Woodring College of Education
Preparing thoughtful, knowledgeable, and effective educators for a diverse society
Summer, 2018
TESL 437G: Investigating International Teaching Options
(2 credits)

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TESL 437G:
Prepares educators to investigate a variety of programs in an international setting, with particular emphasis on the role of the teacher, classroom management, curricula, and instructional practice. Observations and service learning may include elementary, secondary, private language schools, private and public universities to provide experience across age groups and institutions.

Prerequisites & Notes:
Admission to TESOL program or permission of instructor.
Credits: 2


Course objectives: By the end of the course, you should be better able to differentiate your instruction of English, your assessments, and your class management techniques to different age groups and different educational settings. Your observations and engagement in different classrooms will help you reflect on the following competencies that are expected of you:

1. I can identify curriculum requirements and set learning aims and objectives suited to my learners’ needs and interests.
2. I can set objectives which take into account the differing levels of ability and special educational needs of the learners.
3. I can plan when and how to use the target language, including metalanguage I may need in the classroom.
4. I can vary and balance activities to include a variety of skills and competences.
5. I can take on different roles according to the needs of the learners and requirements of the activity (resource person, mediator, supervisor etc.).
6. I can create opportunities for and manage individual, partner, group and whole class work.
7. I can use various strategies when learners do not understand the target language.
8. I can encourage learners to use the target language in their activities.
9. I can assess a learner’s ability to produce a spoken text according to criteria such as content, range, accuracy, fluency, appropriacy of register etc.
10. I can assess a learner’s ability to produce a written text according to criteria such as content, range, accuracy, cohesion and coherence etc.
11. I can assess a learner’s ability to understand and interpret a spoken text such as listening for gist, specific or detailed information, implication etc.
12. I can assess a learner’s ability to understand and interpret a written text such as reading for gist, specific or detailed information, implication etc.
13. I can assess a learner’s ability to engage in spoken interaction according to criteria such as content, range, accuracy, fluency and conversational strategies.
14. I can assess a learner’s ability to engage in written interaction according to criteria such as content, range, accuracy, and appropriacy of response etc.

Learning Tasks:

- You will complete 4 hours of observation and service learning for each of four English language teaching sites in Queretaro, for a total of 20 hours (50% of grade)
- You will bring and turn in observations notes on the role of the teacher, classroom management, curriculum, and instructional practice. You will engage actively in weekly discussion section (30% of grade)
- You will write a 3 -4 page synthesis of what you learned from these experiences and how these experiences relate to your future teaching choices (20% of grade)

Professionalism – Please be aware of the following professional expectations in this and all TESOL courses.

The TESOL student meets the guidelines set forth and agreed to in the TESOL Program Contract

Pertaining to the study-abroad condition of this course, the TESOL student
- while interacting with individuals from host culture shows respect and cultural sensitivity
- during events and field trips shows respect and active interest.
- respects cultural and social norms of host country.

Academic Honesty_ Western Washington University students are responsible for reading, understanding, and following the policy and procedures regarding academic honesty as set forth in the WWU Academic Honesty Policy and Procedure (see Appendix D of the University Bulletin), also posted on our Blackboard site.

Reasonable Accommodation Policy
Reasonable accommodation for persons with documented disabilities should be established within the first week of class and arranged through Disability Resources for Students: telephone 650-3083; email drs@wwu.edu; and on the web at http://www.wwu.edu/depts/drs/ For accommodation in faculty-led programs, accommodation should be established 3 months prior to departure.

Assistance and Support
Western encourages students to seek assistance and support at the onset of an illness, difficulty, or crisis. Detailed information on available assistance and support in faculty-led programs will be provided.