FLAN 401 Foreign Language Teaching Methods

Texts: Teaching Language in Context by Hadley et al. (TLC)
Methods for Teaching Foreign Languages by Hall (MTFL)

General Statement of the Conceptual Framework: The COEHD’s Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. The four components of the CF are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity (D) and Technology (T) are included in the assessment process as themes that are integrated throughout all programs in the educational unit.

Course description
This course is designed to prepare you to teach foreign languages by familiarizing you with current foreign language teaching methods at various instructional levels (elementary, middle, secondary.) You will make lessons plans, design tests and create interesting and stimulating activities for listening comprehension, vocabulary building, grammar concepts, reading and composition. You will learn how to incorporate culture and diversity into the curriculum and how to use music and technology effectively. You will learn your professional associations and benefits to members.

Course objectives
Upon completion of this course, students will be able to:
• develop effective foreign language teaching tools such as lesson plans, grammar activities, role plays, listening comprehension drills that incorporate culture, technology and diversity (CK, KL, SM, T, D)
• set goals and benchmarks that conform to the ACTFL standards (PS)
• effectively use tools for classroom management (KL)
• present the various cognitive, socio-cultural, linguistic, and affective factors influencing foreign language students’ learning and performance (CK, KL)
• introduce the history of modern foreign language teaching in the United States (CK, SM, KL)
• convey the major professional, pedagogical, and curricular issues facing foreign language instruction today (CK, KL, SM, PS, T, D)
• recognize the pedagogical implications and practical applications of a wide range of theoretical approaches to language, culture and diversity (CK, KL, SM, PS, T, D)
• provide a forum for teachers to solidify their own foreign language teaching methodology (SM, CK, KL, PS, T, D)
• produce and utilize a detailed practical plan for teaching foreign languages in an instructional context of your choice, including course/unit descriptions, sample assignments, handouts, lecture notes, and evaluation rubrics (CK, KL, SM, PS, T, D)
• use current computer technologies as a writing and teaching tool (T)
• observe and critique a class (CK, SM, KL, PS, T, D)
• write a textbook review (CK, KL, SM, PS, T, D)
• learn current issues and trends in language teaching by reading articles in referred journals (CK, SM, PS, KL, T, D)
• draft a Teaching Philosophy Statement (CK, KL, SM, PS, T, D)
• create a teaching portfolio with activities (CK, KL, SM, PS, T, D)

Portfolio
The portfolio should contain the following parts:
1. a summary of foreign language teaching methods with examples;
2. a vocabulary list with definitions of 25 current terms used in foreign language methods such as communicative competence, project based learning, TPR, etc.;
3. a summary of “how to” techniques for teaching listening comprehension, reading, writing, and oral proficiency;
4. three observation report forms (to be distributed) -at in public and private schools & a summary evaluation of best practices from these observations;
5. 10 folders of creative, communicative activities to teach common topics (such as the alphabet, family members, dates, food, leisure activities, the seasons, daily routine activities, travel plans, health, professions, emotions, geography, fine arts & music) with a minimum of 3 ideas each (these SHOULD NOT be activities taken right from your current class text book nor directly off the Internet – they should be very practical ideas you can come back to and use in your teaching career);
6. pair work ideas – different ideas for organizing pair work & group work – present the theory and specific ideas related to the curriculum;
7. a section on strategies for teaching culture – big C and little c culture
8. a summary of what makes a good test & how to grade it with one sample test
9. a summary of the Standards and how to incorporate them into lesson plans
10. a list of ways to incorporate technology into classroom activities
11. a summary of the ways music can be used in the classroom to enhance learning
12. an explanation of what an ideal lesson should contain and how to strategies for making lesson plans. Include two sample lesson plans as detailed as possible.
13. You are encouraged to become a member of the main professional associations in your field: the Louisiana Foreign Language Teachers’ Association (LFLTA), the American Council on the Teaching of Foreign Languages (ACTFL) and the American Association of Teachers of French (AATF). Your portfolio must contain an explanation sheet of the purpose of each of these organizations, the benefits to members and their web addresses.

In order to construct a solid portfolio, you will need to consult the AATF or AATG or AATSP & ACTFL journals to cite ideas found in their articles and to consult books other than the textbooks you are reading. A wealth of resources is listed in your textbooks. Be sure to consult some of these and to cite them.

PLEASE CONSULT WITH ME ON EVERY PART OF THE PORTFOLIO SO THAT YOU DO IT PROGRESSIVELY AND SO THAT YOU FOLLOW THE CONCEPTUAL FRAMEWORK IN DOING THE PORTFOLIO.
I will set deadlines for each part so that it can be turned in and graded throughout the semester, not all at the end of the semester.

**Field Experience**
Students will gain supervised direct-contact experience by working 15 hours in area elementary, middle and secondary classrooms. Students will assist teachers through conducting individual tutorials, facilitating small writing groups, responding to student writers’ work in progress, and teaching occasional mini-lessons. Students’ work will apply prior training in FLAN 401, and their work will feed back into the course as “teacher research” leading to individual and group-based critical reflection.

*Opportunities to cover range of certification:*
Candidates will participate in discussions, activities, and experiences appropriate to the level of certification they seek. Assessments will feature content knowledge, knowledge of the learner, standard-based instruction and best practices appropriate to the certification level the candidates seek.