



UNIVERSITY OF WASHINGTON

Department of Near Eastern Languages and Civilization

NEAR EAST LANGUAGES TEACHING METHODS (NEAR E 595)

University of Washington

Autumn 2014

Class Time: 1:30 - 3:20 Tuesday
Locations: DEN 123
Instructor: Dr. Hussein M. Elkhafaifi
Office: M-29A Denny
Phones: Office: 206 543 9596 - NELC: 206 543 6033
E-mail: hme3@uw.edu
Office Hours: 10:30 am - 12:00 pm, Tuesday

Course Description

The purpose of this course is to introduce you to core issues involved in teaching modern foreign languages and to guide you along your first quarter of teaching at the University of Washington. This course has been designed to provide you with the theoretical background of most recent trends in foreign language teaching methodologies. The theoretical foundation will be applied to the teaching of the four skills such as speaking, listening, reading and writing and the teaching of culture to help you develop a repertoire of teaching techniques and strategies in any of these areas. This will further allow you to develop your own philosophy of foreign language teaching, matching your own teaching style with the needs of a diverse student body. By and large, this course takes a combination of a pragmatic and theoretical approach to training you as a foreign language teacher.

Course Objectives:

1. help both experienced, new teachers, as well as those with no prior teacher training who are considering foreign language teaching as a profession.
2. develop students' understanding of current theories of foreign language learning and acquisition by designing appropriate long-term curricular objectives and short-term lesson objectives.
3. teach students to engage in reflective analysis and self-evaluation, and become more aware of their own teaching styles and approaches.
4. allow students to investigate aspects of teacher behavior, or teacher evaluation.
5. present the various cognitive, sociocultural, linguistic and affective factors that influence foreign language students' performance.
6. familiarize teachers with the major professional, pedagogical, and curricular issues facing foreign language instruction today.
7. develop teachers' experience with practical issues of foreign language teaching, such as lesson planning, classroom activities, setting goals and standards, record-keeping, and classroom management.
8. develop teachers' ability to recognize the pedagogical implications and practical application of a wide range of theoretical approaches to language and culture.
9. provide a forum for teachers to solidify their own foreign language teaching methodology.
10. help teachers critique their peers' work and use peer evaluation to improve their own work.
11. help students integrate effective technological tools into the design of classroom lessons.

Course Format

This class will be conducted as a seminar. The instructor and the students will share the responsibility for coming to class fully prepared and for actively participating in each session. The course objectives will be met through meetings in which all students discuss, collaborate on, present, and evaluate course products at various stages of development. You are encouraged to work in partnership on assignments and activities.

Canvas

This course uses Canvas LMS, an online learning management system at the University of Washington. The course website is <https://canvas.uw.edu/courses/918276>. You can find your assignments and other important information about the course can be found in the “Pages” and “file” buttons to the right or left of this window. If you have any problems using Canvas, you can get help at help@uw.edu.

Reading Materials

Brandl, Klaus. Communicative Language Teaching in Action: Putting Principles to Work. Pearson Prentice Hall, 2008

<http://coerll.utexas.edu/methods/>

About the Site

Foreign Language Teaching Methods focuses on 12 different aspects of language teaching, each taught by a different expert instructor. The site contains video footage from an actual methods course held at the University of Texas at Austin. This flexible resource is designed to be used by foreign language teachers as a component of a classroom methods course or as a stand-alone course for independent learners.

Evaluation

<i>Assignment</i>	<i>Weight</i>
Class Participation	20%
Discussion	20%
Teaching journal	20%
Class Observation	10%
Videotaping	15
Test Analysis	15
TOTAL	100%

COURSE REQUIREMENTS:

1. **Participation** To successfully earn credit for this course, you are expected to complete all of the assignments as indicated on the course schedule.

2. **Open Discussion Board** On the Discussion Board, you can share your ideas about the course material, ask questions of each other, post readings/videos/links for our consideration, etc.

3. **Teaching Journal:** Keep a weekly teaching journal. Feel free to write about any questions or issues regarding your teaching assignment or foreign language pedagogy in general.

To become a successful and effective language teacher takes many years of experience. Research has shown that the good language teachers are in constant dialog with their work, experimenting and trying out new techniques and materials, and above all are constantly reflecting upon their teaching. The goal of this teaching journal is for you to reflect on your own experience as a learner of a foreign language and how this impacts your daily teaching practices. Feel free to write about anything that is related to the teaching of your own class, observations that you make about your own or some of your fellow instructors' teaching, new experiments, activities that went especially well, or activities you want to change, encounters with students, frustrations about your teaching; problems in you classroom, the methods seminar (in particular questions you have about the readings, or concepts you don't understand, or any questions about foreign language teaching that are of personal interest to you.)

4. **Class Observation.** For this report, observe a language class in which you have no knowledge. The assignment is submitted via Canvas.

5. **Videotaping** of your own teaching performance and evaluation of the videotaped teaching episode.

6. **Test Analysis.** Choose a test that you administered in your program this quarter. Briefly describe the contents of this test and identify the different testing items. Were the testing items performance-based, prochievement tasks, discrete items, integrative, etc.? In general, what kinds of skills are tested? How does your department go about grading and scoring? Are your test results reliable? Do you consider the tests valid? Defend your answers (see Chapter 10 for definitions and descriptions of types of test). (Minimum 500 words)

Course Calendar:

Topic 1: Principles of Communicative Language Teaching & Task-based

<i>Instruction</i>
Day: Sep.30 (Tuesday)
Read: <i>Principles of Communicative Language Teaching</i> (chapter 1)
Task: Journal. Due: Sunday Sep 28 by midnight!

<i>Topic 2: Short-Term & Daily Lesson Planning</i>
Day: Oct.7 (Tuesday)
Read: <i>Short-Term & Daily Lesson Planning</i> (chapter 2)
Task: Journal. Due: Sunday Oct 5 by midnight!

<i>Topic 3: Getting Started: Introducing Vocabulary</i>
Day: Oct. 14 (Tuesday)
Read: <i>Getting Started: Introducing Vocabulary</i> (chapter 3)
Task: Journal Due: Sunday Oct 12 by midnight!

<i>Topic 4: Grammar and Language Learning</i>
Day: Oct. 21 (Tuesday)
Read: <i>Grammar and Language Learning</i> (chapter 4)
Task: Journal. Due: Sunday Oct 19 by midnight!

<i>Topic 5: Error correction and feedback</i>
Day: Oct. 28 (Tuesday)
Read: Error Correction and Feedback (chapter 5)
Task: Journal. Due: Sunday Oct 26 by midnight!
Class Observation. Due: Sunday Oct 26 by midnight!

<i>Topic 6: Instructional Sequencing and Task Design</i>
Day: Nov. 4 (Tuesday)
Read: <i>Instructional sequencing</i> (chapter 6)
Task: Journal. Due: Sunday Nov 2 by midnight!

<i>Topic 7: Developing Listening Skills</i>
Day: Nov. 18 (Tuesday)
Read: Developing listening skills (chapter 7)
Task: Journal. Due: Sunday Nov 16 by midnight!

<i>Topic 8: Developing reading skills</i>
Day: Nov. 25 (Tuesday)
Read: Developing reading skills (chapter 9)
Task: Journal Due: Sunday Nov 23 by midnight! Videotaping. Due: Nov 25 (Tuesday)

<i>Topic 9: Assessment and Evaluation</i>
Day: Dec 2 (Tuesday)
Read: Assessing & Language Learning (chapter 10)
Task: Journal Due: Sunday Nov 30 by midnight! Test Analysis. Due. Dec 5 (Friday)

SELECTED JOURNALS

There is a wide variety of periodic journals, bulletins, and websites that deal with issues surrounding culture and/or language. Some of them are listed here, along with information for contacting the respective publishers. Those found in the Suzzallo-Allen Library have the call number shown and several are also available online and as electronic resources.

Al-^cArabiyya PJ6065 .N382

American Association of Teachers of Arabic (AATA)
 Dept. of Modern Languages and Literatures
 College of William and Mary
 Williamsburg, VA 23187-8795
 Email: aata@wm.edu
 Website: <http://www.wm.edu/aata/>

ADFL Bulletin

Association of Departments of Foreign Languages (ADFL)
 10 Astor Place
 New York, NY 10003-6981

Phone: (212) 614-6320
Email: adfl@mla.org
Website: <http://www.adfl.org/bulletin>

Applied Language Learning GovPub U.S. Stacks CALL NUMBER D 1.105:

Defense Language Institute
Foreign Language Center
Presidio of Monterey
Monterey, CA 93944-5006
Phone: (408) 242-5638
Website: <http://www.dliflc.edu/publications.aspx>

Applied Linguistics P129 .A66

USA: Journals Customer Services
Oxford University Press
2001 Evans Road
Cary, NC 27513, USA
Tel: 919-677-0977, extn. 6686
1-800-852-7323 (toll-free in USA/Canada)
Fax: 919-677-1714
Email: jnl.etoc@oup.co.uk
Website: <http://www3.oup.co.uk/applij/scope/>

CALICO Journal P53.28 .C34

Computer Assisted Language Instruction Consortium
CALICO
214 Centennial Hall
601 University Drive
San Marcos, TX 78666
phone: 1-512-245-1417
fax: 1-512-245-9089
e-mail: info@calico.org
Website: <https://www.calico.org/>

The Canadian Modern Language Review PB1 .C35

CMLR/RCLV
University of Toronto Press
5201 Dufferin Street
North York, ON
M3H 5T8 Canada
Website: <http://www.utpjournals.com/Canadian-Modern-Language-Review.html>

Foreign Language Annals (ACTFL) PB 1 F57

6 Executive Plaza
Yonkers, NY 10701-6801
Toll-Free: 1-800-852-7323(914) 963-8830
Website: <http://www.actfl.org>

International Journal of Applied Linguistics

Heidelberg, J. Groos.
Website: <http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291473-4192>

Language Learning - A Journal of Research in Language Studies P1 L33

Blackwell Publishers
350 Main St.
Malden, MA 02148
Phone: (781) 388-8200
Fax: (781) 388-8210
Email: subscrip@blackwellpub.com
Website: <http://www.blackwellpub.com/>

Language Teaching PB35 .L352

Cambridge University Press,
Edinburgh Building,
Shaftesbury Road,
Cambridge CB2 2RU
Email: journals_subscriptions@cup.cam.ac.uk
Website: <http://journals.cambridge.org/action/displayJournal?jid=Ita>

Language Teaching Research

Editor

Dr Keith Johnson, Lancaster University, UK
Journals Department
Arnold
338 Euston Road
London
NW1 3BH
UK Tel: +44 (0) 20 7873 6000
Fax: +44 (0) 20 7873 6376
email: arnoldjournals@hodder.co.uk
Website: <http://www.sagepub.com/journals/Journal201815>

Language Testing PB36 .L363

Editors

Dan Douglas, Iowa State University, USA

John Read, Victoria University of Wellington, New Zealand

Website: <http://ltj.sagepub.com/>

The Modern Language Journal 405 MOJ

Sally Sieloff Magnan, editor

618 Van Hise Hall, 1220 Linden Dr., Madison, WI 53706-1558

Email: mlj@lss.wisc.edu

Website: <http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291540-4781>

Reading in a Foreign Language

NFLRC and University of Hawaii

Email: Richard Day, Thom Hudson readfl@hawaii.edu

Website: <http://nflrc.hawaii.edu/rfl/about.html>

Studies in Second Language Acquisition (SSLA) PB1 .S75

Indiana University

1105 E. Atwater Drive

Bloomington, IN 47405

Email: ssla@indiana.edu

Website: <http://www.indiana.edu/~ssla/>

System: An International Journal of Educational Technology and Applied Linguistics

PB35 .S89

Elsevier Science

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Website: <http://www.elsevier.com/locate/issn/0346251X>

TESOL Journal PE1128.A2 T4518

Teachers of English to Speakers of Other Languages TESOL

700 South Washington Street, Suite 200

Alexandria, Virginia 22314 USA
Tel. 703-836-0774 Fax 703-836-7864 or -6447
Email: tj@tesol.org
Website: <http://www.tesol.org/read-and-publish/journals/tesol-journal>

TESOL Quarterly PE1128.A2 T42

Teachers of English to Speakers of Other Languages
TESOL
700 South Washington Street, Suite 200
Alexandria, Virginia 22314 USA
Tel. 703-836-0774 Fax 703-836-7864 or -6447
Email: tq@tesol.org
Website: <http://www.tesol.org/read-and-publish/journals/tesol-quarterly>

Useful Links

<http://coerll.utexas.edu/methods/>

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Langnet

www.langnet.org is an integrated language learning support system, enabled by a comprehensive Web-based search and retrieval system. Sponsored by the National Foreign Language Center
Their website is: <http://www.nflc.org>.

The American Association of Teachers of Arabic (**AATA**) aims to facilitate communication and cooperation between teachers of Arabic and to promote study, criticism, research and instruction in the field of Arabic language pedagogy, Arabic linguistics and Arabic literature. Their website is: <http://www.wm.edu/aata/>

The American Council on the Teaching of Foreign Languages (**ACTFL**) is the only national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. Their website is: <http://www.actfl.org/>

The Center for Applied Linguistics (**CAL**) is a private, non-profit organization: a group of scholars and educators who use the findings of linguistics and related sciences in identifying and addressing language-related problems. CAL carries out a wide range of activities including research, teacher education, analysis and dissemination of information, design and development

of instructional materials, technical assistance, conference planning, program evaluation, and policy analysis. Their website is: <http://www.cal.org/>

The National Council of Organizations of Less Commonly Taught Languages (NCOLCTL) website is: <http://www.councilnet.org/>

National Capital Language Resource Center

The Language Resource is a monthly publication of the National Capital Language Resource Center. The purpose of the newsletter is to provide practical teaching strategies, share insights from research, and announce professional development opportunities for elementary, secondary, and post-secondary foreign language educators. The center is a federally funded project sponsored jointly by Georgetown University, The George Washington University, and the Center for Applied Linguistics. Their website is: <http://www.nclrc.org>.

National Middle East Language Resource Center (NMELRC)

The U.S. Department of Education created the National Middle East Language Resource Center, the first Title VI Language Resource Center to focus solely on the languages of the Middle East. The center is headquartered at Brigham Young University and represents a consortium of language experts from more than twenty universities

Brigham Young University
139 HRCB
Provo, UT 84602
Phone: 801/422-7192
Email: nmelrc@byu.edu
Web: <http://nmelrc.org/>

al-Jazeera
<http://www.aljazeera.net/>

Arabic Bookstore
<http://www.neelwafurat.co/>

ACADEMIC HONESTY

In case of academic misconduct, such as copying someone's homework or cheating on quizzes or exams, the offending student will be penalized in accordance with the policy of the College of Arts & Sciences:

(<http://www.washington.edu/uaa/advising/help/academicintegrity.php>). Those students who allow others to copy their work will also be penalized.

ACADEMIC ACCOMMODATIONS

Disabled students who require academic accommodations must seek assistance from Disabled Student Services (<http://depts.washington.edu/uwdrs/>), 011 Mary Gates, 206-543-8924 (V/TTY) in a timely manner, usually prior to the start of classes or as soon as a disability becomes known. If you have a letter from Disabled Student Services indicating that you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need in class.

أتمنى لكم التوفيق والنجاح



In the Arabic sector we use this UW grading scale:

	GRADE	%	GRADE	%	GRADE
≥ 95	4.0	84	2.9	73	1.8
94	3.9	83	2.8	72	1.7
93	3.8	82	2.7	71	1.6
92	3.7	81	2.6	70	1.5
91	3.6	80	2.5	69	1.4
90	3.5	79	2.4	68	1.3
89	3.4	78	2.3	67	1.2
88	3.3	77	2.2	66	1.1
87	3.2	76	2.1	65	1.0
86	3.1	75	2.0	64	.9
85	3.0	74	1.9	63	.8
				62	.7

Per UW policy I cannot discuss grades via email. Please make an appointment to talk in my office if you have concerns.