Course description

The intention of the course is to familiarize participants with theoretical and practical considerations of foreign language teaching and learning. We will look at language-centered, learner-centered, and learning-centered methods and examine ways in which some of their components can be chosen for the foreign language lesson in order to afford a rich learning environment. Ultimately though, we will problematize the concept of method and look at possible principles and parameters of a post-method pedagogy.

Required readings

- Selected articles and excerpts (see RESOURCES on ONCOURSE).

Assignments

This course will be as hands-on as possible and entails a number of different assignments. You will have to give practical presentations of different teaching methods through short teaching sequences. You will have to write the minutes for one class session and prepare different skills activities. And you are expected to observe lessons and write about them.

1. Teaching Presentation

There are eight teaching presentations scheduled on the syllabus, and you will sign up for one of them (the teaching methods/approaches are introduced in the Richards/Rodgers book). The presentation should be limited to 20-25 minutes and should include

- a teaching demo (10-12 mins) demonstrating an example on how to teach according to this method/approach (other participants will be the learners);
- a brief discussion on the benefits and shortfalls of this method/approach, taking into account secondary readings;
- questions or comments for discussion;
- a one-page handout outlining the approach (including questions, comments, etc).

Feel free to set up the classroom according to the spirit of the method/approach you are presenting. If you choose a different location to accommodate your needs, please notify the instructor well ahead of time.

2. Minutes

In order to avoid lengthy note-taking during teaching presentations and still retain a valid impression of the proceedings, participants will sign up for minute-taking during one teaching demo.
3. Four Skills

There will be scheduled discussions of the four skills of language teaching (listening, speaking, reading, writing). You are required invent two short class activities for each of these sessions based on topics in Neue Horizonte. The activities have to be submitted as email attachments to evens@indiana.edu by 8:00 PM on the previous day of the class session.

4. Teaching Observation

Teaching observations are eminently useful. They expose observers to different teaching styles and didactical ideas that can come in handy in one's own teaching. They also inspire further pedagogical discussion and thought.

You are required to observe a minimum of two language classes within the department of Germanic Studies (previously arranged with the respective instructors) and write a 1000-1200 word report on each of them (typed double-spaced with a generous margin). The report should encompass

- a summary of the lesson, together with a time outline (what happened, and how long the different teaching phases lasted);
- an account of great teaching behavior, phases and activities (and why they are deemed to be positive);
- an account of teaching instances that could be improved on, how and why;
- a final evaluation of the lesson.

There are a few model teaching observations on ONCOURSE that should give you an idea how to go about writing a report. You are strongly encouraged to be candid and express your honest opinion about the teaching you have observed. Any criticism will not reflect back on the AIs you have observed (names should be omitted anyway), and your report will not be shown to them or discussed with any of them.

Participation and Attendance

Active participation in class is the basis for a successful seminar. You are expected to come to class with a sound knowledge of the assigned reading material, together with questions for discussion. Regular attendance is taken for granted. However, there might be times when you have to miss a class. Excused absences include prolonged illness, death in the family, job interviews, university sports competitions or musical contests.

You are allowed one unexcused absence during the course of the semester that will not adversely affect your grade. Each additional absence over one will lower your final grade by a third of a letter grade. It is your responsibility to make up the work for classes you miss and to be prepared for the next class. If you have to be absent, you must let your instructor know this ahead of time.
Grading

Performance in this course will be graded on the basis of teaching and topic presentations, skills activities, minutes, two written teaching observation reports, and overall participation in classroom discussion. Grade allocation is as follows:

- One teaching presentation 20%
- “Four Skills” activities and minutes 20%
- Two teaching observations 30%
- Classroom participation 30%

Your final course grade will be determined as follows:

100-93%  A;  92-90%  A-
89-87%  B+;  86-83%  B;  82-80%  B-
79-77%  C+;  76-73%  C;  72-70%  C-
69-67%  D+;  66-63%  D;  62-60%  D-;  < 60%  F

Photography / Filming

Digital pictures and/or short films of your practical presentations might be taken. If you do not wish this, please notify your instructor beforehand. Copies of any photos or film clips will be made available to you on request. Should the instructor plan to show any of the digital material from this class in other settings, she will have to obtain your consent first.
# Topics for teaching presentation.
Homework due on the subsequent lesson.

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
</tr>
</thead>
</table>
| 1    | 30. August  
*Introduction to Course*  
Watch film excerpts and take notes. | 1. September  
*Dead Poets’ Society (excerpts)*  
Read: Richards/Rodgers (RR) Ch. 1: 1-17. |
| 2    | 6. September  
*A Brief History of Language Teaching*  
Read: RR Ch. 2: 18-35. | 8. September  
*Approaches and Methods*  
| 3    | 13. September  
*Rex Sprouse: Some Research and Some Reality Checks for Language Teachers*  
Read: RR Ch. 5: 71-80. | 15. September  
*Esther Ham: The Socratic Method and Total Physical Response*  
Read: RR Ch. 4: 50-69. |
| 4    | 20. September  
*The Audiolingual Method*  
Collect: Two short class activities for listening comprehension (to be submitted no later than Tues, Sept 21 at 8:00 PM). | 22. September  
*Hörverstehen*  
Read: Kumaravadivelu 2009: 97-113 |
| 5    | 27. September  
*Language-Centered Methods*  
Read: RR 71-72 and Ch. 8: 100-107. | 29. September  
*Suggestopedia*  
Read: RR Ch 10: 115-124, Gardner 1993: 5-34. |
| 6    | 4. Oktober  
*Multiple Intelligences*  
Write: Erste Unterrichtsbeobachtung | 6. Oktober  
*Lernertypentest*  
Unterrichtsbeobachtung 1 due!  
Collect: Two short class activities for speaking (to be submitted no later than Sun, Oct 10 at 8:00 PM). |
| 7    | 11. Oktober  
*Fertigkeit Sprechen*  
*The Intercultural Speaker*  
Read: RR Ch. 14: 151-177. |
| 8    | 18. Oktober  
*Communicative Language Teaching*  
Read: Butzkamm 2002: 5-25. | 20. Oktober  
*Mother Tongue and Language Awareness*  
Read: RR Ch. 16: 192-203. |
### Topics for teaching presentation.

*Homework due on the **subsequent** lesson.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>25. Oktober</td>
<td><strong>Cooperative Language Learning</strong></td>
<td>Collect: Two short class activities for reading comprehension (to be handed in no later than Tues, Oct 26 at 8:00 PM).</td>
</tr>
<tr>
<td></td>
<td>27. Oktober</td>
<td><strong>Leseverstehen</strong></td>
<td>Read: RR Ch. 17: 204-222.</td>
</tr>
<tr>
<td>10</td>
<td>1. November</td>
<td><strong>Content-Based Instruction</strong></td>
<td>Read: RR Ch. 18: 223-243, Ellis 2000: 193-220.</td>
</tr>
<tr>
<td>12</td>
<td>15. November</td>
<td><strong>Learner-Centered Methods</strong></td>
<td>Collect: Two short class activities for writing (bring materials and six copies each to class).</td>
</tr>
<tr>
<td></td>
<td>17. November</td>
<td><strong>Fertigkeit Schreiben</strong></td>
<td>Read: RR Ch. 15: 178-191, Write: Zweite Unterrichtsbeobachtung</td>
</tr>
<tr>
<td>13</td>
<td>22. November</td>
<td><strong>The Natural Approach</strong></td>
<td>Unterrichtsbeobachtung 2 due!</td>
</tr>
<tr>
<td></td>
<td>8. Dezember</td>
<td><strong>The Postmethod Predicament</strong></td>
<td></td>
</tr>
</tbody>
</table>