

RL 608 Second Language Teaching Methods

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Romance Languages
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Description. RL 608 is the starting point for pre-professional training in the teaching of Romance languages (French, Italian, and Spanish) to adults. The class readings, lectures, discussions, and portfolio activities will help you to

- design and implement a complete instructional sequence for new material, with attention to sequencing of activities, learning styles, and modes of communication (presentational, interpretive, interpersonal);
- personalize instruction for a diverse group of learners, with different motivations and interests in language study;
- demonstrate knowledge and understanding of major concepts and the historical context of the field of language learning and teaching in the U.S.;
- utilize effectively and appropriately a range of technologies for the second language classroom; and
- reflect on your own professional practice and by analyzing and evaluating your own teaching and that of your peers.

This class is required of all new GTFs in Romance Languages.

Evaluation. Your course grade will be based on the following weighted criteria:

Mid term/Professional philosophy	40%
Portfolio (see description below)	50%
Reflective questions (see below)	10%
Total	100%

Professional Portfolio

A teaching portfolio is a collection of evidence of your progress in pre-professional training. The assignments below should help you move towards proficiency as a teacher and are directly related to the course goals for RL 608. We will discuss in detail the instructions for each assignment in class. Note:

- (1) Not all assignments have deadlines. Part of your portfolio grade is based on your “time management”, i.e. how well you plan ahead to distribute these assignments over the course of the fall quarter.
- (2) The purpose of these assignments is to develop and enhance your professional practice. If you can provide equivalent alternative means of demonstrating professional proficiencies, do not hesitate to propose them.

Complete

1. A Professional is <i>connected</i> to the profession
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(a) demonstrate familiarity with journals in the field:

Use at least two articles from the journals that deal with second-language acquisition or teaching (FLAnnals, MLJ, AAT journals) in your action research project; see 3d below.

(b) demonstrate familiarity with professional organizations:

Visit the web sites of three professional organizations (ACTFL, COFLT, and your AAT?); write a one-paragraph summary of what each can offer you in terms of professional development.

2. A Professional is an <i>informed</i> decision maker

(a) demonstrate knowledge of basic research behind language teaching

Create a collaborative on-line glossary of technical terms associated with L2 acquisition and pedagogy.

(b) demonstrate application of research on second language learning

Create a Teaching Philosophy statement connecting theory to practice.

(c) demonstrate coherent lesson planning

Create a written plan for the entire instructional sequence for new material.

(d) demonstrate integration of skill areas

Create a lesson plan for the interpretive mode (reading or listening).

3. A Professional is a <i>reflective</i> practitioner
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(a) observe and critique peers:

Carry out two observations using the forms provided.

(b) observe and critique self:

Videotape your class and write a one-page critique.

(c) acknowledge your own pedagogical background and learning and teaching styles and those of your students:

Send in entries to the online journal questions.

Take the VARK on line.

(d) demonstrate understanding of action research

Pose a research question for your language class, informed by at least two relevant articles from the journals in 1a above, execute action research, present results to class

Reflective questions

The following questions are designed to serve as a point of departure for your reflection on your performance as a teacher (present or future). The themes covered each week will enable you to explore your beliefs about and experiences in second language teaching and allow you to personalize the topics covered in class. Of course, you can email me at any time with other reflections or to test out ideas you may have about teaching. Answer these questions in narrative format. You may answer in Spanish, French, or Italian, but English is preferred!

Please post your responses in the Canvas discussion area.

Week 1

Have you had any previous teaching experience? What was the context (middle school, private tutoring, university conversation groups, etc.)? What principles or techniques from that experience do you think you could apply to teaching your language classes here at UO or elsewhere in the future?

Week 2

How does the lesson structure that derives from the lesson plan template differ from what you are used to as a language student? Do you think that this structure is too limiting/too flexible/about right?

Week 3

In the classes you have observed, how do teacher and student roles differ from what you experienced as a language student? Has anything you have seen in observations made a significant impact on the way you will act as a teacher?

Week 4

Review the different historical methodologies covered in class. Which approach(es) are most familiar to you, either as a student or a teacher? Are there any specific techniques or practices that are consistent with the language program you now work in?

Week 5

How much time have you spent this week on lesson planning? How could you reduce that time? Which parts of your teaching have already become automatic so that you don't have to plan them in great detail? Have you noticed any instances where the activity you planned took much longer or much less time than you anticipated? Was it an isolated incident or can you glean some useful generalization that will help you plan more effectively in the future?

Week 6

How useful has your textbook been in planning classes? Study the structure of an entire chapter and try to find which parts are helpful and which are not. Consider also ancillary materials (workbook, video, etc.)

Week 7

Have you seen any effective warm-ups in the classes you have observed? What seemed to work? How could they have been improved?

Week 8

What differences have you noticed in your students' learning styles? (Consider the kinds of questions they ask in class and in your office hours.)

Week 9

Thanksgiving break: no questions.

Week 10

Do you think your students have made substantial progress this term? How well do you think you have carried out the goals of your language program? What would you like to work on next term/in the future to improve your teaching?

Course calendar

N.B.: The on-line document is the definitive version of the syllabus. It may be updated occasionally. If you print a hard copy, make sure you check the Canvas site to get the most current assignments.

Follow the links to the questions.

MCLTH = *Making Communicative Language Teaching Happen*, Lee and VanPatten (second edition)

See complete list of references below calendar.

Week	Date	Topic	Readings/Activities (Prepare <u>before</u> class)	Turn in (Reflective questions by Sunday)
1	Sept 29	Introduction; Lesson planning		
	Oct 1	Teacher and learner roles	MCLTH, chapter 1 ("From Atlas...")	RQ 1
2	Oct 6	Proficiency	Omaggio, chapter 1 ("On knowing a language"); QUESTIONS: 1. How could you explain the technical, professional definition of "proficiency" to a beginning language student? 2. What are the four components of Canale and Swain's definition of communicative competence? Which of the four components has traditionally been the centerpiece of the second-language classroom? 3. What are the four levels of the ACTFL proficiency scale? Name the five criteria used to distinguish the levels. According to the reading, what level is a realistic expectation for students in a two-year university language program (assuming no study abroad)?	
	Oct 8		VanPatten 1998	RQ 2
3	Oct 13	A history of methodologies	chapter 6 MCLTH (pp. 116-136); QUESTIONS: 1. Be ready to explain your personal stance with respect to the "beliefs" outlined by Lee and VanPatten in this chapter. 2. Make sure you can give <i>brief</i> definitions for each of the components of the following model of language acquisition: INPUT, INTAKE, DEVELOPING SYSTEM, OUTPUT Smith (2000), "Four decades of <i>Bonjour</i> " see also Omaggio pp. 105-113, if you are interested in more info on three historical methodologies	
	Oct	Comprehensible	chapter 2 MCLTH (pp. 26-48): QUESTIONS:	RQ 3

	15	input	<p>1. What is the difference between input and intake?</p> <p>2. What makes language learning input comprehensible?</p> <p>3. In our next class, you will begin to develop two presentations that are rich in comprehensible input; you will be able to incorporate these into your 101 class in the next week or so. Be sure to come to class with one vocabulary topic and one grammar topic that you must teach soon according to your syllabus.</p>	
4	Oct 20	PACE	chapter 7, Shrum and Glisan (189-210)	Observation 1
	Oct 22	PACE II	McNiff 2002 (action research.pdf): Read at least pp. 4-9; continue reading if you need more information	RQ 4
5	Oct 27	Input and Output I	chapter 7 MCLTH (pp. 137-167)	
	Oct 29	Input and Output II	chapter 8 MCLTH (pp. 168-182)	
6	Nov 3	Task-based instruction	chapters 3-4 MCLTH (pp. 49-97)	Hand in a draft section of your "teaching philosophy", in which you articulate your understanding of (1) the language acquisition process and (2) the role of the teacher in the context of instructed L2 learning. Evaluation: 2 pages long, use of the technical vocabulary and concepts from the class readings and discussion.
	Nov 5	Error correction	Omaggio pp. 258-271 ("Responding to the learner")	RQ 6
7	Nov 10	Listening comprehension	chapter 10 MCLTH (pp. 195-216)	INSTRUCTIONAL SEQUENCE (PACE model)
	Nov 12	Reading	chapter 11 MCLTH (pp. 217-243)	RQ 7
8	Nov 17	Reading	http://flite.org (Literary in the Everyday)	
	Nov 19	ACTFL: NO CLASS		RQ 8
9	Nov 24	Writing	Omaggio ch. 7 (280-338)	Observation 2
	Nov 26	THANKSGIVING: NO CLASS		
10	Dec	Teaching culture	Galloway 1998	READING LESSON

1			
Dec 3	Content-based Instruction	M. Met (cbi-met), pp 3-13; CARLA reading (online)	RQ 10
Dec 8			REMAINING PORTFOLIO ITEMS

Galloway, V. (1992) Toward a Cultural Reading of Authentic Texts. In H. Byrnes (Ed.), *Languages for a Cultural World in Transition*, Northeast Conference Reports (pp. 87-121). National Textbook Company.

Lee, J. (1995) Using task-based activities to restructure class discussions. *Foreign Language Annals* 28 (3), 437-446.

Lee, J. and B. VanPatten (2003) *Making Communicative Language Teaching Happen* (second edition). McGraw Hill.

McNiff, J. (2002) *Action research for professional development: Concise advice for new action researchers* (third edition). <http://www.jeanmcniff.com/ar-booklet.asp>

Met, M. (1999) *Content-based Instruction: Defining Terms, Making Decisions*. NFLC Reports. Washington, DC: The National Foreign Language Center.

Omaggio-Hadley, A. (2001) *Teaching Language in Context* (third edition). Cengage.

Richards, J.C. and T.S. Rodgers (2001) *Approaches and Methods in Language Teaching*. Cambridge University Press.

Shrum, J. and E. Glisan (2010) *Teacher's Handbook: Contextualized Language Instruction* (fourth edition). Cengage.

Smith, A. (2000). Four decades of *bonjour*: The story of one teacher's practice. In D. Birckbichler (Ed.), *Reflecting on the past to shape the future* (pp. 19-50). Lincolnwood, IL: National Textbook.

VanPatten, B. (1998) Perceptions and perspectives on the term 'communicative'. *Hispania*, Vol. 81 (4), 925-932.