

**FR 495 FALL 2015**  
**SECOND LANGUAGE LEARNING AND TEACHING AT THE COLLEGE LEVEL**

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Class Schedule: Tuesday 2:00 – 4:50  
Royce 152

**COURSE READINGS**

H. Douglas Brown, *Teaching by Principles: An Interactive Approach*, Pearson Longman, 2007 (required)

Brandl, Klaus. *Communicative Language Teaching in Action: Putting Principles to Work*. Upper Saddle River: Pearson Prentice Hall, 2008 (suggested)

Selected book chapters; journal articles and videos

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**INTRODUCTION**

The purpose of FR495 is to provide professional development for graduate teaching assistants during their first quarter of teaching at UCLA. The focus is developing instructors who can teach the French language in context and facilitate meaningful interaction. Instructional activities will be based on empirically based theories of second language acquisition. Students will be expected to justify their instructional choices and practice in relation to these principles. We will demonstrate a variety of activity formats and media to help instructors enhance the learning experience.

**The FR495 Seminar**

Teaching for the first time can be a challenging experience. This seminar provides a forum where teaching assistants can share their experiences and seek help from each other. Those who have taught before can offer personal insights to those who are teaching for the first time. Catherine Mullen, the TA Consultant, will be an excellent resource both for questions about teaching and for advice in maintaining a balance between your academic and teaching demands. The course will be taught in English with all hands-on practice conducted in French. The seminar format requires that ALL students contribute to classroom discussions.

**Attendance:** Regular attendance and participation are essential for the success of this course. If for any reason you need to miss a session, please notify Professor Jansma and Catherine Mullen in advance.

## **COURSE WORK**

- **Readings and discussion:** You are expected to come to class prepared to discuss the assigned readings in relation to your own experience as a language teacher or learner. Each week students will receive study questions related to the readings. Respond on the **discussion board**. Contributions and responses are due by midnight of the assigned date. Begin by introducing yourself in French or English, e.g. “*Bonjour, c’est Julie. . .*”

- **Hands-on activities:**

**Micro lessons:** Each student will present 3 microteaching lessons including (1) an oral communicative activity, and (2) a reading lesson. Discussion comments and feedback will follow. Activity handouts (if required) will be made available to the students. Provide the instructor with a copy of the lesson plan.

**Lesson plans:** Each student will submit two - three detailed lesson plans following the proscribed format.

**Classroom observations:** Each student will conduct three peer classroom observations and submit their observations using the format provided. One observation will be of a beginning language class other than French.

**Final Project:** Students will team teach and submit a detailed lesson plan for an original “task-based” activity that includes authentic new media.

**Pilot classes:** The pilot classes for FR I - III are a fundamental part of the Methods course. The pilot course instructors will stay a day ahead of the course schedule so that you can use this time to prepare your next day’s lesson. You are encouraged to attend as many classes as fit your schedule.

**Minimum attendance:**

Weeks 1 – 5: 3 days/wk

Weeks 6 – 8 2 days/wk

Weeks 7 – 10 attendance optional

Although FR 495 is graded on a Satisfactory/Unsatisfactory basis, to pass the course you must demonstrate mastery of the material (a grade B or better).

### **Your grade will be calculated as follows**

Participation (includes discussion forum)	40%
Lesson plans & Observations	20%
Micro teaching (includes handouts)	20%
Task-based final project	20%

## FR 495 COURSE SYLLABUS FALL 2015

**Orientation:** Read Brown Chapter 4: Teaching by Principles

**Preparation for first class:** Read Brown Chap.1 “Getting started.” Prepare to discuss instructor choices (Analyzing the lesson pp. 8 – 10). Read Brown Chap. 3: “The Postmethod Era” Answer questions: 4, 7 -8 (p. 59 – 60). Discussion Board

### **Week 1 Monday, September 28: Getting Started – Methods and Approaches**

**Warm up discussion:** The first week of class – What happened? What went well/ less well? What micro decisions did you make? How would you describe your students? (Questionnaire & performance). What SLA principle did you apply? What is your primary question /comment for the group?

**Discussion: Brown Chap. 1** “Getting Started”

**Lecture: Brief History of Methods;** the Post method era (hybrid classes and flipping the classroom)

**HW: 1) Read Brown Chap 3: Question 7.** Discussion Board: 1) Write your own definition one of the following Language Teaching Methodologies: a) task-based learning, b) learner-centered instruction, c) cooperative learning, d) whole language education, e) audiolingualism f) grammar translation and g) content-based instruction. 2) What Teaching Methods have you experienced as a student? (If they were eclectic, explain) 2) Brown Chap 22 p. 435 “Current issues in vocabulary teaching”; and 3) “The effects of three types of attention drawing techniques on the acquisition of English collocations” Ehsan & Tahereh 2012 – **Bring to class 3 collocations** you’ve found from a French source on the Internet.

### **Week 2 Monday, October 5: Vocabulary and Pronunciation**

**Warm up discussion:** Language teaching methodologies; **Vocabulary teaching:** What vocabulary did you introduce this week and how? What strategies do you use to learn vocabulary? What words bring up different images in French & English? Why is understanding vocabulary in context difficult in French? How many words do people typically know?

**Lecture: Teaching vocabulary:** What words do we teach and how? Working with idiomatic expressions and collocations; specific attributes of the French lexicon. Working with cognates. Combining images, teacher talk and non-linguistic tasks/response. Learning strategies: association, acoustic/semantic/visual depth of processing. Using dictionary and concordance

**Workshop: Writing a chapter exam**

**HW: Study IPA** (Dansereau); **Exercise:** Phonetic transcription.

**Listen:** Radio Lab - “Musical language: Behave so strangely” Discussion Board response.

**Microlesson:** Prepare a vocabulary micro lesson to teach in class w/ required visuals & handout.

**Read Brown Chap. 10 “Lesson planning”** Submit a lesson plan w/ class copies following the model provided for a teaching day in the syllabus **week 3. Read Brown Chap. 22 “Form-focused instruction.”** Pp. 419-434

### **Week 3 Monday October 12: Vocabulary, Pronunciation (suite) & Lesson Planning**

**Lecture & Workshop Vocabulary & pronunciation:** “The sounds of French with focus on the vowel system; Contrastive analysis (French/English phonological systems), prosody “Musical language: Behave so strangely”, the phonetic alphabet (for instructors); strategies for teaching pronunciation.

**Warm-up Discussion** “Musical language” & “Rite of Spring”

**Microlessons: Vocabulary presentations**

**Lecture & workshop:** Pronunciation

**Peer review:** Lesson plans

**HW: Read Brown Chap. 22 “Form-focused instruction.”** Pp. 419-434; **Discussion Board** – Grammar: Answer questions.

### **Week 4 Monday, October 19: Grammar and Form-focused Instruction**

**Warm-up Discussion:** What structures have you taught so far? Did you use an inductive/deductive approach or a combination? What are the pluses/minuses of explicit grammar teaching this helpful. What specific aspect(s) of French grammar make it difficult / Easy to learn? What do you find most difficult about French / English grammar? What French grammar will require the most explicit form-focused attention? Which areas will students “pick up” from context?

**Lecture: Form focused instruction and the teaching of French grammar**

**Workshop: Form/meaning pairings**

**HW: Micro lesson** prepare a meaning focused grammar presentation followed by an “assimilation” activity. Select a structure that you haven’t yet taught.

**Read: Brown chap. 20: “Teaching reading”** Study questions: 4C, 7 (I); 8G. & Brown Chap 18: Teaching listening

**Handouts** (Brandl pp. 354 – 355) **Task 3:** Effective Reading Strategies; Look over the list of reading strategies (Brandl p.354). & indicate the strategies that you believe are most effective (top 5); least effective (bottom 3); those that are more useful at a higher level (2) **Task 4:** Rhetorical organization: Bring your response to class.

**Discussion Board:** Discuss your choice of reading strategies. Talk about how you apply them in L1 or L2 reading.

### **Week 5 Monday, October 26: Receptive skills: Reading and Listening**

**Warm-up Discussion:** Class business & Reading strategies

**Microlessons: Grammar presentations** w/ lesson plan and student handouts

**Lecture: The reading process:** Making authentic texts accessible; schema theory and reading; top down and bottom up processes; Pre-reading/reading/post-reading activities (Analyze the format of a “Lecture” in *Motifs*).

**Listening & Viewing:** What makes an effective listener? Workshop:

**Workshop:** Listening

**HW:** 1) **Microlesson – Teaching a text:** Carefully select an authentic reading that has NOT been used for teaching purposes. .

- a) Explain your text selection and how/where it would fit in a syllabus;
- b) State the level for which it would be appropriate
- c) Develop and write out pre-reading/reading and post reading activities (handout copies for class members.)

2) **Read:** Brown Chapter 21: “Teaching writing”

**Classroom observation 1: Observe** a colleague’s French class in first year (you can skip a pilot class). Fill out the observation form (leaving instructor’s name blank.) **Submit Classroom observation by Monday, October**

## **Week 6: Monday, November 2 The Writing Process & Feedback**

**Warm-up Discussion: Observations:** What can you notice as an observer that you might not realize as the instructor? What aspect of the class was most important to you? How might you modify the observation form to make it most useful to you as an instructor?

**Microlesson:** Readings w/ lesson plan and class handouts

**Discussion:** The writing process writing process: What kind of writing instruction have you had? How much emphasis has been placed on writing in your own experience?

How have your instructors provided feedback? What is most helpful: consultation/correction code/comments in margins/track changes. What do you do with this feedback – these corrections? Why or why not is writing important?

Do you think you are graded primarily on form or content? How do you go about writing? How has the Internet/social media affected your writing or writing in general?

**Lecture: Composing in a second language** 2) Evaluation of student compositions 3) Topic selection; 4) Establishing clear and useful guidelines - rubrics 5) Avoiding plagiarism 6) evaluation templates; creating and using correction codes

**Workshop:** Grading essays

**HW:** Bring copy of ungraded student writing to class (best/middle/worst) Read: Brown chapter 7: Teaching across proficiency levels.

## **Week 7 Monday, November 9: Norming essays; ACTL Proficiency Guidelines**

**Warm up : a) Writing:** Peer correction of student essays (hands on). b)

**Lecture:** ACTFL Oral Proficiency Guidelines and Interview (OPI)

**HW:** 1) Read “Developing Task-based activities” (Lee) - Application activities (Your final project will be a task-based activity). 2) Study the ACTFL Guidelines to prepare to evaluate language samples. 3) How important is culture in a second language curriculum? Should it be taught in the TL or NL? How do we avoid teaching stereotypes? Where do we get our information? What aspect of French culture would you like to teach? What is intercultural competence and describe its elements and goal. How to include the francophone world?

**Classroom observation 2:** Observe a class taught in another language.

### **Week 8 Monday, November 16: Using Media for Teaching Culture and Language & OPI testing**

**Warm up discussion:** 1) Teaching culture – Intercultural competence 2) Teaching “la francophonie” 3) New media and the teaching of culture 4) Task-based instruction & the teaching of culture.

**Workshop:** Evaluation of OPI-based samples

**HW:** 1) Read: “Why is it so difficult to teach language as culture?” 2) Read: Computer-assisted language learning: Trends and Issues revisited (Garrett) (Fiche pédagogique)

### **Week 9 Monday, November 23 : New media and language instruction**

### **Week 10 Monday, November 30: Final presentations – Task based lesson**