

The University of Georgia
ELAN 4531: Foreign Language Curriculum and Methods—Secondary (Grades 7-12)
Fall 2006
Room 119 Aderhold Hall
Thursdays 5:00-7:45 P.M.

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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, units, and classroom games

- evaluate various pedagogical practices in light of ACTFL's proficiency standards, SLA theories, and current foreign language "best practices" and demonstrate this competency by critiquing teaching videotapes and analyzing various teaching practices

- 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 as well as two discrete units

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

Textbook (available at local campus bookstores)

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

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

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 the material therein in both large and small groups. Additionally, weekly activities will include classmates' (or one's own) microteaching lessons, video observation, case study analysis/discussion, and activities that relate to the week's readings.

Required Assignments and Grading

Dual-entry diaries (10 submissions, 2 points each, 20 points total) 20%

Dual-entry diaries are due weekly (except where noted on the syllabus), and a student may miss one week without penalty (11 opportunities exist for submissions).

Dual-entry diaries should be 1-1/2 pages in length, single-spaced. A submission should consist of 3-6 relevant quotes from the week's readings with written commentary, reflection, or critique presented below each chosen quote (a model will be provided in class).

The purposes of dual-entry diaries are many: 1) Dual-entry diaries will be used to stimulate and guide student-led discussions at the beginning of each week's class; 2) Dual-entry diaries provide a chance for the instructor to engage in a second "conversation" with each student each week; and 3) Dual-entry diaries provide the instructor the chance to see what areas of the week's readings merit clarification, further discussion, or extended analysis.

Please note: Dual-entry diaries must be typed and will not be accepted late. A missed class also means a missed dual-entry diary submission; therefore, the "one missed dual-entry diary" clause is written into the syllabus.

Observation reports (2 submissions, 5 points each, 10 points total) 10%

Each student will observe two secondary-level foreign language classes this semester; more information will be forthcoming.

For one observation, the student will conduct an ethnographic analysis and write a brief report of what is observed there (an example will be provided in class).

For the other observation, the student will design a quantitative observation instrument and employ it during classtime. The student will then analyze their findings and write a rationale for having created/selected the instrument they did and analyze their findings accordingly (an example will be provided in class).

Lesson plans (3 submissions, 5 points each, 15 points total) 15%

Each student will submit 3 discrete 50-minute lesson plans appropriate for the secondary level. Specific attention will be paid to lesson rationale, objectives, and appropriate activities. The purpose of these lesson plans is for students to apply the theoretical information learned in class to actual teaching acts; these lesson plans, therefore, will be quite detailed. A model will be provided in class.

Later, these lesson plans may be incorporated into one of the two larger units students will design for the course.

Thematic unit (20 points) 20%

Each student will design a two to four week thematic unit appropriate for a secondary-level foreign language class. More details will be provided in class.

Textbook unit (25 points) 25%

Each student will design a two to four week unit that corresponds with a specific unit or chapter in a secondary foreign language textbook. More details will be provided in class.

Microteaching activity (5 points) 5%

Each student will present an approximately 10-minute game or activity to the class. In tandem with this, the instructor will be provided with a 1-2 page explanation of the activity that places it within a theoretical framework, methodology, etc.

Philosophy statement (5 points) 5%

As a summative piece, each student will submit an approximately 4-5 page, double-spaced “foreign language teaching philosophy” statement at the end of the course. This philosophy statement should explain where the pre-service teacher “stands” at this point in her/his professional development—i.e., their theoretical frame, what methodologies they would like to employ in the classroom and why, positionality on classroom management, etc. This statement should include professional references and use the APA 5th citational format. A rubric will be provided in class.

Other considerations

It is assumed that students will attend class weekly barring serious personal or professional conflict. Please notify the instructor in advance, if possible, in the case of a pre-arranged absence.

Please limit email correspondence to the instructor to short questions or comments; for anything more than a few lines, a phone call or visit to office hours is appreciated.

To the extent that you are able, please refrain from eating meals in the classroom. Our classroom is unventilated and some food odors can be disturbing to those who are pregnant, allergic, etc. The 15-minute break time and the Dawg Bone café are both allocated for eating, among other things.

Please show respect for your colleagues and the instructor: refrain from off-task activities (e.g., checking papers, playing Sudoku) during classtime. In part for this reason, the use of personal computers during classtime is discouraged.

Class start and end times will be honored. Please do your best to be on time and to not pack up early.

Regarding late work: Due dates are set, in large part, to help facilitate organization on the part of the instructor—i.e., collecting all papers at once and on a chosen date allows the instructor to grade and return them on time, losing none. Work submitted late disturbs this process; therefore, I urge you to think of assignment due dates as set out of consideration for your teacher, not to increase your own stress. Please contact the instructor early and often in times of personal crisis, etc., if your work may be disrupted.

Course schedule

Date	Topic(s)	Readings	Product due
Wk 1—Aug. 24	Introduction	--	Info card (in class)
Wk 2—Aug. 31	Ed school woes Teacher socialization Comm. Competence Proficiency	Larabee Lortie Omaggio Ch. 1	Dual-entry diary #1
Wk 3—Sept. 7	Second language acquisition (SLA)	Omaggio Ch. 2 Brown	Dual-entry diary #2 Microteaching demos (#1 & #2)
Wk 4—Sept. 14	Methodologies	Omaggio Ch. 3 Larsen-Freeman	Dual-entry diary #3 Microteaching demos (#3 & #4)
Wk 5—Sept. 21	Guest speakers	--	--
Wk 6—Sept. 28	Listening and reading proficiency Teacher observation	Omaggio Ch. 4-5 Day Master	Dual-entry diary #4 Microteaching demos (#5 & #6)
Wk 7—Oct. 5	Lesson planning PCK	Kauchak & Eggen Shulman	Dual-entry diary #5 Microteaching demos (#7 & #8)
Wk 8—Oct. 12	Oral proficiency Unit planning (thematic)	Omaggio Ch. 6 Rubin	Dual-entry diary #6 Microteaching demos (#9 & #10) Lesson plan #1
Wk 9—Oct. 19	Writing proficiency Unit planning (textbook)	Omaggio Ch. 7	Dual-entry diary #7 Microteaching demos (#11 & #12) Observation report #1
Wk 10—FALL BREAK (no class)			

Wk 11—Nov. 2	Assessment	Omaggio Ch. 9 Brown & Hudson	Dual-entry diary #8 Microteaching demos (#13 & #14) Lesson plan #2
Wk 12—Nov. 9	Motivation Classroom mgmt.	Kohn	Dual-entry diary #9 Microteaching demos (#15 & 16) Observation report #2
Wk 13—Nov. 16	Classroom mgmt.	Glasser Fay & Funk	Dual-entry diary #10 Microteaching demos (#17 & #18) Lesson plan #3
Wk 14—THANKSGIVING (no class)			
Wk 15—Nov. 30	The big picture	Orr	Dual-entry diary #11 Microteaching demos (#19, #20, # 21) Thematic unit
Wk 16—Dec. 5 th (TUESDAY)	Pizza party at Cori's?	--	Philosophy statement

Textbook unit—due in the Language Ed. office (125 Aderhold) by Wed., Dec. 13th