

Utah State University
LING 5500 – Student Teaching Seminar
(Spring 2012)

Arranged

Dates: as scheduled below

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Office Hrs: Tuesdays 4:30-6:00 PM (209 OM)

COURSE OBJECTIVES: This seminar is designed for future foreign language teachers; it will accompany your teaching experience. According to the general catalog, this course is a “capstone seminar focused upon student teaching issues, professional development, and principles of effective instruction, with emphasis on reflective teaching”. Assignments include...

1. Readings and Teaching Journals reflections on the different chapters read,
2. Lesson Plan Application and Reflection
3. Self-Evaluation Teaching Report
4. Peer-Evaluation
5. Final Reflection Paper

NOTE: In this course we will communicate through regular email, and we will meet according to our needs. In addition, we might meet once a month face-to-face to discuss the readings, reflections, and other issues that might be relevant. Students need to keep a copy of all the assignments for this class

REQUIRED TEXT:

Richards, J. C. and Lockhart, C. (1996). *Reflective teaching in second language classrooms*. Cambridge, UK: Cambridge University Press. ISBN: 0-521-45803-X paperback

READINGS AND TEACHING JOURNAL: During this course you will choose to read **three** chapters from Richards & Lockhart, and for each chapter and paper focus on ...

Chapter:

Chapter title:

Focus:

- a particular situation
- a technique
- a task
- or other pertinent aspect of their teaching as it relates to the focus of the chapter.

Reflection:

- Your own teaching with respect to the focus
- What Richards & Lockhart have to say in this regard

Be coherent!

Be scholarly!

The teaching journals must be handed in via e-mail (as Word or rtf document) according to the dates below. It is expected that students present their thoughts in a **coherent** and **scholarly** manner. **The Teaching Journals** should be from two to three pages in length. Students need to **keep a copy of all** their teaching journals for a final reflection paper.

LESSON PLAN APPLICATION AND REFLECTION: Two lesson plans for an entire period of a second language class with four to five activities each and a *reflection* on those aspects that you will modify after having once taught them. The lesson plans should follow the **TBA** model that you covered in your LING 4400 course. 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.

Note: Each lesson must be carried out in the classroom during the Student Teaching sessions. Students are required to write a (2 to 3 page) reflection on the different aspects that he/she thinks were relevant during the lesson. It is expected that students make comments on the positive and negative aspects of the lesson plan and its practice (i.e. what aspects would like to modify or change to make your lesson plan more effective for this specific class and why? What aspects do you think that were effective and why?, etc.)

SELF-EVALUATION TEACHING REPORT:

This self-evaluation teaching assignment will give you the opportunity to accomplish two of the goals of this course:

- (1) Students will investigate teaching skills through observation and evaluation of other instructors.
- (2) Students will improve their own teaching skills through teaching practice and reflection on feedback received.

For this Self-Evaluation Teaching assignment, you should do the following:

- Make a 50-minute video-tape/tape-recording of yourself teaching in our class (**You need to have permission from the School Principal to do it**).
Remember: You cannot videotape or tape-record the students
- Select a communicative goal that you would like to teach (e.g. description of your family, last vacations, important events in the past, professional plans)
 - Remember that the main focus of this activity is **the development of linguistic skills**, which will allow students to perform in a real-life L2 situation. Therefore, the grammar and the vocabulary depend on the communicative goal you design for your class.
 - Ask yourself:
 - What is the pedagogical goal of this activity?
 - What do I want my students to do with this?
- You will need to design activities in which students receive comprehensible input and in which they have the opportunity to practice the four language skills: listening, speaking, reading and writing, as it has been discussed during the course.
- After watching the video or the tape-recording of your teaching, write a 2-page paper in which you clearly address (a) what you learned from watching the video and (b) what the video demonstrates about your knowledge and skills as a teacher.

PEER-EVALUATION: Students will have to visit **one** of their classmates class and write a **Class Observation Report** (typed). In this Class Observation Report, students are expected to evaluate his/her classmates and to provide constructive feedback and specific recommendations on how to make his/her teaching more effective. See examples attached.

FINAL REFLECTION PAPER AND PRESENTATION: You will write a final paper in which you will reflect upon both your learning experience during your student teaching and the readings you are doing for this course. The final paper will be handed via e-mail and you will join me in a discussion of your final reflection paper at our final meeting with the whole class.

Please note: No late assignments will be accepted in this course and no extra credit will be given for additional work, etc. **Failure on handing in your assignments on time will result on failing this course (except in a case of an emergency, with the appropriate documentation)**

EVALUATION:

Teaching Journals	30%
Lesson Plan Application and Reflection	25%
Self-Evaluation Teaching Report	10%
Peer Evaluation Report	10%
Final Reflection Paper and Presentation	<u>25%</u>
	100%

Grading scale:

Passing Grades			Failing Grades
A = 12	B+ = 10	C+ = 7	D+ = 4
A- = 11	B = 9	C = 6	D = 3
	B- = 8	C- = 5	F = 0

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 Student Code (Article 5, Section 3) for official USU definitions of academic dishonesty:<http://www.usu.edu/stuserv/SCode/article5.html#sec3>. Penalties and sanctions for violating these rules are also described in the Student Code (Article 6,Section 5) <http://www.usu.edu/stuserv/SCode/article6.html#sec5>.

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

TENTATIVE SCHEDULE

Week 1
Meeting at the Library First Meeting and Review of Teaching Materials
Week 2:
Teaching Journal #1
Week 3:
Teaching Journal #2
Week 4:
First Lesson Plan and Reflection <ul style="list-style-type: none">• The lesson plan follows the TBA model.• The lesson plan includes activities that allow students to practice the different language skills (listening, speaking, reading, and writing).• The lesson include a 1-2 page explanation of its main objective, the level, the• The lesson was carried out in the classroom during the Student Teaching sessions. Students are required to write a (2 to 3 page) reflection on the different aspects that he/she thinks were relevant during the lesson.• Comments on the positive and negative aspects of the lesson plan and its practice<ol style="list-style-type: none">a. What aspects would like to modify or change to make your lesson plan more effective for this specific class and why?b. What aspects do you think that were effective and why? etc.)
Week 5:
Teaching Journal #3
Week 6:
Self-Evaluation Teaching Report
Week 7:
Second Lesson Plan and Reflection
Week 8:
Peer Evaluation Report
Week 9:
Draft Final Reflection Paper
Week 10:
Final Reflection Paper and Presentation Class Meeting in 209 OM