Methods of Teaching Foreign Languages
FL 452 -- 10713
Fall 2008

Instructor: Dr. Michele Griffith
Class meeting: R 4:20-7:00 p.m. in 2063 BAL
Office: 4039 BAL; 683-6811
Office hour: R 7:00-8:00 p.m. and by appointment
Main Office: 4004 BAL; 683-6689 (or 3973)
Home Phone: 369-1955 (before 9:30 p.m.)
E-mail: docg64@cox.net

I. COURSE DESCRIPTION:
This course will address practical considerations in K-12 foreign language teaching, including such topics as daily and yearly lesson planning, peer teaching, assessment, classroom management, and discipline. Students planning to pursue a career as foreign language teachers must develop their target language skills to the highest level possible in order to be competent teachers. Because students are preparing to teach in several different target languages, this course must be taught in English. However, several activities are being included in the course in order to help students to continue to develop their target language skills as well as their teaching skills. We will use Blackboard in this course, and you are responsible for checking it regularly. You are required to be enrolled concurrently in FL 456 Field Practicum in Foreign Language (unless you are already a teacher and are not enrolled in a degree program at ODU).

II. REQUIRED MATERIALS:
2. The purchase and/or use of LiveText (Approved Web-based Portfolio Assessment system) is required for this course. This must be purchased either from ODU bookstore or www.livetext.com. You do NOT need the subscription with Unitedstreaming. Make sure to register with your official ODU name and your UIN.
3. All students are strongly encouraged to join (as student members, if possible) a national and/or regional professional organization in order to review the professional literature of foreign language teaching. The recommendations include the American Council on the Teaching of Foreign Languages (ACTFL), Southern Conference on Language Teaching (SCOLT), American Association of Teachers of French (AATF), American Association of Teachers of German (AATG), and American Association of Teachers of Spanish and Portuguese (AATSP).

III. GRADING:
Your class grade will be based on the following:

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<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
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<tr>
<td>5%</td>
<td>Class participation and homework</td>
</tr>
<tr>
<td>5%</td>
<td>Vocabulary Lists (2)</td>
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<td>5%</td>
<td>Teaching Grammar Point</td>
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<td>5%</td>
<td>Speech Sample and Evaluation</td>
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<td>10%</td>
<td>Yearly Lesson Plan</td>
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<td>10%</td>
<td>Assessment Sample</td>
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<td>20%</td>
<td>Daily Lesson Planning</td>
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<td>20%</td>
<td>Peer Teaching</td>
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<td>20%</td>
<td>Final Exam</td>
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CLASS PARTICIPATION AND HOMEWORK
You are expected to participate fully in all classes and turn in any homework assigned on the day that it is due. You will be assigned a grade after each class meeting, and it will be based on the quality of your class contributions/homework. You may ask to see that grade at any time.

VOCABULARY LISTS:
You will be required to generate two target language vocabulary lists, each with English translations. The first will consist of language that you will need as a teacher in order to run your class on a daily basis, and will include such items as basic commands and questions. The second will consist of the helpful language that you will wish to provide to your students so that they can make their needs met via the target language. Details to be announced in class.

TEACHING GRAMMAR POINT:
You must demonstrate knowledge of the national standards for foreign language learning as proposed by the American Council on the Teaching of Foreign Languages (ACTFL) for this and all additional assignments.
You will be asked to explain in detail how you would incorporate the teaching of a particular grammar point into a given class activity (select the skill(s) to be evaluated), showing how knowledge of this grammar point fits into some communicative need of the student (i.e., what is the task that they will use this grammar to fulfill?).
You will need to demonstrate knowledge of the use of media in teaching languages. Consequently, include all necessary handouts, transparencies, or other visuals (descriptions only).
You will submit two versions of this assignment, one in English and the other in the target language. We will use the PACE model for this activity. Details to be announced in class.

SPEECH SAMPLE AND EVALUATION:
You will need to demonstrate knowledge of current proficiency-based objectives for students at both the elementary and secondary levels as described by ACTFL.
Additionally, students will demonstrate an understanding of the application of basic concepts of phonology, syntax and morphology in the teaching of foreign languages.
For this, you will produce an audio taped target language speech sample on a topic drawn at random and relating to the theme of this course. The sample will be recorded at home using a tape-recorder, your cell phone, etc. You must then analyze the speech sample for accuracy of pronunciation and grammar, level of vocabulary, degree of fluency, and so forth, using an assessment form that I will provide for you, based on ACTFL standards.
Once you have analyzed your recording as an example of teacher ability, you will indicate the expectations of proficiency expected for your students at the elementary level and the secondary level.
Your grade on this assignment will be based not on your level of ability in the target language but on the quality and quantity of the analysis submitted on your recording and on the proficiency-based objectives for your future students.

YEARLY LESSON PLAN:
You will demonstrate knowledge of current curricular developments in foreign languages as applied to a yearly sequencing and development of all skills and acknowledge the proficiency-based objectives described by ACTFL.
You will need to obtain a textbook in your language area (any grade, K-12) and create a yearly lesson plan (to be broken down into 9-week units) of how you would teach the text (incorporating all ancillaries) in the time allotted, taking into account vacations and so forth. Write in dates for quizzes, projects, unit tests, test reviews, etc. Details to be announced in class.

ASSESSMENT SAMPLE:
You will demonstrate knowledge of assessment of foreign language skills.
You will create an assessment to cover specific objectives of a designated skill or skills based on proficiency objectives of ACTFL. The assessment must be original; it cannot come from a professionally produced source. Details to be announced in class.

DAILY LESSON PLANNING:
You will demonstrate in a consistent manner the techniques necessary for reaching proficiency-based objectives at both the elementary and secondary levels.
You will be required to create two lesson plans, each of which will cover one class period of instruction. One lesson will be for a traditional class period (i.e., 30 minutes for FLES or 48 minutes for secondary—your choice) and one will be for a block period (60 minutes for FLES or 90 minutes for secondary). Each lesson will need to include one or more cultural elements. These lesson plans may be repeated in FL 456, but they must be created for this class (FL 452) first. One or both of the lesson plans will be assessed through LiveText. Details to be announced in class.

PEER TEACHING:
You will demonstrate knowledge of current curricular developments in foreign language education in peer teaching and, subsequently, in mini-lessons during your practicum.
You will have the opportunity to teach two mini-lessons to a group of peers in class. Assignments will be specified in class in advance. These lessons may be repeated in FL 456, but they must be taught in this class (FL 452) first. Details to be announced in class.

FINAL EXAM:
You will demonstrate an understanding of the relationship of [foreign] language study to other areas of the curriculum. In a mock job interview, you will describe the importance of language study while placing it within a cultural, social, educational and professional context.
The final exam will take the form of mock job interviews, in which students will play various roles, as described below. These interviews will take place during the final exam session on Thursday, Dec. 11. You will be given in advance the job description for a fictitious K-12 foreign language teaching position. Using everything you have learned throughout the semester, you will prepare yourself for the interview. You are expected to dress professionally for the interview, and interviewers will consist of your course instructor and one or more practicing teachers/administrators with whom you are not familiar. On the night of the final exam, several names will be drawn at random, and these students will be the interviewees. Each interview will last approximately 15 minutes and will be observed by the entire class. If possible, a segment of the interview will be conducted in the target language.

Your grade will be determined as follows:
If you are chosen as an interviewee, your grade will be based on your overall performance in the interview. If you are selected at random to give an on-the-spot critique directly following an interview, your grade will be based on the quality and quantity of your comments. If you are not selected for either of these two roles, you will write a two-page (double-spaced) narrative on positive interviewing techniques for the foreign language field. Talk about what an interviewee should and should not do, and draw at least some of your comments from what you have seen in class this evening. Be sure to talk about aspects not commented on by those who give the spot critiques. List specific questions you would ask in an interview. Your narrative should be emailed to me by December 12 at 5 p.m.

IV. ACCOMMODATIONS:
Reasonable accommodations are provided for students with disabilities. Students should self-identify to me as early in the semester as possible, and official documentation is required.
V. HONOR SYSTEM:
I will immediately refer any breach of the Monarch Creed to the appropriate authorities at ODU. Submission for a grade in FL 452 of (1.) any student-generated work previously used in another course or (2.) any professionally created materials will constitute cheating unless cleared in advance by me.

All students are expected to abide by Old Dominion University's Honor Code, which states: “We, the students of Old Dominion University, aspire to be honest and forthright in our academic endeavors. Therefore, we will practice honesty and integrity and be guided by the tenets of the Monarch Creed. We will meet the challenge to be beyond reproach in our actions and our words. We will conduct ourselves in a manner that commands the dignity and respect that we also give to others.” (Old Dominion University Catalog, p. 14).

Plagiarism is a serious offense, and it will not be overlooked in this or in other classes. For guidance on how to avoid plagiarism, see the appendix to this syllabus on Blackboard.

VI. COURSE MEETING DATES AND TENTATIVE DUE DATES:

Aug. 28 Course introduction
Sept. 4 Speech sample questions distributed
Vocabulary lists due
Sept. 11 Speech sample evaluation due
Practice lesson plan in class
Sept. 18 First draft of lesson plan #1 due
Peer evaluation in class
Sept. 25 Final draft of lesson plan #1 due
Oct. 2 Lesson plan #1 returned in class
Oct. 9 Peer teaching #1 in class
Oct. 16 Submit peer teaching #1 follow-up
Yearly plan due
Oct. 23 First draft of lesson plan #2 due
Peer evaluation in class
Oct. 30 No class — FLAVA conference tomorrow and Saturday in Richmond
(See http://www.flavaweb.org/index.php for conference information)
*Teaching grammar point (PACE) due by 5 p.m. via email
Nov. 6 Final draft of lesson plan #2 due
Nov. 13 Lesson plan #2 returned in class
Assessment sample due
Nov. 20 Peer teaching #2 in class
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<th>Date</th>
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<tbody>
<tr>
<td>Nov. 27</td>
<td>No class – enjoy!</td>
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<tr>
<td>Dec. 4</td>
<td>Submit peer teaching #2 follow-up</td>
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<td>Materials/Activities poster session</td>
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<td>Mock job interview practice session</td>
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<td>Dec. 11</td>
<td>FINAL EXAM -- Mock job interviews in class</td>
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<td>Dec. 12</td>
<td>Mock interview narratives due by 5 p.m. (via email)</td>
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