LING 5301: Methods in Communicative Language Teaching
Spring 2020

Instructor Information

Instructor(s)
Cynthia Kilpatrick, Ph.D.

Office Number
Hammond Hall 403

Office Telephone Number
214-272-2730

Email Address
cynkil@uta.edu

Faculty Profile
https://www.uta.edu/profiles/cynthia-kilpatrick

Office Hours
Wednesdays 9-10am or by appt

Course Information

Section Information
LING 5301-001

Time and Place of Class Meetings
Trimble Hall 118, Wednesdays 5:30-8:20

Description of Course Content
This course presents an introduction to and a critique of current and traditional methodologies of teaching English to speakers of other languages, with emphasis on techniques of teaching aural comprehension; speaking, reading, and writing skills; attention to testing and assessment; and linguistic-cultural differences. In addition, the course focuses on the components of effective lesson planning, including needs analysis, goals & objectives, lesson procedures, task facilitation, materials development, and tools for assessment and evaluation. Much of the course will include hands-on experience, research, discussion, and practical application of course topics.

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

1) Identify and apply methodologies in ESL/EFL
2) Critique the use of different methodologies in a variety of classroom contexts
3) Create, evaluate, and modify classroom materials for language classrooms
4) Design effective lesson plans and implement these lessons in a classroom
5) Justify the use of different methodologies and activities in lesson planning
6) Integrate ideas and materials to facilitate more effective learning of English

Required Textbooks and Other Course Materials
There is no official textbook for this course. Most weeks you will have an online research and/or reading assignment to complete before coming to class.

The following books have been used for this course in the past and are recommended as valuable resources for the TESOL professional:

>Brown, H. Dougles. 2015. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* 4th Edition. New York: Pearson Longman.

>Nation, I.S.P, and Jonathan Newton. 2009. *Teaching ESL/EFL Listening and Speaking*. New York: Routledge

Descriptions of major assignments and examinations
Course and Professional Engagement: 25% of total grade
Attendance Policy: Students should plan to attend class, actively contribute to discussions and activities in class, and be prepared to respond to discussion questions posted online or raised in class by the professor and other students. While no official points are offered for attendance, students who are absent will earn no course engagement points for the week.

Course and professional engagement points will be determined by your degree of completion of/participation in classwork, online assignments, and discussion with others.

Course Engagement Points
You are expected to actively participate in class discussions, no matter who is leading them (Cindy, a classmate, or a guest lecturer). Participation is NOT based on how much you talk, but on how engaged you are. These points will be assigned weekly (total of 15 points):
>0 = non-participatory; constantly distracted/off-task; absent from class
>1 = participated consistently and actively in class

An important note: You are more than welcome to question any of the claims made in the readings, lectures, and other materials provided, and in-class and online discussion groups are an appropriate place to do that. However, please be prepared to explain the source of your question and to support your opinion. In addition, courtesy and respect are expected; you are welcome to disagree with someone's point of view and question their conclusions, but please do so without being rude, antagonistic, or disrespectful.

Professional Engagement Points
You will have various opportunities to interact with other TESOL professionals and students. These contributions are worth up to a total of 10 points. These points can be earned in a variety of ways, including the following:
- Attend a local TESOL or literacy conference (max of 5 points, ~1 point per hour)
- Actively participate in an online forum related to TESOL (max of 5 points)
- Attend or lead workshops, conference sessions, or other professional development
- Give a guest lecture about some area of your expertise
- And many more, either professor-generated or student-generated

Lesson Plans and Mini Lessons: 30% of total grade
All enrolled students will create and submit two (2) fully developed lesson plans, due in weeks 6/7 and 11/12. These lessons will target a specific communicative feature of language, and will be evaluated by both the professor and fellow students. Mini-lessons will be taught in weeks 7 and 12. Time allowed for the mini-lessons will be determined by size of the class. Additional details regarding this assignment will be provided in class.

The purpose of the lesson plans and mini-lessons are to (1) give students some experience in front of a classroom, (2) give students the opportunity to plan some part of a "real" lesson, and (3) have students think critically about the different parts of lessons and why things get done the way they do. Therefore, grades are not based solely on teaching a "perfect" lesson, but on creating and motivating the educational value of different activities.

Students are encouraged to discuss ideas with colleagues, search the internet, and gather resources of any kind in order to create the best lesson possible. However, all work submitted must be the work of the student submitting or appropriately cite the source.

Lesson Plans
Lesson Plans are each worth up to 10 points. Actual points assigned will depend on how well each component of the lesson plan is fulfilled. A template will be handed out in class.

Mini-Lessons
Mini-Lessons are each worth up to 5 points, based on how well you fulfill the assignment.

Practical teaching requirement: 25% of total grade
Students will be expected to volunteer in their local community as an ESL teacher/tutor a minimum of 10 hours, as well as submit 5 reflective responses to their teaching, due in weeks 2, 4, 8, 10, and 15. These reflections should be clear and concise, with well-organized thoughts, and a length of around 500 words.

Reflections should *not* simply summarize what happened, but should instead 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 for the student. In other words, these responses should give some insight into what the student (you, the student enrolled in 5301) learned from the experience.

The UTA Dept of Ling and TESOL has established relationships with community partners both on and off-campus, all of whom need volunteers on an on-going basis. Students may also choose a new community organization with whom to work, as long as their volunteer service revolves around the teaching of English.

Verified Completion of Teaching
Each student must keep a log of their hours worked and have their hours verified by a supervisor at their volunteer location. Points will be assigned as follows:

> 10 hours = 10 points; 8-9 hours = 5 points; fewer than 8 hours = 0 points.

Reflections
Each student should complete 5 reflections, which are worth 2-5 points each. Prompts for the reflections will be provided on Canvas.

Final Project (20% of grade)
The final project for this course will be a proposal for an ESL or EFL class targeted to a particular population, designed with a particular specific language purpose in mind, and centered around communicative language teaching. Projects must include the following pieces:

(1) A complete syllabus, including goals and description of student population
(2) A detailed schedule for at least 15 classes that follows a logical sequence and includes an appropriate topic and language goal

(3) At least 3 detailed lesson plans that fit into the schedule and are sequential in order. Feel free to plan your first 2 lesson plans to be included
(4) At least 2 complete ready-for-distribution assignments or activities that include clear instructions and obvious educational objectives. Both of these should fit logically into one of the 3 lesson plans provided.
(5) At least 1 complete ready-for-distribution rubric with explanation and motivation for one of the assignments in (4)

The final project will be graded on the following criteria:
(1) Inclusion of all required components
(2) Sufficient detail to fully envision the course
(3) Coherent course design for the overall course
(4) Quality of materials indicate thought, planning, revision, and application of course materials

Grading Information

Grading
Your course grade will be determined in the following manner:

Course and Professional Engagement	25%
Lesson plans and mini-lessons	30%
Practical teaching requirement	25%
Final Project	20%

This course is built on a total of 100 points, with points adding up to 100, not with each assignment worth 100 and then averaged. Assignments and components range in points from 1-20. Don't be fooled by an assignment worth "only" 10 points – that is 10% of your course grade! Assignments worth just a few points should not be disregarded – if you choose not to do a 5-point assignment, the highest grade you can get in the class is a 95, and that's only if you get full points on everything else you do in the class.

Make-up Exams
All work can be submitted on Canvas, and students are expected to submit on time. Work that is submitted late is subject to a reduction in grade of one point per 24-hour-period that the assignment is late. In the case of live teaching demos, students are expected to present on the assigned day. No opportunities for late mini-lessons will be provided except in the case of documented and verified emergencies.

Expectations for Out-of-Class Study
This class will meet together for 3 hours a week. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 5-10 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

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 catalog at http://catalog.uta.edu/academicregulations/grades/#graduatetext.

Course Schedule

Very flexible schedule of classes

I, Cynthia D. Kilpatrick, reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course

	Topic(s)	By the time you come to class:
Week 1: Jan 22	Intro to Class Getting started in an ESL class	Getting to know you activity
Week 2: Jan 29	Classroom Activities Methods in Language Teaching	Research a teaching method Pre-teaching reflection due
Week 3: Feb 5	Principles in language teaching Note: Sept 7 is census date!	Readings: principles in teaching
Week 4: Feb 12	What, when, where, why?	Readings on context Needs analysis refl. due
Week 5: Feb 19	Writing lesson plans: What we do and when we do it	Lesson modification activity Analysis of lesson plans
Week 6: Feb 26	Fostering interaction and communicativity	Readings: Interaction First lesson plan due
Week 7: Mar 4	Live mini-lessons – teach the teacher	Final first lesson plans due First mini-lessons in class
Week 8: Mar 18	Classroom management	Readings: Classroom mgmt. Progress in practice refl. due
Week 9: Mar 25	Teaching Speaking and Listening	Reading: Research and practice in S/L
Week 10: Apr 1	Integrating skills in ESL classrooms	Readings: skills integration Learner/teacher reflection due
Week 11: Apr 8	Online language learning	Second lesson plan due
Week 12: Apr 15	Second mini-lessons; be an ESL teacher	Final second lesson plan due Second mini-lessons
Week 13: Apr 22	Following standards and scope & sequence – how do we use these?	ESL standards
Week 14: Apr 29	Managing grading and assessment	Readings: classroom assessment
Week 15: May 6	Our last class!! Lifelong learning	Reading: lifelong learning Final Reflection due

Final Exam due by midnight on Wed, May 13	No class meeting – just submit final project online by
	Note: I will assign a grade and global feedback on Canvas. I am also happy to give extensive comments and feedback on your project, but only if you
	    (1) provide me with a hard copy
	    (2) make an appt to see me and discuss the project	

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](https://resources.uta.edu/provost/course-related-info/institutional-policies.php) page (https://resources.uta.edu/provost/course-related-info/institutional-policies.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 assign one point per week for course engagement. 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.

Emergency Exit Procedures
Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit, which is located to the left of the classroom door at the end of the hallway. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Evacuation plans may be found at http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php. Emergency/Fire Evacuation Procedures are also available at http://www.uta.edu/police/Evacuation%20Procedures.pdf.

Students are encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe to the Emergency Communication System at https://www.uta.edu/emergency

Student Success Programs
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, etutoring, supplemental instruction, mentoring (time management, study skills, etc.), success coaching, TRIO Student Support Services, and student success workshops. For additional info, email resources@uta.edu, or view the Maverick Resources website.

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). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. See Writing Center: OWL for detailed information on all programs and services.

The Library's 2nd floor 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.

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 (library.uta.edu/academic-plaza)
- Ask Us (ask.uta.edu/)
- Research Coaches (http://libguides.uta.edu/researchcoach)

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

#######