

Utah State University
LING 4400 –Teaching Modern Languages (Fall 2013)
Tuesdays & Thursdays 3:00-4:15 PM (301 OM)
Professor: Dr. María Luisa Spicer-Escalante

E-mail: maria.spicer@usu.edu

Office Hours: (209 OM) T &- Th. 13:00-14:00:00 PM & by appt.

COURSE OBJECTIVES

This course is designed for future foreign language teachers. The main objective is to help them become familiar with the most relevant issues of L2 teaching and learning. In this course we will also review the diverse approaches to teaching foreign languages and their application in the classroom *milieu*. Moreover, students will analyze relevant assessment procedures, instruments, and techniques for future use in their own language classrooms (L2 or DI).

REQUIRED TEXTS

- Terry L. Ballman, Judith E. Liskin-Gasparro, & Paul B. Mandell (2001). *The Communicative Classroom, AATSP Professional Development Series* (Boston: Heinle & Heinle. ISBN: 0-03-040779-6 (**B, L-G &M**))
- Other readings for this course will be available on Canvas
 - Lee, J. and VanPatten, B. (2003). *Making communicative language teaching happen* (Second edition). Boston, MA: McGraw-Hill. (**L&VP**)

EXAMS

Students will have two in-class exams in which they will demonstrate both their comprehension and application of the theoretical and practical materials covered in class.

PREPARATION AND PARTICIPATION

(Homework, daily quizzes, in-class presentations, and other assignments)

Students are required to read the assignments listed on the class schedule **prior** to class. Since the whole class discussions will depend primarily on the students' preparation and knowledge, they are expected to participate spontaneously and actively. Daily quizzes might be assigned. In addition, students will be asked to prepare some homework exercises. Students are expected to arrive always on time.

ATTENDANCE & OTHER ISSUES

Only **one** absence may be unexcused. In the case of university excused absences, please notify the professor at least a week in advance. It is student's responsibility to get the materials/notes covered in class if she/he is absent. "The first absence is without penalty. Beginning with the second absence, a student loses one-third of a letter grade per absence (for the final grade). That is, if the final grade is an A, it becomes an A- with the second absence, a B+ with the third absence, and so forth". **No late work. No texting in class. If a student uses a laptop in class, it will ONLY be used for taking notes or accessing course readings.**

JOURNAL RESPONSES AND CLASS OBSERVATIONS

During the semester, students are required to write **2** class observation reports and **3** Journal responses in which they **reflect** upon the reading materials we cover in class and apply this knowledge to their classroom observations (Clinicals). It is expected that students present their thoughts in a **coherent, scholarly** manner. The journal responses

(from one and a half to two pages in length) must be handed in via e-mail (as word 2003/2010 document) according to the dates in the syllabus. Students need to **keep a copy of all** their journal responses and the class observation reports.

PORTFOLIO MATERIAL

As part of this course, students will prepare a portfolio in which they shall include the following materials:

- a) **Introduction:** A 1-2 page explanation of the portfolio's content.
- b) **Teaching philosophy statement:** Teaching philosophy statements are a teacher's answers to questions such as: *How do I conceive teaching a foreign language? What is the role of the teacher in a second language classroom, What is the role of the language student? What are my expectations of an L2 class, etc.*
- c) **Lesson plans:** **Two** lesson plans for an entire period of a foreign language class with four to five activities each. These lesson plans should follow the **Task-Based Activity (TBA)** model. Keep in mind that the lesson plans should include activities that allow students to practice the different language skills (listening, speaking, reading, and writing). Each lesson should include a 1-2 page explanation of its main objective, the level, the main problems that might arise and the way that you would like to approach them. (Examples of these lesson plans will be available through Canvas)
- d) **Picture file** with at least four different themes (i.e. people, clothing, food, weather, etc.).
- e) **Review and Reflection Report:** Students will be asked to exchange their portfolios with another classmate. When reading their classmate's portfolios, students must make suggestions on how to improve the different materials (Review). After receiving the Review, students reflect upon the suggestions made and explain what changes are going to be made and what they have learned from the review. **Note: In order to do that, the portfolio should be finished before November 19st**
- f) **Class Observation:** An example of a class observation (**typed**) in which students demonstrate that they are able not only to assess a foreign language class, but also to make suggestions based on the theoretical principles that have been discussed in class. (Examples of these lesson plans will be available through Canvas or e-mail)

FINAL PAPER & PRESENTATION

Students will write a final paper in which they will reflect upon their learning experience during the semester, through the different readings, and during their clinical practice. Final papers are to be handed in on the finals week. However, all students are expected to give a short presentation (no more than 10 minutes) of their own findings during their group discussion. The specific length and format of these aspects will be discussed in class.

PLEASE NOTE

No late assignments will be accepted in this course and no extra credit will be given for additional work.

EVALUATION

2 in-class exams@ 25 each	50%
Participation & Preparation for class (quizzes, homework, etc.)	10%
Journal Responses	10%
Portfolio Materials	20%
Final Paper	10%
	100%

Grading scale:

93-100 % = A	87-89% = B+	77-79% = C+	60-69% = D
90-92% = A-	83-86% = B	73-76% = C	0- 59% = F
	80-82% = B-	70-72% = C-	

ACADEMIC DISHONESTY

All work for this class should reflect YOUR work or that of you and the members of your study group. Please see the official USU Student Code for definitions and sanctions regarding academic dishonesty:
<http://catalog.usu.edu/content.php?catoid=3&navoid=265>

STUDENTS WITH DISABILITIES

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructors before August 20, 2011. Please provide the necessary documentation from the Disability Resource Center (online at: <http://www.usu.edu/drc/>) to validate the need for the accommodation.

TENTATIVE SCHEDULEAbbreviations: **B, L-G&M** (Ballman, Lisikin-Gasparro, and Mandell)**L&VP** (Lee and VanPatten, Chapters 1, 2, and 3)**JR** (Journal Responses)

Week 1	Topics	Discussion	Assignment Due
Aug. 27	<ul style="list-style-type: none"> ▪ Introduction to the course 	<ul style="list-style-type: none"> ▪ <i>Clinical discussion</i> with Mary Bendingfieldsmith, Director of the Office of Field Experience 	
Aug. 29	<ul style="list-style-type: none"> ▪ Introduction to the course ▪ 	<ul style="list-style-type: none"> ▪ Presentation Dr. Fernando Rubio on Language Standards 	<ul style="list-style-type: none"> ▪ Teaching philosophy (Typed)
Week 2			
Sept. 3	<ul style="list-style-type: none"> ▪ Reading: (L&VP chap. 1) <i>From Atlas and Audiolingualism to Acquisition</i> 	<ul style="list-style-type: none"> ▪ Video 	<ul style="list-style-type: none"> ▪ Respond to the Guiding Questions for Chapter 1 (Typed)
Sept. 5	<ul style="list-style-type: none"> ▪ Reading: (L&VP chap.1) <i>From Atlas and Audiolingualism to Acquisition</i> 	<ul style="list-style-type: none"> ▪ Video and group discussion 	<ul style="list-style-type: none"> ▪ To be Announced (TBA)
Week 3			
Sept. 10	<ul style="list-style-type: none"> ▪ Reading: (L&VP chap. 2) <i>Working with input</i> 	<ul style="list-style-type: none"> ▪ Class demonstration ▪ (Dr. deJonge-Kannan) 	<ul style="list-style-type: none"> ▪ Respond to the Guiding Questions for Chapter 2 (Typed)
Sept. 12	<ul style="list-style-type: none"> ▪ Reading: (L&VP chap. 2) <i>Working with input</i> 	<ul style="list-style-type: none"> ▪ Class demonstration 	<ul style="list-style-type: none"> ▪ (TBA)
Week 4			
Sept. 17	<ul style="list-style-type: none"> ▪ Reading: (L&VP chap. 3) <i>Communicating in the Classroom</i> 	<ul style="list-style-type: none"> ○ Krashen's Monitor Theory) 	<ul style="list-style-type: none"> ○ Respond to the Guiding Questions for Chapter 3 (Typed)
Sept. 19	<ul style="list-style-type: none"> ▪ Reading: (L&VP chap. 3) <i>Communicating in the Classroom</i> 	<ul style="list-style-type: none"> ○ Group Discussion 	<ul style="list-style-type: none"> ▪ <i>JR #1 Teaching Methodology</i>
Week 5			

Sept. 24	<ul style="list-style-type: none"> Reading: B, L-G&M chap. 1) <i>The Case for Classroom Communication</i> 	<ul style="list-style-type: none"> ACFTL Standards 	<ul style="list-style-type: none"> Respond to the Guiding Questions for Chapter 1 Ballman et al (Typed)
Sep. 26	<ul style="list-style-type: none"> Reading: B, L-G&M chap. 1) <i>The Case for Classroom Communication</i> 	<ul style="list-style-type: none"> Group Discussion 	<ul style="list-style-type: none"> <i>Class Observation Report (1) (typed)</i>
Week 6			
Oct. 1	<ul style="list-style-type: none"> Model class: Portfolio activities and Portfolio materials 	<ul style="list-style-type: none"> Questions for the exam <i>Task-Based Activity Model Introduction</i> 	<ul style="list-style-type: none"> <i>Work in groups for the Exam</i>
Oct. 3	<ul style="list-style-type: none"> First in-class exam (AGRS) 135 		
Week 7			
Oct. 8	<ul style="list-style-type: none"> Model classes (Chinese, French, Russian, Arabic) 	<ul style="list-style-type: none"> Group Discussion and evaluation 	<ul style="list-style-type: none"> TBA
Oct. 10	<ul style="list-style-type: none"> Reading: (B, L-G&M chap. 2) <i>The Role of Grammar in the CC</i> 	<ul style="list-style-type: none"> Group Discussion and evaluation 	<ul style="list-style-type: none"> Respond to the Guiding Questions for Chapter 2 Ballman et al (Typed)
Week 8			
Oct. 15	<ul style="list-style-type: none"> Reading: (B, L-G&M chap. 2) <i>The Role of Grammar in the CC</i> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> JR #3 The teaching of Grammar
Oct. 17	<p style="text-align: center;"><i>Fall Break</i></p>		
Week 9			
Oct. 22	<ul style="list-style-type: none"> Reading: (B, L-G&M chap. 3) <i>Activity Design and Lesson Planning in the CC</i> 	<ul style="list-style-type: none"> Information-Gap & Exchange/Interview activities 	<ul style="list-style-type: none"> Respond to the Guiding Questions for Chapter 3 Ballman et al (Typed)

Oct. 24	<ul style="list-style-type: none"> ▪ Reading: (B, L-G&M chap. 3) <i>Activity Design and Lesson Planning in the CC</i> 	<ul style="list-style-type: none"> ▪ Information-Gap & Exchange/Interview activities 	<ul style="list-style-type: none"> ▪ TBA Lesson Plan (Typed)
Week 10			
Oct. 29	<ul style="list-style-type: none"> ▪ Reading: (B, L-G&M chap. 3) <i>Activity Design and Lesson Planning in the CC</i> 	<ul style="list-style-type: none"> ▪ Group Discussion/ Video TBA 	<ul style="list-style-type: none"> ▪ TBA Lesson Plan (Typed)
Oct. 31	<ul style="list-style-type: none"> ▪ Reading: (B, L-G&M chap. 3) <i>Activity Design and Lesson Planning in the CC</i> 	<ul style="list-style-type: none"> ▪ Group Discussion and group work on TBA 	<ul style="list-style-type: none"> ▪ TBA Lesson Plan (cont.) with the comments from a classmate
Week 11			
Nov. 5	<ul style="list-style-type: none"> ▪ Reading: (B, L-G&M chap. 4) <i>Evaluating Oral Communication in the CC</i> 	<ul style="list-style-type: none"> ▪ Group Discussion 	<ul style="list-style-type: none"> ▪ <i>First lesson Plan TBA</i>
Nov. 7	<ul style="list-style-type: none"> ▪ Reading: (B, L-G&M chap. 4) <i>Evaluating Oral Communication in the CC</i> 	<ul style="list-style-type: none"> ▪ Class Demonstration 	<ul style="list-style-type: none"> ▪ <i>Picture File</i> ▪ <i>Class Observation Report (2)</i>
Week 12			
Nov. 12	<ul style="list-style-type: none"> ▪ Second in-class exam (LIB 155) 		
Nov. 14	<ul style="list-style-type: none"> ▪ Teaching demonstrations 	<ul style="list-style-type: none"> ▪ Teaching evaluations 	<ul style="list-style-type: none"> ▪ <i>Second lesson Plan TBA in pairs if possible</i>
Week 13			
Nov. 19	<ul style="list-style-type: none"> ▪ Teaching demonstrations 	<ul style="list-style-type: none"> ▪ Teaching evaluations 	<ul style="list-style-type: none"> ▪ TBA
Nov. 21	<ul style="list-style-type: none"> ▪ Portfolios due to exchange in class 	<ul style="list-style-type: none"> ▪ Students will work by themselves 	<ul style="list-style-type: none"> ▪ Portfolios due to exchange in class

Nov. 26	<ul style="list-style-type: none"> ▪ Teaching demonstrations 	<ul style="list-style-type: none"> ▪ Teaching evaluations 	<ul style="list-style-type: none"> ▪ <i>Second Lesson Plan TBA (in pairs if possible)</i>
Nov. 28		<ul style="list-style-type: none"> ▪ <i>Thanksgiving Break</i> 	
Week 15			
Dec. 4	<ul style="list-style-type: none"> ▪ Portfolios due. Group presentations 	<ul style="list-style-type: none"> ▪ Group Discussion 	<ul style="list-style-type: none"> ▪ Mock Interviews
Dec. 6	<ul style="list-style-type: none"> ▪ Mock Interviews ▪ Last Day of classes 	Final Paper (Presentations)	<ul style="list-style-type: none"> ▪ Conclusion
Final Paper Due December 10th at Midnight			