



Madrid
SAINT LOUIS UNIVERSITY
THE AMERICAN JESUIT UNIVERSITY IN SPAIN

EDI-435 Language and culture in the classroom: seminar and practicum

Scheduling: Spring 2015, MW 5:00-6:15 + Practicum

Credits: 3

Instructor: Anne McCabe, Ph.D.

Office Hours: Mondays 10:00-11:30; 12:30-2:00 p.m. Tuesday and Thursdays: 3:30-5:00 p.m., and by appointment

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Course Description

This course introduces university students to the teaching of English as a Foreign Language, i.e. in contexts outside of the U.S., where English is not the language of the culture, and classroom norms and procedures vary from those of the U.S. It also aims to provide practical teaching experience to participants, as well as greater understanding of the relationship between classroom practice and theory.

The course provides an introduction to course design and to the fundamentals of language learning and acquisition. Participants analyze cognitive, linguistic and cultural considerations in the design of English language teaching for non-native speakers of English, with a focus on Spanish-speakers. The course consists of readings and discussions on various core themes related to language teaching, with an emphasis on English, focusing on the cultural background, values and assumptions of the Spanish educational system.

The course also includes a service learning component (20 hours) as participants will also teach free community English language classes as part of their practicum (other concurrent teaching experiences may be substituted). All of the assignments bring together theoretical considerations through the readings and practical classroom experience through the service learning component. Once the teaching starts, we will meet for lecture and discussion during one of the weekly class periods and the other class period will be used for class design and preparation for the service learning component in consultation with the course instructor.

Student Learning Outcomes: Upon completing the course, students will be able to:

- design an English language course taking into account local context
- define global education from a learner's perspective
- design effective, flexible daily lesson plans
- provide rationale for course and lesson design
- design materials to achieve lesson objectives
- articulate the variables involved in creating classroom culture
- provide a comparison between your own educational background and the Spanish educational culture
- implement action research in an educational context

Course readings: All readings will be posted on the class MySLU Blackboard site.

Evaluation:

Attendance to seminars, 1 1/2 hours per week (10%)

Service learning teaching practicum (20 hours; Community ESL program or other by approval) + prep sessions and observation (10%)

Journal (reflections on readings and practicum) (20%)

Mid-term and final reflection assessments (10%)

Assignment on Spanish educational system (10%)

Lesson plan + materials design (15%)

Classroom-based action research project (25%)

Grading Scale:

A	4.0	Very high intellectual initiative and achievement (work always goes beyond the given, shows informed risk-taking, adds new perspectives)
A-	3.7	High intellectual initiative and achievement (work consistently goes beyond the given, shows informed risk taking, adds fresh perspectives)
B+	3.3	Clearly above average, approaching high achievement (work goes beyond the given, shows some risks, adds something new)
B	3.0	Above average (work sometimes goes beyond the given, can show attempts at risk-taking and new perspectives)
B-	2.7	Slightly above average
C+	2.3	Approaching above average performance
C	2.0	Work is as required; average performance
C-	1.7	Slightly below average performance
D	1.0	Achievement of questionable acceptability
F	0.0	Failure

Practicum/Service Learning: 1½ -2 hours per week teaching in the on-campus volunteer English language program (or other approved language teaching situation).

Attendance Policy:

Regular class attendance is mandatory. More than three unexcused absences will result in a lowered grade. Excused absences include illness (if verified by a doctor's note) and school trips.

Late Assignment Policy: The assignment schedule states when assignments are due. Late assignments will drop one full letter grade for each class day late.

Plagiarism Policy:

Please review the Saint Louis University – Madrid Campus [policies on academic integrity](#). In writing up research, it is important to be careful about citing all exact words, as well as ideas, taken from outside sources. Please do not hesitate to ask your instructor about the correct ways of handling and citing outside sources. Sanctions for violations of academic integrity include an F on the assignment for a first occurrence, and an F for the course in the case of further occurrences, with the possibility of further disciplinary action taken by the university.

Accommodation Statement:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus.

Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to http://spain.slu.edu/academics/learning_resources.html.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to counselingcenter-madrid@slu.edu, or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Outcomes Assessment: Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of your work for this course, including exams, assignments, and submitted papers may be kept on file for institutional research, assessment and accreditation purposes.* If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your professor.

Syllabus: (Note: readings will be added according to interest and my observations of your teaching)

Week 1: January 14

Seminar: Introduction to the fundamentals of language learning and teaching; reflective teaching and learning

Readings:

Savignon, S.J. (2002). Communicative curriculum design for the 21st century. *English Teaching Forum* 40/1: 2-7.

Cunningham Florez, M.A. (2001) Reflective teaching practice in adult ESL settings. *ERIC Digest*. Available: <http://www.eric.ed.gov/PDFS/ED451733.pdf>

Week 2: January 19 & 21

Seminar: Historical review of language teaching

Reading:

Knight, P. (2001). The Development of EFL Methodology. In Candlin, C. & Mercer, C. (eds). *English Teaching in its Social Context: A reader*. London: Routledge, pp. 147-165.

Seminar: Preparation of practicum:

Reading:

Cunningham Forez, M.A. (2001) Beginning ESOL learners' advice to their teachers. *Focus on Basics* 5/A: 7-10. Available: <http://www.ncsall.net/index.html?id=279.html>

Tuesday, January 27: Last Day to Drop a Class Without a Grade of W and /or Add a Class; Last Day to Choose Audit (AU) or Satisfactory/Unsatisfactory (S/U) Options

Week 3: January 26 & 28

Seminar: Focus on lesson planning (1)

Reading:

Richards, J.C. and Bohlke, D. (2011). Creating effective language lessons. Cambridge: Cambridge University Press. (Chapter 1)

Seminar: Focus on methods:

Reading

Presentation-Practice-Production and Task-Based-Language-Teaching
<http://rednovaonline.files.wordpress.com/2011/07/ppp.pdf>

Assignment #1: Lesson plan: due as an oral presentation in class during the week of February 16th.

Week 4: February 2 & 4

Seminars: Focus on materials design (1)

Reading:

Griffiths, Carol (1995) Evaluating materials for teaching English to adult speakers of other languages. *Forum*, 33/3: 50-51.

Davis, Randall S. (1997) Comics: a multi-dimensional teaching aid in integrated-skills classes. Available: <http://www.esl-lab.com/research/comics.htm>.

Howard, J. and Major, J. (2005) Guidelines for designing effective English language teaching materials. *Proceedings of the 9th Conference of Pan-Pacific Association of Applied Linguistics* 101-109. <http://www.paaljapan.org/resources/proceedings/PAAL9/pdf/Howard.pdf>.

Assignment #2: Materials design: due as an oral presentation in class during the week of February 16th.

Week 5: February 9 & 11

Seminar: Introduction to action research with discussion of final project

Readings:

- Mann, S. (1999) Opening the insider's eye: Starting action research. *The Language Teacher*, 23/11. Available: http://jalt-publications.org/old_tlt/articles/1999/12/mann
- Farrel, T.S.C. (2007) "Action Research" in *Reflective Language Teaching: From Research to Practice*. London: Continuum, pp. 94-106.

Assignment #3: Action Research Project: Due as an in-class presentation during the week of **April 27**, paper due on **May 8th**.

Week 6: February 16 & 18

In-class presentation of Lesson Plan + Materials

Week 7: February 25

Review & Mid-term reflection (in-class)

Week 8: March 2 & 4

Seminar: Culture and Communication in the Classroom (1)

Readings:

- Miner, H. (1956) Nacirema. *American Anthropologist*, 58/3: 503-7.
- van Broekhuizen, L. (2002) Culture and the classroom: Comparing teachers' and students' cultural variables. *Pacific Educator*, 1/3, 6-8.

Assignment #4: Mini-research project on Spanish educational culture due in-class as a presentation on **April 6** and as a paper on **April 8**.

Week 9: March 9 & 11

Seminar: Culture and Communication in the Classroom (2)

Readings:

- Hofstede, G. (1986) Cultural differences in teaching and learning. *International Journal of Intercultural Relations*, 10: 301-320.
- Bailly, Sophie, Florence Poncet & Philip Riley (2005) Cultural Variation in Folk Models of Teaching and Learning: Part I. *TESOL-SPAIN Newsletter*, 30: 4-5.

Friday, March 13: Last Day to Drop a Class and Receive a Grade of W

Week 10: March 16 & 18

Seminar: Introduction to assessment (including self-assessment and the learner)

Reading:

- The Common European Framework of Reference for Languages*, pp. 1-42.
- A Teacher's Guide to the Common European Framework*. Pearson Longman:
<http://www.pearsonlongman.com/ae/cef/cefguide.pdf>.

Week 11: March 23 & 5

Seminar: Introduction to assessment (including self-assessment and the learner) (2); learning identity

Reading:

- Norton, B. (2008). Identity, language learning, and critical pedagogies. In Cenoz, J. and Hornberger, N.H. (eds) *Encyclopedia of Language and Education, 2nd Ed: Volume 6: Knowledge about Language*. Springer, pp. 45-57.

Consolidation: action research project work, class observations, and individual meetings on lesson plans.

Week 12: April 6 & 8

Presentation and submission of Spanish education project

Week 13: April 13 & 15

In-class workshop: writing up action research

Week 14: April 20 & 22

In-class workshop: writing up action research

Week 15: April 27 & 29

Presentation of action research projects

Week 16: May 4 & 6

Review for final exam

Week 15: Friday, May 8th: 15:30-18:30 Final exam; projects due