

LING 5301/4353: Teaching English as a Second or Foreign Language  
Meeting Time: Tuesday/Thursday 2:00 - 6:00 pm  
Meeting Location: Trimble Hall 216  
Section 001, Summer 2010

**Instructor information:**

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Office Hours: Thursday 12-2 or by appointment

**Catalog Description:**

This course presents an introduction to and a critique of current and traditional methodologies of teaching English to speakers of other languages, with an emphasis on communicative teaching techniques. We will discuss the needs of students, and examine different ways we as ESL/EFL teachers can meet those needs in a meaning-focused classroom. Students will participate in short teaching demos in class as well as a minimum of 10 hours of volunteer teaching within the local community. Topics covered will include the teaching of different skills, such as listening, speaking, reading, and writing, in integrated ways; effective lesson planning and self-assessment; lesson procedures, and materials development and/or modification. Much of the course will include hands-on experience, discussion, and practical application of course topics.

**Course Objectives:**

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

- 1) Identify and apply methodologies in the teaching of English to speakers of other languages
- 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 lessons and implement them in a classroom
- 5) Justify the use of different methodologies and activities in lesson planning
- 6) Integrate ideas, materials, and knowledge to facilitate more effective learning of English

**Textbook:**

Having the textbook is a necessity for this course. There is reading assigned for every class period throughout the 5 weeks, and you are expected to have done the reading before you come to class. The chapters will not be outlined for you, and class will be discussion-based, with student contributions reflecting the material gained from the reading. In addition, there may be activities that rely on understanding or application of the assigned reading. The book is available on amazon.com, barnesandnoble.com, and

in the campus bookstore. Here's the reference for the required textbook:

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

For those planning to pursue a career teaching ESL/EFL, Nation (year) 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 Speaking and Listening. New York:Routledge.

**Blog:**

We will use a course blog for many of our course discussions, questions, and assignments. This will include a number of activities that we will complete during classtime, as well as some you will do as homework. Here's the link for the blog:  
<http://ling5301.blogspot.com>.

**Grading and Course Requirements**

Your course grade will be determined in the following manner:

Blog assignments	25%
Mini-Lessons	25%
Service learning project	25%
Final Exam:	25%

*Attendance:*

Attendance in this course is crucial. In a 5-week class, with a total of 10 classes, missing even one class means that a student has missed 10% of the course. I reserve the right to lower your grade one full letter grade for every 2 absences in this class.

*Blog Assignments:*

In most class periods, students will be given a blog assignment to do, which they will be expected to work on in class, and complete for homework if necessary. Students who have an unavoidable absence may notify the professor in advance so that they are able to complete the blog assignment in a timely manner. Students who do not notify the professor in advance will not be given the opportunity to complete blog assignments late.

Blog 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 exact assignment; graduate and undergraduate students will often 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.

Any well-written blog post must 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 that should provide the class with differing viewpoints and ideas.

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 be deleted without being graded.

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. However, you will receive comments on many of your posts throughout the semester that will guide you as to how you might improve further posts (and therefore your grade). Final grades will be based on the following 3 criteria:

Well-written, readable posts

Completed posts that clearly address the topic assigned

Evidence of original thought and critical thinking about the topics

25 pts (A+) = Student went above and beyond the basic blog requirements

A = Student consistently & satisfactorily participated in the blog; all criteria met

B = Student participated in the blog, but with some problems; two of the three criteria met satisfactorily

C = Student's blog participation was not consistent or satisfactory; only one of the three criteria met satisfactorily

D = Student participated in the blog regularly, but did not fully meet any of the criteria

F = Student's participation in the blog did not even partially meet the criteria; student did not respond to suggestions for improvement or revision that would have improved the quality of their assignments

#### *Lesson Plans and Teaching Activities:*

As a requirement for this course, all enrolled students will present two mini lessons. These lessons will target specific communicative features of language, and will be evaluated by both the professor and fellow students. The first mini lessons will be presented on June 22, and the second on July 6. Undergraduate students who wish to present their mini-lessons as a pair or team should discuss this with the professor in office hours.

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 the class period \*before\* your actual teaching (June 17 and July 1), and a revised version should be submitted no later than the class period immediately following the teaching demos (June 24 and July 8). You will be given a format to follow the week 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 you some experience in front of a classroom, (2) give you the opportunity to plan some part of a lesson, and (3) have you think critically about the different parts of lessons and why things get done the way they do. Therefore, your grade is not based solely on teaching a "perfect" lesson, but on your ability to create a lesson/activity and motivate its educational value. Your mini-lessons will be graded based on the following criteria:

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 3 of the criteria above

C = Mini-lesson had some problems; met only 2 of the criteria above

D = Mini-lesson had major problems, but met at least one of the criteria above

F = Mini-lesson was unacceptable; met none 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.

#### *Service Learning Project:*

As a requirement for this course, students will participate in a service learning project in which they contribute to ESL teaching in their local community. A minimum of 10 hours is required.

Students with little or no teaching experience may choose to use 4 of their 10 hours of service learning as observation of other teachers. However, this should be done only

after individual consultation with the professor. Other than during observation hours, the service learning must be done in an environment where you are actively involved in the teaching process, rather than simply an observer. There are several community partners that UTA Ling and TESOL students work with regularly - work with the professor to find the one that is right for you.

In addition to completing 10 hours of service, students will be expected to submit 4 responses to their service learning, due by June 18, June 25, July 2, and July 9. Responses should be clear and concise, with well-organized thoughts, typed single-spaced with a standard font size, no shorter than 1/2 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 5301/4353, not the students you are working with) learned from the experience.

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

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

#### *Final Exam:*

The final exam for this course will be on Monday, July 12. The exam will consist of a set of short answer and/or essay questions related to the course material, and students will choose a subset of the questions to which to respond. While questions will rely on knowledge of the textbook reading, they will require that students go beyond just the reading and exhibit critical thinking, analysis, and evaluation of different materials and

methods. Graduate and undergraduate students can expect different questions as well as different expectations of the answers they give for similar questions.

#### Departmental Policies

##### **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.

##### **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](http://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. 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.

##### **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 supports a variety of student success programs to help you connect with the University and 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 for information and referrals.

#### **Enrolling in / Withdrawing from this Course**

Students are responsible for making all decisions regarding their enrollment status in UTA courses. Should you decide to withdraw from this course, you must either (1) drop via the internet through the MyMav system or (2) complete an official "add/drop" and file it in the Linguistics and TESOL department office. Any student who stops attending class and/or fails to complete assigned work will not be "automatically" dropped; in such cases, unless you officially withdraw, you 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 person to the UTA Registrar's Office (Davis Hall, First Floor) and complete a request to resign from the university.

#### **Auditors**

The Department of Linguistics and TESOL has a "no audit" policy. Students attending LING classes must be officially enrolled in those courses. Exception: Students who have already fulfilled a degree requirements and would like to sit in on a comparable course to prepare for their comprehensive / diagnostic examination may do so (with the permission of the professor).

#### **Schedule**

##### **Week 1**     *The foundations of language teaching*

Tues, June 8             Methods in language teaching

*Reading:* Brown, Chapters 1-3, pp. 1-60

Thurs, June 10           Principles in language teaching

*Reading:* Brown, Chapters 4-5, pp. 62-97

##### **Week 2**     *Considering contexts and preparing a lesson*

Tues, June 15             Contexts for learning and teaching

*Reading:* Brown, Chapters 6-8, pp. 99-146

Thurs, June 17           Planning lessons

*Reading:* Brown, Chapters 10-11, pp. 147-195

##### **Week 3**     *Implementing Lessons Effectively*

Tues, June 22             Initiating and sustaining interaction

*Reading:* Brown, Chapters 13-14, pp. 211-239

Thurs, June 24           Classroom management and teaching strategies

*Reading:* Brown, Chapters 15-16, pp. 241-282

##### **Week 4**     *Teaching Language Skills*

Tues, June 29             Integration of skills, oral and aural development

*Reading:* Brown, Chapters 17-19, pp. 283-354

Thurs, July 1              Developing skills on paper: reading, writing, grammar

*Reading:* Brown, Chapters 20-22, pp. 357-442

##### **Week 5**     *Assessment and Development*

Tues, July 6              Assessing Language Skills

*Reading:* Brown, Chapter 23-24, pp. 443-484

Thurs, July 8              Lifelong Learning

*Reading:* Brown, Chapter 25-26, pp. 485-522

**Final Exam:**        Monday, July 12