COURSE GOALS

The purpose of this course is to prepare future language instructors to reflect critically on their teaching and their students’ learning. While teaching to a great extent relies on the instructor’s intuition, it is important to remember that intuition is informed by experience and knowledge. To sharpen our intuition, we will familiarize ourselves with important works in second language acquisition and applied linguistics. We will discuss various theories of language learning and such issues as learner identity, individual variables and attitudes toward learning, maintaining motivation to learn, learning styles and the like. A great deal of this course is dedicated to practical issues, including designing learning activities and assessment instruments, conducting peer evaluations, evaluation and selecting teaching materials, and developing instructional repertoires. During the course, students will also be working on teaching projects related to their current or future courses and will write their teaching statements (teaching philosophy). All these materials will become an important part of your teaching portfolios.

Students successfully completed this course will be able to:

1. explain the connection between second language acquisition theory and current teaching methods;
2. demonstrate their knowledge of resources available to foreign language instructors (e.g., professional journals, organizations, on-line repositories, etc.);
3. demonstrate their understanding of the concept (inter)cultural competence and the ability to incorporate culture in their teaching across four skills and three communication modes;
4. demonstrate their understanding of such approaches to foreign language teaching as proficiency-oriented instruction and content-based instruction and the ability to implement principles of these pedagogical approaches to their own teaching across four skills and three communication modes;
5. demonstrate the ability to evaluate and select instructional materials with an eye to the needs of a particular foreign language curriculum;
6. demonstrate the ability to develop instructional materials, including the articulation of instructional objectives and devising of appropriate activities (whole-class, individual, group);
7. demonstrate their understanding of principles of assessment and their ability to develop appropriate assessment instruments;
8. demonstrate the ability to use technology for their teaching & assessment;
9. develop a diverse repertoire of teaching strategies.

REQUIRED MATERIALS:
3. Other course materials will be distributed through Canvas or in class.

GRADE CALCULATION

1. Attendance & Participation (including volunteer readings) 10 points
2. Quizzes 5 points
3. Review of Professional Outlets (journals, organizations, on-line repositories) 5 points
4. Culture Activity (separate or as a part of other skills) (TP) 10 points
5. Listening/Reading Activity (TP) 16 points
6. Accuracy/Fluency Activity (TP) 16 points
7. Writing Activity (TP) 5 points
8. Assessment Instrument (TP) 5 points
9. Textbook Comparison 10 points
10. Classroom observations (TP) 10 points
11. Teaching statement (TP) 10 points

(TP) = parts of your teaching portfolio to be submitted by May 06, 2016

Grading scale

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WEEKLY SCHEDULE

*We may have to change our weekly schedule based on our progress*

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Read for today: O 1: What does it mean to know a language?

In class today:
2. Practice:
   2.1. Discussion of oral and writing samples. Identifying proficiency levels.
Correlating proficiency levels and years of instruction.

2.2. Deconstructing lesson plans based on 5Cs.

Preparing for the next class:
1. Read:
   1.1. O2: Pay special attention to behaviorist, monitor and cognitive theories.
   1.2. ACTFL Proficiency Guidelines (try to develop a general understanding of the guidelines – levels, sub-levels, and major rubrics/distinctions)
   1.3. Bloom’s taxonomy (on Canvas)
   Practice: Journal/organization/repository review

In class today:
Due today: Journal/Organization/Repository reviews
1. Theory:
   1.1. Discussion of theories of second language acquisition, with special attention paid to behaviorist, monitor and cognitive theories (based on O2)
   1.2. Discussion of testing and assessment in the context of goal oriented instruction. In what ways are students tested and assessed in this class? In other classes you've taken?
2. Practice:
   2.1. Discussion of journals/organizations/repositories
   2.2. Reflecting on assessment instruments (theoretical grounds, purpose, format, designs).

Preparing for the next class:
1. Read:
   1.1. O 3: History of Second Language Instructional Methodology, pay special attention to descriptions of grammar-translation, direct, audio-lingual methods.

2. Practice:
   2.1. Reflect on your language learning history: identify the method(s) that were used in your classrooms.
   Arrange for a class observation. Pay particular attention to oral practice (communication/fluency). Submit your class observation on the 4th class session. Observation #1.

In class today:
1. Theory:
   1.1. Presentation of Malone et al. reading
   1.2. O 3: History of Second Language Instructional Methodology, pay special attention to descriptions of grammar-translation, direct, audio-lingual methods.
1.3. R&R: Communicative Teaching, Content-Based Instruction, Task-Based Language Teaching.

2. **Practice**: Identify type of methodology (based on your interviews)

**Preparing for the next class:**

1. **Read**:
   
   
   1.2. O 4: Authentic Context, Content, Function and Task.

2. **Practice**:
   
   2.1. Reflect on familiar instructional materials: To what extent these instructional materials are inclusive and representative of the target culture and American culture?
   
   2.2. Prepare a classroom observation (focus on the development of oral communicative skills/fluency).

| 04 | 02/09 |

**In class today:**

**Due today: Classroom observation #1 (General)**

1. **Theory**:

   1.1. O 4: Authentic Context, Content, Function and Task.
   
   1.2. The issue of representation in instructional materials (Shardakova & Pavlenko)

2. **Practice**:

   2.1. Discussion of classroom observations: What rubrics do you consider most important? Designing rubrics for classroom observation/evaluation.
   
   2.2. Examination and discussion of teaching practices (youtube sample teaching). Discussion of context, content, function and task in foreign language teaching.

**Preparing for the next class:**

1. **Reading**:

   1.1. O 8: Culture in the L2 Classroom.
   
   

2. **Practice**: Develop a plan for a mini-lesson - targeting any modality - that incorporates culture. Alternatively, develop a plan for a lesson that targets a certain cultural element while at the same time providing linguistic training (in writing). Do not forget to include an assessment instrument(s) and appropriate assessment rubrics. (Do not forget that we treat activities as instruments to elicit evidence of students’ developing L2 and C2 proficiency)
In class today:

Due today: Plan for a mini-lesson (activity) on culture or any other skill with a cultural component with an accompanying assessment component

1. **Theory:**
   1.2. Byram: Intercultural competence.

2. **Practice:**
   2.1. Discussing prepared activities for culture instruction.
   2.2. Developing rubrics for evaluating culture-related activities.

Preparing for the next class:

1. **Reading:**
   1.1. ACTFL Guidelines for listening proficiency:
   1.2. O 5: through end of section on listening / until reading section starts.

2. **Practice:** Prepare a plan for a mini-lesson targeting the listening skill; assessment instruments and rubrics must be included.

Preparing for the next class:

1. **Reading:**
   1.1. O 5 (through end of chapter) and O 9 on testing of listening and reading.
   1.2. ACTFL Guidelines for Reading Proficiency

2. **Practice:** Select a short literary text in your target language and in English translation (no longer than 10-12 lines in length). Think about how you might teach this text, prepare your notes for discussion. Prepare a plan for a mini-lesson on reading. What are your assessment instruments here and rubrics?
1.1. Discussion of reading proficiency and the teaching and testing of reading skills (O5, O9)

1.2. Discussion of teaching literary texts - a lesson to teach a literary text in translation and in the original (cf., Warofd & White, 2012; and Kramsch, 2011)

2. Practice:
   2.1. Discussing reading activities.
   2.2. Developing rubrics to assess a reading activity.
   2.3. Preparing for peer-observations (our mini-lessons in class): finalizing rubrics for evaluating the effectiveness of reading/listening activities.

Preparing for the next class:
   Practice: Prepare your mini-lessons (activities) in Reading or Listening skills

08 03/08

In class today:
   Practice:
      1. Demonstration & discussion of your Reading/Listening activities

Preparing for the next class:
   1. Read:
      1.2. Error correction:
         1.2.2. Volunteer is needed for: R. Ellis TESOL Written Corrective Feedback http://blog.matbury.com/2012/03/01/dr-rod-ellis-tesol-written-corrective-feedback/

   2. Practice: Observe a lesson. Pay particular attention on the development of fluency and accuracy. Observation #2. Comment on task types and error correction strategies that are used. We will be discussing your classroom observations in week 11. Observation #2.

09 03/22

In class today:
   1. Practice (cont.): Demonstration & discussion of your Reading/Listening activities
   2. Theory:
      2.1. O6. Discussion of the teaching of oral communication skills.
      2.2. Error correction: What is your stand on the error correction. Support your position by available evidence in current research.

Preparing for the next class:
   1. Read:
      1.1. ACTFL Guidelines for oral proficiency (just to refresh).
      1.2. Teaching oral proficiency
         1.2.1. Volunteers needed: Payne, J. Scott, and Paul J. Whitney. "Developing L2 oral proficiency through synchronous CMC: Output, working memory,


2. **Practice:**

2.1. Select a textbook for beginner- or intermediate-level learners. Examine how this textbook approaches teaching of oral communication skills. Compare authors' statement with actual teaching materials.

2.2. Prepare a plan for a fluency lesson (oral skills) or an accuracy lesson (grammar). Incorporate assessment instruments and rubrics.

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**10 03/29**

**In class today:**

**Due today:** Plan for a mini-lesson on fluency with an accompanying assessment component

1. **Practice:**

1.1. Discussing and developing rubrics for the evaluating activities targeting fluency.

1.2. Continuing the discussion of teaching oral communication skills and discussion of textbooks as concerns teaching oral skills.

2. **Theory:** Methods of teaching oral skills (based on readings: Payne et al. (2013) and Donato & Brooks (2004)). Share your own ideas.

**Preparing for next class:**

1. **Read (select whichever you like but we need to cover both articles):**


2. **Practice:**

   2.1. Be sure to have completed your observation of a fluency/accuracy lesson for discussion next class.

   2.2. Work with assigned peers to prepare a debate on fluency and accuracy in the 4-skills classroom. Think of best ways to teach grammar.

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**11 04/05**

**In class today:**

**Due today:** Classroom observation #2 (Fluency & accuracy lesson)

1. **Practice:** Discussion of observation # 2.

2. **Theory:**

   2.1. Discussion of fluency vs. accuracy in the 4-skill classroom.

   2.2. How to teach grammar in proficiency oriented (communicative) classroom? Support your argument by evidence from current research (Langacker 2008 or Nassaji & Fotos, 2004).

   2.3. Developing rubrics for evaluating a lesson/activity on accuracy (grammar)
Preparing for next classes:
Practice: Prepare your mini-class (activity) on accuracy training. Incorporate assessment instruments and rubrics. Make sure your presentation/work on grammar reflects your knowledge of the latest research on grammar teaching in FL classroom.

In class today:
Due today: Plan for a mini-lesson on accuracy with an accompanying assessment component
1. Practice: Demonstration & Discussion of your accuracy OR fluency activity

Preparing for next class:
1. Read:
   1.1. O7 & O9: Becoming proficient in writing & Assessment of Writing.
   1.2. ACTFL Guidelines for writing
2. Practice: Prepare a lesson plan with a writing activity, including assessment instruments and rubrics for students.

In class today:
Due today: Plan for a mini-lesson on writing with an accompanying assessment component
1. Theory: O7&O9: Developing writing skills or literacy? Assessment of writing skills.
2. Practice:
   2.1. Developing rubrics for evaluating writing activities
   2.2. Demonstration & Discussion of your accuracy OR fluency activity

Preparing for next class:
1. Read (select whichever you like but we need to cover all the articles):
2. Practice:
   2.1. Prepare a written comparison of two beginner-level textbooks.
   2.2. Contemplate about the role of textbooks in FL curriculum. What role do textbooks play in FL curriculum building?

In class today:
Due today: Textbook comparison
1. Practice: Discussion of foreign language textbooks. Rubrics for textbook evaluation. The role of textbooks in FL curriculum. Textbook-driven curriculum vs. proficiency-
based curriculum.

2. **Theory:**
   
   
   3.2. Developing rubrics for evaluating FL online and/or multimedia materials.

**Preparing for next class:**

1. **Read:**
   

   2.1. Portfolio in foreign language learning:
   
   
   

2. **Practice:**

   1.1. Think about testing and assessment. Compare your experiences in various courses. What tests have you found effective and useful? Why?

   1.2. Prepare a unit test for a beginner-level course.

   1.3. Prepare your teaching statement (teaching philosophy)

**In class today:**

**Assessment instrument (a unit test)**

**Your teaching dossier, including statement on teaching (teaching philosophy)**

1. **Theory:**

   1.1. Discussion of assessment. In groups, discuss assessment techniques used in the mainstream language classrooms. Evaluate their effectiveness, think of possible revisions of common practices. If you were to select assessment for your own first-year language course, what would you do?

   1.2. Course overview

2. **Practice:** In groups, develop a template of a unit test (formative assessment instrument).

**Submit all your materials to the instructor by May 06, 2016.**
READING LIST

In order of assignment

Except for the *ACTFL Proficiency Guidelines* and *The National Standards* all readings are optional. I will be calling on volunteers to present the readings in class.

1. ACTFL Proficiency Guidelines in speaking, listening, reading, and writing

2. *The National Standards for Foreign Language Learning*


