LING 4080/5080 Teaching English as a Second Language
Fall 2025

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Instructor: Dr. Konstantia Kapetangianni (Konstantia.Kapetangianni@unt.edu)

Office hours: Thursday afternoons, 2:30PM – 3:30PM Virtual via Zoom

                            & Monday afternoons 3:30PM - 4:30PM in LANG 401K

Teaching assistant: Nicole Petersen (NicolePetersen@my.unt.edu)

Office hours: Monday & Wednesday 1-2 PM Virtual via ZOOM

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Course Description

This course provides an overview of history, current state, and future directions of the field of Teaching English as a Second Language (TESOL). It is designed for students who want to learn more about teaching English in today's modern global context and for prospective teachers seeking TESOL certification. We will cover the foundational issues, theories, and methods of language teaching and examine how we can apply this knowledge to our own teaching philosophies and practices. Major topics include:

- foundations of language teaching methodology

- teaching language skills (listening, speaking, reading, and writing)

- (new) tools, techniques, and skills for teachers

- integrated approaches to language teaching

- focus on the learner and on the teacher

Class discussions, assignments, and students' ongoing teaching portfolio projects will be central to our exploration of these topics. We will also explore the potential of new tools, techniques, skills, and integrated approaches for transforming and improving the future directions of the field. Students will then draw on this knowledge to design lesson plans, present teaching demonstrations, and develop a personalized teaching philosophy.

Objective and Learning Outcomes

The overall objective of this course is to build a knowledge base about TESOL that can be applied to future linguistics study and to future teaching. This knowledge and awareness will enable us to be more effective and reflective language teaching practitioners. This in turn will help us give our learners the best outcomes.

After completion of this course, students will be able to:

- understand the historical development of language teaching approaches, methods, and techniques from both theoretical and practical perspectives;

- discuss and think critically about current language teaching theories, issues and trends in ESL/EFL/FL contexts, and the needs of English language learners and teachers in a globalized world;

- think reflectively about their attitudes, assumptions, and beliefs concerning language teaching;

- demonstrate their understanding of teaching methods and integrated skills through the creation of lesson plans, assessments, simulated teaching situations;

- analyze and reflect on their knowledge of TESOL issues, theories, methods, and practices so that they can develop their own teaching philosophies

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Course Requirements

Course structure and management

Since this course is 100% online, I recommend accessing the Canvas course *daily*. Check the schedule, announcements, and discussion boards every time you log in to Canvas for information about discussions, assignments, and meetings.

This course is broken down into weekly modules, each focusing on 1-2 foundational aspects of teaching ESL. Each module will include discussions and/or small activities to practice the content covered.

Throughout this course, we will work in groups and as a whole class. In order to do so harmoniously, we must be respectful of one another. In your discussions and other virtual interactions with fellow students, please refrain from using insulting or derogatory language. If I identify a problem, I'll give one warning. After that, I'll refer students to the department that deals with disciplinary issues. My goal is that we create a forum in which we can all learn from each other and flourish; respect and trust are key elements in achieving this.

Canvas

You can find all the course information, announcements, learning modules, discussions, assignments, and supplemental materials and readings on Canvas: https://unt.instructure.com/

Technical difficulties

If you experience any issues with Canvas, contact Dr. Kapetangianni immediately to inform her of the problem. Then contact the [UIT Student HelpdeskLinks to an external site.](#) to resolve the issue.

- Email: helpdesk@unt.edu; phone: 940-565-2324

Late assignments

It is your responsibility to keep up with the readings and assignments. You must inform Dr. Kapetangianni in advance of any circumstance that will cause you to miss a discussion or assignment deadline. A 10-point or 10-percent deduction from the total possible points will be given for each day that an assignment is late. ***There will be no make-ups beyond this except under extreme circumstances.***

Required textbook:

- Celce-Murcia, M., Brinton, D. M., Snow, M. A., & Bohlke, D. (2014). *Teaching English as a second or foreign language* (4th ed.). Boston, MA: Heinle ELT. [ISBN-13: 9781111351694]

- [Link to e-versionLinks to an external site.](#)

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Evaluation

Your course grade will be determined according to the following distribution:

- **Weekly Canvas Discussions**   **20%**
- **Teaching Preparation Reflections** (3)   **30%** (worth 10% each)
- **Teaching Portfolio**   **50%**
    - Learner Interview/Profile   (10%)
    - Lesson Plan & Assessment   (15%)
    - Team Teaching Demonstration   (15%)
    - Teaching Philosophy   (10%)

1. **Weekly Canvas Discussion**

Participation in this course will include online discussions and lessons for each week's topic. The discussions may cover the week's readings or be online exercises that you will post to a board

for peer review. ***You must respond to two (2) of your peers per discussion in order to get full credit.***

Discussion participation is a critical factor for your success in this course and I will keep track of yours. Since discussions are worth 20% of your course grade, I encourage you to contribute thoughtful comments and questions to interact as much as possible with your professor and your classmates.

2. Teaching Preparation Reflections

As we cover the foundational units in TESOL in the first part of the course, each of you will be responsible for writing three (3), 4-6 page teaching preparation reflection papers that include a brief summary of the modules covered for each unit and your thinking on the issues we discuss as a class. Your reflections can include how topics relate to your prospective teaching career, examples of how topics relate to current issues in TESOL, and/or further questions and comments you are interested in exploring for your teaching portfolio project. Your teaching preparation reflections and my responses will then become a kind of dialogue journal between student and teacher.

Teaching Portfolio

3. Learner Interview/Profile

In the second half of the course, we will focus on the application of everything you've learned about TESOL. In the "Focus on the Learner" unit, you can work individually or with a partner in a team to conduct an interview with an English language learner (ELL) and write up a profile describing their background, motivations, and goals. This profile will help you focus on the learner and understand their needs as you design your lesson plan and teaching demonstration. Sample interview questions will be provided on Canvas and you can email me if you need resources for finding an ELL to interview.

4. Lesson Plan & Assessment

In our final unit, "Focus on the Teacher", you or your team will select a specific teaching topic and design a lesson plan and assessment around it. Teaching topics should be a particular English language concept of interest (e.g. listening discrimination, pronunciation, academic reading, word order, themed vocabulary, etc.). You or your team must email me your teaching topic idea in advance and receive approval.

Once you have an approved teaching topic, you or your team will then design and submit your PRELIMINARY lesson plan and assessment. This will be an initial outline of how you plan to teach your topic and how you might organize your lesson and assessment. It should include:

- an overview of your teaching topic, your objectives, and learner outcomes

- your learner's background and goals (based on your **ELL Interview & Profile**), time constraints, and materials needed

- application of the approaches, tools, techniques and best practices you've learned about in the course

- learning activities that include all the integrated language skills (listening, speaking, reading, writing, and grammar/vocabulary)

- appropriate assessment measures that test understanding and mastery of your teaching topic

- a discussion of any problems you are having or anticipate having.

This assignment and my feedback will then function as a planning and learning tool for your teaching demonstrations.

5. **Teaching Demonstrations**

Your preliminary lesson plan and assessment will form the basis for you or your team's teaching demonstration and teaching philosophy. If working in a team, you can collaborate with your team to decide which members will teach each portion of your teaching demonstration.

You will then meet with me at the end of the course to present your (team) teaching demonstration. Your presentation should follow the organization of your lesson plan and include appropriate learning activities and materials that align with your target learner's background, teaching objectives, and assessment measures. Demonstrations should be approx. 20-30 min. and comprised of the following sections:

- Teaching topic overview

- Learning practice activities using integrated skills

- Assessment measures

- Discussion of potential problems or issues

Aside from this structure, there is some flexibility in the delivery of your (team) teaching demonstration. For instance, you may design your presentation for **online delivery** (simulated instruction via Zoom) or for **face-to-face delivery** (simulated instruction in front of a presentation screen or whiteboard, or by using other physical materials). You should also consider the mode of your teaching delivery in designing appropriate learning activities and

materials that best facilitate the teaching of your topic (e.g. using handouts, slides, white boards, website clips, realia, etc.).

Meeting times for teaching demonstrations will be set up later in the course via email and may be conducted online via Zoom. The purpose of this meeting is to assess student progress in the course and for students to receive feedback on their application of the course content.

6. **Teaching Philosophy**

Your teaching philosophy is a summary and reflection of your teaching portfolio and should contain a *deeper synthesis* of your teaching position after completing your lesson plan and assessment design and your teaching demonstration. It should include your position on the TESOL methods and approaches you will use as a language teacher and the key issue(s) related your teaching topic, and how your life experiences and the course content have contributed to your personalized teaching philosophy. Teaching philosophies, along with your finalized entire teaching portfolio, are due at the end of the course on Monday, December 11th at midnight.

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Course Policies

Academic (dis-)honesty

Each student is expected to do his or her own work. This is important when posting discussions and for citing research for assignments. Plagiarism and cheating – academic dishonesty -- are serious offenses and will not be tolerated in this class. Students who plagiarize or cheat will be referred to the Office of the Provost and will receive a failing grade in the class. For more information on the university's policy on academic dishonesty please consult the UNT Code of Student Conduct at http://www.unt.edu/catalogs/2004-05/upolicies.html.Links to an external site. Suspected violations will be investigated.

ADA compliance

The Linguistics Program cooperates with the Office of Disability Accommodation to make reasonable accommodations for qualified students with disabilities. If you have a disability, which requires accommodation under the terms of the Americans with Disabilities Act or Section 504 of the Rehabilitation Act, please provide your request by email within the first week so that I can make proper accommodations.

"The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding

your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/odaLinks to an external site.. You may also contact them by phone at 940.565.4323."