

FOL 6943 Fall 2019
Language Teaching Methods
Tuesday 2-3; Thursday 3 (Pugh 120)

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Course Description and Objectives

This course will address both theoretical and practical issues related to the teaching of foreign languages at the college level. Typically, class time will be divided between the discussion of theoretical issues raised in the assigned readings and the application of theory to the implementation of foreign language teaching practices. Among our goals is to help students develop the necessary skills to critically evaluate language acquisition theories, methods, teaching practices and materials, as well as to explore and develop techniques for teaching the four skills, grammar, vocabulary and culture. In addition to discussing theoretical issues, students will carry out a variety of assignments, including development and evaluation of teaching and testing materials, observation of classes, and reflective self-assessment.

Required Texts / Readings

The main readings for this course will be the textbook “Enacting the Work of Teaching: High Leverage Teaching Practices,” accompanied by several methodology modules developed by the University of Texas-Austin, accessible on-line at <http://www.coerll.utexas.edu/methods/>. Students are expected to come to class having read all text and viewed all videos for the assigned module, as noted on the calendar (below).

Additional readings, available on Canvas, will be taken from:

- Brandl, Klaus (2007). *Communicative Language Teaching in Action: Putting Principles to Work*. Prentice Hall.
- Ellis, Rod and Natsuko Shintani (2014). *Exploring Language Pedagogy through Second Language Acquisition Research*. Routledge
- Farrell, Thomas (2007). *Reflective Language Teaching: From Research to Practice*. Continuum.
- Vandergrift, Larry and Christine Goh (2012). *Teaching and Learning Second Language Listening: Metacognition in Action*. Routledge

Assigned Readings

The course syllabus outlines the assignments for each class meeting. All participants are expected to come to class having thoroughly prepared (readings and videos, as appropriate), and ready for discussion. *Failure to attend, to prepare in advance, or to participate in class will result in a reduced final course grade.*

Grading System

Course participants will receive a point grade for all required work, and a letter grade at the end of the semester, based on the standard percentage scale (i.e., 93-100 = A, 90-92 = A-, 87-89 = B+, 83-86 = B, 80-82 = B-, etc.). *Failure to turn work in on time will result in reduced points for that assignment, and thus a reduced grade for the course as a whole.* Points for this course will be distributed as follows:

Class participation and discussion of readings:	15 points
Discussion board posts and responses: (5 @ 4 points each)	20 points
Lesson plan	5 points
Classroom Observations (3 @ 5 points each)	15 points
Student Survey Essay (p. 89 Richards and Lockhart # 3)	5 points
Microteaching (2 @ 10 points each)	20 points
Lesson redesign	5 points
Teaching philosophy	10 points
Materials / exam assessment	5 points

100%

According to university guidelines, letter grades will convert to GPA as follows: A = 4.0; A- = 3.67; B+ = 3.33; B = 3; B- = 2.67; C+ = 2.33; C = 2.0; C- = 1.67; D+ = 1.33; D = 1.0; D- = .67; E = 0; WF = 0; I = 0 NG = 0; S-U = 0

Teaching Philosophy

What we believe about the learning process often informs how we teach, and all students in the class will be asked to reflect on the interaction between learning and teaching throughout the course of the semester. For those who plan to seek employment in the profession, employers typically ask for a statement of your teaching philosophy, and it's important to be able to enunciate this coherently. We'll begin by looking at sample statements of teaching philosophies, and discuss how our teaching methods are shaped and improved by taking time to think carefully about what we're doing as teachers: the materials that we use, the lesson plans that we create, the technology that we incorporate, etc. As a final activity, students will revise early drafts of their teaching philosophies into a final version that they can eventually incorporate into a professional portfolio.

Lesson plan

Early in the semester, students will be asked to submit a lesson plan for a future class. Following information in the Brandl chapter on lesson planning, students will be asked to indicate how they are shaping their lesson (warm-up, incorporation of new material, practice, cool down, etc.), explain how much time will be spent on various activities, which will be teacher-led vs. pair and small-group, and why, etc. Objectives and goals for the lesson and activities included in it must be made clear in order to earn maximum points.

Discussion board posts

Chapters that we'll read from Tom Farrell discuss the importance of reflecting on your actions as a teacher, and on keeping a teaching journal to help you do so. We'll use a class discussion board to help you further reflect, together, on how the readings and class discussions guide us to become more effective instructors. On Thursday after class, I'll post a topic. Respond by Friday at midnight. No later than Sunday at midnight, read the responses of your classmates and leave comments for *at least* two of your classmates – choosing at least one classmate with whom you do not always interact in class. Well-reasoned responses and comments that show how you have integrated the reading(s) and are reflecting on it as you teach may earn bonus points!

Classroom Observations

One of the best ways to understand what occurs in a language classroom is to observe ourselves or someone else teaching. During the semester, every student will observe three language classes: two sections taught by peers and a video-taped self-observation. Prior to each observation, when appropriate, you will complete a form with the cooperating teacher. After each observation, you will complete a class observation form and write a summary of your reflections, following information provided. Observers should be careful to follow appropriate class visit protocols (to be provided), and to obtain permission for the visit to the class in advance. Before you complete these observations I will distribute a set of guidelines for observations. Please do not schedule the observation of your peer until we have discussed it in class, however, as you will be looking for very specific details and will need to be informed before visiting the class. The final observation will be a self-observation.

Student Survey Essay

One activity in the Richards and Lockhart book, from which we will read a chapter, asks teachers to compare their perception of a lesson with their students' perception of that same lesson. You will be asked to conduct this survey and report on what you have learned in a short essay, following the directions given in Richards and Lockhart's *Reflective Teaching in Second Language Classrooms*.

Microteaching

Twice during the semester, once toward the beginning and once toward the end, you will have the opportunity to present a lesson to the class for comments and constructive criticism. Specific instructions will be provided in class, however, in general, this lesson should be presented exactly the way that you would present it to your own students, using English or target language as you would in class and with whatever support materials you would use in your classroom. Following the lesson, a discussion of ways that you can improve your technique will ensue.

Lesson redesign

Experienced teachers know that there are always some lessons that simply don't work as intended. One activity for this class will be to explain how you will redesign a lesson that didn't work well, in order to achieve greater success the next time you teach it. This need not be an entire 50-minute class; you may choose a short lesson focused on vocabulary, grammar, culture, etc., and explain in detail what went wrong (in your opinion) and how you will rework it, with specific goals and activities, to maximize understanding, participation, output, etc.

Materials / exam assessment

At the end of the semester, we will examine a variety of materials and prepared exams to determine the extent to which the materials meet standards for communicative teaching / testing. Working in groups, you'll present your findings of the materials given to you.

Class participation / discussion

Much of this course involves active discussion of the assigned readings, followed by application of the material in practicum-style activities that we will engage in during class time. While I will guide the discussion with Powerpoint slides, I expect full participation from all students. Take notes as you read, if necessary! A major component of your final grade will come from your contribution to the class discussion and your participation in follow-up activities.

Weekly Calendar

Week of	Tuesday	Thursday
Aug. 20	Introduction. Teachers' Metaphors Journaling Intro to Ellis & Shintani	Brandl Chs. 2 & 6: <i>Lesson Planning</i> <i>Instructional Sequencing</i> <u>Discussion board post due</u>
Aug. 27	Ellis and Shintani Ch. 1: <i>Instructed SLA / Pedagogical principles</i>	HLTP Ch. 1 Farrell Ch. 9: <i>Teaching Journals</i> <u>Lesson plan due.</u>
Sept. 3	UT Module: <i>Classroom Management (Lessons 1, 3, 4)</i>	HLTP Ch. 2 <u>Discussion board post 2 due</u>
Sept. 10	UT Module: <i>Speaking (Lessons 3, 4)</i> <u>First microteaching</u> (Ellis and Shintani principles 1-3)	<u>First microteaching</u> (Ellis and Shintani principles 1-3)
Sept. 17	Vandergrift and Goh Chs 2 & 9: <i>Listening</i>	<u>First microteaching</u> (Ellis and Shintani principles 1-3)
Sept. 24	UT Module: <i>Reading</i> In-class applications: Listening and reading tasks: pair and group work	HLTP Ch. 3 <u>Observation 1 due</u>
Oct. 1	UT Module: <i>Grammar</i>	Task-based learning: basic notions <u>Discussion board post 3 due</u>
Oct. 8	UT Module: <i>Vocabulary</i>	Task-based vocabulary and grammar activities <u>Student Survey Essay due</u>
Oct. 15	UT Module: <i>Writing</i>	Task-based writing and speaking activities <u>Discussion board post 4 due</u>

Oct. 22	HLTP Ch 6: <i>Feedback</i>	Farrell Chs 1 & 5 Reflective language teaching Teachers' language proficiency <u>Observation 2 due</u>
Oct. 29	UT Module: <i>Language Learner</i> Richards and Lockhart Ch. 7	Leaver et al Ch. 4 <u>Discussion board post 5 due</u>
Nov. 5	HLTP 5: <i>Culture</i>	Culture - cont <u>Lesson redesign due</u> (Ellis and Shintani principles 9-11)
Nov. 12	Teaching philosophy Statements: Hegarty 2015 Farrell Ch. 6: Teachers' metaphors and maxims	<u>Second microteaching</u> <u>Observation 3 due</u>
Nov. 19	<u>Second microteaching</u> (Ellis and Shintani principles 6-8)	Thanksgiving Break – no class
Nov. 26	UT Module: <i>Assessment</i>	Materials assessment (<u>prepare group presentations</u>)
Dec. 3	LAST DAY OF CLASS. <u>Materials presentations</u> Conclusions <u>Teaching Philosophy due</u>	