SPAN/ITAL 8210: TEACHING FOREIGN LANGUAGES
Fall 2013

Professor Emily Scida   Class time: T R 2:00-3:15
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Course Description. What does it mean to transition from being a learner of a foreign language to a teacher of that language? What skills and knowledge are necessary to successfully guide student learning? What makes a good language teacher? What makes a good student of language? I invite you to join me in the exploration of these and other exciting questions about teaching and learning. Together we will discover the processes that drive language learning and the various methods and approaches available to the foreign language teacher to promote learning in our courses.

Course Goals.
"Teacher change is made possible when practitioners value uncertainties and disruptions as rich sites for learning and when they make connections between their experiences and practical knowledge."
(Rosaen et al 2008: 348)

In this course, you will have the opportunity to observe and apply new ideas and teaching principles through practical activities and to develop your own personal theories of teaching through systematic reflection and experimentation. You are encouraged to take a critical stance toward your own teaching approach and to familiarize yourself with the range of options open to you. Your work in this course and beyond will help you develop greater self-awareness as teachers and learners, cultivating attitudes of curiosity, flexibility, openness, and compassion for the self and other, becoming more confident, effective, and competent teachers, and valuable members of a community of practitioners.

The curriculum and the learning activities for this course were carefully designed to help you successfully achieve the following learning objectives:

- Identify and compare foundational teaching theories, approaches, and methods
- Assess teaching situations, teacher decisions, and the changing conditions of the classroom to respond appropriately and formulate alternatives or solutions
- Design effective learning opportunities for students
- Respond sensitively to the learning needs of diverse learners and contexts
- Establish and maintain positive and caring relationships with students
- See oneself as a competent, effective, and confident teacher
- Be able to embrace challenges/failure as valuable opportunities for learning and change
- Value and address the human/affective dimension of teaching and learning
- Recognize the value of ongoing teacher development and be able to identify appropriate resources and tools to support these goals (reflection, self-assessment, data collection and analysis)

Learning Format. As a community of practitioners, each of us has a responsibility toward the learning and knowledge building of the class and toward identifying and addressing questions and problems that are meaningful and important to us. Throughout the semester we will engage in practical application of teaching approaches, experiment with new ideas and techniques, assess and respond to challenges, and engage in critical discussion of issues and topics important to us. As a learning community, we have a responsibility toward supporting others' learning, and to that end we will engage in collaborative work as well as peer and self-assessment throughout the course.

Course Engagement. Since this course is a seminar, our class meetings will be discussion-based. Active participation by all class members will contribute to successful learning not just for the individual student but for the class community as a whole. Your active contributions are valued and in fact crucial to the success of the course. You are in charge of the quality of discussions – not just by contributing thoughtful remarks but also by challenging and refuting remarks made by others, thereby creating a rich forum for discussion of current issues in the field of foreign language teaching.

Active engagement includes careful preparation of course readings and activities, contributions that demonstrate synthesis, analysis, and application of the material, active listening, responding to classmates' remarks in a respectful manner, contributing to the thread of discussion, and asking engaging questions. Attendance is essential. You will be asked to assess your own course engagement throughout the semester.

Learning Activities:

Teaching Portfolio. The teaching portfolio is a snapshot of your teaching, a self-portrait, a collection of selected documents that tell a story. The teaching portfolio will afford you the opportunity to reflect on your teaching in a comprehensive manner throughout the semester in writing activities that ask you to reflect on the practical application and experimentation you have done in your teaching. Most activities will be published online, where students and the instructor will be able to read and comment on one another's work, engaging in peer feedback and collaboration. Other reflective activities you may decide to complete privately in your journal. The final teaching portfolio will be a collection of those documents you will choose to represent your most significant teaching and learning experiences and where you will reflect on your journey this semester. See the assignment guidelines and rubric for further information.

The various reflective writing activities spread throughout the semester will ask you to:
- Observe a teaching situation (your own or another's) and evaluate it applying foundational knowledge and proposing alternatives; reflect on the effects of teacher decisions on student learning
- Diagnose classroom problems in your own teaching and respond sensitively
- Design learning opportunities in your course and reflect on their success
- Reflect on affective factors of being a teacher and learner
- Final reflective piece will ask you to reflect on your personal journey and development, challenges and successes, develop a plan for ongoing (post-course) teacher development, identify those resources and tools that will help you achieve this.

Action Research Paper. Action Research is any systematic inquiry conducted by teachers in the teaching/learning environment to gather information about how they teach and how well their students learn. This information is gathered with the goals of gaining insights, developing reflective practice, effecting positive changes in the class environment, and improving student outcomes and the lives of those involved (G. Mills). The action research project will allow you to explore in depth a specific issue or question in foreign language teaching that particularly intrigues you as it applies to your current teaching. The research paper will include a critical discussion of current research on the topic, your research questions, experiment and data collection, analysis of the experiment, and steps for future investigation.   You will share your research with other foreign language teachers across Grounds in a poster session at the *Roundtable for Foreign Language Teaching and Learning* in December. The work for this project will be completed in steps, which will include the following: meeting with instructor, research proposal, research working group meeting, peer feedback, and poster session. See the assignment guidelines and rubric for further information.

Materials: Ur, P. 1996. *A Course in Language Teaching*. Cambridge: Cambridge University Press.
Reading packet at Brillig Books, on Elliewood Ave. on the Corner
Additional readings on our *Collab* website
Foreign Language Teaching Methods: http://tltc.la.utexas.edu/methods/

Assessment:

Active Engagement	20%
Research Paper	30%
Teaching Portfolio	50%

Other course policies
- No eating in class
- Please put away laptops and cell phones
- Submit work on time
- Openness to new ideas
- Active listening and collaboration
- Respect for all others in class

Date	*Topic and Learning Activity*
F, 08/23	➜ *Introductory Essay*
T, 08/27	**Teaching and Learning Foreign Languages** Whong 2011, ch. 1 **What is Reflective Teaching?** Richards 2005
R, 08/29	**Teaching Approaches and Methods** Tragant & Muñoz 2004 ; Celce-Murcia 2001; (optional: Grove 2003; Myles 2010) **Action Research** http://www.cal.org/resources/digest/0308donato.html ➜ *Activity 1: Statement of Teaching Philosophy*

T, 09/03	**Workshop: Video Editing [Cabell 221]**
	
	   ➜ Bring all your lesson plans from teaching this semester
	
	   ➜ *Activity 2: Interview foreign language learners and teachers*

The Teaching Process	
R, 09/05	**Presentations and Instruction Giving** Ur, Module 1; Lively et al 1998; Barnes-Karol 2010 ➜ *Activity 3: Best Practices in Instruction Giving*
T, 09/10	**Practice Activities** Ur, Module 2; Krueger 2001 ➜ *Activity 4, Step 1: Observe and videotape a foreign language class. Reflect on your observation without yet watching the video.*
Lessons	
R, 09/12	**Lesson Planning** Ur, Module 15; Richards 1994, chs. 4 & 6; Rifkin 2003
T, 09/17	**Classroom Interaction** Ur, Module 16; Richards 1994, ch. 7; Oxford 1997 ➜ *Activity 4, Step 2: Watch the videotaped lesson you had observed and write a reflection.*

R, 09/19	***Workshop on Grading Student Writing*** ➔ ***Research Proposal and peer feedback online***
F, 09/20	**Deadline: Meeting and Videotaping** ➔ *Meet with Professor Scida before 09/20 about your action research proposal and resources [see Collab for research review articles]* ➔ *Complete the first videotaping of your teaching by 09/20*
T, 09/24	**Giving Feedback** Ur, Module 17; Roberts & Griffiths 2008; Cathcart & Olsen 1976
R, 09/26	**Research Working Group** Foreign language teachers will join our class to hear about your research in progress and offer input
R, 09/26	**Instructional Technologies** Cubillos 1998; Blake 2011; Dussias 2006 ➔ *Activity 5: Investigate a new technology tool for teaching/learning*
Teaching the Language	
T, 10/01	**Teaching Pronunciation** Ur, Module 4; Piske, MacKay & Flege 2001; Iowa phonetics website ➔ *Activity 6: Reflection on your videotaped teaching*
R, 10/03	**Teaching Vocabulary** Ur, Module 5; Morin 2006 http://tltc.la.utexas.edu/methods/modules/vocabulary/
T, 10/08	
R, 10/10	**Teaching Pragmatics** Koike 1989 http://www.coerll.utexas.edu/methods/modules/pragmatics/
Reading Days	
R, 10/17	**Teaching Grammar** Ur, Module 6; Nassaji & Fotos, ch. 1 http://tltc.la.utexas.edu/methods/modules/grammar/
T, 10/22	**Teaching Grammar** Haight et al 2007; Paesani 2005 ➔ *Activity 7: Best Practices in Grammar Teaching*
Teaching Language Skills	
R, 10/24	**Teaching Listening** Ur, Module 8; Ableeva 2008 http://tltc.la.utexas.edu/methods/modules/listening/
T, 10/29	**Teaching Speaking** Ur, Module 9; Haught & McCafferty 2008 ➔ *Activity 8: Best Practices in Error Correction*
R, 10/31	**Teaching Speaking** Ur, Module 9; Hayward 1983; Lombardo 1984

	http://tltc.la.utexas.edu/methods/modules/speaking/
T, 11/05	**Teaching Reading** Ur, Module 10; Arnold 2009 http://tltc.la.utexas.edu/methods/modules/reading/
R, 10/07	**Teaching Writing** Ur, Module 11; Mahn 2008; Saugera 2011 http://tltc.la.utexas.edu/methods/modules/writing/ ➔ *Activity 9: Reflection on Observations of your Teaching*
Learner Differences	
T, 11/12	**Large Heterogeneous Classes** Ur, Module 21; Perry 1985; Rivera-Mills & Plonsky 2007; http://tltc.la.utexas.edu/methods/modules/learners/; Willingham video
R, 11/14	**Learner Motivation** Ur, Module 19; Gardner 2007; MacIntyre 2007 (optional: Marcos-Llinás & Garan 2009) ➔ *Activity 10: Response to the 2007 MLA Report*
F, 11/15	**Videotaping** ➔ *Complete the second videotaping of your teaching by 11/15*
T, 11/19	**Affective Learning**
R, 11/21	**Language and the Brain** The Brain from Top to Bottom; Kennedy 2006 (optional: Brain folder)
Course Content	
T, 11/26	**Teaching Culture** Allen 2004; Gutierrez & Fairclough 2006 http://tltc.la.utexas.edu/methods/modules/culture/ ➔ *Activity 11: What is culture? Interview foreign language students and teachers.*
Thanksgiving: November 27-December 1	
T, 12/03	**Teaching Literature** Ur, Module 14; Scott & Huntington 2002; Katz 2001 ➔ *Action Research Paper due*
R, 12/05	**Ongoing Teacher Development** ➔ *Activity 12: Your evolution as a teacher – compare and contrast your first and last videotaped lessons.* ➔ *Teaching Portfolio due*
F, 12/06	***Roundtable on Foreign Language Teaching* Poster Session** You will present your research to the community of foreign language teachers at UVA