

LING 450 - Fall 2012
Methods Of Language Teaching
TTh 3:50-5:05 CC 350

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office hours: MWF 3:45-5:00 pm; T 8:00-11:00 am; F 8-10 am [Occasionally I will have committee meetings, mentoring sessions with TESOL practicum students, and tutoring appointments with graduate students during these hours; please check in advance about an appointment]

DESCRIPTION:

Methods of Language Teaching is designed to help participants gain knowledge of the different ways languages have been taught and can be taught. Participants will engage in teaching observations and tutoring, conduct demonstration lessons following well-known methods in order to experience first-hand the feel and look of particular methods. Through hands-on experience, reading, and reflections, they will explore underlying beliefs about language learning/teaching. Class sessions will expose students to a variety of teaching techniques in each of the main language skills (listening, speaking, reading, writing, grammar, and vocabulary). The course involves significant discussion and reflection on the relation of teaching principles, methods or techniques to learner strategies and affective dimensions of language learning. Attention is given to ways of assessing language proficiency and doing needs assessment for a variety of student populations.

COURSE OUTCOMES:

Those who successfully complete this course will

- appreciate the importance of using principles to guide their teaching and face the reality that “methods” or “techniques” have their limitations (S.1, S.2)
- begin to develop a personal philosophy of language learning/teaching and a personal approach to language teaching (I.3, I.4, PK.5)
- gather teaching techniques in the major language skills: listening, speaking, reading, writing, grammar, vocabulary, and inter-cultural communication (I.1, PK.1, PK.2, PK.8, T.7)
- gain practical experience in language teaching/learning and lesson planning, language needs assessment and testing through tutoring a non-native speaker (I.2, PK.2, PK.4, C.2, CR.1, CR.2, CR.3)
- be able to incorporate Virginia Standards of Learning or other standards appropriate to the teaching context into lesson planning
- know appropriate ways to assess learners' achievements in the core skills (S.1, PK.9)
- identify, create, and evaluate resources for language teaching (S.1, PK.2)

The course outcomes listed above meet part of the requirements for the Virginia Department of Education teachers of English as a second language PREK-12 and teachers of foreign language PREK-12 other than Latin.

EMU CORE

CROSS-CULTURAL REQUIREMENT: The goals, content, and activities of this course are also designed to fulfill the following EMU Core cross-cultural outcomes for cross-cultural designate courses:

1. Students will develop a critical awareness of self and others within an intercultural context.
2. Students will develop global awareness in examination of social contexts, systems, and institutions.

COMMUNITY LEARNING REQUIREMENT: Students enrolled in LING 450 earn credit in partial fulfillment of the community learning requirement in EMU's Core curriculum through tutoring learners of English as a second language in our community.

Community Learning (CL) designated courses require students to be involved in the community in a setting which relates to the subject matter of the course. Academic credit is given for the learning that occurs in the community setting. Students are expected to engage in critical analysis of community issues and synthesize classroom based knowledge and personal experience.

Community Learning designate courses require a minimum of 15 hours in the community, often more.

-EMU Academic Policy

FOR PK-12 LICENSURE CANDIDATES:

"Section E: Professionalism on the Profile of Performance practicum evaluation rubric will be used for admission to Student Teaching decisions." A minimum score of "acceptable" on each criterion is required on at least one of the two practicum evaluations that have been selected for review for admission to student teaching. If you score a "not acceptable" on any criterion in Section E, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the entrance requirements to Student Teaching in the Teacher Education Handbook for more information."

"The lesson plan criteria, which include Lesson Outcome/Objectives, Aligned Assessment, Differentiation, and Planning for Instruction, will be used for admission to student teaching decisions beginning fall 2012."

See the rubrics for both the practicum and the lesson plan in the course packet on Moodle.

KNOWLEDGE BASE RATIONALE:

NCATE (the National Council for the Accreditation of Teacher Education) in conjunction with both TESOL (the international professional organization for Teachers of English to Speakers of Other Languages (TESOL) and ACTFL (the American Council on the Teaching of Foreign Languages) has set rigorous standards for preparing teachers of languages. Language teaching is a field that must be studied in its own right, not practiced off-the-cuff by persons not specifically trained simply by virtue of their speaking a particular language. Teaching English or any language effectively requires "more than a native speaker," to borrow the words of Don Snow. A foundational course required for anyone in the field of second or foreign language teaching is one in which a variety of approaches are analyzed, various methods are compared, and contrasted, and numerous techniques for teaching specific language skills are explored.

The standards for language teacher preparation may be accessed here:

TESOL: <http://www.ncate.org/ProgramStandards/TESOL/TesolStd.pdf>

ACTFL: <http://www.actfl.org/files/public/ACTFLNCATEStandardsRevised713.pdf>

REQUIRED TEXT:

Jeremy Harmer (2007). *The Practice of English Language Teaching* (4th edition). Pearson/Longman.

Optional texts:

David & Yvonne Freeman (2007) *English Language Learners: The Essential Guide*, Scholastic Publishers

Jana Echevarria, MaryEllen Vogt, and Deborah Short (2013) *Making Content Comprehensible for English Learners: The SIOP Model* (4th edition), Pearson

Pauline Gibbons (2002) *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*, Heineman

B. Kumaradivelu (2003). *Beyond methods : macrostrategies for language teaching*, Yale University Press

Don Snow (2006) *More than a Native Speaker*, TESOL

Don Snow (2001) *English Teaching as Christian Mission*, Herald Press

Penny Ur (1996) *A Course in Language Teaching*, Cambridge University Press

Stevick, Earl W. (1998) *Working with Teaching Methods*, Heinle & Heinle

Other possible supplementary texts include new acquisitions in Hartzler Library relating to language teaching methodology (see list appended).

COURSE VALUES AND WORK:

I conceive of the activities that are described below as offering learners opportunities to grow as reflective practitioners through **being & imagining, observing, creating, doing, and connecting**.

Being & imagining

As a future language teacher you already possess precious linguistic resources and talents for sharing those resources with others. Through experiences in your family and school, you have learned how to love and respect other people and their cultural heritages; you have learned to pay attention to how the small details of languages can be manipulated to create infinite shades of meaning. All these things are a part of who you are. For most of you, the major shaping of your character has been accomplished. Methods of Language Teaching will provide a chance to smooth and polish the rough spots.

This course will also ask you to **imagine yourself** as someone you have not yet become: a language teacher, a teacher with a certain range of specialties working in a particular context with learners of a particular age and proficiency level. I believe that the more clearly you can imagine yourselves as teachers and all the particularities of your teaching situations, the more powerful and relevant your learning will be. And our learning will be enriched because our eyes will be opened to how language teaching and learning changes from one context to the next.

There will be several assignments in class and written reflections outside of class to help you develop your role in this extended period of imaginative play. To be assessed as part of the **preparation and participation** grade (see below).

Observing and Reflecting

All students will observe approximately 6 hours of ESL classes. Keep an observation log of all your hours. Write four reflections on observations. (5 points for each hour of observation and 10 points each for the 4 written reflections = 70 points)

In most cases students who desire the TESL endorsement for their teaching licensure will observe ESL being taught in accredited K-12 schools. Foreign language teaching majors should observe their language being taught in the schools. I will make your arrangements through the Education Department at EMU for your observations and tutoring in area schools.

Students may also make arrangements, with me assisting, with Migrant Education, Dayton Learning Center, Skyline Literacy Council, JMU's Career Development Academy, or EMU's Intensive English Program to observe language teaching in those places. (See contact information in the course packet on Moodle.) Observations and observation reports are assessed as part of your **portfolio**. See the detailed instructions about your practicum, along with the template and examples for observation reports in the course packet.

Doing and Reflecting

These activities will actively involve you in English or foreign language teaching. You will gain valuable experience trying out teaching methods and techniques in our class and with those whom you tutor.

Tutoring

Complete 14 hours of teaching/tutoring @ 5 points each for 14 tutoring sessions, and 10 points each for 7 sets of lesson plans & reflections, plus an additional 10 points for a comprehensive reflection on your entire practicum = 150 points. Tutoring and tutoring reports are assessed as part of your **portfolio**. See the template and examples for tutoring reports in the course packet.

You will tutor a non-native speaker individual or group 14 hours during the semester. You should ensure continuity in your learning by arranging to tutor under the supervision of the teachers you have observed (above). If you intend to observe in a public school, the Education Department will arrange for 20 hours of observation and tutoring at the same school in the beginning of the semester. Through guidance given in our class, you will determine the student's level and collaborate with the student and her/his teacher in setting the goal you want to accomplish in the 14 hours of tutoring.

I will try to make space during our class sessions for brief reports and discussion about your tutoring experiences so that all members of the class may be aware of each other's challenges and share possible solutions to problems.

Demonstrate the teaching of particular skills (2 @ 25 pts. each= 50 points)

You will have several opportunities during the semester to present or demonstrate lesson activities for the class. However, you will have two opportunities to demonstrate the teaching of particular skills and be formally assessed.

In the process of implementing your tutoring practicum and studying chapters 12 to 20 of Harmer, you will select a skill to demonstrate in a micro-teaching session in class. Micro-teaching should be conducted using English or the foreign language that you specialize in teaching. You should use a lesson idea that you have encountered in your journal readings or observation & tutoring experiences.

I want to emphasize the "micro" in the term micro-teaching. It does not mean that you try to give us a whole 60 minute lesson on a particular topic or skill condensed into 15 minutes. Rather it means that you *give us a "slice" of the lesson*. You can fill us in on the full context of the day's or week's lesson plan, but *you only let us experience one segment of the lesson* and show us your expertise in executing that segment. Micro-teaching sessions will probably be limited to 20-25 minutes, with 15 minutes of demonstration and 10 minutes left for processing feedback.

Your microteaching will be video-recorded. You will watch your performances and write a response of 200-300 words on each of them to complete the cycle of lesson planning, implementation, and reflection. The written reflection may be replaced by a viewing and conference with me.

It is most important that in the microteaching you fully enter into the role of the language teacher you have imagined yourself becoming (see above), a teacher with a certain range of specialties working in a particular context with learners of a particular age and proficiency level. Acting as your pupils, the class members will first role play the age and proficiency level you have directed. Then after the lesson, acting as your consultants, the class members will discuss the activity from their viewpoints as the different language teachers they have imagined themselves to be. Together you will process your experience in the micro-teaching session. Microteaching is assessed as part of your **portfolio**. See the microteaching template and examples in the course packet.

Connecting and Reflecting

There are several ways during this course that you will connect with other professionals in the TESL/FL field. You will connect with Jeremy Harmer through reading his textbook. You will connect with the teachers whom you observe, with teachers who will visit our class as panelists, with me and with each other. Most of you will have significant language teaching/learning experiences to share. You will also connect with your own imagined teacher persona and the personae of the other class members. The following activities give you a chance to read, think, and respond to what you have read. They may also require you to evaluate and critique, to synthesize, and to connect principles with practice. I hope that our classroom discussions and presentations provide opportunities for reflection and connecting with others.

Teaching Techniques and Materials--Activity Sheets (2 @ 10 pts. each = 20 points)

You will use your tutoring experiences and journal reading as a springboard to share teaching ideas with your classmates. Using teaching activities that you have done or will do in your tutorials, prepare a resource sheet for two activities (no more than two pages) with detailed instructions on how one could/should do these activities with a class. Present or demonstrate your ideas to the class in 5 minutes. Acting as your consultants, the class may briefly discuss the activity to help you process how it could be adapted for other language teaching contexts. Deposit your activity sheet in your **portfolio** in Moodle.

Ideas for your teaching activities must come from any two of the following: (a) resources available on reserve in the library, like the *New Ways in Teaching* series published by TESOL, the Oxford *Teaching Techniques in ESL* series, or other books listed for this course; (b) a professional journal such as *TESOL Journal* or *The Essential Teacher*, or (c) a web site for ESL teachers. Whatever your sources, you must give credit with a

bibliographic entry on your handout. Activity sheets are assessed as part of your **portfolio**. See the activity sheet template and examples in the course packet.

Journal articles by other professionals (3 articles @ 10 points each = 30 points)

You will connect with other members of our profession by reading articles that language teaching professionals have published related specifically to teaching methodology. These journal articles will present ideas that should be useful to you in developing micro-lessons, tutoring lessons, and activity sheets. A framework for selecting articles and writing responses and a list of acceptable resource materials can be found in the course packet with examples of journal responses. The article responses will become part of your **portfolio**.

Creating

Three-lesson unit (20 points)

Using materials that you have gathered in the various tasks listed above (observing, tutoring, microteaching, activity sheet creation, journal reading) you will create a three-lesson unit. A **unit** is a series of lessons that is connected by theme or content with subsequent lessons building on the preceding ones. This unit will be part of your **portfolio**. Guidelines for creating the unit with an example will be placed in the course packet later in the semester.

Final exam: (50 points) The final examination in this class will be experimental, including a combination of traditional and alternative assessments as created by you the students. It could take one or more different formats, for example small group tasks in which group members consider and present solutions to language teaching problems, final oral presentations, or on-the-spot micro-teaching based on language material that you have been given a short time to look at ahead of time. Students will not only create the examination (working in teams), but they will also participate in assessing the outcomes.

Connecting

Preparing for and participating in class activities (110 points)

The success of this class depends on your whole-hearted participation in the activities and discussions. In order to do that, you will need to come to class prepared, having read the assignment and made any other necessary preparations. Here are some examples of what “prepared to participate” looks like:

- a) we’ve had a readings to do on the characteristics of teachers and learners: you come prepared with questions to discuss and issues to raise about what you read
- b) you’ve been told to study a diverse set of diagnostic assessments before coming to class so that you can comment on their usefulness, perhaps having tried out one or more of the assessments on a language learner
- c) you’ve read what Harmer has to say about ways of correcting learners’ mistakes and when you come to class, you are prepared to perform (act out) the techniques in front of the class
- d) one of your class fellows is teaching a micro-lesson and you play the part of learner in a realistic fashion; after the micro-teaching, you resume your role as language teacher (your imagined persona) and offer helpful perspectives on the lesson that has just been demonstrated

When you miss classes for excusable reasons like athletic events, sickness, etc., you may earn some of the missed participation points by submitting written materials that fulfill the participation requirement for the activities of the day. ***If you are sick with***

flu symptoms, please stay at home and rest. You may contact me or a friend from class by phone or e-mail to get information on assignments.

Summary of required work:

Your portfolio – 20 items including – total points 340 – 68% of your grade

# items	Name of item	Number of points
1	Observation & tutoring log	100
4	Observation reports	40
7	Tutoring reports	80
2	Micro-lesson plans	50
2	Activity sheets	20
3	Journal article responses	30
1	Three-lesson unit plan	20

Preparation for and participation in class activities – 110 points - 22% of your grade

Final examination – 50 points -10% of your grade

TOTAL = 500 points

EVALUATION:

The grading rubrics for each of the assignments described above can be found in the course packet. The final course grade will be based on the number of points that a student earns out of the total number required. The quality of your work on each task (not merely completing the task in any fashion) will determine the final grade as I calculate what percentage of the points were earned:

A 93.3 to 100%	B- 80 to 83.2%	D+ 66.7 to 69.9%
A- 90 to 93.2%	C+ 76.7 to 79.9%	D 63.3 to 66.6%
B+ 86.7 to 89.9%	C 73.3 to 76.6%	F below 63.3%
B 83.3 to 86.6%	C- 70 to 73.2%	

Plagiarism policy

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines **plagiarism** as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators). Taken from "Academic Integrity" in the *2009-2010 Undergraduate Catalog*, pp. 16-19.

At the first substantial violation of academic integrity that I discover, I will discuss the matter with you in a conference, award the assignment on which the plagiarism occurred a grade of 'F', and officially notify the dean's office. If violations of the policy have been reported more than once, further consequences will follow as specified in the *Undergraduate Catalog*.

Advice on avoiding plagiarism:

Teachers are usually very open to sharing their lesson ideas freely with their colleagues. You'll find many websites where teachers are invited to post lesson plans and activities. Sometimes we really can't do better than to follow the tried and tested plans of other teachers. If you use another teacher's activity or lesson plan as you fulfill the

assignments in this class, you still must give credit to the teacher who created that plan and identify the place where you got it (whether it was an electronic or print publication). If a teacher you know personally shared the lesson or activity with you, you still need to give credit to that teacher. When you borrow lesson ideas, in addition to giving credit for the ideas, make sure that you put them into your own words or use quotation marks when you use phrases and sentences from the original. Just changing one or two words in a sentence will not suffice to produce a true paraphrase.

Because **Turn-it-in** does not lend itself to the portfolio format that you are using for your submissions in this class, you are on your honor in avoiding unacknowledged ideas or quotations. I will investigate when I suspect there may be violations.

Support for Writing

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment go to *ASC Tutoring* accessible through myEMU (menu on the left side of the page).

Disability Support Services

If you have received services in the past related any type of disability and/or feel you may have a problem in this course, please make an appointment to speak with me during my office hours or with the Coordinator of Student Disability Support Services in the Academic Support Center, Hartzler Library, Third Floor, 432-4233.

Recent acquisitions on language teaching methodology at Hartzler Library

- Berman, Michael. (2002) *A multiple intelligences road to an ELT classroom* (Crown House Publishing.
- Duff, Alan and Maley, Alan. (2007) *Literature* (2nd edition) (Resource Books for Teachers) Oxford University Press, USA.
- Byrum, Michael. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters Limited.
- Ferris, Dana. (2005) *Teaching ESL composition: Purpose, process, and practice*. [electronic resource] Lawrence Erlbaum.
- Fisher, D., Rothenberg, C., and Frey, N. (2008). *Content-area conversations: how to plan discussion-based lessons for diverse language learners*. Association for Supervision and Curriculum Development.
- Kaufman, Dorit, and Crandall, JoAnn. (2005). *Content-Based Instruction in Primary and Secondary School Settings*. TESOL.
- Kendall, Juli. (2005). *Making sense: small-group comprehension lessons for English language learners*. Stenhouse Publishers.
- Kumaravadivelu, B. (2006) *Understanding language teaching: from method to post-method*. Lawrence Erlbaum Associates
- Kumaravadivelu, B. (2003). *Beyond methods: macrostrategies for language teaching*. Yale University Press.

- Freeman, Yvonne S., Freeman, David E. and Mercuri, Sandra. (2002). *Closing the Achievement Gap: How to Reach Limited-Formal-Schooling and Long-Term English Learners*. Heinemann.
- Hall Haley, M. (2010). *Brain-Compatible Differentiated Instruction for English Language Learners*. Allyn & Bacon.
- Herrell, Adrienne and Jordan, Michael. (2008) *Fifty strategies for teaching English language learners*. Merrill Prentice Hall.
- Li, Guofang and Edwards, Patricia A. (Eds.) (2010). *Best practices in ELL instruction*. Guilford Press.
- McKay, Penny. (2006) *Assessing Young Language Learners*. Cambridge University Press
- Menken, Kate. (2008) *English Learners Left Behind: Standardized Testing as Language Policy*, Multilingual Matters
- Reiss, J. (2008). *102 Content Strategies for English Language Learners: Teaching for Academic Success in Grades 3-12*. Pearson, Merrill, Prentice-Hall.
- Rothenberg C. & Fisher, D. (2007) *Teaching English Language Learners: A Differentiated Approach*. Pearson, Merrill, Prentice-Hall.
- Vogt, Mary Ellen and Echeverria, Jana. (2008) *99 ideas and activities for teaching English learners with the SIOP model*. Pearson Allyn and Bacon
- Willis, Dave and Willis, Jane. (2007). *Doing Task-Based Teaching* (Oxford Handbooks for Language Teachers). Oxford University Press.
- Xu, Shelley Hong. (2010) *Teaching English language learners: literacy strategies and resources for K-6*. Guilford Press.

Calendar of Assignments for LANG 450 / Methods of Language Teaching

This schedule is subject to change; any changes will be announced in class or by e-mail. I am open to receive feedback from you during the course of the semester that will help us to make appropriate adjustments while the course is in progress.

1	Tu	8/28	Introduction	<i>Assignments due are in italics</i>
2	Th	8/30	Teachers of a world language	Harmer 1 & 6 <i>1-page imaginative profile</i>
3	Tu	9/4	Language learners and their contexts	Harmer 5 & 7 <i>add a page to your profile</i>
4	Th	9/6	Panel on ESL/FL programs & professionals	<i>Questions for panelists</i>
5	Tu	9/11	Teaching by principles or by method?	Harmer 4
6	Th	9/13	Observing diverse methods of teaching	Harmer 4 <i>Journal article #1 due</i>
7	Tu	9/18	Standards-based teaching: WIDA and other standards	Materials on Moodle <i>Upload at least 1 observation report to e-portfolio</i>
8	Th	9/20	Lesson planning & curriculum overview	Harmer 21 and materials on Moodle <i>Submit objectives task</i>
9	Tu	9/25	Assessing readiness for learning & selection of materials	Materials on Moodle <i>Submit at least 1 more observation report</i> <i>Submit task analysis for a lesson plan</i>
10	Th	9/27	Lesson planning & differentiating instruction	Harmer 5B,C & 7C, other materials TBA
11	Tu	10/2	Classroom management	Harmer 9 & 10 <i>Submit differentiation task</i>
12	Th	10/4	Technology in language teaching	Harmer 11 <i>Journal article #2 due</i>
13	Tu	10/9	Integrating language skills instruction with content – Sheltered Instruction Observation Protocol (SIOP)	Harmer 16 and materials on Moodle <i>Remaining observation reports due</i>
14	Th	10/11	Approaches to “focus on form”	Harmer 12
15	Tu	10/16	Teaching grammar	Harmer 13 <i>Submit first tutoring report</i>
16	Th	10/18	Teaching vocabulary	Harmer 14
	Tu	10/23	FALL BREAK	
17	Th	10/25	Teaching pronunciation	Harmer 15
18	Tu	10/30	Teaching speaking	Harmer 20 <i>Journal article #3 due</i>
19	Th	11/1	Teaching listening	Harmer 18 <i>Submit 2 more tutoring reports</i>
20	Tu	11/6	Dealing with mistakes, giving feedback	Harmer 8
21	Th	11/8	Teaching reading	Harmer 17
22	Tu	11/13	Teaching writing	Harmer 19
23	Th	11/15	Teaching culture	Materials on Moodle <i>Submit 2 tutoring reports</i>
24	Tu	11/20	Unit construction	Reading TBA – <i>Bring materials for your unit</i>
	Th	11/22	THANKSGIVING	
25	Tu	11/27	Teaching language learning strategies	Harmer 23 and materials on Moodle <i>Complete the strategy surveys & questionnaires</i>
26	Th	11/29	Language testing	Harmer 22 <i>Submit your three-lesson unit and all remaining documents to e-portfolio</i>
27	Th	12/4	Language testing– alternative assessments	Materials on Moodle <i>Prepare sample test questions</i>
28	Tu	12/6	Language testing – workshop session	<i>Complete tasks assigned by your group</i>
	Tu	12/11	Final Exam 4-6 p.m.	

Microteaching (Oct 16-Nov. 20) materials are due on the days you microteach. Reflections are due by the next class period.