

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
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 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

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| DEPARTMENT: LANGUAGES, LINGUISTICS, AND COMPARATIVE LITERATURE | COLLEGE: DOROTHY F. SCHMIDT COLLEGE OF ARTS AND LETTERS |
| COURSE PREFIX AND NUMBER: FLE 5892 | CURRENT COURSE TITLE: FOREIGN LANGUAGE TEACHING PRACTICUM |
| CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): FALL 2014 | TERMINATE COURSE (LIST FINAL ACTIVE TERM): |
| CHANGE TITLE TO: RESEARCH IN FOREIGN LANGUAGE LEARNING THEORIES CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: 5892 TO: 6892 CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: | CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade. |
| Attach syllabus for ANY changes to current course information. | |
| Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. | Please consult and list departments that might be affected by the change(s) and attach comments. ³ |

Faculty contact, email and complete phone number:
 Dr. Justin P. White, jwhite94@fau.edu, (561) 297 – 0497

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| Approved by: Department Chair: <u></u> College Curriculum Chair: <u></u> College Dean: <u></u> UGPC Chair: <u></u> Graduate College Dean: <u></u> UFS President: _____ Provost: _____ | Date: <u>1/16/14</u> <u>1/24/14</u> <u>1/24/14</u> <u>2/26/14</u> <u>2/26/14</u> | <ol style="list-style-type: none"> 1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary) |
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

Florida Atlantic University
DEPARTMENT OF LANGUAGES, LINGUISTICS, AND COMPARATIVE LITERATURE

FLE 6892: RESEARCH IN FOREIGN LANGUAGE LEARNING THEORIES

SYLLABUS

Instructor:**Time and Place:****Office:****E-mail:****Office hours:** 2 – 3 hours per week**Credit hours:** 3**Catalog Course Description**

Overview of current research on second-language acquisition. Introduction to current language teaching methodologies and assessment of their practical relevance for the foreign-language classroom.

Goals and Purposes of FLE 6892

This course is required for all GTAs teaching languages in the Department of Languages, Linguistics, and Comparative Literature. The overall goal of this course is to give current and future language instructors an overview of communicative task-based language instruction. This overview consists of theory, research, and practical application. Below are some specific objectives:

- To have a working knowledge of theory and research that *explains* how adults acquire a second language.
- To be able to critically *evaluate* existing teaching practices and materials based on your understanding of theory and research.
- To plan your classes on a week-by-week basis.
- To inform you of many professional aspects of a career in teaching

Although you are not expected to become an expert in the fields of second language acquisition (SLA) and language teaching, you are expected to be able to explain and support task-based, communicative language teaching. To put this in other words, not only should you know what you are doing in the classroom, you should also know *why*. This course approaches language teaching with a direct relationship with how the mind actually processes (sorts through language, stores language, accesses language) language. In fact, why would language teaching have any other underlying approach? Here's a question for you to think about as you move through this course: when you graduate and seek an academic or teaching position, how well will you be able to describe and explain your training and education in how the mind processes language and the motive for conducting particular types of activities in class and in a particular sequence?

A note on the relationship between FLE 6892 and the course(s) you teach:

The goal of this graduate-level course in language teaching is to provide all students with a general overview of communicative approaches to teaching any language, regardless of context. Many of the topics covered in this course should apply to your teaching of a particular section of a given language; however, there may be times throughout this semester that you realize that the way in which we discuss certain topics (e.g., grammar instruction, testing) in FLE 6892 may differ from what you do in your language curriculum and find readily available in your textbook. Although you may find this initially confusing, it is actually a *positive* experience. It allows you to become familiar with different ways of approaching and evaluating language instruction so that when you graduate you can make informed decisions about how you will approach language teaching.

Required Materials

VanPatten, B., & Lee, J. (2003). *Making Communicative Language Teaching Happen*. NY: McGraw-Hill.

Additional readings provided by the instructor and made available in Blackboard or distributed in class.

Attendance Policy

This is a graduate course. Active participation, punctuality, and timely preparation are expected. You may be absent one class session without penalty. Students who miss 2 class periods will receive a 5% deduction on their final grade. Each absence thereon will be a 2.5% reduction of the final course grade. Arriving more than ten minutes late constitutes an absence. Keep in mind that a course grade of a B- is considered failing. There are no such things as excused absences (with the exception of Jury Duty, court appearances, governmental mandated appointments, military service, and emergency (i.e., non-appointment oriented) medical visits).

Grading Criteria

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| Lesson plans | 10% |
| Exam | 20% |
| Quizzes | 10% |
| Observation Reports (4) | 30% |
| Microteachings | 10% |
| <u>Philosophy of Teaching</u> | <u>20%</u> |
| TOTAL | 100% |

Grading Scale

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|----|--------|----|-------|
| A | 93-100 | C- | 70-73 |
| A- | 90-92 | D+ | 67-69 |
| B+ | 87-89 | D | 64-66 |
| B | 84-86 | D- | 60-63 |
| B- | 80-83 | F | 0-59 |
| C+ | 77-79 | | |
| C | 74-76 | | |

Lesson Plans

You are required to make weekly lesson plans and submit them to your IOR. Typically, the lesson plans are due on Friday morning by 9:00 am in your IOR's mailbox although other arrangements may be requested of you by your IOR. You will be scored on the following: turning in your lesson plans on time and by performing your self-evaluations. This will be scored on a weekly basis.

Exam

There will be an in-class exam covering the "research foundations" component of the course (i.e., how adults acquire a second language and a critical evaluation of methods based on insights from SLA). The exam will be graded with the following criteria used for evaluation.

1. accuracy of information
2. coherence and quality of writing, including appropriate use of academic discourse
3. knowledge of language program policies

Quizzes

You will have unannounced quizzes covering the assigned readings or other assignments (i.e., educational videos, news reports). Each quiz will be worth ten points.

Observation Reports

During the semester, you will observe four different classes and make an oral report of each observation for which you must submit the observation form and a detailed outline or paper (you choose) addressing the major points of the observation. Each observation will consist of three parts: (1) a brief (but descriptive) narrative of what you observed in the class; (2) an evaluation of their lesson plan as compared to application (3) a critical evaluation of what you observed in light of your understanding of theory and research; (4) **specific** alternatives to what you observed based on your understanding of the course material (5) peer to peer interaction (6) instructor to peer interaction. You will make one observation of an instructor, one observation of a veteran TA, and two observations of different new TA's. During your observations you will be using the same documents that Dr. Blattner and Dr. White use to observe you. The purpose of these observations is for you to *critically evaluate* teaching practices based on your understanding of theory and research. **After your final observation**, you will write a short paper addressing specific techniques that you found beneficial for your teaching and techniques that you would not use (any longer). Guidelines for each observation report will be made available on Blackboard and in class.

Microteachings

You will perform many microteachings in class. The purpose of the microteachings is to address many aspects of teaching in the classroom such as body movement and positioning, board usage, language level, audibility and dynamics, transitioning from activity to activity, feedback to students, student behavior, and many other aspects. You will be asked to teach at the 'blink of an eye', your next class day's lesson. Be prepared! You will be scored on completion or non-completion.

Philosophy of Teaching Statement

A philosophy of teaching statement is a set of personal values or beliefs about learning and teaching that affect a teacher's behaviors in the classroom. Although many of you will be teaching for the first time, the statement will help you clarify your own views on teaching and learning foreign languages at the beginning of your career, and a version of this statement can be used when you look for academic and/or teaching positions when you graduate. This statement should not exceed one single spaced type-written page and must incorporate in some way your answers to the following questions:

- How do students learn?
- What is my role in facilitating the learning process?
- How are my ideas/concepts on learning and teaching implemented in the classroom?
- What goals do I have for my students?
- Why do I want to teach?

Copyright Statement

Some of the readings in this course are copyrighted. They are intended for use only by students registered and enrolled in FLE 6892 and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

E-mailing Your Professor

Please use your FAU account when e-mailing your professor. If you use a personal e-mail account (e.g., hotmail, yahoo, g-mail, etc.) your professor will not know whether the message is junk mail, and therefore, will not respond. FAU e-mail is considered to be official communication, and you should therefore address your professor appropriately (*i.e., Dr., Professor*) sign your name, and use a respectful tone. Your professor will not respond to e-mails that do not address me directly, and/or are not signed.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation

requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. In compliance with the Americans with Disabilities Act (ADA), students with disabilities needing academic accommodations should: 1) Register with and provide documentation to the *Office for Students with Disabilities* (OSD) at SU 133, 777 Glades Road (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 110 (561-799-8010); or at the Treasure Coast, CO 117 (772-873-3441) – and follow all OSD procedures. <http://osd.fau.edu/>. Bring a letter to your instructor from the OSD indicating that you need academic accommodations no later than the second week of classes.

In accordance with the OSD's rules and regulations, students must turn in an Exam Sign-Up Sheet at least **one week** before the date on which each exam is scheduled. Please contact OSD for more information.

Academic Honor Code & Honors Statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://wise.fau.edu/regulations/chapter4/Reg_4.001_5-26-10_FINAL.pdf

ALL assignments that you turn in to your instructor for a grade must be your own work. This means that the use of translator programs, help from tutors or anyone else on graded assignments constitutes academic dishonesty. If your instructor suspects that an assignment completed outside of class is not entirely your own work, your instructor has the right to ask you to redo that assignment in his or her presence during office hours.

ACADEMIC DISHONESTY ON ALL ASSIGNMENTS AND EXAMS IS GROUNDS FOR FAILURE IN THE COURSE.

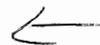
By remaining enrolled in this course past the end of Drop /Add, you are agreeing to:

- uphold The Academic Honor System of Florida Atlantic University, and
- accept accountability for the course requirements, the course expectations, and the attendance policy stated in this document.

This syllabus is a guide for the course and is subject to change with advance notice.

IMPORTANT DATES: GO TO THE FOLLOWING LINK TO THE FAU ACADEMIC CALENDAR TO FIND IMPORTANT DATES (I.E., DROP ADD PERIOD, WITHDRAW DEADLINES, ETC.)
[HTTP://WWW.FAU.EDU/REGISTRAR/ACADCALS.PHP](http://www.fau.edu/registrar/acadcals.php)

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| Week and Date | | Topics and Activities | Readings |
|---------------|----------|---|---|
| Week 1 | Tuesday | Course Introduction & Goals Lesson planning Classroom policies | |
| | Thursday | Lesson Planning / classroom policies Explanation of Hybrid to students Microteaching | |
| Week 2 | Tuesday | Classroom management - 911 Classroom policy discussion Activity identification in your language textbook Microteaching | Lee & VanPatten Chapter 1: From Atlas and Audiolingualism to Acquisition |
| | Thursday | Current issues Tips for questions about grammar (i.e., no rule inventing) Microteaching | |
| Week 3 | Tuesday | Body language in the classroom How to prepare students for tests How to pass out exams Microteaching | Lightbown and Spada Chapter 2: Explaining second language learning |
| | Thursday | How language are acquired Lesson Plans Microteaching | Lightbown and Spada Chapter 5: Observing learning and teaching in the second language classroom Wong Chapter 2: Second Language Acquisition Theory Research, and Real-World Teaching |
| Week 4 | Tuesday | Proficiency goal in the classroom: however you get there, you'll want to do X interactive activity Microteaching | Lee & VanPatten Chapter 4: Building Toward a Proficiency Goal Lightbown and Spada Chapter 6: Second language learning in the classroom |
| | Thursday | Testing strategies Lesson planning Current issues Microteaching Observation report 1 DUE | |
| Week 5 | Tuesday | Interactive activities Microteaching | Lee & VanPatten Chapter 3: Communicating in the classroom |

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| | Thursday | Student issues / behavior Lesson planning Microteaching | |
| Week 6 | Tuesday | Testing issues Microteaching | Lee & VanPatten Chapter 5: Suggestions for Using Information-Exchange Tasks for Oral Testing Lee & VanPatten Chapter 9: Suggestions for Testing Grammar |
| | Thursday | Lesson planning Current issues Microteaching | |
| Week 7 | Tuesday | Observation report 2 DUE Grading (tests & rubrics) Microteaching | Lee & VanPatten Chapter 6: Issues in Learning and Teaching Grammar Wong Chapter 7: Grammar Consciousness-Raising Tasks |
| | Thursday | Lesson planning Discussion Microteaching | |
| Week 8 | Tuesday | Microteaching | Lee & VanPatten Chapter 2: Working with Input Lee & VanPatten Chapter 7: Processing Instruction and Structured Input |
| | Thursday | Lesson planning Microteaching | |
| Week 9 | Tuesday | Observation report 3 DUE Microteaching | Lee & VanPatten Chapter 8: Structured Output: A Focus on Form in Language Production |
| | Thursday | Philosophy of Teaching Lesson planning Microteaching | |
| Week 10 | Tuesday | Mid-Term Exam | |

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| | Thursday | Philosophy of teaching Lesson planning Microteaching | |
| Week 11 | Tuesday | Observation report 4 DUE Lesson planning Microteaching | Lee & VanPatten Chapter 10: Listening Comprehension Lee & VanPatten Chapter 11: Comprehending Written Language |
| | Thursday | Lesson planning Professional activities Microteaching SPOT Evaluations | |
| Week 12 | Tuesday | Microteaching | Readings: Select Philosophy of Teaching Statements |
| | Thursday | Lesson planning Philosophy of teaching | |
| Week 13 | Tuesday | Discussion of readings Philosophy of teaching | Readings: Select Philosophy of Teaching Statements |
| | Thursday | Lesson planning Course evaluations (how to administer and how not to) | |
| Week 14 | Tuesday | Current trends in teaching ACTFL Philosophy of teaching | Readings: Select Philosophy of Teaching Statements |
| | Thursday | Lesson Planning Final Exam Preparation | |
| Week 15 | Tuesday | Course conclusion | |

(FINAL EXAM TIME): Philosophy of Teaching, all observation forms, and summary report due by 5:30 PM