**IUPUI Form for Creation of a New Undergraduate Minor**

Date: Feb 6, 2020

School: School of Liberal Arts

Department: English

Are there additional academic units involved in this minor? Yes \_X\_ No If yes, list the academic units with contact people:

If yes, list any other units that will have approval co-responsibility:

**Minor Name, Description, and Implementation**

Proposed name of minor: Teaching English to Speakers of Other Languages (TESOL)

\*Projected semester and year of implementation: Fall 2020

*\*This does not guarantee that the minor will be approved by the semester requested. It must still go through the appropriate approval process.*

Brief description (in 100 words or less):

The minor in Teaching English as a Second Language (TESOL) is a 15-credit hour course of study for undergraduate students who might want to work in English language programs either in the United States or abroad before beginning a more in-depth professional preparation as graduate students. The program of study for the TESOL minor develops students’ understanding of language acquisition patterns, teaching methods, curriculum design, and sociocultural factors that influence teaching and learning. This practice-oriented minor supports majors who contemplate becoming an English/English as a Second Language/English as a Foreign Language professional in the future.

**Future Employment Prospects**

List possible careers for students with this minor:

The primary occupations in which people will benefit from having knowledge of TESOL are English and ESL/EFL teachers, as well as other educators and administrators. Attached is a listing from the U.S. Bureau of Labor Statistics (Attachment 1) of the projected employment growth in select occupations in which people need to be able to understand sociolinguistic and cognitive aspects of language acquisition or may need to provide or use intercultural training.

The TESOL Minor will complement careers that students pursue out of IUPUI's School of Liberal Arts (especially English majors in the linguistics concentration), although many possibilities exist. For example, the minor can be relevant to those in nursing, business, social work, general or health communications, etc.

Impact on future graduate or professional training or employment:

According to the Indiana Department of Education, “More than 112,000 Indiana students speak a language other than English at home, and there are over 275 different languages represented in Indiana schools. Of these, over 50,000 students have been formally identified as English learners due to limited proficiency in speaking, listening, reading, and writing academic English. English learners make up roughly 5% of Indiana’s total student population, and they are enrolled in schools and districts in every corner of the state.” Indiana also happens to have one of the largest populations of Burmese refugees in the U.S. Graduates with a TESOL minor will be able to become involved in teaching English learners in the U.S., as well as English learners abroad – especially if they continue their education with the certificate or MA in TESOL we offer at IUPUI. Other employment opportunities exist in a variety of professions in which understanding language, society, and teaching/training is valued.

The TESOL Minor introduces students to foundational concepts, theories, and best practices for understanding language acquisition patterns, teaching methods, curriculum design, and sociocultural factors that influence teaching and learning. This practice-oriented minor supports majors who contemplate becoming an English/English as a Second Language/English as a Foreign Language professional in the future, although the training is relevant to other future professions as explained above.

We predict that a TESOL minor will be attractive to English majors because of its applied nature and the employment opportunities it opens up for our majors both in the U.S. and abroad. It is expected that exposure to the field of TESOL will lead to a greater interest in pursuing a graduate degree in TESOL, hopefully at IUPUI.

While the minor will be open to any student at IUPUI, the majority of students will likely be in the School of Liberal Arts. This minor will appeal particularly to students who have a desire to live and work abroad upon completing their degrees, as a background in TESOL will make them more employable overseas. In addition to English majors, Students in Anthropology, Communication Studies, World Languages and Cultures, Journalism, History, International Studies and Political Science in particular could use the minor in TESOL to help advance their careers once they graduate.

**Restrictions**

Is the minor open to all majors for a baccalaureate degree? \_X\_Yes No If the minor is not open to all programs, please explain the limitation:

**Rationale**

Rationale for minor:

*(include the program’s goals and objectives)*

We predict that a TESOL minor will be attractive to English majors because of its applied nature and the employment opportunities it opens up for our majors both in the U.S. and abroad. It is expected that exposure to the field of TESOL will lead to a greater interest in pursuing a graduate degree in TESOL, hopefully at IUPUI.

Thus, the TESOL Minor allows the School of Liberal Arts to achieve its goal to provide students with the knowledge and tools they need to work successfully in the real world, meeting the needs of diverse populations, sharing their understanding of other cultures and world views while practicing critical thinking and working effectively with others.

Explain how the minor upholds IUPUI’s mission and vision:

By serving Indiana undergraduate students and English learners in Indiana, the TESOL Minor helps achieve IUPUI’s mission to “advance the state of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement.” The minor also supports IUPUI’s strategic goal to internationalize at home by providing globally-minded education which enhances students’ intercultural competence and understanding of diverse learners.

Describe how the minor enhances what the department or unit currently offers:

Currently, the English Department offers a major in linguistics which would be greatly enhanced by the TESOL minor, which complements the knowledge of English and linguistics gained in the linguistics major by adding the more applied TESOL path. There are also a certificate and an MA in TESOL for whom the linguistics minor can provide a pipeline. In addition to English majors, students in Anthropology, Communication Studies, World Languages and Cultures, Journalism, History, International Studies, and Political Science in particular could use the minor in TESOL to help advance their careers once they graduate.

**Prerequisites and Required Courses**

Total credits required for minor: 15

Are prerequisites required for minor? Yes \_X\_ No

If yes, list required prerequisites (with minimum grades required):

Approved Courses for the TESOL Minor

The minor will consist of a minimum of 15 credit hours in courses distributed as indicated below.

**Group A: Core Courses (9 cr)**

* ENG Z 205 Introduction to the English Language (3 cr)
* ENG Z 432 Second Language Acquisition (3 cr)
* ENG Z 434 Introduction to Teaching English as a Second Language (3 cr)

**Group B: Elective Courses-Choose two of the following (6 cr)**

* ENG Z 206 Introduction to Language Use (3 cr) OR ENG Z 310 Language in Context: Sociolinguistics (3 cr)
* ENG Z 370 Second Language Writing (3 cr)
* ENG Z 441 Materials Preparation for ESL Instruction (3 cr.)
* ENG Z 405 Topics in the Study of Language (ex.: *Generation 1.5*, *Second Language Learning and Technology*, other)
* ENG E 398 Internship in English (meets Capstone requirement for English majors)

Note: ***For both Group A & B: enrollment permitting, the department will attempt to have separate sections just for undergraduates, not cross-listed sections.***

Substitute courses

Students may petition, either before or after taking a course, to count a course toward the minor. Students will petition the faculty member coordinating the TESOL minor. They will include:

* course number, title, instructor and term of instruction
* a copy of the syllabus
* statement of how the course meets specific Learning Outcomes of the minor
* completed assignments (if course is finished) that best demonstrate Learning Outcomes

Faculty in the School of Liberal Arts may petition to have a course be counted toward the minor. Faculty will petition the faculty member coordinating the TESOL minor. They will include:

* course number, title and term of instruction
* a copy of the syllabus
* statement of how the course meets specific Learning Outcomes of the minor
* statement regarding commitment to participate in the faculty community of practice

Are all new courses needed for the program already approved? If not, have the new courses completed the remonstrance process?

Yes

**Learning Outcomes, Experiences, and Assessment**

List expected student learning outcomes for the minor:

Over their course of study in the TESOL Minor, students will progress from understanding and demonstrating their understanding of language structures, language use, and language acquisition through discussions, reflections, presentations, and tests to applying their knowledge in case studies of language learners, research studies of classroom interaction, and teaching or tutoring practice in English language classes at IUPUI, in Indianapolis schools, and community programs.

The TESOL Minor helps students achieve the following IUPUI Profiles of Learning for Undergraduate Success:

**Communicator**

The IUPUI student conveys ideas effectively and ethically in oral, written, and visual forms across public, private, interpersonal, and team settings, using face- to-face and mediated channels. Communicators are mindful of themselves and others, listen, observe, and read thoughtfully, ask questions, evaluate information critically, create messages that demonstrate awareness of diverse audiences, and collaborate with others and across cultures to build relationships. The communicator:

* Evaluates Information
* Listens Actively
* Builds Relationships
* Convey Ideas Effectively

Problem Solver:

The IUPUI student works individually and with others to collect, analyze, evaluate, and synthesize information to implement innovative solutions to challenging local and global problems. The problem solver:

* Thinks critically
* Collaborates
* Analyzes, synthesizes, and evaluates
* Perseveres

Innovator:

The IUPUI student builds on experiences and disciplinary expertise to approach new situations and circumstances in original ways, is willing to take risks with ideas, and pose solutions. Innovators are original in their thoughts and ask others to view a situation or practice in a new way. Innovators are good decision makers, can create a plan to achieve their goals, and can carry out that plan to its completion. Innovators use their knowledge and skills to address complex problems in order to make a difference in the civic life of communities and to address the world’s most pressing and enduring issues. The innovator:

* Investigates
* Creates/designs
* Confronts challenges
* Makes decisions

**Community Contributor**

The IUPUI student is an active and valued contributor on the campus and in communities locally and globally. They are personally responsible, self-aware, civically engaged and they look outward to understand the needs of the society and their environment. They are socially responsible, ethically oriented, and actively engaged in the work of building strong and inclusive communities, both local and global. The community contributor:

* Builds Community
* Respectfully Engages Own and Other Cultures
* Behaves Ethically
* Anticipates Consequences

How will learning be assessed?

The faculty who teach the courses listed above will apply the assessments already approved for each course included in the program. They will meet periodically to discuss the outcomes of the assignments and results of the course evaluations in order to maintain the minor’s alignment with the learning outcomes listed above.

Throughout their course of study in the TESOL minor, learning will be assessed in a variety of ways. The courses included in the minor use assessment forms such as quizzes and tests, reports of teaching observations, language data collection and analysis, literature reviews on topics in TESOL, and applications such as lesson plans or more extensive teaching units for English language courses and programs.

Sample assignments are provided in Attachment 2. One signature assignment is a report based on an observation of classroom teaching in which the students are asked to describe a class and analyze specific aspects of it, such as teacher-student interaction, peer-to-peer interaction, classroom discourse and feedback patterns, as well as the theoretical foundations of the pedagogical choices made by the teacher whose class was observed. The second signature assignment requires that students collect written or spoken linguistic data (papers, interviews, oral presentations) from an English language learner for the purpose of analyzing that learner’s linguistic development. This research assignment replicates the type of research that TESOL professionals conduct as empirical or action researchers.

How will the effectiveness of the program as a whole be assessed and continuously improved?

The faculty who teach courses in the TESOL minor will meet periodically to discuss the outcomes of the assignments and results of the course evaluations in order to maintain the minor’s alignment with the learning outcomes listed above. In this process, the faculty will discuss necessary improvements.

Do any of the required courses carry RISE credit (optional)? If so, list them.

**Faculty and Resources**

Do all of the courses required for the minor apply to other baccalaureate degrees with the department? If not, justify resource requirements.

Yes.

Explain if the unit has existing resources (e.g., financial, learning, library, equipment) to offer the minor (or will resources be reallocated).

This TESOL Minor will be staffed and supported with existing resources.

**Potential Negative Impact**

Does the curriculum have the potential to negatively impact enrollment in the courses or degrees in other departments or academic units?

No.

Is there any duplication of existing courses or programs in other schools? If so, please describe.

No.

**Additional Comments and Information**

Additional comments or information:

**Contact Information**

Contact person for this minor: Dr. Estela Ene

Contact person’s email: [eene@iupui.edu](mailto:eene@iupui.edu)

Contact person’s phone number: 317-274-3908

**Attachment 1**

Employment projections by occupation, 2016 – 2026

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **OccupationName** | **BaseYear** | **Base** | **ProjYear** | **Proj** | **Change** | **PercentChange** | **AvgAnnualOpenings** |
| Adult Basic and Secondary Education and Literacy Teachers and Instructors | 2016 | 68200 | 2026 | 64700 | -3500 | -5.1 | 6800 |
| Communications Teachers, Postsecondary | 2016 | 34100 | 2026 | 37500 | 3400 | 10.0 | 3000 |
| Community and Social Service Specialists, All Other | 2016 | 100300 | 2026 | 113500 | 13200 | 13.2 | 14100 |
| Editors | 2016 | 127400 | 2026 | 125600 | -1800 | -1.4 | 12000 |
| Education Administrators, All Other | 2016 | 38400 | 2026 | 42500 | 4100 | 10.7 | 3400 |
| Education Administrators, Elementary and Secondary School | 2016 | 251300 | 2026 | 271100 | 19800 | 7.9 | 21200 |
| Education Administrators, Postsecondary | 2016 | 180100 | 2026 | 198300 | 18200 | 10.1 | 15700 |
| Education Administrators, Preschool and Childcare Center/Program | 2016 | 61800 | 2026 | 68500 | 6700 | 10.8 | 5500 |
| Education Teachers, Postsecondary | 2016 | 74500 | 2026 | 82200 | 7700 | 10.3 | 6600 |
| Education, Training, and Library Workers, All Other | 2016 | 112700 | 2026 | 124900 | 12200 | 10.8 | 11700 |
| Educational, Guidance, School, and Vocational Counselors | 2016 | 291700 | 2026 | 328400 | 36700 | 12.6 | 35300 |
| Elementary School Teachers, Except Special Education | 2016 | 1410900 | 2026 | 1514900 | 104000 | 7.4 | 112800 |
| English Language and Literature Teachers, Postsecondary | 2016 | 84600 | 2026 | 92900 | 8300 | 9.8 | 7500 |
| Foreign Language and Literature Teachers, Postsecondary | 2016 | 35000 | 2026 | 39100 | 4100 | 11.7 | 3200 |
| Healthcare Social Workers | 2016 | 176500 | 2026 | 212000 | 35500 | 20.1 | 22900 |
| Human Resources Specialists | 2016 | 547800 | 2026 | 586700 | 38900 | 7.1 | 57600 |
| Instructional Coordinators | 2016 | 163200 | 2026 | 180400 | 17200 | 10.5 | 16900 |
| Kindergarten Teachers, Except Special Education | 2016 | 154400 | 2026 | 166700 | 12300 | 8.0 | 16700 |
| Librarians | 2016 | 138200 | 2026 | 150600 | 12400 | 9.0 | 14500 |
| Secondary School Teachers, Except Special and Career/Technical Education | 2016 | 1018700 | 2026 | 1095500 | 76800 | 7.5 | 79500 |
| Self-Enrichment Education Teachers | 2016 | 354200 | 2026 | 411600 | 57400 | 16.2 | 47000 |
| Special Education Teachers, All Other | 2016 | 41300 | 2026 | 45400 | 4100 | 9.9 | 3400 |
| Special Education Teachers, Kindergarten and Elementary School | 2016 | 188900 | 2026 | 202800 | 13900 | 7.4 | 15000 |
| Special Education Teachers, Middle School | 2016 | 89300 | 2026 | 95700 | 6400 | 7.2 | 7100 |
| Special Education Teachers, Preschool | 2016 | 29200 | 2026 | 32500 | 3300 | 11.3 | 2500 |
| Special Education Teachers, Secondary School | 2016 | 131900 | 2026 | 141600 | 9700 | 7.4 | 10500 |
| Speech-Language Pathologists | 2016 | 145100 | 2026 | 171000 | 25900 | 17.8 | 10400 |
| Teacher Assistants | 2016 | 1308100 | 2026 | 1417600 | 109500 | 8.4 | 147900 |
| Teachers and Instructors, All Other | 2016 | 993900 | 2026 | 1091800 | 97900 | 9.9 | 122200 |
| Training and Development Managers | 2016 | 34500 | 2026 | 38100 | 3600 | 10.4 | 3500 |
| Training and Development Specialists | 2016 | 282800 | 2026 | 315300 | 32500 | 11.5 | 31700 |
| Writers and Authors | 2016 | 131200 | 2026 | 141200 | 10000 | 7.6 | 12600 |

Source: Employment Projections program, U.S. Bureau of Labor Statistics

<https://projectionscentral.com/Projections/LongTerm>

**Attachment 2: Sample Assignments**

**ENG Z 206 – Introduction to the English Language**

**REQUIREMENTS AND GRADES**

The following is a brief overview of the major assignments and the grading system.

* + - * **Exams:** Three non-cumulative exams will be weighted according to one’s performance as follows:
        + Best test = 30 points; Second best test = 25 points; Third best test = 20 points.

Students must notify me as soon as possible if they are unable to make it to class on the day of an exam. The reason for such absence must be valid and verifiable. Otherwise, there will be no make-up exam. Exam grades will be final, that is, not subject for revision.

* + - * **Classroom Presentation**: 15 points

Each student will be paired with one or more other students and asked to research an issue in applied linguistics. Each group will present a report on what they have read to the class. The reports will be given in the last three regularly scheduled class meetings. Attendance for all presentations is absolutely mandatory. Absence on the day of one’s presentation will result in a loss of 15 points from one’s final point total. Absence on the days of other students’ presentations will result in a loss from one’s final point total of 7.5 points for each such absence.

* + - * **Class Attendance, Participation, and Homework**: 10 points.

Except for the final three class meetings, when presentations are given, and days when tests are scheduled, students may miss one class during the semester without having a negative impact on their final point total. Beyond that, however, each additional absence will result in the loss of 5 points from one’s final point total. Please note the obvious: in order to participate in class work, you must attend class. Regarding homework, individual assignments are not graded. What is important, and will be expected, in this course is that you give your best effort in doing the homework assignments. There will be no extra-credit assignments in this class. Final grades will be determined solely on the basis of how students do on the tests, the project/report, class participation and homework.

**ENG Z432 - SECOND LANGUAGE ACQUISITION**

|  |  |
| --- | --- |
| **ASSIGNMENTS** | page4image5808560page4image2921888  **Percent** |
| Language Learning & Literacy Autobiography | page4image5816256page4image5816880  10% |
| Mid-Term TEST and ‘pop quizzes’ | page4image5820416page4image5820832  20%  page4image5821456page4image5821872 |
| Mini-Case Study | 25% |
| Application Paper | page4image5825200page4image5825616  20%  page4image5826240page4image5826656 |
| Poster Presentations | 15% |
| Showing up on time, prepared, and participating | page4image5829984page4image5830400  10%  page4image5831024page4image2919984 |

**LANGUAGE LEARNING AND LITERACY AUTOBIOGRAPHY**

Your first assignment in SLA is to write a language learning and literacy autobiography. Teachers’ prior experiences can have a profound influence on their classroom teaching practices. Many language teachers, in fact, rely more on their past experiences as language learners than on the knowledge they encounter in their teacher education programs to inform their teaching practices. As a result, it is very important that you are aware of the influences on you as you learned to read and write your L1(s) as well as your L2(s). This assignment is intended to help you deepening your awareness of your own language learning processes.

*What is literacy?*

The narrow meaning of literacy is the ability to read and write. The broader meaning of literacy is one’s experience of language - how one uses language to live in this world, to create meanings, and to effect changes in oneself and in the world.

*What is an autobiography?*

An autobiography contains stories of your life written by you.

*Therefore, a language learning/literacy autobiography contains…*

…for example, your stories of learning to read and write in your first language(s) and your second language(s) – including dialects(!), your stories of living in language in ‘your world,’ your stories of effecting changes in yourself and in the world you live in through language, and any other stories related to learning languages and using language.

An autobiography is usually in the form of a captivating narrative. In other words, it tells stories *with your personal reflections* interleaved somewhere between the stories.

If you have learned second or foreign languages (even if only in high school/college), you should focus on these more than on learning your L1 in your autobiography. If you have not learned a second or foreign language, then you can focus on learning your L1 in this assignment. Here are some questions to help you get started with respect to the content of your autobiography. YOUR AUTOBIOGRAPHY SHOULD NOT BE MERELY A LIST OF ANSWERS TO THESE QUESTIONS. IN FACT, IF IT IS JUST A LIST OF ANSWERS TO THESE QUESTIONS YOU WILL NOT GET A GOOD GRADE ON THIS ASSIGNMENT. These questions are just meant to stimulate your thoughts with respect to your autobiography. You do NOT need to address all of these questions in your autobiography.

Questions designed to stimulate your thoughts with regard to your language learning autobiography:

1. What foreign languages have you learned? When did you learn them? Where? Who taught them to you? What methods did your teachers employ?

2.What type of writing do you most like to do?  Journals?  Letters?  Email?  Research Papers?  Explain.  What type of writing comes easiest to you?  What type is the most difficult? Why?

3. What type of things do you like to read in both your first language and in your second language?

4. What is the first book you remember reading? What is the first book that you remember reading in a language other than your L1?

5. What teacher taught you the most in the areas of reading and writing in your first language and in your second language?  Did you like him/her?  Describe one experience with that teacher that helped you.

6. What has been your best experience regarding language learning? Your worst?

7. Do you remember any times when you were aware of made aware of your own inadequacy as a user of either your L1 or your L2?

8. Did you learn languages in more than one school, region, state, country? If so, did your language learning experiences differ from place to place. For the non-Americans in the group: How does language learning in the US differ from language learning in your home country?

9. For the non-Americans in the group: How have your reading and writing habits or experiences in both your first language and in English changed, if they have changed, after you come to the U.S.?

10. Do you have any specific methods, practices, or habits of improving your proficiency in your second languages that you would like to recommend to your classmates?

11. What are the things that trouble you right now as a reader, a writer, a student, and a researcher?

12. Do you have any experience collaborating with your classmates or your advisor? Did that experience teach you anything about reading and writing?

13. Do you have any dreams or hopes for the future? How are these dreams and hopes related to your reading and writing skills?  What skills do you need to develop as a writer? Speaker?

14. Do you find your identity/personality connected at all to the language you use? Does your identity/personality change when you speak different languages/dialects?

**Details of the assignment:**

Undergrads, your language learning and literacy autobiography should be AT LEAST 5 full pages in length, double-spaced, 1-inch margins, 12-point font; graduate students, your autobiography should be 7+ pages. You should use the following general structure in your paper:

a) the autobiography should have an introductory paragraph in which you state your general purpose as well as the organizing principle you will follow in your autobiography (e.g., chronological, language-by-language, major events, successes/failures, etc.);

b) each paragraph should have a topic sentence in which you state (generally) what the paragraph is about;

c) consider dividing your autobiography into subsections with specific, descriptive sub-headings;

d) ***your autobiography should contain a final concluding paragraph in which you provide some type of summary, reflection, and/or concluding remarks such as plans for future language/literacy development.*** **Be sure to include thoughts on what helped and/or hindered your language development.**

SLA Mini-Case Study

Requirements and Guidelines

Fall 2013

One of the course projects in Second Language Acquisition is a mini-case study of a single language learner, which will take you much of the semester to complete. The purpose of this assignment is to help you identify and analyze linguistic patterns of development in student work, and to propose context- and age-level appropriate instruction to address language needs.

The mini-case study involves the collection of relevant data from a language learner, analysis/interpretation of the data, and a presentation of your findings and recommendations based on the data. The steps laid out below should assist you in moving through the three essential levels of analysis and representation leading to your final paper: (1) *discovery*; (2) *analysis*; and (3) *interpretation* (Richards, 2003).

The Mini-Case Study is divided into four stages:

Stage I: Identification of participant (due September 23, 2013)

Write a one-paragraph explanation of who your participant is, why you chose that person, the languages that person speaks (be sure to identify which language is the L1), and what kind of data you plan to collect (written or spoken) and why. You might also include some demographic and biographical information on that person, if available (but you will be getting that info in Stage II). Unless you receive special permission from me, you should work with someone who is learning *English* as a second/foreign language. I can help you locate an IUPUI EAP student if you need assistance in finding a participant (if you do, send me an e-mail request by Monday, Sept. 9!).

NOTE: It is MUCH, MUCH easier to find patterns of language errors from people who are at lower levels of proficiency; the more proficient they are, the harder you will likely have to work to identify patterns of error. Consequently, I encourage you to identify a participant who is NOT native-like in the L2.

\*\*Be sure you get a consent form signed or, if the participant is under 16, signed by a parent or guardian.\*\* You must include this with your final project. (Combine sample at end of this packet with model given in Tarone & Swierzbin, p. 161.)

Stage II: Background information (due no later than October 21).

(A) Collect as much of the following information as you are able:

-L1

-L1 education (level, context, etc.)

-L2 proficiency level (Week 6)

-L2 learning contexts/experiences (where, when, how, how long) (Week 2)

-Socio-cultural factors that have influenced SLA (Week 9)

-What is his/her general Personality/Learning style (Week 8)

(e.g., <http://www.ncsu.edu/felder-public/ILSdir/ilsweb.html>)

-What are his/her general Learning strategy preferences (Week 8)

-What are the current cognitive/academic expectations for him/her (as a student)?

-What are his/her social/affective needs (as a student in the learning context)? Evidence?

-What are the current (academic) language/linguistic expectations and needs? Evidence?

(B) Write a ~2 page preliminary report of the above information you have collected. This can be in outline form, and will also serve as a rough draft of your final report; it will not be graded except as to whether you have done it or not. (5% of final project grade). See pp. “3-24” & “3-30” in the back of this packet.

(C) \*If analyzing written work (unedited by others), begin collecting samples. [Written data is easier to collect, but can sometimes be harder to identify patterns – and typically patterns relate to linguistic errors only.]

\*If analyzing spoken language, set up a time and location for an extended recorded interview in the very near future. [Interviews are harder to set up to collect data, but often it is easier to see patterns in spoken data, and patterns/themes other than structural ones are easier to identify (e.g., social, learning style, pronunciation, and psychological themes).

Stage III: Preliminary Data Analysis (due November 4)

1. We will be working in a small group in class to discuss the data you and your classmates have collected. *If you do not have your data collected and have not already done preliminary preparation for analysis (including at least 2 pages of transcription of oral data!) and some initial analysis, you will be marked absent for the day (see attendance policy), and your final project grade will be reduced by 10 points (e.g., 90 to 80)!!*
2. Transcription procedures and conventions for oral language:
3. When analyzing spoken discourse, it is important that the non-native speaker provide more language than you do. Therefore, you must conduct your interview so that you give your non-native speaker lots of opportunities to speak. If you need ideas for things to talk about, see the resource Topics for Cross-cultural Conversations located in OnCourse. These ideas are designed primarily for interacting with adults or secondary-level students, but should also provide ideas for conversing with younger ESL students. Obviously, you need to find a speaker who is able to produce some language. Overly shy speakers, or speakers who know only a few words of English will not be particularly helpful to you. Similarly, you don't want to interview someone who is already fluent in English as their rate and range of errors will be rather limited.
4. Your goal of the interview is to allow the non-native speaker to concentrate more on content than on form. Learners should give their approval that you are collecting language samples, knowing that you will use fictitious names when writing up your report.
5. You should try to record at least 30-40 minutes of non-native speaker discourse taped so you can choose the most fruitful chunks of text to transcribe. More is better! This may mean you will need to meet younger speakers on two or three occasions in order to record that much speech.
6. Once you have completed your interview(s), it is time to transcribe at least fifteen minutes of your interview. It is best to begin your transcription somewhere after the first five minutes of the interview. At the beginning of the transcription, indicate the time in the interview that you started the transcription (e.g., 5 minutes, 30 seconds) and at what time in the interview you stopped transcribing (e.g., 20 minutes, 13 seconds).
7. See notes below in the section: **Information on How To Do a Transcription of an Interview**
8. While transcribing, put no more than one clause per line. When you transcribe, have the computer number each line. This is easy to do in most word processing programs. (e.g., If you use Microsoft Word in a Macintosh, go FORMAT -> DOCUMENT -> LAYOUT -> LINE NUMBERS to have numbers automatically assigned to each line.)

**Transcription procedures and conventions for written language:**

1. You should try to collect at least three different samples of writing from your language learner. When collecting writing samples, it is important to remember that you need longer written samples from more advanced writers than beginning writers because they won’t make as many errors! Therefore, if you are working with a more proficient writer, you should plan to collect at least six pages of writing. If, on the other hand, you are working with beginning learners, you should still plan to obtain at least three different samples of writing, but you may only need to collect about three pages of writing. These samples are probably best taken from assignments that students were instructed to do for their classes, but other samples may be appropriate.
2. Your writing samples should be from the same general span of time; there should be no more than a two-month period between when the first and last samples were written by the student.
3. Make sure that the writing samples that you get are unedited "first" drafts; that is, samples of student writing before they have received feedback from a teacher, tutor, or peer, and begun revising it.
4. Select about 750 words across the three texts. Put no more than one clause per line. When you transcribe, have the computer number each line. This is easy to do in most word processing programs. If you use Microsoft Word in a Macintosh, go FORMAT -> DOCUMENT -> LAYOUT -> LINE NUMBERS to have numbers automatically assigned to each line.
5. Look at the preliminary transcript of your data and try to identify some patterns of language error, such as consistently pronouncing the voiceless interdental fricative [“th”] sounds as voiceless lateral [“s”] sounds, consistently making mistakes with past tense structures, consistently using the wrong preposition or not using one at all, or consistently avoiding basic structures like compound/complex sentences. If you collect interview data, you may see also some other patterns/themes that relate to language acquisition, such as motivation or peer pressure. Read the two sample mini-case studies on OnCourse to get an idea of what a ‘pattern’ is. SEE ALSO the Language Systems Inventory on p. “7:39” in this packet.

Stage IV: Final Version of Mini-Case Study (due Dec. 9, 2013)

Your final paper should amount to about ten+ pages. This assignment is small in scale and is aimed modestly at introducing you to the process of collecting and interpreting qualitative data. Your written Mini-Case Study must consist of the following components:

|  |  |
| --- | --- |
| Introduction | A brief introduction to the paper (one or two ¶s). |
| Participant Profile | About two pages reporting salient demographic and biographical data relevant to your participant’s development as a multilingual learner. Relevant demographic and biographical data that might include: age, gender, native language, country of birth, second or foreign languages (including how, when, and how long learned), educational level, ethnicity/race, socioeconomic status, work experience, study or travel abroad experience or other experience living in a place where English is not the dominant language, literacy experiences, language use (what part of the day and for what purposes does the participant use what languages?), learning styles, learning strategy preferences. |
| Method | A brief (one- to two-¶) description of your data collection and analysis procedures. |
| Findings and Discussion | A thematically-sequenced analytic discussion of your chief findings. In other words, each finding (**at least two**) should be introduced in a separate section. In your analysis, you are encouraged to represent your work integratively by revealing discoveries, describing analyses, and articulating interpretations (Richards, 2003) in a coherent discussion, interspersed with relevant excerpts from your interview, as available, and appropriate references (no fewer than three). This means that in each section (you will report a single finding in each section) you should first present your discovery (i.e., the finding), you should then describe the finding and analyze it, and then you should interpret the finding. When you are describing your finding, it is a good idea to give a concrete example of data that lead you to this finding. Data in this paper comes in the form of an excerpt, either from your written data or from your interview, i.e. transcribe what your participant said in the interview and present it in your paper as an example of a finding, or from the written texts you have analyzed. Interpretation allows you to show your reader how you think about a topic. In this section you should also show the reader how you connect your data to larger theories and ideas that you encountered in your readings, i.e. in the published literature. This section will be 4-6 pages in length and is the most important section of your paper. |
| Needs Analysis | Identify what you see as the student's top SLA need (at the moment), and why you think so. Keeping in mind the student background, as described above, outline suggestions for helping this student address the need. In other words, how would you, as an ESL/EFL teacher, treat this learner’s errors? (2-3 pages) |
| Conclusion | A one- to two-¶ synthesis of your key findings. |
| References | An APA-style reference list, impeccably formatted and edited. See the University Writing Center for help with APA formatting of bibliography. |
| Appendix | Appendix should contain your interview questions, informed consent document |

**Themes**

There are many sorts of themes you might find in your data that you might choose to discuss in your paper. See the mini-case study examples in OnCourse to see some examples of social and psychological themes as well as “language” themes (errors). ***You should explore AT LEAST one regularly re-occurring grammar or pronunciation error***.

**Information on the Language and Structure That You Should Use in Your Mini-Case Study:**

1. You should use academic English in your paper. This means that:
   1. You *should not use* language that is characteristic of spoken English, e.g. ‘well’, ‘nowadays’, ‘anyways’, ‘so’ (as a causal conjunction), ‘it’s like a different language’, ‘I’m like, I can’t believe this’, ‘this is way cool’, etc.
   2. You should use conjunctions to tie your sentences together, e.g. *while, although, because*
   3. You should use discourse markers to provide signposts for your line of argumentation, e.g*. however, nevertheless, on the one hand, on the other hand, further, furthermore, in addition, therefore, thus, on the contrary, moreover*, etc.
   4. You should adopt a *neutral and charitable tone* in your writing. You should avoid charged language, harshness, outrage, anger, and other displays of strong emotion in your writing. Instead, you should convince your reader with facts, figures, evidence, and data that support your position.
   5. You should and must *cite other authors* in your writing. You cite the direct words of other authors when they say something is such a way that is so good and attractive (or revealing) that you want to reproduce their words. You cite other authors in order to give them credit for their ideas and procedures. You also cite other authors in order to support your ideas and opinion. For example, you can strengthen your own argument when cite another author who has the same opinion.
2. Each of your paragraphs should have a clear focus (topic sentence)
3. You should not have paragraphs that consist of only one sentence.
4. The paragraphs of your paper should be ordered thematically in a clear and organized way.
5. Each sentence in your paper should be a complete sentence, i.e. the sentence should have both a subject and a verb. You should not include sentence fragments in your writing.

**Information on How To Do a (Simple) Transcription of an Interview:**

1. Transcription is the process that linguists use in order to make a written record of an aural/oral event. In order to do your transcription you will use a set of written symbols to represent events (sounds) that normally occur only in the aural/oral mode, e.g. laughing, loudness, inhaling, coughing.

2. It is anticipated that there will be many uncertainties concerning the transcription draft and that you will feel like you ‘don’t know what you are doing.’ This is normal and this is why we are doing a rough draft well before the final due date. Transcription is a LEARNING-BY-DOING process. You will receive instructor feedback on the draft of your transcription.

3. Your participants must voluntarily agree to be recorded. Please be considerate of your participants; they are doing you a favor. This means that you must first inform them of the general nature of your study and tell them how you will use their speech samples. Under no circumstances will you be asked to reveal your participants’ identity, and **it is your responsibility to preserve the privacy and anonymity of the individuals involved by using pseudonyms in your rough draft and in the final version of the MCS.** Don’t use the participants’ real names in the transcript or in the final paper. There are ethical and legal considerations to bear in mind, the most significant of which is that your participants must consent to being recorded.

4. Actual data **transcription can be a time-consuming process.** I suggest that you give yourself plenty of time for this part of the Mini-Case Study. In *The transcription of discourse*, Jane Edwards (2003) relates that “[e]stimates for word-level transcription with minimal added information are in the range of 10 or 11 minutes for every 1 minute of speech…” (pp. 336-37). So, if you are transcribing 30-minutes of tape, you should plan on this taking you three or more hours!!

5. Once you pick sections of the recording that seem like they have some interesting language “issues” going on, transcribe *everything* that occurs in the interview exactly as you hear it on the tape, including repetitions, swear words, false starts, mispronunciations and other errors (e.g. grammatical errors, incorrect words, etc).

6. You will need to listen to your interview tape numerous times in order to produce an accurate transcript. It is always wise to listen to the conversation over again once you feel you have a “complete” transcript; you may be surprised at how much more you can pick up on the fifth or sixth go-round! A further recommendation is to ask a classmate or friend to listen to your sample as they follow your transcript; ask your volunteer to indicate any inconsistencies that you may have overlooked.

7. Here is a set of symbols that you should use to transcribe your interview. You may not need to use all these symbols in your transcription because all these events may not occur in your interview. If you are unsure about how to transcribe something, ask me!

// = simultaneous utterances, i.e overlapping speech

**Example**:

Sean: so then I didn’t um want to do that because //I thought it wouldn’t work

Julie: //you maybe thought it wouldn't work

Thus, Julie started with “you” at the same time that Sean said “I”. You cannot use the overlap symbol at the end of a word at the end of an utterance because that would indicate that speech overlap occurs after the final word had been completely articulated and that is an impossibility.

(( )) = researcher’s/transcriber’s comments, descriptions of the conversational scene, translation of something said in the L1

(asparagus) = items enclosed in single parentheses indicate transcriber’s doubt about the accuracy of what is transcribed; i.e. the transcriber could not really hear what is said but it sounded like, in this example, the word “asparagus”

( ) = empty single parentheses indicate that the transcriber could not hear what was said at all, although it was obvious something was said

: = a one-second pause; ::: = three-second pause, etc.

- = short, untimed pause within an utterance

- = (a dash attached to a word such as interna-) a halting, abrupt cutoff

? = rising intonation (not necessarily a question as in standard English orthography)

. = falling intonation (not necessarily the end of a sentence as in standard orthography)

underlining = emphasis, usually spoken louder than surrounding speech

> < = an utterance that was spoken faster than the surrounding speech

[IPA] Use IPA (international phonetic alphabet) if you know it for utterances that are **mispronounced**. If you don’t know IPA, start by making reasonable transcriptions of the mispronunciation. If you choose to focus on this feature in your analysis, you can go back later and figure out the IPA to accurately represent the sound error.

8. In a transcription, punctuation symbols (periods, questions marks, commas) have meanings other that those conventionally associated with them. Therefore, **you should not use punctuation symbols in the conventional way in your transcript** (e.g., do not use a question mark after a question, do not use a period at the end of a sentence – full sentences rarely occur in natural conversation anyway). It is also common not to capitalize in the conventional way in a transcript (exceptions are sometimes made for certain words such as the first person singular pronoun and names). This is because capitalization can have another meaning in a transcription system. Your word processor may automatically capitalize words at the beginning of a line. Make sure you turn this function off when you are typing up your transcription; otherwise, you’ll have many capital letters where you shouldn’t have them.

9. Here is an example

numbers = line

I = interviewer (author, white female, age 20)

S = female student (Dew – a pseudonym); Thai, age 26

I: Why did you come to study in the U.S.?

S: now I want to::

improve my [Englis] as [mus] as I [kin] ((can))

you know::

since I ((I’m)) here,

because [ukt-uali] ((actually)):::

my first motivation to come here is improve my Eng-. ((English))

Master? ((Masters Degree)) is like [sometin]:::

that come along [wit] um…

[wit] learning [Englis], [ukt-uali] ((actually)).

**Transcription procedures and conventions for written language:**

1. You should try to collect at least three different samples of writing from your language learner. When collecting writing samples, it is important to remember that more proficient writers will require longer written samples than beginning writers. Therefore, if you are working with a more proficient writer, you should plan to collect at least six pages of writing. If, on the other hand, you are working with beginning learners, you should still plan to obtain at least three different samples of writing, but you may only need to collect about three pages of writing. These samples are probably best taken from assignments that students were instructed to do for their classes, but other samples may be appropriate.
2. Your writing samples should be from the same general span of time; there should be no more than a two-month period between when the first and last samples were written by the student.
3. Make sure that the writing samples that you get are "first" drafts; that is, samples of student writing before they have received feedback from a teacher, tutor, or peer, and begun revising it.
4. Select about 750 words across the three texts. Put one, and only one, clause per line. When you transcribe, have the computer number each line. This is easy to do in most word processing programs. If you use Microsoft Word, go FORMAT -> DOCUMENT -> LAYOUT -> LINE NUMBERS to have numbers automatically assigned to each line.

**Helpful References**

(\* those with asterisks below are required reading for the assignment)

Brown, J. D., & Rodgers, T. S. (2002). *Doing second language research.* Oxford, England: Oxford University Press.

Dörnyei, Z. (2002) *Questionnaires in second language research: Construction, administration, and processing.* Mahwah, NJ: Lawrence Erlbaum.

Gass, S., & Selinker, L. (2001). *Second language acquisition: An introductory course* (2nd ed.). Mahwah, NJ: Erlbaum.

Gass, S., Sorace, A., & Selinker, L. (1999). *Second language learning data analysis* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.

Johnstone, B. (2000). *Qualitative methods in sociolinguistics.* New York: Oxford University Press.

McDonough, J., & McDonough, S. (1997). *Research methods for English language teachers.* London: Arnold.

\*McKay, S. L. (2006). *Researching second language classrooms.* Mahwah, NJ: Lawrence Erlbaum. (chapter 2)

Norris, J. M., & Ortega, L. (2003). Defining and measuring L2 acquisition. In C. Doughty & M. H. Long (Eds.), *Handbook of second language acquisition* (pp. 717-761). Malden, MA: Blackwell.

Nunan, D. (1992). *Research methods in language learning.* Cambridge, England: Cambridge University Press.

Perry, F. L., Jr. (2005). *Research in applied linguistics: Becoming a discerning consumer.* Mahwah, NJ: Lawrence Erlbaum.

\*Richards, K. (2003). *Qualitative inquiry in TESOL.* Houndsmills, Basingstoke, UK: Palgrave Macmillan. (chaps 2 & 4)

\*van Lier, L. (2005). Case study. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 195-208). Mahwah, NJ: Lawrence Erlbaum.

A close up of a piece of paper

Description automatically generated

Informed Consent Form (Rework and Combine with Tarone & Swierzben, p. 161.)

**CERTIFICATION OF INFORMED CONSENT**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is conducting a study of second language learning processes. As part of this investigation, she/he will audiotape an interview an interview with me and/or collect samples of my written academic work. She/he has discussed this project with me. The information that is collected from me, spoken and written, may be used in a thesis or article that is published. If I have provided other materials relating to me or my language development, or if other materials are publicly available, She/he may quote, describe, and analyze them. The aim of this study is to describe my second learning.

My initials on each part of this consent form and my signature at the bottom of the page indicate that I give permission for each aspect of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s investigation.

|  |  |
| --- | --- |
|  | Initials |
| 1. I agree to take part in this research. |  |
| 1. I give permission for audio recordings to be transcribed in part or in full, and I agree that any writing samples I give may be studied to look at my language use. |  |
| 1. I understand that no part of the transcript or any articles written from the transcripts will include my name or provide information about my identity. |  |
| 1. I give permission for my speech and writing samples to be used for the purposes of classroom teaching, professional conferences, and professional publication. |  |

|  |  |
| --- | --- |
|  |  |
| Participant Signature | Date |

|  |
| --- |
|  |
| Participant Name |

**ENG Z434: TESOL Methods**

**Class Observation Report Assignment Guidelines**

**How to Turn in Your Assignment/How to Label Your Electronic Documents**

1. Submit your observation reports electronically through Canvas Assignments.

2. Label your electronic documents like this:

YOURLASTNAME PARTNERLASTNAME Z523 Sp19 Obs

and

YOURLASTNAME PARTNERLASTNAME Z434 Sp19 Obs

**Formatting Specifications**

1. 12-point font

2. Double spacing

3. 1-inch margins

4. Your report **must have a title** that reflects its content. Your title should not be something like: ESL Observation Report. Your title should relate to what you learned about a specific teaching principle or strategy or what you learned about a particular discourse pattern in the classroom.

5. Include a bibliography. You should cite between 5 and 8 references in each report. Follow the APA style in your bibliography and for your in-text citations. Look up APA guidelines at APA.org, the website of the IUPUI University Writing Center, or the website of the Purdue OWL.

6. It is highly recommended that you use other sources in addition to the textbooks for the course. Do not cite Wikipedia, even if you may begin here when starting your research about a topic. Also, cite the primary sources – the original authors of a theory or study – rather than via the textbooks we used in class. Be careful about misattributing every idea to Kumar or Brown & Lee, even if their books may be the ones that introduced you to most SLA theories and TESOL methods you know of. This means that you must do library research at the physical or online library site. If you are focusing, for example, on teacher questions in your report, then you should look up published research on teacher questions and include quotes and references from those sources in your report. The database that you want to use for looking up research is called Linguistics and Language Behavior Abstracts (LLBA). You can access this database for free online from the webpages of the university library.

7. Your reports must have subsection headings (see report components below).

8. Your reports should be a minimum of 3 pages in length, excluding: bibliography, orientational information, classroom layout diagram, and the chronological, objective description of classroom activities (see below for more info on each of these report components). It is likely that each complete report (including all report components) will be about 8 pages in length. Your reports should not exceed 10 pages each (all components).

9. Do not include the real name of the teacher(s) whom you observed in your report(s). Use a pseudonym to identify the teacher(s) in your report(s).

**Language Use Guidelines**

These reports are pieces of academic writing; therefore, you must use academic language. Avoid the use of colloquial language.

**Report Structure**

Your report must have the following 8 components in the order given. Do not number your sections, but rather write your reports in the style of a prose essay.

**1. Title**

**2. Orientational Information**

You should include at least the following orientational information in a well-structured paragraph at the beginning of each report directly after the title:

a. Date and time of observation

b. Location of observation (name of school and city; you can also give the room number and building name if you observe a university course, e.g., IUPUI, Indianapolis, 219 Cavanaugh Hall)

c. Title of observed course (e.g., ENG 205: Introduction to the English Language). Title of course is probably only for university-level courses and will thus NOT be included if you do not observe a university course.

d. Level and name of class (e.g., 5th grade math class, 4th semester conversation course)

f. Pseudonym of teacher

g. Number of students in the course

h. Number of females and males in the course

i. Any other information you can provide that you can gather via observation (e.g., 10 African-American students, 3 Whites, 7 Asian students)

j. Topic of the lesson (e.g., the dative case, how to write a resume, the Oregon Trail)

**3. Diagram of Classroom Layout / Seating Chart**

Provide a diagram of the classroom, which minimally includes: teacher’s desk, location of boards, location of doors and windows, student’s seats (see two examples below). You can label students seats as S1 (student 1), S2, etc. or you can use pseudonyms. It is common practice in classroom research to use pseudonyms for students. In other words, do not use the real names of students when reporting on them your observation.

**4. Chronological, Objective Description of Classroom Events/Activities**

Use present tense only in this section. Provide a chronological, objective record of what happened in the course that you observed in the form of a table (see example below). Do not include inferences or opinions in this section of your report. We will complete several exercises to help you ascertain the difference between observations, inferences, and opinions. Use a time stamp for each observable event/activity that you report (please see example below). This section must be included before sections 5 and 6. Please use a table in your word processing program to create this section.

**5. General Reflective Commentary on the Lesson: Comprehensible Input, Negotiated Interaction, and Pushed Output**

This component is the second most important component of the report. In this section you should include your inferences and opinions regarding the lesson. Your inferences and opinions must be grounded in the published literature. **In this section, you should first consider the three basic conditions that have been found to facilitate language learning: comprehensible input, negotiated interaction, and pushed output. First, define the phenomena with reference to the published literature and explain why they are important for language learning to take place. Relate them to teaching principles. Did you observe these phenomena in the lesson? If so, give precise examples. If not, offer suggestions for how the lesson could be altered in order to provide students with opportunities to engage in these three phenomena. After that, you can address more ancillary principles if you wish (such as learner autonomy, etc.), but hit the basics first. In other words, if there is no negotiated interaction, no input, and no output in a lesson, then it is unlikely that language learning will occur and it makes no sense to go on about learner autonomy or willingness to communicate, etc.**

**6. Specific Analysis and Reflective Commentary on a Single Key Concept**

This is the most important component of your report. Pick a single key concept from the list below and do an analysis of that concept in the given lesson.

1. Teacher’s questioning patterns (requires question counts) – yes, you may focus on this concept in both reports, if you choose to do so. It would be particularly good to focus on questions in both reports if the two teachers whom you observed have radically different questioning patterns. In that case, you should spend the bulk of your time in section 6 commenting on how the particular questioning pattern led to particular types of classroom interaction/discourse and/or learning outcomes.

2. Teacher’s discursive patterns for giving oral feedback (requires feedback counts).

3. The IRE sequence (requires IRE sequence counts).

4. Characteristics of communicative language teaching (CLT) in your given class (TBP, p.31-32) (requires identification of specific instances of CLT in your observed classroom).

5. Students’ L1 use and teacher’s reaction to it (require counts of L1 use and T’s reactions).

6. Discussion of specific instances of (negotiated) interaction of lack therefore (requires specific counts of instances of negotiated interactions – this choice implies that you know what negotiated interaction is and what it looks like in a classroom).

7. Discussion of a specific aspect of an interactive classroom, or a combination thereof, presented in Brown & Lee’s TBP chapter 13.

An analysis entails: 1) numbers (e.g., counting questions types); 2) discussion of any patterns (e.g. the teacher uses display questions with ELLs but referential questions with NSs); and 3) interpretation of numbers and/or patterns (e.g., The T’s exclusive use of display questions with ELLs limits their L2 development because [insert your research-supported reasoning here]).

Your inferences and opinions must be grounded in the published literature. For example, it is not enough for you to make a statement such as the following: “This teacher used display questions almost exclusively.” Instead, you would have to (1) define what a display question is (appropriately using sources), (2) explain what other types of questions could be used (by citing other sources), (3) explain why the exclusive use of display questions might not be a good idea in your given context, (4) explain what effect the exclusive use of display questions might have on learning outcomes, (5) explain what the effect of the exclusive use of display questions might be/has been found to be on second language development (requires reading and quoting outside sources, i.e. not the textbooks), and (6) offer specific suggestions for how the teacher could change his/her questioning patterns in the given context.

Do not include the following types of comments in this section (or anywhere else in the report):

“I really liked this class!”

“This was a fun class!”

“I thought the teacher did a really good job!”

**Instead, include the following types of comments in this section:**

‘Mrs. White used 24 display questions in the observed period and 2 referential questions. According to X (YEAR), a display question is “[insert quote here]” (PAGE), while a referential question is “[insert second quote here]” (PAGE). For example, she asked Roberto (a pseudonym) what the title of the book was that they were reading. This is a display question because Mrs. White obviously knows the answer to this question. Display questions are generally not conducive to second language learning because …. One of the few referential questions during the lesson was directed at Claudia who was asked when her birthday was. This questions prompted the following response from Claudia:…….. This type of language is beneficial to second language learning because……. Mrs. White should have used more referential or other more cognitively demanding questions such as analysis, synthesis, and evaluation questions (Bloom, 1956; Kinsella, 1991) because [insert your research-grounded opinion here]. Specifically, Mrs. White could have…….’

You should notice and emulate several things from these examples: the use of attribution of sources, the use of direct quotations, and the authors are expressing opinions about and providing commentary on the appearance of key concepts / principles / strategies from the readings in the lessons.

**7. Summary and Implications**

Summarize your report here and discuss the implications that your observations and analyses have for your own future teaching. How will your production of this report affect your future teaching? (Now that you have observed Mrs. White doing X in this class, you will Z in the future.)

**8. Bibiliography (in APA style)**

**Additional Examples:**

**Orientational Information**

**Observer:** Mary Black

**Teacher:** Peter White (a pseudonym)

**Location of Observation:** The Monterey Institute of International Studies in Monterey, California; ESL Building, Rm. C111

**Date of Observation:** November 6, 2006

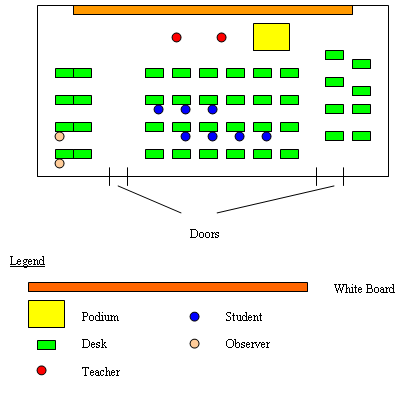
**Beginning Time of Observation:** 9:00 a.m.

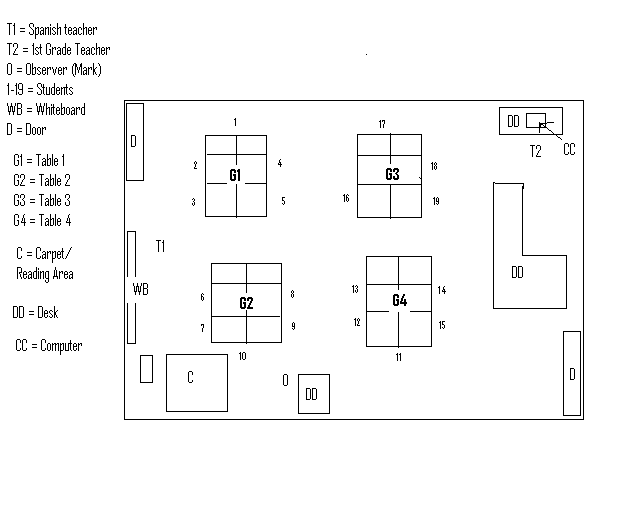
**Ending Time of Observation:** 9:50 a.m.

**Description of Course:** Advanced Oral Communication

“Immigration: Migrating & Culture Shock”

**Two Classroom Diagrams (with legends)**





**(Abbreviated) Chronology of Classroom Events / Activities (with time stamp)**

When reporting the chronology of classroom events, use the **present tense.**

|  |  |  |
| --- | --- | --- |
| **Lines** | **Time** | **Events / Activities** |
| 1  2  3  4 | 0:00 | The teachers stand together in front of the whiteboard. Teacher 2 asks the group of students, “How’s everybody doing?” The students reply. Teacher 2 picks up a paper on the desk in front of him with his right hand and points at it with his left hand. He asks the class about a “storyboard”. The students answer. |
| 5  6 | 8:00 | Teacher 1 begins talking about the activity in which they will be engaging. Teacher 2 asks T2 to “model” the activity for the class. Teacher 1 says, “ok.” |
| 7  8  9 | 12:00 | Five students walk into the class room from the door on the left (as shown in diagram) and sit at the desks. The teachers continue to talk. Three more students walk in, thirty seconds pass and another three students walk in. |
| 10  11  12  13  14  15  16  17 | 14:30 | Teacher 1 raises her hands in front of her, the index finger of her left hand is pointing right and her thumb is pointing up. Her right hand is about 6 inches higher with her thumb pointing down and her index finger pointing to the left. She says, “Everyone, repeat after me, wide, close up, close up.” Students repeat the phrases with their hands positioned like the teacher’s. Teacher 1 says, “Wide means far away,” while she is saying this she plants her feet on the floor facing the students and leans her torso back, holding her hands in front of her. “This is Close up.” Teacher 1 leans torso forward, toward the students. |
| 18 | 18:00 | Teacher 2 asks everyone to get in groups. Students move into groups. |

Letter of support:

**From:** "Ene, Estela" <[eene@iupui.edu](mailto:eene@iupui.edu)>  
**Date:** Thursday, March 26, 2020 at 7:58 PM  
**To:** "Anton, Marta M." <[manton@iupui.edu](mailto:manton@iupui.edu)>, "Smith, Candice L" <[canlsmit@iupui.edu](mailto:canlsmit@iupui.edu)>  
**Subject:** Annela Teemant emails Fwd: TESOL minor proposal

Hi Marta and Candy,

Below you will find my emails with Annela. I dealt with her request for clarity by eliminating all references to the Education department and the interest that this minor might present to Education majors, as well as all implications that the minor prepares students for K-12 teaching.

Please let me know if there is anything else you need from me.

Thanks,

Estela

Sent from my iPad

Begin forwarded message:

**From:** "Teemant, Annela" <[ateemant@iupui.edu](mailto:ateemant@iupui.edu)>  
**Date:** March 23, 2020 at 11:31:42 PM EDT  
**To:** "Ene, Estela" <[eene@iupui.edu](mailto:eene@iupui.edu)>  
**Subject:** **Re:  TESOL minor proposal**

I am glad all feels normal enough for you and yours. The same for us here. Nothing is different as I mostly work from home anyway.

Yes, I fine with the clarity here and if it is expressed in the proposal as well (to avoid ambiguity), I am supportive. Thanks again for checking with me.

Take good care,

Annela

**From:** Estela Ene <[eene@iupui.edu](mailto:eene@iupui.edu)>  
**Date:** Monday, March 23, 2020 at 8:41 PM  
**To:** Annela Teemant <[ateemant@iupui.edu](mailto:ateemant@iupui.edu)>  
**Subject:** Re: TESOL minor proposal

Hi Annela,

Yes, we are thinking of this as a path into TESOL and TEFL; even that is a pretty strong statement, since it’s just an undergraduate minor without an endorsement, licensure, or anything of the sort. Per se, the minor would not be sufficient to teach in K-12. I can make sure that there is no ambiguity about that in the proposal. If you are satisfied with this, please confirm one last time, and I’ll proceed from here.

We are OK at home; not too bad or different from what we usually do… Hoping we get through this quickly though.

Best wishes,

Estela

**From:** "Teemant, Annela" <[ateemant@iupui.edu](mailto:ateemant@iupui.edu)>  
**Date:** Monday, March 23, 2020 at 6:14 PM  
**To:** "Ene, Estela" <[eene@iupui.edu](mailto:eene@iupui.edu)>  
**Subject:** Re: TESOL minor proposal

Hi Estela,

I really hope you and your family are staying healthy! We are home, happy, and healthy to date.

Thanks for reaching out to me. This would be for adult learners and a path for teaching adult learners? Not for K-12, right? I think that distinction needs to be crystal clear, right? We can’t have people confused about what counts in K-12 settings as qualifications.

If you want to talk, we certainly can. If this is only targeting adult education, I am fine with this and would need that to be clear for elementary and secondary education folks (not to confuse them).

Thanks,

Annela

**From:** Estela Ene <[eene@iupui.edu](mailto:eene@iupui.edu)>  
**Date:** Monday, March 23, 2020 at 4:24 PM  
**To:** Annela Teemant <[ateemant@iupui.edu](mailto:ateemant@iupui.edu)>  
**Subject:** TESOL minor proposal

Dear Annela,

We in TESOL and linguistics have been floating the idea of a TESOL minor for quite a while, and I am following up on that idea this semester with the hope (unrealistic, now, perhaps), to have it submitted to the curriculum committee by the end of this semester.

The basic rationale is to create a stronger pipeline from our linguistics concentration into TESOL. Linguistics has been doing very well, and that’s the main crowd we would appeal to. We are not going to give a certificate or licensure.

Is this something you would like to discuss, or does it sound pretty clear cut? Please let me know. I would like to present the proposal for a first read to faculty assembly in April, if possible, and I will need to announce my intention to the executive committee officers by the end of the week, I believe.

Hope you’re well. Stay healthy!

Best wishes,

Estela

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