	<i>Introduction to the course</i> <ul style="list-style-type: none"> <li>• Apple Book, Chapter 1 (Overview of LT Methods)</li> <li>• (Long, 2015b) Chapter 1, Why TBLT?</li> </ul>	Overview of syllabus, basic concepts; intro to class assignments.
	<b>Wk. 2,</b> Sept. 5	No assigned readings – Preview the videos and text on various L2 methods (Bateman & Lago, 2011), online ( <a href="http://hlr.byu.edu/methods/content/">http://hlr.byu.edu/methods/content/</a> ) and also in D2L.	University closed; no class. But, by 5 PM Thurs., Sept. 8, sign up for the article with which you will teach. The sign-up is via Signup Genius. You will get an email with the link.
	<b>Wk. 3,</b> Sept. 12	<i>Key concepts, defining methods, including TBLT</i> <ul style="list-style-type: none"> <li>• Apple Book, Chapters 2 (Communicative LT), 28 (Content &amp; Immersion Models), &amp; 29 (TBLT)</li> <li>• (Bygate, Norris, &amp; Van den Branden, 2015)</li> <li>• (Robinson &amp; Gilabert, 2007)</li> </ul>	You will find out what article worksheets you will turn in for a grade. More info on assignment 2.
	<b>Wk. 4,</b> Sept. 19	<i>Now, just what is a task?</i> <ul style="list-style-type: none"> <li>• Apple Book, Chapter 24 (How to choose a textbook)</li> <li>• (Long, 2015a), Chapter 9, Task-Based Materials</li> <li>• (Erlam, 2016)*</li> </ul>	Paula will give examples of excellent book reviews. <i>Participation grade 1 given out after class, recorded in D2L gradebook.</i>
2. Tasks, lesson planning, syllabi, and program articulation in TBLT	<b>Wk. 5,</b> Sept. 26	<i>Overview of goals and aims for lesson planning &amp; syllabi</i> <ul style="list-style-type: none"> <li>• Apple Book, Chapter 31 (Literature as Content)</li> <li>• (Willis, 2009)</li> <li>• (Spino &amp; Trego, 2015)</li> </ul>	<b>Bring in textbook you plan to review</b> or give us info on what software you will review. You <b>MUST</b> bring in a physical hard copy of the book or you cannot proceed with the assignment. SLS Ph.D. students: see Paula ahead of time to discuss your specific task of writing a review for publication.
	<b>Wk. 6,</b> Oct. 3	<i>How tasks fit in a syllabus: Is it all really just task after task?</i> <ul style="list-style-type: none"> <li>• Apple Book, Chapters 4 (Syllabus &amp; Curriculum Design) &amp; 23 (Lesson Planning)</li> <li>• (Van Avermaet &amp; Gysen, 2006)</li> <li>• (Calvert &amp; Sheen, 2015)*</li> </ul>	Review of what a teaching philosophy is.
	<b>Wk. 7,</b> Oct. 10	<i>Can all language teachers use a task-based syllabus?</i> <ul style="list-style-type: none"> <li>• Apple Book, Chapter 5 (World Englishes) &amp; 37 (Non-native English-speaking Teachers)</li> <li>• (Foster &amp; Skehan, 2013) (Paula to review the intro.)</li> <li>• (Baralt, Harmath-de Lemos, &amp; Werfelli, 2014)*</li> </ul>	<b>Assignment 2 (Observations of teaching) due</b> in class in hard copy. Info on Task 1 given out. <i>Participation grade 2 given out after class, recorded in D2L gradebook.</i>
	<b>Wk. 8,</b> Oct. 17	<i>The nitty-gritty of making tasks for the language classroom</i> <ul style="list-style-type: none"> <li>• Apple Book, Chapter 39 (Reflective Teaching)</li> <li>• (O'Connell, 2014)*</li> </ul>	If you are going to write a research paper for the final 10 points of the final exam, you must have discussed this with Dr. Winke by this date. You and her will come up with and sign a contract as to what you will do and how it will be graded.
	<b>Wk. 9,</b> Oct. 24	<i>Integrating task-based assessments into the syllabus</i> <ul style="list-style-type: none"> <li>• Apple Book, Chapter 21 (Assessment in L2 Classrooms)</li> <li>• (Byrnes, 2009)</li> <li>• (Lee, 2016)*</li> </ul>	<b>TASK 1 DUE</b> (5 points)
	<b>Wk. 10,</b> Oct. 31	<i>Motivation to engage in tasks (and how to motivate students)</i> <ul style="list-style-type: none"> <li>• Apple Book, Chapter 33 (Motivation), 34 (Strategies)</li> <li>• (Dörnyei, 2009)</li> <li>• (Pyun, 2013)*</li> </ul>	<b>1st draft of textbook review due</b> via D2L by start of class. Dr. Winke will explain how to use the online sign-up sheet for Wk. 14/15's individual conferences. <i>Participation grade 4 given out after class, recorded in D2L gradebook.</i>
3. Variables and factors that affect TBLT and language-learning performance	<b>Wk. 11,</b> Nov. 7	<i>Tasks themselves</i> – Note: we will read one of these two in full, not both. One of these we will skim. <ul style="list-style-type: none"> <li>• (Kim &amp; McDonough, 2011)*</li> <li>• (Huang, Willson, &amp; Eslami, 2012)*</li> </ul>	<b>1st draft of teaching philosophy due</b> via D2L by start of class. Make sure it is uploaded. You will get email link for the signup. Info on Task 2 given out.
	<b>Wk. 12,</b> Nov. 14	<i>Researching tasks: Problems and issues</i> <ul style="list-style-type: none"> <li>• (Ruiz-Funes, 2015) – Paula to discuss: <i>Question on what writing tasks are or what they should be.</i></li> <li>• (Plonsky &amp; Kim, 2016)*</li> </ul>	Upload your peer review of other's teaching philo via D2L by start of class. Between Tues., Nov. 22 and Tue., Dec. 6: You will have an individual conference with Dr. Winke in her office to discuss your book review and teaching philosophy. Dr. Winke will provide an online signup sheet for these meetings on Nov. 14.
	<b>Wk. 13,</b> Nov. 21	<i>The role of the teacher</i> <ul style="list-style-type: none"> <li>• (Van Avermaet, Colpin, Van Gorp, Bogaert, &amp; Van den Branden, 2006)</li> <li>• (Sharma, 2015)*</li> </ul>	<b>TASK 2 DUE</b> (5 points)
	<b>Wk. 14,</b> Nov. 28	<i>What's next in the future of TBLT?</i> <ul style="list-style-type: none"> <li>• (Revesz, 2014)</li> <li>• (Robertson, 2014)</li> </ul>	Review of the final exam, which will be online and on selected task-based language teaching papers from class. The final exam is open book. You will be able to prepare ahead of time. <i>Participation grade 4 given out after class, recorded in D2L gradebook.</i>
<b>Wk. 15,</b> Dec. 7	<b>Wk. 15,</b> Dec. 5	No readings, no formal class. Meet with Paula one-on-one for a conference instead.	Review with Dr. Winke your teaching philo, your textbook review, and any questions you have about final portfolio.
Final exam	Final exam	The class's <b>official final exam</b> is Thurs., Dec. 15, 5:45-7:45 PM. You must turn in all final exam components by 7:45 PM on Thurs., Dec. 15. The final textbook review and teaching philosophy must be turned in (via D2L) by 7:45 PM on Thurs., Dec. 15 as well. If you opt to write a paper for the final, it is due by 7:45 PM on Thurs., Dec. 15.	

## GRADING SCALE

Grading is an extremely complex task. For this class, grading is a combination of criterion- and norm-referenced. Thus, I assign grades based on how students perform relative to other students and also on how well they achieve course goals. I look for natural breaks in the class's distribution as a way to make distinctions. If I am evaluating essays or papers, one way I proceed is to rank the papers before assigning any grades. Thus, to a certain extent, you are in competition with each other for grades in this course; however, since you are all Masters and Ph.D. students, I expect each of you to receive a 3.5 or above.

### **Mastery-Based (Criterion-Referenced) Grading**

If you get a 94% or above in this class, you will receive a 4.0. This shows that you met all requirements for the course and demonstrated your learning to an exceptional degree, and you even exceeded expectations in this course. Scores between 88% and 93% are a 3.5, 82% to 87% are a 3.0, etc.

94% or above is a 4.0 (A)	The student met all requirements for this course and demonstrated his or her learning to an exceptional degree and exceeded expectations in the course.
88% to 93% is a 3.5 (A-)	The student met all requirements for this course and demonstrated his or her learning very well.
82% to 87% is a 3.0 (B)	The student met most of the requirements for this course and demonstrated his or her learning relatively well.
76% to 81% is a 2.5 (C+)	The student did not fulfill all requirements for this course. Learning was demonstrated adequately.
70% to 75% is a 2.0 (C)	The student did not fulfill the requirements for this course. Learning was demonstrated somewhat adequately.

### **Norm-Referenced Grading**

The grading scale shown above does not mean that if you get, let's say, a 93% in this class, you are locked out of getting a 4.0, or if you get a 87% you are locked out of getting a 3.5. If the class mean is lower than 93 and/or the standard deviation is large, the cutoff score for a 4.0 will most likely be lower than 94. That is, I will use norm-referenced grading. I calculate the mean and the standard deviation for the course to determine students' achievements of course goals in relation to other students in the course and to find natural breaks in the distribution of scores. Thus, I may "pull down" the score distribution to award more 4.0s and 3.5s if the actual course scores students receive at the end of the course are skewed.

## Assignment 1, Participation information: Why do I want students to participate in class?

I want students to participate so they can learn from each other and so that we can have a dynamic and engaging class. We know that active involvement in learning increases what is remembered, how well it is assimilated, and how the learning is used in new situations. In making statements to peers about their own thoughts on a class topic, students must articulate those thoughts and also submit them to (hopefully constructive) examination by others. In listening to their peers, students hear many different ways of interpreting and applying class material, and thus are able to integrate many examples of how to use the information. Especially in a course that stresses the understanding of theory and application of theory like this one, extensive participation in class is an essential element of your learning.

Grade	Class Participation Rubric
1 or below	When called upon, this student may or may not be prepared or may just read from his or her notes rather than synthesizing information or expressing his or her views. The student is a fairly active participant in small group work, but rarely volunteers information in class. This student may have missed class such that a participation score is difficult to assign. This student may have repeatedly demonstrated that he or she did not do the readings.
1.5	This student participates voluntarily in discussions every once and a while. When called upon, this student generally is prepared and can synthesize information or express his or her own views. The student demonstrated in class that he or she had not always prepared or read the research articles thoroughly. The student's non-participation often did not allow the teacher to know if the student completed/comprehended the reading material.
2	This student comes to class prepared and makes thoughtful comments. The student normally demonstrates a thorough reading of research articles. This student shows an interest in and respect for others views and participates actively in discussions. This student may actively be participating in class, but his or her contributions may be less developed or less frequently volunteered, but the comments still advance the conversation and demonstrate his or her interest and views.
2.5	This student comes to class prepared and contributes readily to the conversation. He/she demonstrates a thorough reading of the research articles and makes thoughtful contributions that advance the conversation. This student puts together pieces of the discussion to develop new approaches that take the class further. This student contributes to the cooperative nature of the class, suggests alternative ways of approaching material, and helps the class analyze materials and approaches. This student responds to other students in the class and helps them learn.

### Additional Ways to Participate

**Strategy 1: Raise your hand.** If you want to jump in to the discussion and are not sure how, raise your hand. That will flag that you have something to say.

**Strategy 2: Email your questions.** If you are very quiet in class and having a hard time breaking out in class discussions, you might come to life through email. If you have questions about the course materials or wish to comment on any parts of the class (upcoming classes or a class we just had), feel free to send emails to me. We can also set up discussion boards online on D2L.

**Strategy 3: Come to office hours.** You are invited to come to my office to discuss any course materials or class discussions. Share your perspectives there. We can bring up your points in the next class.

**Strategy 4. Keep a list of questions to ask.** You might want to create a list of questions you want to ask in class that are based on the readings for that day. You can build up this list when reading the articles and book chapters for class. These can be mechanical questions, but even better are ones that express your critical views on the subject matter. Make a point to ask each one, or start off our class with your questions.

## Assignment 2 information:

### Observing a teacher teach

First, check with Paula to make sure this is a good option for you. You **MUST** first clear with Paula the person whom you intend to ask to observe. After you have checked with Paula, then you can ask the ESL or EFL teacher (or foreign language teacher) if you can observe his or her class. Take notes during the observation. Write up a time line of the class as it happens (on paper, not using a computer), and then write a two page (double spaced) reflection, commenting on what methods were used and what you thought of the class. Most importantly, did the teacher use tasks? Was the class task-based? Refer to book chapters and research articles we have already read.

The outline of the class and your two page reflection are due to me in class (via hard copy) on October 10. You may, however, turn this in earlier. You may also turn in with your assignment any handouts if you were given any by the teacher.

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### ***OBSERVATION FORM***

Remember to:

- Sit in the back of the class.
- Only observe, do not participate.
- Take notes on paper, not with a laptop (the key tapping is distracting).
- Do not record anything with audio or video equipment.
- Be unobtrusive.
- Be neutral.
- Say thank you to the teacher after class and say that you enjoyed the class.

### INFORMATION ON THE CLASS/TEACHER

1. At what time and what day of the week did you observe?
2. What is the class subject? (e.g. EFL, ESL, German, French...)
3. What is the class level? (e.g., kindergarten, high school, university level...)
4. How many students are in the class?
5. Is the teacher male or female?
6. Any other observations about the makeup of the class that you think are interesting or may be important to note?

**Take notes while observing the class in any form you would like on separate pieces of paper. Note whether tasks are used, how they are used if they are used, and how the tasks appeared to have worked.**



## Assignment 3 Information: Directions for the Foreign Language Textbook Review

### DUE DATES:

- **September 26:** You must bring your textbook or set of materials into class for show-and-tell. The textbook (written in English) must have been published by a *reputable publishing company* in 2007 or later and claim to be task-based. If online software, bring in the URL or some info on it. Please be sure to read the info in the syllabus on page 3 about the review guidelines. Note that each text or material must be approved by Dr. Winke. If you bring something in that is not accepted by Dr. Winke, you will have to bring something new in the next week.
- **October 31,** via D2L: Turn in your first draft of the book review via D2L by the start of class. (12 points). Dr. Winke will give you a track-changed version of your paper back with her comments by November 14.
- **Week 14 or 15:** Between Nov. 22 and Dec. 6, you will have a conference with Dr. Winke in person in her office to discuss the feedback from her on your review. Come prepared (you have reviewed the comments, fixed things, and have questions). (4 points)
- **December 15:** The final version is due by 7:45 PM Dec. 15 via D2L. (4 points)

**FORMAT AND GRADING CRITERIA:** Your review should comprise 1,000 to 1,500 words, and can be **no more than 1,500 words**, references included. It is to be double-spaced. Margins should be one inch on all sides. Grading criteria include the following:

- Is the book adequately described with regard to content, objectives, intended population, approach organization, and activities? Are specific examples given?
- Is the book evaluated with regard to the above? Are the evaluative comments supported?
- Is there reference to current theory and/or research?
- Is the book task-based? (Could it be supplemented to be task-based or better task-based?)

**GUIDELINES:** Look at examples online in *TESOL Quarterly*, *Language Learning & Technology*, *The Modern Language Journal*, *Foreign Language Annals*, and the *ELT Journal*. **I will hand out examples of excellent book reviews in class on September 19.**

Your review of the professional book should be succinct. Your review should provide:

- (1) Your name at the very top of the page. You will note in published book reviews, the author of the review has his or her name printed at the very bottom of the review, along with his or her professional affiliation. However, for this assignment, put your name at the top as usually done for classroom assignments. Put the date at the top as well, along with the name of this assignment.
- (2) The title, author, publisher information (City, State, Publisher name), year of publication, and number of pages. Optional information is the ISBN and the current price of the book (you can look on Amazon for the price). Some journal report this, some don't.
- (3) A descriptive summary of the book.
- (4) An evaluative summary of the book, including whether it is actually task-based.
- (5) A discussion of the significance of the work in the context of current theory and practice.
- (6) References. For this assignment (and when you write a book review for the MATESOL comprehensive exam), you should have at least five references from current works.



## Assignment 4 Information: Directions for Writing a Teaching Philosophy

In this course each student will draft his or her own teaching philosophy with reference to current SLA theories discussed **in this course** and in others. The first draft of the teaching philosophy is due November 7 (10 points). Your review of another person's philosophy will be done outside of class by you by November 14 (4 points). The final draft is due at the end of the semester, by 7:45 PM on December 15 (6 points). The philosophy should be 1 to 2 pages single spaced.

Before class on November 7, please save your file on your computer as something like "Winke\_1stDraftTeachPhilo.doc," that is, have your name in the file name and the assignment description. Upload your draft to the D2L dropbox that is reserved for this assignment. (The dropbox works just like attaching a file to an email.) Call or email me if you have any problems. ([winke@msu.edu](mailto:winke@msu.edu); Office: 517-353-9792; Home: 517-337-2625)

Here are some links to teaching philosophies. The last link is a site from **U. Hawaii** that is really great.

<https://nancyelsobkey.wordpress.com/>

<https://megandevoss.wordpress.com/>

<https://sites.google.com/a/msu.edu/maflt-portfolio/>

<https://tiffanyrobinson.wordpress.com/>

<http://conradmsu.weebly.com/>

<https://jmfetterman.wordpress.com/>

[https://d2l.msu.edu/d2l/eP/presentations/presentation\\_preview\\_popup.d2l?ou=6606&presId=5517&contextId=5517&pageId=0&fromRedirect=1](https://d2l.msu.edu/d2l/eP/presentations/presentation_preview_popup.d2l?ou=6606&presId=5517&contextId=5517&pageId=0&fromRedirect=1)

[https://d2l.msu.edu/d2l/eP/presentations/presentation\\_preview\\_popup.d2l?presId=5468](https://d2l.msu.edu/d2l/eP/presentations/presentation_preview_popup.d2l?presId=5468)

<https://d2l.msu.edu/d2l/ep/6606/presentation/17217/viewPage/2645>

[http://nflrc.hawaii.edu/tipps/?page\\_id=53](http://nflrc.hawaii.edu/tipps/?page_id=53)

**If you are looking for print publications on portfolios and/or portfolio development, here are a few:**

Campbell, D. M. (1996). *How to develop a professional portfolio: A manual for teachers*. Boston, MA: Allyn and Bacon.

Costantino, P. M., & De Lorenzo, M. N. (2002). *Developing a professional teaching portfolio: A guide for success*. Boston, MA: Allyn and Bacon.

Seldin, P. (2004). *The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions*. Bolton, MA: Anker Publishing.

Sullivan, J. H. (2004). Identifying the best foreign language teachers: Teacher standards and professional portfolios. *The Modern Language Journal*, 88(3), 390-402.

Does Your Philosophy of Education Statement Reflect Who You Are?

by Candace Davis

<http://www.eslemployment.com/esl-articles/resume-tips/esl-philosophy-education-statement.htm>

## Assignment 5 Information: Article/Topic Teaching Rubric

Name of Student: \_\_\_\_\_ Date of Article Lesson: \_\_\_\_\_

NOTES

Date of out-of-class meeting with Paula: \_\_\_\_\_ Article Authors: \_\_\_\_\_

Rubric for article discussion		
Article preview in class	3	<ul style="list-style-type: none"> <li>Student had only two PowerPoint slides, and referred at most to one external website (with a video or with important information). The student was open to freely using the document camera and/or the blackboard. Gave just enough information to get the students engaged in wanting to read the article, and gave information that will help the students read.</li> <li>The handout with the list of questions for the class was on one page with space for students to write their responses and/or take notes, was clear (may have included page numbers to assist students in reading), and thought-provoking. The questions were in chronological order and helped the students understand the research design, methods (if empirical), and the main points of the paper (or view of the author).</li> <li><i>Students uploaded the PowerPoint and the "Article Preview Worksheet" to Discussions D2L in a timely manner (before article preview in class). Failure to do this results in an automatic deduction of points.</i></li> </ul>
	2	<ul style="list-style-type: none"> <li>Student overused Power Point. Gave a bit too much information or not enough information to get the students started. Preview may have been a bit disorganized.</li> <li>The handout may not have been as clear as it could have been. The questions may be too difficult, not broad enough, or may do little to generate or foster a discussion. Handout turned in late (not uploaded to D2L before the article preview in class).</li> </ul>
	0-1	<ul style="list-style-type: none"> <li>Student used PowerPoint poorly. Or the student may have memorized his or her part, thus not demonstrating an understanding of the paper. Did not seem comfortable introducing the study. After the preview it seemed students in class still did not know what to focus on when reading or have an idea of what the study is about. If in a pair, the student did not demonstrate that he or she contributed equally to the work.</li> <li>The handout may not have been as clear as it could have been. The questions may have been too vague or difficult, or they may have been non-sequential (not presented in the order in which they are addressed in the article). They may have typos and grammatical errors that prevent us from understanding the questions.</li> </ul>
In-class lesson on the topic/article	7	Student had a clear, visually stimulating, not-text-heavy PowerPoint, and student was able to answer questions with or without help from Paula. Student verified/checked from time to time that the others in the class understood the basic premise of the study (why the study was done, the literature review) and the study's method and procedure before launching into a discussion. Student did more than just get the class to talk about the facts of the article, but also got them to delve into the deeper implications and meaning of the study. The article was well critiqued.
	4-5	Student asked other students first if they had any questions or comments on the article before beginning the lesson, and student was able to answer these questions with or without help from Paula. PowerPoint was well designed, but may have been more text-heavy than desired. Student got the class to talk about the facts of the article, but the discussion did not go much beyond the surface level of the article. Student may have just had the students in class answer the questions that were handed out the week before. The article was not very well critiqued.
	0-3	Student got the class to talk about the facts of the article, but the PowerPoint and discussion did not go much beyond the surface level of the article. PowerPoint may have been dry or text-heavy. Student may have just had the students in class answer the questions that were handed out the week before. The discussion may have been focused on the topic of the article, but did not get the students to really discuss the article itself. The article was not critiqued.

## Assignment 7 (Final Exam) Information

### Final Exam, LLT 807, *Direction Sheet*

I have totally revamped the final exam this year. Instead of writing a terminal final exam, you will produce a final exam that will be useful to you after this class is over. There are two options, but you have to do this in any case:

- (1) Upload your final teaching philosophy to D2L. – 6 points
- (2) Upload your final textbook review to D2L. – 4 points

--I will grade these components in D2L.

(3) For the **final 10 points**, you will either:

- a) Write a research paper of some type. This would be discussed ahead of time with Dr. Winke. To do this option, you must have her approval and a contract with her outlining the scope of what you will do by **Oct. 17**. You will turn this in via D2L (dropbox). *Due Thurs., Dec. 15, 7:45 PM*
- b) Create an online portfolio of your professional self that includes your teacher-self. This website will have a main, introductory page with your picture (preferably) and at least four components/tabs:
  - (1) Your current CV
  - (2) Your teaching philosophy
  - (3) Your textbook review (if you do not publish it with a journal)
  - (4) Sample materials for teaching, including the two tasks you created for this class.

You may add other components as you see fit, such as a video of yourself teaching, which is highly recommended if you are a second year MATESOL student or if you really do want to be a foreign language teacher at a U.S. institution. Sample materials can include syllabi or other lesson plans, as you see fit.

To the D2L dropbox, you will simply upload a Word document that has the link to your online portfolio. *Due Thurs., Dec. 15, 7:45 PM*

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