

Sookmyung Women's University
Graduate School of TESOL
Practicum I
Policy - Fall 2017

Overview:

This three-hour-per-week course has as its main component the running of a detailed Action Research project to be conducted individually by the Practicum participants within their own teaching setting, or in pairs as part of the Sookmyung English in Action class teaching team. It is requirement of the practicum that each participant teaches a class throughout the semester. The Action Research project requires them to reflect critically on their own teaching situations and implement substantive changes to their own teaching situation. In doing so, participants will get a chance to critically reflect on their own teaching situation and will also find ways of enhancing their own teaching.

Objectives:

The objective of the Practicum I course is to give the students an opportunity to evaluate, design, and implement elements of practical curriculum design and pedagogy into their own teaching situations. Basically what we want to do in this class is have the students develop and evaluate classroom techniques and approaches based on innovative theories and models that they should have learned about in the MA program. The focus here will be on evaluating and enhancing their teaching situations based on accepted principles of language learning and linguistic development. In addition, the emphasis will be on getting the participants to integrate more productive and meaningful language practice onto their preexisting teaching situations.

Participants are required to video record and make presentations about their interventions for the Action Research project. Video, unlike journal entries, does not lie. We will be watching and analyzing the videos recorded by the participants in their own teaching environments to determine the reality between the teachers' perceptions as recorded in the reflective journals and the reality of the classroom as shown in the videos. The goal, then, for the Practicum, is for students to develop an awareness of their own skills in the classroom. By the end of the course, students should have clearer ideas about how to critically analyze their own classroom environments and initiate positive changes into those environments. In addition, they will have well-developed knowledge of how to do an Action Research project.

All of us are acutely aware that the Practicum participants also need to prepare for their comprehensive exams. Both Practicum courses have, therefore, been designed as a kind of practical review for the exams. While we will not have much time to overtly review for the exams during this class, we will be touching on many aspects of the exams in our daily work in both Practicum courses. The exam will and should always be in the back of all our minds as we plan, evaluate, and discuss things.

Texts and Materials

Richards, J. and C. Lockhart. (1996). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.

Bullock, A. & Hawk, P. (2009). *Developing a teaching portfolio* (3rd edition). Upper Saddle River, NJ: Pearson Education.

Constantino, P. & DeLorenzo, M. with Tirrel-Corbin. (2009). *Developing a professional teaching portfolio* (3rd edition). Upper Saddle River, NJ: Pearson Education.

Summer Reading

Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. New York/London: Routledge.

In addition to these texts, a range of other materials will be made available to the students each week. Students will also be responsible for finding appropriate support materials for their teaching endeavors.

Additional Materials: Students must bring to each class a large and strong folder to hold any papers that the instructor and other students give out.

Methodology

English Only: The working language of this Practicum 1 class is English. This means all official aspects of the course including all assignments, presentations and in-class discussion will be conducted in English only. As this is a multilingual classroom, students are expected to follow international standards on language use and sensitivity. Failure to do so will result in a lower participation grade.

Classroom: The approaches used in the classroom will vary over the duration of the semester. In the first few weeks of the semester there will be more lecturing and instructor-led group discussion. After this initial stage the class will more often involve more group work in which students will be working in small groups on developing ideas for their own classroom teaching environments. There will also be informal student presentations and whole class discussions on what the participants have been doing in their own teaching environments and class discussions on topics introduced by both professors and participants.

Attendance: As with all the courses in the Sookmyung TESOL MA, students are expected to attend all scheduled classes. As the name of the course would imply, this is a course based on practice and presentation revolving around the participants. The outcome of the classes is based on the level of participant activity in the class and attendance is the minimal basis for activity. Hence, it is imperative that students attend all classes and be ready to participate as prescribed.

Assignments: The assignments for this Practicum 1 class generally involve making/revising teaching plans and materials as well as making presentations on what occurred in relation to those revisions and plans in the teaching environment. This is a class in which the whole group works together to help the individual participants plan out what they will do with their action research. Exactly what they do and how is up to the individual so there is a high degree of autonomy in this endeavor. In this class participants are expected to go out and find the materials, both actual teaching materials and theoretical justifications for their actions and interventions in the actions research project. Based on this idea, the participants will be doing research out of class and bringing what they have found and sharing it with the other students as they work in groups in class.

Presentations: After the initial observation period the participants will be presenting every second week their classroom video recordings and reflections on their interventions of their Action Research project. The videos should be edited for the presentation by selecting relevant instances which highlight their intervention in relation to what worked well, and what did not work so well. The presentations should last about 15 minutes and feature edited video clips and commentary on what has been happening in the class with a focus on specific issues.

This type of preparation for class is seen as providing a way for the participants to prepare effectively for their class teaching in relation to the Action Research project while at the same time, work on aspects of the Action Research report in addition to preparing overtly for the comprehensive exams. In effect, the better the students prepare for the Practicum 1 class, the more help they are going to be able to get from their fellow Practicum participants and the more they are helping themselves and their fellow classmates move forward on impending course/graduation requirements. Bear this in mind.

Grades: Final grades will be based on performance in the following categories.

Attitude	20%
Class Participation	30%
Assignments	25%
Action Research Report	25%

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