

LING 5301
Teaching English as a Second or Foreign Language
Meeting Time: Wednesday 5:30 – 8:20
Meeting Location: TBD
Section 001
Spring 2013

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Office Hours: Tuesday 3:00 - 5:00 or by appt

Description of Course Content (from catalog):

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.

Course Objectives/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

Textbook:

Having the textbook is a necessity for this course. Most weeks you will have a reading assignment to complete before coming to class on Monday. The book is available on amazon.com, barnesandnoble.com, and in the campus bookstore. Here's the reference:

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

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 (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/EFL Listening and Speaking. New York: Routledge.

Grading and Course Requirements

Your course grade will be determined in the following manner:

Service learning project	25%
Lesson plans and teaching activities	25%
Course Engagement	25%
Final Project:	25%

Service Learning Project

Students will be expected to volunteer in their local community as an ESL teacher/tutor, as well as submit 3 responses to their service learning, due in weeks 4, 10, and 15.

Responses should be clear and concise, with well-organized thoughts, no shorter than ½ page, typed, 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, not the students you are working with) 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.

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

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

25 points (A+) = Student met all criteria for an *A plus* exceeded expectations

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

Lesson Plans and Teaching Activities

All enrolled students create and submit 2 fully developed lesson plans, due in weeks 5 and 11. From these, the instructor and student will find a mutually agreeable section to demo in class. These lessons will target a specific communicative feature of language, and will be evaluated (by both the professor and fellow students). Lessons will be taught in weeks 7 and 13. Overall time allowed for each demo will be determined by the size of the class.

As part of the expectations for these lesson plans, each student will be expected to offer constructive criticism of other students' teaching, including undergraduate students; failure to complete this aspect of the assignment will negatively affect your own grade, regardless of how perfect your own teaching may be.

The first demo will introduce a teaching technique or activity that students have planned in their first lesson plan. For these demos, the target audience is ESL/EFL instructors (your classmates), and the demos can be thought of as a chance to build a "bag of tricks" as a teacher. For the second demo, students will teach a lesson appropriate for an ESL audience. This is an exercise that is often expected in job interview situations, and students will be expected to teach a coherent piece of a lesson in a limited time period.

In general, the purpose of the 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 ability to create a lesson/activity and motivate its educational value. Mini-lessons will be graded based on the following criteria:

- Lesson was presented appropriately and focused on communicative English
- Student offered constructive criticism to other students
- Lesson plan was completed and turned in on time
- Lesson plan was clearly written and well-motivated
- Lesson plan and teaching showed evidence of planning and preparation

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 4 of the criteria above

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

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

F = Mini-lesson was unacceptable; met no more than 1 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. Because the mini-lessons will be team-taught, each pair will be expected to have similar, but not identical lessons.

Course Engagement

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 on the blog or raised in class by the professor and other students. While no official points are offered for attendance, points given in class for discussion and activities cannot be earned at a later time, and late assignments may be assigned a penalty of one letter grade reduction for each day that they are late.

Your grade for course engagement will be comprised of points earned through completion of/participation in classwork and online assignments. In general, each in-class activity and online assignment will be worth between .5 and 2 points. A possible point value will be pre-determined, and partial points are possible.

Whether we use a blog or a facebook group for online discussions will be determined on the first day of class. Blackboard will not be used for this course.

Students will be expected to contribute regularly to the online discussions, including both raising relevant issues as well as responding to issues raised by their classmates of the professor. While student-generated questions are always encouraged, they will be required several times throughout the course of the semester. The total number of times required will be determined by the number of students in the course. Dates for these required questions will be determined on the first day of class.

Final grades for Course Engagement will be assigned based on the total number of points earned through assignments and online discussion:

A =	25 or more points
B =	20-24 points
C =	15-19 points
D =	10-14 points
F =	9 or fewer points

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 online discussion group 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 not receive credit and are subject to removal from the discussion.

Final Project

The final project for this course will be a proposal for an ESL or EFL class targeted to a particular population, and designed with a particular topic in mind. This proposal should include the following:

- (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; you are encouraged to revise your first 2 lesson plans and include them here
- (4) at least 2 complete ready-for-distribution assignments that include clear instructions and educational objectives
- (5) at least 1 complete ready-for-distribution rubric for some assignment; the major details of the assignment should be provided, as well as the point during the course at which the assignment would be given

The final project will be due on the scheduled Final Exam date and will be graded on the following criteria:

- (1) Inclusion of all required components
- (2) Enough detail given to determine appropriateness
- (3) Overall plan forms a coherent course design
- (4) Materials indicate thought, planning, and application of course materials

25 points (A+) = All criteria for an A met, *plus* extends the assignment in some interesting and creative way

A = All criteria met

B = Criteria (2) or (3) not met, **OR** one component missing

C = Criteria (4) not met, **OR** two components missing

D = Any two of the above criteria not met

F = More than two criteria not met

Summary of Major Assignments with Due Dates:

Week 4	Reflection 1 due
Week 5	First lesson plan due
Week 7	Demo teaching
Week 10	Reflection 2 due
Week 11	Second lesson plan due
Week 13	Demo teaching
Week 14	Reflection 3 due
Finals Week	Final Project

Departmental Policies

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. Contact the Financial Aid Office for more information.

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 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.

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 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 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. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

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.

Auditors: The Department of Linguistics and TESOL has a "no audit" policy, with one exception. With instructor permission, Department of Linguistics and TESOL faculty, staff, and students enrolled in a linguistics/TESOL degree program may be able to audit a course. Audited courses cannot be used to satisfy any degree or program requirements/electives, nor will any credit (including retroactive) be granted for audited courses.

5301, Spring 2013
Weekly Schedule, Subject to Change

Week 1	Jan 16 <i>Topic:</i> Methods in language teaching <i>Reading:</i> Brown, chapters 1, 2, and 3, pp. 1-60
Week 2	Jan 23 <i>Topic:</i> Principles in language teaching <i>Reading:</i> Brown, chapters 4 and 5, pp. 62-97
Week 3	Jan 30 <i>Topic:</i> Contexts for learning and teaching <i>Reading:</i> Brown, chapters 6, 7, and 8, pp. 99-146
Week 4	Feb 6 <i>Due:</i> Reflection #1 <i>Topic:</i> Planning lessons <i>Reading:</i> Brown, chapters 10 and 11, pp. 147-195
Week 5	Feb 13 <i>Due:</i> Lesson Plan 1 <i>Topic:</i> Initiating and sustaining interaction <i>Reading:</i> Brown, chapters 13 and 14, pp. 211-239
Week 6	Feb 20 <i>Topic:</i> Classroom management and teaching strategies <i>Reading:</i> Brown, chapters 15 and 16, pp. 241-282
Week 7	Feb 27 <i>Due:</i> First Teaching Demos
Week 8	Mar 6 <i>Topic:</i> Integration of skills <i>Reading:</i> Brown, chapter 17

Spring Break is Mar 11-17! No classes held this week!

- Week 9** Mar 20
TESOL International Convention begins in Dallas
No class this week?
- Week 10** Mar 27
Due: Reflection #2
Topic: Teaching listening
Reading: Brown, chapter 18
- Week 11** Apr 3
Due: Lesson Plan 2
Topic: Teaching speaking
Reading: Brown, chapter 19
- Week 12** Apr 10
Topic: Developing skills on paper
Reading: Brown, chapters 20, 21, and 22, pp. 357-442
- Week 13** Apr 17
Due: Second teaching demos
- Week 14** Apr 24
Topic: Testing and Assessment
Reading: Brown, chapters 23 and 24, pp. 443-484
- Week 15** May 1
Due: Reflection #3
Topic: Lifelong learning
Reading: Brown, chapters 25 and 26, pp. 485-522

Final Projects Due on scheduled exam day