

Spring 2021 ENG 470-700
Methods and Materials for
Teaching English as a Second Language
Course Syllabus
Dr. Alison Youngblood

Course Description

This is an online course. There are no face-to-face meeting requirements. There are, however, around 5 hours during the semester that students will need to be available for synchronous zoom sessions for teaching demonstrations. Students will be given a choice of time slots.

This is a course designed to develop skills, procedures, and strategies for teaching and utilizing materials and for developing teacher-made materials to teach ESL/EFL and for other international languages.

Course Objectives

To learn about the methods of teaching ESL
To learn about the materials used to teach ESL
To learn about techniques used to address specific language skills
To learn about the needs of different populations of students
To learn about the methods of assessing ESL students
To learn about collaborating with content teachers and parents

This course addresses the following Kentucky Teaching Standards

Designs/Plans
Learning Climate
Manages Instruction
Assessment
Reflection
Collaboration
Content Knowledge
Technology
Leadership

This course addresses the following TESOL Standards

Language: Describing Language; Language Acquisition and Development, Indicators a-d

Instruction: Planning for Standards-Based ESL and Content Instruction; Managing and Implementing Standards-Based ESL and Content Instruction; Using Resources Effectively in ESL and Content Instruction, Indicators a-e

Assessment: Issues of Assessment for ESL; Language Proficiency Assessment; Classroom- Based Assessment for ESL , Indicators a-e

Professionalism: ESL Research and History; Partnerships and Advocacy , indicators a-c

This course addresses the following KTPS Standards

Learner development (1), indicators b, d-k
Learning differences (2), indicators c-g, i-o
Learning environments (3), indicators b, i
Content knowledge (4), indicators a-r
Assessment (6), indicators t, v
Planning (7), indicators b, g-i, k
Instructional strategies (8), indicators a-s
Professional learning and ethical practice (9), indicators h, j
Leadership and collaboration (10), indicators h, l

Required Course Texts for Students

Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.

Swan, M., & Smith, B. (2001). *Learner English: A teacher's guide to interference and other problems (2nd edition)*. Cambridge: Cambridge University Press.

Both of these texts are available through the WKU bookstore. Other readings from peer-reviewed journals will be posted to Blackboard

Instructor Contact

There are several ways to get in touch with me:

(1) Send an email Alison.Youngblood@wku.edu

(2) Post a question to “Ask Dr. Youngblood” inside our Blackboard course page- this is great for questions that everyone would want to know

The *fastest* way to reach me is via email or through the “Raise My Hand” discussion board on Blackboard. During work hours, you can expect to receive a quick response. I check my email regularly unless I am teaching or in a meeting. However, I do not regularly check my email in the evenings, on weekends, or over holidays, nor do I expect you to check your email during these timeframes. Work-life balance is important for everyone.

The *slowest* way to reach me is via my office phone.

You should use your WKU student email for all communication regarding this course. Emails from personal accounts tend to be marked as spam or blocked, so to ensure I receive your email, please use your WKU account.

Students should follow formal email etiquette for course communications that reflects the professional nature of our interactions. Here are some features of formal email etiquette:

- Include a specific subject for your email
- Include a greeting that uses the proper title (Dr. or Prof. are appropriate but Miss, Ms., or Mrs. is not appropriate)
- Proofread your email and use complete sentences

Office Hours

My office hours are on Wednesdays from 2:00-5:00.

Schedule your appointment at <https://calendly.com/alison-youngblood/spring2021>

For spring 2021, all office hours meetings will take place on Zoom. We will use this room <https://wku.zoom.us/j/94742161938> for all meetings.

Evaluation and Grading

Final grades are updated in real time on Blackboard in the column “Final Grade” each time an assignment is graded. Students should *not* use “Total Points” to calculate their final grade themselves. This calculation does not accurately reflect your final grade because assignments are weighted as outlined below.

Letter Grade	Points		Assignment	Percent of Final Grade
A	90 - 100		Error Analysis Part 1 and 2	25
B	80 - 89		Modified Lesson Plan	10
C	70 - 79		Language Assessments Profile	10
D	60 - 69		Research Paper	25
F	59 and below		Weekly Assignments in Modules	30

Missed Assignments/Late Assignments/Make-Ups/Extra Credit

If you experience *technical difficulties*, contact WKU IT immediately to report the issue. They will give you a service ticket. You will need this service ticket for any resubmission requests or to extend a Blackboard deadline. Students may also email me their assignment as a back-up if the problem is preventing an on-time submission.

There is *no* extra credit available in the course.

Cases where it is *not* possible to make up a missed assignment or extend a deadline:

- a) It is *not* possible to make up a *participation-based grade*. In an online class, these are discussion boards, group projects, or wiki pages. These grades include interactions that are just as important to the content of the course.

Cases where it is possible to make up a missed assignment or extend a deadline:

- a) On a *paper, individual assignment, report, etc.*, students can request a one-week extension for *one* assignment with no questions asked and no penalty. Students can request an extension ahead of time or *within 24 hours of a missed deadline*. Students cannot wait until the end of the semester to request to submit a missed assignment. All extensions are for one week, or 7 days, unless worked out ahead of time.
- b) Once you use your free extension, you can request *one additional extension* for one assignment. This extension gives you 7 days and reduces your assignment grade by one letter grade. Any subsequent late work will receive a zero.
- c) If you miss an assignment due to COVID-19 illness, mandated quarantine, or other pandemic-related hardship, please contact me asap to work out a make-up work plan. Students will not be penalized for missing assignments due to COVID-19; however, I reserve the right to request documentation appropriate to the situation.

Incompletes

When extenuating circumstances arise at the end of the semester- for example, if a student has a medical crisis towards the end of the semester- the student can request for an incomplete. This allows students to make up missing work in a later semester under conditions outlined in a 'contract' agreed upon by the student, the instructor, and any third-party as required based on the specific conditions leading to the incomplete. Incompletes are only an option for students who are in good standing (C or higher) in the course.

Academic Honesty

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course). All work that you submit for this course should be your own and unique to our class. If you want to build on an assignment from another class, you need to check in with me first.

All cases of plagiarism or cheating will automatically be referred to the Office of Student Conduct. See the WKU Academic Integrity statement for further information. All student papers are checked for academic integrity through the SafeAssign program.

Military Policy

Students who are either reserve or active duty military personnel and are deployed during this course will need to show the professor their orders. Every effort will be made to help them complete the course via the Internet or mail.

Resolving Complaints about Grades

The first step in resolving a complaint about a grade is for the student to attempt to resolve the problem directly with the instructor. See the Student Handbook for additional guidance, available at <http://www.wku.edu/handbook/>

ADA Accommodation

Western Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu . Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/Discrimination & Harassment

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Important Dates

Classes begin- January 19

Drop/add ends- January 26

Last day to drop with a W- March 25

60% of the semester- March 21

Spring break- none

Final exams- April 26-April 30

General Description of Major Assignments and Due Dates

These descriptions are to give you an overview of the course. Including the full assignment details would create a very long document. As you complete the assignments, please use the detailed assignment description found inside our Blackboard course.

The due dates for our class have been set for Saturdays at 11:59pm with rare exception. Students are able to submit work early. The course is set up to allow students to work at their own pace.

Assignments and due dates may change; students will be notified in writing of any changes.

1. Language Assessments Profile- due Feb 6

Students will conduct research to understand the major language assessments for speakers of other languages, with an emphasis on understanding scores for placement purposes. Students will profile: ACCESS, TOEFL iBT, TOEIC, IELTS, Best Plus, STAMP, Duolingo English Test

2. Error Analysis Project Part 1- due Feb 27

This project is based on the text by Swan and Smith. You are to examine the chapters on speakers of (1) Spanish and Catalan, (2) Arabic, (3) Farsi, (4) Chinese, (5) Japanese, (6) South Asian languages, and (7) Swahili. Specifically, you are to make a chart in which you explain a specified number of difficulties that the speakers of each of these languages have with the following features in English. Also, you must exemplify each of these difficulties (use the examples that are provided in the book) and explain their source (as discussed in the text).

3. Error Analysis Part 2- due March 13

Students will select one language group from the error analysis project part 1. Students will prepare a series of activities that target specific errors based on instructional methods discussed in modules. Activities should be appropriate for the population students plan to teach. Students will then lead peers in a remote classroom via zoom and reflect on their experience.

4. Modified Lesson Plan- due April 28

Students will modify a content lesson to meet the needs of second language learners. Students will integrate feedback from error analysis part 2 into the modified lesson plan. Students will demonstrate appropriate design and instructional considerations that reflect content learned over the course of the semester.

5. Research Paper- due April 10

Students will select a specific area of second language acquisition or pedagogy to investigate in a research paper. The topic should directly connect to future classrooms and students. The goal of the research paper is to summarize the current peer-reviewed literature and make specific recommendations for best practice(s) in the language classroom. The research paper should be 10 pages of content, not including front matter, references, or any tables and figures.

Tentative Course Schedule

Week 1: Course introduction and legal issues affecting ESL education

Week 2: Overview of approaches and methods

Week 3: Models of ESL and EFL education for K-12 and adults

Week 4: CBI and CLT

Week 5: Whole language and CERF

Week 6: Focus on research and first teaching demonstration

Week 7: BICS v CALP

Week 8: Student project week in place of spring break

Week 9: The natural approach and TPR

Week 10: Task-based learning and multiple intelligences

Week 11: Error correction [focus on writing]

Week 12: Vocabulary building

Week 13: Teaching speaking

Week 14: Modifying a lesson plan

Week 15: Modifying a lesson plan