

LING 4354-001
METHODS AND MATERIALS TO TEACH ENGLISH AS A
SECOND OR FOREIGN LANGUAGE

Meeting Time: Tues/Thurs 3:30-4:50

Meeting Location: Trimble Hall 216

Spring 2015

Instructor: Cindy Kilpatrick

Faculty Profile: <https://www.uta.edu/profiles/cynthia-kilpatrick>

Email: cynkil@uta.edu

Office: Hammond Hall 128 Lab: Trimble Hall 301

Phone: 817-272-3133 (Ling dept office, for messages only)

Office Hours: TBD, but appts always possible

Teaching Assistant: Joey Collard

Office Hours: Tues/Thurs 1-2, Wed 10-11

Description of Course Content:

This course focuses on methods and materials for TESOL, with particular attention paid to the teaching of reading and writing within a Communicative Language Teaching framework. In addition, the course continues building the skills in LING 5301, including effective lesson planning, 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. A required component of the course is participation in a minimum of 10 hours of service learning, teaching English in the local community.

Course Objectives/Student Learning Outcomes:

After completing this course, students should be able to:

- 1) Identify and apply different methodologies in ESL/EFL reading & writing instruction
- 2) Critically evaluate lesson materials and plans and modify them appropriately
- 3) Create new ESL/EFL reading and writing materials and lesson plans
- 4) Plan a realistic lesson from start to finish, justifying each part/activity
- 5) Successfully implement a variety of materials and methods in ESL/EFL classrooms
- 6) Integrate theory and practice to create communicative ESL/EFL classes

Textbook:

Having the textbook is a necessity for this course. You will have a reading assignment most weeks that you will be expected to complete before coming to class. Here's the relevant info:

Nation, I.S.P. (2009). Teaching ESL/EFL Reading and Writing. New York:
Routledge. ISBN# 9780415989688

Grading and Course Requirements:

Your course grade will be determined in the following manner:

Course community and participation	75 points	25%
Service learning and reflective teaching	75 points	25%
Formal lesson plans and teaching	75 points	25%
Final Project	75 points	25%

Course community and participation

Your level of course community and participation will comprise 25% of your grade in this course. This refers to regular on-time attendance, preparation for class, participation in discussion, and mental as well as physical presence in the classroom. In addition, participation in class activities and group work is essential. Different activities will be assigned different point values, with the total possible points to be 100. Because regular attendance is a necessity for this course, you can expect that your course grade will be lowered 5 points for every absence beyond 2.

A+ = 100 points = Always present, prepared, and participatory; active participation in activities and group work; went well above and beyond expectations

A = 90-99 points = Almost always present, prepared, and participatory; actively contributed in activities and group work; met expectations with exemplary performance

B = 80-89 points = Generally present but sometimes noticeably late, unprepared, or unparticipatory; met basic expectations

C = 70-79 points = Generally present but regularly late or regularly unprepared or unparticipatory; met most but not all expectations

D = 65-69 points = Frequently late, or frequently unprepared or unparticipatory; met some expectations

F = Attendance spotty, participation and preparation rare; few expectations met

An important note: You are more than welcome to question the claims made in the readings, lectures, and other materials. However, please be prepared to explain the source of your question and to support your opinion. In addition, courtesy and respect are expected in all interactions. You are welcome to disagree with someone's point of view and question their conclusions, but please do so courteously and respectfully. Participation and work that do not show common courtesy will not receive credit.

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Service Learning and Reflective Teaching Practice

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, and must be verified by the agency of choice.

In addition to completing 10 hours of service, students will be expected to submit 3 reflections of their service learning, due in weeks 5, 10, and 14. Reflections should be clear and concise, with well-organized thoughts, no shorter than 1/2 single-spaced typed 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 4354, not the students you are working with) learned from the experience.

Each reflection will be worth 10 points, with final verification and hours log worth 25 points together, for a total of 55 points. In addition, the service learning project is meant to help you reflect on who you are as a teacher, so you will also complete an early survey/synopsis of who you are as a teacher (week 3, 10 points), and a final one as well (week 15, 10 points)

Formal lesson plans and teaching

All enrolled students will participate in 2 formal lesson demos during the course of the semester. The first of these will target reading, and the second should target writing, but both lessons should incorporate other skills as well. For these lessons, students should write and submit a lesson plan for a one-hour class, then choose one 10-minute segment to teach. This segment should include an activity that the “students” can do, and not simple lecture or instruction. Lesson plans should be typed, following the format provided in class, and submitted on Blackboard no later than 3:30 pm on the day they are due (Tuesday of weeks 7 and 12). To facilitate comments and feedback, a paper copy of each lesson plan should also be handed in to Cindy in class that same day. Lesson demos will take place in weeks 8 and 13.

Students will receive separate grades for their lesson plan and their demos, though the two are clearly connected. Each lesson plan will be worth 25 points, with the first demo teaching worth 10 points and the second worth 15.

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.

Final Project

The final project for this course will be a proposal for an ESL or EFL reading and/or writing class targeted to a particular population. This proposal should include the following pieces, which we will work on throughout the semester:

- (1) A complete syllabus, including goals and description of student population
- (2) A detailed schedule for at least 10 classes that follows a logical sequence and includes an appropriate topic and language goal
- (3) At least 2 detailed lesson plans that could be used in this class; you are encouraged to revise your 2 lesson plans and include them here if you planned them such that they fit the class that you are proposing
- (4) At least 1 complete ready-for-distribution assignment that includes clear instructions and obvious educational objectives; this assignment should fit logically into one of the 2 lesson plans provided, and should include some sort of assessment guide (a rubric, point break-down, etc)

The final project, due on final exam day, 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

75 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

E = More than two criteria not met

Students are encouraged to meet with the instructor and the TA to discuss their projects and the different components. The final project should be submitted on Blackboard no later than the end of the scheduled final exam period. For students who want detailed feedback, a paper copy of the project should also be submitted to Cindy at that time.

Attendance Policy: At The University of Texas at Arlington, taking attendance is not required. Rather, 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, I have established the following attendance policy: Attendance will be taken and will be reflected in the final grade through "Course community and participation". On days that a student is absent, no points may be earned for assignments assigned or submitted. Absences will only be excused for verifiable emergencies.

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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 University Catalog..

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://wwwb.uta.edu/aao/fao/>).

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.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

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, down the hall and to the right. 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 www.uta.edu/resources.

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 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.

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Schedule (subject to change as needed)

Note that all reading should be completed before class on Tuesdays

Unless otherwise noted, assignments are due on Thursdays

Week 1	Jan 20 and 22	<i>Reading: Nation ch. 1</i> <i>Assignment: Learning a different orthography</i>
Week 2	Jan 27 and 29	<i>Reading: Nation ch. 2</i> <i>Assignment: Reading intensively</i>
Week 3	Feb 3 and 5	<i>Reading: Nation ch. 3</i> <i>Assignment: Who Am I as a Teacher? Due Tuesday</i> <i>Assignment: Reading Extensively</i>
Week 4	Feb 10 and 12	<i>Reading: Nation ch. 4</i> <i>Assignment: Developing reading speed</i>
Week 5	Feb 17 and 19	<i>Reading: Nation ch. 5</i> <i>Assignment: Reflection #1</i>
Week 6	Feb 24 and 25	<i>Reading: Nation ch. 6</i> <i>Assignment: Lesson critiques</i>
Week 7	Mar 3 and 5	<i>Reading: TBD</i> <i>Assignment: Reading lesson plan due on Tuesday</i>
Week 8	Mar 17 and 19	<i>Reading: TBD</i> <i>Assignment: First lesson demos this week</i>
Week 9	Mar 24 and 26	<i>Reading: Nation ch. 7</i> <i>Assignment: Writing in an L2</i>
Week 10	Mar 31 and Apr 2	<i>Reading: Nation ch. 8</i> <i>Assignment: Reflection #2</i>
Week 11	Apr 7 and 9	<i>Reading: Nation ch. 9</i> <i>Assignment: Peer response to writing</i>
Week 12	Apr 14 and 16	<i>Reading: Nation ch. 10</i> <i>Assignment: Writing lesson plan due on Tuesday</i>
Week 13	Apr 21 and 23	<i>Reading: TBD</i> <i>Assignment: Second lesson demos this week</i>
Week 14	Apr 28 and 30	<i>Reading: TBD</i> <i>Assignment: Reflection #3</i>
Week 15	May 5 and 7	<i>Reading: TBD</i> <i>Assignment: Who Am I as a Teacher?</i>