**LING 4353:** Teaching English as a Second/Foreign Language

Fall 2019

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**Section Information:** LING 4353-002

**Time and Place of Class Meetings:** Online

**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 assessment/evaluation tools. Much of the course will include hands-on experience, 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:** Brown, H. Douglas. 2015. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 4th Edition. New York: Pearson Longman.

Having the textbook is a necessity for this course as you will have reading assignments from this book related to each unit. Additional required readings will be posted within each unit. The book is available on amazon.com, barnesandnoble.com, and in the campus bookstore.

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

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 (2015), and specific chapters may be pointed out when relevant.

**Descriptions of major assignments and examinations:**

**Service Learning Project**. As a requirement for this course, students will volunteer in their local community as an ESL tutor, conversation partner, or assistant ESL teacher as well as submit service learning reflections during the semester. Responses should be clear and concise, with well-organized thoughts, no shorter than 250 words and no longer than 700 words. 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 “light bulb” moment for the student. In other words, these responses should give some insight into what the student (you, the student enrolled in 4353, not the students you are working with) learned from the experience. There will be 4 service learning reflections and 1 observation reflection due within the semester, worth 10 points each. The UTA Department of Linguistics 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:

* + Demonstration of establishing contact with service learning sites –10 pts.
	+ Verified completion of 10 hours of service (at least 2 hours observing & 8 hours either observing, teaching or tutoring)—25 pts.
	+ Five reflections completed and submitted according to guidelines—10 pts. each for a total of 50 pts.

See rubric on Blackboard for how reflections will be graded.

**Teaching Activities**. All enrolled students will present a total of 3 instructional demos and 3 mini-lesson demos over the course of the semester. Instructional demos will provide students the opportunity to practice giving instructions, a fundamental skill in the classroom. Lesson demos will be activities which target a specific communicative feature of language, and will be evaluated (by both the instructor and fellow students). These will be recorded individually and submitted for critique via Blackboard. As part of the expectations for these demos, 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 individual teaching may be. In general, the purposes of the lesson demos 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.

Demos will be graded based on the following criteria:

* Teaching Demo/Write-up was completed and ready for critique on the date indicated
* Instructional Demo was presented appropriately and related to the appropriate task
* Teaching Demo was presented appropriately and focused on communicative English
* Activity Write-up was clearly written and well-motivated
* Activity Write-up and teaching showed evidence of planning and preparation
* Student offered constructive criticism to other students

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.

See rubrics on Blackboard for how points are awarded for the Teaching Demo.

**Participation.** Participation points will be awarded on a weekly basis. These points may be earned through discussion board posts and other assignments applying teaching principles discussed each week.

* *Mini-Reflections*

Each week, a prompt will be given to which you must write a response. Certain prompts may require you to watch a video or read an article, while others may ask for a reflection of your own experience in TESOL/foreign language classrooms. In general, the write-up should be at least 300 words and should reflect a well-thought out and meaningful response to the prompt (45 points total).

* *Other Assignments*

Other assignments applying teaching principles include quizzes (3 points each) over important concepts, creating and critiquing lesson plans, evaluating textbooks, and creating a needs assessment (5 points each). (40 points total)

**Final Project**. For your final project you will create:

* *Activities portfolio* (55 points)
* Five (5) different communicative learning activities for a range of learner contexts (child, teenager, adult, beginner, intermediate, advanced).
* At least 2 should be correlated and sequential—in other words, these activities should cover the same topic or grammar and be able to follow each other naturally/logically in a lesson
* You may use one previously-presented activity in the portfolio
* The write-up of your activities should follow the Cambridge model discussed in class
* Submit as a pdf or Word document
* Each activity will be worth 11 points (5 activities x 11 points=50 points)
* *Teaching Demonstration Video* (30 points)
* A teaching presentation video in which you present 2 correlated and sequential activities in 12-15 minutes
* Choose 2-3 people to serve as your audience – your classmates (recommended), your conversation partner, friends, or family.

See rubric on Blackboard for how points will be awarded for the Final Project.

**Grading**:

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| **Assignments** | **Points Possible** | **Percentage of Final Grade** |
| Service Learning Project | 85 | 25% |
| Teaching Activities | 85 | 25% |
| Course Participation | 85 | 25% |
| Final Project | 85 | 25% |

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| **Grading Policy** |
| **A** 90-100% 305-340 pts | **B** 80-89% 271-304 pts | **C** 70-79% 237-270 pts | **D** 60-69% 203-236 pts | **F** 59% or lower 202 pts or lower |

Expectations for Out-of-Class Study. A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have an expectation of 9 hours of reading, study, etc. outside of class. Since this is an online class worth 3 credits, there is an expectation of an additional 3 that would be spent in the classroom if this were a face-to-face class. Therefore, the amount of time that you can expect to spend on this course is at most 12 hours per week on average.

**Assignment Due Dates**. All assignments are due by 11:59 pm Central Time on the indicated due date. Canvas will time stamp your submission, so be sure to finish it by the appropriate time and date.

**Participation**. As this is an online course, attendance will be measured by your active participation in class discussions, group projects, and synchronous sessions. In the case of group activities, you should strive to respond in a thorough, meaningful, and timely fashion to questions raised by either the instructor and/or your peers (*Remember*: critiquing is not the same as criticizing. Critiques should be helpful and respectful). Lack of participation, or lack of satisfactory responses for the mini-reflections will negatively impact your participation grade. In addition, you are required to log in to the Canvas site for this course frequently (3 or more times) throughout the week.

**Communication**. The instructor will communicate with students mainly through Canvas email and announcement functions and official MavMail. The instructor will check email at regular intervals throughout the day and your communications will typically receive a response within 24 hours. Emails sent over the weekend will receive a response by end of day on Monday.

The instructor and the teaching assistants will be holding regular (weekly) “office hours” on campus. These will happen at regularly scheduled times to be announced on the first day of class. Although the instructor commits to making him or herself available online for this time period, it is recommended that you email the instructor with the topic or question you plan to discuss during the office hour meeting at least three hours before the scheduled meeting.

**Extra Credit**. Students may earn up to 10 extra credit points through various opportunities throughout the semester. You will earn 2.5 extra points for anything that requires up to 30 minutes of participation and 5 extra points for anything that requires more. These opportunities include (but are not limited to) the following:

* Experiments: Participate in a linguistics experiment. If not provided, request a confirmation of participation from the experimenter. This should be scanned and emailed to me by the last day of class.
* Attend a talk - This means that you arrive before the presenter begins speaking and stay throughout the question and answer period. For a poster session, you must listen to three people talk about their posters to receive extra credit points. You should write a one-page summary of the talk including your notes, observations, and follow-up questions concerning the presentation topic. This should be emailed to me by the last day of class. Opportunities for attending talks/conferences will be announced as they arise.

Technology Requirements. This course will utilize Canvas extensively. All course materials will be available via Blackboard, and you will also be using it to submit assignments, participate in discussions, engage with your peers, and communicate with the instructor. Once this course becomes available to students, it can be accessed by logging into the Canvas website. Within the first week of class look for an email from your instructor letting you know that you can now access this class on Canvas. It is your responsibility to make sure that you are able to access Canvas.

In the unlikely event of a Canvas outage lasting more than 24 hours, the instructor will adjust deadlines and/or accept submissions via email.

Written submissions via Canvas ***MUST*** be submitted as Microsoft Word documents (.doc files) or as PDFs (.pdf). Written work submitted in other formats, and submissions written into the comment box of the Blackboard assignment submission page will ***not*** be graded.

In addition, you will also be responsible to have a working knowledge of the following programs or software:

* Screencast-o-matic (or a comparable screencasting program)
* YouTube

Tutorials will be available early in the semester to help you familiarize yourself with these programs.

**Syllabus and Schedule Changes**. Instructors try to make their syllabi as complete as possible; however, during the course of the semester they may be required to alter, add, or abandon certain policies/assignments. Although course materials are laid out well in advance of the course start date, instructors reserve the right to make such changes in the event they become necessary. Students will be informed of any changes in writing.

**Attendance:** At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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, [insert your attendance policy and/or expectations, e.g. “I will take attendance sporadically” or “I have established the following attendance policy: …”] However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

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

**Disability Accommodations:** UTArlington 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).Only those students who have officially documented a need for an accommodation will have their request honored. 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](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *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*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C%3A%5CUsers%5Channabas%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Outlook%5C697W32M3%5Cjmhood%40uta.edu).

**Academic Integrity:** Students enrolled 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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>.

**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>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** For semester-long courses**,** 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.

**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](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). 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>.

**University Tutorial & Supplemental Instruction** (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php) sessions, [Start Strong](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/start-strong.php) Freshman tutoring program, and [Supplemental Instruction](http://www.uta.edu/universitycollege/current/academic-support/learning-center/si/index.php). Office hours are Monday-Friday 8:00am-5:00pm. For more information visit [www.uta.edu/utsi](http://www.uta.edu/utsi) or call 817-272-2617.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**Librarians to Contact:** We have two librarians for linguistics & TESOL – Gretchen Trkay and Diane Shepelwich.

Gretchen Trkay

Office: 202, Central Library

gtrkay@uta.edu

817-272-1688

Diane Shepelwich

Office: 212, Central Library

dianec@uta.edu

817-272-3945

**Course Schedule**

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Note: Some weeks have additional readings or podcasts/videos required on Canvas.*

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|  | ***Class Topic*** | ***Assignments*** |
| **Week 1**8/21-8/25 | Welcome to 4353! Intro to Course | Mini-Reflection #1Instructional Demo #1 |
| **Week 2**8/26-9/1 | Methods in language teaching | Ch. 2, Mini-Reflection #2Service Learning Contact |
| **Week 3**9/2-9/8 | Principles in language teaching | Ch. 3-5, Mini-Reflection #3Instructional Demo #2Service Learning Check-in |
| **Week 4**9/9-9/15 | Contexts (Age/Level) | Mini-Reflection #4Service Learning Reflection #1 |
| **Week 5**9/16-9/22 | Context (Institution, ESL/EFL) | Ch. 8, Mini-Reflection #5Instructional Demo #3 |
| **Week 6**9/23-9/29 | Communicative Language Teaching | Mini-Reflection #6Observation Reflection |
| **Week 7**9/30-10/6 | CLT (cont.) | CLT QuizTeaching Demo #1 |
| **Week 8**10/7-10/13 | Initiating & Sustaining Interaction | Mini-Reflection #7Service Learning Reflection #2 |
| **Week 9**10/14-10/20 | Lesson Planning (Objectives) | Ch. 9-10Mini Reflection #8 |
| **Week 10**10/21-10/27 | Lesson Planning (Scope & Sequence) | Objectives QuizTeaching Demo #2 |
| **Week 11**10/28-11/3 | Lesson Planning (Motivation) | Lesson Plan CritiqueFinish a Lesson Plan |
| **Week 12**11/4-11/10 | Course Materials | Ch. 11, Textbook Evaluation,Service Learning Reflection #3 |
| **Week 13**11/11-11/17 | Course Materials (cont.) | Ch. 12, Mini-Reflection #9Teaching Demo #3 |
| **Week 14**11/18-11/24 | Testing & Assessment | Ch. 20-21, Needs Assessment,Final Service Learning Reflection |
| **Week 15**11/25-12/1 | Critical Language Pedagogy | Service Learning Hours Completed |
| **Finals** **Week** | **Final Projects Due: Tuesday, December 10th by 11: 59 pm**  |

 **Other Dates:**

Labor Day Holiday – Monday, Sept. 2nd

Census date – Friday, Sept. 6th

Last day to drop classes – Friday, Nov. 1st

Thanksgiving holidays – Wednesday, Nov. 27th – Friday, Nov. 29th

Last day of classes – Monday, Dec. 4th

Final exams – Tuesday, Dec. 5th – Monday, Dec. 11th