

LING 5393: TESOL Teaching and Observation

Course Syllabus Summer 2009*

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Prerequisites: LING 5302 and LING 5305 and permission of instructor.
Section info: LING 5393 Section 001 TBA (3 arranged meetings with instructor)
Required Text: None
See recommended texts

Course Description

This course is for those students seeking the MA TESOL degree; it is a three credit practicum course designed for you to engage in teaching, observation, and reflection in a way that broadens your teaching experience and contributes community service. Students will engage in focused observation of teachers of English to non-native speaking learners and students will themselves serve as volunteer teachers of English to non-native speaking learners. This course is set up as an independent study; you will manage your activities and provide documentation of your teaching activities, as well as complete observations and organize materials. This course is graded pass/fail.

During this semester, you must meet with me a total of three times, once at the beginning, and two additional times to assess your progress and get feedback on your materials. These meetings should be set up via email and may be conducted via telephone or in person. It is the responsibility of the student to initiate contact for these meetings.

Objectives:

- To observe other teachers and their pedagogical practices; if possible, identify a central focus/theme and reflect upon these observations guided by your focus and how that theme impacts language acquisition and pedagogy.
- To reflect upon your own teaching and self-evaluation of your teaching, again trying to identify a focus/theme if possible, that relates to language acquisition and pedagogy.
- To prepare a TESOL materials project with a pedagogical justification.
- To move from the realm of student into the realm of beginning professional, with a sense of the contribution of your services to learners and to the profession as a whole.
- To serve local communities as a teacher in ways that draw upon your developing expertise in TESOL, making a difference.

Recommended Texts

APA. (2001). Publication Manual of the American Psychological Association, Fifth Edition. Washington, DC. ISBN 155798-7912 (Available at UTA Bookstore or Amazon.com)

See also: <http://www.docstyles.com/apacrib.htm> (for APA guidelines)

<http://www.ucalgary.ca/UofC/eduweb/grammar/guide/apastyle.htm> (for APA guidelines)

* This syllabus makes use of the course design and materials originally proposed by Dr. Mark Ouellette, as well as subsequent revisions by Dr. Carla Amaro-Jiménez.

<http://www.apastyle.org/previoustips.html> (for APA guidelines)

- Brown, H. D. (2001). Teaching by principles: An integrative approach to language pedagogy, Second Edition. New York: Longman.
- Celecie-Murcia, M. (Ed.). (2001). Teaching English as a second or foreign language, Third Edition. Boston: Heinle.
- Gass, S. M., & Selinker, L. (2001). Second language acquisition: An introductory course, Second Edition. Mahwah, NJ: L. Erlbaum. ISBN 08058-35288
- Gebhard, J. G. (2005). Teaching English as a foreign or second language. Ann Arbor, MI: Univ. of Michigan.
- Hadley, A. H. (2001). Teaching language in context. Boston: Heinle.
- Lewis, M., & Hill, J. (1992). Practical techniques for language teachers. Hove, England: Language Teaching.
- Lightbown, P. M., & Spada, N. (1995). How language are learned. New York: Oxford UP.
- Richards, J. C. (1997). The context of language teaching. Cambridge: Cambridge UP.
- Richards, J. C. (2003). Curriculum development in language teaching. Cambridge: Cambridge UP.
- Wajnryb, R. (1992). Classroom observation tasks: A resource for language teachers and trainers. Cambridge: Cambridge UP.

Requirements for the Course

By the final day of class for this semester, you must complete your **25 hours of volunteer teaching** English to non-native speaking learners, complete your **8 hours of observation**, and complete your portfolio requirements. You must submit or have submitted on your behalf to the instructor a documentation of your volunteer teaching hours from the community partner with which you are working.

The portfolio serves a professionalizing role as you should develop and maintain its components in a way that might be valuable and impressive to a potential employer as evidence of your developing skills, knowledge, experience, and organizational ability.

Six components make up your teaching portfolio: 1) introduction, 2) reflection, 3) video (tape or DVD or weblink) and self-evaluation of your teaching, 4) a TESOL materials project with a pedagogical justification and 5) a bibliography. Examples of previous portfolios are available through the main departmental office. All typed materials should be double-spaced, 1 inch margins all around, and in 12 point Times or Times Roman font.

1) **Introduction**: (3-5 typed pages) Briefly introduce the central theme, purpose, and outline of your portfolio. Draw upon scholarly literature to set up your central theme. Use APA documentation style or appropriate style sheets from theoretical linguistics.

2) **Reflective paper**: (4-6 page paper) Draw together your experiences of 25 hours of volunteer (i.e., for no financial/monetary benefit) service teaching non-native English speakers. Discuss those experiences in terms of what kinds of activities you participated in (and you may use different combinations of activities or work with different partners to achieve this goal). Who were your learners? What activities were involved in your teaching and their learning? For observations, you must get signed consent forms for observations (see guidelines). It is recommended that you keep a journal and record your observations and impressions in that journal each time you observe.

3) **Statement of Teaching Philosophy** (1-2 pages) What is your philosophy as a developing TESOL instructor, based on what you have read (theory) and what you have observed (practice) and what you

have tried as a teacher (practice). What strategies or theories underlie your teaching? Articulate these in an insightful way.

The following are a list of sample questions that students might consider for their reflective observation reports**

- how are teacher-talk modifications used and how do they seem to influence the language classroom?
- how and to what extent do teachers engage in error correction, and how do learners respond to such correction?
- what are some common types of errors that learners make and to what extent do learners pick them up from each other, from the teacher, or from other sources?
- how and to what extent do language learning tasks help learners both to acquire and to learn the language?
- how is a linguistically-rich environment facilitated in the language classroom, and to what extent is linguistic input in this environment authentic and meaningful?
- how do teachers give directions and manage activities and tasks in the language classroom effectively?
- what proportion of teacher talk/learner talk is evident in the language classroom, and how can each type of talk be compared/contrasted in relation to their apparent influence on the language classroom?
- what is the quality of learner-learner interactions, and how can that interaction be most effectively facilitated?
- what role does nonverbal communication, with regard to either the language teacher or the language learner, play in the language classroom?
- how and to what extent do language teachers implement an eclectic variety of language teaching methods in their classrooms?
- how and to what extent do language teachers assess linguistic development on a daily basis?

4) TESOL materials project: Develop a set of materials for the ESL/EFL classrooms. Possibilities include focus on a theme unit (culture, regions of the U.S.), grammar focus, use of authentic materials like literary works, commercials, ads, YouTube videos, etc. Organize these materials in such a way that they could be used in your next teaching activities. A 3-5 page justification of the pedagogy behind this project, drawing on your knowledge of the scholarly literature on language acquisition and teaching, should accompany the materials.

5) Bibliography of References (minimum of 8 sources): list all scholarly sources that you use in your rationale and in other parts of your portfolio in APA documentation style. Some students have decided to included a separate “materials bibliography” for ESL textbooks, web sites, etc. from which they borrowed materials. This is not mandatory, however.

6) Supplemental Materials: All documentation of consent forms, evidence of service hours performed or anything else of relevance or that would apply to show your developing professionalism as a TESOL teacher (notes or cards from students, supervising teacher reports on your teaching, CV).

****DUE DATE: August 10, 2009 by 5:00 p.m.****

**This list comes from Dr. Mark Ouellette's syllabus.

Course Policies

Appointments

Students should make at least **three** appointments with me on an individual basis.

Late Assignments

No late portfolios will be accepted. There are no exceptions. If students miss the due date, they will have to register for the practicum again the next semester. No incompletes will be given.

Documentation and Language Style for Written Work

For all written work, students should use APA or appropriate accepted theoretical linguistics journal style of documentation and other conventions for language use as recommended in the fifth edition of the APA style manual. See the recommended texts and websites.

Investigative Review Board (IRB) Approval

Office of Research Compliance

<http://www.uta.edu/ra/RC/HumanSubjects.php>

Karsheena Valshin, Research Compliance Manager-Human Subjects

(817) 272-1235

If you are planning to use any data you collect during this practicum for professional purposes, you must seek IRB approval and training from UTA. For example, you might use data from your observations, or from the videotaped recordings for a paper to be professionally published, for a professional presentation, or for a dissertation, etc. In these cases, you will not be able to do so unless you are successfully reviewed and trained by the IRB. For more information on the training process, you should meet with me during individual appointments to discuss the matter. However, if you are only using the data solely as a practicum requirement, IRB approval and training is not required.

Americans With Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation (Public Law 93112, the Rehabilitation Act of 1973 as amended). With the passage of new federal legislation entitled the “Americans With Disabilities Act” (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

All members of the UTA faculty are required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility rests with informing the instructor at the beginning of the semester and in providing authorized documentation through designated administrative channels. For information, contact UTA’s Office of Students with Disabilities in the basement of the University Center.

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.

As an instructor, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate based on that disability. If you have a disability that might influence your performance in this course, you must inform me in writing (e-mail is fine), and must officially register at the Office of Students with Disabilities before such accommodations can be considered.

Academic Honesty

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 UTA System *Regents and Regulations*, “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designated 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 experiences 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, or even cultural differences concerning how such standards are understood in U.S. universities are not excuses 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.

Student Support Services

The University of Texas at Arlington supports a variety of student access programs to help you connect with the University to 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.

Enrollment and Withdrawal

Students are responsible for making all decisions regarding their enrollment status in UTA courses. Should a student decide to withdraw from this course, s/he must either drop via the internet/SAM system or complete and official “add/drop” and file it in the Linguistics and TESOL department office; unless s/he officially withdraws, s/he 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 the university.

Gifts to Faculty

The Department of Linguistics and TESOL has a strict “no gift” policy: instructors may not accept gifts of any kind from students, including meals, food, or flowers. All linguistics instructors have been instructed to refuse gifts. Students can avoid placing their instructors in an awkward position by not offering them any gifts. Students wishing to honor their professors may make a contribution to the LING-TESOL Scholarship Fund; visit the department office (Hammond Hall 403) and ask for a : “Gift Giving Guide.”