

Foreign Language Teaching Methods

FOL 6943 (Class #19470) Fall 2018

Tuesday, Per. 9-11 (4:05 – 7:05) in Rinker 230

INSTRUCTOR INFORMATION

Name: Dr. Jennifer Wooten

Email: wooten@ufl.edu

Office: 249 Dauer Hall

Phone: 352.392.2463 (o)

Office hours: Monday, 2:00 – 4:00 p.m. / Tuesday, 7:30 – 8:30 p.m. / Thursday, 4:15 – 6:15 p.m. (*)

[Office hours may vary between early October and mid-November due to observations. Email Dr. Wooten during this period to confirm office hours.]



COURSE MATERIALS

Required texts include *Enacting the Work of Language Instruction: High-Leverage Teaching Practices* by Glisan & Donato (2017).

Additional required materials and resources are available on the course's Canvas site.



COURSE DESCRIPTION AND OBJECTIVES

This course focuses on the essential question “**What is the work of teaching world languages?**” The term “work” suggests an emphasis on action, or the *what* and *how* of teaching, but the course also charges instructors with critically considering the *why* of teaching. That is, our task is to explain, situate, and critique curricular methods and materials, classroom practices, and the resulting experiences of educators and learners via current theoretical and research-based principles and concepts and vice versa.



This recursive process is designed not only to aid the short-term goal of being an effective language instructor at the University of Florida but also to provide tools and processes to instructors so that they might continually deconstruct, reflect on, and refine their practice throughout their teaching careers to best serve their students.

As a result of this class, instructors will be able to:

- (1) **explain** key principles and concepts as related to teaching and learning world languages (especially in relation to high-leverage teaching practices);
- (2) **analyze** and **evaluate** their own and others' language teaching (plans, materials, and/or classroom practice) and offer constructive feedback based on theoretical and research-based principles and concepts; and
- (3) **create** units, lessons, activities, and/or materials for use in the language classroom that are based on theoretical and research-based principles and concepts and that meet the needs of students.

This course also sees instructors meet nearly all of the standards (not 5C or 6a-c) of the ACTFL/CAEP Program Standards for the Preparation of FL Teachers (as demonstrated via HLTPs, in addition to other course components).

This course counts towards the [SecondLanguage Acquisition and Teaching \(SLAT\) Certificate](#) offered through the Department of Linguistics.

ASSESSMENTS

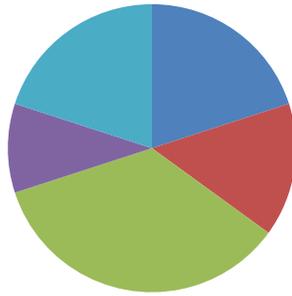


The grading scale for this course is consistent with the norms of the College of Liberal Arts and Sciences:

A (100-93) / A- (92-90)
 B+ (89-87) / B (86-83) / B- (82-80)
 C+ (79-77) / C (S) (76-73) / C- (U) (72-70)
 D+ (69-67) / D (66-63) / D- (62-60)
 E (59-0)

See the Graduate Catalog for more information on [grades and their impact on your graduate studies](#).

FOL 6943 Grade Distribution



- Active participation (20%)
- Reading Reflections (15%)
- Pedagogical tasks (observations, self-evaluations, activities/lesson plans, etc.) (35%)
- Microteach experience OR Review of scholarly text (10%)
- Progress Portfolio (20%)

Attendance & Participation (20%)

Attendance means bodily presence in class, which is [your duty and responsibility as a UF graduate student](#). Note that after ONE class has been missed for ANY reason (no documentation required), 3 percentage points will be subtracted from your final grade for each additional absence (barring extreme extenuating circumstances). Contact Dr. Wooten as soon as possible if you anticipate missing class and be prepared to provide documentation related to any absence.

Also, you are expected to arrive prior to class so that we can get started as scheduled. If you have extenuating circumstances that may make you late to class frequently, inform Dr. Wooten as soon as possible! Tardiness / leaving early may also adversely affect one's final grade.

Active participation means that **you are intellectually present, prepared, and contributive from the time you enter the classroom to the time you leave the classroom**. Participation, within the context of this class, entails:

- demonstrating that you have prepared for course readings by taking notes on readings, doing any assigned prep work, etc. and being able to discuss the readings;
- asking questions and commenting on others' responses;
- collaborating with classmates; and

(d) expressing in a professional manner opinions, reactions, frustrations, etc.

As a way to help learners be more aware of their participation patterns as well as a way to potentially increase the quality and quantity of participation, each learner will track his/her daily participation. Specifically, each learner will complete the "Participation Self-Evaluation" form during/after each class, first rating his/her participation during that class and then providing specific evidence that supports that rating based on the criteria for that category.

Dr. Wooten will review the self-evaluations for each learner and her notes to determine the Participation grade (evaluated 2-3 times during the semester).

(See the document "Participation Evaluation Criteria" and the "Participation Self-Evaluation" documents in the Assignments module on our course Canvas site.)

IMPORTANT: Our classroom is a safe place to share and develop new ideas and gain understanding; respect of colleagues' questions is expected. Additionally, because we will likely discuss sensitive topics related our classes, our students, and sometimes our colleagues **we must all be courteous and respectful of one another as we candidly share ideas and opinions. Professionalism is required!**

Preparation via Reading Reflections (a minimum of EIGHT to be uploaded / written in Canvas by 7:00 p.m. on Sunday prior to class) (15%)

Preparation is a key ingredient to active participation in class. In order to prepare for class as well as to interact with the texts for each class, learners will answer the Essential Question(s) listed for each class. Learners should *write / draw / record themselves answering the Essential Question(s)* in ways that show that they have read the texts for that class and that: (a) demonstrate what they understand of the text(s) in relation to the question(s); (b) show how the question(s) and text(s) relate to their practice in the classroom; and/or (c) share opinions, questions, or concerns they have.

Dr. Wooten will read these reflections on Sunday evenings to engage with learners (though she may not respond to every submission every week) and to potentially change plans for Tuesday's class.

The Reading Reflections are generally evaluated based on completion. Dr. Wooten will let you know if your reflections are not meeting expectations so that you can immediately work to improve them.

Pedagogical tasks (observations of others' teaching, self-evaluations, activities / lesson plans, etc.) (35%)

Throughout the semester, you will observe others' teach a class (including an instructor with significant / notable experience teaching language courses here at UF as well as FOL 6943 classmates), record/observe/take notes on your own teaching, and submit activities and lesson plans related to your teaching. Besides discussing these tasks before and/or after with class colleagues, Dr. Wooten will evaluate them using rubrics available in the preparation document for each type of task and offer substantive feedback to help you improve your practice going forward. Review feedback received carefully as it could also inform your Progress Portfolio!

Note that several of these tasks are listed on the weekly calendar below, but Dr. Wooten may announce additional tasks in advance for the class, a group, and/or individuals. She may also collect in-class tasks spontaneously.

(See the preparation documents for each type of task in the Assignments module on our course Canvas site.)

Microteaching OR Review of scholarly text (10%)

Microteaching - Instructors as individuals (7-8 minutes) or in pairs (14-15 minutes) plan an activity for an upcoming class and "teach" it to members of FOL 6943 as if we were the students. Colleagues then offer feedback based on the Bless, Press, Address model. Instructors may be asked to re-visit part of their activity in the moment to rehearse the feedback provided by colleagues.

This activity allows instructors to rehearse prior to teaching (which is the goal) and gain feedback from peers.

Review of scholarly text – Those with previous teaching experience may prefer to engage with an article or book chapter and share their learning with their FOL 6943 colleagues. The learner will first read a journal article and/or other professionally relevant text in language education, write a summary of the text, draw connections between the text and other FOL 6943 texts/discussions, and discuss how the text relates to his/her teaching. Then, the learner will guide a brief discussion of the text amongst his/her colleagues in class.

(See the preparation documents for these options in the Assignments module on our course Canvas site.)

Progress Portfolio (20%)

One of the most important lessons related to teaching is that teachers are always learning and always improving their practice! The Progress Portfolio allows each instructor to: (a) reflect on what they now know what to do (or do better) than at the beginning of the semester; (b) re-visit materials and/or actions that they had created or done in the past and revise them for future use; and (c) set an improvement plan based on a specific skill or practice.

For those with previous teaching experience and/or those who like to focus on one thing at a time, a teacher action research project to be worked on throughout the semester is available as an alternative to the Progress portfolio. Consult Dr. Wooten as soon as possible if you are interested in this option!

(See the preparation document for the Progress Portfolio in the Assignments module on our course Canvas site.)



Academic Integrity

All students are required to abide by the Academic Honesty Guidelines of the University. The UF Honor Code reads:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." For more information please refer to <http://www.dso.ufl.edu/studentguide>.

Use of technology

Use of Canvas and email are essential elements of this class. Canvas serves as the mode of dissemination of materials and communication and should be accessed daily. Email (be it through Canvas or directly to ufl.edu accounts) may be used to communicate with the instructor and other class members, and thus you are required to **check your UF email daily**.

In class, the use of cell phones, pagers, iPods or mp3 players and all other electronic equipment during class is prohibited unless explicitly indicated by Dr. Wooten. All equipment should be silenced and off desks. Any evidence of active cell phone and/or similar equipment use not related to a class activity will result in an automatic zero in participation for that day.

Accommodations

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see <http://www.dso.ufl.edu/drc>.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Counseling and Wellness

A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. The Center can be found online at <http://www.counseling.ufl.edu/cwc> or reached by phone at 392-1575.

Resources Available to Students

Health and Wellness

- *U Matter, We Care*: umatter@ufl.edu; 392-1575
- *Counseling and Wellness Center*: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575
- *Sexual Assault Recovery Services (SARS)*: Student Health Care Center; 392-1161
- *University Police Department*: <http://www.police.ufl.edu/>; 392-1111 (911 for emergencies)

Academic Resources

- *E-learning technical support*: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt. 2)
- *Career Resource Center*: Reitz Union; <http://www.crc.ufl.edu/>; 392-1601
- *Library Support*: <http://cms.uflib.ufl.edu/ask>
- *Teaching Center*: Broward Hall; 392-2010 or 392-6420
- *Writing Studio*: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/>; 846-1138

Procedure for Conflict Resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 392-1261). For further information refer to https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.



CALENDAR

The calendar is subject to change for pedagogical or logistical reasons. Students will be notified in advance of any and all changes to the course calendar. Note that HLTP refers to “High-Leverage Teaching Practice” (Glisan & Donato)

Date	Focus / Essential Question(s)	Topic / Readings	Due by/in class
August 28	The Language Teacher What does it mean to be a “language teacher” today?	<u>Introduction to the class / to the field</u> -COERRL Module “The Language Teacher” -Basics of lesson planning (Brandl, Chp. 2, pp. 39-45) (Canvas)	Me Page Bring activity from your class
First Collaborative Group			
September 4	Planning What does “communicative language teaching” mean? What does it look like in practice?	<u>Teaching for “communication”</u> -Bill VanPatten (<i>Topic</i>), Chp. 1 (Communication) and Chp. 5 (Tasks)	Reading reflections begin (#1) Bring a “communicative” activity from your class that YOU created and plan to workshop in a small group (to be submitted at the end of class as an assignment)
September 11	Planning Who are my students? How do I get to know them? How does knowing my students help me create a positive learning environment and relevant, meaningful, and interesting lessons?	<u>The Language Learner</u> -Keys, Chp. 1 (pp. 1-3, 19-24) (Canvas) -COERRL Modules “The Language Learner” - <i>Words and actions</i> , Chp. 2 (pp. 13-24) <i>[Spot/s available for instructor who would like to present a scholarly article about this topic in lieu of doing a micro-teach]</i>	Reading reflection (#2) Observation of an experienced instructor Bring an instrument or activity that you have used to get to know your students OR bring an activity from your class that shows how you work with diverse learners

<p>September 18</p>	<p>Planning</p> <p>What are the 5Cs? Why should I consider them as I plan lessons (unit/chapter plans & daily plans)?</p> <p>What factors do I need to consider when I plan a lesson? What steps do I follow from start to finish?</p>	<p><u>Lesson planning</u> -Keys, Chp. 1 (pp. 3-7) (Canvas) -World-Readiness Standards for Language Learning (the 5 Cs) -Keys, Chp. 3 + Appendices K-M (Canvas) (Discussion in class about the importance of assessment, types of assessment, etc.)</p> <p><i>[Spot/s available for instructor who would like to present a scholarly article or practitioner piece on ASSESSMENT in lieu of doing a micro-teach]</i></p>	<p>Reading reflection (#3)</p> <p>Results from get-to-know-you activity with students</p> <p>Bring a lesson plan that YOU created and plan to workshop in a small group (to be submitted at the end of class as an assignment)</p>
<p>Second Collaborative Group</p> <p>Submit one observation of group member in relation to an HLTP AND one self-observation in relation to an HLTP by October 16.</p> <p>Use the rubric provided for the HLTP to guide the observations.</p>			
<p>September 25</p>	<p>High Leverage Teaching Practice (HLTP) #1</p> <p>How can I help make the target language comprehensible to students?</p>	<p><u>Facilitating TL Comprehensibility</u> -HLTP, Preliminary Chp. -HLTP, Chp. 1</p>	<p>Reading reflection (#4)</p> <p>Results from student feedback on a lesson or activity.</p> <p>Rehearsing, p. 33, #1 <i>(be prepared to act out in class)</i></p> <p>2 Micro-teach spots</p>
<p>October 2</p>	<p>HLTP #5</p> <p>How can I teach culture in a way that is personally relevant to students?</p>	<p><u>Focusing on Cultural Products, Practices, and Perspectives in a Dialogic Context</u> (Standard 2: Cultures & Standard 4: Comparisons)</p> <p>-HLTP, Chp. 5 -Strategies for Language Learning, Chp. 3 (Canvas)</p> <p><i>[Spot/s available for instructor who would like to present a scholarly article about this topic in lieu of doing a micro-teach]</i></p>	<p>Reading reflection (#5)</p> <p>Rehearsing, p. 122, Steps 1-2</p> <p>2 Micro-teach spots</p>

October 9	HLTP #5 How can my students and I consider cultures critically?	<u>Critical Considerations on Cultures</u> (Standard 2: Cultures & Standard 4: Comparisons) -Kubota, "Critical Teaching of Japanese Culture" (the 4 Ds) - Selection, <i>Words and Actions</i> <i>[Spot/s available for instructor who would like to present a scholarly article about this topic in lieu of doing a micro-teach]</i>	Reading reflection (#6) Bring an activity/lesson that helps students consider Cultures critically or an activity that you want to revise so that it could help students consider cultures critically 2 Micro-teach spots
October 16	HLTP #2 (Part I) How do I encourage (more) natural communication between me and my students?	<u>Engaging Learners in Oral Classroom Communication</u> (Standard 1.1: Communication - Interpersonal) <i>[Spot/s available for instructor who would like to present a scholarly article about this topic in lieu of doing a micro-teach]</i>	Reading reflection (#7) Rehearsing, p. 50, select ONE of #1a-d 2 Micro-teach spots
Third Collaborative Group Submit one observation of group member in relation to an HLTP AND one self-observation in relation to an HLTP by November 13. Use the rubric provided for the HLTP to guide the observations.			
October 23	HLTP #2 (Part II) How do I create contexts that allow students to communicate with one another?	<u>Designing and Conducting Oral Interpersonal and Pair and Group Tasks</u> (Standard 1.1: Communication - Interpersonal) <i>[Spot/s available for instructor who would like to present a scholarly article about this topic in lieu of doing a micro-teach]</i>	Reading reflection (#8) Complete p. 53, Figure 2.2 (and create the prompt for your activity like the sample in Figure 2.1 on p. 52) 2 Micro-teach spots
October 30	HLTP #6 How can I give students feedback on their language skills so that they can and want to improve?	<u>Providing Oral Corrective Feedback to Improve Learner Performance</u> <i>[Spot/s available for instructor who would like to present a scholarly article about this topic in lieu of doing a micro-teach]</i>	Reading reflection (#9) Rehearsing, p. 152, #1a-d + #2 (one only) 2 Micro-teach spots

November 6	HLTP #3 (Part I) How do I help students progress in their comprehension of the language (especially comprehension of visual texts)?	<u>Guiding Learners to Interpret Authentic Texts</u> (Standard 1.2: Communication – Interpretive) <i>[Spot/s available for instructor who would like to present a scholarly article about this topic in lieu of doing a micro-teach]</i>	Reading reflection (#10) Rehearsing, p. 75, #1 + take notes on 2 pre-reading/viewing activities, 2 during reading/viewing activities, and 3 post-reading/viewing activities 2 Micro-teach spots
Fourth Collaborative Group			
November 13	HLTP #4 What are the various modes to teach grammar? What modes align with my pedagogy and with my knowledge of my students?	Focus on Form in a Dialogic Context Through PACE -HLTP, Chp. 4 -COERRL Module “Grammar” <i>[Spot/s available for instructor who would like to present a scholarly article about this topic in lieu of doing a micro-teach]</i>	Reading reflection (#11) Bring in an activity/lesson that incorporates a specific grammar point 2 Micro-teach spots
November 20	TBD by students of FOL 6943	<i>[Might include Communication – Presentational mode, Communities, Technology, etc.]</i>	
November 27	Consultations with professor this week related to Progress Portfolio (Dr. Wooten will have extended office hours this week.)		
December 4	Reflection and goal setting for future	HLTP, Chp. 7: Putting HLTPs into Practice: A Cycle of Enactment Discussions of Progress Portfolios	Progress Portfolio
December 17	Final grades submitted		