

LING 5302/4354

Methods and Materials for TESOL

Meeting Time: Tuesday/Thursday 5:00 - 6:20

Meeting Location: Trimble Hall 218

Class Number 21488/21487, Section 001

Spring 2010

Instructor information:

Instructor: Cindy Kilpatrick

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Office Phone: 817-272-5334

Office: Hammond Hall 405 Office Hours: Friday 2-4 or by appt

Catalog Description:

This course is a continuation of the issues and topics discussed in LING 5301/4353, with a focus on in-depth study of the teaching of reading and writing in the ESL/EFL classroom. Included in the course will be systematic study of the application of linguistic theory to teaching in the classroom, practical application of pedagogical strategies, and development of materials and tasks to stimulate reading and writing skills in L2 learners. A key component of the course is the student's participation in volunteer ESL tutoring.

Course Objectives:

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

- 1) Identify & apply methodologies in teaching reading for ESL/EFL
- 2) Identify and apply methodologies in teaching writing for ESL/EFL
- 3) Critique different methodologies in different classroom contexts
- 4) Create, evaluate, and modify classroom materials for language classes
- 5) Design lesson plans and implement lessons in a classroom
- 6) Justify the use of different methodologies & activities in lesson planning
- 7) Integrate ideas, materials, and knowledge for the teaching of English

Textbook:

Having the textbook is a necessity for this course. Most weeks you will have a reading assignment that you will need to complete before coming to class. The book is available online as well as in the campus bookstore.

Ferris, Dana, and John S. Hedgcock. 2004. Teaching ESL Composition: Purpose, Process, and Practice. Mahwah, NJ: Lawrence Erlbaum. ISBN#978-0805844672

Nation, I.S.P. 2008. Teaching ESL/EFL Reading and Writing. Routledge. ISBN #978-0415989688

Grading and Course Requirements for GRAD students:

Your course grade will be determined in the following manner:

Course engagement and blog participation	20%
Lessons and teaching activities	25%
Service learning project	25%
Final exam	30%

Grading and Course Requirements for UNDERGRADS:

Your course grade will be determined in the following manner:

Course engagement and blog participation	25%
Lessons and teaching activities	20%
Service learning project	25%
Final exam	30%

Course engagement

Your level of course engagement will comprise 20% of your grade in this course. This refers to regular on-time attendance, preparation for class, participation in discussion, and mental as well as physical presence in the classroom. 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. Because regular attendance is a necessity for this course, you can expect that any absences above 2 will negatively affect your grade.

A = Almost always present, prepared, and participatory;
blog participation during 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

An important note: You are more than welcome to question the claims made in the readings, lectures, and other materials, and the blog is an appropriate place to do that. However, please be prepared to explain the source of your question and to 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.

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 Cindy 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 Thursday at classtime in weeks 3, 7, 9, 11, and 13. Responses should be clear and concise, with well-organized thoughts, no shorter than ½ page, typed, and no longer than the front side of 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 either pedagogy or language acquisition, or illustrate a lightbulb moment for the student. In other words, these responses should give some insight into what the student (you, the student enrolled in 5302/4354, not the students you are working with) learned from the experience.

A = all hours completed, all responses submitted on-time

B = all hours completed, response(s) submitted late

C = only 8-9 hours completed, all responses submitted on time

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 enrolled students will participate in 2 mini-lessons during the course of 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 course (with the possibility of some groups of 3). Together, the pair should plan a one-hour lesson, clearly motivating each piece of it, and then choose one 10-15 minute segment to teach. This segment should include an activity that the “students” can do, and not simple lecture or instruction. 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 Tuesday, Feb 23.

The second teaching will target writing, but should integrate other skills as well. For this lesson, individual teaching demos will be done, though a one-hour lesson should be planned jointly, just as for the first lesson. However, for this lesson, each member of the pair/group will choose their own 10-15 minute segment to

teach. Lesson plans should be typed, following the format provided in class, and submitted no later than 5pm on Thursday, May 6.

Note: Graduate students will plan and teach for both the first and second lesson. Undergraduate students may use the first mini-lesson as observation, by joining a pair of graduate students and planning with them to the extent that (s)he feels comfortable. While the Undergrad must submit his/her own lesson plan based upon the team planning, (s)he is not expected to do any teaching. For the second lesson, undergrads may choose to work together as a group and jointly teach their lesson rather than all choosing separate segments.

For **Grad students**, 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

- Feedback from the 1st mini-lesson incorporated into the 2nd, if applicable

- Planning was done cooperatively and distributed fairly (according to the other team member(s))

- Helpful feedback and constructive criticism were given to other students

B = Lesson fulfilled 5 of the 6 criteria above

C = Lesson fulfilled 4 of the 6 criteria above

D = Lesson fulfilled 3 of the 6 criteria above

F = Lesson fulfilled only 2 of the criteria above

For **Undergrads**, lessons that meet all of the following criteria will receive an A:

- Lesson plan complete and follows format given

- Lesson plan submitted on time

- All parts of the lesson plan clearly motivated

- Participation in planning was cooperative and not disruptive (according to the other team members)

- Lesson clearly presented and implemented effectively (2nd lesson only)

- Helpful feedback and constructive criticism were given to other students

B = Lesson fulfilled 5 of the 6 criteria above

C = Lesson fulfilled 4 of the 6 criteria above

D = Lesson fulfilled 3 of the 6 criteria above

F = Lesson fulfilled only 2 of the criteria above

Final Exam

The Final Exam for this course will be Tuesday, May 11, from 5:30 - 8pm. The exam will consist of a set of short answer and/or essay questions related to the course material, and students will choose a subset of the questions to which to respond. Questions and expectation of critical thinking and applications will differ for graduate and undergraduate students.

Schedule (subject to change as needed):

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

Tues, Jan 19 Intro to the course
Thurs, Jan 21 Matching symbols to meaning

Week 2 *Reading: Nation ch. 3*

Tues, Jan 26 Features of intensive reading
Thurs, Jan 28 Comprehension, standardization, and genres

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

Due by 5pm Tues, Feb 2: Service Learning Reflection #1

Tues, Feb 2 Extensive reading
Thurs, Feb 4 Developing reading speed

Week 4 *Reading: Nation ch. 6*

Tues, Feb 9 Assessing reading
Thurs, Feb 11 Issues in assessing reading

Week 5 *No Reading Assigned*

Tues, Feb 16 First Mini-Lessons
Thurs, Feb 18 More first Mini-Lessons

****UTA Student Conference In Linguistics & TESOL: Feb 19-20****

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

Due by 5pm on Tues, Feb 23: Lesson Plan 1

Tues, Feb 23 Literacy and ESL writing
Thurs, Feb 25 ESL Reading and Writing

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

Due by 5pm Tues, Mar 2: Service Learning Reflection #2

Tues, Mar 2 Planning an ESL writing course
Thurs, Mar 4 Planning an ESL writing class

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

Tues, Mar 9 Texts and materials for ESL writing
Thurs, Mar 11 Task construction in ESL writing

Spring Break: March 15 – 19

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

Due by 5pm Tues, Mar 23: Service Learning Reflection #3

Tues, Mar 23 Teacher responses to writing
Thurs, Mar 25 Tools for writing assessment

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

Tues, Mar 30 Peer response in ESL writing
Thurs, Apr 1 Tools and principles for effective peer writing

****Friday, Apr 2 Last Day to Drop!****

- Week 11** *Reading: Ferris and Hedgcock ch. 7*
Due by 5pm on Tues, Apr 6: Service Learning Reflection #4
 Tues, Apr 6 Treating errors in ESL writing
 Thurs, Apr 8 Improving accuracy in ESL writing
- Week 12** *Reading: Ferris and Hedgcock ch. 8*
 Tues, Apr 13 Task reliability and validity in ESL writing assessment
 Thurs, Apr 15 Scoring, portfolios, and practical concerns
- Week 13** *Reading: Ferris and Hedgcock ch. 9*
Due by 5pm Tues, Apr 20: Service Learning Reflection #5
 Tues, Apr 20 Technology and the ESL writing classroom
 Thurs, Apr 22 Computer Assisted Writing Instruction
- Week 14** *No Reading Assigned*
 Tues, Apr 27 Second Mini-Lessons
 Thurs, Apr 29 More Second Mini-Lessons
- Week 15** *No Reading Assigned*
Due by 5pm Thurs, May 6: Second Lesson Plan
 Tues, May 4 Even more Second Mini-Lessons
 Thurs, May 6 Any more Mini-Lessons? Review for Final
- Final Exam:** *Tuesday, May 11, from 5:30 - 8pm:* Meet in the computer lab (Trimble Hall 014) for the Final Exam

Departmental Policies

- 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 course 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 exam during Final Review Week.
- 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.

- As a student, your responsibility rests with informing the instructor in writing or email and providing the official documentation from the Office for Students with Disabilities no later than the end of the second week of classes.
- According to Department of Linguistics and TESOL policy, "unofficial" or "informal" requests for accommodations (i.e., those not recorded by the Office of Students with Disabilities) cannot be honored.
- Academic Dishonesty:
 - At The University of Texas at Arlington, academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. Students involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from UTA.
 - According the UT System Regents' Rules and Regulations, "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" (Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).
 - 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 supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or

socially should contact the Office of Student Success Programs at 817-272-6107 for information and referrals.

- Enrolling in / Withdrawing from this Course:

- Students are responsible for making all decisions regarding their enrollment status in UTA courses. Should you decide to withdraw from this course, you must either (1) drop via the internet through the MyMav system or (2) complete an official "add/drop" and file it in the Linguistics and TESOL department office. Any student who stops attending class and/or fails to complete assigned work will not be "automatically" dropped; in such cases, unless you officially withdraw, you will receive a grade of F. (Note: Students enrolled in graduate courses may not "replace" a grade; all grades are permanent.)
- A student dropping his/her last (only) course cannot withdraw as above. Rather, s/he must go in person to the UTA Registrar's Office (Davis Hall, First Floor) and complete a request to resign from the university.

- 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 a 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 professor).