

**SECOND LANGUAGE TEACHING:
THEORY AND PRACTICE**

UTAH STATE UNIVERSITY—FALL 2013

COURSE: LING 6400**TIME:** Tuesdays 4:30-7:00pm**LOCATION:** Old Main 207**PROFESSOR:** Maria Luisa Spicer-Escalante**E-MAIL:** maria.spicer@usu.edu**OFFICE HOURS:** T & Th 13:00-14:00 PM (209 OM) and by appointment**COURSE OBJECTIVES**

This course is designed for graduate students enrolled in the MSLT program. The main objective is to help future L2 language teachers become familiar with the most relevant issues of second language teaching and learning. The goals of this course are the following:

1. Students will reflect upon the complexity involved in the teaching and learning of the L2 with specific communicative purposes
2. Students will review, reflect upon, and discuss different scenarios based on real-life teaching contexts
3. Students will refine their personal teaching philosophy based on the different readings they will do during the semester
4. Students will investigate teaching skills through observation and evaluation of other instructors/GIs.
5. Students will improve their own teaching skills through teaching practice and reflection on feedback received

REQUIRED TEXT

Judith L. Shrum & Eileen W. Glisan (2010). *Teacher's Handbook: Contextualized Language Instruction*, 4rd ed. Boston: Heinle & Heinle. ISBN 13:978-1-4130-3321-2

RECOMMENDED TEXTS

James F. Lee and Bill VanPatten. (2003). *Making Communicative Language Teaching Happen*. 2nd Ed. McGraw-Hill. ISBN: 0073655171

Terry L. Ballman, Judith E. Liskin-Gasparro, Paul B. Mandell. (2001). *The Communicative Classroom*. Vol. III. Heinle. ISBN: 0030407796

Alice Omaggio Hadley. (2001). *Teaching Language in Context*. 3rd Ed. Heinle. ISBN: 0838417051

STUDENT RESPONSIBILITIES

Students are required to arrive on time and to read the assignments listed on the class schedule prior to class. Since all class discussions will depend heavily on students' preparation and knowledge, students should be prepared to participate spontaneously and actively. Each chapter of the *Teacher's Handbook* provides a bibliography for additional in-depth study for review. **Students are responsible to conduct further research on the different topics to be covered in their Teaching Philosophy Statements (TPS).**

ASSIGNMENTS

- **Weekly Assignments:** For each class students will prepare a **Report as a Reaction Paper, KWL or Quotes and Notes**—from one and a half to two pages in length—on the different reading assignments. In these reports, students are expected to evaluate the ideas presented in the readings and be prepared to make meaningful contributions to each class discussion. Most of these assignments will appear as a TBA (To Be Announced) in the syllabus. Students need to bring **one** copy (*typed*) of these assignments to the class. Students also need to keep an electronic file of all these materials to prepare their Teaching Philosophy Statements.
- **Discuss and Reflect:** At the end of each chapter there is a series Case Studies based on real life examples that will be discussed in class. However, in some specific cases, these assignments will be hand-in and will be graded as a weekly assignment.
- **Class presentations:** Each student will be required to do a power point presentation (**30/40 minutes**) on some sections of the *Teacher's Handbook*, according to the schedule in the syllabus. Students will also conduct the class discussion on the different aspects presented. It is expected that students prepare this presentation and discussion as a 'Model Class' for their future academic and professional endeavors. **Students are not required to do the weekly assignments the day of their presentation.**
- **In-class videotape and self-evaluation of teaching:** In addition to helping students improve their teaching skills, this assignment relates to the portion of the MSLT portfolio in which you will need to write a reflection on a 20-minute video of yourself teaching. This in-class assignment will take place during the Micro-teaching schedule as indicated in the syllabus.
- **Class observations:** During the semester students will observe at least **two** foreign language classes in the LPCS department and will complete an observation form for each of them (GIs are encouraged to observe other GIS). In addition, students will reflect on their own teaching while observing their colleagues during the micro-teaching sessions (form attached).

Teaching Philosophy Statements: In this class students will write a Teaching Philosophy Statement (TPS) in which they will reflect upon the diverse readings and other materials they have prepared and researched for this course.

- The first version of the TPS should be 5-7 pages in length
- The final version of the TPS should be 8 to 10 pages in length
- The TPS needs to be accompanied by an **annotated bibliography**, according to the guidelines that Dr. Karin de Jonge-Kannan has provided in the portfolios course (blue handout).
- Your TPS should follow the APA style.

ATTENDANCE

Only one absence may be unexcused. In the case of university excused absences, please notify your professor at least a week in advance. "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"

EVALUATION

Initial Teaching Philosophy (First part of the semester)	15%
Weekly assignments	15%
Class presentations	10%
In-class videotape and self-evaluation of teaching	10%
Class observations and self reflection	10%
Final Teaching Philosophy	30%
*Annotated bibliography	10%
Total	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 SCHEDULE

Week 1	Topics	Discussion	Assignment Due
Aug. 27	<ul style="list-style-type: none"> ▪ In-class exam (Proseminar) ▪ Teaching Philosophy Statement 		
Week 2			
Sept. 3	<ul style="list-style-type: none"> ▪ Preliminary Chapter: Becoming Familiar with the Profession and Expectations... 	<ul style="list-style-type: none"> ▪ Where do you place yourself as a MSLT student in the profession? <ul style="list-style-type: none"> ○ Why? ○ What are you planning to do to be part of this professional environment? 	<ul style="list-style-type: none"> ▪ KWL
Week 3			
Sept. 10	<ul style="list-style-type: none"> ▪ Chapter 1: Understanding the Role of Contextualized Input... <ul style="list-style-type: none"> ▪ (pp. 23-34 Ryan) 	<ul style="list-style-type: none"> ▪ Chapter 1: Discuss and Reflect: Case study One <ul style="list-style-type: none"> ○ To prepare for class discussion (1-5) 	<ul style="list-style-type: none"> ▪ Quotes and notes report, KWL, or Reaction paper
Week 4			
Sept. 17	<ul style="list-style-type: none"> ▪ Chapter 2: Contextualizing Language Instruction ... <ul style="list-style-type: none"> ▪ (pp. 56-62 Aliza) 	<ul style="list-style-type: none"> ▪ To prepare for class discussion 1 & 2. Bring a copy to class for our group discussion 	<ul style="list-style-type: none"> ▪ Quotes and notes report, KWL, or Reaction paper
Week 5			
Sept. 24	<ul style="list-style-type: none"> ▪ Chapter 3: Organizing Content and Planning ... <ul style="list-style-type: none"> ▪ (pp. 78-92 and Appendix 3.1. pp 485-486 Jessica) 	<ul style="list-style-type: none"> ▪ Class Observation Report (1) ▪ Discuss and Reflect: Case study One <ul style="list-style-type: none"> ○ Ask yourself these questions (1-4) ○ To prepare for class discussion: <ul style="list-style-type: none"> ▪ Four students respond # 1 ▪ Five students respond # 2 	<ul style="list-style-type: none"> ▪ KWL o Reaction Paper

Week 6			
Oct. 1	<ul style="list-style-type: none"> ▪ Chapter 6: Using and Interactive Approach to ... ▪ (pp. 187-206 Muhammad) 	<ul style="list-style-type: none"> ▪ Discuss and Reflect: Case study One <ul style="list-style-type: none"> ○ Ask yourself these questions (1-4) ▪ To prepare for class discussion 1 & 2 	<ul style="list-style-type: none"> ▪ KWL ▪ Class Observation Report (1)
Week 7			
Oct. 8	<ul style="list-style-type: none"> ▪ Micro-Teaching 1. Fred 2. Jessica 3. Chad 4. Nadiya 5. Aliza 	<ul style="list-style-type: none"> ▪ Class Observation and Self Evaluation 	
Week 8			
Oct. 15	<ul style="list-style-type: none"> ▪ Chapter 7: Using a Story Based Approach to ... ▪ (pp. 223-237 Fred) 	<ul style="list-style-type: none"> ▪ Only half of the class provides written feedback (Observation Form) 	<ul style="list-style-type: none"> ▪ First version of the Teaching Philosophy (10- 15th, midnight) ▪
Week 9			
Oct. 22	<ul style="list-style-type: none"> ▪ Chapter 8: Developing Oral and Written Interpersonal ... ▪ (pp.254-266 Michael) 	<ul style="list-style-type: none"> ▪ Teaching evaluations 	<ul style="list-style-type: none"> ▪ Class Observation Report (1) (typed)
Week 10			
Oct. 29	<ul style="list-style-type: none"> ▪ Chapter 10: Addressing Diverse Needs of Learners ... ▪ (pp. 358-377 Nouf) ▪ 	<ul style="list-style-type: none"> ▪ Discuss and Reflect: Case study One <ul style="list-style-type: none"> ○ Ask yourself these questions (1-5) ▪ To prepare for class discussion 1 & 2 	<ul style="list-style-type: none"> ▪ TBA

Week 11			
Nov. 5	<ul style="list-style-type: none"> ▪ Chapter 11: Assessing Standards-Based... <ul style="list-style-type: none"> ▪ (pp. 400-410 Nadiya) 	<ul style="list-style-type: none"> ▪ Discuss and Reflect: Case study One <ul style="list-style-type: none"> ○ Ask yourself these questions (1-4) ▪ To prepare for class discussion # 1 	<ul style="list-style-type: none"> ▪ TBA
Week 12			
Nov. 12	<ul style="list-style-type: none"> ▪ Chapter 12: Using Technology to Contextualize... <ul style="list-style-type: none"> ▪ (pp. 457-472 Chad) 	<ul style="list-style-type: none"> ▪ Teach and Reflect ▪ Episode One (task one and two) 	<ul style="list-style-type: none"> ▪ TBA
Week 13			
Nov. 19	<ul style="list-style-type: none"> ▪ Micro-Teaching <ol style="list-style-type: none"> 1. Michael 2. Mahmoud 3. Ryan 4. Nouf 	Class Observation and Self Evaluation	<ul style="list-style-type: none"> ▪ Class Observation Report (2) (typed) ▪ TBA
Week 14			
Nov. 26	<ul style="list-style-type: none"> ▪ Mock Interviews 	<ul style="list-style-type: none"> ▪ Teaching Philosophy 	<ul style="list-style-type: none"> ▪ Short version of your Teaching Philosophy 1 page single-spaced
Week 15			
Dec. 3	<ul style="list-style-type: none"> ▪ Last Day of Classes 	<ul style="list-style-type: none"> ▪ Teaching Philosophy: Group Presentations 	<ul style="list-style-type: none"> ▪ Final Version of the Teaching Philosophy (December 10 @ midnight)