LING 4354-001: Materials and Methods for TESOL

Fall 2015
Monday/Wednesday 4-5:20
ARCH 404

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  <u>Office Hours</u>:
    Tuesday 2-4 and Thursday 2-3
    By appointment
    Tuesday 5-6 iff you let me know you are coming by

<u>Description of Course Content</u>:
This course will introduce students to methods and materials for TESOL, with particular attention paid to the teaching of different skills within a Communicative Language Teaching framework. In addition, the course continues building the skills in LING 4353, including effective lesson planning, 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. A required component of the course is participation in a minimum of 10 hours of practical training that includes observation of master teachers and practice in teaching English in the local community.

<u>Student Learning Outcomes</u>:
After successfully completing this course, students should be able to:
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1. Critically evaluate existing ELL lesson materials and plans in terms of communicativity and effectiveness
2. Modify existing lesson plans to increase communicativity without sacrificing effectiveness
3. Create communicative ELL materials and activities
4. Implement effective methods in teaching Grammar, Vocabulary, Reading, Writing, Pronunciation, Speaking, and Listening
5. Construct a realistic integrated lesson from start to finish, justifying

each part/activity
6. Demonstrate mastery of tools used for online language teaching
7. Integrate theory and practice to generate effective rubrics for ESL classes

Required Textbooks and Other Course Materials:
There is no required textbook for this course. Instead, each week you will be provided with readings and resources that you are expected to become familiar with.

Grading:
Your course grade will be determined in the following manner:

Course community and participation	20%
Reading Checks and Assignments	20%
Practical and reflective teaching	20%
Learning activities and teaching	20%
Final Project	20%

Course community and participation
Your level of course community and participation will comprise 20% of your grade in this course. This refers to participation in group, paired, and full-class activities, including involvement in discussions. Generally, students are expected to check in on the course no fewer than 2 non-consecutive days throughout the week. This will allow students to post initial questions and responses (no later than Wednesdays), and then respond to other students' questions and comments (no later than the following Monday).

Please note that courtesy and respect are expected in all interactions, even if you are in disagreement with another poster. You are welcome to disagree with someone's point of view and question their conclusions, but please do so courteously and respectfully. Participation and work that do not show common courtesy will not receive credit.

Reading checks and assignments
Successful completion of reading checks and assignments will comprise 20% of your grade. Reading checks will take a variety of forms, but will be due no later than 9pm on the first Monday of a module. Each module may have several assignments within it, generally due during the second and third weeks of a module. Due dates will be clearly posted within the description of each assignment.

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Practical and Reflective Teaching
As a requirement for this course and 20% of their grade, students will participate in observing and teaching no fewer than 10 hours over the course of this semester. In addition to completing 10 hours of service, students will be expected to submit 1 reflection of their practical and reflective teaching within each unit. Reflections should be clear and concise, with well-organized thoughts, no shorter than 1⁄2 single-spaced typed page, 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 4354, not the students you are working with) learned from the experience.

In addition, the practical teaching component is meant to help you reflect on who you are as a teacher, so you will also complete an early survey/synopsis of who you are as a teacher (week 1), and a final one as well (week 15)

Learning Activities and Teaching
Learning activities and teaching will comprise 20% of the course grade. All enrolled students will be expected to produce a clearly defined teaching activity for each different unit throughout the course. Each activity must be distribution-ready and include a teacher instruction page as well as a student worksheet. We will work together on fitting several different activities together to create full lesson plans.

In addition, students will produce 2 formal lesson demos during the course of the semester. One of these will be in the form of a screencast, where students will explain, in ESL-appropriate terms, how to complete some online task (create an account, how to use a social media venue, visuals with description, etc), ideally in preparation for an activity they will do in class. The second may take one of several forms, depending on what the students are comfortable with, but will be expected to demonstrate appropriate presentation techniques, clear diction, and rate, pace, and vocabulary appropriate for ESL students.

Final Project
The final project for this course will be a proposal for an ESL or EFL class targeted to a particular population. This proposal should include the following pieces, which we will work on throughout the semester:

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(1) A complete syllabus, including goals and description of student population
(2) A detailed schedule for at least 10 classes that follows a logical sequence and includes an appropriate topic and language goal
(3) At least 2 detailed lesson plans that could be used in this class
(4) An assessment guide (a rubric, point break-down, etc) for at least one activity included in one of the lesson plans

<u>Attendance</u>: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance.

As the instructor of this section, I expect students to attend class in person on Mondays and complete work online on Wednesdays. In the event that an emergency arises, students should contact the instructor before class begins, as well as provide verifiable proof of their stated emergency.

Attendance and participation in this course are crucial. Because we do not have a textbook, understanding of the course material will require participation in both face-to-face and online class discussions, which will provide you with the skills and knowledge you will need in order to successfully complete the work in this course.

Make-up Exams: Make-up exams and assignments will only be provided in the case of verifiable emergencies.

Expectations for Out-of-Class Study: This class will meet together for 3 hours a week. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 3-7 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current Catalog at http://catalog.uta.edu/academicregulations/grades/#graduatetext.

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. 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. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

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Disability Accommodations: UT 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), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS)   www.uta.edu/caps/ or calling 817-272-3671.

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.

Title IX: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

Academic Integrity: Students enrolled in all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

> I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

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Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

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. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located to the right as you exit the classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: UT 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. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php

The English Writing Center (411LIBR) is available to aid students in improving their writing. Hours are 9am-8pm Mondays-Thursdays, 9am-3pm Fridays, and 12-5 pm Saturdays and Sundays. Walk In Quick Hits sessions are available during all open hours Mon-Thurs. Register and make appointments online at http://uta.mywconline.com. Please see www.uta.edu/owl for detailed information.

Librarian to Contact: The librarian contact for Linguistics and TESOL is Jody Bailey. She can be reached at jbailey@uta.edu or 817-272-7516.

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Intro Week 1	**Learning Objectives** ▪ Review material from 4353 (for needs assessment and further discussion) ▪ Define the principles of Communicative Language Teaching (CLT) ▪ Classify lessons as CLT/non-CLT **Scheduled events** ▪ Synchronous session on Blackboard Collaborate ▪ CLT Readings **Assignments** ▪ Who Am I as a Teacher? Part !
Unit 1 Making Grammar Relevant Weeks 2-4	**Learning Objectives** ▪ Recognize "straight grammar" vs CLT grammar ▪ Evaluate existing lesson plans along CLT criteria ▪ Modify existing lesson plans along CLT criteria **Scheduled events** ▪ Online group work ▪ Online pair work **Assignments** ▪ Readings and resources on teaching grammar ▪ Screencast of lesson plan critique ▪ Modified activity: CLT, clear instructions, distribution-ready
Unit 2 Building Vocabulary and Reading Skills Weeks 5-7	**Learning Objectives** ▪ Evaluate vocabulary activities along CLT criteria ▪ Create new vocabulary activities using CLT ▪ Design extensive reading assessments **Scheduled events** ▪ Synchronous session on BlackBoard Collaborate ▪ Online discussion board (full-class) **Assignments** ▪ Readings and discussion on vocabulary and teaching reading ▪ Reading Intensively and Extensively ▪ Developing speed and fluency
Unit 3 Teaching Writing Weeks 7-9	**Learning Objectives** ▪ Identify writing organizational devices and critique their use for ESL students ▪ Adapt existing writing prompts to make them meaningful and relevant to ESL students ▪ Propose appropriate writing assessment tool **Scheduled events** ▪ Observe ELI writing class ▪ Online writing group work

	Assignments ▪ Readings and resources on Teaching Writing ▪ Writing Organizer instructions with graphics or audio-visual ▪ Reflection on class observation ▪ Writing rubrics
Unit 4 Building Pronunciation Skills Weeks 10-11	**Learning Objectives** ▪ List and describe the sounds of English ▪ Compare and contrast the sounds of English with those of other languages ▪ Construct activities that focus on problematic sounds and prosodic patterns **Scheduled events** ▪ One-on-one meetings, either f2f or online ▪ Lab session on ultrasound use for pronunciation ▪ Participate in Pronunciation lab for 5307 (optional) **Assignments** ▪ Readings and resources on teaching pronunciation ▪ Pronunciation aid video
Unit 5 Focus on Speaking and Listening Weeks 12-14	**Learning Objectives** ▪ Identify effective aids in teaching speaking and listening ▪ Create communicative lesson plan using either modified or original activities ▪ Justify the use of different techniques/activities **Scheduled events** ▪ Observe speaking and listening ELI class ▪ Synchronous session on BlackBoard Collaborate **Assignments** ▪ Reading and resources on teaching speaking and listening
Wrap-Up Week 15	**Learning Objectives** ▪ Create integrated lesson plan from start to finish ▪ Justify the use of different techniques/activities ▪ Provide feedback and critique to peers **Scheduled events** ▪ Pair work for peer feedback **Assignments** ▪ Final Projects