

I. **EDU 423: Teaching Modern Languages in the Secondary School**

Fall 2011

3 semester hours

Time: T/R 1:40-2:55

Location: A-2

Instructor: Julie Glosson

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II. The conceptual framework which supports the Teacher Education Program at Union University is "A teacher-student dynamic of sensitivity, reflection, and faith."

Participants in this course will participate in exploratory readings, discussions, and activities regarding Second Language Teacher Education (SLTE). The purpose of these activities is for each participant to become **sensitive** to his or her own experiences as a learner and teacher, and to use these experiences as the basis for the decision making that occurs in the classroom. Thus, this aspect of the course is designed to make the practice teachers consumers of methodology, enlightening them on the pitfalls of prescription and on the importance of context in any learning situation. Students will also explore various methods and theories as they relate to classroom management in Language Education.

Participants will explore individual experiences and beliefs through **reflective** activities, including journaling, descriptive observation, and personal teaching philosophy development. Critical reflectivity is crucial in becoming a consumer of the vast amounts of pedagogical information you will be faced during your career.

As language teachers, you are agreeing to work with--and to some extent represent--a variety of **faiths**, some of which may be inconsistent with your own. One value of this course will be in recognizing Others and their right to their beliefs, and in doing so enhancing your own beliefs as well.

III. Textbooks required for this course:

Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford UP. ISBN# 0-19-4355748

Partin, R.L. (2009) *The Classroom Teacher's Survival Guide*. Jossey Bass
ISBN# 978-0-470-45364-3

IV. This course is designed to expose participants to

- ✓ Various language teaching methods and the linguistic rationales that support language teaching methods
 - ✓ Approaches to contextualizing various methods, with added emphasis on classroom management issues in language education
 - ✓ Practical solutions for classroom management
- Also, this course is designed to provide participants with
- ✓ Observation experiences in actual classrooms
 - ✓ Direct communication links with teachers in the field
 - ✓ Collaborations with peers through readings and class discussions
 - ✓ An opportunity to develop a personal plan for classroom management
 - ✓ Opportunities to practice instruction in the four communication modes
 - ✓ A personal philosophy of language teaching

The Tennessee teacher licensure knowledge and skills that are addressed in this course include:

I. Instructional/Professional

- A. Know various theories and methods of foreign language instruction and modify instruction as appropriate to language and student population
- B. Understand the developmental nature of language proficiency and measure student proficiency in various skills appropriate to the language being taught and the level of instruction
- C. Understand foreign language education as it relates to the objectives and characteristics of evolving curricular models, scheduling patterns, and physical setting
- D. Convey to many different audiences, including students, parents, administrators, business, and community, the importance of foreign language proficiency as it relates to local needs, interests, and career opportunities.

III. Language Analysis

Know theories of first and second language acquisition and learning and apply that knowledge in teaching.

V. Course Topics

The major topics that will be included in this course include:

- Language Acquisition Theory
- Language Teaching as it relates to the second/foreign language learner
- Exploring issues in teaching grammar, reading, writing, listening, and oral production
- Classroom Management
- Language Methods including, but not limited to:
 - Grammar Translation
 - Direct method
 - Audio-lingual method
 - Community-language learning
 - Communicative approach
 - Natural approach
 - Silent way
 - Suggestopedia
 - Total physical response
 - Whole language

VI. Instructional Methods and Activities

Methods and activities for instruction include both seminar and practicum based experiences.

- **Practice-teacher-centered class discussions:** Based on the assigned readings and practicum experiences; class activities both individual and collaborative **(10%)**.
- **In class thematic presentations:** These assignments will involve a student selection and review of various topics as they relate to language education in general. The student will then present the findings to the class along with notes/handouts as needed. **(10%)**.
- **A journal consisting of 2 components :** For one component, participants will explore their beliefs about learning and teaching in a **reflection journal**, entries consisting of a variety of topics assigned in class. **(10%) Due October 13 (before you leave for Fall Break)**

Another component will be **an observation journal** based on participation in the practicum, Descriptive in nature, this component will allow students to consider the application of various SLTE approaches. **(10%) Due December 01 (at the end of the practicum placement)**

- **Personal philosophy of language teaching assignment:** This culminating assignment will use all components of this course in addition to personal experiences in order for the practice teacher to present an explanation of their her/his personal philosophy of foreign or second language teaching. Ten pages double spaced, 12 pt. font minimum. APA documentation. **(20%) Due December 01**
- **Methodology demonstration:** For this assignment practice teachers will demonstrate a SLTE method, providing a specific context for the methodology. **(10%) Sign up sheets for specific dates to follow.**
- **Practicum experience:** This is an on-going part of the course in which the practice teacher is a researcher, through observation/participant observation and through developing an ongoing dialogue with the mentor teacher for the purposes of discovery and information gathering. **(30%) Usually begins after Fall Break**

SPECIAL NOTE: The Tennessee Foreign Language Teaching Association (TFLTA) meets in Nashville November 4 and 5. TFLTA is the primary state organization for language teachers. You are encouraged to attend this event. The department offers a travel stipend to students in order to make the conference affordable. For more information visit tflta.org

VII. Evaluation and Grade Assignment

A. Traditional assessment

- a. class discussion 10%
- b. class presentations 10%
- c. reflection journal 10%
- d. observation journal 10%
- e. personal philosophy of language teaching paper 20%

B. Performance assessment

- a. methodology demonstration 10%
- b. practicum /observations 30%

VIII. Course Schedule and Policies (This is tentative and is subject to change.)

Tuesday	23 Aug	Orientation
Thursday	25 Aug	Larsen-Freeman Introduction
Tuesday	30 Aug	LF Ch. 2: The Grammar-Translation Method Last Day to Add 8/31
Thursday	01 Sept	LF Ch. 3: The Direct Method
Tuesday	06 Sep	LF Ch. 4: The Audio-Lingual Method
Thursday	08 Sep	Demonstrations Begin
Tuesday	13 Sep	LF Ch. 5: Silent Way
Thursday	15 Sep	Suggestopedia LF Ch. 6
Tuesday	20 Sep	LF Ch. 7: Community Language Learning Last Day to Drop 9/28
Thursday	22 Sep	Demonstrations
Tuesday	27 Sep	Demonstrations (if needed)
Thursday	29 Sep	LF Ch. 8 and 9 Total Physical Response; Communicative Approach
Tuesday	04 Oct	Demonstrations
Thursday	06 Oct	Meeting with all students seeking licensure Reflection Journal due
Tuesday	11 Oct	NO CLASS
Thursday	13 Oct	FALL BREAK
Tuesday	18 Oct	Survival Guide: Ch. 1 (Getting to know your students) Practicum begins (hopefully)
Thursday	20 Oct	Ch. 2 (Language and Teaching)
Tuesday	25 Oct	Survival Guide: Ch. 3 (Time Management/Organization)
Thursday	27 Oct	Survival Guide: Chs 4 (Lesson Planning)
Tuesday	01 Nov	DAY OF REMEMBRANCE
Thursday	03 Nov	Survival Guide: Ch. 5 (Interactive Teaching)
Tuesday	08 Nov	Survival Guide: Ch. 6 (Assessment)
Thursday	10 Nov	Lesson Planning 101
Tuesday	15 Nov	Ch. 7-8 Building a Successful Learning Environment
Thursday	17 Nov	Ch. 9 Learning Environment
Tuesday	22 Nov	Complete a rough draft of personal philosophy assignment
Thursday	24 Nov	THANKSGIVING HOLIDAYS
Tuesday	29 Nov	Exit Interviews and All work due this week (Paper, Observation Journal, Practicum paperwork)
Thursday	01 Dec	Final Class Meeting: Discussions

Attendance: You should make every effort to attend class.

As the instructor, I am concerned with your success as a student at Union University. I will make appropriate accommodations to meet your documented needs in compliance within ADA guidelines. In addition, beyond the scope of ADA, there may be other accommodations that I would be willing to make given your individual situation or need. Please talk with me about your individual requests.

IX. Bibliography

The knowledge bases that support the course content and procedures include but are not limited to:

- Blyth, C., ed. (2002). The sociolinguistics of foreign-language classrooms: Contributions of the native, the near-native and the non-native speaker. Heinle: Boston.
- Brown, D. (2006). Principles of language learning and teaching. Pearson ESL: New Jersey.
- Brandl, K. (2008). Communicative language teaching in action: Putting principles to work. Pearson Prentice Hall: New Jersey.
- Echevarría, J., Vogt, M., & Short, D. (2010). Making content Comprehensible for elementary language learners: The SIOP model. Allyn & Bacon: Boston.
- Echevarría, J., Vogt, M., & Short, D. (2010). Making content Comprehensible for secondary language learners: The SIOP model. Allyn & Bacon: Boston.
- Hall, G. (2005). Literature in language education. Palgrave Macmillan: England.
- Helman, L., ed. (2009). Literacy development with English Language Learners: Research –based instruction in Grades K-6. Guildford Press: New York.
- Horwitz, E., Young, D. (1991). Language Anxiety: From theory and research to classroom implications. Prentice Hall: New Jersey.
- Kiely, R. & Rea-Dickins, P. (2005). Program evaluation in language education. Palgrave Macmillan: England.
- Larsen-Freeman, D. (2000). Techniques and Principles in Language Teaching. Oxford UP: England.
- Lee, J., & Van Patten, B. (2003). Making communicative language teaching happen. McGraw-Hill: Boston.
- Oller, Jr. J. Ed. (1993). Methods that work: Ideas for literacy and language teachers. Heinle: Boston.
- Omaggio, A. (2000). Teaching language in context. Heinle: Boston.
- Partin, R.L. (2009). The classroom teacher's survival guide: Practical strategies, management, technique, and reproducibles for new and experienced teachers. Jossey-Bass: San Francisco.
- Shrum, J., & Glisan, E. (2000). Teacher's handbook: Contextualized language instruction. Heinle: Boston.
- Van Patten, B. (2003). From input to output: A language teacher's guide to second language acquisition. McGraw-Hill: Boston

CLASSROOM MANAGEMENT TEXTS CONSULTED:

Teaching and the Art of Successful Classroom Management by Harvey Kraut

Assertive Discipline by Lee and Marlene Canter

Wright, T. (2005). Classroom Management in Language Education. Palgrave Macmillan: England.

REVISED

Monday	Oct 11	Meeting with all students seeking licensure Reflection Journal due
Wednesday	Oct 13	NO CLASS
Monday	Oct 18	FALL BREAK
Wednesday	Oct 20	Survival Guide: Chs. 1 & 2 Practicum begins (hopefully) (Getting to know your students)
Monday	Oct 25	Language and Teaching
Wednesday	Oct 27	Survival Guide: Ch. 3 (Time Management/Organization)
Monday	Nov 01	Survival Guide: Chs 4 & 5 (Lesson Planning/Interactive Teaching)
Wednesday	Nov 03	Survival Guide: Ch. 6 (Assessment)
Monday	Nov 08	Lesson Planning 101
Wednesday	Nov 10	Chs 7-9 Building a Successful Learning Environment
Monday	Nov 15	CAPSTONES
Wednesday	Nov 17	
Monday	Nov 22	Complete a rough draft of personal philosophy assignment
Thursday	Nov 24	THANKSGIVING HOLIDAYS
Monday	Nov 29	Exit Interviews and All work due this week
Wednesday	Dec 01	(Paper, Observation Journal, Practicum paperwork)

Attendance: You should make every effort to attend class.