Course Description

This course is designed to prepare students to teach foreign languages effectively for communicative language proficiency, including certification in K-12 schools.

We will explore principles that relate to language development/acquisition, second language learning, language use and language teaching. In addition to analyzing and discussing the assigned readings, as well as observing communicative language teaching and reflecting on those observations, the students will prepare their teaching portfolios, applying these principles and theories to their own area of teaching specialization. The course does not promote a particular methodology but rather presents principles of learning from which future teachers can draw as they plan and implement foreign language instruction for diverse learners.

Student Learning Outcomes

By completing Linguistics/English 4323/5323, students will
-- demonstrate an understanding of current (and historical) theories of second language teaching,
-- design unit and daily lesson plans in alignment with the standards for communicative language learning,
-- create lesson segments/activities that reflect theory and practice,
-- design performance-based assessments
-- use technology as a tool for professional development and to promote student learning,
-- develop the habit of reflection on one’s teaching, student learning, and to make changes as warranted,
-- provide evidence of ability to conduct research through a case study or classroom action project

IDEA Form Objectives

Essential (E)
2. Learning fundamental principles, generalizations, or theories (connecting facts, understanding relationships)
3. Learning to apply course material (to improve thinking, problem solving, and decisions)

**Important (I)**
1. Gaining factual knowledge (terminology, classifications, methods, trends)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
11. Learning to analyze and critically evaluate ideas, arguments, and points of view (higher level thinking skills within or outside a disciplinary context)

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**TEXTS AND RESOURCES**

*** http://www.coerll.utexas.edu/methods/

*Communicative Language Teaching in Action*—Brandl 978-0-13-15906-4
*(also recommended—Teaching language in context—Omaggio Hadley, 3rd edition)*


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**US States other than Texas – K-12 (Elementary or Secondary)**

Will be similar to Texas. Need to contact individual state’s licensing agency for K-12 teachers. An internet search for a particular state’s department of education or for “(State) teaching certificate ESL” should return the information.

**US Universities**

Most US-based Intensive English Programs (IEPs – preparing students to enter mainstream university-level classrooms) require a Masters in TESOL, TEFL, TESL or a closely related field with at least 18 hours of studies in areas like language teaching methodology, nature of language(s), structure of English (syntax, phonology, morphology, discourse), second language acquisition, intercultural communication, and practicum experience.

There are also a wide variety of other types of English programs here in the US that require differing levels of education. Literacy programs (often operated through local literacy councils) teach ESL to people who do not have literacy in their L1. These types of programs are often largely staffed by volunteers and the requirements are loose. Community colleges often offer free or grant-funded ESL programs. These classes are often in life-skills, citizenship, and/or workplace communication and the instructors usually are only required to have a bachelors or some sort of independent ESL certificate such as CELTA ([http://www.cambridgeenglish.org/teaching-english/teaching-qualifications/celta/](http://www.cambridgeenglish.org/teaching-english/teaching-qualifications/celta/)) or TESOL Core Certificate Program ([https://www.tesol.org/attend-and-learn/certificate-leadership-programs/tesol-core-certificate-program](https://www.tesol.org/attend-and-learn/certificate-leadership-programs/tesol-core-certificate-program)).

**All Levels Outside of the US**

Certifications vary widely. The best course of action is to do an internet search for jobs at the level and in the country you’re interested in to see what their requirements are. You should do this early in order to be certain that you have the proper qualifications. If you are going to teach in a country that you do not have citizenship in, you will also need to investigate work visa requirements. Some countries are far easier to obtain work visas for than others. Contract negotiations can also be messy. If you are going to teach in a country you have never worked in before, it is recommended initially going through highly reputable company that recruits teachers for that country so that you can learn the ins and outs of working in that particular country. Careful preparation can make a world of difference in your experiences working abroad.

**Koreans Teaching in Korea**

The Korean students wishing to teach English in Korea at any level in the public schools (elementary – university) should visit [http://www.moe.go.kr/main.do](http://www.moe.go.kr/main.do) for more information. This is their Ministry of Education website. I would also suggest to them what I suggested to the others above – do a search for jobs to see what the requirements are. There are lots of private English schools outside of the public system. Requirements vary widely for those positions.
ASSESSMENT OF STUDENT LEARNING OBJECTIVES

10% Participation and Attendance includes extensive reading and homework (assigned exercises in the text as well as printed out from website) in preparation for class discussions and portfolio.

40% 4 quizzes. Please note dates indicated on the syllabus, as there are no make-ups

12% Final exam—a timed on-line test patterned after the state certification test for LOTE

10% Observations turn in completed forms with project

28% Portfolio graded in 4 separate submissions, tying readings and activities to Texas Standards of Knowledge and Skills

quiz 1—CLTA chpts 1-2, [ShrumGlisan and O-H chpts 1-4], UT modules Intro, Teacher, Learner, Management, Technology
part 1 portfolio due

quiz 2— CLTA chpts 3-6, [ShrumGlisan and O-H 8-(9)], UT modules Vocab, Grammar, Pragmatics, Culture, (Assessment)
part 2 portfolio due

quiz 3— CLTA chpts 7, 9, (10), [ShrumGlisan and O-H 5 and (9)], UT modules Reading, Listening, (Assessment)
part 3 portfolio due

quiz 4— CLTA chpts 8, (10), [ShrumGlisan and O-H 6, 7, 9], UT modules Writing, Speaking, Assessment
Final portfolio due

Grading scale  A 100-90,  B 89-80,  C 79-70,  D 69-60,  F 59-0

Syllabus subject to revision.

ASSIGNMENTS

DATE ASSIGNMENT Due the day it is listed, so Prepared in advance (the better prepared you are, the better you’ll perform in class)

week 1
Tues, 16Jan MAKE APPT FOR OFFICE VISIT
Thurs, 18Jan Introduction (review Psycholinguistics—various Standards)

week 2
Tues, 23Jan MAKE APPT FOR OFFICE VISIT
Thurs, 25Jan CLTA chpt 1

week 3
Tues, 30Jan SG, O-H
Thurs, 1Feb UT Intro, Teacher (philosophy)

week 4
Tues, 6Feb UT Teacher, Learner (activity),
Thurs, 8Feb UT Mgmt, Tech

week 5
Tues, 13Feb tie together CLTA, SG, O-H, UT
Thurs, 15Feb  quiz 1—part 1 portfolio due

**week 6**
Tues, 20Feb  CLTA 3, 4, 5
Thurs, 22Feb  SG, O-H

**week 7**
Tues, 27Febr  UT Vocab, Grammar
Thurs, 1Mar  Pragmatics, Culture

**week 8**
Tues, 6Mar  tie CLTA, SG, O-H, UT
**Thurs, 8Mar**  quiz 2—part 2 portfolio due

**spring break**

**week 9**
Tues, 20Mar  MAKE APPT FOR OFFICE VISIT
Thurs, 22Mar

**week 10**
Tues, 27Mar  MAKE APPT FOR OFFICE VISIT
Thurs, 29Mar

---Last day to Withdraw---2April

**week 11**
Tues, 3Apr
Thurs, 5Apr

**week 12**
Tues, 10Apr
**Thurs, 12Apr**  quiz 3—part 3 portfolio due

**week 13**
Tues, 17Apr  CLTA
Thurs, 19Apr

**week 14**
Tues, 24Apr
Thurs, 26Apr

**week 15**
Tues, 1May
**Thurs, 3 May**  quiz 4—Final portfolio due

FINAL EXAM (mock certification exam) Thurs 10 May 8-10 am.

*Syllabus subject to revision.*

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**Requirements**

*Class attendance is crucial to your success in this course.* I suggest strongly that you not miss any portion of even a single class. However, you are allowed 2 absences for any reason; for every absence after, there is a deduction of 3 points from your final grade. Each missed portion of a class (late arrival, leaving early, exiting and
re-entering, etc.) will be counted as one-half (1/2) absence. According to the Angelo State University Undergraduate Catalog, valid reasons for an absence include illness, family emergency or participation in an authorized university activity. If you have one of these valid reasons, it is your responsibility to petition, in advance if possible, and to provide documentation to excuse the absence immediately after your absence—within 24 hours of your return—do not wait till the end of the semester. If this petition is approved, the negative consequences for the missed class will be waived. Petitions will only be approved if you have a valid and adequately documented reason for missing the class. Be sure to attach to this form all appropriate supporting documentation, such as a medical receipt, police report, letter from the athletic department, etc. Otherwise, no late assignments are accepted.

On the other hand, **good attendance is rewarded**. If you complete the semester with no absences, your lowest quiz grade will be dropped (you must take all of them).

Students absent more than 4 times lose the possibility of receiving an ‘A’ in the course. Students absent for ten times or more will automatically receive an ‘F’.

It is very important that you attend each class. We advance quickly, and new concepts are often based on concepts learned earlier. If you miss a class, get caught up right away, even if you won’t receive a grade for it. It is **your** responsibility to find out the material we covered in the class period you missed (including homework) and learn/complete those materials.

**Cell Phone Policy** Turn off all pagers, cell phones, laptops, or other electronic communication devices before entering the classroom. Use of these devices in class (without prior arrangement with me) will result in your leaving the class with a zero, at the very least.

"The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting the Student Life Office, Room 112 University Center, at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by email at student.life@angelo.edu to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities."

"Persons with disabilities which may warrant academic accommodations must contact the Student life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made."

"Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook."

**Extra credit**

In English

- 3 things I already knew
- 3 things I learned
- 3 things I liked
- 3 things I didn’t like
- X met/didn’t meet my expectations because …