

LING 4354-001/006: Materials and Methods for TESOL

Fall 2019

Instructor Information

Instructor(s):

Cynthia Kilpatrick
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Faculty Profile:

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Office Hours:

Cindy: Wednesdays 2-4, or by appointment
Corinne:

Course Information

Section Information:

LING 4354-001
LING 4354-006

Time and Place of Class Meetings:

This course is fully online

Description of Course Content:

This course will introduce students to methods and materials for TESOL, with particular attention paid to the teaching of different skills within a Communicative Language Teaching framework. In addition, the course continues building the skills in LING 4353, including effective lesson planning, needs analysis, goals & objectives, lesson procedures, task facilitation, materials development, and assessment/evaluation tools. Much of the course will include hands-on experience, discussion, and practical application of course topics. A required component of the course is participation in a minimum of 10 hours of practical training that includes observation of master teachers and practice in teaching English in the local community.

Student Learning Outcomes:

After successfully completing this course, students should be able to:

1. Critically evaluate existing ELL lesson materials and plans in terms of communicativity and effectiveness
2. Modify existing lesson plans to increase communicativity without sacrificing effectiveness
3. Create communicative ELL materials and activities
4. Implement effective methods in teaching Grammar, Vocabulary, Reading, Writing, Pronunciation, Speaking, and Listening
5. Construct a realistic integrated lesson from start to finish, justifying each part/activity
6. Demonstrate mastery of tools used for online language teaching
7. Integrate theory and practice to generate effective rubrics for ESL

Required Textbooks and Other Course Materials:

There is no required textbook for this course. Instead, the instructor has built this course on Open Educational Resources: a collection of freely available readings and resources. Each week you will be provided with appropriate links that will further your knowledge and thinking about course content. At times, the instructor may also recommend print reading or resources, many of which will be available through UTA libraries. However, no purchase of materials is required for successful completion of this course.

Descriptions of major assignments and examinations:

Course Component	Points Possible	Percentage of final grade
Activities and Assignments	500	50%
Course and Community Engagement	150	20%
Practical Classroom Experience	150	10%
Final Project	200	20%

Activities and Assignments

Points for this component comprise 50% of the course grade and can be earned in 4 ways:

- 1) Learning Activities are designed to introduce you to different English language teaching methods and materials. These may involve reading background literature, watching or listening to lectures, or exploring online resources related to second language learning and teaching, and then responding to it in some way. Learning activities may take a variety of forms, including discussion, reflection, outlining, etc.
- 2) Application Assignments provide you with the opportunity to apply your knowledge and demonstrate that you can make connections between what you are learning and real-world teaching. For each Application Assignment, you will be expected to produce new, original material for formal grading. These assignments may include critiques, rewrites, and creation of new teaching activities.
- 3) Resource Management assignments will help you track valuable resources that you have found and may want to use later.
- 4) Lesson Plans will help you demonstrate your expertise in creating not just single activities, but a coherent plan that can be used for an entire class period. You will be expected to prepare 2 lesson plans during the semester.

Course and Community Engagement

Your level of course community and participation will comprise 20% (= 200 points) of your grade. This component of the course gives you credit for participation in group, paired, and full-class activities, including involvement in both synchronous and asynchronous online discussions. Please note that courtesy and respect are expected in all interactions, even if you are in disagreement with another poster. You are welcome to disagree with someone's point of view, but please do so courteously and respectfully. Participation that does not show common courtesy will not receive credit.

Points for this component can be earned in 2 ways:

- 1) Asynchronous Class Discussions on Canvas provide you with an opportunity to interact with your class as a whole in discussion about your learning experiences both inside and outside of the classroom. You will have an Asynchronous Class Discussion in each module of the course.
- 2) Synchronous Small Group Chats will provide you with opportunities to discuss questions in real time. You will have the opportunity to choose your group for a limited time, and then those still not in groups will be semi-randomly placed into groups. Each week, you will have a discussion with your Synchronous Small Group.

Practical Classroom Experience

As a requirement for this course, you are expected to participate in observing, assisting, and/or teaching in an ESL classroom or with ESL students no fewer than 10 hours over the course of this semester. This component of the course is worth 10% (= 100 points).

Points for the Practical Classroom Experience component come in 2 ways:

- 1) Completing all 10 required hours with ESL students and submitting agency verification of this completion (20 points).
- 2) Submission of a reflection of yourself as an ESL teacher or your work with ESL students within each module (80 points). Reflections should be clear and concise, with well-organized thoughts, no shorter than 1/2 single-spaced typed page, and no longer than the front side of a single page. These reflections should raise a question or issue, discuss a problematic teaching situation (and offer suggestions for solving it!), make connections to class material and other scholarly work related to either pedagogy or language acquisition, or illustrate a lightbulb moment where you learned or realized something important about ESL students or teaching. In other words, these responses should give some insight into what you learned from this practical experience.

Final Project

The final project for this course, comprising 20% of your grade, will be a set of fully developed activities and lesson plans that demonstrate

- 1) Your understanding of the methods and materials presented throughout the course
- 2) Your ability to integrate feedback from assignments throughout the course, with changes noted and highlighted within the final version

Grading Information

A	B	C	D	E
90 – 100%	80-89%	70-79%	60-69%	59% or lower
900-1000 points	800-899 points	700-799 points	600-699 points	Below 600 points

Make-up Exams:

There are no make-up exams for this course. Major Assignments are due by the due date specified, and are subject to a 25% reduction in grade if submitted late.

Expectations for Out-of-Class Study:

A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3 credit course might have an expectation of 9 hours of reading, study, etc. outside of class. Since this is an online class worth 3 credits, there is an expectation of an additional 3 that would be spent in the classroom if this were a face-to-face class. Therefore, the amount of time that you can expect to spend on this course is 12 hours per week on average.

Assignment Due Dates

All assignments are due by 11:59 pm Central Time on the indicated due date, which will typically be Monday, so that you have the entire weekend to work on assignments. Canvas will time stamp your submission, so be sure to finish it by the appropriate time and date. Late work will be accepted until grading of the assignment has begun and the submission site has closed, with a starting value of 75% of the original points.

Netiquette

Students are expected to utilize appropriate etiquette when interacting online. For synchronous sessions, this means interacting during the session by answering and asking questions via chat or your mic when appropriate (and muting your mic afterwards). If you use your mic or camera during the session, please be sure that any background noise is minimized. For discussion board assignments, netiquette means replying to someone who has responded to your post, using emoticons to convey emotion or intent when appropriate, and respecting your peers' responses, even if you do not agree with them. Remember that critiquing is not the same as criticizing. Any critiques should be respectful toward your peers and helpful in improving their work.

Participation

As this is an online course, attendance will be measured by your active participation in class discussions, group projects and discussions, and synchronous sessions. In the case of discussion boards and other group activities, you should strive to respond in a thorough, meaningful, and timely fashion to questions raised by either the instructor and/or your peers. Lack of participation in discussions, or lack of satisfactory responses will negatively impact your participation grade. In addition, you should plan to log into the Canvas site for this course throughout the week and start your assignments early to provide ample time to complete them by the due date.

Communication

The instructors will communicate with students through Canvas email and announcement functions and through official MavMail. They will check email at regular intervals and your emails will typically receive a response within 48 hours. Both instructors will hold weekly "office hours" that can be attended either physically or virtually. Although the instructors commit to making themselves available online for this time period, it is recommended that you email them with the topic or question you plan to discuss during the office hour meeting at least three hours before the scheduled meeting.

Extra Credit

On occasion, there may be opportunities for students to earn extra credit points through various means during the semester. Details about extra credit opportunities, including available points, will be announced as they arise. These opportunities may include (but are not limited to) the following:

- Experiments: Participate in a linguistics experiment. If not provided, request a confirmation of participation from the experimenter.
- Attend a talk: This means that you arrive before the presenter begins speaking and stay throughout the question and answer period.
- Participation in events for local literacy and/or ESL agencies
- Student-generated ideas that have been approved by the course instructor

Technology Requirements

This course will utilize Canvas extensively. All course materials will be available via Canvas, and you will also be using it to submit assignments, participate in discussions, engage with your peers, and communicate with the instructor. Once this course becomes available to students, it can be accessed by logging into the Canvas website at uta.instrutur.com. Within the first week of class look for an email from your instructor letting you know that you can now access this class on Canvas. It is your responsibility to make sure that you are able to access Canvas. In the unlikely event of a Canvas outage lasting more than 24 hours, the instructor will adjust deadlines and/or accept submissions via email. Written submissions via Canvas MUST be submitted as Microsoft Word documents (.doc files) or as PDFs (.pdf). Written work submitted in other formats, and submissions written into the comment box of the Canvas assignment submission page will not be graded. In addition, tutorials will be available early in the semester to help you familiarize yourself with other programs that you will be expected to use. These may include Screenr (or a comparable screencasting program), Kaltura, Zoom, and Skype.

Syllabus and Schedule Changes

Instructors try to make their syllabi as complete as possible; however, during the course of the semester they may be required to alter, add, or abandon certain policies/assignments. Although course materials are laid out well in advance of the course start date, instructors reserve the right to make such changes in the event they become necessary. Students will be informed of any changes in writing.

Grade Grievances:

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

Course Schedule

As the instructors for this course, we reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

Module 1 Introduction & Review of CLT <i>August 21 - 26</i>	Learning Objectives <ul style="list-style-type: none">• Review 4353 materials (for needs assessment and further discussion)• Define the principles of Communicative Language Teaching (CLT)• Engage with Practical Classroom Experience Assignments & Activities: <ul style="list-style-type: none">• Full Class Discussion: Nice to Meet You!• Resource Management: Current Favorites• Application: Check my CLT• PCE Reflection #1: Who Am I as a Teacher?
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<p>Module 2</p> <p>Making Grammar Relevant</p> <p><i>August 26 – September 9</i></p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Recognize “straight grammar” vs. CLT grammar • Evaluate and modify existing lesson plans along CLT criteria • Evaluate Objectives for an Activity <p>Assignments & Activities:</p> <ul style="list-style-type: none"> • Full Class Discussion: Inductive Grammar Teaching & Noticing • Small Group Chats each week • Resource Management: Grammar • Learning Activity: Modifying materials for communication • Application: Grammar Activity Critique and Re-write • PCE: Reflection #2
<p>Module 3</p> <p>Building Vocabulary & Reading Skills</p> <p><i>September 9 – September 23</i></p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Evaluate Vocabulary activities along CLT criteria • Create new CLT vocabulary activities and reading assignments <p>Assignments & Activities:</p> <ul style="list-style-type: none"> • Full Class Discussion on Vocabulary and Reading • Small Group Chats each week • Resource Management: Vocabulary and Reading • Learning Activity: Building Vocabulary and Reading Skills • Application: Vocabulary and Reading activity • PCE: Reflection #3
<p>Module 4</p> <p>Teaching Writing</p> <p><i>September 23 – October 7</i></p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Identify organizational devices • Critique and modify organizational devices and rubrics for ESL • Adapt existing writing prompts for meaningful and relevant ESL <p>Assignments & Activities:</p> <ul style="list-style-type: none"> • Full Class Discussion on writing in an L2 • Small Group Chats each week • Resource Management: Writing • Learning Activity: Rubrics and Graphic Organizers • Application: Teaching Writing • First Lesson Plan due! • PCE: Reflection #4
<p>Module 5</p> <p>Building Pronunciation Skills</p> <p><i>October 7 – October 21</i></p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • List and describe the sounds of English • Compare and contrast sounds of English with those of other languages • Create activities focused on problematic sounds and patterns <p>Assignments & Activities:</p> <ul style="list-style-type: none"> • Full Class Discussion on L2 pronunciation problems • Small Group Chats each week • Resource Management: Pronunciation • Learning Activity: Clinical aspects of pronunciation teaching • Application: Teaching and assessing pronunciation • PCE: Reflection #5

<p>Module 6</p> <p>Focus on Speaking and Listening</p> <p><i>October 21 – November 4</i></p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Identify effective aids in teaching speaking and listening • Create communicative lesson plan using modified or original activities • Justify the use of different techniques/activities <p>Assignments & Activities:</p> <ul style="list-style-type: none"> • Full Class Discussion on Teaching Speaking and Listening • Small Group Chats each week • Resource Management: Speaking and Listening • Learning Activity: Lessons in Listening and Speaking • Application: Designing oral and aural activities • Second Lesson Plan due! • PCE: Reflection #6
<p>Module 7</p> <p>Integrating Skills</p> <p><i>November 4 – November 18</i></p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Create integrated lesson plan • Justify the use of different techniques/activities • Provide feedback/critique to others <p>Assignments & Activities:</p> <ul style="list-style-type: none"> • Full Class Discussion on Integrating Activities • Small Group Chats each week • Resource Management: Integrated Skills • Learning Activity Going beyond the book • Application: Integrating skills effectively • PCE: Reflection #7
<p>Module 8</p> <p>Online English Language Teaching</p> <p><i>November 18 – December 2</i></p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Summarize concepts and cement understanding • Demonstrate mastery of tools used for online language teaching <p>Assignments & Activities:</p> <ul style="list-style-type: none"> • Full Class Discussion on Teaching Online • Small Group Chats each week • Resource Management: Apps for language learning • Learning Activity: CLT backwards and forwards • Application: Online learning and teaching • PCE: Who I Am as a Teacher, part 2
<p>Finals Week</p>	<p>Final Project Due Friday, December 6, by 11:59pm</p> <p>No Late Submissions Accepted</p> <p>PCE: Verification Forms and Hours Logs</p> <ul style="list-style-type: none"> • Extra Credit Submissions

Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) page (<http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php>) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Additional Information

Attendance:

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will determine your weekly "attendance" through participation in your Synchronous Small Group Chats.

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report must the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#) by appointment, [drop-in tutoring](#), [mentoring](#) (time management, study skills, etc.), [major-based learning centers](#), [counseling](#), and [federally funded programs](#). For individualized referrals, students may call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [Resource Hotline](http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php) (<http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php>).

IDEAS Center:

The **IDEAS Center** (<https://www.uta.edu/ideas/>) (2nd Floor of Central Library) offers **FREE tutoring and mentoring** to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR):

The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the [Writing Center](https://uta.mywconline.com) (<https://uta.mywconline.com>). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [Writing Center: OWL](#) for detailed information on all our programs and services.

The Library's 2nd floor [Academic Plaza](http://library.uta.edu/academic-plaza) (<http://library.uta.edu/academic-plaza>) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the [library's hours](#) of operation.

Librarian to Contact:

Each academic unit has access to [Librarians by Academic Subject](#) that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

Library Information

Research or General Library Help

Ask for Help

- [Academic Plaza Consultation Services](http://library.uta.edu/academic-plaza) (library.uta.edu/academic-plaza)
- [Ask Us](http://ask.uta.edu/) (ask.uta.edu/)
- [Research Coaches](http://libguides.uta.edu/researchcoach) (<http://libguides.uta.edu/researchcoach>)

Resources

- [Library Tutorials](http://library.uta.edu/how-to) (library.uta.edu/how-to)
- [Subject and Course Research Guides](http://libguides.uta.edu) (libguides.uta.edu)
- [Librarians by Subject](http://library.uta.edu/subject-librarians) (library.uta.edu/subject-librarians)
- [A to Z List of Library Databases](http://libguides.uta.edu/az.php) (libguides.uta.edu/az.php)
- [Course Reserves](https://uta.summon.serialssolutions.com/#!/course_reserves) (https://uta.summon.serialssolutions.com/#!/course_reserves)
- [Study Room Reservations](http://openroom.uta.edu/) (openroom.uta.edu/)

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