

*Indiana University*  
*Department of French and Italian*  
**M573 – Foreign Language Teaching Methods**  
**Tues/Thurs 11:15-12:30 - Spring 2016**  
**Tues. Hutton Honors 2017**

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**Primary Course Readings:**

1- **Brandl, Klaus.** *Communicative Language Teaching in Action*. New York: Pearson, 2007.

2- **Scholarly articles of various nature (available in Canvas).**

3 -**Selections from other textbooks (available in Canvas):**

- Lee, James and Bill Van Patten. *Making Communicative Language Teaching Happen*. 2<sup>nd</sup> Ed. New York: McGraw Hill, 2003.
- Lee, James and Bill Van Patten. *From Input to Output*. New York: McGraw Hill, 2008.
- Moran, Patrick. *Teaching Culture. Perspectives in Practice*. Cengage, 2001.
- Omaggio Hadley, Alice. *Teaching Language in Context*. Boston: Heinle, 2000.
- Paesani, Kate and Heather Willis Allen and Beatrice Dupuy. *A Multiliteracies Framework for Collegiate FL Teaching*. Pearson, 2015.
- Gass, Susan and Larry Selinker. *Second Language Acquisition. An Introductory Course*. Erlbaum, 2001.
- Hall, Joan Kelly. *Methods for Teaching Foreign Languages*. Prentice Hall, 2001.
- Regan Timothy, and Terry Osborn. *The Foreign Language Educator in Society*. Erlbaum 2002.
- Richards/ Renandya. Eds. *Methodology in Language Teaching*. Cambridge University Press, 2002.
- Showalter, Elaine. *Teaching Literature*. New York: Blackwell, 2002.
- Shrum, Judith and Eileen W. Glisan. *Teacher's Handbook. Contextualized Language Instruction*. 2<sup>nd</sup> Ed. Boston: Heinle, 2000.
- Smith, Stephen. *Theater Arts and Teaching of Second Languages*, Addison-Wesley, 1984.
- Ur, Penny. *A Course in Language Teaching*. Cambridge University Press, 1996.
- Wiggins, Grant and Jay McTigue. *Understanding by Design*. Prentice Hall, 2005.
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**Course Objectives:** This course has four primary themes: *the profession; theoretical issues in FL teaching and SLA; FL methods, approaches & techniques; and dossier preparation /professionalization*. Over the next few months we will (1) analyze and critique various foreign language teaching methods note the principles of student-centered language teaching discernable in each; (2) gain a perspective on the current state of the FL profession including national vision statements and the current job market; (3) consider the validity of different theoretical approaches to FL teaching and learning; and (4) develop a professional dossier as work-in-progress, including an original course syllabus, to be tailored and finalized as students' individual job searches grow near.

**Additional components:** This course includes introductory units on the following topics: *teaching critical thinking, teaching for multiple intelligences, teaching for multiple literacies, teaching literature, applied linguistics research methods, expertise in teaching, future directions of the foreign languages and literatures departments/professions*.

**Assignments:** Students will be prepare weekly reflective, theoretical, and practical exercises from the primary (Brandl) textbook and other readings; write brief position paper commentaries; conduct peer

observations, take an oral exam, participate in a “professional” conference-style round-table presentation and debate, create an original course syllabus and the basis of their professional (written or electronic) dossier.

### **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. Chapter 1. [Focus “Principles of CLT”].
- 3- MLA Reports, 2007, 2008, 2013.

### **Week 1**

January 12 – Introduction to course: terms, concepts, objective for SLA (second language acquisition) and FL (foreign language) pedagogy; CEFR / ACTFL / LA  
The Profession 1: The End Goal= Get a Job

January 14 – Brandl 1- Communication & Tasks / Profession 1: The MLA Reports  
Exercises: p. 1 reflection, pp. 23-35; 2, 8, 11

### **Week 2**

January 19 - Brandl 2  
Exercises: p. 45, 49, 63 reflections

January 21 – Brandl 3  
Exercises: p. 75, p. 85; p. 96 Objectives check; Tasks 1, 2, 4

### **Week 3**

January 26 – The Brain & Cognition (Sousa) Brandl 4  
Exercises: p. 105 Reflections; Tasks 2, 3, 7

January 28 – Phonetics and Phonology (Ur / Mason)  
\*Read & prepare for Debate on 2/2:

### **Week 4**

February 2 –Grammar Debate [Presentation 1]  
\*Guide in Canvas

February 4 – No Class Meeting / Meet to prepare for Team Teaching Week 6 [Presentation 2]  
[Assign reflections/tasks]  
\*Guide in Canvas

### **Week 5**

February 9 – No Class Meeting / Plan Peer Observation [from Another Language & Report due 3/24  
\* Guide in Canvas

February 11 – Brandl Ch. 4 - Grammar / Lee & Van Patten Chapters 1 & 6 , MCLTH  
Exercises: p. 105 Reflections; Tasks 2, 3, 7 & Input Processing

### Week 6

NO MEETING TUES 2/16 – LESSON MOVED TO 2/19

\* February 18 – Brandl 5 – EC & Feedback/ Brandl 8 – Oral Proficiency

\* February 19

9-11 am - The Profession 2: Departmental Prof. Dev't Workshop: Creating a Portfolio

\* [Draft Cover Letter/Draft CV]

### Week 7

February 23 – Observe and Evaluate ACTFL OPI

February 25 – Brandl 7 – Listening

Exercises: Reflections 223, 227, 230, 232, 247, 254, 255

### Week 8

March 1 – Brandl 9 – Reading

Exercises: Reflections 322, 323, 334, 336

March 3– Teaching Writing [Omaggio Hadley / Ur ]

### Week 9

March 8 – Teaching Culture [Omaggio Hadley / Moran]

\***March 9** – Oral Midterm Exams [in place of March 10 meeting]

### Week 10

March 15 – *Spring Break* \*\*[ Draft Teaching Philosophy, Draft Research Statement, Outline Dream Syllabus]

March 17 – *Spring Break*

### Week 11

March 22 – Meet with group to plan Methods Demo [Presentation 3]

\***Guide** in Canvas

March 24 – History of Methods Overview [Revise CV & Cover Letter & Statements]

\***Prepare Peer Observation Reports**

### Week 12

March 29 – The Profession 3: Coordination, Leadership, Supervision

Discuss Peer Observations and Reports

March 31 – Multiple Literacies / Multiple Intelligences [Gardner, Willis/Paesani/Duprey]

[Position paragraph]

### Week 13

April 5 - Mini Presentations [3] – Methods Demonstrations

April 7 – Artful Teaching / Teaching and the Arts [Ryan/Parkes]  
[Position paragraph – pedagogical example] \* Revise Dream Syllabus and Dossier Materials]

#### **Week 14**

April 12 – No class meeting [\*Individual consultations for final dossiers by appointment]

April 14 – Theories of Teaching Literature/Methods of Teaching Literature [Showalter, Pfeiffer]  
[Position Paragraph]

#### **Week 15**

April 19 – Expertise, Humor, Improvisation in Teaching [Tsui, Pomerantz/Nell, etc.]  
[Position paragraph]

April 21– The Profession 4: Liberal Arts Education / Languages and the Humanities  
[Position paragraph]

#### **Week 16**

April 26 – The Profession 5: Scholarly Debate  
April 28 – The Profession 6: Academic Panel  
Syllabus Presentations & Dossier Reflections

### **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 set of exercises from each book chapter, to be prepared for lively class discussion. Third, is a positive attitude and active engagement in class with peers, materials, and prof.

#### **Attendance Policy:**

Excellent participation requires that you be present, attentive and participatory in class. Students are generally 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, particularly if there is a group assignment.

#### **Position Paragraphs:**

This is a concise and well-supported response to a specific concept or claim from a reading that draws, whether 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 instead concisely state (1) the debatable point and (2) your “response” to it within the first three sentences. The remaining sentences in the paragraph should be at least 2 if not 3 reasons that support/justify your position.

#### **Mini-Presentations** (*in-class, non-summary style*)

The first presentation will be a collaborative critical exercise. Each team will synthesize the main points of a scholarly article and propose a key question to the group for debate.

The second presentation will be a team teaching exercise. Each group will teach a chapter to the rest of the class.

The third presentation will be a team teaching demo of a specific language teaching methodology.

### 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 8, 2016**. Exams will last approximately 30 minutes and will take place in my office, by appointment, on **March 9, 2016**.

### Conference Roundtable Presentation/Scholarly Debate:

This is a critical thinking and professional problem-solving activity 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 26, 2016**.

### Final Presentation: Dream Syllabus Professional Dossier (in-progress) (Online or Hardcopy):

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: 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. **April 28, 2016**.

### Grade Breakdown

Daily preparation of readings, exercises, reflections, position paragraphs, etc.;	
Attendance; Active engagement/Contributions to the class discussion and activities	15%
Mini-presentations/demonstrations (3)	30%
Oral exam	20%
Scholarly Debate and Reflection Exercises	10%
Final Project:	
Dream Syllabus Assignment (10) and Dossier Materials (10)	25%
(includes drafts, class presentation, and final submitted version)	

### Interesting Websites:

-**Dizionario/nozionario linguistico italiano:** <http://venus.unive.it/italslab/nozion/nozindic.htm>

-**International phonetic alphabet:**

[http://en.wikipedia.org/wiki/International\\_Phonetic\\_Alphabet\\_for\\_Italian](http://en.wikipedia.org/wiki/International_Phonetic_Alphabet_for_Italian)

**\*For any questions, concerns or additional interests related to our course, please don't hesitate to contact me ([ryanm@indiana.edu](mailto:ryanm@indiana.edu)) or simply knock on my door. Have a great semester!**

### MLA STATEMENT:

*The Executive Council approved the following statement in April 2011.*

### Learning Another Language: Goals and Challenges

In recent years language programs in the United States have been closed, and the federal government has reduced its support for language education. Because of the fundamental importance of language learning, it is urgent to resist these cutbacks.

It is the obligation of educational institutions to provide all students with opportunities to acquire fluency in a second language. Studying a nonnative language gives students the tools to appreciate other cultures. It enables students to recognize how languages work and to gain a more thoughtful understanding of their native language: by pursuing a second language, students learn how to use their first language with greater precision and purpose. In addition, knowledge of a second language serves students well in the interconnected world: a second language opens the door to job opportunities in the global economy and

makes more media accessible, enriching public discussion of current issues. Finally, language knowledge is critical to humanistic inquiry into the cultures and histories of the world.

The Modern Language Association has supported the teaching and study of languages for more than a century. The MLA's 2007 report *Foreign Languages and Higher Education* called for a transformation of university language curricula. In 2009, the MLA issued a survey report on language enrollment, documenting continued increase in student enrollments in college language courses and testifying to strong student interest in all the top ten languages studied in the United States.

Yet despite student demand for language courses and public recognition of the opportunities of globalization, many college language programs have been reduced, closed, or threatened with closure. These actions deny students critical learning opportunities and impoverish their education. Preventing students from participating in college-level language learning does them a profound disservice, diminishes our cultural capacities, and isolates the American public from the conversations of the rest of the world.

The MLA calls for the development of programs to provide every American college graduate with advanced fluency in a nonnative language. American monolingualism is an impediment to effective participation in a multilingual world. More than 80% of Americans are monolingual, while 50% of Europeans over the age of fifteen can carry on a conversation in a second language. The European Union has set the goal of having all students learn two nonnative languages. Other advanced industrial countries, such as Canada, have been able to provide widespread education in more than one language. Enabling all students in the United States to achieve advanced fluency in a second language is a realistic goal, but it will require building strong language programs, beginning in the elementary schools and continuing with higher level learning opportunities in college.

The MLA is prepared to consult with colleges and universities on strategies to strengthen their language programs. We call on higher education leaders to demonstrate creativity in envisioning better language programs that reach ever more students. Instead of shutting language programs, let us keep the door of learning open to the languages and cultures of the world.

## **ACTFL – AMERICAN COUNCIL FOR THE TEACHING OF FOREIGN LANGUAGES**

### **STANDARDS – 5CS**

### **CULTURE, COMMUNICATION, CONNECTIONS, COMMUNITIES, COMPARISONS**

### **THREE MODES OF COMMUNICATION: INTERPERSONAL, INTERPRETIVE, PRESENTATIONAL**

### **AATI- AMERICAN ASSOCIATION OF TEACHERS OF ITALIAN**

### **AAIS- AMERICAN ASSOCIATION OF ITALIAN STUDIES**