

# LING 6400

## SECOND LANGUAGE TEACHING: THEORY AND PRACTICE

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### 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 to develop their Teaching Philosophy Statement. The goals of this course are the following

### GOALS

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

### 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 6400:

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

You will accomplish these objectives by participating in class and carrying out the diverse tasks and activities developed for this class (reading the chapters, weekly assignments, developing your Teaching Philosophy Statement, class presentations, etc.)

### REQUIRED AND RECOMMENDED TEXTS

VanPatten, B. (2017). *While we're on the topic on language acquisition and classroom practice*. Alexandria, VA: ACTFL Publications  
Judith L. Shrum & Eileen W. Glisan (2016). *Teacher's Handbook: Contextualized Language Instruction*, 5<sup>th</sup> ed. Boston: Heinle & Heinle. ISBN

### STUDENTS 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.

### IMPORTANT

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 three (3) specific topics to be covered in their Teaching Philosophy Statements (TPS). See below.

### TEACHING PHILOSOPHY

As L2/FL instructors, your TPS will be comprised of three parts:

- 1) **Methodology, input and use of the target language in the L2 classroom (Due first week of October)**
- 2) **The importance of CDS, TBLL and the teaching of grammar in support of communication (Due first week of November)**
- 3) **Teaching Philosophy Statement & (SATS) Self-Assessment of Teaching Statement (Due first week of December)**

**One of these three topics must be accompanied by an AnnBib (Due first week of December (6-8 recent references))**

### EVALUATION

3 sections of TPS @ 15 each	<b>45%</b>
*Annotated bibliography	<b>10%</b>
Weekly assignments; and quizzes	<b>15%</b>
Class presentations	<b>10%</b>
In-class videotape and SATS report	<b>10%</b>
Class observation reports (2)	<b>10%</b>
Total	<b>100%</b>

## DESCRIPTION

### ASSIGNMENTS

- **Weekly Assignments:** For each class students will prepare a **Report as a Reaction Paper (KWL or Quotes & Notes or a mix of all of them)**—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. **These reports must include:** 1) the conceptual orientation of the chapter; 2) the key concepts; 3) quotes and notes, and 4) a brief discussion summarizing the main ideas exposed in the chapter. Students need to bring **one** copy (*typed*) of these assignments to the class to take notes. 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 we might be able to discuss in class. However, in some specific cases, these assignments will be handed-in and will be graded as a weekly assignment.
- **Class presentations:** Each student will be required to do two power point presentation (**30/40 minutes**) on some sections of the *Teacher's Handbook*, according to the schedule in the syllabus. Students might design and grade a short quiz on the whole chapter that will be given to their classmates at the beginning of the class. 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-Assessment of Teaching Statement report (SATS):** 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 Self-Assessment of Teaching Statement (SATS) 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. Due by midnight on Saturday November 18<sup>th</sup>
- **Class observations:** During the semester students will observe at least **two** foreign language classes in the LPCS department or the DLI schools and will complete an observation form for each of them (GIs are encouraged to observe other GIS).

### TEACHING PHILOSOPHY STATEMENT

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. As aforementioned, the TPS will be comprised of the following three (3) sections:

- **First part: Methodology, input and use of the target language in the L2 classroom (Due first week of October)**
- **Second part: The importance of CDS, TBLL, and the teaching of grammar in support of communication (Due first week of November)**
- **Third part: Teaching Philosophy Statement & (SATS) Self-Assessment of Teaching Statement (Due first week of December)**
- **One of these three topics must be accompanied by an AnnBib (Due first week of December (6-8 recent references)**
- **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.

### 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 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 SCHEDULE**

VanPatten. B. (2017). *While we're on the Topic on Language Acquisition and Classroom Practice*. ACTFL

Week 1	Topics	Discussion	Assignment Due
8/29	<ul style="list-style-type: none"> <li>▪ Introduction to the course and different assignments</li> <li>▪ Questions regarding assignments in LING 6350</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teaching Philosophy Statement</li> </ul>	
<b>Week 2</b>			
9/5	<ul style="list-style-type: none"> <li>▪ <b>Preliminary Chapter:</b> Becoming Familiar with the Profession and Expectations...</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Where do you place yourself as a MSLT student in the profession?</b> <ul style="list-style-type: none"> <li>○ Why?</li> </ul> </li> <li>▪ <b>What are you planning to do to be part of this professional environment?</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ KWL</li> </ul>
<b>Week 3</b>			
9/12	<ul style="list-style-type: none"> <li>▪ <b>Principle 1:</b> Teaching communicatively implies a definition of...</li> <li>▪ (Implications of a definition of communication for the classroom (pp.12-17; Lora)</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>CDS: Before Reading (xi) I can...; I can (p.1) and 1</b></li> <li>▪ <b>Discussion Questions &amp; Food for Thought (p. 17: 2, 6 &amp; 7)</b></li> <li>▪ <b>Principle 1: I can ... (p.18→Lora will be in charge of guiding the discussion)</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Respond (notebook) I can... Before Reading (xi) &amp; chapter 1 (p.1) and be ready for class discussion</b></li> <li>▪ <b>Reaction paper with Q&amp;N (Typed)</b></li> </ul>
<b>Week 4</b>			
9/19	<ul style="list-style-type: none"> <li>▪ <b>Principle 2:</b> Language is too abstract and complex... ..</li> <li>▪ (Back to the nature of language &amp; Implications for language 'teaching' (pp. 29-32 Wen-Yu)</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>CDS I can... (p.19)</b></li> <li>▪ <b>Discussion Questions &amp; Food for Thought (p. 33: 3, 4 &amp; 7)</b></li> <li>▪ <b>Principle 2: I can... (p.34→ Wen-Yu will be in charge of guiding the discussion)</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Respond (notebook) I can... Principle 2 (p.19) and be ready for class discussion</b></li> <li>▪ <b>Reaction paper with Q&amp;N (Typed)</b></li> </ul>

Week 5			
9/26	<ul style="list-style-type: none"> <li>▪ <b>Principle 3:</b> Language acquisition is constrained by...</li> <li>▪ (External factors &amp; Implications for language teaching (pp. 48-54 <b>Riku</b>))</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>CDS I can...</b> (p.35)</li> <li>▪ <b>Discussion Questions &amp; Food for Thought</b> (p. 54: 3, 5 &amp; 7)</li> <li>▪ <b>Principle 3: I can...</b> (56→ <b>Riku will be in charge of guiding the discussion</b>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Respond (notebook) I can... Principle 3</b> (p.35) and be ready for class discussion</li> <li>▪ <b>Reaction paper with Q&amp;N (Typed)</b></li> </ul>
Week 6			
10/3	<ul style="list-style-type: none"> <li>▪ <b>Principle 4:</b> Instructors and materials should...</li> <li>▪ (Natural approach- Implications for language teaching (pp. 70-74 <b>Rocío</b>))</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>CDS I can...</b> (p.57)</li> <li>▪ <b>Discussion Questions &amp; Food for Thought</b> (p. 74: 4, 5 &amp; 7)</li> <li>▪ <b>Principle 4: I can...</b> (75→ <b>Rocío will be in charge of guiding the discussion</b>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Respond (notebook)I can... Principle 4</b> (p.57) and be ready for class discussion</li> <li>▪ <b>Reaction paper with Q&amp;N (Typed)</b></li> <li>▪ <b>First part of the Teaching Philosophy</b> (10- 7<sup>th</sup> @ midnight)</li> </ul>
Week 7			
10/10	<ul style="list-style-type: none"> <li>▪ <b>Principle 5:</b> Tasks should form the backbone of ...</li> <li>▪ (What type of tasks are there?-Implications for language teaching (pp. 85- 93 <b>Lora &amp; Riku</b>))</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>CDS I can...</b> (p.77)</li> <li>▪ <b>Discussion Questions &amp; Food for Thought</b> (p. 94: 2 &amp; 7)</li> <li>▪ <b>Principle 5: I can...</b> (95→ <b>Lora &amp; Riku will be in charge of guiding the discussion</b>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Respond (notebook) I can... Principle 5</b> (p.77) and be ready for class discussion</li> <li>▪ <b>Reaction paper with Q&amp;N (Typed)</b></li> <li>▪ <b>Class Observation Report 1 (Typed)</b></li> </ul>
Week 8			
10/17	<b>Students work on the corrections of the First part of the TPS</b>		

Week 9			
10/24	<ul style="list-style-type: none"> <li>▪ <b>Principle 6:</b> Any focus on form should be input...</li> <li>▪ (Structured input-Implications language instruction (pp. 105- 114 <b>Rocío &amp; Wen Yu</b>)</li> <li>▪ Self-assessment (pp. 117) &amp; Review</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>CDS I can...</b> (p.97)</li> <li>▪ <b>Discussion Questions &amp; Food for Thought</b> (p. 115: 2, 3, 4 &amp; 5)</li> <li>▪ <b>Principle 6: I can...</b> (116→ <b>Wen Yu &amp; Rocío</b> will be in charge of guiding the discussion)</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Respond I can...</b> Principle 6 (p.97) and be ready for class discussion</li> <li>▪ <b>Reaction paper with Q&amp;N (Typed)</b></li> <li>▪ <b>Class Observation Report 2 (Typed)</b></li> </ul>
Week 10	<h2 style="margin: 0;">Teaching Demonstrations (microteaching)</h2> <p style="margin: 10px 0 0 0;"> <span style="margin-right: 100px;">Lora (Italian)</span> <span style="margin-right: 100px;">Wen Yu (Chinese)</span> <span style="margin-right: 100px;">Riku (Japanese)</span> <span>Rocío (Spanish)</span> </p>		
Week 11			
11/7	<ul style="list-style-type: none"> <li>▪ <b>Chapter 11 (Shrum &amp; Glisan, 2016):</b> Assessing Standards-Based Language Performance in Context <ul style="list-style-type: none"> <li>○ <b>ALL STUDENTS MUST BE PREPARED TO PRESENT A MINI-SECTION</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Different types of Assessment in the L2 classroom</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Reaction paper with Q&amp;N (Typed)</b></li> <li>▪ <b>Second part of the Teaching Philosophy (11- 4<sup>th</sup> @ midnight)</b></li> </ul>
Week 12			
11/14	<ul style="list-style-type: none"> <li>▪ <b>Chapter 7:</b> Using a Story Based Approach to ... <ul style="list-style-type: none"> <li>○ <b>ALL STUDENTS MUST BE PREPARED TO PRESENT A MINI-SECTION</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Bring a copy of your lesson plan using the PACE model to class for our group discussions</b></li> </ul>	
Week 13			

11/21	<b>Students work on their Teaching Philosophy Statement</b>		
<b>Week 14</b>			
11/28	<ul style="list-style-type: none"> <li>▪ <b>Chapter 12: Using Technology to Contextualize...</b> <ul style="list-style-type: none"> <li>○ <b>ALL STUDENTS MUST BE PREPARED TO PRESENT A MINI-SECTION</b></li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>▪ <b>Reaction paper with Q&amp;N (Typed)</b></li> <li>▪ <b>SATS Report (11-18<sup>th</sup> @ midnight)</b></li> </ul>
<b>Week 14</b>			
12/5	<ul style="list-style-type: none"> <li>▪ Mock Interviews</li> <li>▪ Last Day of Classes</li> </ul>	Teaching Philosophy: Group Presentations	<ul style="list-style-type: none"> <li>▪ Short version of your Teaching Philosophy <b>1 page single-spaced</b></li> <li>▪ <b>Third part of the Teaching Philosophy and AnnBib (12-9@ midnight)</b></li> </ul>