

LING 5301/4353
Teaching English as a Second or Foreign Language
Meeting Time: Monday 5:30 – 8:20
Meeting Location: Trimble Hall 218
Section 001
Spring 2012

Instructor: Cindy Kilpatrick
Email: cynkil@uta.edu Office Phone: 817-272-3133
Office: Hammond Hall 132B Lab: Trimble Hall 301
Office Hours: TBD

Description of Course Content (from catalog):

This course presents an introduction to and a critique of current and traditional methodologies of teaching English to speakers of other languages, with emphasis on techniques of teaching aural comprehension; speaking, reading, and writing skills; attention to testing and assessment; and linguistic-cultural differences. In addition, the course focuses on the components of effective lesson planning, including needs analysis, goals & objectives, lesson procedures, task facilitation, materials development, and assessment/evaluation tools. Much of the course will include hands-on experience, discussion, and practical application of course topics.

Course Objectives/Student Learning Outcomes:

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

- 1) Identify and apply methodologies in ESL/EFL
- 2) Critique the use of different methodologies in a variety of classroom contexts
- 3) Create, evaluate, and modify classroom materials for language classrooms
- 4) Design effective lesson plans and implement these lessons in a classroom
- 5) Justify the use of different methodologies and activities in lesson planning
- 6) Integrate ideas and materials to facilitate more effective learning of English

Textbook:

Having the textbook is a necessity for this course. Most weeks you will have a reading assignment to complete before coming to class on Monday. The book is available on amazon.com, barnesandnoble.com, and in the campus bookstore. Here's the reference:

Brown, H. Douglas. 2007. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 3rd Edition. New York: Pearson Longman.

For those planning to pursue a career teaching ESL/EFL, Nation and Newton (2009) is an excellent book to have on hand. While it is **not required for this course**, the knowledge gained from the use of this book will supplement Brown (2007), and specific chapters may be pointed out when relevant. This book is also available on amazon.com, barnesandnoble.com, and in the campus bookstore. Here's the reference:

Nation, I.S.P, and Jonathan Newton. 2009. *Teaching ESL/EFL Listening and Speaking*. New York: Routledge.

Grading and Course Requirements

Your course grade will be determined in the following manner:

Service learning project	25%
Lesson plans and teaching activities	25%
Blog assignments and homework	25%
Final Project:	25%

Service Learning Project

As a requirement for this course, students will volunteer in their local community as an ESL teacher/tutor, as well as submit 5 responses to their service learning, with due dates TBD. 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 5301/4353, not the students you are working with) learned from the experience.

The UTA Dept of Ling and TESOL has established relationships with community partners both on and off-campus, all of whom need volunteers on an on-going basis. Students may also choose a new community organization with whom to work, as long as their volunteer service revolves around the teaching of English.

Grades for the service learning project will be based on the following criteria:

- (1) Verified completion of 10 hours of service
- (2) Five reflections completed and submitted according to guidelines
- (3) Reflections make obvious that the student has learned about methods, theory, teaching, acquisition, and the local community

- A = Student completed the service learning project requirements and showed evidence of learning through service; all criteria met
- B = Student completed the service, but showed little evidence of learning through service, criteria (1) and (2) met, but reflections are simple summaries rather than actual reflections of learning
- C = Student showed evidence of learning through service, but only partially completed the requirements for the service learning project; criterion (3) met, but either criterion (1) or criterion (2) not fully satisfied
- D = Student only partially completed the requirements for the service learning project, and showed little evidence of learning through service; criterion (3) not fully met, and either criterion (1) or criterion (2) not fully satisfied
- F = Student did not fully meet any of the 3 criteria listed above

Lesson Plans and Teaching Activities

All enrolled students will present two mini-lessons of 10-15 minutes each to the class. These lessons will target a specific communicative feature of language, and will be evaluated (by both the professor and fellow students). Lessons will be taught in weeks 6 and weeks 12-13. Depending on the size of the class, students may either team-teach or teach individually, and lessons may be live or video-taped.

In addition to presenting the mini-lesson, each student will submit a detailed lesson plan that clearly describes the activity and motivates each part of it. An initial draft of the lesson plans are due by classtime on Feb 16 and Apr 6. On those days in class, we will work together on critiquing and improving each others' lesson plans. After teaching the lesson, revised versions (to be graded) should be submitted no later than classtime on Monday, Feb 28, and Monday, Apr 18. You will be given several different possible options for formats to follow before the initial drafts are due.

As part of the expectations for these lesson plans, each student will be expected to offer constructive criticism of the other students' teaching; failure to complete this aspect of the assignment will negatively affect your own grade, regardless of how perfect your own teaching may be. Therefore, attendance on the days of the mini-lessons is absolutely crucial.

In general, the purpose of the mini-lessons are to (1) give students some experience in front of a classroom, (2) give students the opportunity to plan some part of a "real" lesson, and (3) have students think critically about the different parts of lessons and why things get done the way they do. Therefore, grades are not based solely on teaching a "perfect" lesson, but on ability to create a lesson/activity and motivate its educational value. Mini-lessons will be graded based on the following criteria:

Lesson plan was completed and ready for critique on the date indicated
Lesson was presented appropriately and focused on communicative English
Lesson plan was clearly written and well-motivated
Lesson plan and teaching showed evidence of planning and preparation
Student offered constructive criticism to other students

- 25 pts (A+) = student went above and beyond expectations for the mini-lessons
A = Mini-lesson was well-done and unproblematic; met all of the criteria above
B = Mini-lesson was acceptable, with few problems; met 4 of the criteria above
C = Mini-lesson had some problems; met three of the criteria above
D = Mini-lesson had major problems, but met at least two of the criteria above
F = Mini-lesson was unacceptable; met no more than one of the criteria above

Students are encouraged to discuss ideas with their colleagues, search the internet, and gather resources of any kind in order to create the best lesson possible, but all work submitted must be their own, or appropriately cited.

Homework and Blog Participation

Attendance Policy: Students are expected to attend class, actively contribute to discussions in class, and be prepared to respond to discussion questions posted on the blog or raised in class by either the professor or other students. Students should expect that any absences over 2 (= two full weeks of class) will result in lowering their grade.

The link for our 5301 blog is <http://ling5301.blogspot.com>.

In most weeks, students will be given a blog or homework assignment to do. Typically, homework assignments will be posted on the blog rather than submitted in class. These assignments may consist of discussions of reading material, extended discussion of topics brought up in class, results of online or paired activities, observations and questions that the students generate, or other possible related tasks. At times, not all students will be working on the same assignment; graduate and undergraduate students may be assigned tasks that are not identical. Students are encouraged (and will at times be required) to read through their classmates' posts and respond to them.

A well-thought-out blog post should be readable. Use correct grammar and mechanics, and divide paragraphs as needed. Posts should show evidence of original thought, and should cite relevant material, but are not intended to be major writing assignments; rather, they are *thinking* assignments provide differing viewpoints and ideas.

Your blog grade will be one single collective grade assigned at the end of the semester, rather than a compilation of all blog assignments throughout the semester. Final grades will be assigned as follows:

- A = Almost always present, prepared, and participatory;
Blog/homework completed in 14 or 15 weeks
B = Regular attendance but often late;
Sometimes noticeably unprepared or unparticipatory;
Blog/homework completed in 12 or 13 weeks
C = Regular attendance, but regularly late AND
Sometimes noticeably unprepared or unparticipatory;
Blog/homework completed in 10 or 11 weeks
D = Frequently absent, or frequently unprepared or unparticipatory;
Blog participation in 5-10 weeks
F = Attendance spotty, participation and preparation were rare;
Blog/homework completed in fewer than 5 weeks

An important note: You are more than welcome to question any of the claims made in the readings, lectures, and other materials provided, 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 be graded.

Final Project

The final project for this course will be a proposal for an ESL or EFL class targeted to a particular population, and designed as an English for Specific Purposes course. This proposal should include the following:

- (1) a complete syllabus, including goals and description of student population
- (2) a detailed schedule for at least 15 classes (10 for undergrads)
- (3) at least 3 (undergrads = 2) detailed lesson plans that fit into the schedule
- (4) at least 2 (undergrads = 1) complete ready-for-distribution HW assignments
- (5) at least 1 complete ready-for-distribution assessment tool

The final project will be due on the scheduled Final Exam date and will be graded on the following criteria:

- (1) Inclusion of all required components
- (2) Enough detail given to determine appropriateness
- (3) Overall plan forms a coherent course design
- (4) Materials indicate thought, planning, and application of course materials

A = All criteria met

B = Criteria (2) or (3) not met, **OR** one component missing

C = Criteria (4) not met, **OR** two components missing

D = Any two of the above criteria not met

F = More than two criteria not met

Summary of Major Assignments with Due Dates:

TBD	Reflection 1
TBD	Reflection 2
TBD	Lesson Plan 1 Draft
TBD	Lesson Plan 1 Final
TBD	Reflection 3
TBD	Reflection 4
TBD	Lesson Plan 2 Draft
TBD	Lesson Plan 2 Final
TBD	Reflection 5
TBD	Final Project

Departmental Policies

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.

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.

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 to 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 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.

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 examination during Final Review Week.

Auditors: The Department of Linguistics and TESOL has a "no audit" policy, with one exception. With instructor permission, Department of Linguistics and TESOL faculty, staff, and students enrolled in a linguistics/TESOL degree program may be able to audit a course. Audited courses cannot be used to satisfy any degree or program requirements/electives, nor will any credit (including retroactive) be granted for audited courses.

Tentative Schedule, subject to change

Week 1

Topic: Welcome to 5301/4353! Intro to the Course

Week 2

Topic: Methods in language teaching

Reading: Brown, chapters 1, 2, and 3, pp. 1-60

Week 3

Topic: Principles in language teaching

Reading: Brown, chapters 4 and 5, pp. 62-97

Week 4

Topic: Contexts for learning and teaching

Reading: Brown, chapters 6, 7, and 8, pp. 99-146

Week 5

Topic: Planning lessons

Reading: Brown, chapters 10 and 11, pp. 147-195

Week 6

Topic: First mini-lessons

Reading: None

Week 7

Topic: Initiating and sustaining interaction

Reading: Brown, chapters 13 and 14, pp. 211-239

Week 8

Topic: Classroom management and teaching strategies

Reading: Brown, chapters 15 and 16, pp. 241-282

Week 9

Topic: Integration of skills

Reading: Brown, chapter 17

Week 10

Topic: Teaching listening

Reading: Brown, chapter 18

Week 11

Topic: Teaching speaking

Reading: Brown, chapter 19

Week 12

Topic: Second mini-lessons

Reading: None

Week 13

Topic: Developing skills on paper

Reading: Brown, chapters 20, 21, and 22, pp. 357-442

Week 14

Topic: Testing and Assessment

Reading: Brown, chapters 23 and 24, pp. 443-484

Week 15

Topic: Lifelong learning

Reading: Brown, chapters 25 and 26, pp. 485-522

Final Projects Due on scheduled exam day