

Second Language Teaching--English
LING 5308
Course Syllabus, Spring 2020
Department of Languages and Linguistics, UTEP

COURSE INFORMATION

Days: Monday & Wednesday

Location: M Classroom Building C301
W Liberal Arts 403

Time: 6:00-7:20 PM

Course meets January 21-May 7

Final Exam: Wednesday, May 13th
7:00-9:45 pm

INSTRUCTOR INFORMATION

Instructor: Dr. Sabrina Mossman

Office: LA 214

Email: samossman@utep.edu

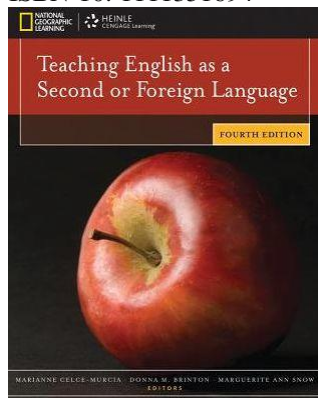
Office Hours: MW 4:30-5:45 or by appointment

TEXTBOOK:

Celce-Murcia, M., Brinton, D., & Snow, M. A. (2014). *Teaching English as a second or foreign language*. Boston: National Geographic Learning

ISBN-13: 978-1111351694

ISBN-10: 1111351694



Course Description

This course presents an overview of theoretical and practical issues concerning the teaching of English to speakers of other languages. It focuses on both the what (language levels and skills) and how (activities and procedures) of language teaching, and it includes information on a variety of methods and materials to teach language components and skills to second language learners. Through this survey of methods and techniques for teaching, students will explore underlying assumptions and investigate how teaching practices may reflect teacher and learner goals, social and cultural settings, and individual learner differences. Students will develop guiding principles for teaching language learners in specific contexts.

Course Objectives

Participants will...

- a) become familiar with the basic concepts and principles of both first and second language acquisition as they relate to instructional design.
- b) view language learning from a pedagogical perspective and gain knowledge of current second language teaching practices.
- c) recognize the importance of basing instructional design on principles of language acquisition, learning, and teaching.
- d) get acquainted with various approaches and techniques commonly used in second language teaching and assess their effectiveness and appropriateness.
- e) experience various ways of presenting language and content information, and ways of teaching different language skills.
- f) recognize the importance of contextual factors in language teaching and understand how these factors may manifest themselves in instructional procedures and materials.
- g) reflect on the impact of language development and linguistic competence on the socio-cultural status of individuals.

Instructional Approach

The course is divided into two general parts. The beginning of the course will deal primarily with the theoretical concepts and principles of language acquisition as well as principles of language learning and teaching. The next part of the course will deal with the application of these concepts and principles in a second language classroom. Each class session will involve a mix of lecture and classroom activities, with a greater emphasis on activities during the second part of the course. In all sessions, students will be asked to interact with one another and share and reflect on topics related to second language teaching and learning. A substantial amount of reading constitutes an integral part of the course.

The material covered in this course will culminate in two primary assignments: (1) a course project and (2) a research study. These two components account for 60% of the grade in this class. You will not be completing homework assignments or posting on a discussion board in this course. Instead, you will complete a several practical assignments including observing language classes and volunteering in the ESOL lab. There will also be one exam at the beginning of the course covering the theory of language acquisition and teaching that will be covered at the beginning of the course.

You will select a theme that will be the basis for many of the assignments in the class. The theme should be general enough to allow you flexibility in your choices of assignments.

Examples:

The environment

Life & death

Ethical dilemmas

Technology

Course Evaluation

10% Exam

10% Peer Teaching Demos

10% Observation Report

10% Lab work

40% Research paper

Annotated bibliography / Literature review 10%

Pre-test/Post-test 5%
Task 5%
Status report 5%
Final paper 15%

20% Course Project

100 % Total

Exam

You will take one exam early in the semester to evaluate your understanding of the theory and research that forms the basis of current pedagogical practices. The exam will include closed response format questions (T/F, multiple-choice, connecting items in columns, Fill in the blanks) as well as open ended questions.

Peer Teaching Demonstrations

In class you will conduct peer teaching sessions focusing on two language skills at a time, reading & writing, and listening & speaking. Both of your demonstrations should revolve around theme you have chosen for this course. You will select, design, demonstrate, and describe (in writing) your activity/activities. These peer teaching demonstrations should be conducted as simulations of real teaching (additional guidelines to be given in class and on Blackboard).

Observation Report

You will be expected to observe 2 language classes (either a foreign or second language classroom). You will take detailed field notes of the language lesson and turn these in with a short follow-up reflection on the lesson.

Lab Work

You will be expected to volunteer at the ESOL lab for 3 hours. During this time you have a choice of doing writing tutoring, leading a game, leading a conversation activity, or you can create your own unique language learning activity. (You will **not** have to submit any work as part of this assignment. Additional information will be provided in class and on Blackboard.)

Course Project

You will choose an **authentic** oral or written text (e.g., a song, a magazine article, a restaurant menu, a TV ad, a *You Tube* video) and develop a lesson around it. The text must be related to the language-teaching theme you have chosen for the course. Your lesson should include a combination of all four skills (listening, speaking, reading, and writing). A grammar **or** vocabulary activity should be included to complement the lesson. You will also create a lesson plan to accompany your lesson (additional guidelines to be given in class). You should use your peer teaching demonstrations for part of your lesson as well as the task, or a variation of the task, that you use in your instructional effects study.

Research paper: Instructional Effects Study

You will carry out one mini-study. This will be an instructional effects study which investigates the effectiveness of instruction through a pre-test-instruction-post-test format. This study is designed to give you some experience in carrying out research in the context of the course. The project includes writing a literature review, creating a pre-test/post-test, collecting data, analyzing data, and writing a research paper. The instructional task that you will be creating should relate to the theme you have chosen for this class.

Grading System

As stated in the UTEP catalog, grades for undergraduate courses are given according to the following system:

A Excellent
B Good

C Average

D Below average but passing

F Failure

Grades are calculated as follows:

A= 90-100%

B= 80-89%

C= 70-79%

D= 60-69%

F= 0-59%

Course Policies and Requirements

- Attendance. Students must attend all class sessions. Absences due to medical reasons or emergencies will need to be adequately documented. When more than 3 unexcused absences occur, the instructor may drop a student from the class or lower the course grade by one letter grade. Attendance will also be considered in cases of borderline final grades (89.6% for example). If absent, students are responsible for learning about any materials, assignments, notices, or any other information given or covered in class.

- Students who will be absent while representing the University in officially recognized University activities must notify the Dean of Students, who will issue a letter of excuse for the professor.

Absences during exams may result in a failing grade (with a score of zero).

- Participants are expected to learn not only from readings and projects but also from class interaction, formal and informal discussions, and class presentations.

- Participants should read all assigned readings carefully before each class and be prepared to participate in class discussions.

- Students should be prepared to accommodate the necessary study time in their schedule to read, review, write, and study the material, as well as to work on assignments and course projects.

- All assignments and projects should be completed before class on the day when they are due. No late assignments are accepted (unless permission is given in advance, and this is a one-time only concession). No make-up exams will be permitted.

- Project reports and other written assignments should be typed (preferably with 1.5 spacing and font Times New Roman 12). You will be asked to provide / post an electronic copy of your reports/papers.

- Students should make sure they have access to the course's Blackboard shell in order to receive class announcements, access class materials, post papers and reports, etc.

Course Evaluation

Student evaluations provide important feedback to the instructor and they are essential for measuring teaching effectiveness in the profession. Chairs and Deans see course evaluations every year in reviewing faculty performance, and committees at all levels of the university rely on evaluations in making decisions. Before the last class session, you will be asked to complete University Course Evaluation Forms. Informal mid-term formative evaluations may be conducted by the instructor.

Instructional Accommodations Due to Disability

In accordance with University policy, a student who needs special accommodations because of a documented sensory and/or learning disability (even if temporary) should contact the Center for Accommodations and Support Services (CASS), located in the East Union Bldg, Rm 106 (747-5148; cass@utep.edu). After contacting CASS, please notify the instructor at the beginning of the semester to ensure provision of approved accommodations.

Academic Integrity

Students are expected to uphold the highest standards of academic integrity. Any form of academic dishonesty is subject to disciplinary action, according to university regulations. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, submission of any work or materials attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts.

Note: The syllabus provides a general plan for the course; modifications may be necessary and may be implemented as a result of administrative, academic, or pedagogical needs and demands.