

## METHODS OF TEACHING COLLEGE FRENCH

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**Texts:** Richards, J. & Rodgers, T. (2001). Approaches and Methods in Language Teaching, (2nd Ed.) Cambridge: Cambridge University Press.

Articles on electronic reserve:

<http://ereserves.indiana.edu/coursepage.asp?cid=2289>

Password: acquire

Omaggio-Hadley, A. (2000). Teaching Language in Context, (3rd Ed.). Boston, MA: Heinle & Heinle.

\*Students must also become members of AATF:

*American Association of Teachers of French*: <http://www.frenchteachers.org/>

(Submit the address label from your first volume of *The French Review* as proof of membership)

### Course description and objectives:

This course will provide an overview of approaches to foreign language teaching and the theoretical notions underlying current trends and classroom practice. Course objectives are the following:

- 1) to acquaint students with issues and research in foreign language teaching
- 2) to show ways of using research to achieve more effective classroom teaching and testing
- 3) to develop students' skills in evaluating teaching performance and instructional materials
- 4) to prepare students for continued professional development

Class meetings will be devoted to discussion, short presentations and/or demonstrations by students and the instructor. Students will use professional journals to explore topics of interest; prepare classroom materials; evaluate instructional materials; and complete an online teaching portfolio.



### Grade components/Summary of assignments and due dates:

I. Ontime completion of weekly reading questions/preparation/active participation in class (15%)

|                 |    |                                       |                    |
|-----------------|----|---------------------------------------|--------------------|
| II. Assignments | #1 | Professional journal summaries        | (10%) due Jan. 30  |
|                 | #2 | Presentation of method                | (10%) Feb. 20      |
|                 | #3 | FOF classroom materials development   | (10%) due Feb. 27  |
|                 | #4 | Pronunciation evaluation task         | (10%) due Mar.13   |
|                 | #5 | Pragmatics project OR Culture project | (15%) due April 3  |
|                 | #6 | Presentation of technology idea       | (10%) due April 11 |
|                 | #7 | Online teaching portfolio             | (20%) due April 27 |

\*Policy regarding late work: Assignments will be accepted late, but will be downgraded from the original grade earned by half of a grade for each day late. \*\* No assignments sent via e-mail attachment accepted. Hard copies only please.

**F573 CALENDAR** (subject to revision)

| <b>Date</b> | <b>Topic</b>  | <b>Readings and Assignments</b><br>(to prepare <i>before</i> coming to class)  |
|-------------|---|--|
| Jan. 16     | Introduction to course<br>Language assessment   |  |
| Jan. 23     | Communicative competence,<br>proficiency, and National Standards<br>Teaching portfolios   | Omaggio-Hadley, Chap. 1 and pp. 469-76<br>Chaput, P. (2001)<br>Seldin. <b>(date to be verified)</b>  |
| Jan. 30     | Theoretical perspectives  | Bardovi-Harlig (1997)<br>Lightbown (2000)<br>Omaggio-Hadley, Chap. 2<br><b>Assignment #1 Professional journal summaries due</b>  |
| Feb. 6      | Historical and methodological<br>perspectives on language learning<br>and teaching  | Omaggio-Hadley, Chap. 3 (pp. 86-120)<br>Richards and Rodgers, Chaps 1-2; 4   |
| Feb. 13     | The grammar debate: Focus on form   | Lee and Van Patten Chap. 5-6<br>Doughty, C. & Williams, J. (1998)<br>Wong (2002)<br>[optional: Wong and VanPatten (2003)]  |
| Feb. 20     | <b>Assignment #2: Methods presentations</b><br><b>Non-traditional methodologies</b><br>-TPR<br>-The Silent Way<br>-Suggestopedia<br>-Community Language Learning<br><br><b>Current methodologies</b><br>-Multiple Intelligences<br>-Task-based Instruction<br>-Content-based Instruction<br>-The Natural Approach | (Based on readings in Omaggio-Hadley, pp. 123-129; Richards and Rodgers, pp. 71-149; Larsen-Freeman (1986; 2000). <i>Techniques and Principles in Language Teaching</i> . Oxford University Press.)<br><br>(Based on Richards & Rodgers, pp. 151-254) and Larsen-Freeman (1986; 2000). <i>Techniques and Principles in Language Teaching</i> . Oxford University Press.) |
| Feb. 27     | Teaching pronunciation: in-class workshop   | <b>Assignment #3 FOF classroom materials development due</b>   |
| Mar. 6      | Cultural competence: What is it, and how can we teach it?   | Galloway (1992)<br>Kramsch (1993)  |
| Mar. 13     | Pragmatics and sociolinguistic competence   | Kasper, G. (1997)<br><b>Assignment #4: Pronunciation evaluation due</b>  |
| Mar. 14-22  |  <b>SPRING BREAK!</b>   |  |
| Mar. 27     | Workshop to create skeletal website for online teaching portfolio   | <b>Meet in computer lab (place TBA)</b>  |
| April. 3    | <b>Student presentations of culture and pragmatics projects</b>   | <b>Assignment #5: Cultural or pragmatics project due</b>   |
| April 10    | <b>Student presentations of culture and pragmatics projects, cont.</b>  |  |
| April 17    | The future of French  | Siskin, Knowles and Davis (1997)   |

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|----------|--|---|
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| April 25 | <b>Technology-enhanced language instruction: student presentations</b> | Shrum and Glisan, Chap. 12<br>McGee, L. (2001)<br>[Note: you need only scan these readings for ideas; research more up-to-date technology applications online, in journals, and by talking to colleagues] |
| May 1    | <b>Student presentations/class evaluation</b>                          | <b>Assignment #7: Teaching portfolio presentations</b><br><b>Meet in computer lab (BH 117)</b>  |

## RESERVE LIST

- Bardovi-Harlig, K. (1997). The place of second language acquisition theory in language teacher preparation. In K. Bardovi-Harlig and B. Hartford (Eds.), Beyond methods: Components of second language teacher education (pp. 18-41). McGraw-Hill.
- Chaput, P. (2001). Language teaching: Raising expectations for instructor preparation. In B. Rifkin (Ed.), Mentoring foreign language teaching assistants, lecturers, and adjunct faculty. Boston, MA: Heinle and Heinle.
- Delett, J., Barnhart, S. & Kevorkian, J. (2001). A framework for portfolio assessment in the foreign language classroom. Foreign Language Annals, 34(6), 559-568.
- Doughty, C. and Williams, J. (1998). Pedagogical choices in focus on form. In C. Doughty and J. Williams (Eds.), Focus on form in second language acquisition. Cambridge: Cambridge University Press.
- Edgerton, R., Hutchings, P. & Quinlan, K. (1991). The Teaching Portfolio. The American Association for Higher Education Teaching Initiative.
- Galloway, V. (1992). Toward a cultural reading of authentic texts. In H. Byrnes (Ed.) Languages for a multicultural world in transition (pp. 87-121). Northeast Conference on the Teaching of Foreign Languages. NTC Publishing Group.
- Kasper, G. (1997). The role of pragmatics in language teacher development. In K. Bardovi-Harlig and B. Hartford (Eds.), Beyond methods: Components of second language teacher education (pp. 113-136). McGraw-Hill.
- Kramsch, C. (1993). Teaching language along the cultural faultline. In C. Kramsch (Ed.), Context and culture in language teaching (pp. 205-232). Oxford: Oxford University Press..
- Lee, J. and VanPatten, W. (1995). Making Communicative Language Teaching Happen. McGraw-Hill.
- Lightbown, P. (2000). Anniversary article. Classroom SLA research and second language teaching, Applied Linguistics, 21(4), 431-462.
- Magnan, S. and Walz, J. (2002). Pedagogical norms: Development of the concept and illustrations from French. In S. Gass, K. Bardovi-Harlig, S. Magnan and J. Walz (Eds.), Pedagogical norms and second and foreign language teaching (pp. 15-40). Philadelphia: Benjamins.
- McGee, L. (2001). Building community and posting projects: Creating "student pages" in web-based and web-enhanced courses. Foreign Language Annals, 34(6), 534-549.
- Nyikos, M. (1991). Prioritizing student learning: A guide for teachers. In L. Strasheim, (Ed.), Focus on the foreign language learner: Priorities and strategies (pp. 25-39). IL: National Textbook.
- Oxford, R. (1990). Language Learning Strategies: What Every Teacher Should Know. Boston: Heinle and Heinle.
- Shrum, J. and Glisan, E. (2000). Using technology to contextualize and integrate language instruction, in J. Shrum and E. Glisan Teacher's handbook: Contextualized language instruction (pp. 319-360). Boston, MA: Heinle and Heinle.
- Siskin, J. Knowles, M. and Davis, R. (1997). *Le français est mort, vive le français*: Rethinking the function of French. In J. Liskin-Gasparro (Ed.), Patterns and policies: The changing demographics of foreign language instruction (pp. 35-69). Boston, MA: Heinle and Heinle.
- Valdman, A. (2000). *Comment gérer la variation dans l'enseignement du français langue étrangère aux États-Unis*. The French Review, 73(4), 648-666.
- Wong, W. (2002). Form and meaning: Processing instruction. The French Review, 76(2), 236-264.
- Wong, W. and VanPatten, W. (2003). *The evidence is IN: Drills are OUT*. Foreign Language Annals, 36(3), 403-423.