

LING 359: How Languages are Taught

Spring 2017 (Section 01, CRN: 30041)
Fridays, 12:30-3:00, Intercultural Center 212

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COURSE DESCRIPTION

This course surveys principles and practices for second and foreign language teaching, drawing from current research and theory. It addresses students who want to teach or tutor language learners, on a professional or volunteer basis, in the United States or abroad. Through readings, discussions, activities, and projects (e.g., classroom observation, lesson planning, teaching demonstration), you will learn to make informed choices in current and future instructional settings. Topics covered include (1) teaching techniques for addressing the following “what’s” of language teaching: listening, speaking, pronunciation, reading, writing, grammar, vocabulary, pragmatics, culture, and interaction; (2) cultural and sociopolitical issues of language teaching; (3) lesson planning, needs analysis, and syllabus and curriculum design; (4) the history of language teaching methodologies; and (5) the role of classroom assessment, program evaluation, and technology in language teaching and learning. Students are expected to critically draw on their experiences as language learners and reflect on their own experiences and/or assumptions about language teaching practices.

Credits: 3

Prerequisites: None

COURSE OBJECTIVES

Knowledge. By the end of the course, students will be familiar with:

- important concepts and trends in language teaching methodology
- historical developments in language teaching theory and methodology
- important current language teaching theories and techniques/methods
- assessment and evaluation of language learning and teaching
- the various curricular, institutional, and social/political contexts within which language teaching takes place
- the ideological and political dimensions of language teaching

Skills. By the end of the course, students will be able to:

- design instructional plans and teaching activities informed by language learning and teaching concepts
- design effective student learning outcomes and teaching objectives for language classes and courses
- use evidence of student learning to reflect on teaching practices
- analyze the teaching practices of others in terms of pedagogical and language teaching/learning concepts

REQUIRED TEXTBOOKS & READINGS

Brown, H. D. & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). White Plains, NY: Pearson Education. (ISBN: 978-0133925852)

The following additional readings will be available on Blackboard. Please contact me if you have trouble accessing them.

Colombo, M., & Fontaine, P. (2009). Building vocabulary and fostering comprehension strategies for English language learners: The power of academic conversations in social studies. *New England Reading Association Journal*, 45(1), 46-54,96.

Derwing, T. M., & Munro, M. J. (2015). Pronunciation instruction research *Pronunciation fundamentals: Evidence-based perspectives for L2 teaching and research* (pp. 77-108). John Benjamins: Amsterdam.

Lau, S. M.-C. (2013). A study of critical literacy work with beginning English language learners: An integrated approach. *Critical inquiry in language studies*, 10(1), 1-30.

Loureiro-Rodriguez, V. (2013). Meaningful writing in the heritage language class: A case study of heritage learners of Spanish in Canada. *L2 Journal*, 5(1), 43-58. Retrieved from: <http://www.escholarship.org/uc/item/3mp064qx>

Murphy, J. M. (1992). An etiquette for the nonsupervisory observation of L2 classrooms. *Foreign Language Annals*, 25(3), 215-223.

O’Connell, S. P. (2014). A task-based language teaching approach to the police traffic stop. *TESOL Canada Journal*, 31(8), 116-131.

Ortega, L. (2012). Language acquisition research for language teaching: Choosing between application and relevance. In B. Hinger, E. M. Unterrainer, & D. Newby (Eds.), *Sprachen lernen: Kompetenzen entwickeln? Performanzen (über)prüfen* (pp. 24-38). Vienna: Präsenz Verlag.

Smetana, L., Odelson, D., Burns, H., & Grisham, D. L. (2009). Using graphic novels in the high school classroom: Engaging deaf students with a new genre. *Journal of Adolescent & Adult Literacy*, 53(3), 228-240.

Warriner, D. S. (2007). “It’s just the nature of the beast”: Re-imagining the literacies of schooling in adult ESL education. *Linguistics and Education*, 18(3-4), 305-324.

EVALUATION

Letter grades will be assigned using the following percentages:

A range	B range	C range	D range	F
94-100 = A	87-89.9 = B+	77-79.9 = C+	67-69.9 = D+	Below 60 = F
90-93.9 = A-	83-86.9 = B	73-76.9 = C	63-66.9 = D	
	80-82.9 = B-	70-72.9 = C-	60-62.9 = D-	

Your grade will be determined according to the following weighting:

	% of final grade
Attendance & in-class participation	20%
Blackboard discussion posts	15%
Observation reports (x3, #1 = 4%, #2 = 6%, #3 = 10%)	20%
Micro-teaching project	
--Lesson plan and rationale	15%
--Teaching demonstration and reflection	15%
--Formal assessment and rationale	15%

1. Attendance & participation discussions (20% of your final grade)

I will expect you to attend all of our class meetings this semester from the very beginning of class until the end. Attending class and participating in ongoing class activities contribute to your final grade in this class. You should read all required chapters or articles and bring a copy (print or electronic) with you to class. I expect you to contribute to whole-class discussion, be active in small group work, and/or find other ways of participating.

I will assign each student a participation score based on their attendance and my impression of their active engagement, mostly through in-class participation but also through other ways (use of Blackboard that goes above and beyond).

Circumstances beyond your control may force you to miss one or more classes. I will not apply a penalty for missing **up to 2 class meetings**. Further absences will count against your grade. The only exceptions will be for:

- Documented illnesses or other medical emergencies: documentation should be submitted to the Dean's office which will communicate with me
- Travel for participation in university-sponsored athletic events: you should provide me an official letter informing me of these absences at the beginning of the semester
- Religious observances: you should send me an email at the beginning of the semester that informs me of any dates you plan not to attend for religious reasons

2. Blackboard discuss board posts (15% of your grade)

We will use Blackboard discussion boards in various ways this semester: (1) to prepare for discussions in class, (2) to continue discussions in class, and (3) to share ideas about course assignments. You should make thoughtful contributions to these discussions within the time period specified. More specific instructions will be distributed in class, through email, and on the discussion boards themselves.

3. Observation reports (x3, #1 = 4%, #2 = 6%, #3 = 10% = 20% of your final grade)

At three times during the semester, you will be expected to observe a language classroom. You are free to pick the course (or courses, if you prefer/need to observe different ones) with the exception that **you cannot be a student in the class**. You could observe a university foreign language class (at Georgetown or elsewhere) or an ESL class offered by a nonprofit organization. Please be advised that, unless you already have access (e.g., because you volunteer there or are the parent of a student), getting access to an institution that serves minors (i.e., students younger than 18) will involve significant obstacles.

You will have to negotiate access to the classroom yourself, which will mean contacting the instructor or the program as early as possible. I will give you a letter that explains the nature of your assignment and assures the instructor that we have discussed how observers should act in a classroom. One of our readings, early in the semester, Murphy (1992), will explicitly address this.

You will observe, take notes, follow up with the instructor as tactfully as possible about any questions you have, and write a report about three classes at different points in the semester. Each of your observations will have a different topic.

Each report should be about **500 to 1000 words**. It should be typed, double-spaced, and in a 12-point font (Garamond or Times New Roman are suggested). Each page should have one inch margins all around.

You will submit your reports to Blackboard. Please submit them as .doc or .docx files, not .pdfs. This will allow me to more easily write comments.

Observation Report #1 – Language teaching principles (chapters 4-5 in our textbook)

After reading chapters 4-5 in our textbook *Teaching by Principles* (Brown and Lee), you will observe a lesson, interpreting what is happening in light of the eight principles outlined in chapter 4. You will write a report about how the lesson did or did not draw on one or more of these principles and how this may have affected the lesson's success.

Observation Report #2 – Use of technology or classroom interaction (chapters 12-14 in our textbook)

After reading chapters 12-14 in our textbook, you will observe a lesson paying special attention to the use of technology and/or classroom interaction. Your report should discuss technology use or interaction and how they were used successfully or not in the lesson.

Observation Report #3 – Teaching language skills

After reading the appropriate chapters in our textbook (from Chapters 15-19, e.g., if the lesson is focused on reading and writing, you should have read Chapters 17 and 18), you will observe a lesson that focuses on one or more language skills focusing on how the skill(s) was/were taught in light of the principles discussed in Brown and Lee.

4. Micro-teaching project (3 parts, 45% total)

As an opportunity to apply what we read, you will plan a **30-minute lesson** and deliver it in our class. You will also develop a related assessment.

Although the principles we will discuss throughout the semester are applicable to the teaching of any language, in order to facilitate in-class delivery of your lesson, all students will be **required to develop an English as a second language lesson**. This will ensure that your “class” (i.e., the other students in LING 359) will have the necessary language proficiency to serve as adequate students.

All students in the class will select one of the following skills: (1) speaking, (2) grammar, (3) vocabulary, (4) reading, or (5) writing. You will develop a lesson related to the skill that you select and deliver it on the day that we discuss that skill in class. Toward the end of the semester, you will also develop an assessment that would be appropriate to explore student learning. Importantly, you will need to **read the relevant skill chapter in our textbook well ahead of schedule** so that you can be prepared for your teaching demonstration.

Part 1: Lesson plan and rationale (15% of your final grade)

You will develop a plan for a **30-minute lesson**, following the model introduced in our textbook in chapter 10. It is important that you consider time constraints and not attempt to do too much or too little.

At least **three weeks before** you will deliver your lesson in class, you will be required to **meet with me individually** outside of class. For example, if you sign up to teach a lesson on grammar on March 24, you should arrange a meeting with me on or before March 3. During our meeting, you will describe your plans to me, and I will give you feedback.

Before our meeting, you should decide on one or more learning objectives for your lesson. You should think about what activities you will use in your lesson, and you should also explore materials that you could use or modify. There are many resources for ESL online. I recommend checking out the TESOL resource center: <https://www.tesol.org/connect/tesol-resource-center>

After our meeting, you can begin writing up your lesson plan and rationale. Your plan should contain a description of the audience, a list of the objectives you aim to accomplish, a list of materials needed, a detailed description of the procedures/activities to be done in order, and copies of all materials that will be used in the lesson (see pp. 209-215 in our textbook for an example). In addition, you should write a **500- to 1000-word** rationale explaining the choices you have made in your lesson and connecting them to what we have read in this class.

Your lesson plan and rationale are **due ten days before the day of your teaching demonstration**. For example, if you are teaching a lesson on speaking on March 17, you should submit your lesson plan, rationale, and all relevant materials to Blackboard by 11:59 PM on March 7. I will provide you feedback on your lesson before your teaching demonstration to help ensure that it goes smoothly.

Part 2: Teaching demonstration and reflection (15% of your final grade)

On the day we will discuss the skill you have chosen, you will deliver your lesson to the other members of our class who will act as “ESL students”. After you deliver your lesson, you will receive feedback from other members of our class including me. You should take this feedback and write a **500- to 1000- word reflection** on how you feel the lesson went, what you might improve, or how you would adjust your lesson plan for future iterations.

You should submit your reflection to Blackboard no later than one week after the date of your teaching demonstration. For example, if you give a demonstration on the day we discuss teaching reading, March 31, then your reflection would be due by 11:59 PM on April 7.

Part 3: Formal assessment and rationale (15% of your final grade)

After we read Chapters 20 and 21 in our textbook, you will be expected to develop an assessment that you could use to explore students’ learning. This assessment could be an in-class test/quiz or an out-of-class assignment. If you choose to design a performance assessment (e.g., asking students to write an essay or participate in an interview), you should also develop a rubric for scoring the performance. You will also write a **500- to 1000-word** rationale that explains the choices you made, connecting them to what we have read in this class.

COURSE SCHEDULE (TENTATIVE)

This section contains a tentative schedule for the semester. The schedule is broken up into four topical units that will be covered at different times in our course. For each class meeting, it provides an overview of the topic and the readings that should be completed before class. I've also included important information like due dates for final projects and other course-related events. This schedule should be regarded as tentative.

BL = readings in our textbook, *Teaching by Principles* by Brown and Lee

week	date	topic	readings	important information / due dates
1	F Jan 13	Course introduction		•
2	F Jan 20	Inauguration – NO CLASS		
3	F Jan 27	History of language teaching	BL Ch. 1, 2, and 3	• Sign up for teaching demonstrations
4	F Feb 3	Contexts of language teaching	BL Ch. 7 and 8, Murphy (1992)	• Discuss observation assignments
5	F Feb 10	Language teaching theory	BL Ch. 4 and 5, Ortega (2012)	•
6	F Feb 17	Course and lesson planning	BL Ch. 9, 10, and 11	•
7	F Feb 24	Interaction and technology	BL Ch. 12, 13, and 14	•
8	F Mar 3	Teaching listening	BL Ch. 15, O'Connell (2014)	• Observation Report #1 due
	F Mar 10	Spring Break – NO CLASS		
9	F Mar 17	Teaching speaking, pragmatics, & pronunciation	BL Ch. 16, Derwing & Munro (2015)	•
10	F Mar 24	Teaching grammar and vocabulary	BL Ch. 19, Colombo & Fontaine (2009)	•
11	F Mar 31	Teaching reading	BL Ch. 17, Smetana et al (2009)	• Observation Report #2 due
12	F Apr 7	Teaching writing	BL Ch. 18, Loureiro-Rodríguez (2013)	•
13	F Apr 14	Easter Break – NO CLASS		
14	F Apr 21	Assessment	BL Ch. 20, 21, Warriner (2007)	•
15	F Apr 28	Teaching as a political act	BL Ch. 23, Lau (2013)	• Last day of class, wrap up
			F May 5	• Observation Report #3 due • Assessment & Rationale due