

LING 4400

TEACHING MODERN LANGUAGES

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 DLI).

IDEA CENTER STUDENT EVALUATION: LEARNING OBJECTIVES

For the purpose of student evaluations, USU uses the IDEA Center. From this Center's set of student learning objectives, the following are essential or important for LING 4400:

- Learning fundamental principles, generalizations or theories
- Learning to apply course material
- Developing specific skills, competences, and points of view needed by professionals in the field
- Gaining factual knowledge (terminology, methods, trends)

You will accomplish these objectives by participating in class and carrying out the diverse tasks and activities developed for this class (reading the chapters, taking the exam, creating lesson plans, etc.)

REQUIRED TEXTS

- Lee & VanPatten (2003). *Making communicative language teaching happen* (2nd ed.), published by McGraw-Hill.
- Ballman, Liskin-Gasparro, & Mandell (2001). *The communicative classroom*, published by AATSP/Heinle.

PREPARATION & PARTICIPATION

(Homework, daily quizzes, in-class presentations, etc.)

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.

Please note: 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.

Dr. Maria Luisa Spicer-Escalante
E-Mail: maria.spicer@usu.edu
Phone: 797 0877
Office: 209 OM
Office Hours: T-W 13:00-14:00 PM

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.

JOURNAL RESPONSES & 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 (Clinical). (See details in next page)

PORTFOLIO MATERIALS

- Introduction
- Teaching Philosophy Statement
- 2 Lesson Plans (TBA model) SATS
- Picture File
- Review and Reflection Report
- Class observation Report

SATS

Students will write a Self-Assessment of Teaching Statement (SATS) based on the class demonstration that they will teach in this course.

EVALUATION

Two in-class exams @ 25	50%
(Hard copy of the responses 15% of the grade in each exam)	
Participation & Preparation for class (quizzes, homework, etc.)	10%
Journal responses and class ...	15%
Portfolio Materials	20%
SATS	5%
Total	100%

DESCRIPTION

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".

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 document) according to the dates in the syllabus. Students need to **keep a copy of all** their journal responses and the class observation reports.

Intech Spanish classes (maestra Marina Bernal <marina.bernal@usu.edu>): T&Th 8:55-10:30 & 10:30-12:00; F 9:50-10:40 & 12:00-12:50

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 type of activities do I design to make my teaching more effective? 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 29th**
- 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)

IN-CLASS VIDEOTAPE AND SELF-ASSESSMENT OF TEACHING STATEMENT REPORT (SATS):

Students will write a SATS.

- o Self-Assessment of Teaching Statement (SATS) on a 20-minute video of yourself teaching in our class (a CLT Lesson Plan with TBA; teach this lesson, video record the lesson, and write a self-reflection)

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 INTEGRITY:

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 classes start. 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/Readings	Discussion	Assignment Due
8/30	<ul style="list-style-type: none"> ▪ Introduction to the course 	<ul style="list-style-type: none"> ▪ <i>Syllabus</i> ▪ <i>Getting to know each other</i> ▪ <i>Clinical discussion and student's expectations</i> ▪ <i>Pretest: How L2 are learned</i> 	
Week 2			
9/6	Readings: <ul style="list-style-type: none"> ○ Lightbown & Spada (2013). <i>Popular ideas about language learning?</i> ○ (L&VP chap. 1) <i>From Atlas and Audiolingualism to Acquisition</i> 	<ul style="list-style-type: none"> ▪ L1=L2 ▪ Group Presentations ▪ Group Discussions 	<ul style="list-style-type: none"> ▪ Teaching philosophy (1 1/2 to 2 pages Typed) ▪ Respond to the Guiding Questions for Chapter 1 L&VP (Typed) ▪ Be ready to take a quiz based on these readings
Week 3			
9/13	Readings: <ul style="list-style-type: none"> ○ (L&VP chap. 1) <i>From Atlas and Audiolingualism to Acquisition... (cont.)</i> ○ (L&VP chap. 2) <i>Working with input</i> 	<ul style="list-style-type: none"> ▪ (Krashen's Monitor Theory) ▪ Group Discussions 	<ul style="list-style-type: none"> ▪ Respond to the Guiding Questions for Chapter 2 L&VP (Typed)
Week 4			
9/20	Readings: <ul style="list-style-type: none"> ○ (L&VP chap. 3) <i>Communicating in the Classroom</i> 	<ul style="list-style-type: none"> ▪ Class demonstration (Dr. deJonge-Kannan) ▪ Group Discussion 	<ul style="list-style-type: none"> ▪ Respond to the Guiding Questions for Chapter 3 L&VP (Typed) ▪ <i>JR #1 Teaching Methodology (due 9/23 @ midnight, via email)</i>

Week 5			
9/27	Readings: <ul style="list-style-type: none"> ○ (B, L-G&M chap. 1) <i>The Case for CC</i> 	<ul style="list-style-type: none"> ▪ Questions for the first exam ▪ Group Discussions 	<ul style="list-style-type: none"> ▪ Respond to the Guiding Questions for Chapter 1 Ballman et al (Typed) ▪ <i>Class Observation Report 1 (typed) (due 9/30 @ midnight)</i>
Week 6			
10/4	Readings: <ul style="list-style-type: none"> ▪ (B, L-G&M chap. 2) <i>The Role of Grammar in the CC</i> 	<ul style="list-style-type: none"> ▪ Group Discussions 	<ul style="list-style-type: none"> ▪ Respond to the Guiding Questions for Chapter 2 Ballman et al (Typed)
Week 7			
10/11	Model class: Portfolio activities and Portfolio materials	<ul style="list-style-type: none"> ▪ ACFTL Standards ▪ Group Discussions ▪ <i>Task-Based Activity Model Introduction</i> 	<ul style="list-style-type: none"> ▪ <i>JR #2 The teaching of Grammar (due 10/14 @ midnight)</i>
Week 8			
10/18	First in-class exam (AGRS 135 - PC)		

Week 9			
10/25	Readings: <ul style="list-style-type: none"> ○ (B, L-G&M chap. 3) <i>Activity Design and Lesson Planning...</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)
Week 10			
11/1	Readings: <ul style="list-style-type: none"> ○ (B, L-G&M chap. 3) <i>Activity Design and Lesson Planning</i> 	<ul style="list-style-type: none"> ▪ Information-Gap & Exchange/Interview activities ▪ Possible class demonstrations on different language 	<ul style="list-style-type: none"> ▪ TBA Lesson Plan (Typed)

Week 11			
11/8	<ul style="list-style-type: none"> Teaching demonstrations 	<ul style="list-style-type: none"> Teaching evaluations & SATS 	<ul style="list-style-type: none"> First lesson Plan TBA Class Observation Report 2 (typed) (due 11/11 at midnight)
Week 12			
11/15	<ul style="list-style-type: none"> Teaching demonstrations & SATS Second in-class exam (Testing Center (testing.usu.edu) JR #3 Communication in the classroom (Teacher talk vs Student talk) (due 11/21 @ midnight) 		
Week 13 11/22	<i>Thanksgiving break</i>		
Week 14			
11/29	<ul style="list-style-type: none"> Teaching demonstrations 	<ul style="list-style-type: none"> Teaching evaluations & SATS 	<ul style="list-style-type: none"> Picture File
Week 15			
12/6	<ul style="list-style-type: none"> Portfolios due. Group presentations Mock Interviews Last Day of classes 	<ul style="list-style-type: none"> Teaching evaluations & SATS 	<ul style="list-style-type: none"> Picture File
SATS Due December 13th at Midnight			