French 400/500 ~ German 400/500 ~ Spanish 400/500
English as a Second Language 400/500

Approaches to Teaching French, German, Spanish, English as a Second Language
Fall 2015

This course fulfills the required 3 semester hours of methods of teaching foreign languages or English as a second language at the elementary and secondary levels in Virginia.

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Office Telephone: (434) 395-2158
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Office Hours: MWF 12:00-1:00 & W 3:00-5:00 and by appointment

Textbook login page: http://login.cengage.com/cb/login.htm

Introduction: Welcome to FREN/GERM/SPAN/TESL 400/500, our profession’s class designed to prepare you to become a foreign language or ESL teacher or to prepare you to improve your teaching skills and become a more effective teacher. The purpose of this document is to provide you with detailed information about the expectations for the course, as well as some suggestions about how to get the most out of this course.

Important dates: This course begins on August 24 and ends December 10.
Last day to drop this class: August 31.
Last day to withdraw with a grade of W: October 14.
All assignment due dates are available in the Timeline accompanying this syllabus.

Contact Information: Communication with your instructor is very easy: I am available in my office (Grainger 320) almost any time I am not in class, and am easily accessible by e-mail (goetzla@longwood.edu) or by phone (434-395-2158).

Course descriptions:
French 400, German 400, Spanish 400, English as a Second Language 400: Approaches to Teaching French, German, Spanish, English as a Second Language. A study of theories of second language acquisition and their application to the teaching of languages in a communicative, interactive approach at the primary, middle, and secondary levels. Attention will be given to the teaching and testing of listening, reading, writing, speaking and cultural understanding. Students will develop lesson plans, engage in peer-teaching, and integrate technology into teaching. Students should take this course in the semester prior to student teaching. 3 credits.
French 500, German 500, Spanish 500, English as a Second Language 500: Approaches to Teaching French, German, Spanish, English as a Second Language. A study of current theory and methods of language teaching. May be repeated for credit when topics change. 3 credits.

NOTE: Graduate students who are not enrolled in the Longwood University graduate program, and who are taking graduate courses as non-degree-seeking students, can take up to nine credit hours of Longwood classes that will count for degree credit upon admission.

Texts and required materials/memberships:

The textbook can be bought in the Longwood University campus bookstore, or can be ordered through the Longwood University online bookstore: www.longwood.bncollege.com


Membership in FLAVA or VATESOL or your state’s foreign language or ESL professional organization is required, as well as registration and attendance at the 2013 conference of one of these organizations.

Useful Links and Documents:
Virginia Department of Education website for Foreign Language Instruction
Virginia Department of Education website for English as a Second Language Instruction
Virginia Department of Education Standards of Learning documents for foreign languages
WIDA English Language Development (ELD) PK-12 Standards
National Standards for Foreign Language Education
National PreK–12 English Language Proficiency Standards

Course content: Study, discussion and application of theories and methods used in foreign language and ESL education on the primary, middle, and secondary levels. Topics may include:
- an examination of the history of language teaching methodologies;
- knowledge of and practical application of current second language acquisition theories to the language classroom
- the National Foreign Language and ESL Standards and Virginia Foreign Language and ESL Standards
- contextualized instruction for communicative language teaching
- the importance of teachers' language proficiency
- the role of the four skills (listening, speaking, reading, writing) and culture
- teaching strategies for successful student learning
teaching listening and reading comprehension

teaching reading skills and strategies: phonemic awareness, phonics, fluency

similarities and differences between reading in a first language and reading in a second language

the role of vocabulary and text comprehension in teaching reading skills

教学 writing-as-process for presentational and interpersonal writing

teaching presentational and interpersonal speaking

the role of grammar in language teaching

assessment of language performance in context

lesson and curriculum planning

use of technology

evaluation and adaptation of textbooks and materials for communicative language teaching

elementary, middle and high school periods in development and the implications for curriculum and approach

student diversity and languages; backgrounds, learning styles, learning strategies, physical and learning disabilities, gifted learners, heritage language learners

Students will participate in discussion, work with case studies, research issues in foreign language education using current professional journals and books, subscribe to and participate in the FLTEACH listserv, join professional organizations (FLAVA, VATESOL, AAT’s, ACTFL, TESOL), use the internet to access teaching materials and cultural information, develop a professional portfolio, observe in target language classrooms, and engage in self-evaluation.

Course objectives/Learner Outcomes:

Upon completion of the course, the teacher candidate will:

* (Numbers in parenthesis correspond to the Longwood University Conceptual Framework.)

- demonstrate an understanding of best practices and approaches for foreign and second language teaching. (1, 2, 3, 4, 5, 6, 7, 8, 9)
- make instructional decisions and analyze and evaluate how they affect the learning process. (1, 2, 3, 4, 5, 6, 7, 8, 9)
- recognize relationships among teacher expectations, instructional planning, classroom management, and student behavior. (1, 2, 3, 4, 5, 6)
- create long-range and daily lesson plans that integrate the National Foreign Language Standards or the National ESL Standards with state or district guidelines. (1, 2, 5, 7)
- plan and execute lessons that incorporate the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and text comprehension. (1, 2, 4, 5, 7)
plan and execute lessons to reinforce the “Comparisons” Goal of the National Standards; specifically using the similarities and differences between first- and second-language reading in teaching reading skills. (1, 2, 5, 6, 7)

plan and execute lessons that incorporate communicative practices, maintaining instruction in the target language with minimal use of English (in foreign language classrooms). (1, 2, 3, 4, 5, 6, 7)

design a variety of assessment practices. (1, 2, 5, 6, 7)

demonstrate the effective use of technology to enhance instruction. (1, 2, 4, 6, 7)

evaluate, select, adapt materials, including textbooks, workbooks, videos, internet resources, authentic texts, for the communicative language classroom. (1, 2, 4, 5, 7, 8)

designate a variety of assessment practices. (1, 2, 5, 6, 7)

*Longwood University Conceptual Framework Competencies
"Educators as Reflective Citizen Leaders"
(1) Content Knowledge
(2) Planning
(3) Learning Climate
(4) Implementation/Management
(5) Evaluation/Assessment
(6) Communication
(7) Technology
(8) Diversity
(9) Professional Dispositions

Course requirements: Students will be assessed as follows:

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<thead>
<tr>
<th>Requirement</th>
<th>400</th>
<th>500</th>
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<tbody>
<tr>
<td>Participation in class discussions; Participation in professional organizations (FLAVA, etc.)</td>
<td>15%</td>
<td>15%</td>
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<tr>
<td>Homework (&quot;Teach &amp; Reflect/Discuss &amp; Reflect&quot;, etc.)</td>
<td>15%</td>
<td>15%</td>
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<tr>
<td>Article Reviews (5), Observations (4), &amp; Quizzes</td>
<td>20%</td>
<td>20%</td>
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<tr>
<td>Unit Plan and Lesson Plans; Professional Portfolio</td>
<td>20%</td>
<td>10%</td>
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<tr>
<td>Midterm and Final Exam</td>
<td>30%</td>
<td>30%</td>
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<tr>
<td>Research Paper</td>
<td>0%</td>
<td>10%</td>
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Grading: 90-100 A  80-89 B  70-79 C  60-69 D  59 F

Participation and Homework: You are expected to be prepared for discussion by having read the assigned chapters and by having prepared and written out your responses to the "Observe and Reflect/Teach and Reflect," and "Discuss and Reflect" (Case Studies), in the Teacher's Handbook, as well as any article reviews or other assignments due. We will also discuss issues
raised in FLTEACH, so you should be prepared to talk about those which have interested you. Although this course meets only once per week, it is a 3-credit course, so you should plan to spend approximately two hours on assignments for each credit per week, for a total of 6 hours per week. It is probable that your assignments will not take that much time, but plan accordingly.

**Discussions and common courtesy:** During the semester we may discuss and debate controversial issues in the teaching of foreign and second languages. Professional behavior is required at all times. Rude or disrespectful behavior will result in removal from the class.

**FLTEACH listserv:** You should subscribe to the FLTEACH listserv (instructions will be given in class; there is no cost), and be prepared to discuss each week those "threads" which are of most interest to you or which pertain to any of the topics which we are studying.

**Professionalism:** You will join FLAVA (the Foreign Language Association of Virginia) and/or VATESOL (Virginia Teachers of English to Speakers of Other Languages), or your state’s equivalent organization; you are further encouraged to join your AAT organization (AATSP, AATF, AATG). You are also encouraged to become a member of ACTFL (American Council on the Teaching of Foreign Languages) or TESOL (Teaching English to Speakers of Other Languages). You will attend the FLAVA annual conference or the VATESOL conference.

**Article Reviews:** You will write reviews of five journal articles dealing with language teaching, to be included in your professional portfolio. Your review should contain your statement of the thesis of the article, summaries of the main evidence or arguments presented by the author, the author's conclusions, what you think the author's intentions are, your critical evaluation of these elements, including any response you would like to make, and your evaluation of the significance of the research, study or ideas presented. Guidelines will be provided.

**Observations:** You will observe language classes or interactions four times during the semester and will record your reflections, thoughts, and ideas concerning what you observe. You should attempt to observe different teachers if at all possible. For the first two observations, you should look for answers to the questions on pages 35-37 of the Teacher's Handbook, which ask you to observe a small child (Observation 1) and then a BEGINNING foreign language class (Observation 2). For the other observations, you should use the "Teacher Observation Form" and the "Etiquette Guidelines" which you will receive. You will not be evaluating the teacher whose class you are observing; rather you are trying to learn from him/her how one incorporates all of the elements we are studying into a classroom lesson. You will turn in your written "reflections" and we will discuss your experiences in class. As you finish each observation of a language teacher's class, you should be prepared to discuss the kinds of activities which you observed, and how what you observed relates to the topics which we are studying.

**Quizzes:** There will be weekly quizzes on the content of each chapter in the Teacher's Handbook; the questions will require a detailed reading of the chapter. You will receive a study guide for each chapter, designed to help you identify the most important points and to review your understanding of the material. The quizzes consist of multiple choice, matching, short-
answer or essay questions and will be announced in class, but not necessarily in the syllabus. Your lowest quiz grade will be dropped.

**Unit Plan:** You will prepare a plan for a complete unit (to cover a period of approximately 2 weeks), consisting of the overall content, objectives and strategies for the unit, and you will prepare a plan for each lesson to be taught during the unit (from 8-10 lessons). You will receive detailed instructions and models.

**Presentation of Lesson Plan:** You will design a brief mini-lesson, part of one of your daily lesson plans submitted with your Unit Plan, which you will present to our class; your presentation must be limited to about 10 minutes. Your plan, and any materials you use, will become part of your professional portfolio. You will receive guidance on the desired components of your lesson.

**Midterm and Final Exams:** There will be a midterm (week 7) and a final exam covering all materials presented and discussed in this course. There may be some essay-style questions, as well as some problem-solving questions.

**Attendance policy:** The attendance policy for this course is taken from the Longwood University catalog and Student Handbook. The class meets only once a week. If you are not in class, you cannot participate or learn from discussion. There are 14 class meetings. Upon missing 1.4 class meetings, a student's grade will be lowered by one letter. Upon missing 2.8 meetings, a student will receive an F for this course.

**Honor Code:** Students are expected to live by the Longwood University Honor Code. All work done for the class is assumed to be pledged.

**Accommodations:** If you have a disability and require accommodations, please contact me early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (extended time for tests, etc.), you will need to register with the Office of Disability Resources. The office will require appropriate documentation of disability. All information is kept confidential.

**Contact Information**
Disability Resources: Graham Hall – Room 116   disabilityresources@longwood.edu
Lindsay Farrar, Director of Disability Resources:  farrarl@longwood.edu / 434.395.2392

**Schedule of Classes and Assignments:**
See online “Timeline” for all assignments and due dates.
Bibliography:
The following are available at the Longwood University Library:

Professional Journals:

- Applied Linguistics
- Canadian Modern Language Review
- Current Jobs International
- Foreign Language Annals
- French Review
- Hispania
- Reading in a Foreign Language (online journal) http://nflrc.hawaii.edu/rfl/
- Language Learning
- Modern Language Journal
- Modern Language Notes
- Studies in Second Language Acquisition
- TESOL Journal
- TESOL Quarterly
- Texas Studies in Literature and Language

Books:


