LING 5301-001: Methods in CLT

Fall 2018
Wednesdays 5:30-8:20
Trimble Hall 118

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Office and Lab: Hammond Hall 403(office); Trimble Hall 301(lab)
Office Hours: Wednesdays 3-4 or by appointment

Description of Course Content:

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 tools for assessment and evaluation. Much of the course will include hands-on experience, research, discussion, and practical application of course topics.

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

Required Textbooks and Other Course Materials:

There is no official textbook for this course. Most weeks you will have an online research and/or reading assignment to complete before coming to class on Monday. Instructions and resources will be made available on Blackboard.

The following books have been used for this course in the past and are recommended as valuable resources for the TESOL professional:

Brown, H. Dougles. 2015. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 4th Edition. New York: Pearson Longman.

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

LING 5301-001: Methods in CLT

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

Course and Professional Engagement	25%
Lesson plans and mini-lessons	30%
Practical teaching requirement	25%
Final Project	20%

This course is built on a total of 100 points, with points adding up to 100, not with each assignment worth 100 and then averaged. Assignments and components range in points from 1-20. Don't be fooled by an assignment worth "only" 10 points – that is 10% of your course grade! Assignments worth just a few points should not be disregarded – if you choose not to do a 5-point assignment, the highest grade you can get in the class is a 95, and that's only if you get full points on everything else you do in the class.

Course and Professional Engagement: 25% of total grade
Attendance Policy: Students should plan to attend class, actively contribute to discussions and activities in class, and be prepared to respond to discussion questions posted online or raised in class by the professor and other students. While no official points are offered for attendance, students who are absent will earn no course engagement points for the week.

Course and professional engagement points will be determined by your degree of completion of/participation in classwork, online assignments, and discussion with other TESOL professionals. Active participation in online discussion boards and in-class activities and discussion, original contributions of questions, and other creative and relevant activities are necessary for full points in this area.

Course Engagement Points
You are expected to actively participate in class discussions, no matter who is leading them (Cindy, a classmate, or a guest lecturer). Participation is NOT based on how much you talk, but on how engaged you are. These points will be assigned weekly, as follows, up to a total of 14 points:
 0 = non-participatory; constantly distracted/off-task; absent from class
 1 = participated consistently and actively in class

Professional Engagement Points
You will have various opportunities to actively participate in online discussions with other TESOL professionals and students. These contributions are worth up to a total of 11 points. Details about how to earn these points will be provided in class.

LING 5301-001: Methods in CLT

An important note: You are more than welcome to question any of the claims made in the readings, lectures, and other materials provided, and in-class and online discussion groups are 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 and are subject to removal from the discussion.

Lesson Plans and Mini Lessons: 30% of total grade

All enrolled students will create and submit two (2) fully developed lesson plans, due in weeks 6/7 and 11/12. These lessons will target a specific communicative feature of language, and will be evaluated (by both the professor and fellow students). Mini-lessons will be taught in weeks 7 and 13/14. Overall time allowed for the live mini-lessons will be determined by the size of the class. Additional details regarding this assignment will be provided in class.

The purpose of the lesson plans and 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 creating and motivating the educational value of different activities.

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. However, all work submitted must be the work of the student submitted, or be appropriately cited as to the source.

Lesson Plans

Lesson Plans are each worth up to 10 points, 2 for the initial submission, and 8 for the final submitted version. Actual points assigned will depend on how well each component of the lesson plan is fulfilled.

Mini-Lessons

Mini-Lessons are each worth up to 5 points, based on how well you fulfill the assignment.

Practical teaching requirement: 25% of total grade

Students will be expected to volunteer in their local community as an ESL teacher/tutor a minimum of 10 hours, as well as submit 5 reflective responses to their teaching, due in weeks 2, 4, 8, 10, and 15. These reflections should be clear and concise, with well-organized thoughts, and a length of around 500 words.

Reflections 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) 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.

Verified Completion of Teaching
Each student must keep a log of their hours worked and have their hours verified by a supervisor at their volunteer location.
10 hours = 10 points; 8-9 hours = 5 points; fewer than 8 hours = 0 points.

Reflections
Each student should complete 5 reflections, which are worth 2-5 points each.

Final Project
The final project for this course will be a proposal for an ESL or EFL class targeted to a particular population, designed with a particular specific language purpose in mind, and centered around communicative language teaching. Projects must include the following pieces:

(1) A complete syllabus, including goals and description of student population
(2) A detailed schedule for at least 15 classes that follows a logical sequence and includes an appropriate topic and language goal
(3) At least 3 detailed lesson plans that fit into the schedule and are sequential in order. Feel free to plan your first 2 lesson plans to be included
(4) At least 2 complete ready-for-distribution assignments or activities that include clear instructions and obvious educational objectives. Both of these should fit logically into one of the 3 lesson plans provided.
(5) At least 1 complete ready-for-distribution rubric with explanation and motivation for one of the assignments in (4)

The final project will be graded on the following criteria:
    (1) Inclusion of all required components
    (2) Sufficient detail to fully envision the course
    (3) Coherent course design for the overall course
    (4) Quality of materials indicate thought, planning, revision, and application of course materials

LING 5301-001: Methods in CLT

University Policies

Make-up Exams and assignments: 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 5-10 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/).

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.*

LING 5301-001: Methods in CLT

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.

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.

LING 5301-001: Methods in CLT

Very flexible schedule of classes

I, Cynthia D. Kilpatrick, reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course

	Topic(s)	Homework for next week
Week 1: Aug 22	Intro to Class Getting started in an ESL class	Getting to know you activity
Week 2: Aug 29	Classroom Activities Methods in Language Teaching	Research a teaching method Pre-teaching reflection due
Week 3: Sept 5	Principles in language teaching Note: Sept 7 is census date!	Readings: principles in teaching
Week 4: Sept 12	What, when, where, why?	Readings on context Needs analysis refl. due
Week 5: Sept 19	Writing lesson plans: What we do and when we do it	Lesson modification activity Analysis of lesson plans
Week 6: Sept 26	Fostering interaction and communicativity	Readings: Interaction First lesson plan due
Week 7: Oct 3	Live mini-lessons – teach the teacher	Final first lesson plans due First mini-lessons in class
Week 8: Oct 10	Classroom management	Readings: Classroom mgmt. Progress in practice refl. due
Week 9: Oct 17	Teaching Speaking and Listening	Reading: Research and practice in S/L
Week 10: Oct 24	Integrating skills in ESL classrooms	Readings: skills integration Learner/teacher refl due
Week 11: Oct 31	Online language learning (shall we do class online???) Note: Nov 2 is last day to drop!	Second lesson plan due

LING 5301-001: Methods in CLT

Week 12: Nov 7	Following standards and scope & sequence – how do we use these?	ESL standards Final second lesson plan due
Week 13: Nov 14	Managing grading and assessment	Rdgs: classroom assessmt; online mini-lessons due
Week 14: Nov 21	Per UTA, no classes ***Thanksgiving holiday***	Online mini-lesson extension until Wednesday!
Week 15: Nov 28	Our last class!! Lifelong learning Tues, Dec 4 = last day of classes	Reading: lifelong learning Final Reflection due

Final
Exam
	No class meeting – just submit
	final project online
	Note: I will assign a grade and
	global feedback on Blackboard. I
	am also happy to give you
	extensive comments and feedback
	on your project, but only if you
	    (1) provide me with a hard
	       copy
	    (2) make an appt to see me and
	       discuss the project
		Final Project due by 10pm
		on Wednesday, Dec 12