Indiana University Department of French and Italian

M573 – Foreign Language Teaching Methods: Theory and Practice
Fridays 9:05 a.m.-11:00 a.m.. - Spring 2012
208 Ballantine Hall

Professor:
Colleen M. Ryan, 626 Ballantine Hall, phone: (812) 855-1249, email: ryancm@indiana.edu, Office hours: Friday 1-3 or by appointment.

Primary course readings:

Selections from:

A variety of scholarly articles:
To be supplied via bibliography or directly in Oncourse.

Course Objectives: Students will study current trends, issues, and practices in the fields of foreign language teaching and second language acquisition, with a specific focus on French and Italian. Students will read and engage with book chapters and scholarly articles on a variety of topics pertaining to language acquisition theories and methods, to better understand how the theoretical frameworks and methodological approaches can apply to daily classroom realities. In addition, this course will show students ways of using research to achieve more effective classroom teaching and testing practices; will develop students' skills in evaluating teaching performance and instructional materials; provide experience in working in an online learning environment; and prepare students for a mindset of ongoing professional development.

Additional components: This course includes introductory units on the following topics: teaching critical thinking, teaching to multiple intelligences, teaching literature, applied linguistics research methods, notions of expertise in teaching, and the current state and future directions of the foreign languages and literatures profession. The latter is part of the course's strong professional development component, for which attendees will develop a professional portfolio or teaching dossier.

Assessments: Students will be prepare weekly exercises from the primary (Brandl) textbook for class discussion and additional readings; write critical commentaries (short response papers) to scholarly articles; present research findings, conduct peer observations, take an oral exam, participate in a “professional” debate, and create a professional dossier as a final “work-in-progress”.

Pre-course Readings:
1- Chaput, P. Language Teaching: Raising Expectations for Instructor Preparation in Mentoring Foreign Language Teaching Assistants, Lecturers, and Adjunct Faculty. Issues in Language Program Direction. Boston: Heinle and Heinle, 2000. (Oncourse) (OC)
2 - Brandl, Klaus. [Textbook to be purchased, see above] Chapter 1. [Sent also in summers 2010/2011 to be read before New Teacher Orientation].
<table>
<thead>
<tr>
<th>Date</th>
<th>In class</th>
<th>Prepare for next week:</th>
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<tbody>
<tr>
<td>Friday Jan. 13 (I)</td>
<td>Considering the end goal (getting established in the profession): the macro and the micro-prospective</td>
<td>1- Brandl, Chapter 2</td>
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<td>Intro to general terms and concepts in Second Language Acquisition and Foreign Language Pedagogy</td>
<td>-- Exercises: Reflection p. 45; p.49</td>
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<td>Intro to issues of the current state of the profession and the notion of Professional Development</td>
<td>Objectives p. 64, Task 1, Task 3</td>
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<td>Chaput /MLA Interview exercise</td>
<td>[*Peer observation, use p. 63 as simple guide, add at least two additional observational questions/categories]</td>
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<td>Brandl, Chapter 1: Communicative Language Teaching [Review of principal terms and concepts]</td>
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<tr>
<td>Friday Jan. 20 (II)</td>
<td>Brandl, Chapter 2: Lesson Planning</td>
<td>Brandl Chapter 3</td>
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<td>Lee &amp; Van Patten: <em>From Input to Output</em></td>
<td>Exercises: p. 75, p. 85, p. 90</td>
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<td>Additional Insights: Seven Kinds of Smart (Multiple Intelligences Theory</td>
<td>Objectives; Tasks 1, 2, 3 Version B</td>
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<td>Read: Critical response guide and sample [OC]</td>
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<td>Friday Jan. 27 (III)</td>
<td>Brandl, Chapter 3</td>
<td>Brandl, Chapter 4: Reflections; p. 110; tasks 2, 3, 6, 7, 10. Choose 2</td>
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<td>Insights: Mason: <em>Where Is Italian Phonetics and Phonology? (OC)</em></td>
<td>Read: Shrum &amp; Glisan Cap. 7 [OC]</td>
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<td>Raise a point of potential debate</td>
<td>*Critical reflection #1: due 2/3</td>
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<td>Friday Feb. 3 (IV)</td>
<td>Brandl, Chapter 4: Grammar &amp; Language Learning</td>
<td>Read:</td>
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<td>Insights: Shrum &amp; Glisan Cap. 7</td>
<td>Article 1-5</td>
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<td>Article 2</td>
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<td>Article 3-</td>
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<td>Read Brandl, Chapter 5</td>
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<td>Reflections 143, 151; p. Analyses within the chapter (gray boxes); Tasks: 17, then from 1, 2, 3, 7, 9, 11, 12, 14, choose 2.</td>
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<td>Friday Feb. 10 (V)</td>
<td><strong>Grammar Presentations-Debate</strong>&lt;br&gt;Brandl, Chapter 5: Error Correction &amp; Feedback</td>
<td>1-Brandl Ch. 6 Take issue with one assertion from this chapter and upload to class blog site by Monday at noon. Do Task 2 and Task 7. *Critical Response Paper #2: due 2/23 (Topic of choice from weeks V/VI material. Refer once again to the guide, please)</td>
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<td>Friday Feb. 17 (VI)</td>
<td><strong>Brandl, Chapter 6- Sequencing and Lesson Design</strong>&lt;br&gt;Insights: What is a Teaching Portfolio? A Professional Dossier? What is a Statement of Teaching Philosophy? Statement of Research?</td>
<td>1-Brandl Ch. 7– Developing Listening Reflections 223, 227, 230, 232, 247, 254, 255 &amp; objectives. 2-Brandl Ch. 9 – Developing Reading Skills Reflection 322, 323, 334, 336 Tasks 3 &amp; 4</td>
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<td>Friday Feb. 24 (VII)</td>
<td><strong>Brandl, 7: Developing listening skills [Task 10]</strong>&lt;br&gt;Brandl, 9: Developing reading skills</td>
<td>1-Brandl Ch. 8– Reflections 277, 279, 302; Tasks 1, 4, 5. 3-Critical Response #3 (last one!) due 3/23 *Make appointment for oral exam [March 5, 6, 7, 8]</td>
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<td>Friday March 2 (VIII)</td>
<td><strong>Brandl, 8: Developing oral communication skills</strong>&lt;br&gt;Insights (in-class): Observe and Evaluate an OPI</td>
<td>*Omaggio Hadley: Ch. 7 [read for 3/23] Prepare answers to share in class: p. 338; 1-4 Critical Response #3/Exam (prepare)</td>
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<td>Midterms (IX)</td>
<td><em>Exams by Appointment [March 5-8]</em>&lt;br&gt;<em>No class meeting</em></td>
<td>*Outline for Professional dossier &amp; *One-page statement of teaching philosophy and one-page statement of research due 3/30 [to turn in for preliminary comments]</td>
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March 10-20, 2012 - Spring Break
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<td>Read also: Ware &amp; Kramsch article [OC] &amp;</td>
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| Friday Mar. 30 (XII) | Omaggio Hadley Ch. 8 (Culture)  
Kramsch & Ware (Intercultural Stance) | 1- Understanding Expertise in Teaching Ch. 2 & 3 (OC)  
*Take-home exam distributed (due Apr. 13, 2012)*  
*Work on Dossier* |
| Friday Apr. 6 (XIII) | Expertise in Teaching (Tsui)  
Critical Thinking (class materials) | *Take-home exam (prepare for roundtable mini-conference)* |
| Friday Apr. 13 (XIV) | Roundtable / Mini-conference:  
Mini presentations [Take-home] | 1- Showalter: Ch. 2 & Ch. 3 (OC)  
2- Read: Team 1: Pfeiffer  
Team 2: Barnes-Karol  
*Work on Professional Dossier* |
| Friday Apr. 20 | Theories of Teaching Literature  
Methods of Teaching Literature  
------------------------------- | *Professional Dossier Preparation*  
*Presentation Apr. 27*  
*Final draft due: May 3, 2020*  
1- READ: MLA Reports 1 & 2 |
| Friday Apr. 27 (XVI) | MLA Reports 1 & 2:  
Reflections on the FL Curriculum and the FL Profession  
Brief Presentation of Dossiers | *Finalize professional materials*  
*Turn in by Monday May 3rd, 5 p.m.* |
Course Assignments:

Weekly Preparation:
Preparation has three main components. First, is thorough reading. Please take notes, prepare questions, and reflect on feasibility of proposals / applicability of theories (in the readings) to daily practices. Second, is a exercises from the book chapter, to be prepared for discussion. Third, is a positive attitude and active engagement in class discussion.

Attendance Policy:
Excellent participation requires that you be present, attentive and participatory in class. Students are required to attend all class meetings. If you cannot make a given class, due to exceptional circumstances, please let me know in advance if at all possible.

Critical Response Papers:
What is a critical response paper? It is 2-4-page [double-spaced] concise and well-supported reflection on / response to a specific concept or claim from our recent readings that draws, negatively or positively, your attention and inspires you to develop your own critical thoughts on the subject. It is important to avoid summaries and to arrive at/state both the debatable point and your anticipatory “response” to it, briefly, in the first paragraph of writing. * See “Critical Response Guidelines” in Oncourse.

Mini-Presentations (in-class, non-summary style)
The first presentation will be a collaborative exercise during which your team (3-4 people) will synthesize the main points of certain aspects of a scholarly article or two. After a very concise summary and demonstration (where appropriate) of the main points the article develops, your team will propose a strengths-weaknesses assessment of the ideas and relate the research thesis or results to the realities of classroom teaching. The second presentation will be an individual, 5-minute response to a question in the “Troubleshooting Exercise/Debate”. The third presentation will be a pairwork exercise, be a 5-minute overview of your final, electronic teaching dossier.

Mid-semester exam:
Mid-semester exams will be oral conversations with the tone and style of a job interview in the field. Questions will cover the range of topics covered through March 2, 2012. Exams will last approximately 20-25 minutes and will take place in my office (626 Ballantine), by appointment, on March 5-8, 2012.

Troubleshooting exercise and debate:
This is an open-book, take-home exam for which you will have a choice (3 of 8 questions) to answer from the hypothetical position of a course coordinator/program director. You will receive the exercise a week in advance and you will print and present one of your answers to share in 5-minute format to our class on April 13, 2012.

Professional Dossier (Online):
The professional dossier will be an online space with two main segments. The first segment will be a class portfolio containing your weekly reflection papers, presentation materials, and troubleshooting exercise. The second segment will be the professional dossier containing cover letter, cv, statement of teaching philosophy, and many other sample pieces of evidence of your excellence in teaching (syllabi, summaries of student evaluations, assessments, creative activities, etc.) to provide the best “in-progress” example of your potential as a candidate in the field. Concise (5-min.) dossier presentations will take place in class on April 27, 2012. Final dossier materials are due Tues. May 1, 2012.
Grade Breakdown

| Weekly preparation of readings, attendance, and contributions to the class | 15% |
| Critical Response Papers (3) | 15% |
| Mid-semester exam | 20% |
| Oral Presentations (grammar debate, troubleshooting, research article) | 15% |
| Written Troubleshooting Exercise | 15% |
| Final Project: Professional Dossier Materials & Mini-presentation (3) of dossier in class | 20% |

ADDITIONAL BIBLIOGRAPHY BY SUBJECT

ITALIAN LINGUISTICS

General reference

FRENCH LINGUISTICS

General reference

FRENCH PHONETICS/PHONOLOGY


VOCABULARY


GRAMMAR


READING


WRITING


LISTENING
Ashcraft, N. and Tran, A. Teaching Listening: Voices from the Field. TESOL, 2010.


CULTURE


TEACHING WITH TECHNOLOGY


LANGUAGE ACQUISITION


TEACHING LITERATURE / PROFESSIONAL DEVELOPMENT


Pfeiffer, P. “Preparing Graduate Students to Teach Literature and Language in a Foreign Language Department.” ADFL Bulletin. 34.1, Fall 2002, 11-14.

FOREIGN LANGUAGE TEACHING METHODS


**Interesting Websites:**
-Dizionario/nozionario linguistico italiano: http://venus.unive.it/italslab/nozion/ezindic.htm

**Bibliography (Sax F573)**


