**Southern Oregon University**

Summer Language Institute 2018

Guanajuato, México

**FL512: Methods: Teaching for Proficiency**

*Métodos: La enseñanza para la competencia y el dominio*

Second Session • July 16 – Aug 3

8:00 am – 9:50 am M-F

**Instructor:** Dr. Marda Rose

**Email:** rosem4@sou.edu

**Course Description:**

This course explores how proficiency standards can be applied in the classroom in conjunction with state and local standards based on the national standards for foreign language education as established by the American Council on Teaching of Foreign Languages (ACTFL). Students learn how to integrate the Five Cs of foreign language education: communication, cultures, connections, comparisons, and communities, with clearly defined proficiency standards for foreign language performance.

**Objectives:**

Through this course, students will:

* Discuss and evaluate current findings of foreign language teaching research and how they relate to second language acquisition research and the national standards for foreign language education.
* Analyze and critique pedagogical practices through class discussion and one-page written commentaries (summary and analysis) of research articles, selected from a list of required and recommended readings.
* Design activities for contextualized language instruction, applying concepts and findings from readings and class discussion.
* Reflect on their teaching philosophy and teaching practices by preparing a portfolio containing effective pedagogical activities that reflect personal style, beliefs, and best practices based on the location where they teach during the academic year or a school they are familiar with.

**Resources:**

Brandl, K. (2008). *Communicative language teaching in action: Putting principles to work.* Upper Saddle River, NJ: Pearson Prentice Hall.

Additional readings and articles are electronic and will be provided via Moodle. They are also listed at the end of the syllabus.

COERRLL has some wonderful modules on topics studied in this course. These modules are not required, but may be of interest to you: <http://coerll.utexas.edu/methods/>

**Components:**

* Readings
	+ Readings include book chapters about foreign language teaching and recent articles about the teaching and learning of foreign languages. These will increase our knowledge of theoretical considerations and practices in the field. We will begin with a theoretical review and then we will focus on practical issues in foreign language teaching and how they relate to the standards for foreign language learning.
* Analysis and critiques of readings
	+ Informal
		- You should be prepared to discuss the readings in class. At times, questions will accompany the reading to help you prepare comments, ideas, and thoughts before class discussion. These are not turned in.
	+ Formal
		- You will write critical commentaries for two articles that you read during the course. The purpose of this activity is to acquaint you with current research in the field of foreign language teaching and to help you be a critical and thoughtful reader of this literature.
		- Both articles can come from the required readings for this course. You may also choose to write a summary for one article that is not a required reading. A supplemental list of articles will be provided. If you find a different article you would prefer to read, please let me know. Please note, however, that it cannot be an article you read for a previous course or for another course you are taking this session.
		- You will present one of the required readings to the class with a classmate. This article should be one of the two articles for which you write a critical commentary.
		- Each critical commentary is a one-page reflection (single-spaced), which must be turned in before the article is discussed in class. If you choose an article that we are not discussing in class, the critical commentary is due by Aug. 2.
		- Your critical commentaries should follow the following format. An example is included in the packet of materials for this course. The example is in English, but you can choose to write your commentary in English or Spanish.
			* The first paragraph is a brief summary of the article (like an abstract) of no more than 150 words. For examples, please refer to the Activity Packet and to the abstracts in the articles we are reading from professional journals.
			* The second and third paragraphs should focus on your critical reaction to the article, using the topics and theories discussed in class as well as ideas from other articles. Try not to base your reaction exclusively or mainly on “common sense” or your own style and teaching preferences. Below you will find some possible directions for this part of your critical commentary. Please note, however, that not all articles touch on the themes given below:
				+ The significance of the problem or topic described in the article.
				+ The plausibility of the research questions or hypothesis (Are they specific enough? Can they be evaluated? Is it based on a theory?), the research design, the research method, and the analysis of the investigation. (For research articles)
				+ The implications of this article for teaching.
				+ The ways in which this article complements or contradicts the focus or the results of other articles you have read.
* Class Participation
	+ It is essential to complete assignments before class to be able to participate fully in class discussions. Answering discussion questions, taking notes, relating what you read to personal experience, and preparing questions to ask in class based on the assignment (reading, video, task design, etc.) are ways to prepare. If you read the assignments well in advance, having detailed notes will help you be an active and thoughtful participant in class.
* Designing activities and lessons
	+ We will be applying what we learn to create activities for language teaching. The objective is to design original lessons and activities that hopefully not only reflect the concepts we are learning but also can be useful in your future teaching. Even though in real life you may be using a textbook, the goal of this aspect of the course is to design original materials, meaning you are creating the materials and exercises to complement what you can find in a textbook. Since designing activities is time consuming, especially when we discuss grammar and culture, part of your final grade will be dedicated specifically to these activities. They should also be included in your portfolio.
* Portfolio
	+ The portfolio aims to give you an additional opportunity to reflect on the concepts we learn in this course as you continue to strengthen your teaching practices and develop your teaching philosophy for foreign language teaching. The Activity Packet provides additional information.

**Evaluation:**

* Two critical commentaries of articles 20%
* Pedagogical activities 30%
* Article presentation 10%
* Portfolio 25%
* Class Participation 15%

A 94-100% B+ 87-89% C+ 77-79% D+ 67-69%

A- 90-93% B 84-86% C 74-76% D 64-66%

 B- 80-83% C- 70-73% D- 60-63%

F 0-59%

Due to the intensive nature of the SLI program, attendance and punctuality are extremely important. Absences are not permitted. With each absence, your grade is lowered by 10%. In the case of an illness or other emergency, the student should contact the professor and the director of the SLI program.

**Week 1**

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| **Day** | **Topic and reading** | **Assignment due** |
| July 16 | **Introduction to the course****Principles of CLT and Task Based-Instruction**Our teaching experiencesDiscuss Activity 1 – Teaching Philosophy (due 7/18)Brandl (2008) Communicative Language Teaching in Action* Chapter 1, Principles of Communicative Language Teaching and Task-Based Instruction (p. 1-16; to the end of Principle 3)
* Prepare reflection questions and analysis and discussion questions to discuss in class (take notes and/or think about specific examples)
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| July 17 | **Principles of CLT and Task-Based Instruction**Brandl (2008) Communicative Language Teaching in Action* Chapter 1, Principles of Communicative Language Teaching and Task-Based Instruction (p. 16-38; Principle 4 to end of chapter)
* Prepare Tasks 2 and 8
 |  |
| July 18 | **Principles of CLT, Task-Based Instruction & Standards for Foreign Language Learning**Cockey (2014). Chapter 2: Standards for Foreign Language Learning<http://www.nclrc.org/TeachingWorldLanguages/chap2-standards.pdf>See also ACTFL’s two-page summary of World Readiness Standards for Language Learning:<https://www.actfl.org/publications/all/world-readiness-standards-learning-languages/standards-summary>* Prepare to relate these standards to your current teaching practices and to requirements in your state or district
 | Activity 1 – Teaching Philosophy |
| July 19 | **Vocabulary**Brandl (2008). Communicative Language Teaching in Action.* Chapter 3, Getting Started: Introducing Vocabulary (p. 75-95)
* Prepare reflection questions and analysis and discussion questions to discuss in class (take notes and/or think about specific examples)

Discuss Activity 2 – Comprehensible Input & Songs (Vocabulary) (due 7/23) |  |
| July 20 | **Vocabulary**Presentation #1: Franciosi, Yagi, Tomoshige, & Ye (2016)Presentation #2: Bush (2007)Presentation #3: Ludke, Ferreira, & Overy (2014) |  |

**Week 2**

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| **Day** | **Topic and reading** | **Assignment due** |
| July 23 | **Vocabulary & Grammar**Workshop on Activity 2* Share activities and receive feedback

Presentation #4: Ellis (2006) | Activity 2 – Comprehensible Input & Songs (Vocabulary) |
| July 24 | **Grammar**Brandl (2008). Communicative Language Teaching in Action.* Chapter 4, Grammar and Language Learning (p. 105-129)
* Prepare reflection questions and analysis and discussion questions to discuss in class (take notes and/or think about specific examples)

Discuss Activity 3 – The PACE model of grammar instruction: Designing a story based language lesson (due 7/27) |  |
| July 25 | **Grammar / PACE**Adair-Hauck, B., Donato, R., & Cumo-Hohanssen, P. (2005). Using a story-based approach to teach grammar. In J. L. Shrum & E. W. Glison (Eds.), Teacher’s Handbook: Contextualized Language Instruction (3rd ed.). (pp. 189-213). Boston, MA: Heinle.Demonstration of PACE (by the instructor)Discuss Activity 3 – PACE – work on part 1 (ideas) for tomorrow) |  |
| July 26 | **Grammar / PACE / Feedback & Correction**Activity 3 – PACE – discuss progress, receive initial feedbackBrandl (2008). Communicative Language Teaching in Action.* Chapter 5, Feedback and Error Correction in Language Learning (p. 143-166)
* Prepare reflection questions and analysis and discussion questions to discuss in class (take notes and/or think about specific examples)
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| July 27 | **Grammar / PACE / Feedback & Correction**Workshop on Activity 3 - PACE* Share activities and receive feedback

Presentation #5: Gurzynski-Weiss (2016) | Activity 3 – PACE |

Week 3

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| **Day** | **Topic and reading** | **Assignment due** |
| July 30 | **Drama Pedagogy**Presentation #6: Even (2011)Presentation #7: McGovern (2017) |  |
| July 31 | **Listening / Culture**Discuss Activity 4 – Teaching Culture Through Video (due 8/2)Brandl (2008). Communicative Language Teaching in Action.* Chapter 7, Developing Listening Skills (p. 223-258)
* Prepare reflection questions and analysis and discussion questions to discuss in class (take notes and/or think about specific examples)
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| Aug. 1 | **Listening / Culture** Presentation #8: Belpoliti & Fairclough (2016)Presentation #9: Kato, Spring, & Mori (2016) |  |
| Aug. 2 | **Listening / Culture / Study Abroad**Workshop – Activity 4 – Teaching Culture Through VideoPresentation #10: Baker-Smemoe, Dewey, Bown, & Martinsen (2014) | Activity 4 – Teaching Culture Through Video |
| Aug. 3 | **Conclusions** Workshop – corrected activities and changes in teaching philosophyAssembly of Portfolio (Activity 6) | Activity 5 – Philosophy of Teaching (2nd Draft) |

The Portfolio (Activity 6) is due by 11:59 pm on Aug. 3. Please see the Activity Packet for additional details.

**Required readings provided in Moodle:**

Adair-Hauck, B., Donato, R., & Cumo-Hohanssen, P. (2005). Using a story-based approach to teach grammar. In J. L. Shrum & E. W. Glison (Eds.), Teacher’s Handbook: Contextualized Language Instruction (3rd ed.). (pp. 189-213). Boston, MA: Heinle.

Baker-Smemoe, W., Dewey, D. P., Bown, J., & Martinsen, R. A. (2014). Variables affecting L2 gains during study abroad. *Foreign Language Annals, 47*(3)*,* 464-486.

Belpoliti, F., & Fairclough, M. (2016). Inquiry-based projects in the Spanish heritage language classroom: Connecting culture and community through research. *Hispania, 99*(2), 258-273.

Bush, M. (2007). Facilitating the integration of culture and vocabulary learning: The categorization and use of pictures in the classroom. *Foreign Language Annals, 40,* 727-745.

Cockey, S. W. (Ed.) (2014). Teaching world languages: A practical guide. (2nd ed.) Washington, D.C.: National Captial Language Resource Center.

<http://nclrc.org/TeachingWorldLanguages/TWL_English/index.html>

<http://www.nclrc.org/TeachingWorldLanguages/chap2-standards.pdf>

Ellis, R. (2006). Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly, (40)*1, 83-107.

Even, S. (2011). Drama grammar: Towards a performative postmethod pedagogy. *Language Teaching Journal, 39*(3), 299-312.

Franciosi, S. J., Yagi, J., Tomoshige, Y., & Ye, S. (2016). The effect of a simple simulation game on long-term vocabulary retention. *CALICO Journal,* *33*(3), 355-379.

Gurzynski-Weiss, L. (2016). Factors influencing Spanish instructors’ in-class feedback decisions. *The Modern Language Journal, 100*(1), 255-275.

Kato, F., Spring, R., & Mori, C. (2016). Mutually beneficial foreign language learning: Creating meaningful interactions through video-synchronous computer-mediated communication. *Foreign Language Annals, 49*(2), 355-366.

Ludke, K. M., Ferreira, F., & Overy, K. (2014). Singing can facilitate foreign language learning. *Memory and Cognition, 42*(1), 41-52.

McGovern, K. A. (2017). Conceptualizing drama in the foreign language classroom. *Scenario, 11*(1)*,* 4-16.

**SOU Cares:**

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at<http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

**Academic Honesty Statement and Code of Student Conduct:**

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU’s Student Code of Conduct: “Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited.” Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one’s own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one’s name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another. Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU’s Code of Student Conduct: [https://inside.sou.edu/assets/policies/CodeofStudentConduct.pdf](%3A%20https%3A//inside.sou.edu/assets/policies/CodeofStudentConduct.pdf)

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

**Statement on Title IX and Mandatory Reporting:**

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, *or* when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure, please use the confidential advising available at <http://www.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form: <https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L>

**SOU Academic Support/Disability Resources:**

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include information regarding Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. See the Disability Resources webpage at [www.sou.edu/dr](http://www.sou.edu/dr) for more information or to schedule an appointment. If you are already working with Disability Resources, make sure to request your accommodations for this course as quickly as possible to ensure that you have the best possible access.