

University of Georgia

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

Fall 2007

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Office Hours: R @ 2:30- 4:30 pm and by
appointment *
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Course information:

Time: R @ 5:00-7:45 pm

Location: Aderhold 116/117

*If you can't make my office hours on Thursday, please send me an email and we will arrange an alternate 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. H. D. Brown (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (3d edition). White Plains, NY: Longman
2. J. L. Shrum, E.W. Glisan (2005). *Teacher's Handbook: Contextualized Language Instruction* (3rd edition). Boston, MA: Thomson Heinle

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. 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 present several micro-teaching units to their peers over the course of the semester. These presentations will be team units done in collaboration with your peers (3-4 students). Detailed information on the micro-teaching units is available on a separate assignment sheet.

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 *one* 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.

Observation reports: Two observation reports (for due dates, see the course schedule. No penalty for early work!). More details in class.

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.

On-line portfolio (through Live Text): Note that there are no traditional midterm/final exams in this course. The final assignment in this course is an on-line portfolio. The portfolio will include:

- your language learning autobiography
- two complete lessons plans with assessment rubrics
- “a bag of treats”: activities you developed for micro-teaching units
- your favorite quotes from the assigned readings (a total of ten; related to various aspect of teaching and learning (i.e. from different chapters / sources)
- teaching philosophy

Course grades:

Attendance, preparation, participation:	10%
Language learning autobiography	5%
Micro-teaching:	30% (for 10 units)
Lesson plans	20% (for 10 lessons)
Observation reports	10 % (for two reports)
Discussion Board	5% (for 1 initial posting and 4 responses)
Textbook evaluation	5%
Portfolio	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
1	Aug 16	Course introduction; syllabus		
2	Aug 23	ACTFL guidelines Language learning	Shrum & Glisan, Ch 1-2	<input type="checkbox"/> Language learning autobiography due <input type="checkbox"/> You can respond to the first discussion thread on-Web CT
3	Aug 30	FL methods: the history and the postmethod era	Brown, Ch 2-3	<input type="checkbox"/> Micro-teaching unit # 1: FL methods
4	Sept 6	How to plan a lesson	Brown, Ch 9-10 Shrum & Glisan, Ch 3	<input type="checkbox"/> Micro-teaching unit # 2: integrating an activity into a lesson
5	Sept 13	Teaching across age groups and proficiency levels	Brown, Ch 6-7 Shrum & Glisan, Ch 5	Everybody has to participate in the Web CT discussion
6	Sept 20	Interactive language teaching; techniques	Brown, Ch 13-14	<input type="checkbox"/> Micro-teaching unit # 3: interactive activities/techniques <input type="checkbox"/> Evaluation of a textbook lesson due
7	Sept 27	Interpretive skills: listening and reading	Brown, Ch 18, 20 Shrum & Glisan, Ch 8	<input type="checkbox"/> Micro-teaching unit # 4: listening and reading activities

8	Oct 4	Speaking and writing	Brown, Ch 19, 21 Shrum & Glisan, Ch 9	<input type="checkbox"/> Micro-teaching unit # 5: speaking and writing activities <input type="checkbox"/> Listening or reading lesson plans due
9	Oct 11	Focus on form and function Integrating the “Four Skills”	Brown, Ch 17, 22	<input type="checkbox"/> Micro-teaching unit # 6: focus on form activities <input type="checkbox"/> Oral or written interpersonal communication lesson plan due <input type="checkbox"/> Observation report #1 is due (if you are not turning in a lesson plan this week)
10	Oct 18	Context and culture in language teaching	Shrum & Glisan, Ch 7 Kramsch (on Web CT)	<input type="checkbox"/> Micro-teaching unit # 7: integrating culture <input type="checkbox"/> Form-focused lesson plan due <input type="checkbox"/> Observation report #1 is due
11	Oct 25	No class: Fall break. Enjoy!		
12	Nov 1	Assessment	Brown, Ch 23-24 (Optional: Shrum & Glisan, Ch 11)	<input type="checkbox"/> Micro-teaching unit # 8: develop an assessment tool for a provided lesson
13	Nov 8	Technology in the classroom	Brown, Ch 12 Shrum & Glisan, Ch 12	<input type="checkbox"/> Assessment rubrics for lesson plans due (solo) # 9
14	Nov 15	Creating on-line portfolios Class meets in a computer lab, Aderhold 228	Alternative assessment (check Web CT)	Create an on-line portfolio using Live Text in class
14	Nov 22	No class: Happy Thanksgiving!		
15	Nov 29	Learner variables Classroom-based research	Shrum & Glisan, Ch 10 Brown, Ch 25	<input type="checkbox"/> Mini-teaching: using technology #10 in the classroom <input type="checkbox"/> Observation report #2 due
16	Dec 6	Cultural, political, social factors Parting words	Brown, Ch 26	<input type="checkbox"/> 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. Scores on late work will be reduced by ten percentage points (i.e., a 90 becomes an 80, an 80 becomes a 70, and so forth) for each day the assignment is overdue (including Saturday and Sunday), *unless you alert me and negotiate an extension with me in advance*. Materials submitted five or more days late will not be accepted and will be assigned a score of zero.

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