

FOL 6943 Fall 2023 Language Teaching Methods

Prof. Theresa A. Antes

212 Dauer Hall 352-273-3767 antes@ufl.edu <http://people.clas.ufl.edu/antes>

Class hours: Tuesday 8 :30-10:25, Thursday: 9 :35-10 :25

Tuesday 2-3 pm, Thursday 10:40-11:30 2-3 pm, and by appointment. Zoom meetings available by request.

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 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 a communicative classroom. 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:

- Clementi, Donna and Laura Terrill (2017). *The Keys to Planning for Learning* (2nd Ed.). ACTFL.
- 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, case studies:	20 points
Lesson plan	25 points
Reflection on Lesson Plan	15 points
Discussion board posts and responses: (2 @ 10 points each)	20 points
Reading reflections (4@ 5 pts)	20 points
Observations (2 @ 20 points each)	40 points
Microteaching (2 @ 15 points each)	30 points
Feedback on microteach 2	10 points
Teaching philosophy	20 points
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	200 points

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

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, so that you can add comments, ask questions, etc. A major component of your final grade (10%) will come from your contribution to the class discussion and your participation in follow-up activities.

Lesson plan

Early in the semester, students will be asked to submit a lesson plan for a future class. Following information in Ch. 3 of *The Keys to Planning for Learning*, 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. After submitting the lesson plan, students will then teach and reflect on the lesson, follow guidelines from Farrell and HLTP Chs 1 and 2. **Be certain to submit a lesson plan that you plan to teach!**

Discussion board posts

Twice over the course of the semester, you'll engage in a discussion board activity with your classmates, to further exchange ideas concerning how we teach and learn the skills discussed in the module in question. On Thursday after class, I'll post a topic. You should respond by **Friday at midnight**. No later than **Monday 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. All posts should directly address the question and show evidence of having read the relevant chapter(s) and engaged in the discussion in class. Responses to classmates can show agreement or dissension with their point of view, but must be respectful and constructive. Particularly 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!

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. The first microteach will take place in class on the dates specified on the calendar, the second will be a virtual lesson integrating technology. You'll provide feedback to at least two classmates for the second microteach. Specifics concerning how these microlessons should be structured will be provided in "assignments" as we approach the dates on which you'll deliver them.

Case studies

Students will write four reading reflections at any points during the semester of their choosing. Each reflection should consist of 1-2 paragraphs and should address a point in the reading that you found particularly pertinent, inspiring, challenging or confusing. Talk about how you understood the reading (or why you didn't) and how you feel it applies to you and your teaching – past, present and/or future. You may choose any assigned reading (including the UT-Austin modules) for these reflections. I encourage you not to wait until the end of the semester to complete them!

Observations

On two occasions, students will observe others in their classrooms and provide an observation of techniques used. Specific instructions and questions to guide your observations will be provided in “assignments” prior to your visits. We will also discuss these briefly in class in advance of the assignment due date.

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.

Policies

Accommodations for Students with Disabilities

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.

Religious Holidays:

Students and faculty must cooperate to allow each person to observe the holy days of his or her faith. Following UF policy, a student must **inform** the faculty member of the religious observances of his or her faith that will **conflict** with class attendance, with tests or examinations, or with other class activities **prior to the class or occurrence of that test or activity. No make-ups will be given after a holiday unless arrangements were made in advance with the instructor.**

Course Evaluations:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or

via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

Use of Electronics in Class:

Use of electronics for anything other than coursework is distracting to both you and those seated around you, and will not be tolerated. It is expected that you will silence all electronic equipment and will refrain from consulting email, social media or text messages during class. Use of electronics during an exam will result in a zero.

Class Discussions and Assignments:

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

In-Class Recording:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

Academic Honesty Guidelines -- Department of Languages, Literatures and Cultures, University of Florida

Academic honesty and integrity are fundamental values of the University community. An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.

Violations of the Academic Honesty Guidelines include but are not limited to:

Cheating. The improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes copying graded homework assignments from another student; working with another individual(s) on graded assignments or homework; looking or attempting to look at notes, a text, or another student's paper during an exam.

Plagiarism. The attempt to represent the work of another as the product of one's own thought, whether the other's work is oral or written (including electronic), published or unpublished. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on written materials or in oral presentations; submitting work produced by an on-line translation service or the translation feature of an on-line dictionary as your own.

Misrepresentation. Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.

Bribery, Conspiracy, Fabrication. For details see website below.

The UF Honor Code states: 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 the following pledge is either required or implied:

On my honor, I have neither given nor received unauthorized aid in doing this assignment.

Violations of this policy will result in disciplinary action according to the judicial process.

For more details go to: <http://www.aa.ufl.edu/aa/Rules/4017.htm>

Course Calendar

Week of	Tuesday periods 2-3	Thursday period 3
Aug 20		Introduction Farrell Ch 1
Aug 27	Ellis & Shintani Ch. 1	Keys to Planning and Learning Ch. 3 Lesson Design
Sept 3	Vandergrift & Goh Chs. 2 & 9 Listening	HLTP Ch. 1 Lesson plan due

Sept 10	UT Module Speaking – Units 3 & 4 HLTP Ch. 2	HTLP Ch. 2 Case Study 1
Sept 17	Microteaching	Microteaching 21 st Century Skills
Sept 24	HLTP Ch. 6 Feedback	Ellis (2014) TBLT Reflection on Lesson Plan due
Oct 1	Leaver et al	Teaching philosophy
Oct 8	UT Vocabulary Module	Vocabulary Tasks Discussion Board 1 post due
Oct 15	UT Grammar Module Case Study 2	Grammar Tasks Observation 1 due
Oct 22	UT Culture Module	HLTP Ch. ? (Other Culture)
Oct 29	UT Reading	HLTP Ch. 3 Discussion Board 2 post due
Nov 5	UT Writing	Reading / Writing Tasks
Nov 12	Technology; Digital Literacy	Microteaching Lesson due
Nov 19	UT Module – Assessment	Exam / Materials assessment Observation 2 due
Nov 26	Thanksgiving Break – No class	
Dec 3	Last day of class – Conclusions Teaching philosophy due 12/10	