

The University of Georgia
ELAN 4531: Foreign Language Curriculum & Methods—Secondary (Grades 7-12)
Fall 2005
Room 409 Aderhold Hall
Tuesdays 5:00-7:45 P.M.

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

Course objectives

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

- identify how various teaching methodologies reflect particular theoretical approaches to SLA
- develop classroom activities that reflect a proficiency-oriented approach to second language teaching
- construct lesson plans that reflect knowledge of differentiated learning and the ACTFL proficiency standards
- evaluate various pedagogical practices in light of ACTFL's proficiency standards and current SLA theories
- identify various approaches to curriculum design
- compare and contrast assessment instruments in terms of their efficacy in measuring student achievement
- differentiate between various approaches to classroom management and determine which approach might best suit their own needs/beliefs as an instructor
- identify important professional activities/opportunities in the field of foreign language education

-identify important or influential journals in the field of foreign language education

-evaluate their own practitioner behavior in light of current SLA theories, various foreign language teaching methodologies, and popular classroom management strategies

Textbook (available at local campus bookstores)

Omaggio, Alice Hadley (2001). *Teaching language in context*, 3rd ed. Boston, MA: Heinle & Heinle.

I will also be referencing a book from Dr. Cooper's class: Wong, Harry & Wong, Rosemary T. (1998). *The first days of school*. Mountain View, CA: Harry K. Wong Publications.

Additional readings will be made available via WebCT or for photocopying in the Office of Instructional Technology (OIT) (your choice).

APA bibliographic and reference styles will be used in this course, so please be familiar with the *Publication Manual* of the APA, 5th edition.

Format of the class

Each student is expected to read the assigned material in preparation for class each week and to share responsibility for discussing assigned readings via their dual-entry diaries and other in-class activities. There will be no formal lectures.

Required assignments and grading

Weekly assignments: Dual-entry diaries (12) and SWBAT activity (13 submissions total) 10%
Each week, students are to submit "dual-entry" diaries. Additionally, one SWBAT activity is required (this latter activity will be explained further in class).

Dual-entry diaries should be 1-1 ½ pages in length, single-spaced. A submission should consist of 4-8 relevant "quotes" from the week's assigned readings, with written commentary below or alongside each quote. Students might consider copying select quotes that they highlighted, questioned, found confusing, or generally "liked" from the week's readings; then, next to each quote, the student should "explain" why they liked this quote, what they didn't get, etc. This exercise is a form of explicating the text.

Dual-entry diary submissions will provide the instructor with the chance to "see" how students are reading—i.e., what they're getting from each reading assignment, what ideas provoke them, what issues are troubling. Additionally, dual-diary entries will provide the focus for small-group, student-led discussions in each weekly class meeting.

Midterm 10%

A multiple choice/short answer midterm examination will be given. The focus of the midterm will be primarily content from the Omaggio text.

Lesson plans (4 submissions) 10%

Students will submit 4 approximately 50-minute lesson plans. Lesson plans should follow the format discussed in class (i.e., an emphasis on objectives—more at a later date). Each lesson plan may reflect one area of foreign language competency (i.e., reading, writing, speaking, or listening), or a lesson plan may be a combination of these. Students should not submit lesson plans that have been completed for another class in the foreign language certification series.

Materials evaluation 10%

Each student will craft an approximately 5-page evaluation of a foreign language textbook or media product. Criteria from the “Taxonomy of Features for Evaluating Foreign Language Multimedia Software” (Omaggio, p. 477) should be employed; further instructions on this activity will be provided in class.

Observation reports 10% (2 submissions)

Each student will conduct two classroom observations of foreign language classes at the secondary level (grades 7-12). These observations are in addition to the two secondary observations required for ELAN 5540. Criteria for written observation reports and information on organizing school visits will be supplied at a later date.

Final teaching demonstration/video critique 10%

During the final two weeks of class, each will present an eight minute lesson to her/his colleagues. These “teaching demonstrations” will be videotaped, and each student will write a 3-5 page reflection/critique of their teaching and the methodologies employed in their lesson. More detailed requirements for this project will be given in class.

Research paper 20%

A research paper will serve as the final assessment instrument in this course. Students should choose an area of interest to them in foreign language education (e.g., error correction, an SLA theory, etc.) and generate a thesis/conduct a literature review of a minimum of five sources. Research results should be synthesized into an 8-10 page final paper. This activity will provide a chance for students to delve further than classtime allows into an area of their own interest; additionally, students should familiarize themselves with pertinent journals in the field of foreign language education during this project. Detailed requirements will be provided in class.

Attendance/class participation 20%

Attendance in class is crucial. More than two unexcused absences will result in a grade of zero in the attendance/participation category of this course (i.e., one letter grade down for a final grade). Students in this class are apprenticing themselves into the profession of teaching; it is imperative that attendance practices reflect this. Please bear in mind that student teacher placement and university supervision of student teachers is conducted by ELAN instructors (i.e., yours truly, for one!).

Other considerations

In order to facilitate smooth teacher/student communication, please attempt to speak personally to the instructor (e.g., during a meeting or before/after class) about issues of sensitive content or

great concern (e.g., personal problems, pedagogical issues, grading complaints). Reserve email communication for quick questions or notices to the instructor.

To the extent that you are able, please refrain from eating while in class. Drinks (e.g., coffee, soda, bottled water) are acceptable, but understand that some foods may be problematic in terms of noise or odor for others in our non-ventilated classroom. Be considerate.

A fifteen-minute break will be provided during each class. Every attempt will be made to schedule this break consistently from 6:15-6:30.

All cell phones should be off.

Please show respect for your colleagues and the instructor: refrain from off-task activities during class time.

Starting and ending times of the class will be honored; please do your best to be on time at 5:00 and to refrain from “packing up” before class is concluded at 7:45.

All academic work must meet the standards contained in “A Culture of Honesty.” Each student is responsible for understanding these standards in relation to any academic work they perform. See <http://www.uga.edu/ovpi/honesty/main.html>

Students with special needs should contact the instructor during the first week of class. An effort will be made to accommodate all students. Students should notify the instructor immediately if illness or an emergency affects attendance or the fulfillment of other course requirements.

Course schedule

Please note that the following course schedule (as well as the above course requirements) are subject to change per student need and instructor preference. This is a working syllabus; changes may be made to accommodate guest speakers or better serve the needs/desires of students.

Date	Topic(s)	Readings	Product due
Wk 1—Aug. 23	Introduction	--	Info card (in class) SLA questions (in class)
Wk 2—Aug. 30	Second language acquisition theories The ACTFL standards	Omaggio Ch. 1-2	Dual-entry diary
Wk 3—Sept. 6	L2 teaching methodologies	Omaggio Ch. 3	Dual-entry diary

Wk 4—Sept. 13	Listening & reading proficiency	Omaggio Ch. 4-5	Dual-entry diary
Wk 5—Sept. 20	Lesson planning	Wong Ch. 21-22 WebCT readings	Dual-entry diary
Wk 6—Sept. 27	Oral proficiency	Omaggio Ch. 6	Dual-entry diary SWBATS for activities 1-19
Wk 7—Oct. 4	Writing proficiency	Omaggio Ch. 7	Dual-entry diary Lesson plan #1
Wk 8—Oct. 11	Assessment	Omaggio Ch. 9	Dual-entry diary
Wk 9—Oct. 18	Midterm Materials evaluation	--	--
Wk 10—Oct. 25	Teacher observation	WebCT readings	Dual-entry diary Lesson plan #2
Wk 11—Nov. 1	Learner motivation/ Classroom mgmt.	WebCT readings	Dual-entry diary Materials evaluation
Wk 12—Nov. 8	Classroom mgmt.	WebCT readings	Dual-entry diary Lesson plan #3
Wk 13—Nov. 15	Curriculum planning	WebCT readings	Dual-entry diary Observation report #1
Wk 14—Nov. 22	Professionalization	WebCT readings	Dual-entry diary Lesson plan #4

Wk 15—Nov. 29	Teaching demonstrations	--	--
Wk 16—Dec. 6	Teaching demonstrations	--	Observation report #2 Video critique (for those who presented Nov. 29 th)
Tuesday, Dec. 13			Video critique (for those who presented Dec. 6 th)
Thursday, Dec. 15			Research paper

