Methods of Teaching English as a Second Language

Class Time: Wednesday from Periods 10-E1 (5:10-8:10 pm)
Class Location: 2323 Norman Hall

Instructor: Dr. Jo Kozuma
Office: 2204 Norman Hall
Office Hours: Tuesdays 2:00-4:00 or by appointment
Email: jkozuma@coe.ufl.edu

Course Goal and Description
This course is designed to provide an understanding of the instructional needs and challenges English Language Learners (ELLs) face in an academic K-12 setting in the United States and to provide educators the necessary skills to determine appropriate instructional methods and strategies for teaching English language learners. The goal of the methods component of the ESOL Endorsement series is to review the theoretical foundations of second language instruction and to provide practice opportunities for the planning and delivering of appropriate, effective instruction to support the English language development of ELLs in K-12 content area learning classrooms.

Course Objectives
This course addresses Domain 3 of the Florida Department of Education K-12 ESOL endorsement standards (see below). At the end of this course students will be able to
- identify common second language and literacy teaching methods and place them in theoretical and historical contexts.
- select and apply second language teaching strategies to meet specific objectives to support reading, writing, listening, and speaking development for ELLs at different proficiency levels.
- select and apply appropriate materials and resources, including technology, to support the language and literacy development of ELLs at different proficiency levels.
- explain their pedagogical decisions when planning a language lesson.
- demonstrate awareness of their role as English language teachers in diverse K-12 contexts and the implications for pedagogical decision-making.

Required Textbooks

Recommended text:

Additional Required Readings:
Additional course reading materials will be available online on the Course Website. Additional readings may be assigned.
Course Website
Additional class information, announcements, and assignment submissions will be communicated via our online course module in Canvas, which can be found at http://online.education.ufl.edu. You are responsible for checking the website for updates. All assignments should be uploaded to Canvas.

Course Assignments
Below are general descriptions of the assignments for this course. More detailed information will be provided for each assignment in class and on the Canvas site. See AGENDA for submission deadlines.

**Important Note:** This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check the Course Site on CANVAS for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through Gatorlink email. Please remember that the any changes reflected on CANVAS will be the most updated information.

Assignments

1. Media Project Journal and Presentation (10% of your grade)

This assignment is designed to provide insights into the activities, feelings and strategies that English language learners (ELLs) experience and employ daily as they try to learn in English-only American classrooms. Each student will select a foreign show or film in a language she/he does not know. For this assignment, you must watch a minimum of two (2) hours of this program in two to four episodes, i.e., four half hour TV episodes, or four half hour segments of a single video or film), so that you can watch it over several presentations. Any type of media genre **without English subtitles** is permissible (e.g. TV program, broadcasting series, or movie) as long as there is a plot with human interactions. You will keep a journal for each of your viewing sessions where you will address three components of your viewing experience, provide a reflection summary, and give a short oral presentation to the class.

- Your journal should include the following 3 components for each of your viewings:
  
  1. a detailed descriptive narrative of the program action, characters, settings, mood, etc.
  
  2. a detailed description of your own reactions, feelings and emotions *about the experience and process* of watching a program in a language that you do not understand. This section is about self-reflection. **Thoroughly discuss the effects of this assignment and not the show itself.**
  
  3. a comprehensive identification of all the strategies and clues you used for each viewing to make sense of what is going on in the program (including your use of the verbal, visual, graphic, and behavioral clues/evidence of the program).

- The summary should adhere to these guidelines:

  In addition to the three components listed above, after each of your viewings you will also write one summary/synthesis that provides your reflection on the overall experience and process of this assignment. Your summary should address what you learned from this process that is relevant for your own teaching. This section should also be written in a scholarly manner, making references to readings and relevant theories that you have encountered in this course or in other courses. You will submit your completed journal onto Canvas. In addition, students will
give a short presentation of their viewing experience to the class. See the agenda for due dates for the journal and presentation.

2. Instructional Decision Making Lesson Plans (50% of grade total)

LiveText Assessment 2

A major focus of this course is to build your ability to consider your lessons in light of ELLs at different proficiency levels and make sound instructional decisions for ELLs in your classroom. There are two (2) different assignments to help you build these skills.

You will create two sets of lesson plans this semester where you are expected to apply what you have learned about second language learning and teaching.

- Lesson 1 – Listening & speaking lesson w/technology integration (15%)
- Lesson 2 – Reading & writing lesson w/technology integration (25%)

Towards the end of the course, you will give a microteaching demonstration of one of your lesson plans. The purpose of microteaching lessons is to make sure you have explicit opportunities to practice specific strategies to teach ELLs. (10%)

Lesson Plan 1: Accommodation & Adaptation = You will re-design and modify an existing lesson plan that will be provided to you. You will review and revise this lesson plan with appropriate language development activities to accommodate ELLs at different proficiency levels. In addition, you will (1) explain where in the lesson ELLs may encounter linguistic and/or cultural challenges and why, and (2) provide examples how the lesson can be adapted to mediate the challenges for ELLs at different proficiency levels without changing the focus of the lesson through applications and implementations of comprehensible input and cooperative learning strategies. More details will be handed out in class and will be available on the Canvas site (see Canvas for LP grading rubric).

Lesson Plan 2: Teaching Language Literacy and Content = Within this assignment, you will provide an original lesson plan that focuses on literacy development of your ELLs. The focus of this lesson plan is to facilitate comprehension and learning for mainstream students as well as students with varying English language proficiency and backgrounds. The lesson plan should minimally include the following: content and language objectives; prior knowledge activation; vocabulary selection and development; pre- and post-reading/writing/learning activities for content and language development (listening, speaking, reading, and writing); and assessment. For this class, the lesson plan will be evaluated based on the ESOL components of the overall assignment. Further details about this assignment will be discussed in class.

Lesson Plan Requirements and further details about the lesson demonstration will be available on the course website.

This is an educator assessment key task for LiveText; therefore, the lesson plans will be rated as follows:

- Accomplished. The candidate consistently demonstrates knowledge of and the ability to apply knowledge about domains and standards addressed in this course.

- Developing. The candidate demonstrates developing knowledge and ability to apply knowledge the domains and standards addressed in this course.
✓ **Unsatisfactory.** The candidate demonstrates little or no knowledge of or ability to apply knowledge about the domains and standards addressed in this course.

3. **Field Experiences and Field Notes (15% of your grade)**

In order to gain some practical experience working with second language learners this semester, you will be required to work directly with ELLs in a classroom with a teacher who is ESOL certified or ESOL endorsed. You must spend minimally 10 hours in the classroom working with ELLs. This can be individual tutoring or small group instruction, depending on the classroom context. You will be asked to keep a log for every visit that you make. We will try to place as many students as possible K-12 settings, but please note that adult ESL placements may be necessary.

You may also arrange for your own placement as long as (1) you are working with a student who has been formally identified as ELL, (2) your supervising teacher has the ESOL endorsement, and (3) your supervising teacher has a supervision certificate.

Your role in the classroom is to help an ELL student develop oral skills (speaking and listening) and literacy skills (reading and writing) in English. Ideally, you should work with one student throughout the course of the semester. Your focus for this assignment should be on purposeful implementation of ESOL teaching strategies and accommodations.

It is important to approach your field experience with an open-mind and with flexibility. While the classroom teachers will try to accommodate our request that you work with one student, it is not always possible. If you approach your field experience with a mindset that your role and/or task in the classroom may occasionally shift, you will have a much more rewarding experience. Don’t worry! The classroom teacher will not ask you to do something that you are not capable of doing. Have fun, be open, and try to learn as much as possible about teaching reading, writing, speaking and listening to ESOL students and what it’s like to be an English language learner.

**Important Information for International Students:**

In order to be able to participate in this ESOL field experience, students who are at UF under the F-1 visa will be required to apply for a Curricular Practical Training (CPT) authorization prior to the start of their off campus field experience. Please see the University of Florida International Center’s website for further information.

https://www.ufic.ufl.edu/iss/currentF1studentsCPT.html

**Field Notes & Reflection/Planning**

The field notes involve keeping a record of your work with your learner. *Each time* you work with your student, you should respond in some detail to the following questions:

*What did you do?*

Record the date, time, and setting, as well as a description of the tutoring session. This description should include: the focus (language objective) of the lesson (which reading, writing, speaking, and/or listening skills?), how does this objective relate to your assessment of the student’s needs, and how you approached the teaching of that objective. What strategy/ies did you use and why?
What did you learn?
Write at least two paragraphs reflecting on how it went. Think about and respond to each of the following questions, if they are applicable: Did you reach your objective? What seemed to work well, what did not go well? How easy/difficult is it to use the particular strategy you selected? Was the strategy appropriate for your learner? Was it appropriate for your objective? What do you take away to do the same or differently for the next time you are teaching the student? What is or would be your next step with this student? What is the lesson for your future classroom?

The weekly reflections should be typed and you will submit them electronically at mid-course and at the end of the course. The most important evaluation component for this assignment will be evidence of your ability to assess, reflect, teach, and reteach based on your observations and experiences.

4. Exam (15% of your grade):
LiveText Assessment 1

For the exam you will be asked to respond to short answer questions related to core concepts covered in the class, and demonstrate your ability to identify appropriate accommodations for ELLs at different proficiency levels. See course agenda for dates.

The Exam is an educator assessment key task for LiveText. For the purpose of this LiveText task, the exam will be rated as follows:

- **Accomplished.** The candidate consistently demonstrates knowledge of and the ability to apply knowledge about domains and standards addressed in this course.

- **Developing.** The candidate demonstrates developing knowledge and ability to apply knowledge the domains and standards addressed in this course.

- **Unsatisfactory.** The candidate demonstrates little or no knowledge of or ability to apply knowledge about the domains and standards addressed in this course.

5. Short Reading Reflection and Participation (10% of your grade)
You are expected to attend all classes. Part of your grade will be determined by your classroom participation, which requires not only that you attend class, but also that you are actively engaged with the course content and activities while in class. Unexcused absences for a class or for part of the class and/or unprofessional conduct (non-participation, tardiness, distracting behavior, or use of technology for non-classroom purposes) will be reflected in your final grade. If you are going to be absent, please email me ahead of time to let me know that you will not be attending class.

As part of your participation grade, a **one-page** (maximum) short reading reflection paper on your reading assignments will be submitted weekly. Please submit it prior to the start of class. More details about the reading reflections will be discussed in class. Every week, the topic and the question of the reflection papers will be provided through Canvas.

For this course, you will be asked to prepare and explore certain reading assignments for class. The expectations are as follows:
Prepare – You are expected to practice active reading or viewing of the assigned materials and be able to contribute key information and important points of the readings in classroom discussions, i.e., answer basic questions about the article, present the main ideas, and/or give a brief summarization.

Explore - This is for website and resource activities. When you visit the assigned websites, you will navigate through the various links and tabs offered on at the site and identify information that you found interesting or useful for a teacher, classroom, or community. Questions for the explorations will be provided beforehand.

LiveText Assessments

Uniform Core Curriculum – College of Education LiveText System for Florida Educator Accomplished Practices (FEAPs), Reading Competencies, and ESOL Standards:
The state of Florida requires all entry-level educators to master the knowledge, skills and dispositions of the Florida ESOL Performance Standards. The LiveText tasks for this course assess Domains 3 through an exam and lesson plan assignments of the Florida ESOL Performance Standards. To pass this course you must successfully complete the two key tasks for this course and receive a rating of Developing or Accomplished. No exceptions will be made to this rule, even if you do not plan to teach after graduation. Students who receive an Unsatisfactory rating will be offered a chance to redo the Key Task or, in some cases, to complete a comparable task assigned by the instructor. Students who do not complete their makeup work satisfactorily will receive an incomplete.

Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)

<table>
<thead>
<tr>
<th>Standard 1: ESL/ESOL Research and History</th>
<th>LiveText Assessment 1</th>
<th>LiveText Assessment 2</th>
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<tbody>
<tr>
<td>Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.</td>
<td>Exam</td>
<td>Lesson Plans 1 &amp; 2</td>
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| Standard 2: Standards-Based ESL and Content Instruction | | |
|--------------------------------------------------------|-------|-----------------
| Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs’ English listening, speaking, reading, and writing skills. The teacher will support ELLs’ access to the core curriculum by teaching language through academic content. | Exam | Lesson Plans 1 & 2 |

| Standard 3: Effective Use of Resources and Technologies | | |
|--------------------------------------------------------|-------|-----------------
| Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies. | Exam | Lesson Plans 1 & 2 |
Evaluation

Late Work Policy
Be sure to pay close attention to deadlines. There will be no make-up assignments or late work accepted without a serious and compelling reason and instructor approval.

Grades in Canvas
Please note that the average grade that is provided in Canvas is not your final grade. Grades that you can view in Canvas only reflect the graded assignments that were submitted online. Hardcopy submissions or participation grades are not calculated in the overall grade shown online.

<table>
<thead>
<tr>
<th>Grade Value</th>
<th>Description</th>
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<tr>
<td>10%</td>
<td>Participation and Short Reading Reflection</td>
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<tr>
<td>10%</td>
<td>Media Project Journal &amp; Presentation</td>
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<tr>
<td>15%</td>
<td>Field Experience and Field Notes &amp; Reflection</td>
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<tr>
<td>15%</td>
<td>Instructional Decision Making:</td>
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<tr>
<td>25%</td>
<td>❖ Revised Lesson Plan 1</td>
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<tr>
<td>15%</td>
<td>❖ Lesson Plan 2</td>
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<tr>
<td>15%</td>
<td>❖ Exam</td>
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<tr>
<td>10%</td>
<td>❖ Microteaching lesson (10 points)</td>
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<tr>
<td>100%</td>
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</table>

Grading Scale
Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

A  95-100%
A- 90-94.9%
B+ 87-89.9%
B  83-86.9%
B- 80-82.9%
C+ 77-79.9%
C  73-76.9%
C- 70-75.9%
D+ 67-69.9%
D  63-66.9%
D- 60-65.9%
E  Below 60

*For greater detail information on the meaning of the letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at http://wwwregistrar.ufl.edu/staff/grades.html.

Special Notes

Professionalism:
At the School of Teaching & Learning, we assume that you will approach this class with a professional attitude and demonstrate professional behavior toward yourself, your peers, and the instructor. This includes but not limited to: timeliness; being prepared to discuss the readings; making positive contributions to large and small group discussions in class; collaborating outside of class with your group members; not engaging in disruptive and/or distracting behaviors in class; and submitting thoughtful and original work.
**Classroom Participation:**
You are expected to attend all classes. Part of your grade will be determined by your classroom participation, which requires not only that you attend class, but also that you are actively engaged with the course content and activities while in class. Unexcused absences for a class or for part of the class and/or unprofessional conduct (non-participation, tardiness, distracting behavior, or use of technology for non-classroom purposes) will be reflected in your final grade. If you are going to be absent, please email the instructor ahead of time to let her know that you will not be attending class.

**Accommodations for Students with Disabilities:**
The College of Education is committed to providing reasonable accommodations to assist students in their coursework. If you require classroom accommodations because of a disability, you must first register with the Dean of Students Office (http://dso.ufl.edu/drc). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodations.

**Academic Counseling and Student Health:** Students with academic concerns related to this course should contact the instructor in person or via email. If you find that you have trouble keeping up with assignments or other aspects of the course, please be proactive in informing the instructor when difficulties arise during the semester so that we can help you find a solution. Students may also occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with the instructor and/or to seek confidential assistance at the UF Counseling & Wellness Center (352.392.1575). Please visit their website for more information at http://www.counseling.ufl.edu. Also, crisis intervention is always available 24/7 from the Alachua County Crisis Center at 352.264.6789.

**Academic Integrity:**
All students registered at the University of Florida have agreed to comply with the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." At the University of Florida, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Plagiarism is a form of cheating. At the University of Florida, plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement or that person's contribution. Please be aware that cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior and may result in a reduction of your course grade and a report to university officials.

**Course Evaluations:**
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.
FLORIDA TEACHER PREPARATION STANDARDS

ESOL Teacher Education Standards

Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)

- **Standard 1: ESL/ESOL Research and History** Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

**Performance Indicators**
3.1.a. Demonstrate knowledge of L2 teaching methods in their historical context.
3.1.b. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
3.1.c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

- **Standard 2: Standards-Based ESL and Content Instruction** Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs’ English listening, speaking, reading, and writing skills. The teacher will support ELLs’ access to the core curriculum by teaching language through academic content.

**Performance Indicators**
3.2.a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
3.2.b. Develop ELLs’ L2 listening skills for a variety of academic and social purposes.
3.2.c. Develop ELLs’ L2 speaking skills for a variety of academic and social purposes.
3.2.d. Provide standards-based instruction that builds upon ELLs’ oral English to support learning to read and write in English.
3.2.e. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
3.2.f. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
3.2.g. Develop ELLs’ writing through a range of activities, from sentence formation to expository writing.
3.2.h. Collaborate with stakeholders to advocate for ELLs’ equitable access to academic instruction (through traditional resources and instructional technology).
3.2.i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.

3.2.j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.

3.2.k. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.

➢ **Standard 3: Effective Use of Resources and Technologies**

*Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.*

**Performance Indicators**

3.3.a. Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.

3.3.b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.

3.3.c. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.
## Tentative Course Agenda (Subject to Change)

<table>
<thead>
<tr>
<th>Week</th>
<th>Content Topic</th>
<th>Reading Assignment</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Introduction</strong>&lt;br&gt;Becoming a teacher of ELLs</td>
<td>What ELLs Wish Teachers Knew</td>
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<tr>
<td>2</td>
<td>Context and History of teaching ELLs</td>
<td>Perego and Boyle Ch. 1&lt;br&gt;Florida Consent Decree –link available on Canvas</td>
<td>• Exploratory Activity 1: Answer the questions in Table 1.1 in P&amp;G for your first weekly Short Reading Reflection paper (SSR1)&lt;br&gt;• FCD worksheet</td>
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<tr>
<td>3</td>
<td>Principles of Effective Instruction&lt;br&gt;What is Academic Language (AL)?</td>
<td>P&amp;G Ch. 2 &amp; 3&lt;br&gt;Mitchell &amp; Vidal (2001)&lt;br&gt;Watch Methods &amp; Approached of Teaching ESOL: Historic Overview&lt;br&gt;Explore: WIDA Website on AL&lt;br&gt;Review Scarcella (2003)</td>
<td>• SSR2&lt;br&gt;• Exploratory Activity 2: Overview of ESOL and Approaches Charts</td>
</tr>
<tr>
<td>4</td>
<td>How do we select and teach vocabulary to ELLs?&lt;br&gt;Vocabulary Development</td>
<td>SERP: Proven vs. Myths&lt;br&gt;P&amp;G Ch 6</td>
<td>• Exploratory Activity 3: Effective Vocabulary Strategies Chart&lt;br&gt;• SSR3</td>
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<tr>
<td>5</td>
<td>How can teachers support oral academic language development?&lt;br&gt;Instructional feedback&lt;br&gt;Oral language feedback</td>
<td>P&amp;G Ch. 4&lt;br&gt;Leeman (2007)&lt;br&gt;Ferris (2005)&lt;br&gt;View: ESOL Classroom Strategies&lt;br&gt;Explore: Zwiers website</td>
<td>• SSR4</td>
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<td>6</td>
<td>How can teachers scaffold language and content together?</td>
<td>P&amp;G Ch. 5&lt;br&gt;Slater &amp; Mohan (2010), Donnelly &amp; Roe (2010)</td>
<td>• SSR5</td>
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<tr>
<td>Week</td>
<td>Content Topic</td>
<td>Reading Assignment</td>
<td>Assignments Due</td>
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<td>7</td>
<td>How can teachers provide access to content through language objectives?</td>
<td>CUNY (pp. 44-50)</td>
<td>• SSR6</td>
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<td></td>
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<td>• LP1</td>
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<td>8</td>
<td>Literacy: How Can Teachers Support L2 Reading Development?</td>
<td>P&amp;G Ch. 8, 9 &amp; 11 Daniel &amp; Pacheco (2015)</td>
<td>• SSR7</td>
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<tr>
<td>9</td>
<td>How can teachers support L2 writing development?</td>
<td>P&amp;G Ch. 7 &amp; 10</td>
<td>• SSR8</td>
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<td><strong>Spring Break: March 6-10th</strong></td>
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<td><strong>No Class</strong></td>
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<td>10</td>
<td>Assessment: How can teachers assess ELLs fairly? MPJ Presentation 1</td>
<td>Explore WIDA for information about the ACCESS test.</td>
<td>• SSR9</td>
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<td>• MPJ</td>
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<td>• Exploratory Activity 4: Writing Analysis</td>
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<tr>
<td>11</td>
<td><strong>EXAM</strong></td>
<td>Online</td>
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<tr>
<td>13</td>
<td>Microteaching Week 1</td>
<td></td>
<td>Teaching teams: Submit your teaching materials onto Canvas</td>
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<tr>
<td>14</td>
<td>Microteaching Week 2</td>
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<td>Teaching teams: Submit your teaching materials onto Canvas</td>
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<tr>
<td>15</td>
<td>Catch-up Week</td>
<td></td>
<td>• LP2</td>
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<td>• ESOL Log</td>
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<td>• ESOL Field Notes</td>
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