

**Methods of Teaching English to Speakers of Other Languages
LING 3308**

Course Syllabus, Summer 2020
Department of Languages and Linguistics, UTEP

COURSE INFORMATION

Days: MTWRF **Location:** online
Time: Variable **Final Exam:** Monday, July 6
Course meets June 10-July 5

INSTRUCTOR INFORMATION

Instructor: Dr. Sabrina Mossman
Office: LART 214/online
Email: samossman@utep.edu (The way to communicate with me this summer)
Phone: (915) 747-6320 (currently unavailable)
Office Hours: M&F 11:00-12:00 (but subject to change) **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. This means that at the beginning of the course, especially the first week, you will have a substantial amount of reading. You will have your first exam is at the end of the first week.



The next part of the course is more hands-on. It will deal with the application of the concepts covered at the beginning. You will still have readings and lectures, but they will be more practical and you will be engaged in practical activities to help you apply the concepts.



Every day, especially in the first half in the course, you will have multiple readings and multiple class lectures to read and listen to. The readings are the same readings you would do at home in a face-to-face class. Each reading is accompanied with a PowerPoint presentation to guide you. The PowerPoint also contains questions for you to answer to make sure you engage with the material and to help you remember it.



Lecture PowerPoints contain the lectures I would be giving you in class if we were meeting face-to-face. The PowerPoints are a mix of video, audio, and reading.

I embed the lecture videos and audio in the ppts so you can control the pace, and I use this

combination of formats so you have a variety of ways of receiving information.



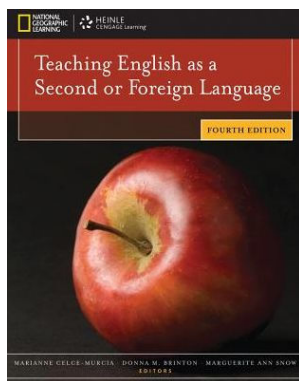
In a face-to-face class, you would be asked to interact with one another and share and reflect on topics related to second language teaching and learning. In order to ensure that you have a similar experience this summer, you will have groups to work with online at a time that works for you and your group members, and we will be also meeting once a week for whole-class group activities. These are designed to give you hands-on experience, and they are generally practical and fun.



Course evaluation activities include homework assignments, practice assessments, class work, formal written exams, and a course project.

Required Reading

1. 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



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

Course Assignments

Weekly Activities (5%)

Once a week we will meet face to face, and you will do group activities with your classmates. This will give you an opportunity to talk to me and others directly, and you will have a chance to ask questions, exchange ideas, etc. You have several time slots to choose from, but the primary days/times will be Wednesday from 10am to 12 pm or Thursday from 2 pm to 4 pm.

Quizzes (15%)

There will be a practice quiz for every topic we cover. They are called “practice” because they are designed to prepare you for the two major exams in the class, but this does not mean that they are ungraded. The quizzes will cover the lectures and the readings. Each quiz will have 10 questions and is worth 1 point. You need to score 100% on the quiz to get the point (You can’t get partial points.) You can take the quiz as many times as you want until you get 100% until Saturday night of the week it was assigned. BUT you should first take it on the designated day! That gives you plenty of time to retake them as needed. The 10 questions on each quiz will be drawn from a pool of 20 questions, so each time you take the quiz it may be slightly different. There is one extra quiz at the end that can be used to replace a missing quiz or a quiz with a low score. (If you take all 16 quizzes, I will drop the lowest quiz grade.)

CALL Activity (15%)

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 online. 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 (20%)

These are mini-lessons you will design and present in groups of 4-5 students. Each lesson will focus 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 (20%)

Exams will evaluate students’ understanding of the information presented in assigned readings and class lectures. Exams may include closed response format questions (T/F, multiple-choice, connecting items in columns) as well as open ended questions. Practice quizzes will be the primary basis for the exams.

Final Project (25%)

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.

Grading and Evaluation

I believe in providing students with multiple ways of demonstrating their knowledge and understanding of the material. For this reason, in addition to quizzes and exams (35% of your grade) you will have several other assignments where you will put into practice the principles and techniques covered in class. These include a CALL (online) activity, Peer teaching demonstrations, and a final project in which you design a lesson. These will account for 60% of your grade. Participation in weekly activities will count for 5% of your grade. See below for specifics.

Weekly Activities	5%
Quizzes (3)	15%
CALL Activity (1)	15%
Final Project (1)	25%
Peer Teaching Demo (2)	20%
Exams (2)	20%
	<hr/>
	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

- Because this is an online class, the regular rules for attendance do not apply. However, students must attend one weekly class session on the designated day for the hands-on activities. Absences due to medical reasons or emergencies will need to be adequately documented. Attendance is not graded, but it is considered in the case of borderline grades.
- 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 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.

Housekeeping Rules

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 are required to check in on 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.

To take this online course it is necessary to have reliable access to the web. Stable Internet connectivity is required for taking online exams.

Requirements and hints for effective learning



Managing your time:

We're all very busy people, so it's crucial that we get organized and use our time efficiently. This is especially important in an online course.

Once you have located the assigned articles and chapters for the week, you should read them all and go through the PowerPoint presentations before taking the quizzes. Don't hesitate to ask questions at any time!

Many students underestimate the amount of time they need to spend on an online course. The course is designed to require the combined equivalent of the time you would spend in class plus the time you would spend studying and completing assignments outside of class. Therefore, you should plan to spend about 6 hours a day on this course.

Another mistake inexperienced students make is to think that they can skip a day or two and then make up ground by concentrated study. This is not a good idea in any course, and it is pretty much impossible in an online summer class.

Take the quizzes on the assigned days. In other words, don't wait until the end of the week to

take them. That way you have plenty of time to retake them so you can get 100% and get the point. If you wait until the weekend, it will be hard to get the scores you need on all of them.

Most learning activities will be carried out in an asynchronous ("anywhere, anytime") mode. Still, LING 3308 is not a self-paced course, which means that all students will be required to keep on schedule with assignments and participatory activities. Moreover, the quizzes will be week-specific and must be taken as scheduled with no make-ups permitted. Check the course schedule below.



Being successful in an online course:

Online learning is not a spectator sport. It is everyone's responsibility to participate as fully as they can so everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:

Ask questions. Periodically throughout the course you will be required to ask questions. But you don't have to wait for that! You can, and should, ask questions at any time. The HELP blog is the forum for asking questions related to content OR any problems you are having. Make sure that you have clearly indicated the subject of your message.

Reach out to others: Offer a fact, article, link or other item that can help others learn something you can share.

Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually be subject to disciplinary action, as well.

Be diplomatic: When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.

Stay focused: Stay on topic to increase the efficiency of your learning.



Communicating effectively online:

When we converse, we expect other people to observe certain rules of behavior. The same is true online. Here are a few pointers to help you communicate more effectively.

- Clearly summarize the contents of your message in the subject line of your e-mail AND your discussion board postings.
- Avoid using all capital letters. USING ALL CAPS MAKES IT LOOK LIKE YOU'RE SHOUTING! IT'S ALSO MORE DIFFICULT TO READ.
- Avoid using sarcasm in your postings and e-mail messages. Sarcasm does not translate well in the online world, and you are liable to start a words war. If you have a dry sense of humor do use emojis to defuse what could be constituted as an abrupt message

(use them appropriately...it's rude to write something mean or derogatory, then place a happy smiley at the end of the sentence).



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

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.math.uh.edu/~tomforde/Email-Etiquette.html>

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.



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.