Introduction

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Outline
Theory

- “In general, institutional policy should seek to give TAs opportunities to engage in instructional interaction with students...” (Subtierelu, 2016)
- “Perhaps, introducing the ITAs to the ideas related to global Englishes can help them develop more comfortable bi-cultural identities and gain greater confidence in regard to their linguistic proficiency.” (Arshavskaya, 2015)

Rationale

- Lack of Experience
- Perceived Difficulty
- Future Reality

Selling Points / Buy-in

- Mutual Benefit
- Transferable Application
- Easy Implementation
- Curricular Compatibility
Context of the Project

Context

Our student population
- Intensive English Program (pre-university)
- Credit Program (first-year undergraduate)
- Teaching Assistant Program (graduate)

Graduate Student Testing
- Two-Tiered and Task-Based
  - Evaluative Assessment
  - Interactive Presentation

Curricular Goals

ITAs
- Building Vocabulary
- Asking & Responding to Questions
- Framing Content & Explanations
- Facilitating Classroom Discussions

Students
- Increasing Academic Vocabulary
- Asking & Comprehending Questions
- Taking Organized Notes
- Participating in Classroom Discussion
**Authenticity**

- ITAs can be provided with opportunities to experience teaching “real” content to “real” students during the ITAs’ preparation course.” (Arshavskaya, 2015)

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**Project Description**

- A fluency and pronunciation project
- Authentic classroom TA experience
- Project framed to include every part of their speaking assessment
- A culminating project that consists of modules that come together to build the lesson
Overview

A series of 5 modules that come together to create a 30-minute teaching presentation:

- Part 1: Reviewing an Assigned Reading
- Part 2: Introducing New Concepts
- Part 3: Incorporating Visual Aids
- Part 4: Giving Announcements
- Part 5: Practice Lesson

Part 1: Reviewing an Assigned Reading

**Focus:** summarizing the main ideas of a text

**Suggested time:** 5 minutes

Part 2: Introducing New Concepts

**Focus:** giving clear vocabulary definitions and examples

**Suggested time:** 10 minutes + 3-5 minutes with visual aid (see below) + 5-minute comprehension quiz
Part 3: Incorporating Visual Aids

- **Focus:** explaining a graph, diagram, or some other visual aid
- **Suggested time:** 3-5 minutes

Part 4: Giving an Announcement

- **Focus:** giving important information
- **Suggested time:** 3-5 minutes

Part 5: Practice Lesson

- **Focus:** tying everything together
- **Suggested time:** the culmination of Parts I-IV (30 minutes)
The Response

Student Response

It is a rare and great opportunity to learn how to work as a teacher in a real class.

It was nice to have such a project to gain hands-on experience in teaching and speaking as opposed to artificial classroom activities in TAPE classes.

I gained awareness of how to teach and how to deal with questions.

Having an additional opportunity to teach undergraduate students was helpful. It was more of real teaching experience than teaching my classmates in the ESPA class.
Instructor Response

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References


Thank you!

ESL Programs
1112 University Capitol Center
319-335-5850
https://clas.uiowa.edu/esl
dakota.thomas@uiowa.edu
sarah.e.lowen@uiowa.edu
peter.lundgren@uiowa.edu