

9-2013

LING 480.50: Teaching English as a Foreign Language

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Recommended Citation

Castillo, Jeanie, "LING 480.50: Teaching English as a Foreign Language" (2013). *Syllabi*. 496.
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| Instructor: Jeanie Castillo | Semester: Autumn 2013 |
| UM Email: jeanie.castillo@ms0.UMT.edu Personal Email: castillo.jeanie@gmail.com Phone: (406) 544-0704 | Class Dates & Location: The online course runs from August 29 to December 15. It is taught online, through Moodle. |
| Instructor Availability: I am on campus everyday teaching for the English Language Institute (ELI) and would be happy to schedule a time to meet outside of my office hours. I am also available for phone calls and will check the online classes and my email everyday except Saturdays. | Office Location & Hours: My office is in room 109 in the International Center (IC), and I have office hours on Mondays, Tuesdays, and Thursdays from 1:00 to 2:00 pm. Tech Support: UMLearn: 406.243.4999; umonline-help@umontana.edu or http://umonline.UMT.edu/ |

Course Description & Objectives

This course is designed to provide you with a solid background of the practices and theories of teaching a foreign language and with an understanding of how the principles of modern linguistics can be applied to language instruction.

During this class, students will explore language learning and second language acquisition theories, the role of culture and society in language learning, methodologies for teaching language, materials development and lesson planning, assessments, and strategies for teaching the major skills (reading, writing, listening, speaking).

Prerequisite Skills and Knowledge

Students should have a basic knowledge of linguistics, preferably having taken LING 270 or its equivalent.

Expected Student Learning Outcomes

- Evaluate theories of second language acquisition and explain how knowledge of these theories applies to the language classroom.
- Examine the cultural, societal and institutional contexts that affect language learning.
- Examine the role of individual learning styles in both teaching and learning.
- Identify the best language instruction approach based on the needs of learners.
- Develop lessons and evaluate materials for use in the language classroom.
- Construct effective evaluation materials to determine whether or not students are learning key linguistics concepts and developing some fluency in target language.
- Define strategies for and differences in teaching the major skill areas.

Course Materials

There is one **required** text for this class, available for purchase from the University of Montana Bookstore:

Teacher's Handbook: Contextualized Language Instruction, Fourth Edition

by Judith L. Shrum, Eileen W. Glisan

© 2010, 2005, 2000 Heinle, Cengage Learning, ISBN-13: 978-1-4130-3321-2

An electronic version available through: http://www.coursesmart.com/IR/4681132/9781413033212?_hdv=6.8

Additional articles and materials will be made available for download from our online classroom in Moodle.

Participation & Grading Criteria

- **Attendance:** To meet attendance requirements, students must log in to the online classroom to submit assignments and/or participate in the class discussion at least **two days per week** for all 16 weeks of class.
- **Discussion Questions (DQs) & Participation:** For each unit, you will respond to **two discussion questions** that explore concepts found in the course readings. These discussion question responses should be **between 150 and 300 words** in length and show that you have read the assigned readings and can apply what you have read to the concepts and theories discussed in class.

In addition to posting two discussion question responses, you will also be required to participate in an online discussion with your classmates, jumpstarted by the discussion question responses. To meet participation requirements, you will need to post at least **five (5) additional substantive messages** on **four (4) out of seven (7) days during the week** showing that you have logged on, read through, and participated in the online discussion multiple times. Good participation posts will recognize and address the variety of perspectives and common themes in the class discussions and course readings. Substantive posts reflect course readings, acknowledge and build on the perspectives of other students and apply personal experience to core concepts.

- **Wiki Updates:** A wiki is a collaborative website that allows users to create and edit pages and add content. It offers users the opportunity to share knowledge and information with each other. I have set up a wiki for our class in PBworks; this is where we will collectively work on a glossary of terms and concepts for Ling 480. We will also use our wiki to share our projects, group tasks, and lessons with each other.

Accessing PBworks: Directions for how to access and use PBworks have been sent to your email and can also be found in our online classroom in the *Start Here!* section.

Vocabulary Updates: For each unit, I have created a table that we will use to create a class glossary of key terms from course readings and other relevant materials. Each student will be asked to add two original vocabulary terms to the table and then provide a definition and example. The definitions and examples can come from the readings or other materials. Students are also encouraged to add links to relevant websites, upload related documents, provide video or audio links, and use other multimedia to define/exemplify the concepts. You can access our PBworks class page through Moodle or through <https://umontanaenglishlanguageinstruction.pbworks.com>

- **Classroom Observation Assignment:** The classroom observation assignment will be completed in three stages: a proposal, a signed permission form, and the final report. In Unit 1, you will submit a one-page proposal that describes the population of students and type of class that you are interested in observing. In Unit 2, you will submit a signed permission form that demonstrates that you have made contact with a language instructor and have gained his or her permission to observe a class. In Unit 5, you will submit the final report describing the language class that you observed. This report will include a description of the class level and demographics, a list of the activities done in the class, and a description of the methodology or methodologies that framed these activities.
- **Final Paper:** The final paper will be completed in three stages: a proposal, an annotated bibliography, and the final draft. In Unit 2, you will submit a one-page proposal that describes the topic you would like to address in your final paper and why this topic is of interest to you. In Unit 4, you will need to complete an annotated bibliography in preparation for the final paper, listing at least five sources you plan to use for your final project along with a brief summary of each source. During finals week, you will be submit a 5-10 page research paper on the topic approved earlier in the class. The paper should follow APA formatting guidelines and include at least five credible sources.
- Descriptions for remaining assignments can be found in our classroom in Moodle. Brief descriptions and points values for all assignments can be found in the table below:

| Assignment | Description | Points |
|---------------------------------------|---|------------------|
| Attendance | "Check in" to the course site at least two days per week for all 16 weeks of class | 4 |
| Discussion Questions & Participation | Regular class discussions based on the readings for each of the eight units | 32 (4 each unit) |
| Wiki Updates | A collaborative class glossary based on the readings from each unit | 8 (1 each unit) |
| Classroom Observation Proposal | A one-page proposal explaining what type of language class you would like to observe for the classroom observation assignment | 2 |
| Classroom Observation Permission Form | A signed form acknowledging that you have gained permission from an instructor to observe his or her class | 2 |
| Classroom Observation Report | A report describing the language class that you observed | 10 |

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|----------------------------|---|------------|
| Unit 3 Group Project | A group presentation of one of the language teaching methodologies or techniques discussed in Unit 3 | 7 |
| Lesson Plan | One original lesson due in Unit 6 | 5 |
| Unit 7 Project | Choose one of the project ideas and create, demonstrate, or describe materials appropriate for a language classroom | 8 |
| Final Paper Topic Proposal | Submit a one-page proposal that describes the topic you would like to address in your final paper and why this topic is of interest to you | 2 |
| Annotated Bibliography | Complete an annotated bibliography in preparation for the final paper, listing at least five sources you plan to use for your final project along with a brief summary of each source | 5 |
| Final Paper | Complete a 5-10 page research paper on the topic approved earlier in the class, following APA formatting guidelines | 15 |
| TOTAL: | | 100 |

Grading Scale

| Grade | Points | How this applies to assignments |
|-------|--------|--|
| A | 95+ | The student has gone above and beyond the assignment requirements and has paid attention to grammar and formatting. The student has also done an excellent job mentioning and applying concepts found in the course materials to the assignment. |
| A - | 90-94 | The student has met the assignment requirements and has paid attention to grammar and formatting. The student has also mentioned and applied concepts found in the course materials to the assignment. |
| B + | 87-89 | The student has met the assignment requirements but might have some errors in grammar and formatting. The student has made some attempt to apply concepts found in the course materials to the assignment. |
| B | 85-86 | The student has met most of the assignment requirements but has some errors in grammar and formatting. The student has made some attempt to apply concepts found in the course materials to the assignment. |
| B - | 80-83 | The student has met most of the assignment requirements but has some errors in grammar and formatting. The student has not applied the concepts found in the course materials to the assignment. |
| C + | 77-79 | The student has failed to meet many of the assignment requirements but has done well with grammar and formatting. The student has not applied the concepts found in the course materials to the assignment. |
| C | 74-76 | The student has failed to meet many of the assignment requirements and has some errors in grammar and formatting. The student has not applied the concepts found in the course materials to the assignment. |
| C - | 70-73 | The student has failed to meet many of the assignment requirements and has more significant errors in grammar and formatting. |
| D + | 67-69 | The student has failed to meet the majority of the assignment requirements but has done well with grammar and formatting. |
| D | 64-66 | The student has failed to meet the majority of the assignment requirements and has some errors in grammar and formatting. |
| D - | 60-63 | The student has failed to meet the majority of the assignment requirements and has significant errors in grammar and formatting. |
| F | <59 | The student has failed to meet any of the assignment requirements and has significant errors in grammar and formatting. |

Course Deadlines & Schedule

| READING | | ASSIGNMENTS/ ASSESSMENTS |
|--|--|---|
| UNIT 1: Introduction to Language Learning & Acquisition | | |
| WEEK 1 | Textbook, Ch. 1 | 1. Personal Bio & UOnline Quiz: posted by Tue, Aug 27 2. Vocabulary Update: due Thu, Aug 29 by 11:55 p.m. 3. Classroom Observation Proposal: due Fri, Aug 30 by 11:55 p.m. |
| WEEK 2 | | 1. Unit 1 DQ 1: due Tue, Sep 3 by 11:55 p.m. 2. Unit 1 DQ 2: due Thu, Sep 5 by 11:55 p.m. 3. Ongoing Participation in online class discussion: Minimum of 5 additional responses posted throughout week |
| UNIT 2: Language, Culture & Society | | |
| WEEK 3 | Corson (2001), Ch. 3 Textbook, Ch. 10 | 1. Final Paper Topic Proposal: due Tue, Sep 10 by 11:55 p.m. 2. Vocabulary Update: due Wed, Sep 11 by 11:55 p.m. 3. Signed Classroom Observation Permission Form: due Fri, Sep 13 by 11:55 p.m. |
| WEEK 4 | | 1. Unit 2 DQ 1: due Tue, Sep 17 by 11:55 p.m. 2. Unit 2 DQ 2: due Thu, Sep 19 by 11:55 p.m. 3. Ongoing Participation in online class discussion: Minimum of 5 additional responses posted throughout week |
| UNIT 3: Methodologies for Language Teaching | | |
| WEEK 5 | Brown (2001), Ch. 2 Richards (2006) | 1. Vocabulary Update: due Wed, Sep 25 by 11:55 p.m. 2. Unit 3 Group Project: due Fri, Sep 27 by 11:55 p.m. |
| WEEK 6 | | 1. Unit 3 DQ 1: due Tue, Oct 1 by 11:55 p.m. 2. Unit 3 DQ 2: due Thu, Oct 3 by 11:55 p.m. 3. Ongoing Participation in online class discussion: Minimum of 5 additional responses posted throughout week |
| UNIT 4: Teaching Reading, Listening & Grammar | | |
| WEEK 7 | Textbook, Ch. 6 Savage (2010) | 1. Vocabulary Update: due Wed, Oct 9 by 11:55 p.m. 2. Annotated Bibliography for Final Paper: due Fri, Oct 11 by 11:55 p.m. |
| WEEK 8 | | 1. Unit 4 DQ 1: due Tue, Oct 15 by 11:55 p.m. 2. Unit 4 DQ 2: due Thu, Oct 17 by 11:55 p.m. 3. Ongoing Participation in online class discussion: Minimum of 5 additional responses posted throughout week |
| UNIT 5: Teaching Writing, Speaking & Pronunciation | | |
| WEEK 9 | Textbook, Ch. 8 Textbook, Ch. 9 | 1. Vocabulary Update: due Wed, Oct 23 by 11:55 p.m. 2. Classroom Observation Report: due Fri, Oct 25 by 11:55 p.m. |
| WEEK 10 | | 1. Unit 5 DQ 1: due Tue, Oct 29 by 11:55 p.m. 2. Unit 5 DQ 2: due Thu, Oct 31 by 11:55 p.m. 3. Ongoing Participation in online class discussion: Minimum of 5 additional responses posted throughout week |
| UNIT 6: Lesson Planning | | |
| WEEK 11 | Brown (2001), Ch. 10 Textbook, Ch. 3 | 1. Vocabulary Update: due Wed, Nov 6 by 11:55 p.m. 2. Lesson Plan: due Fri, Nov 8 by 11:55 p.m. |

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| WEEK 12 | | <ol style="list-style-type: none"> 1. Unit 6 DQ 1: due Tue, Nov 12 by 11:55 p.m. 2. Unit 6 DQ 2: due Thu, Nov 14 by 11:55 p.m. 3. Ongoing Participation in online class discussion: Minimum of 5 additional responses posted throughout week |
| UNIT 7: Materials & Technology | | |
| WEEK 13 | Textbook, Ch. 12 Croydon (2007); <i>Assembling an ESL Teaching Toolbox</i> | <ol style="list-style-type: none"> 1. Unit 7 DQ 1: due Tue, Nov 19 by 11:55 p.m. 2. Vocabulary Update: due Wed, Nov 20 by 11:55 p.m. 3. Unit 7 DQ 2: due Thu, Nov 21 by 11:55 p.m. 4. Ongoing Participation in online class discussion: Minimum of 5 additional responses posted throughout week |
| WEEK 14 | | Unit 7 Project: due Tue, Nov 26 by 11:55 p.m. |
| UNIT 8: Assessment | | |
| WEEK 15 | Textbook, Ch. 11 | <ol style="list-style-type: none"> 1. Unit 8 DQ 1: due Tue, Dec 3 by 11:55 p.m. 2. Vocabulary Update: due Wed, Dec 4 by 11:55 p.m. 3. Unit 8 DQ 2: due Thu, Dec 5 by 11:55 p.m. 4. Ongoing Participation in online class discussion: Minimum of 5 additional responses posted throughout week |
| WEEK 16 | | Final Paper: due Thu, Dec 12 by 11:55 p.m. |

Course Policies & Procedures

- **Assignment Due Dates/Times:** All individual assignments, including discussion questions, are due by 11:55 p.m. (Mountain Standard Time) on the day specified in the syllabus.
- **Late Work Policy:** Assignments will be accepted up to four (4) days after the original date due; however, 10% will be deducted for each additional day it is late. If you have extenuating circumstances that will interfere with completing an assignment on time, let me know before the assignment is due, so that accommodation and/or appropriate penalties can be discussed.
- **Naming Assignments:** Assignments may be saved in any of these file formats: Microsoft Word, RTF, or PDF. Please name your files with your last name and an abbreviated name of the assignment, like this: castillo_lessonplan.
- **Formatting & Citation Guidelines:** I expect all assignments to be submitted free of errors and following American Psychological Association (APA) formatting guidelines. For an in-depth review of APA formatting and style guidelines, please visit <http://owl.english.purdue.edu/owl/resource/560/01/>.
- **Student Conduct Code:** The [Student Conduct Code](#), embodying the ideals of academic honesty, integrity, human rights and responsible citizenship, governs all student conduct at The University of Montana-Missoula. You are expected to adhere to this code.

It is also expected that each student will help foster a collegial learning environment by sharing his or her experiential and academic knowledge and practices, as well as respectfully listening to the viewpoints of others and following basic [netiquette](#) rules. You are expected to complete all reading assignments so that you can discuss them intelligently in discussion forums, individual assignments, and small group (collaborative) assignments.

- **Course Accommodations Statement (DDS):** Students with disabilities will receive reasonable accommodations in this online course. To request course modifications, please contact me as soon as possible. I will work with you and Disability Services in the accommodation process. For more information, visit the [Disability Services website](#) or call (406) 243-2243 (Voice/Text).
- **Technical Requirements:** Content in some modules includes PDF files, Microsoft Word Documents, and external links (links that take you to web sites outside of Moodle).