

**Foreign Language Teaching Methodologies
at the College Level
(LAN 475.11)
Fall 2019
Illinois State University
Department of Languages, Literatures, and Cultures.**



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Textbooks:

Introduction to Instructed Second Language Acquisition, by Shawn Loewen. Routledge 2015.
ISBN: 978-0-415-52954-9

Additional readings in Reggienet.

Note: The readings in this course are copyrighted. They are intended for use only by students registered in LAN 475 and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further.

Course Description:

The objective of this course is to give incoming language instructors in the Department of Languages a working knowledge of second language learning as well as an overview of current approaches to language teaching and assessment. In addition, this course is necessary if your area of concentration in the MA program is Linguistics. For this reason, we will spend time learning and theoretical aspects of second language acquisition (SLA).

By the end of this course, successful students will be able to...

- ✓ ...critically evaluate teaching practices and materials based on theory and research that explains how adults acquire a second language.
- ✓ ...develop teaching materials informed by theory and research in SLA.
- ✓ ...describe and justify their own approach to foreign language instruction.



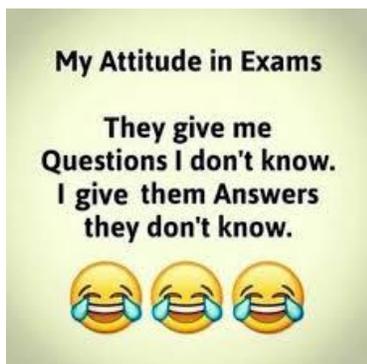
You will not become an expert in SLA in this course but you will learn to understand and explain the “what,” “how,” and “why” of different instructional practices and approaches, so that you can not only make informed pedagogical decisions now but also describe what methodologies guide your teaching.

Course Requirements and Evaluation:

- Exam 25%
- Materials Portfolio (Due Dec.11) 40%
- Observation Report 15%
- Video Report 5%
- Participation 5%
- Homework 5%

Grading System:

A =90-100 B = 80-89 C=70-79 D=60-69 F=0-59



Exam: There will be an in-class exam covering theoretical issues in SLA. Students will receive a list of exam questions to prepare. In class, we will randomly select a few questions to answer. Exam date is in Calendar in Reggienet.

Materials Portfolio: You will prepare a Materials Portfolio which you can use to present to prospective employers when you are looking for a job. More information later in the semester. The portfolio is online.

Observation Report:

You will have to observe TWO teachers teach (for non-GTAs, you will observe THREE teachers). It is recommended you observe an experienced teacher as well as a non-experienced teacher. You will have to use the teaching evaluation form you will find in the GTA's office.

After completing all observations, write a report with the following 4 sections:

- ✓ a brief narrative/description of the observations you conducted;
- ✓ a critical evaluation of what you observed in light of the theory and research covered in this course (e.g., types of tasks used, corrective feedback, instructional methodologies, etc.);
- ✓ specific techniques that you would emulate, and why;
- ✓ specific improvements or alternatives to certain parts of the lesson that you did not find to be very effective, and why.

On the date indicated in the calendar in Reggienet, please submit all observation forms (scan them and upload them) and your report. The report should be typed, single-spaced, and between 2 and 4 pages in length.

Video Report: Two-page paper reflecting on your teaching skills as evidenced by a videotape of one of your classes. In order to do so, you will videotape your class once during the semester and you will

use this videotaped session to evaluate your teaching and write your journal. You do not need to submit the videotape with the journal entry but keep it with you until I return my comments on your reflection just in case I want to see the tape. You will turn in your video report in Reggienet under Assignments.

For non-GTAs. You will be required to teach ONE class period of a beginning language class. You may teach more if you want to and the language instructor teaching the class does not object. You will have to videotape that lesson and submit a report as indicated above.

Answer ALL these questions in your video journal:

1. What is your role in the classroom?
2. How much talking do you do? Is all the talking necessary?
3. Are you offering students enough opportunities to use the language?
4. Do you encourage the use of the target language in the classroom?
5. Do you offer error correction?
6. Do students use the language to express personal meaning?
7. Do you engage in spontaneous conversations with students as you follow-up on classroom/textbook activities?
8. How is the use of your voice and non-verbal language?
9. How active are your students in class?

In sum, how confident are you that you have a proficiency-oriented classroom?

- ✓ Do you offer opportunities to practice using language in a range of contexts likely to be encountered in the target culture?
- ✓ Are students encouraged to express personal meaning?
- ✓ Is creative language practice encouraged?
- ✓ Is language authentic?

Participation



Participation in class is essential. It is expected that students come to class prepared having read the assigned readings and ready to actively discuss the topic of the day. This course provides the unique opportunity to learn theoretical perspectives in language learning and teaching at the same time that YOU teach a foreign language class and put into practice the theory discussed in class. Therefore, only by sharing in class what the theory means in paper and how it appears implemented in foreign language activities, we will be able to really understand the role of foreign language instruction and be directly responsible for the success or failure of your teaching. Your participation will be graded weekly and your score will be in Reggienet. If you disagree with the score you receive, please, consult with the instructor.

Your participation will be graded as follows:

5 points (if ALL of the following are true)

- Arrives for class on time.
- Participates actively both in group work and in whole-class discussions.
- Demonstrates a thorough understanding of the assigned readings.

3 points (if ANY of the following is true)

- Arrives no more than 10 minutes late for class.
- Has a passive attitude when working in groups (other group members do most of the work).
- Is only partially familiar with the key concepts in the assigned readings.
- Participation is limited to personal experiences or anecdotes.

2 points (if ANY of the following is true)

- Arrives more than 10 minutes late for class.
- Works on assignments for other classes or is otherwise distracted on activities not related to the class.

Homework

No late work will be accepted. Most of the homework assignments will involve designing teaching activities. You will be able to incorporate some of these activities in your portfolio and also, it is encouraged you use them in your current and/or future classes. Homework is listed in the Calendar in Reggienet. No grace period. You are also required to bring a copy of your homework to class since we will be using it for class discussions.

A note on professionalism and collegiality

Professional demeanor encompasses several attributes, such as punctuality, preparedness, perceived commitment to teaching or interest in the profession, maturity, and ability to collaborate with colleagues. Professionalism and collegiality are vital parts of your teaching profile. You are expected to conduct yourself in a professional and respectful manner at all times both in class and online. Professional standards also apply to all the work that you submit, which needs to be well-written, organized, typed, and thoroughly proofread.



COURSE POLICIES

RESPECTFUL AND DIVERSE ACADEMIC ENVIRONMENT

Academic courses are a place for intellectual challenges and interactive discussions. Everyone benefits from an atmosphere of creativity, inclusion, and expressive freedom as we negotiate new understandings of concepts and explore ideas from different angles. Please practice the art of thoughtfully challenging a person's ideas while respecting the person, so we can create a supportive atmosphere of mutual respect where everyone can build on each other's knowledge and experience and learn from each other.

ISU remains committed to creating and maintaining a working, learning and living environment that is welcoming, supportive, respectful, inclusive, diverse and free from discrimination and harassment. Therefore, it is my intent that students from diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students and student groups.

LATE POLICY

Students should plan to turn in assignments on time. Late assignments will be accepted, but after the deadline, points will be deducted following the rule that the later an assignment is turned in, the more points will be deducted.

MOBILE DEVICES IN THE CLASSROOM

Mobile devices offer immediate access to a wealth of resources on the web and to useful apps. When teaching, for example, I use my mobile device to check the time and to take class attendance. I would never, however, send a text or post to Instagram while teaching. That would be rude and disruptive, as well as indicate that I was not fully engaged in class.

Likewise, you are encouraged to use your mobile device during class if it serves a purpose related to what we are doing in class, such as looking up a word in an electronic dictionary. Off- task uses of mobile technology will result in a lower in-class participation grade.

ATTENDANCE AND ABSENCES

As stated in the [Undergraduate Catalog](#), you are responsible for attending class and completing all academic work. Make arrangements with me in advance if you will be missing class due to participation in a Sanctioned University Activity or to fulfill a religious obligation.

If you have to miss class due to an extended illness (3 or more consecutive class days) or a bereavement, the [Dean of Students Office](#) can help. It's located in Room 387, Student Services Building.

ACADEMIC DISHONESTY

You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the [Code of Student Conduct](#). All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism. In certain circumstances, I may be required to refer violations to the [Office of Student Conduct and Conflict Resolution](#).

STUDENT ACCESS AND ACCOMMODATION SERVICES

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at StudentAccess.IllinoisState.edu.

STUDENT COUNSELING SERVICES

Life at college can get complicated. If you're feeling stressed, overwhelmed, lost, anxious, depressed or are struggling with personal issues, do not hesitate to call or visit [Student Counseling Services](#) (SCS). These services are free and completely confidential. SCS is located at 320 Student Services Building, 309-438-3655.

CAMPUS SAFETY

Illinois State University is committed to maintaining a safe environment for the University community. Please take a few moments to make sure you are signed up for ISU Emergency Alerts at IllinoisState.edu/EmergencyAlert. Also, note the information posted in each classroom about emergency shelters and evacuation assembly areas (both are indicated on stickers inside every classroom). Additional safety information is available on the Campus Safety and Security website, Security.IllinoisState.edu.

VIDEO RECORDING

Students must obtain written permission from the instructor if they wish either to photograph classroom lectures or discussions or to record them using audio or video devices. This restriction includes visual materials that accompany the lecture/discussion, such as lecture slides, whiteboard notes/equations, etc. Such recordings are to be used solely for the purposes of individual or group study with other students enrolled in the class in that semester. They may not be reproduced, shared in any way (including electronically or posting in any web environment) with those not in the class in that semester. Students with disabilities who need to record classroom lectures or discussions must contact [Student Access and Accommodation Services](#) to register, request and be approved for an accommodation. Students who violate this policy may be subject to both legal sanctions for violations of copyright law and disciplinary action under the University's [Code of Student Conduct](#).

NOTE: This syllabus is an outline for the instructor and the student; some contents may vary according to the needs of the group or when special circumstances arise. All assigned homework will be in Reggienet

CALENDAR

Date	Topic	Readings
Week 1		
<i>August 20</i>	Introduction to the Course	
<i>August 22</i>	Comprehensible input and output	VanPatten (2014) (PDF in Reggienet)
Week 2		
<i>August 27</i>	Introduction to ISLA	Loewen Chapter 1: Introduction
<i>August 29</i>	Lesson Planning	
Week 3		
<i>September 3</i>	Instructional Sequence, Classroom Materials	
<i>September 5</i>	Interaction in the Second Language Classroom	Loewen Chapter 2
Week 4		
<i>September 10</i>	Interaction in the Second Language Classroom	
<i>September 12</i>	Theories of Language Learning	
Week 5		
<i>September 17</i>	Theories of Second Language Learning	
<i>September 19</i>	Individual Differences and ISLA	Loewen Chapter 10
Week 6		
<i>September 24</i>	Corrective Feedback	
<i>September 26</i>	EXAM	
Week 7		
<i>October 1</i>	Introducing vocabulary	
<i>October 3</i>	Introducing Vocabulary	Loewen Chapter 6
Week 8		
<i>October 8</i>	Focus on Form	Loewen Chapter 7

<i>October 10</i>	The acquisition of grammar	Loewen Chapter 5
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Week 9		
<i>October 15</i>	Approaches to teaching grammar	
<i>October 17</i>	Approaches to teaching grammar	
Week 10		
<i>October 22</i>	Teaching towards oral proficiency	
<i>October 24</i>	Communication tasks	
Week 11		
<i>October 29</i>	Communication tasks	
<i>October 31</i>	Developing cultural proficiency	
Week 12		
<i>November 5</i>	Developing Reading skills	Brandl (2008) (PDF in Reggietet)
<i>November 7</i>	Approaches to FL Writing	
Week 13		
<i>November 12</i>	The acquisition of Pronunciation	Loewen Chapter 7
<i>November 14</i>	Technology-enhanced foreign language teaching	
Week 14		
<i>November 19</i>	Individual Conferences	
<i>November 21</i>	Individual Conferences	
Week 15 THANKSGIVING BREAK		
Week 16 Portfolio Presentations		

