

Methods of Teaching English to Speakers of Other Languages LING 3308

Course Syllabus, Summer 2019
Department of Languages and Linguistics, UTEP

COURSE INFORMATION

Days: MTWRF

Location: UGLC 210

Time: 2:00-4:10 PM

Final Exam: Monday, July 8 4:00 pm – 6:45 pm

Course meets June 10-July 5

INSTRUCTOR INFORMATION

Instructor: Dr. Sabrina Mossman

Office: LART 214

Email: samossman@utep.edu

Phone: (915) 747-6320

Office Hours: M 1:00-2:00 & 4:00-5:00 PM or by appointment

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. In addition, techniques and strategies to promote linguistic accuracy and communicative fluency are demonstrated and discussed. Other important goals of the course are to explore the *why* of teaching, i.e., the underlying assumptions behind teachers' decisions and actions, as well as the contextual variables that influence second language teaching and learning.

Course Objectives

Participants will...

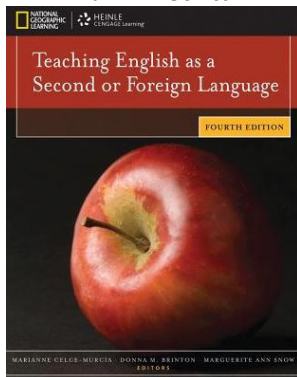
- a) ... become familiar with the basic concepts and principles of both first and second language acquisition as they relate to instructional design.
- b) ... view language learning from a pedagogical perspective and gain knowledge of current second language teaching practices.
- c) ... recognize the 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 and out-of-class work constitutes an integral part of the course. Course evaluation activities include homework assignments, in-class work, formal written exams, and a course project.

Required Textbook

1. 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



2. Supplementary readings (these will be available via Blackboard)

Course Assignments

Quizzes

There will be 3 quizzes covering the lectures and readings. Three quizzes will be online and the other two will be in class.

CALL Activity

The internet has unlimited resources for language teaching. Some of these are specifically designed for second language teaching and learning. Others are content websites that can be useful for language teaching. Choose one and create an activity ESOL students can do IN PERSON IN THE LAB. A list of suggested sites will be provided, but you can choose your own. Additional guidelines to be given in class and on Blackboard.

Peer Teaching Demonstrations

In groups of 4-5 students, class participants will conduct peer teaching sessions focusing on two language skills (reading & writing, and listening & speaking). Each team 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 and on Blackboard).

Mid-Term and Final Exams

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

Final 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 teaching around it. Your unit should include a combination of all four skills (listening, speaking, reading, and writing). Grammar and vocabulary instruction 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 and on Blackboard.

Course Evaluation

Quizzes (3)	30%
CALL Activity (1)	10%
Final Project (1)	20%
Peer Teaching Demo (2)	20%
Exams (2)	20%
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	100%

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. If absent, students are responsible for learning about any materials, assignments, notices, or any other information given or covered in class. Attendance is not graded, but it is considered in the case of borderline grades.
- 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 make-up exams will be permitted.
- 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.

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.



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.