

LGL 5850/7850: Foreign Language Instruction
Fall 2015 / Tu 4:30-7:15 pm / 215 Manoogian

PRACTICAL INFORMATION:

PROFESSOR:	Kate Paesani
OFFICE:	467 Manoogian
EMAIL:	k.paesani@wayne.edu
OFFICE HOURS:	Monday 4:30-5:30 pm / Tuesday 3:00-4:00 pm / Wednesday 1:30-2:30 pm & by appointment

REQUIRED TEXTS:

All required readings are listed on the course schedule and are available for download from the course Blackboard site. Readings are organized in folders for each week/topic of the course.

COURSE DESCRIPTION:

This course provides a foundation in foreign language (FL) learning theories, teaching methods and approaches, classroom best practices, and assessment. The goal is to contribute to the ongoing professional development of in-service K-12 teachers and pre-/in-service university teachers of introductory- and intermediate-level FL courses. Our exploration of FL teaching and learning will be grounded in *praxis*: We will consider how theoretical and research-based concepts inform classroom practices, experiences, and beliefs, and vice versa. As such, the course will provide opportunities to bridge theory and practice through an ongoing cycle of discussion, practical application, and learning experiences such as collaborative activities, peer feedback, self-reflection, in-class presentations, and design of instructional materials.

Note for GTAs: This course provides a foundation to successfully teach introductory- and intermediate-level FL courses, yet it is only the beginning of your trajectory as a FL teaching professional. To deepen your understanding of FL acquisition, learning theories, and methods and approaches for teaching language and literary-cultural content, I encourage you to augment your graduate studies or consider a Ph.D. minor with additional LGL courses:

<http://clas.wayne.edu/MALL/Foreign-Language-Methodology-Core>.

STUDENT LEARNING OBJECTIVES: Students will be able to...

1. *relate* their evolving understanding of course content to beliefs and experiences about FL teaching and learning (i.e., cultivate a praxis-based approach to FL teaching and learning)
2. *discuss* and *explain* key concepts and best practices related to FL teaching and learning from a praxis-based perspective
3. *critically examine* pedagogical research, teaching materials, and classroom practices
4. *assess* the value of pedagogical research, teaching materials, and classroom practices
5. *apply* key concepts and best practices related to FL teaching and learning to class discussions and assessments

ASSESSMENTS:

	LGL 5850	LGL 7850
1. PREPARATION, PARTICIPATION, AND ATTENDANCE	15%	10%
2. REFLECTIVE JOURNAL	15%	15%
3. PRESENTATION OF CURRENT/ALTERNATIVE METHOD OR APPROACH	20%	15%
4. TEACHING PORTFOLIO		
a. Statement of Teaching Philosophy	15%	15%
b. Instructional Unit (4 lessons) + Critical Commentary	30%	30%
c. Poster Presentation	5%	5%
5. ACADEMIC JOURNAL REVIEW	---	10%

1. PREPARATION, PARTICIPATION, AND ATTENDANCE (LO 1, 2, 3, 4, 5)

Regular attendance, careful preparation prior to class, and active participation in class are essential to your success in this course. In addition to completing all assigned readings, you will regularly be asked to reflect on advance organizer questions prior to each meeting. You may also be called upon to lead or initiate discussion of materials prepared outside of class. Participation is assessed at the mid- and end-points of the semester based on your instructor's and your own evaluation of your work.

2. REFLECTIVE JOURNAL (LO 1, 2)

You will complete five written reflections (**minimum 250 words**) pertaining to your ongoing professional development as a teacher. These reflections will be guided by instructor-provided prompts that encourage you to think about your professional development from a praxis-based perspective. Reflections will be private and accessed only by your instructor; you are therefore welcome to include questions, ideas, frustrations, etc. related to applying what you learn in this course to your (current or future) classroom practice. In this way, you and your instructor can enter into dialogue about your evolving understandings, beliefs, and experiences. All journal entries and comments will be posted in Blackboard.

3. PRESENTATION OF CURRENT/ALTERNATIVE METHOD OR APPROACH (LO 2, 3, 4, 5)

Working with one or more colleagues, you will present a current or alternative method or approach from Richards and Rodgers (2014). During this presentation, you will teach your colleagues about the theoretical and practical underpinnings of your assigned method or approach. This **15-20 minute** group presentation will be assessed by your colleagues and instructor and must include the following:

- Overview of key theoretical and practical features of the method or approach
- Critique and assessment of theoretical and practical features of the approach
- Microteaching (in the language of your choice) to demonstrate the method or approach in practice
- Discussion questions to engage your colleagues and encourage them to think critically about the method or approach
- Handout or PowerPoint with key information from the presentation and 2-3 additional resources (e.g., published articles, books, web resources, videos) useful for learning more about the method or approach

4. TEACHING PORTFOLIO (LO 1, 2, 3, 4, 5)

The main project for this course is a teaching portfolio, a widely accepted tool for presenting yourself as a teacher to colleagues, administrators, potential employers, or review committees. Portfolio components will be created at various points throughout the semester and several class periods will be structured as workshops in which you collaboratively develop materials with your colleagues and instructor. Three components are required for the portfolio (additional details provided as the semester progresses):

- a. *Statement of Teaching Philosophy*: a 1-2 page narrative that conveys your teaching values, beliefs, and goals, describes how you (will) teach, provides evidence of your (potential) teaching effectiveness, and justifies why you (will) teach the way you do and/or why your teaching is of high quality (LO 1, 2, 4)
- b. *Instructional Unit and Critical Commentary*: 4 lesson plans (language forms, interpersonal, interpretive, and presentational communication) and a 1-2 page critical commentary grounding the instructional unit in key concepts discussed in class (LO 3, 5)
- c. *Poster Presentation*: a forum for sharing your teaching portfolio with colleagues in a format used at applied linguistics/FL pedagogy conferences (LO 2)

NB: Although you are not required to do so, I strongly encourage you to create a digital portfolio to turn in at the end of the semester (in lieu of a paper portfolio). Links to sample digital portfolios and online platforms are provided in Blackboard.

5. ACADEMIC JOURNAL REVIEW (7850 only) (LO 2, 3, 4)

This assignment will familiarize you with sources of academic research in the field of FL teaching and learning and thereby enhance your foundational knowledge of the profession that you may consult throughout your professional development as a teacher. 7850 students will each review one journal and present their findings to colleagues. This **5-10 minute** presentation must include the following:

- Journal title
- Description / Scope
- Type(s) of articles published
- Library holdings
- Target audience
- Brief summary of two articles in the journal of interest to you and a critical examination of why they are/are not useful to you and your colleagues
- Bibliographic citation (in APA style) of your selected articles
- An assessment of the value of the journal to you and your colleagues and its relation to course content

In addition, findings must be summarized and posted in the Journal Review Blog in Blackboard **the Sunday prior to** your presentation (you may refer to your post during your presentation if you like). Your instructor will provide a model presentation and blog post in class.

GRADING SCALE:

A	92.5-100%	B-	79.5-82.4%	D+	67.5%-69.4%
A-	89.5-92.4%	C+	77.5%-79.4%	D	62.5%-67.4%
B+	87.5-89.4%	C	82.5%-77.4%	D-	59.5-62.4%
B	82.5-87.4%	C-	69.5%-82.4%	F	0-59.4%

LATE WORK: Turning in late work, including drafts, is strongly discouraged. If a graded assignment is not turned in on the due date, 2% will be deducted from your grade for each day it is late.

STUDENTS WITH DISABILITIES: If you have a documented disability that requires accommodations, you must register with Student Disability Services (SDS), located in the Adamany Undergraduate Library (313.577.1850 or 313.577.3365 – TDD only). Once your accommodations are in place, we can meet privately to discuss your special needs.

ACADEMIC MISCONDUCT: Please see the CMLLC statement on academic misconduct under the “Syllabus & Other Essential Information” tab on the course Blackboard site.

COURSE BIBLIOGRAPHY:

- Annenberg Foundation. (2015). Teaching foreign languages K-12: A library of classroom practice. *Annenberg learner: Teacher resources and professional development across the curriculum*. Retrieved from www.learner.org/resources/series185.html
- Brandl, K. (2008). *Communicative language teaching in action*. Upper Saddle River, NJ: Pearson.
- Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy*. Upper Saddle River, NJ: Pearson.
- Garza, T., & Abrams, Z. (2010). The language teacher. In C. Blyth (Ed.), *Foreign language teaching methods*. Austin, TX: Texas Language Technology Center, University of Texas at Austin. Retrieved from <https://coerll.utexas.edu/methods/>
- Hall, J. K. (2001). *Methods for teaching foreign languages: Creating a community of learners in the classroom*. Upper Saddle River, NJ: Pearson.
- Horwitz, E. (2010). The language learner. In C. Blyth (Ed.), *Foreign language teaching methods*. Austin, TX: Texas Language Technology Center, University of Texas at Austin. Retrieved from <https://coerll.utexas.edu/methods/>
- Kern, R. (2002). Reconciling the language-literature split through literacy. *ADFL Bulletin*, 33(3), 20-24.
- Kramsch, C. (2006). From communicative competence to symbolic competence. *Modern Language Journal*, 90, 249-252.
- MLA Ad Hoc Committee on Foreign Languages. (2007). Foreign languages and higher education: New structures for a changed world. *Modern Language Association of America*.
- Richards, J. C., & Lockhart, C. (1996). *Reflective teaching in second language classrooms*. Cambridge, England: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge, England: Cambridge University Press.
- Shrum, J. L., & Glisan, E. W. (2010). *Teacher's handbook: Contextualized language instruction* (4th ed.). Boston, MA: Heinle.
- Swaffar, J. (2006). Terminology and its discontents: Some caveats about communicative competence. *Modern Language Journal*, 90, 246-249.

COURSE SCHEDULE: *Schedule is subject to change. Any changes will be announced in class and on Blackboard.*

DATE	TOPIC(S)	TO PREPARE BEFORE CLASS	TO TURN IN
WK1 9/8	Beliefs about FL Teaching & Learning Introduction to the Course	Richards & Lockhart (1996, Ch. 2)	
WK2 9/15	Understanding the Teacher, the Learner, & Key Concepts in Second Language Acquisition Academic Journal Review: Instructor Model – <i>Language Teaching</i>	Shrum & Glisan (2010, Ch. 1) UTexas FL Teaching Methods Modules: 1. The Language Teacher 2. The Language Learner https://coerll.utexas.edu/methods/	Reflective Journal #1
WK3 9/22	Goals of FL Teaching & Learning: Conceptual Background	<u>All students:</u> Hall (2001, Ch. 1) <u>Select students:</u> Kern (2002) Kramersch (2006) MLA (2007) Swaffar (2006)	Teaching Philosophy – outline/draft (in class) Journal Review: <i>Modern Language Journal</i>
WK4 9/29	Goals of FL Teaching & Learning: Methods & Approaches	<u>All students:</u> Richards & Rodgers (2014, Ch. 5) <u>Select students:</u> Richards & Rodgers (2014, Chs. 9, 13, 14, 15, or 16)	Presentation of Current/Alternative Method or Approach Teaching Philosophy – first draft (Bb)
WK5 10/6	Realizing the Goals of FL Teaching & Learning: Outcomes, Assessment, Lesson Planning, & Classroom Management	Brown & Lee (2015, Ch. 13, pp. 267-286) Brown & Lee (2015, Ch. 14, pp. 296-304) Hall (2001, Ch.5)	Reflective Journal #2 Journal Review: <i>Foreign Language Annals</i>
WK6 10/13	Teaching & Assessing Language Forms	Brandl (2008, Ch. 3) Shrum & Glisan (2010, Ch. 7) Brainstorm Content/ Objectives for Instructional Unit	Teaching Philosophy – final draft (Bb) Journal Review: <i>L2 Journal</i>

WK7 10/20	Teaching & Assessing Language Forms	Prepare one or both: “Comparing Communities” “US & Italian Homes” https://www.learner.org/resources/series185.html	Draft of Language Forms Lesson PPA #1
WK8 10/28	Teaching & Assessing Interpretive Communication	Shrum & Glisan (2010, Ch. 6)	Reflective Journal #3 Journal Review: <i>Die Unterrichtspraxis/ Teaching German</i>
WK9 11/3	Teaching & Assessing Interpretive Communication	Prepare one or both: “Interpreting <i>La belle et la bête</i> ” “Music & Manuscripts” https://www.learner.org/resources/series185.html	Draft of Interpretive Lesson Journal Review: <i>Annual Review of Applied Linguistics</i>
WK10 11/10	Teaching & Assessing Interpersonal Communication	Shrum & Glisan (2010, Ch. 8)	Journal Review: <i>The French Review</i>
WK11 11/17	Teaching & Assessing Interpersonal Communication	Prepare one or both: “Hearing Authentic Voices” “Performing with Confidence” https://www.learner.org/resources/series185.html	Reflective Journal #4 Draft of Interpersonal Lesson
WK12 11/24	Teaching & Assessing Presentational Communication	Shrum & Glisan (2010, Ch. 9)	Journal Review: <i>Hispania</i>
WK13 12/1	Teaching & Assessing Presentational Communication	Prepare one or both: “Politics of Art” “Russian Cities, Russian Stories” https://www.learner.org/resources/series185.html	Draft of Presentational Lesson PPA #2
WK14 12/8	Teacher Professional Development: Life After the Methods Course Poster Presentations	Brown & Lee (2015, Ch. 22)	Reflective Journal #5 Instructional Unit + Critical Commentary

Any official University or College policy, date or other important information over which the Department of Classical and Modern Languages, Literatures and Cultures has no control is cited for the convenience of the student only. Please refer to the University Bulletin, the Student Handbook or the Schedule of Classes or other appropriate University publications for official confirmation of the same.