

New York University  
The Steinhardt School of Culture, Education, & Human Development  
Department of Teaching & Learning  
Multilingual Multicultural Studies  
FLGED-GE.2069/FLGED-UE 1999-002: Teaching Foreign Language: Theory and Practice

Tuesdays, 4:55 – 6:35 p.m., Waverly Bldg Rm: 567

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### CATALOG DESCRIPTION

The first methods course for foreign language education majors. Course contents include guiding principles and methodology in a variety of approaches to the teaching of foreign languages, specifically in developing auditory comprehension and oral production; teaching, reading and writing, impact of culture; heritage, socioeconomic level, and educational background on language and literacy development as well as human development processes and variations. Also included are skills in motivation, communication, and classroom management.

### COURSE OVERVIEW

In this course students will explore the history and evolution of foreign and second language teaching as well as the most contemporary practices observable in New York City's language classrooms. Students will learn how contemporary and past theory impacts present day language teaching pedagogy. Based on observation of language teachers as well as their own readings, students will gain insight into their own practices and reflect upon the realities of teaching foreign/second languages in today's world.

### LEARNER OBJECTIVES:

The following topics will be explored in depth through textbook reading, scholarly articles, professional conferences, classroom discussion and personal reflection:

- Second/Foreign Language Acquisition and Learning
- Historical and contemporary techniques, methods and approaches of language teaching and their basic theoretical tenets
- Sociocultural theory and practice
- Teaching of the four major language skills: listening, reading, speaking and writing
- Teaching grammar and vocabulary
- Language testing and assessments
- Major issues facing foreign language teachers today, in various settings

### READINGS

#### A. Required Reading

- Brown, H.D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. White Plains, NY: Pearson/Longman.
- Lightbown, P., & Spada, N. (2003). *How Languages Are Learned*. Oxford, UK: Oxford University Press.
- Additional readings will be required and will be posted on the class blackboard.

## B. Recommended Reading

- Whong, M. (2011). *Language Teaching: Linguistic Theory in Practice*. Edinburgh, Scotland: Edinburgh University Press Ltd.
- Richards, J. & Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching*. New York, NY: Cambridge University Press.

## Course Format:

Classes will be conducted in seminar style, using a combination of direct instruction, small and large group discussion, and small and large group activities. Outside of class, discussions will be held on blackboard.

## Blackboard:

This course has a Blackboard site. The syllabus, details about assignments, and other general course information will be available on this site. In addition, postings will be made about items of importance for this course. Most assignments may be uploaded to the dropbox on Blackboard. Your participation on the discussion board of the Blackboard site is of utmost importance, as it allows us to continue discussions outside of our limited class time. Each student will be assigned one week to lead a discussion on Blackboard, and all students are expected to participate.

## COURSE REQUIREMENTS

### A. Attendance:

No more than two lates/absences will be excused. Your absence is not an acceptable reason for late submission of assignments. If you must be absent, please advise me by email as soon as possible.

### B. Readings & Online Assignments and Videos

It is important that you read (or watch) assigned materials prior to class in order to foster interesting and productive class discussion. The reading assignments for each week are listed in the course calendar and on the Blackboard. Additional video segments and interactive web activities will be posted on the Blackboard each week. We will discuss each week's reading and/or video clip on the Discussion area of the Blackboard and/or in class, so please be prepared. You will be required to complete Reading Reflection forms and in some cases graphic organizers about the readings/other assigned materials.

### C. Class Participation

You are expected to arrive to class on time and participate in both full class and small group discussions. You will be working a great deal in pairs and small groups and will be evaluated on whole class discussion, small group as well as Blackboard participation.

### D. Professional Conferences:

You are required to attend one language conference this semester, whether it be NYCAFTL (NYC Association of Foreign Language Teachers), ACTFL (American Council on Teaching Foreign Languages) in mid-November, NECTFL (spring) or another smaller conference. You will visit a minimum of two workshops at the conference and submit a write up of what you have seen/learned along with handouts given out by the presenters.

### E. Written Assignments and Presentations:

Throughout the course you will be asked to write Reaction Papers along with various other assignments, including one final paper/take home exam. These should all be typed and printed out with your name, the name of the course, my name, the date and the title of the assignment.

## F. Methods Presentations & Teaching Activity Presentations

Students will work in groups to do several presentations over the semester. Each presentation should be accompanied by a handout and/or electronic version of the presentation which can be posted on Blackboard for reference.

### GRADING POLICY:

- Class Participation (including Blackboard): 20%
- Reading Responses & Reactions/Written Assessments: 40%
- Presentations: 20%
- Culminating Project/Term Paper: 20%

### Other Important Details

#### Accommodation to Students with Disabilities

Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, 719 Broadway 2nd Floor, [www.nyu.edu/csd](http://www.nyu.edu/csd).

#### Syllabus:

This syllabus is a working document that may be adjusted to reflect the needs of our particular class community. Please bring to my attention any issues or questions you would like to discuss in class.

## STATEMENT ON ACADEMIC INTEGRITY

*"Your degree should represent genuine learning"*

The relationship between students and faculty is the keystone of the educational experience in The Steinhardt School of Culture, Education, & Human Development at New York University. This relationship takes an honor code for granted. Mutual trust, respect and responsibility are foundational requirements. Thus, how you learn is as important as what you learn. A University education aims not only to produce high quality scholars, but to also cultivate honorable citizens.

**Academic integrity** is the guiding principle for all that you do; from taking exams, making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you:

- ⊕ *Cheat on an exam;*
- ⊕ *Submit the same work for two different courses without prior permission from your professors;*
- ⊕ *Receive help on a take-home examination that calls for independent work;*
- ⊕ *Plagiarize.*

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning and discovering knowledge, plagiarism cannot be tolerated.

*Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score and/or other materials, which are not your original work. You plagiarize when, without proper attribution, you do*

- ⌚ Copy verbatim from a book, an article or other media;
- ⌚ Download documents from the Internet;
- ⌚ Purchase documents;
- ⌚ Report from other's oral work;
- ⌚ Paraphrase or restate someone else's facts, analysis and/or conclusions;
- ⌚ Copy directly from a classmate or allow a classmate to copy from you.

Your professors are responsible for helping you to understand other people's ideas, to use resources and conscientiously acknowledge them, and to develop and clarify your own thinking. You should know what constitutes good and honest scholarship, style guide preferences, and formats for assignments for each of your courses. Consult your professors for help with problems related to fulfilling course assignments, including questions related to attribution of sources.

Through reading, writing, and discussion, you will undoubtedly acquire ideas from others, and exchange ideas and opinions with others, including your classmates and professors. You will be expected, and often required, to build your own work on that of other people. In so doing, you are expected to credit those sources that have contributed to the development of your ideas.

### ***Avoiding Academic Dishonesty***

- ⌚ Organize your time appropriately to avoid undue pressure, and acquire good study habits, including note taking.

Learn proper forms of citation. Always check with your professors of record for their preferred style guides. Directly copied material must always be in quotes; paraphrased material must be acknowledged; even ideas and organization derived from your own previous work or another's work need to be acknowledged.

- ⌚ Always proofread your finished work to be sure that quotation marks or footnotes or other references were not inadvertently omitted. Know the source of each citation.
- ⌚ Do not submit the same work for more than one class without first obtaining the permission of both professors even if you believe that work you have already completed satisfies the requirements of another assignment.
- ⌚ Save your notes and drafts of your papers as evidence of your original work.

### ***Disciplinary Sanctions***

When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action is as follows:

- ⌚ The Professor will meet with the student to discuss, and present evidence for the particular violation, giving the student opportunity to refute or deny the charge(s).
- ⌚ If the Professor confirms the violation(s), he/she, in consultation with the Program Director and Department Chair may take any of the following actions:
  - ⌚ Allow the student to redo the assignment
  - ⌚ Lower the grade for the work in question
  - ⌚ Assign a grade of *F* for the work in question
  - ⌚ Assign a grade of *F* for the course
  - ⌚ Recommend dismissal

Once an action(s) is taken, the Professor will inform the Program Director and Department Chair, and inform the student in writing, instructing the student to schedule an appointment with the Associate Dean for Student Services and Public Affairs, as a final step. Copies of the letter will be sent to the Department Chair for his/her confidential student file and the Associate Dean for Student Services and Public Affairs. The student has the right to appeal the action taken in accordance with the School's Student Complaint Procedure as outlined in *The Steinhardt School's Student Guide*.

When dismissal is recommended, that recommendation will be forwarded to the Associate Dean for Student Services and Public Affairs, who will convene all parties involved. An appeal of the decision at this step is submitted in writing to the Vice Dean, including full documentation to support the appeal.

Date	Essential Questions	Readings/Assignments  READINGS DUE ON THIS DATE Assignments due on date shown	Assignments Due	
			Presentations	Written
Sep 4	<p>Why do we teach foreign languages?</p> <p>What are our individual goals and in what settings would we like to teach?</p> <p>What qualities make a good language teacher?</p>			
Sep 11	<p>How have foreign languages historically been taught?</p> <p>How can we distinguish between methods, approaches and techniques?</p>	<p><b>READ:</b> Brown, Chapters 1, 2, 3</p> <p><b>PREPARE:</b> Group presentations on methods of language teaching (to be presented Sep 18, 25 and Oct 2)</p>		
Sep 18	<p>What is our motivation in teaching foreign language? What principles should inform our teaching?</p>	<p><b>READ:</b> Brown, Chapters 4 &amp; 5</p>	<p><b>Group Presentations:</b> Grammar Translation Audio-Lingual Method The Direct Method</p>	
Sep 25	<p>How are languages acquired?</p> <p>Are second languages acquired in the same ways as first languages?</p>	<p><b>READ:</b> Lightbown &amp; Spada, Chapters 1 &amp; 2</p>	<p><b>Group Presentations:</b> Suggestopedia Community Language Learning Rassias Method</p>	
Oct 2		<p><b>READ:</b> Lightbown &amp; Spada, Chapter 6</p>	<p><b>Group Presentations:</b> Communicative Language Teaching Total Physical Response Series Method</p>	

Date	Essential Questions	Readings/Assignments  READINGS DUE ON THIS DATE Assignments due on date shown	Assignments Due	
			Presentations	Written
Oct 9	<p>What does classroom research tell us about the place of theory in foreign language teaching?</p> <p>Who are our students? How can we teach all of our students, regardless of proficiency, age level or context?</p>	<p><b>READ:</b> Lightbown &amp; Spada, Chapter 6 (your “expert group” section only)</p> <p><b>READ:</b> Brown, Chapters 6, 7, 8</p> <p><b>Prepare:</b> Reflection on debate and what you have learned (3 pages, due Oct 23)</p>	<p><b>Debate!</b> Expert Groups debate, followed by home group review (time permitting)</p>	
Oct 16	<p>How can we enjoy our days off?</p>			
Oct 23	<p>How can we design curriculum and lesson plans based solidily on theory?</p> <p>What are the different approaches to curriculum design and lesson planning?</p> <p>What are standards, and how can they help us in designing our curriculum and lesson plans?</p> <p>What are our goals in curriculum development?</p>	<p><b>READ:</b> Brown, Chapter 9 , 10, 11</p> <p><b>Prepare:</b> Begin thinking about your idea for the final project. A few sentence summary of your plans will be due on November 6. Some ideas for your project:</p> <p><b>1) Final paper (20 pages).</b></p> <p><b>2) Foreign language teaching analysis (powerpoint, video):</b> analyze videos of teaching. This could be one class or clips from several classes. Analyze for the theory/approach supporting the teacher. How does the teacher integrate the 4 skills? Do you see evidence of the modes of teaching? What is effective in the classroom? What could be improved?</p> <p><b>3) Create and teach a lesson</b> incorporating 3 modes/4 skills. Explain your choices and the rationale behind them.</p>	<p><b>Special Guest:</b> Jennifer McCarthy, French and ESL teacher at the High School for Language and Diplomacy</p>	<p><b>Reflection (3 pages):</b> Write a reflection on our debate. What did you learn from this practice? Which argument(s) do you feel lead to best practices in the classroom? What will you incorporate in your teaching?</p>

Date	Essential Questions	Readings/Assignments  READINGS DUE ON THIS DATE Assignments due on date shown	Assignments Due	
			Presentations	Written
Oct 30	<p>What student characteristics should I consider in my lesson design?</p> <p>What does it meant to be an interactive teacher?</p> <p>How can student-centered, collaborative and cooperative learning strategies help us in the second language classroom?</p>	<p><b>READ:</b> Brown, Chapters 13 &amp; 14</p> <p><b>READ:</b> Lightbown &amp; Spada, Chapter 5</p>		
Nov 6	<p>What is the place of the four skills (listening, speaking, reading and writing) in the foreign language classroom?</p> <p>What do interpersonal, presentational and intrapersonal mode activities look like?</p> <p>How can we weave authentic cultural products, practices and perspectives throughout a unit?</p>	<p><b>READ:</b> Brown, Chapters 16 &amp; 17</p> <p><b>READ:</b> Lightbown &amp; Spada, Chapter 3</p> <p><b>Prepare:</b> Analysis of a lesson plan (presented in class) incorporating the four skills and three modes of communication. How does the lesson plan incorporate these skills ? Are there examples of the 3 modes of communication ? (due November 13)</p>		<p><b>DUE:</b> Idea for final project. In a few sentences, explain your plans for your final paper or project.</p>
Nov 13	<p>How can we teach listening and speaking?</p> <p>Can we teach listening and speaking in isolation?</p>	<p><b>Read:</b> Brown, Chapters 18 &amp; 19</p>		<p><b>Analysis</b> of a lesson plan which incorporates the four skills and three modes of communication (lesson plan to be provided).</p>

Date	Essential Questions	Readings/Assignments  READINGS DUE ON THIS DATE Assignments due on date shown	Assignments Due	
			Presentations	Written
Nov 20	<p>How can we teach reading and writing?</p> <p>Can we teach reading and writing in isolation?</p> <p>What skills and strategies are important in the teaching of reading and writing?</p> <p>What does it mean to teach writing?</p>	<p><b>Read:</b> Brown, Chapters 20 &amp; 21</p> <p><b>Prepare:</b> Task or activity for teaching the four skills, to be presented December 4 or 11.</p>		
Nov 27	<p>What does it mean to focus on form?</p> <p>What does form-focused instruction look like?</p> <p>What is the place of form-focused instruction in the foreign language classroom?</p>	<p><b>READ:</b> Brown, Chapter 22</p> <p><b>REVIEW:</b> Lightbown &amp; Spada, Chapter 6</p> <p><b>PREPARE: Reflection</b> on the place of form-focused instruction in the foreign language classroom, and its implications for lesson-planning (due December 4).</p> <p><b>Prepare:</b> Task or activity for teaching the 4 skills, to be presented December 4 or 11.</p>		
Dec 4	<p>What does effective assessment look like in the foreign language classroom?</p> <p>What does it mean to “test how we teach?”</p>	<p><b>READ:</b> Brown, Chapter 24</p>	<p><b>Presentations:</b> Tasks/activities for teaching the four skills</p>	<p><b>DUE: Reflection</b> on the place of form-focused instruction in the foreign language classroom, and its implications for lesson-planning.</p>

Date	Essential Questions	Readings/Assignments  READINGS DUE ON THIS DATE Assignments due on date shown	Assignments Due	
			Presentations	Written
Dec 11	<p>What characteristics do engaging, effective foreign language classrooms share?</p> <p>What are the characteristics of an effective language teacher?</p> <p>What does it mean to be a socially responsible teacher?</p>	<b>READ:</b> Brown, Chapter 15 & 25	<b>Presentations:</b> Tasks/activities for teaching the four skills	
Dec 18	What have we learned ?		<b>Special Session</b> <b>Presentation of final projects.</b>	<p><b>FINAL Assignment Due</b></p> <p>1) <b>Final paper (20 pages).</b></p> <p>2) <b>Foreign language teaching analysis (powerpoint, video):</b> analyze videos of teaching. This could be one class or clips from several classes. Analyze for the theory/approach supporting the teacher. How does the teacher integrate the 4 skills? Do you see evidence of the modes of teaching? What is effective in the classroom? What could be improved?</p> <p>3) <b>Create and teach a lesson</b> incorporating 3 modes/4 skills. Explain your choices and the rationale behind them based on theory/approaches.</p>

## Appendix A Grading Scale and Rubric

### Steinhardt School of Education Grading Scale

There is no A+

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	65-69
D	60-64

There is no D-

F	Below 60
IP	Incomplete/Passing
IF	Incomplete/Failing
N	No Grade

### Letter Grade Rubric

#### A—Outstanding Work

An "A" applies to outstanding student work. A grade of "A" features not simply a command of material and excellent presentation (spelling, grammar, organization, writing style, etc.), but importantly, sustained intellectual engagement with the material. This engagement takes such forms as shedding original light on the material, investigating patterns and connections, posing questions, and raising issues. An "A" paper is excellent in nearly all respects:

- It is well argued and well organized, with a clear thesis
- It is well developed with content that is specific, interesting, appropriate and convincing
- It has logical transitions that contribute to a fluent style of writing
- It has few, if any, mechanical, grammatical, spelling, or diction errors
- It demonstrates command of a mature, unpretentious diction

#### B—Good Work

A "B" is given to work of high quality that reflects a command of the material and a strong presentation but lacks sustained intellectual engagement with the material.

A "B" paper shares most characteristics of an "A" paper, but

- It may have some minor weaknesses in its argumentation
- It may have some minor lapses in organization and development
- It may contain some sentence structures that are awkward or ineffective
- It may have minor mechanical, grammatical, or diction problems
- It may be less distinguished in its use of language

#### C—Adequate Work

Work receiving a "C" is of good overall quality but exhibits a lack of intellectual engagement as well as either deficiencies in the student's command of the material or problems with presentation.

A "C" paper is generally competent; it is the average performance. Compared to a "B" paper, it may have a weaker thesis and less effective development.

- It may have serious shortcomings in its argumentation
- It may contain some lapses in organization
- It may have poor or awkward transitions
- It may have less varied sentence structures that tend toward monotony
- It may have more mechanical, grammatical, and diction problems

#### D or F—Unsuccessful Work

The grade of "D" indicates significant problems with the student's work, such as a shallow understanding of the material or poor writing.

- It presents no clear thesis
- It displays major organizational problems
- It lacks adequate support for its thesis
- It includes irrelevant details
- It includes confusing transitions or lacks transitions altogether
- It fails to fulfill the assignment
- It contains ungrammatical or poorly constructed sentences and/or demonstrates problems with spelling, punctuation, diction or syntax, which impedes understanding

An "F" is given when a student fails to demonstrate an adequate understanding of the material, fails to address the exact topic of a question or assignment, or fails to follow the directions in an assignment, or fails to hand in an assignment. Pluses (e.g., B+) indicate that the paper is especially strong on some, but not all, of the criteria for that letter grade. Minuses (e.g., C-) indicate that the paper is missing some, but not all, of the criteria for that letter grade.