



Teaching English Abroad: From Theory to Classroom Practice

UNH Course Code: EDU310BCN/ENG310BCN

Subject Areas: Education, English Language & Literature, Communication, Psychology

Prerequisites: One course in Education, English Language, Foreign Language, Communications, Linguistics, or equivalent.

Language of Instruction: English

Contact Hours: 45

Recommended Credits: 3

SECTION I: Course Overview

COURSE DESCRIPTION

This course surveys current methodology for modern language teaching. It will provide a solid introduction to language and the many aspects of language acquisition, such as the psychological components governing language, how language communicates from one mind to another, language use and socio-linguistic implication, the nature of human use of language and the cognitive processes involved in language learning. Students will consider second language acquisition (SLA) from an interdisciplinary approach, including linguistic, psychological, and sociocultural perspectives, in order to understand how a second language is acquired, what the learner of a second language needs to know, and why some learners are more successful than others.

After deconstructing the language acquisition process and introducing the founding theories regarding the teaching and learning process, students will have the opportunity to focus upon the practical tools necessary to promote authentic language learning. Not only will individual classes be dedicated to methodology for the four skills (reading, writing, listening and speaking), other more comprehensive topics will also be incorporated. These could include, but are not restricted to, the following: world Englishes, molingualism and bilingualism, SLA in adults and children, formal and informal learning contexts, SLA in diverse socio-cultural settings, error correction and types of feedback, technology in the classroom, lesson planning, myths about language learning, etc.

In addition, students will volunteer every week as teaching assistants of English at local primary schools, high schools and adult learning centers. Students will observe local language classrooms, will relate classroom practice to theories of second language learning, and will reflect on cultural differences and their experience as teaching assistants in a different culture. Moreover, they will have the opportunity to apply their knowledge by facilitating activities in English classrooms and testing their own teaching materials

designed during the course. The class will provide both a dynamic introduction to teaching methods and present innovative practical strategies for teaching modern languages.

LEARNING OBJECTIVES

Cognitive / Knowledge skills

- Outline the processes involved in first and second language acquisition.
- Examine the chronological development of the theoretical frameworks implemented in the second and foreign language teaching.
- Identify and describe the components of effective and affective language teaching.
- Acquire teaching methodology to teach a second language.

Analytical / Critical Thinking Skills (Oral & Written)

- Identify, describe and criticize different methods implemented in the language classroom and understand how the student outcomes can be affected by them.
- Relate the theoretical concepts studied in class with students' teaching experiences in the classroom.
- Create and critique a lesson plan and a teaching unit for a language course considering students' needs.
- Design meaningful teaching materials using not only the academic body of information presented in the class, but also the ideas generated within the classroom community to promote language acquisition.
- Articulate academic and teaching experience abroad in résumés and job interviews to enhance career development opportunities.

Affective & Behavioral / Attitudinal Skills

- Provide insight into one's own learning styles which ultimately will boost life-long learning.
- Describe, interpret and evaluate cultural differences between Spain and the U.S. in terms of pedagogy, educational systems, values and attitudes.
- Manifest an appreciation of the intricate balance between teaching and learning frameworks, innovative activities and the distinct personality of each learning community.
- Foster empathy for others learning a second language thus reducing social friction.
- Understand the relationship between language learning and the social construction of identity that will ultimately bolster inter-cultural competency.

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

NAME:

CONTACT INFORMATION:

TERM:

INSTRUCTIONAL FORMAT

This course will meet once or twice a week (depending on the week) for 90 minutes. In addition, you will complete faculty-supervised teaching practice sessions at the corresponding teaching placement site for at least 2½ hours each week. Course work is comprised of in-class lectures, group discussions, seminars and workshop activities. This part of the class provides a space for each of you to reflect on and discuss your experiences in a supportive and shared environment. Consequently, your active participation in discussion and workshop activities is an essential step in mastering the course learning objectives.

Academic-Integrated Cultural Activities Program: The following AICAP activity is recommended for this course:

- *Speak Local – Be Global*

You will have to complete an assignment based on this activity, which will count towards your Independent Learning Activities grade. In case you cannot participate, you will receive an alternative assignment.

SPECIAL ACCOMMODATIONS

If you require any special accommodations or have any special learning needs, please inform the instructor and submit a request using CEA’s *Special Accommodations Form* to the onsite CEA academic staff by the end of the first week of classes for full consideration. See Section III.B.CEA Policies below for additional details.

FORMS OF ASSESSMENT

The instructor will use numerous and differentiated forms of assessment to calculate the final grade you receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. Any questions about the requirements should be discussed directly with your faculty well in advance of the due date for each assignment.

Teaching Placement Participation	15%
Field log & Reflection Papers	20%
Video Presentation	5%
Independent Learning Activities	5%
In-class Teaching Practice of Language Skills	5%
Final Project (Teaching Unit & Rationale)	20%
Mid-term Exam	20%
Class Participation	10%

ASSESSMENT OVERVIEW:

Teaching Placement Participation (15%): This grade will be based on a number of factors. Firstly, you will report on your engagement in class sessions, through the Teaching Practice Content Table, and through the field assignments (observation/self-critique). Secondly, the instructor will consult with the person responsible for your placement throughout the semester regarding your attendance, time-keeping, amenability to and interaction with the staff, faculty and students and your diligence to the specific tasks undertaken.

- Attendance and timekeeping are essential!
- You must undertake all tasks assigned in a caring and diligent manner and report as required to your supervisors
- While you will aid the work of the organization, an explicit aim of the placement is to observe and learn from the other staff and volunteers

Field Log & Reflection Papers (20%): You will start with bound, blank journal that will serve as both a data entry log and as a reflection “diary”. Based on the weekly information you gather and your own reflections, you will write 2 papers. Your goal in these assignments is to draw from your first-hand experience and overall cultural awareness and reflect upon (a) your teaching practice and experiences at the placement site, and (b) your own value system and attitudes in a structured manner within the context of doing volunteer work in a different culture. In the first essay (1-a) you will describe how you think that your teaching placement site and experience will be before starting and then you will compare your expectations with the reality you find once you have started (1-b). In the second essay (2) you will present your observations as well as a self-critique. All papers should include (a) a description of the classroom context (school, student profile, level, lessons, teacher role, institutional requirements, etc.); (b) a detailed analysis of your observations about teaching, culture, and your performance as a teacher in different culture: What have you done in class? What worked or didn’t worked? Why? What would you change if you could? In this reflection you need to give concrete examples and relate your practice to the theoretical content covered in class; and (c) an evaluation of your experience as a teacher and observer of the classroom (subjective impressions, feelings, opinions, etc.).

Independent Learning Activities (5%): You will complete an assignment based on the AICAP activity *Speak Local – Be Global*. For this assignment you will have to interview local students who are studying English and ask them about specific topics covered in class. You will receive a guide for questions before the activity takes place and will write a report explaining your findings, which will be also discussed in class. In case you cannot attend this CEA activity, you will be able to complete the same assignment with other local students.

Video presentation (5%): You will prepare a video presentation showing your teaching placement site and explaining the most relevant points of your experience. Specific instructions will be provided in class.

In-class Teaching Practice of Language Skills (5%): You will present a demonstration of a class to teach a specific language skill (writing, reading, listening or speaking). You will have to design specific activities and test them in the class with your classmates as students.

Final Project (Teaching Unit & Rationale) (15%): The instructor will explain this final project in detail and suggest specific topics and content acceptable for the project. You will submit a plan for the design of a teaching unit and will present the teaching unit in class in order to collect feedback from your classmates and the instructor. Together with the teaching unit you will submit a report explaining the rationale behind each activity included in the teaching unit and the decisions made when designing it. Your explanations to support the design of the teaching unit should be based on the readings and topics covered in the course. Based on individual interests within the group and consultations with the instructor, this project may be replaced with a similar project (e.g., design of different teaching materials and rationale) that will be of use to the school where you have your teaching placement.

General rules for submission of field assignments and final project:

- The required papers must be sent to the teacher by e-mail. No handwritten paper will be accepted.
- They MUST BE SUBMITTED ON TIME. No unjustified delayed paper will be corrected or evaluated.
- Format: Word Document / Paper Size: A4 / Font: Verdana, 10 / 1.5 interline space / Text fully justified.

Midterm Exam (20%): The midterm exam is designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. It is comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course. The exam will be a mixture short answers and short essay questions.

Class Participation (10%): This grade will be calculated to reflect your participation in class discussions, your capacity to introduce ideas and thoughts dealing with the texts, your ability use language effectively, and to present your analysis in intellectual, constructive argumentation.

When determining your class participation grade, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation.

Additionally, it is important to demonstrate a positive and supportive attitude to the instructor and your classmates, and give full attention to class activities (i.e., cell-phones off, laptop for notes only, not sleeping or distracted, etc.). Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ (9.70–10.00)
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A (9.00–9.69)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B/B+ (8.40–8.99)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- (7.70–8.39)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C (7.00–7.69)
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D (6.00–6.99)
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F (0–5.99)

CEA Grading Scale: Your grades will be calculated according to CEA’s standard grading scale, which is as follows:

CEA Grading Scale				
Letter Grade	Numerical Grade Low Range (0 – 10)	Numerical Grade High Range (0-10)	Percentage Range	Quality GPA Points
A+	9.70	10.00	97.0 - 100%	4.00
A	9.40	9.69	94.0 - 96.9%	4.00
A-	9.00	9.39	90.0 – 93.9%	3.70
B+	8.70	8.99	87.0 – 89.9%	3.30
B	8.40	8.69	84.0 – 86.9%	3.00
B-	8.00	8.39	80.0 – 83.9%	2.70
C+	7.70	7.99	77.0 – 79.9%	2.30
C	7.00	7.69	70.0 – 76.9%	2.00
D	6.00	6.99	60.0 – 69.9%	1.00
F	0.00	5.99	0 - 59.9%	0.00
W	Withdrawal			0.00
INC	Incomplete			0.00

CEA ATTENDANCE POLICY

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day’s class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and overall course performance. CEA tolerates reasonable, but limited absences not to exceed more than five contact hours of accumulated absences in any given course due to sickness, personal emergency, inevitable transport delay and other related impediments. No documentation is required for such absences, as CEA does not distinguish between excused or unexcused absences.

- In this course, the following attendance policy applies:
 - A **maximum of two days** of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
 - Your final course grade will drop one full letter grade (e.g. A+ to B+) for missing three days of class, regardless of the reason for the absence.
 - If your absences exceed four of class, you will automatically fail this course.

Late arrivals or early departures from class, sleeping or causing disruptions in class or during class activities can result in being marked absent from class. Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week for the duration of the semester. Consequently, CEA will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain satisfactory academic progress or full-time student status.

WORKLOAD EXPECTATIONS

In conformity with CEA policy, all students are expected to spend at least two hours of time on academic studies outside of, and in addition to, each hour of class time.

REQUIRED READINGS

Listed below are the required course textbooks and additional readings. These are required materials for the course and you are expected to complete readings as assigned each class period. You must have constant access to these resources for reading, highlighting and note-taking. It is required that you have unrestricted access to each. Access to additional sources required for certain class sessions may be provided in paper or electronic format consistent with applicable copyright legislation. In addition, the academic office compiles a bank of detailed information about the many libraries, documentation centers, research institutes and archival materials located in the host city and accessible to CEA students. You will be required to use these resources throughout your studies.

Required readings:

Textbook:

Harmer, J. (2015). *The Practice of English Language Teaching*. Fifth Edition. UK: Pearson Longman (446 pp.)

Additional required readings:

Required selections from the following texts:

Cramer, M. (2000). *Culture Shock. Barcelona at your door: A Survival Guide to Customs & Etiquette*, Graphic Arts Center Publishing Company.

Ellis, R. (2015). *Understanding Second Language Acquisition*. Second Edition. Oxford: Oxford University Press. (365 pp.)

Larsen-Freeman, D. (2011). *Techniques and Principles in Language Teaching*, Third Edition. Oxford: Oxford University Press. (208 pp.)

Lightbown, P. M, & Spada, N. (2013). *How languages are learned*. Fourth Edition. Oxford: Oxford University Press (256 pp.)

Mitchell, R., Myles, F., & Marsden, E. J. (2013). *Second Language Learning Theories*. Third edition. Abingdon: Routledge. (265 pp.)

Richards, J.C. & Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching*. Second Edition. Cambridge: Cambridge University Press. (270 pp.)

Saville-Troike, M. (2012). *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press. (218 pp.)

Spradley, James (1980). *Participant Observation*. London: Holt, Rinehart and Winston.

Storti, C. (2011). *Culture Matters: The Peace Corps Cross-Cultural Workbook*. US: Peace Corps

Recommended readings:

Many of the following primary and secondary materials, articles and readings have been placed on reserve and are located in the CEA office resource center. The instructor will guide you on these readings.

Canale, M. and Swain, M. (1980). "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing", *Applied Linguistics*, 1, (47 pp.)

Case, A. (2009). *Four Approaches to Teaching Vocabulary*. (2 pp.)

<http://edition.tefl.net/articles/lexis/teaching-vocabulary/>

Díaz-Rico, L. T. & Weed, K. (2009). *The Crosscultural, Language, and Academic Development Handbook: A Complete K-12 Reference Guide*, Fourth Edition. USA: Allyn and Bacon. (409 pp.)

Ferlazzo, L. & Hull Sypniewski, K. (2012). *The ESL / ELL Teacher's Survival Guide: Ready-to-Use Strategies, Tools, and Activities for Teaching English Language Learners of All Levels 1st Edition*.

Holmes, J. (2001). *An Introduction to Sociolinguistics – Learning About Language*, Second Edition. Essex: Pearson Education Limited. (424 pp).

K12Reader (2012). *Effective Strategies for Teaching Vocabulary*. p. 1 <http://www.k12reader.com/effective-strategies-for-teaching-vocabulary/>.

Leow, R., Cerezo, L., and Baralt, M. (2015). *A Psycholinguistic Approach to Technology and Language Learning*. Boston: De Gruyter Mouton.

Loewen, S. "Error Correction in the Second Language Classroom" in *Clear News* Vol11: Issue 2 Fall 2007, Michigan State University, pp. 1-5.

Ellis, R. (2003). *Task-Based Learning and Teaching*. Oxford: Oxford University Press (387 pp.)

Murphy, R. (2004). *English Grammar in Use: A self-study reference and practice book for intermediate students*, Third Edition. Cambridge : Cambridge University Press. (390 pp.).

Nation, P. (2008). *Teaching Vocabulary: Strategies and Techniques*. Heinle Cengage Learning, Boston.

Nation, P. *Teaching Vocabulary*. (9 pp.)

<http://engine.googlepages.com/teachingvocabularybyPaulNation.pdf>

Parrot, M. (2010). *Grammar for English Language Teachers*. Second Edition. Cambridge: Cambridge University Press.

Patrick, P. (2013). *Linguistic Human Rights*. pp. 10.

<http://privatewww.essex.ac.uk/~patrickp/lhr/linguistichumanrights.htm>

Sanz, C. (2005). *Mind and Context in Second Language Acquisition*. Washington, DC: Georgetown University Press. (332 pp.)

Scrivener, J. (2011). *Learning Teaching: The Essential Guide to English Language Teaching*, Third Edition. MacMillan Books for Teachers.

Swan, M. (2005). *Practical English Usage*. Third Edition. Oxford: Oxford University Press.

Thornbury, S. (1997). *About Language: Tasks for Teachers of English*. Cambridge: Cambridge University Press.

Wright, A. (2004). *Storytellers*. Madrid, Spain (pp. 80).

ONLINE REFERENCE & RESEARCH TOOLS

- ACTFL – American Council on the Teaching of Foreign Languages. National Standards for Foreign Language Education [HTTP://WWW.ACTFL.ORG/PUBLICATIONS/ALL/WORLD-READINESS-STANDARDS-LEARNING-LANGUAGES?PAGEID=3392](http://www.actfl.org/publications/all/world-readiness-standards-learning-languages?pageid=3392)
- University of Cambridge: Oct 2011 Using the CEFR: Principles of Good Practice: [HTTP://WWW.CAMBRIDGEENGLISH.ORG/IMAGES/126011-USING-CEFR-PRINCIPLES-OF-GOOD-PRACTICE.PDF](http://www.cambridgeenglish.org/images/126011-using-cefr-principles-of-good-practice.pdf)
- Websites with a variety of resources to teach English as a second language:
<http://www.eslcafe.com>
<http://www.eslgold.com>
<http://www.english-4kids.com>
<http://owl.english.purdue.edu/owl/resource/678/01>
<http://www.speak-read-write.com>

ADDITIONAL RESOURCES

UNH ONLINE LIBRARY

As part of this program, you are provided with direct access to additional resources and databases available through the online library of the University of New Haven. To access the online UNH library, go to <http://www.newhaven.edu/library/Services/CEA/>.

Students at CEA Study Abroad Centers have access to the several online research databases through the University of New Haven Library for the purposes of research. Access to these online databases is granted only during the time of enrollment, requires the use of a UNH ID number, which is issued individually to all Study Abroad Center students at the start of the semester. Access to the UNH Library is available through the *MyCEA Account*.

You must comply with UNH policies with regard to library usage. Policies can be found at: <http://www.newhaven.edu/library/general/Policies/>

CEACLASSROOM: CEA'S MOODLE CMS

CEA instructors use the open source course management system (CMS) called Moodle that creates an interactive virtual learning environment for students and educators alike. This web-based platform provides you with 24/7 access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources directly related to your studies. Moodle includes the normal array

of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the many course learning objectives. The ceaClassroom website is located here: <https://www.ceaClassroom.com/>

During the first week of class, the CEA academic staff and instructors will provide you with log-in information and corresponding passwords to access this site. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus that is projected on the first day of class, it is the class schedule on Moodle that is the definitive and official one, given that the instructor will be announcing updates and additions there and nowhere else. It is your responsibility to ensure that you have access to all Moodle materials related to your course and that you monitor Moodle on a daily basis so as to be fully informed of required course assignments and any scheduling changes that might occur.

REQUIRED SUPPLIES & FEES: You will be required to pay transport costs to your teaching placement site.

COURSE CALENDAR

Course Title: Teaching English Abroad:
From Theory to Classroom Practice

Session	Topic	Activity	Student Assignments
1	Introduction to course Review of syllabus Classroom Policies	Overview of Teaching Placements Students' expectations and goal setting	Overview of syllabus, course material, and course assignments Submit Teaching Placement Application
2	Volunteering Orientation & Applications		
3	English in the World Introduction to First Language and Second Language Acquisition Monolingualism and Bilingualism in the US and Spain	Lecture & Discussion Causes and effects of the widespread use of English What kind of English should we teach? What are first and second languages?	Readings: <ul style="list-style-type: none"> • Harmer: Chapter 1, pp. 1-13 • Saville-Troike, Chapter 1, pp. 1-7; Chapter 3, pp. 34-36
4	Intercultural Learning Workshop Describe-Interpret-Evaluate Activity		
5	Second Language Learning: Linguistic, Psychological and Social Frameworks (1900-1960)	Lecture & Discussion Behaviorism vs. Cognitivism Structuralism vs. Generativism	Readings: <ul style="list-style-type: none"> • Saville-Troike, Chapter 2, pp. 7-32 SUBMIT FIELD ASSIGNMENT 1(a)
6	Interview at Teaching Placement Site		

Note: The instructor reserves the right to make changes or modification to this syllabus as needed

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Course Title: Teaching English Abroad:
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7	Second Language Learning: Linguistic, Psychological and Social Frameworks (1960-1980)	Lecture & Discussion The Sociocultural Perspective	Readings: <ul style="list-style-type: none"> • Mitchell, Myles, and Marsden, pp. 46-51 • Saville-Troike, Chapter 4, pp. 71-77, 87-100
8	Current Theories of Second Language Acquisition	Lecture Group Activities Matching teaching activities with theories of language and learning	Readings: <ul style="list-style-type: none"> • Lightbown & Spada, pp. 108-122 • Ellis, R., pp. 1-25 • Saville-Troike, Chapter 5, pp. 105-139
9	Teaching Practice (I)		
10	Teaching Methods: from Grammar-Translation to the Audiolingual Method	Lecture Video demonstration of teaching methods	Readings: <ul style="list-style-type: none"> • Harmer, Chapter 4, pp. 54-79 • Richards & Rogers, pp. 3-35 • Larsen-Freeman, Chapter 4 (pp. 16)
11	Teaching Methods: Alternative Methods and Current Communicative Approaches	Video demonstration of teaching methods Analysis and critique of teaching materials	Readings: <ul style="list-style-type: none"> • Richards & Rogers, 153-178; 192-244 • Larsen-Freeman, Chapter 9 (pp. 15)
12	Teaching Practice (II)		

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Course Title: Teaching English Abroad:
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13	Technology and Computer Mediated Communication in Second Language Learning Observing in the L2 Classroom: Learning and Teaching Dynamics Midterm Review	Lecture & Discussion Class observation guidelines Midterm Review	Readings: <ul style="list-style-type: none"> • Richards & Rogers, 153-178; 192-244 • Larsen-Freeman, Chapter 10 (pp. 15) Midterm Review
14	Teaching Practice (III)		
15	Midterm Exam	Midterm Exam	Midterm Exam
16	Teaching Practice (IV)		
17	Observing in the L2 classroom: Cultural Differences	Reflection on experiences at placement site Discussion on cultural differences and practical exercises Guidelines for Field Assignment 2	Readings: <ul style="list-style-type: none"> • Craig, C., “Fundamentals of Culture – Comparing American and Host Country Views; Adjusting to a New Culture”, pp. 179-208 • Cramer, M.: “Culture Shock. Barcelona at your door: People: The Gurb method and other ways to fit in”, pp 44-50. • Spradley, J.: “Participant Observation”, pp 3-25. SUBMIT FIELD ASSIGNMENT 1(b)
18	Teaching Practice (V)		

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Course Title: Teaching English Abroad:
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19	Managing Learning: The role of feedback & classroom dynamics Lesson Planning	Lecture & Discussion Analysis of lesson plans	Readings: <ul style="list-style-type: none"> • Harmer: Chapters 8-9-10, pp. 154-191 • Harmer: Chapters 12, pp. 210-227
20	Teaching Practice (VI)		
21	Teaching Language: Grammar, Vocabulary, Pronunciation	Lecture & Workshop: Designing grammar & vocabulary teaching materials	Readings: <ul style="list-style-type: none"> • Harmer: Chapters 14-15-16, pp. 239-296
22	Teaching Practice (VII)		
23	Teaching Receptive Skills: Reading & Listening	Lecture & Workshop Designing Reading & Listening Activities In-class Teaching Practice Guidelines for Video presentation	Readings: <ul style="list-style-type: none"> • Harmer: Chapters 17-18-19, pp. 297-357 SUBMIT FINAL PROJECT PLAN
24	Teaching Practice (VIII)		

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Course Title: Teaching English Abroad:
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25	Teaching Productive Skills: Writing & Speaking	Lecture & Workshop Designing Writing & Speaking Activities In-class Teaching Practice	Readings: <ul style="list-style-type: none"> • Harmer: Chapter 20-21, pp. 360-407 SUBMIT FIELD ASSIGNMENT 2
26	Teaching Practice (IX)		
27	Video presentation	Video presentation & Discussion	SUBMIT VIDEO PRESENTATION
28	Teaching Practice (X)		
29	Myths about language learning Lessons learned Re-entry & career development	Discussion Re-entry & career development workshop	Readings: <ul style="list-style-type: none"> • Lightbown & Spada, pp. 201-213 SUBMIT FINAL PROJECT
30	Farewell at the Teaching Placement Site		

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SECTION III: CEA ACADEMIC POLICIES

CEA is committed to providing excellent educational opportunities to all students. The policies outlined in this section outline general expectations for CEA students. Please carefully review the relevant course policies outlined below to ensure your success in this course and during your time abroad.

Furthermore, as a participant in the CEA program, you are expected to review and understand all [CEA Student Policies](#), including the academic policies outlined on pages 19-23 of this document. CEA reserves the right to change, update, revise or amend existing policies and/or procedures at any time.

A. CLASS/INSTRUCTOR POLICIES

PROFESSIONALISM AND COMMUNICATIONS: As a student, you are expected to maintain a professional, respectful and conscientious manner in the classroom with your instructors and fellow peers. Following class policies as outlined in the sections below set the general expectations for your behavior and performance in CEA classes.

You are expected to take your academic work seriously and engage actively in your classes while abroad. Advance preparation, completing your assignments, showing a focused and respectful attitude are expected of all CEA students. In addition, expressing effective interpersonal and cross-cultural communication is critical to your success. Demonstrating your effort to do the best work possible will be recognized, whereas unconstructive arguments about grades, policies, procedures, and/or trying to get out of doing required work will not be tolerated. Simply showing up for class or meeting minimum outlined criteria will not earn you an A in this class. Utilizing formal communications, properly addressing your faculty and staff, asking questions and expressing your views respectfully demonstrate your professionalism and cultural sensitivity.

CLASSROOM BEHAVIOR: All students must have a respectful attitude towards the professor as well as the classmates. In order to ensure a successful learning process, you are required to behave appropriately during any academic related activity. Failing to respect these rules may result in a written warning and your home university will be informed.

ARRIVING LATE / DEPARTING EARLY FROM CLASS: Consistently arriving late or leaving class early is disruptive and shows a lack of respect for instructor and fellow students. For persistently missing class time, the instructor deducts percentage points from the overall participation grade as indicated earlier in the syllabus. Missing a significant portion of one of your classes may constitute a full day's absence. If you arrive late due to serious and unforeseen circumstances, or if you must leave class early due to illness or emergency, you must inform the instructor immediately. The instructor will determine if the amount of class time missed constitutes an absence.

APPEALING AN ABSENCE: All students receive an automatic notification of each absence as soon as attendance records are entered in the system. Therefore, any disagreement with your attendance records must be addressed with the Academic department within a period of 10 days after the notification.

SUBMITTING WORK: All formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of your work in class. You should keep copies of your work until your academic records have been recorded at your home institution, which may take 3 – 12 months after the completion of your program. As a student, you are responsible for providing copies of your work in the event of grade appeals, credit transfer requirements, faculty requests, etc.

LATE HOMEWORK: Homework is due at the specified date and time stated by your instructor. Late homework may not be accepted and/or points may be deducted as a result. Typically, homework submitted several days after the deadline, with no previous discuss with your instructor will not be accepted. It is up to your instructor's discretion to determine penalties for homework submitted after the deadline.

EXTRA CREDIT: Individual student requests for extra credit are not permitted. Extra credit for students' who miss classes, quizzes, exams is not available in any circumstance. Typically, extra credit will not be awarded, however, in the special event your instructor determines extra credit is available for the class, it is up to his/her discretion on how and when to award opportunities for credit. Under no circumstance will extra credit exceed more than 5% of your overall course assessment.

SECTIONS: Students must attend the class section they are registered in and may not switch sections for any reason. Students who turn up in a section of a class they are not registered in will not be able to stay for the lesson and will not be considered present unless they attend their assigned section that week.

MAKE-UP CLASSES: CEA reserves the right to schedule make-up classes in the event of an unforeseen or unavoidable schedule change. All students are expected to attend any make-up classes and the standard attendance policy will apply. Make-up classes may be scheduled outside of typical class hours, as necessary.

MISSING EXAMINATIONS: Examinations will not be rescheduled. Pre-arranged travel or anticipated absence does not constitute an emergency and requests for missing or rescheduling exams will not be granted.

USE OF CELL PHONES, LAPTOPS AND OTHER ELECTRONIC DEVICES: Always check with your faculty about acceptable usage of electronic devices in class. Devices may be used during class breaks and before/after official class times only. Students who create a disturbance or fail to pay attention in class due to electronic devices, will receive a warning and must immediately put devices away unless otherwise instructed by your professor. Inappropriate usage of your electronic devices or repeat warnings will result in a warning and may lead to a deduction in participation grades and/or class dismissal. Any students asked to leave class will be counted absent for the day.

Cell Phones: Use of a cell phone for phone calls, text messages, emails, or any other purposes during class is impolite, inappropriate and prohibited. Students are asked to show common courtesy to others in order to create a positive learning environment and eliminate distractions for everyone. Cell phones, tablets, watches and other electronic devices are to be turned off or silenced (do not set to vibrate) and placed in your purse, backpack, briefcase, etc. during class and any parts of the course including guest lectures, academic excursions, site visits and so on.

Laptops: Faculty determine whether laptops will be allowed in class. The use of a laptop may be limited to specific purposes including note taking, as allowed by special needs/academic accommodations, and/or at the discretion of the instructor. The use of a laptop is prohibited during all tests and quizzes, unless otherwise specified by your instructor. If you have any questions, check with your instructor.

ACTIVE LEARNING - ACADEMIC EXCURSIONS, FIELD STUDIES, SITE VISITS, GUEST LECTURES, ETC: Students will have the opportunity to participate in a variety of experiential learning activities throughout the course. These activities may take place during regular class hours, or they may be scheduled outside class hours on occasion. Students should be mindful to arrive well prepared and on time for these activities and be engaged and respectful as it is a privilege to be invited to these visits and meet with local experts. Disrespectful behavior will result in a warning and/or dismissal from the activity and may result in a grade deduction or absence for the class period.

GRADE DISPUTES: Any questions about grades or grade dispute you encounter in this course must immediately be discussed with the instructor and resolved onsite before the last week of class. Only end-of-term assignments graded after the end of your program are subject to CEA's formal grade appeal procedure. For more information, see *CEA Academic Policies* at http://www.ceastudyabroad.com/docs/CEA_Policies.pdf.

B. CEA GENERAL ACADEMIC POLICIES

COURSE REGISTRATION: It is your responsibility as a student to ensure that your course registration records are accurate for all enrolled courses throughout the semester. At the beginning of the semester and at the end of course registration, check your *MyCEA Account* to ensure you are properly enrolled in all of your desired courses. If a course is missing or an additional course is present, you must resolve with CEA academic staff immediately.

ADD/DROP POLICIES: Students may make changes to registration once onsite, as long as full-time student status is maintained (12 credit hours in the semester) and academic program requirements are maintained. All changes must be made at the start of each term during the designated Add/Drop Period, which concludes at the end of the first week of classes during a semester or on the second day of classes during summer programs. Some limitations may apply. You are responsible for notifying your home institution of any schedule changes.

COURSE WITHDRAWAL: Students wishing to withdraw from a course may do so until the Course Withdrawal Deadline, which is the end of the fourth week of classes in a semester or the end of the first week of classes in a summer program. Course withdrawal requests approved during this timeframe will appear as a “W” on the academic transcript. To request a withdrawal, you must complete the *Change of Course Petition Form* and submit to your local academic staff. You must also notify your instructor in writing of your intent to withdraw from the course. You must remain academically eligible as a full-time student. No tuition or course fee refunds will be granted for approved withdrawals.

MONITORING GRADES AND ATTENDANCE: You are responsible for monitoring your grades and attendance records throughout the course. Any questions or concerns should be discussed immediately with your instructor and/or local academic staff. Your grades and attendance records can be accessed via your *MyCEA Account* online at any time throughout the semester.

ACADEMIC INTEGRITY: CEA is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core value which ensures respect for the academic reputation of CEA, its students, faculty and staff. CEA expects that you will learn in an environment where you work independently in the pursuit of knowledge, conduct yourself in an honest and ethical manner and respect the intellectual work of your peers and faculty. Students, faculty and staff have a responsibility to be familiar with the definitions contained in, and adhere to, the CEA Academic Integrity Policy.

For the complete policies, please see the Academic Integrity Policy in its entirety by visiting http://www.ceastudyabroad.com/docs/GC_Academic_Integrity_Policy.pdf.

Violations of CEA’s Academic Integrity Policy may result in serious consequences, including program dismissal. CEA also reserves the right to share information of such violations with your home institution.

SPECIAL ACCOMMODATIONS: CEA is supportive of students with the need for special accommodation(s) on its study abroad programs. In order to accommodate special requests, students must notify CEA in advance and provide documentation no later than one week from the start of classes. Students requesting special accommodation(s) must submit CEA’s Special Accommodation(s) Form. CEA will review requests to determine what accommodation(s) can be granted. The extent to which accommodations can be provided depends on the nature of the accommodation needed, the general situation in the host country regarding accessibility and available services and costs of services. Late requests are subject to review, and CEA may not be able to provide accommodations. Retroactive requests for accommodations will not be considered. Additional details can be found: <http://www.ceastudyabroad.com/docs/CEA-DisabilityPolicy.pdf>

RELIGIOUS HOLIDAYS: CEA is sensitive to, and supportive of, the fact that faculty, staff and students constitute a rich mixture of religious and ethnic groups. CEA recognizes that many religious holidays merit or require absence from class. To strike a reasonable balance between accommodating religious observance and meeting academic needs and standards, CEA instructors will make reasonable accommodation when a student must miss a class, exam or other academic exercise because of a required religious observance, when the instructor/Academic Office is informed of the specific instance in need of accommodation within the first two weeks of the semester course, or by the end of the second class meeting of summer or short session. Students must submit any missed work in advance of the holiday and will be required to make up missed class time through alternate assignments to receive full credit for time out of class. Students must submit a

written request for religious accommodations using *CEA's Religious Observance Request Form* in the timeline stated above for full consideration.

ACADEMIC ELIGIBILITY: You must remain academically eligible to participate in CEA classes. Factors determining eligibility are outlined in [CEA Student Policies](#), including: full-time status, satisfactory academic progress and complying with academic and attendance policies. Whether you plan to transfer letter grades back to your home institution or not, CEA expects that you will complete all graded assessment categories in each course in which you are enrolled. Failure to complete course requirements will result in grade penalties, and may lead to academic probation and/or program dismissal if you are unable to maintain satisfactory academic progress or full-time student status in your program.

EARLY PROGRAM DEPARTURE: CEA does not allow early program departures. Students departing the study abroad program prior to the end date remain subject to all course policies, including attendance. Assignments, presentations, examinations, or other work will not be rescheduled for voluntary early program departures. In the event of an emergency in which a student is unexpectedly unable to complete the program, students may submit a request for *Leave of Absence or Program Withdrawal* using the appropriate form for CEA review and approval. Contact CEA academic staff to request these forms.

COURSE AND INSTRUCTOR EVALUATIONS: Students will have the opportunity to evaluate both the class and the instructor at the conclusion of the course. Your constructive participation in the evaluation process is important and appreciated.

TRANSCRIPTS: CEA transcripts for this course will be available approximately 90 days from your program completion.

APPEALING A GRADE: Students who decide to appeal a course grade must do so within the **60-day period** following the end of your academic program (or, for academic year students, the end of the semester in which the course was taken). Upon receiving course grades through the *MyCEA Account*, you may initiate the appeal process by filling out and submitting to Academics@ceastudyabroad.com and your onsite academic staff the CEA *Grade Appeal Application Form*.

The grade appeal must concern an end-of-semester form of assessment calculated after the Program End date. It is your responsibility to address all interim grading issues directly with your instructor(s) while onsite. The appeal procedure and the grade re-evaluation it requires do not guarantee a change in grade and could result in an increase, no change, or decrease in the final grade. Any change is subject to a ruling by the course instructor, in consultation with the Academic Dean, and must be based on the academic evidence provided by you to support the appeal. Keep in mind that you may need to submit copies of your work, emails to/from faculty if you are disputing a grade. We recommend keeping records of your work and communications for 3 – 12 months after program completion, until your academic records have been recorded at your home institution.

Upon receiving the results of the review and the decision of the instructor, CEA staff will inform you of the outcome of the appeal. Students who decide to submit a secondary appeal must submit a *Grade Appeal Review Petition* to the Department of Academic Affairs at Academics@ceastudyabroad.com within 15 days of being informed of the initial appeal decision. Secondary appeals will be reviewed by CEA's Academic Review Board. All decisions from the Academic Review Board are final.

A FULL LIST OF CEA POLICIES IS AVAILABLE ONLINE:
[HTTP://WWW.CEASTUDYABROAD.COM/DOCS/CEA_POLICIES.PDF](http://www.ceastudyabroad.com/docs/CEA_POLICIES.PDF)