

SED 4200/EST 5241 Secondary Foreign Language Teaching Methods
Fall 2018



COURSE CONTACT INFORMATION

Instructor: Dr. Raquel Prieta, Assistant Professor of Foreign Language Education
Time and place: Wednesdays from 6:00-8:30 pm at 373, South Foundation Hall
Email: rprieta@oakland.edu
Office: 370 O'Dowd Hall
Office hours: Wednesdays, 3:45-5:45 pm, or by appointment

Course description

SED 4200/EST 5241 is a **three credit course** open for both undergraduate or graduate students. The course is for foreign language teaching majors and students, or students adding an endorsement or upgrading an existing endorsement.

SED 4200/EST 52141 gives an overview of communicative, task-based instruction as informed by research and theory in second language acquisition. This course emphasizes the development of teaching strategies and human interaction techniques unique to secondary students in foreign language classrooms. The course addresses second language acquisition theories, learning styles, teaching techniques, multicultural issues, the use of technology, ACTFL's Standards for Foreign Language Learning, Michigan World Language Standards and Benchmarks, classroom management, professional growth and other topics of interest suggested by class members.

Course Objectives

- Introduce students to theoretical and practical concepts in the fields of second language acquisition and language teaching (i.e., effective curriculum design using national foreign language standards; creation of instructional materials linked to specific curricular goals; and, the implementation of effective assessment procedures for student learning.
- Bring together second language acquisition theory and L2 teaching practices.

Learning outcomes

By the end of the course, students will be able:

- To have a working knowledge of theory and research that explains how students acquire a second language.
- To be able to critically evaluate existing teaching practices and materials based on your understanding of theory and research.
- To develop teaching materials for the classroom which are informed by theory and research in second language acquisition.
- Develop skills to teach to teach the target language effectively for student understanding, and make the classroom a "communicative" environment.

Pre-requisite

Admission to K-12 or 6-12 Foreign Language Certification Program.

Students wishing to pursue the course in conjunction with adding an endorsement or upgrading an existing endorsement may be admitted at the discretion of the professor.

Required materials:

There is no required textbook for this course. All the readings will be posted on our course site on Moodle.

References:

- López-Burton, N., & Minor, D. E. (2014). *On being a language teacher: A personal and practical guide to success*. New Haven: Yale University Press.
- VanPatten & Lee (2003). *Making Communicative Language Teaching Happen*. McGrawHill Education. Second Edition. [ISBN-13: 9780073655178]
- Lightbown, P. M., & Nina Spada. (2006). 3rd Edition. *How Languages are Learned*. New York: Oxford University Press.
- The Routledge E-Modules on Contemporary Language Teaching
Series Editors: Bill VanPatten, Michigan State University, USA, and Gregory D. Keating, San Diego State University, USA
<http://routledgetextbooks.com/textbooks/9781315679594/>

Other suggested readings:

- Hall, Joan Kelly. (2001). *Methods for teaching foreign languages: Creating a community of learners in the classroom*. Merrill Prentice Hall. [ISBN 0-13-087910-X]
- Kellough & Carjuzaa (2005) *Teaching in the Middle and Secondary Schools*. Pearson. [ISBN-10: 0131193732; ISBN-13: 9780131193734]
- Emmer, Edmund, Carolyn Evertson & Murray Worsham. (2006). *Classroom management for middle and high school teachers*. Pearson. [ISBN 0-205-45534-4]
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques & principles in language teaching*. Oxford: Oxford University Press.

Suggested Language Teaching Organization membership

I strongly recommend you to become a member of a professional organization for foreign language teachers. There are immediate benefits to your professional learning:

- Provides you access to subject-specific resources and the latest ideas about teaching and learning in your field of study.
- Gives you access to online versions of many professional resources.
- Membership in a professional organization tells prospective employers that you are already started as a professional language teacher.
- It's really fun to learn about teaching from others who are doing the same. Eventually, you might contribute your own ideas!

- **All language teachers** should join **The Michigan World Language Association [MiWLA]** as part of the registration for attendance at the MiWLA Annual Conference; there is a student membership.
- In addition, **I strongly recommend** that you join the American Council for the Teaching of Foreign Languages [ACTFL], which includes a subscription to Foreign Language Annals or the professional organization for your language

Grading Scale

The final course grade will be determined as follows:

A+	96-100	4
A	94 - 95	3.8 - 3.9
A-	91 - 93	3.7
B+	89 - 90	3.5 - 3.6
B	84 - 88	3 - 3.4
B-	81 - 83	2.7 - 2.9
C+	77 - 79	2.4 - 2.6
C	74 - 76	2 - 2.3
C-	71 - 72	1.8 - 1.9
D+	67 - 70	1.4 - 1.7
D	65 - 66	1 - 1.3
E/F	Below 65	0

Attendance Policy

Attendance to all meetings is mandatory.

This is a demanding course for individuals planning on being teachers. This class is committed to helping you prepare to teach, but it also requires a commitment from you to be in class and be prepared to make a contribution to our classroom work. This class may pose a unique challenge for attendance because of its time of day and your current internship. Please note that you are expected to teach HALF days this semester and attend to coursework during the rest of your time (except Wednesdays when you will not be in the field at all). This will be emphasized throughout the semester, and therefore missing class because of intern-related activities is discouraged. There may, however, be exceptions to this; you are expected to communicate with me **prior** to an expected absence (and may not necessarily be considered excused).

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holydays, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Policy on late work: The policy of this course is that late work may be accepted up to 24 hours after it is due BUT AN ENTIRE GRADE point WILL BE DEDUCTED. No late work beyond 24 hours is accepted.

The Michigan World Language Association [MiWLA]

It is important as a teacher to be up-to-date with current research in the teaching and learning areas. As part of the class you are required to go to at least one session of the MiWLA. The 2018 Conference will be held at the Lansing Center and the Radisson Hotel Lansing at the Capitol on **October 18-19, 2018**. Be sure to visit <http://miwla.org/home/conference/general-information/> to *apply for a grant to offset the cost of conference attendance*. Click on Awards and Grants to download a grant application.

Lansing Center, 333 East Michigan Avenue, Lansing, MI 48933

Radisson Hotel Lansing at the Capitol

111 N. Grand Avenue, Lansing Michigan 48933

Reservations: +1 (800) 967-9033 US/Canada Toll-free

Telephone: +1 (517) 482-0188 Fax: +1 (517) 487-664

Course Components:

Your final grade will be determined from the following components:

Micro teachings	20%
Assignments	20%
Observation report	20%
Teaching philosophy	10%
Teaching website	20%
In class Participation	10%

TOTAL

100%

Attendance and participation (10% of your final grade)

Active participation, punctuality, and timely preparation are expected. Please see attendance policy.

Observation Report (10% of your final grade)

During the semester, you will pick one language course of your choice to observe and write a formal observation report. The observation will consist of three parts: (1) a descriptive narrative of what you observed in the class; (2) a critical evaluation of what you observed in light of your understanding of theory and research; (3) specific alternatives to what you observed based on your understanding of the course material. The purpose of this observation is for you to *critically evaluate* teaching practices based on your understanding of theory and research. As an alternative for those who are not able to access an experienced teacher's classroom, you may write a reflection discussing a foreign language teaching video from a reputable pedagogical website.

Micro-teachings (20% of your final grade)

Throughout the semester, you will be asked to **perform two (2) micro-teaching demonstrations** in front of your professor and classmates targeting 1) vocabulary and/or culture, and 2) grammar. These short teaching demonstrations (10-15 minutes long) are aimed to provide hands-on teaching experience while receiving feedback from your peers. We will reflect on your strengths as a teacher as well as aspects that need improvement. Each micro-teaching demonstration will have to be accompanied by its corresponding lesson plan. As such, you will be required to **write a total of two (2) lesson plans**. A lesson plan is a detailed description of a course instruction or a session and usually serves as the teacher's guide to prepare and implement a particular lesson. It could consist of a description of one long activity or a number of activities to be used during the class session. For each micro-teaching demo, you will write a lesson plan geared towards the learning of a specific aspect of the target language (i.e. vocabulary, grammar, communicative competence, culture, etc.). Make sure to include: a title, goals, time required to complete the activity or lesson, materials, instructions that teachers should use, and/or possible evaluation criteria. We will discuss how to write a lesson plan prior to these assignments' due dates.

If you are in the STEP/MATSE program, you are allowed to use the lessons you will teach during the Guided Lead Teaching (GLT) weeks. The goal here is to work within the realistic context of your school while also applying the best practice methods we've discussed in our methods courses. I am hoping that you can build a bridge between what you learn on the field and what you learn in class.

Assignments (20% of your final grade)

There will be **three (4) written assignments** related to the readings and topics of discussion covered in class. The first assignment will require that you reflect on past and present teaching methods, paying special attention to instructional textbooks. The second will require that you adapt a traditional activity (drill) into a more "communicative" one. The third written assignment, targets assessment procedures as you will be asked to evaluate a foreign language test. More details will be given during the semester. The last and third assignment will consist of a written reflection about your fieldwork learning experience. You will be asked to reflect on the various teaching methods (i.e. activities, practices, interactions) used by the teacher and link those methods to the materials studied in class throughout the semester.

Teaching Philosophy (10% of your final grade):

A philosophy of teaching statement is a set of personal values or beliefs about learning and teaching that affect a teacher's behaviors in the classroom. Although many of you will be teaching for the first time, the statement will help you clarify your own views on teaching and learning foreign languages at the beginning of your career, and a version of this statement can be used when you look for academic and/or teaching positions when you graduate. This statement should not exceed two type-written pages and must incorporate in some way your answers to the following questions:

- How do students learn?
- What is my role in facilitating the learning process?
- How are my ideas/concepts on learning and teaching implemented in the classroom?
- What goals do I have for my students?
- Why do I want to teach?

Teaching website (20%)

Your final project for this course will be to create a website resource including teaching ideas for teaching a second language, information on key issues in foreign language education, and example books to be used in a middle or high school classroom. This will be a culminating source of your ideas from throughout STEP/MATSE, and will prepare you for the job market.

Oral Proficiency Interview (OPI)

The OPI is a requirement from the Michigan Education department. The OPI is an interview conducted over the phone, whereas the OPIc is an interview conducted with an avatar on your computer. Foreign language students in French, German and Spanish who have been accepted into the STEP program are required to achieve a score of 'Advanced Low' for oral proficiency in an Oral Proficiency Interview (OPI or OPIc) before they do their student teaching. Japanese and Chinese students will be expected to achieve a minimum score of 'Intermediate High'. The rating system corresponds to the American Council on the Teaching of Foreign Languages (ACTFL) guidelines set out on the official ACTFL OPI website. Please visit the following website on more information about how to register for the exam: <https://oakland.edu/languages/student-resources/opi-information-and-registration/>

E-mailing Your Instructor

Sign your name, and use a respectful tone. I will not respond to e-mails that are not signed. Please use your Oakland University email. In addition, if you prefer to go by a different pronoun, please let me know as well.

Preferred name policy

If you do not identify with the name that is listed with the Registrar's Office, please notify me so that I may appropriately amend my records.

Cell Phones and Electronic Devices

The use of cell phones and electronic devices is prohibited in class, unless required by the instructor for a specific activity. All cell phones should be turned off *before* the start of class (not set on "vibrate", but turned OFF). If you have a medical or family emergency and need to receive a

call during class, you should inform your instructor *before* class. Students who habitually use cell phones and electronic devices in class may be dismissed from class and counted as being absent for the day.

Academic Honor Code & Honors Statement

Students are expected to submit assignments that conform to university policies governing academic dishonesty and misconduct. See the "Academic Conduct Policy" in the current *Catalog* or *Student Handbook*, for provisions regarding appropriate academic conduct and honesty.

The Academic Honor system of Oakland University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and social responsibility on the part of the University community.

ALL assignments that you turn in to your instructor for a grade must be your own work.

ACADEMIC DISHONESTY ON ALL ASSIGNMENTS AND EXAMS IS GROUNDS FOR FAILURE IN THE COURSE.

Copyright Statement

Some of the readings in this course are copyrighted. They are intended for use only by students registered and enrolled in SED 4200- 190 and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

Students with disabilities

Pursuant to the Federal Rehabilitation Act, Oakland University will make reasonable modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of disability, against a qualified disabled applicant or student; provided however, that no modifications will be made to requirements essential to the instruction being pursued by such student or to any directly related licensing requirement. Reasonable modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted. Similarly, pursuant to the Federal Americans with Disabilities Act, Oakland University will make reasonable modifications in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability; provided however, no modifications will be made that will fundamentally or substantially alter the nature of the services, program, or activity.

Students with disabilities needing academic accommodations should: 1) Register with and provide documentation to the Office of Disabilities Support Service at 103, A North Foundation Hall; (248) 370-3266, and 2) Bring a letter to your instructor from the DSS indicating that you need academic accommodations no later than the second week of classes. This syllabus and other class materials are available in alternate format upon request.

CALENDAR

*Minor changes may be made and will be announced in class. It is the student's responsibility to be aware of any changes.

Date	Topic	Reading	Assignment
<p>Week 1 September, 5</p>	<p>Course introductions & goals Why do you want to become a language teacher? The first day of school and lesson planning</p>	<p>Syllabus LB&M:3-20</p>	
<p>Week 2 September, 12</p>	<p>The nature of language How do we acquire language? SLA basic processes Teaching approaches to foreign language instruction.</p>	<p>Lee & VanPatten (chapter 1)</p>	
<p>Week 3 September, 19</p>	<p>The role of input in SLA; Working with input in the classroom Introducing grammar and vocabulary</p>	<p>Lee & VanPatten (chapters 2) LB&M:21-38</p>	<p>Assignment #1 due</p>
<p>Week 4 September, 26</p>	<p>PW on Assignment #2</p>		
<p>Week 5 October, 3</p>	<p>Creating interactive tasks and promoting a communicative environment Reviewing and evaluating foreign language textbooks and teaching materials</p>	<p>LB&M: 39-76</p>	<p>Assignment #2 due Bring a textbook for your target language. Micro-teachings #1 Vocabulary/culture</p>
<p>Week 6 October, 10</p>	<p>Teaching culture</p>	<p>LB&M: 77-94</p>	<p>Micro-teachings #1 Vocabulary/culture</p>
<p>Week 7 October, 17</p>	<p>Class will consist on the attendance to the Michigan World Language Association Annual Conference. The conference will take place on October, 11th (sept-up), 12th-13th, at the</p>		

	Lansing Center and Radisson Hotel, located in the heart of downtown Lansing, Michigan. Join over 800 world language teachers from throughout the stat to learn about effective world language pedagogy and discuss with your colleagues what works in your classroom. Gain new ideas, greet colleagues and join our professional community!		
Week 8 October, 24	Classroom management in the foreign language classroom	LB&M: 178-201	Micro-teachings #1 Vocabulary/culture
Week 9 October, 31	L2 Assessment	LB&M: 257-294	#Observation report due in class #Draft of your teaching website due
Week 10 November, 7	Heritage language learners	LB&M :202-222	Micro-teachings #2 Grammar Assignment #3 due
Week 11 November, 14	Students with disabilities in the language classroom	LB&M 222-256	Micro-teachings #2 Grammar
Week 12 November, 21	TBA		
Week 13 November, 28	Teaching Phonetics & L2 pronunciation In class practice	Cook (chapter 7) Fromkin et al. (pp. 189-208) Thomson & Derwing (2015)	Micro-teachings #2 Grammar Assignment #4 due
Week 14 December, 5	Getting a job at a high school or a middle school: Navigating the job market Invited speaker. Final reflections and wrap up	LB&M: 316-337	*Teaching philosophy due in class *Teaching website due

***There is no final exam for this class.**