

LING 5302/4354: Methods and Materials for TESOL
Fall 2010

Instructor: Jeffrey Witzel

Office Number: Hammond Hall 129

Office Telephone Number: 817-272-3133

Email Address: jeffrey.witzel@uta.edu

Office Hours: MW 4:00PM-5:00PM (or by appointment)

Section Information: Course Number 81149/81144, Section 001

Time and Place of Class Meetings: MW 5:30PM - 6:50PM, Trimble Hall 218

Description of Course Content: This course will be an in-depth study of how to design ESL/EFL reading and writing classes and how to create instruction and assessment materials for these classes based on sound pedagogical principles. Much of the course will include hands-on experience, discussion, and practical application of course topics. A key component of the course is the student's participation in volunteer ESL teaching.

Student Learning Outcomes

After successfully completing this course, students should be able to:

- 1) Identify and apply different methodologies in the teaching of ESL/EFL reading
- 2) Identify and apply different methodologies in the teaching of ESL/EFL writing
- 3) Critically assess the applicability of these methodologies in various ESL/EFL teaching contexts
- 4) Create and evaluate syllabi for ESL/EFL reading and writing classes
- 5) Create and evaluate lesson plans and implement these lessons in the ESL/EFL classroom
- 6) Create, evaluate, and modify classroom materials for ESL/EFL classes
- 7) Justify the use of different methodologies and activities in syllabus design and lesson planning
- 7) Integrate theoretical proposals, practical teaching recommendations, and (existing and new) teaching materials to create purposeful ESL/EFL classes.

Requirements: For undergraduate (4354) students, LING 2301 *Introduction to the Study of Human Languages* is a prerequisite; for graduate (5302) students, LING 5301 *Teaching English as a Second or Foreign Language* is a prerequisite. In addition to attending class, you will also be required to participate in volunteer ESL teaching in the community (see below for details).

Required Textbooks and Other Course Materials: The textbooks listed below are necessary for this course. Most weeks you will have a reading assignment that you will need to complete in preparation for class discussion/activities. The books are available online as well as in the campus bookstore.

Ferris, D.R., & Hedgcock, J.S. (2004). *Teaching ESL composition: Purpose, process, and practice*. New York: Routledge.
ISBN# 9780805844672

Nation, I.S.P. (2008). *Teaching ESL/EFL reading and writing*. New York: Routledge.
ISBN# 9780415989688

Descriptions of major assignments and examinations with due dates:

Service learning reflections: 9/22, 10/6, 10/20, 11/3, 11/17

Lesson plans: 9/29, 12/1

Final teaching portfolio: 12/13

***Assignments should be submitted via email as attachments (as either .pdf or .doc files). ***

(See below for detailed descriptions of these projects.)

Grading Policy

Your course grade will be determined in the following manner:

Course engagement and blog participation	25%
Service learning project	25%
Lessons and teaching activities	25%
Final teaching portfolio	25%

Course engagement and blog participation

Course engagement refers to regular on-time attendance, preparation for class, participation in discussion, and physical as well as mental presence in the classroom. Because regular attendance is a necessity for this course, you can expect that more than two absences will negatively affect your grade. In addition, blog participation is an essential part of discussion and course engagement. Students are expected to post once per week with either a new post or a comment on someone else's, but are encouraged to post more often. Here is how this component will be graded:

- A = Almost always present, prepared, and participatory;
blog participation in 14 or 15 weeks
- B = Regular attendance but often late;
sometimes noticeably unprepared or unparticipatory;
blog participation in 12 or 13 weeks
- C = Regular attendance, but regularly late AND
sometimes noticeably unprepared or unparticipatory;
blog participation in 10 or 11 weeks
- D = Frequently absent, or frequently unprepared or unparticipatory;
blog participation in 8-10 weeks
- F = Attendance spotty, participation and preparation were rare;
blog participation in fewer than 8 weeks

Important Note: You are encouraged to question the claims made in the readings, lectures, and other materials, and the blog is an appropriate place to do so. However, please be prepared to explain/support your opinion. In addition, courtesy and respect are expected in your posts. You are welcome to disagree with someone's point of view and question their conclusions, but please do so without being rude, antagonistic, or disrespectful. Posts that do not show common courtesy will not receive credit.

Service learning project

As a requirement for this course, students will participate in a service learning project in which they contribute to ESL teaching in their local community. A minimum of 10 hours is required, and must be verified by the agency of choice. (A list of possible sites will be provided.) Undergraduate students may choose to use 5 of their 10 hours of service learning as observation of other teachers. Graduate students who have no teaching experience may consult individually with the instructor during office hours if they feel that observation hours are necessary. In addition to completing 10 hours of service, students will be expected to submit 5 responses to their service learning, due on Wednesday before class time in weeks 4 (9/22), 6 (10/6), 8 (10/20), 10 (11/3), and 12 (11/17). Responses should be clear and concise, with well-organized thoughts, no shorter than ½ page (single-spaced), and no longer than a single page. These responses should not simply summarize what happened, but

should instead raise a question or issue, discuss a problematic teaching situation (and offer suggestions for solving it!), make connections to class material and other scholarly work related to pedagogy and/or language acquisition, or illustrate a “lightbulb” moment (a moment of profound epiphany). In other words, these responses should give some insight into what you have learned from your teaching experience.

- A = All hours completed, all responses submitted on-time and complete
- B = All hours completed, response(s) submitted late or incomplete
- C = Only 8-9 hours completed, all responses submitted on time and complete
- D = Only 8-9 hours completed, response(s) submitted late or incomplete
- F = Fewer than 8 hours completed, or fewer than 3 responses submitted

Lessons and teaching activities

All students will participate in two mini-lessons during the semester. The first of these will target reading, but should incorporate other skills as well. This lesson will be planned and taught with a partner in the class (larger groups may be possible, particularly for undergraduate students). Together, the pair should plan a one-hour lesson, clearly motivating each component, and then choose one 10-15 minute segment to teach. This segment should include an activity that the “students” (your classmates) can do, and not simply lecture or instruction. For this teaching demo, one member of the pair will actually teach the lesson (“the teacher”), while the other member (“the narrator”) will frame the lesson (by explaining how this lesson fits into an imaginary course) and recap its key features (by reviewing what was done in the lesson, why this was done, and how this fit with the goals of the rest of the lesson/course). While planning and teaching will be teamwork, each member of the pair should submit the full lesson plan, with some evidence of independent thought. Lesson plans should be typed, following the format provided in class, and submitted no later than 5pm on Wednesday, Sep 29. The second mini-lesson will follow the same guidelines, but will target writing (again, integrating other skills as well). For this lesson, the teacher and narrator roles will be switched (i.e., if you were the teacher for the first lesson, you will be the narrator for the second; if you were the narrator for the first lesson, you will be the teacher for the second). Again, lesson plans should be typed, following the format provided in class, and submitted no later than 5pm on Wednesday, Dec 1.

Lessons that meet all of the following criteria will receive an ‘A’

- Lesson plan complete and submitted on time
- All parts of the lesson plan clearly motivated
- Lesson clearly presented and implemented effectively
- Planning was done cooperatively and distributed fairly (according to the other team member(s))

- B = Lesson fulfilled 3 of the 4 criteria above
- C = Lesson fulfilled 2 of the 4 criteria above
- D = Lesson fulfilled 1 of the 4 criteria above
- F = Lesson did not fulfill any of the criteria above

****Note that part of your assessment on the second lesson will include whether you successfully respond to feedback on your first lesson.****

Final teaching portfolio

Your final teaching portfolio will be a proposal for an ESL/EFL reading and writing class. The portfolio should follow the format provided in class and should include the following:

- (1) A description of the student population targeted by the proposed course;
- (2) A complete syllabus for the class;
- (3) Complete plans for 3 lessons on the schedule;

**** You can use the lesson plans from your two mini-lessons here. Please feel free to make whatever changes are necessary to these lesson plans so that they fit with your overall plan for the proposed course. ****

**** Undergraduate (4354) students are only required to submit two lesson plans. ****

(4) A detailed description and example of at least one homework assignment;

**** This is optional for undergraduate students. ****

(5) A detailed description and example of your assessment instruments;

**** This is optional for undergraduate students. ****

(6) A detailed description of your goals for the proposed course and how your plan will meet those goals. Specifically, in this section, you should justify the various components of your class with reference to the knowledge you have gained through readings, lectures, and in-class discussions (as well as in your service learning).

Attendance Policy: See the *Course engagement and blog participation* section above for specific information about how attendance influences your grade.

Schedule (subject to change as needed)

Week 1 *Reading: Nation ch. 1 and 2*

Mon, Aug 30 Course intro

Wed, Sep 1 Matching symbols to meaning

Week 2 *Reading: Nation ch. 3*

Mon, Sep 6 LABOR DAY (NO CLASS)

Wed, Sep 8 Intensive reading; comprehension, standardization, and genres

Week 3 *Reading: Nation ch. 4 and 5*

Mon, Sep 13 Extensive reading

Wed, Sep 15 Developing reading speed

Week 4 *Reading: Nation ch. 6*

Mon, Sep 20 Assessing reading

Wed, Sep 22 Issues in assessing reading

Due by 5pm Wed, Sep 22: Service Learning Reflection #1

Week 5 *No Reading Assigned*

Mon, Sep 27 First mini-lessons

Wed, Sep 29 More first mini-lessons

Due by 5pm Wed, Sep 29: First Lesson Plan

Week 6 *Reading: Ferris and Hedgcock ch. 1 and 2*

Mon, Oct 4 Theory and practice in ESL writing instruction

Wed, Oct 6 Literacy development and ESL writing

Due by 5pm Wed, Oct 6: Service Learning Reflection #2

Week 7 *Reading: Ferris and Hedgcock ch. 3*

Mon, Oct 11 Planning an ESL writing course

Wed, Oct 13 Planning an ESL writing class

Week 8 *Reading: Ferris and Hedgcock ch. 4*

Mon, Oct 18 Texts and materials for ESL writing

Wed, Oct 20 Task construction in ESL writing

Due by 5pm Wed, Oct 20: Service Learning Reflection #3

Week 9 *Reading: Ferris and Hedgcock ch. 5*

Mon, Oct 25 Teacher responses to writing

Wed, Oct 27 Tools for writing assessment

Week 10 *Reading: Ferris and Hedgcock ch. 6*

Mon, Nov 1 Peer response in ESL writing

Wed, Nov 3 Tools and principles for effective peer writing

Due by 5pm Wed, Nov 3: Service Learning Reflection #4

****Friday, Nov 5 – LAST DAY TO DROP CLASSES ****

- Week 11** *Reading: Ferris and Hedgcock ch. 7*
Mon, Nov 8 Treating errors in ESL writing
Wed, Nov 10 Improving accuracy in ESL writing
- Week 12** *Reading: Ferris and Hedgcock ch. 8*
Mon, Nov 15 Task reliability and validity in ESL writing assessment
Wed, Nov 17 Scoring, portfolios, and practical concerns
Due by 5pm Wed, Nov 17: Service Learning Reflection #5
- Week 13** *Reading: Ferris and Hedgcock ch. 9*
Mon, Nov 22 Technology and the ESL writing classroom
Wed, Nov 24 Computer Assisted Writing Instruction
** Nov 25, 26 – THANKSGIVING HOLIDAYS **
- Week 14** *No Reading Assigned*
Mon, Nov 29 Second mini-lessons
Wed, Dec 1 More second mini-lessons
Due by 5pm Wed, Dec 1: Second Lesson Plan
- Week 15** *No Reading Assigned*
Mon, Dec 6 Portfolio peer feedback
Wed, Dec 8 Portfolio peer feedback
- Due by 5pm Mon, Dec 13: Final Teaching Portfolio*

University / Departmental Policies and Other Information

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

Auditors: The Department of Linguistics and TESOL has a "no audit" policy. Students attending LING classes must be officially enrolled in those courses. Exception: Students who have already fulfilled degree requirements and would like to sit in on a comparable course to prepare for their comprehensive / diagnostic examination may do so (with the permission of the instructor).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University

regulations and procedures. Discipline may include suspension or expulsion from the University. According to the UT System Regents' Rule 50101, §2.2, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." While the Department of Linguistics and TESOL hopes to foster a sense of community in which students can enhance their educational experience by conferring with each other about the lectures, readings, and assignments, all work submitted must be the product of each student's own effort. Students are expected to know and honor the standards of academic integrity followed by American universities; ignorance of these standards is not an excuse for committing an act of academic dishonesty (including plagiarism). If you have questions, please speak with your instructor, your academic advisor, or the department chair. Please be advised that departmental policy requires instructors to formally file charges with the Office of Student Conduct, following procedures laid out for faculty there (<http://www.uta.edu/studentaffairs/conduct/faculty.html>), as well as notify the department chair of the filing of the charges.

Student Support Services Available: The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

Electronic Communication Policy: The University of Texas at Arlington has adopted the University "MavMail" address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. ***Students are responsible for checking their MavMail regularly.*** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

To obtain your NetID or for logon assistance, visit <https://webapps.uta.edu/oit/selfservice/>. If you are unable to resolve your issue from the Self-Service website, contact the Helpdesk at helpdesk@uta.edu.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. Classes are held as scheduled during this week and lectures and presentations may be given.

Librarian to Contact: Jody Bailey (jbailey@uta.edu)