

University of Georgia

ELAN 4531: Foreign Language Curriculum and Methods (Grades 7-12)

Fall 2008

Dr. Viktoria Driagina-Hasko

Office: Aderhold 125G

Office Hours: T @ 2:00- 4:00 pm and by
appointment *

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Course information:

Time: T @ 4:40-7:25 pm

Location: Aderhold 119

*If you can't make my office hours on Tuesday, please send me an email and we will arrange an alternative time to meet.

Course Description:

This course provides an overview of current theoretical and methodological issues relevant to foreign language educators. Reading materials and activities in the course have been chosen to help prepare pre-service teachers for student teaching and for subsequent work as secondary-level practitioners in the field of language education.

Course objectives:

By the end of the semester, students will be able to (SWBAT):

-identify the particular theoretical approach behind a given teaching act or lesson design and demonstrate this competency by including rationales in lesson plans, critiquing teaching acts on video, and designing lesson plans in accordance with particular methodologies

-use the ACTFL proficiency standards as a guide toward creating proficiency-oriented classroom activities and demonstrate this competency by designing lesson plans and classroom activities

-evaluate various pedagogical practices in light of ACTFL proficiency standards, SLA theories, and current foreign language “best practices” and demonstrate this competency by evaluating observed foreign language classrooms and teaching videotapes

-apply knowledge of SLA theory, current foreign language teaching methodology, and PCK (pedagogical content knowledge) to individual projects and demonstrate this competency by developing their own “foreign language teaching philosophy” statement and teaching portfolios

-identify and evaluate various approaches to classroom management and demonstrate this competency by reflecting orally on various classroom management scenarios and case studies

Required Books

1. A. O. Hadley (2000). Teaching Language in Context (2nd edition).
2. H.D. Brown (2007). Principles of Language Learning and Teaching (5th edition).

Supplemental Materials:

Additional reading materials and handouts will be made available via Web CT

Note that this is a working syllabus. Changes may occur as necessary. Updated syllabus (as well as home assignments and instructions) will be available through Web CT.

Student Participation and Attendance:

You are expected to attend all class sessions and to participate actively. Class activities will generally relate to the readings; classroom exercises will correspond to the topical material listed in the course outline. Note that almost every week you will be expected to design and present mini-teaching units in class (most likely in small groups of 3 or 4). You should complete the assigned course readings and tasks for each class day so that you are prepared to discuss and work with the material at hand. You will be asked to look for sample teaching materials, activities, ideas to share with the rest of the class on a regular basis; this is done to enrich everybody's experience. Do contribute and be diligent! In order to keep up, you *must* do the readings and prepare home assignments on time. You will certainly benefit from careful reading, participating in class discussions, asking questions, collaborating with classmates, and seeing me during office hours.

Poor attendance is likely to damage student performance. It is assumed that students will attend class weekly barring serious personal or professional conflict. Please notify me in advance, if possible, in the case of a pre-arranged absence.

Assignments:

Language Learning Autobiography: Please see separate assignment guidelines.

Micro-teaching: Students will work on several micro-teaching units over the course of the semester. These presentations can be done individually or in collaboration with your peers (3-4 students). Detailed information on the micro-teaching units will be made available in class.

Web CT Discussion board postings: Students will initiate on-line discussions in collaboration with their peers based on the assigned readings. Students can use their favorite quotes, insights they gained from readings or questions for initial postings under Discussion Board. Each student will collaborate with a team of classmates to initiate at least **1** discussion thread. Each student is responsible for responding to at least **4** discussion threads initiated by other teams (solo). Both questions and answers are expected to demonstrate your effort to reflect on the readings critically and make connections between the readings and your personal evolving teaching philosophy.

Reflections on being a virtual teacher and learner: For foreign language teachers, one of the keys to success is maintaining/ improving their knowledge of the language and culture they are teaching. Where can teachers find capable tutors and someone to practice their L2 with? Such computer-mediated environments as online social networks offer an excellent solution. During the course of the semester, each student will be responsible for engaging with online language learning communities (such as LiveMocha, Mixxer, My Happy Planet, Voxswap, Babbel and Xlingo) to try

themselves in the roles of a virtual tutor and language learner. Each student will be asked to provide 4 reports including logs of online interaction with their virtual tutors/tutees and reflections on their interlingual and intercultural instructional experiences.

Textbook lesson evaluation: Students will be asked to choose a textbook and critically evaluate one lesson of their choice based on their understanding of the principles of language learning and teaching.

Portfolio (through Live Text): Note that there are no traditional midterm/final exams in this course. The final assignment in this course is a portfolio. The portfolio will include:

- reflections on being a virtual teacher / learner (4 reports)
- entries from your online journal (during the two weeks of fall practicum)
- your teaching philosophy
- final instructional unit and presentation (collaborative)

Course grades:

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| Attendance, preparation, participation: | 10% |
| Language learning autobiography | 4% |
| Micro-teaching: | 21% (for 7 units) |
| Journal logs | 20 % |
| Reflections on being a virtual teacher /learner | 20% |
| Discussion Board | 5% (for 1 initial posting and 4 responses) |
| Textbook evaluation | 5% |
| Portfolio (including final unit) | 15% |

Bonus points: Bring a conversation piece(s). More details in class.

Course Schedule (subject to modification as necessary)

| Week | Date | Topics | Required Readings | Work to Submit; Assignments |
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| 1 | Aug 19 | Course introduction; syllabus | | |
| 2 | Aug 26 | ACTFL guidelines Second language acquisition | OH, Ch 1 Brown, Ch 4 | ▪Language learning autobiography due |
| 3 | Sept 2 | FL methods: the history and the postmethod era | OH, Ch 3 | ▪Micro-teaching unit # 1: FL methods |
| 4 | Sept 9 | How to plan an activity / lesson / unit; Individual differences; | Brown, Ch 6, 8 | ▪Bring a textbook to analyze an activity/ lesson/ unit in class |

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| | | Role of homework | | |
| 5 | Sept 16 | Developing Oral Proficiency | OH, Ch 6 | <ul style="list-style-type: none"> ▪Bring communicative activities to share |
| 6 | Sept 23 | Interpretive skills: Focus on Reading | OH, Ch 4, Ch 5 pp 176-184; 203-225 | <ul style="list-style-type: none"> ▪Bring reading activities/ materials/ ideas to share ▪Micro-teaching unit # 2 due: develop an activity which targets development of oral proficiency |
| 7 | Sept 30 | Interpretive skills: Focus on Listening | OH, Ch 184-203; 225-226 | <ul style="list-style-type: none"> ▪Bring listening activities/ materials / ideas to share ▪Micro-teaching unit # 3: develop an activity which targets development of reading skills |
| 8 | Oct 7 | Teaching Grammar | Supplemental readings on WebCT | <ul style="list-style-type: none"> ▪Bring grammar activities/ materials / ideas to share ▪Micro-teaching unit # 4: develop an activity which targets development of listening skills ▪Observation report # 1 due |
| 9 | Oct 14 | Teaching Writing | OH, Ch 7 | <ul style="list-style-type: none"> ▪Bring writing activities/ materials / ideas to share ▪Micro-teaching unit # 5: develop a grammar-focused activity |
| 10 | Oct 21 | Integrating the “Four Skills Plus”; Error correction | Brown, Ch 7 Supplemental readings on WebCT | <ul style="list-style-type: none"> ▪Micro-teaching unit # 6: develop a writing activity |
| 11 | Oct 28 | Assessment in FL classrooms | OH, Ch 9 | <ul style="list-style-type: none"> ▪Bring sample assessment tools / rubrics to share ▪Evaluation of a textbook teaching unit due |

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| 12 | Nov 4 | Fall Practicum | Have a great time in schools! | Don't forget about your journal entries! |
| 13 | Nov 11 | | | |
| 14 | Nov 18 | Sharing experiences and thoughts; Professional growth | Supplemental readings on WebCT Brown, Ch 10 | <ul style="list-style-type: none"> ▪Micro-teaching unit # 7: develop an assessment tool for one of your activities ▪Observation report # 2 due |
| 14 | Nov 25 | No class: Happy Thanksgiving! | | |
| 15 | Nov 29 | Using technology to teach FL | Supplemental readings on WebCT | <ul style="list-style-type: none"> ▪ Start working on your final instructional unit |
| 16 | Dec 2 | Student presentations | | <ul style="list-style-type: none"> ▪Portfolios due |

Late Assignments: Late assignments can be accepted only due to illness, family emergency, or other legitimate reasons related to circumstances beyond your control.

Plagiarism: Plagiarism is a serious academic violation and may result in expulsion.

“I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” UGA Student Honor Code