

**Second Language Teaching--English**  
**LING 5308**  
Course Syllabus, Spring 2019  
Department of Languages and Linguistics, UTEP

COURSE INFORMATION

**Days:** Monday & Wednesday

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

Course meets January 22-May 9

**Location:** Classroom Building C304

**Final Exam:** Monday, May 13th 4:00 pm – 6:45 pm

INSTRUCTOR INFORMATION

**Instructor:**Dr. Sabrina Mossman

**Office:** LA 214

**Email:** samossman@utep.edu

**Office Hours:** MW 11:00 AM -11:50 AM, M 6:00 PM or by appointment

TEXTBOOK:

Brown, H. D. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). White Plains, NY: Pearson Education.

**ISBN-13:** 978-0133925852

**ISBN-10:** 0133925854

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**

Class sessions will be normally divided into two: a presentation of the theory and research governing the practice and / or practical information based on experience, and class activities related to the topics. Typically students will work in groups, and groupings will change throughout the semester. A substantial amount of reading and out-of-class work constitutes an integral part of the course. Course evaluation activities include quizzes, exams, in-class presentations, a hands-on project, and a final project.

### **Course Evaluation**

Forum Discussions	10 %
Observation Report	10 %
Peer Teaching Demos	10 %
Course Project	20 %
Final Paper	20 %
Mid-term / Final exam	<u>30 %</u> (15% each)
	100 %

### **Blackboard Discussions:**

- You will have many assigned readings for this course. Periodically, you will discuss the assigned readings on the discussion board. For each topic you will write approximately 500 words based on the guided questions which will be posted to the discussion boards a week in advance. You will need to read the articles carefully to be effective in your responses. You will have to copy and paste your response into the discussion board as a new message before midnight of the due date.
- You will also reply (at least 50 words each response) to the entries of 2 of your classmates within 3 days. For example, if the discussion is due Monday, January 28, the responses are due Thursday, January 31.
- Remember! I am interested in your ideas about the readings, not a summary of the readings!
- To receive participation credit your posting must:
  - Discuss the topic in a thoughtful way
  - Be relevant to the reading
  - Draw upon information from other class sources (class discussions, readings etc.) rather than just personal anecdotes
  - Answer the question
  - Be approximately 500 words (400 words will receive only partial credit)

## 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.

## Peer Teaching Demonstrations

Peer teaching demonstrations will take place during the second half of the course. You will conduct peer teaching sessions focusing on one language skill (reading, writing, listening, or writing). You will select, design, demonstrate, and describe (in writing) one specific activity. These peer teaching demonstrations should be conducted as simulations of real teaching (additional guidelines to be given in class).

## 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. Your lesson should include a combination of all four skills (listening, speaking, reading, and writing). Either 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).

## Mid-Term and Final Exams

Exams will evaluate students' understanding of the information presented in assigned readings and class lectures. Tests will include closed response format questions (T/F, multiple-choice, connecting items in columns) as well as open ended questions.

## Grading System

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

A	Excellent	Grades are calculated as follows:	
B	Good		A= 90-100%
C	Average		B= 80-89%
D	Below average but passing		C= 70-79%
F	Failure		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. 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). In addition, you may 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 Disabled Student Services Office (DSSO), located in the East Union Bldg, Rm 106 (747-5148; dss@utep.edu). After contacting DSSO, please notify the instructor at the beginning of the course 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.

WEEK	DATE		Assignments
1	M Jan 21	NO CLASS MLK B-DAY	
	T Jan 23	Intro to the Course What is language? L1 Acquisition	

2	M Jan 28	Background (Methods)	Brown Ch. 1 & 2 Gass and Selinker Lightbown Ch. 1
	W Jan 30	SLA Principles, research, and teaching	Lightbown Ch. 2 Lightbown (2000)
3	M Feb 4	Postmethod Era Intro to CBT & TBLT	Brown: Ch. 3 & Ch 4 Kumaravadivelu (1994)  <b>DISCUSSION 1 DUE</b>
	Feb 6	CBT & TBLT	Snow et al Nunan Ch. 1(2004)
4	M Feb 11	Course and Syllabus Design	Brown Ch. 9 Nation and McCalister (2010) Ch. 4
	W Feb 13	Lesson Planning	Brown Ch. 10
5	M Apr 18	<b>“MIDTERM” EXAM</b>	
	W Apr 20	Teaching Speaking	Brown Ch. 16
6	M Apr 25	Teaching Speaking	Nation et al Ch. 7 Lyster et al  <b>DISCUSSION 2 DUE</b>
	W Apr 27	Proficiency Levels	<b>Peer teaching demonstrations</b> Brown Ch. 7

7	M Mar 4	Teaching Writing	Brown Ch. 18 Olshtain Ch 14
	W Mar 6	Teaching Writing	Storch et al Ferris Ch. 32 R&R
8	M Mar 11	Input, interaction, output	Krashen Video Krashen (1998)
	W Mar 13	Input, interaction, output	<b>Peer teaching demonstrations</b> Gass Ch. 12  <b>DISCUSSION 3 DUE</b>
<b>March 18- March 22 SPRING BREAK</b>			
9	M Mar 25	Teaching Listening	Brown: Ch. 15 Nation and Newton Ch. 3
	W Mar 27	Teaching Listening	Ur Ch. 3 & 4
10	M Apr 1	Culture and pragmatics	<b>Peer teaching demonstrations</b>  Brown: Ch. 8 Weblink: Pragmatics Bardovi-Harlig & Mossman (2016)
	W Apr 3	Teaching Reading & Vocabulary	Brown Ch. 17 Ur Ch 5  <b>DISCUSSION 4 DUE</b>
11	M Apr 8	Teaching Reading	Mikulecky (2008) Day (2002)

	W Apr 10	Aptitude & Motivation	<b>Peer teaching demonstrations</b> Ortega Ch. 9 (pending scan) Dornyei and Skehan (2003) Skehan (1991) Gardner (2001)
12	M Apr 15	Integrated skills	Oxford (2001) <b>DISCUSSION 5 DUE</b>
	W Apr 17	Integrated skills	Hinkel (2006) <b>OBSERVATION REPORT DUE</b>
13	M Apr 22	Teaching grammar / (FFI)	Brown Ch. 19 Ur Ch. 6
	W Apr 24	Teaching grammar	Long (1997) Ellis (2012)
14	M Apr 29	Technology	Kessler 2018 Fischer 2012 Ch. 2 ISU call website Levy & Stockwell Ch 7 (2006)* (optional/extra)
	W May 1	Input processing / Catch up	Van Patten Ch. 2 & Ch. 3
15	M May 6	<b>Final Presentations</b>	
	W May 8	<b>Final Presentations</b>	

Monday, May 13th 4:00 pm – 6:45 pm	<b>FINAL EXAM</b>	
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**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.