

G500: College Language Teaching

Outline of tasks

Active Participation in class discussions, activities and teaching demos. Be a reflective participant – put your ideas, questions and criticism up for discussion.

Teaching Demo. Choose one of the teaching methods/approaches in Richards/Rodgers (as scheduled on the lesson overview in blue) and design a short teaching demo (approx. 15 mins) based on this method/approach. Team-teach your demo to the class and afterwards lead a discussion on the benefits and shortfalls of this method/ approach, taking secondary readings into account. The demo should be accompanied by a one-page handout that gives a succinct overview over the method/approach, including questions/comments for reflection.

Course Journal. Write a weekly reflective journal, in which you record your thoughts and responses to the class discussions, the readings, and/or teaching demos (submitted via CANVAS, 500 words minimum per week in English or German, Times New Roman, 1½ spaced, 1.2” margins).

Four Skills. There will be scheduled discussions of the four skills of language teaching (listening, speaking, reading, writing). You are required invent one short class activity for each of these sessions based on topics in *Netzwerk Deutsch*. The activities have to be submitted via CANVAS by 12 noon on day prior to the class session.

Class Observations. Teaching observations expose observers to different teaching styles and didactical ideas that can benefit one’s own teaching. They also inspire further pedagogical discussion and thought. You are required to observe two language classes within the department of Germanic Studies (previously arranged with the respective instructors) and write a 1500-2000 word report on each of them (submitted via CANVAS, Times New Roman, 1½ spaced, 1.2” margins). The report should encompass [a] a summary of the lesson, together with a time outline; [b] an account of teaching and learning behavior, phases and activities; [c] an account of teaching moments that could possibly be improved on, how and why; [d] a final evaluation of the lesson.¹

Submission Policy

All written assignments have to be submitted electronically on the day they are due. **Late papers will not be accepted.** In case of absences, the paper still has to be submitted on time. Extenuating circumstances will be taken into consideration, provided they are documented.

¹ There are a few model teaching observations on CANVAS 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. (At the same time, the AIs usually welcome your feedback.)

G500: College Language Teaching

Attendance policy

As this is a discussion class, regular attendance is vital. **Excused absences** carry no penalty whatsoever, **provided that they are officially documented**. They include illness, death in the family, job interviews, university sports competitions and musical contests.

You are allowed two (2) **unexcused absences** during the course of the semester that will not adversely affect the final grade. Each additional unexcused absence over two will lower your final grade by one-third of a letter grade, which is -3.33% off your final grade per additional absence (e.g. a grade of A becomes a A- at 3 unexcused absences, a B+ at 4, and so on).

It is your responsibility to make up the work for classes missed and to be prepared for the next class. If you know you are going to be absent for a class session, you must let me know ahead of time. This includes illnesses and all other forms of excused absences. Regardless of the reason for the absence, you are expected to complete assignments on time and remain up to date on course discussions.

Plagiarism

Plagiarism in any form **will not be tolerated** in this course, and it **is strictly prohibited** by the university student code of conduct. Not only is it an affront to the integrity of yourself, your fellow students, your professor and this institution, it will also severely limit your ability to engage with the class material. Any instance of plagiarism, which is defined simply as “presenting someone else’s work...as one’s own,” will result in a zero for that assignment and has to be reported to the College of Arts and Sciences, subject to disciplinary action. To see the university’s official definition of and policy on plagiarism, please consult the Indiana University Code of Student Rights, Responsibilities, and Conduct (2010) or visit <http://acp.indiana.edu/IUPolicyOnPlagiarism>.

Disabilities

If you have, or believe that you have, a learning disability, you should inform me at the beginning of the semester. Together, we will work out reasonable accommodations for you to be able to fully participate in course activities and meet course requirements. For more information contact the Disabilities Services for Students (812-855-3508) or visit <http://www.indiana.edu/~iubdss/>. DSS offices are located in Wells Library if you wish to speak with someone in person. If you qualify for their services, please note that it is your obligation to notify me and show documentation.

Religious and Civic Observances

Per university policy, and in an effort to foster a respectful and tolerant course environment, reasonable accommodation for students who wish to observe their religious holidays will be provided. **Please advise me within the first two weeks of the semester if you have a religious observance conflict**. For more information on the university’s policy on religious observances, its implementation, and forms to be used by students requesting accommodations, as well as a five-year calendar of religious holidays, see vpfaa.indiana.edu/forms/index.shtml (scroll down).

G500: College Language Teaching

Lesson Overview			
W	Date	In the Lesson	Readings and Due Dates
1		Introduction to the Course Learning Experiences and Expectations	
		Introduction to the IU Honors Program in Foreign Languages What makes a good teacher?	
2		Language, Learning, and Teaching	Kumaravadivelu Ch. 1-2
		Language, Learning, and Teaching	Kumaravadivelu Ch. 3
3		A Brief History of Language Teaching	Course Journal Week 1-2 Richards/Rodgers Ch. 1
		Richards/Rodgers: Approaches and Methods	Richards/Rodgers Ch. 2
4		Kumaravadivelu: Language Teaching Methods	Kumaravadivelu Ch. 4
		The Skill of Listening	Invent: one class activity for listening comprehension
5		<u>Language-Centered Methods</u> The Audiolingual Method	Course Journal Week 3-4 Richards/Rodgers Ch. 4 Kumaravadivelu Ch. 5
		The Socratic Method and Total Physical Response	Richards/Rodgers Ch. 5
6		Teaching Demo: The Silent Way	Richards/Rodgers Ch. 6
		Teaching Demo: Community Language Learning	Richards/Rodgers Ch. 7
7		Teaching Demo: Suggestopedia	Course Journal Week 5-6 Richards/Rodgers Ch. 8
		The Skill of Speaking	Invent: One class activity for speaking
8		Teaching Demo: Multiple Intelligences	Lesson Observation 1 due Richards/Rodgers Ch. 10 Gardner 1993
		Teaching Demo: Neurolinguistic Programming	Richards/Rodgers Ch. 11

G500: College Language Teaching

9		Teaching Demo: The Lexical Approach	Course Journal Week 7-8 Richards/Rodgers Ch. 12
		<u>Learner-Centered Methods</u> Communicative Language Teaching	Kumaravadivelu Ch. 6 Richards/Rodgers Ch. 14
10		The Skill of Reading	Invent: One class activity for reading
		Teaching Demo: Cooperative Language Learning	Richards/Rodgers Ch. 16
11		Teaching Demo: Content-Based Instruction	Course Journal Week 9-10 Richards/Rodgers Ch. 17
		Teaching Demo: Task-Based Language Learning	Richards/Rodgers Ch. 18 Ellis 2000
12		<u>Learning-Centered Method</u> The Natural Approach	Kumaravadivelu Ch. 7 Richards/Rodgers Ch. 15
		<u>Performative Pedagogy</u>	Kao/O'Neill 1998
13		Performative Pedagogy	Course Journal Week 11-12 Even 2008, Even 2011
		Performative Pedagogy	Lesson Observation 2 due
Thanksgiving Break			
14		The Skill of Writing	Invent: One class activity for writing
		Postmethod Condition	Kumaravadivelu Ch. 8
15		Postmethod Pedagogy	Course Journal Week 13-14 Kumaravadivelu Ch. 9
		Postmethod Predicament Final Discussion	Kumaravadivelu Ch. 10