

**Second Language Teaching**  
**LING 5308 CRN 23537**  
Course Syllabus, Spring 2024  
Department of Languages and Linguistics, UTEP

COURSE INFORMATION

**Days:** Tuesdays & Thursdays

**Time:** 4:30-5:50 PM

**Location:** CRBL C204

INSTRUCTOR INFORMATION

**Instructor:** Dr. Sabrina Mossman

**Office:** Graham Hall 303

**Email:** samossman@utep.edu

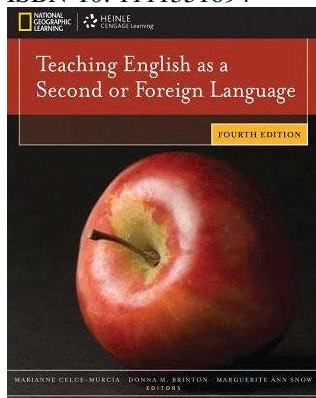
**Office Hours:** T&R 11:00-11:50; R 6-7 (but subject to change) **primarily by appointment**

TEXTBOOK:

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

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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 approaches and materials to teach language components and skills to second language learners. 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 also learn how to carry out research on the effects of instruction on language acquisition.

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) become familiar with original research pertaining to second language acquisition and language teaching.

- 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. There is a greater emphasis on activities during the second part of the course, and many of the assignments are designed to give you practice in what you would be doing in a real classroom. The class is very interactive, and 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. Finally, you will engage in a group research project that will give you research experience in the area of instructed SLA.

The material covered in this course will culminate in two primary assignments: (1) a teaching project and (2) a research project. These two components account for 60% of the grade in this class. You will complete several additional practical assignments including observing language classes and working 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.

### **Course Evaluation**

- 5% Weekly Activities
- 10% Article Presentation
- 10% Observation Report
- 15% Lab work
- 25% Research Project
- 35% Teaching Project
- 100 % Total

### **Article Presentation**

You will present a selected research article pertaining to interaction & second language acquisition and/or language teaching in the form of a 20/30-minute talk with a slide show and handout followed by questions and discussion. To help stimulate the discussion, you will provide discussion questions for your audience.

### **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 online ESOL lab for 3 hours. There are different activities that can be carried out in the lab including writing tutoring, leading a game, or you can create your own unique language learning activity. Additional information will be provided in class and on Blackboard.

### **Teaching Project**

You will choose theme such as the environment, life & death, ethical dilemmas, technology etc. and develop a teaching chapter around it using authentic texts (e.g., a song, a magazine article, a restaurant menu, a TV ad, a *You Tube* video). Your lesson should include a combination of all four skills (listening, speaking, reading, and writing). A grammar and 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).

### **Research Project: Instructional Effects Study**

You will carry out one collaborative mini instructional effects study as a class. This study will follow a pre-test—treatment--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 short literature review, collecting data, analyzing data, and writing a research paper. This assignment is a collaboration, but you will each write an individual paper for this assignment. Specific details about this assignment including the target of investigation will be provided on Blackboard and in 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%

### **TECHNOLOGY REQUIREMENTS**

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

**IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!**

## **ONLINE CLASS SESSIONS**

On occasion this class may require that you participate in online class sessions at our regularly scheduled class time. The purpose of these sessions are for you to experience teaching and learning in an online format. Online sessions will be announced in advance and added to the calendar. Students are expected to participate in these sessions with a webcam and microphone. If you do not have a reliable webcam, microphone, or internet connection, you should go to the UTEP library where they can provide you with the necessary equipment.

## **ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES**

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work in a separate Word document as a back-up to provide evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort so you can get it in before the deadline, but you will still need to upload it to Blackboard once the technical issues have been resolved.

## **COURSE COMMUNICATION**

There are a number of ways we can keep the communication channels open:

- **Office Hours:**

- **In person office hours:** I will be available for walk-in meetings from 11:00-12:00 pm (before class) Tuesdays and Thursdays as well as by appointment.

- **Online office hours:** I will be available to meet online by appointment at a time that is convenient for both of us. If you wish to meet with me online, please send me an email to [samossman@utep.edu](mailto:samossman@utep.edu).

• **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to properly written e-mails within 24-48 hours of receipt, Sunday night through Friday. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number. NOTE: It is better to email me directly from your miner email account to [samossman@utep.edu](mailto:samossman@utep.edu) and **NOT through Blackboard course messages**. I generally don't see the course messages, but I check my email several times a day. Also, if you email me from a gmail or other non-UTEP email account, it may not come to my inbox because UTEP often filters those out.

• **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages. I generally send the announcements to your email too, but if I forget to check the "email" box, it will only appear on Blackboard.

## **COURSE POLICIES AND REQUIREMENTS**

- This class is **very hands-on**, especially after the first month, and therefore class attendance is imperative. In-class activities cannot be made up.
- 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 (unless otherwise indicated on the calendar) 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 by the deadline.
- 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 Drop Policy**

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences.

That said, **I will NOT drop you from the course** without talking to you first. If I find that, due to non-performance in the course, you are at risk of failing, I will contact you by email to recommend that YOU drop the course. You should touch base with me immediately if I send you a drop recommendation email.

Also, if you feel that you are unable to complete the course successfully, please let me know and

then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

## **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.

## **HOUSEKEEPING RULES**

Many of the instructional activities of this course will be conducted entirely on Blackboard, which you have now accessed. You will find all the information and materials for the course on Blackboard, as well as course announcements, which are constantly updated. Students should check Blackboard daily.

In addition, students may receive e-mail messages (reminders, queries, etc.) at their address of record and are responsible for monitoring and responding to these.

### Communicating effectively with your professors:

In a recent course I received an email from a student that began as follows:

Mossman,  
Hiya! I was about to check

This is unacceptable.

In response, I am including a link to some excellent guidelines on how to be professional when you send an email to any of your professors. Hint: Addressing your professor by their last name with no title, and using "Hiya" as a greeting are not appropriate.

<https://www.unr.edu/writing-speaking-center/writing-speaking-resources/email-etiquette-for-students>

## **INCOMPLETE GRADE POLICY**

Incomplete grades may be requested only in exceptional circumstances. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

### **\*ACCOMMODATIONS POLICY**

The University is committed to providing reasonable accommodations to students with documented disabilities. Students who become pregnant may also request reasonable accommodations, in accordance with state and federal laws and regulations and University policy. Accommodations that constitute undue hardship are not reasonable. To make a request, please register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the CASS portal.

### **SCHOLASTIC INTEGRITY**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

### **ARTIFICIAL INTELLIGENCE**

Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is **only allowed with approval from the instructor BEFORE being used**. Without permission, you will be expected to think creatively and critically to complete assignments without assistance from these tools.

If given permission to use any of these tools, you must properly cite and give full credit to the program used upon submission of every relevant assignment. For example, text generated using ChatGPT must be cited:

Chat-GPT(version). Date of query (year/month/day). "Text of your query."  
Generated using OpenAI. <https://chat.openai.com/>

A short paragraph describing how the tool(s) was/were used for the assignment must be included.

### **TEST PROCTORING SOFTWARE**

It is possible that in some cases for the quizzes we will make use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test.

Please review the following guidelines:

- A reliable Internet connection is essential to completing the exam. If you must go to a location to take the exam (such as the library), be sure to follow their health and safety requirements.
- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- Respondus Monitor requires a webcam and microphone.
- You will be required to show the webcam your student ID prior to the start of the test.
- Your face should be completely visible during the test. Blocking the camera will disable the test.
- No notes or textbook materials are permitted during the test. Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)
- You should not have conversations with other people and/or leave and return to the area during the test

### **PLAGIARISM DETECTING SOFTWARE**

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

### **COPYRIGHT STATEMENT FOR COURSE MATERIALS**

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

### **COURSE RESOURCES**

UTEP provides a variety of student services and support.

Please refer to the QR code below for a listing of campus resources or visit

[https://www.utep.edu/advising/student\\_resources/student-success-resource-hub.html](https://www.utep.edu/advising/student_resources/student-success-resource-hub.html).



**Important Note:** The syllabus provides a general plan for the course; modifications are often necessary and may be implemented as a result of students' needs, course development, and classroom life in general.