

Romance Languages 501:

LANGUAGE TEACHING METHODOLOGY

Fall 2006 (Mondays 2-4 pm)

Instructor

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Course Description

This course is a practical and theoretical introduction to teaching second languages. The theoretical component of the course incorporates historical and contemporary theories of second language acquisition (SLA) and instruction, including major contemporary notions about SLA, communicative language teaching, and individual differences in language learning. The practical component of the course focuses on professional development as an instructor, roles of instructor and student, and day-to-day classroom activities, with emphasis on communicative and task-based instruction. As part of the course, students create a variety of teaching activities, teach with supervision and observation, and take part in follow-up conferences. The course also involves preparing written lesson plans, audiotaping, and self-evaluation. Each student in the course prepares a teaching portfolio, which includes a teaching philosophy statement, different types of classroom activities, and an exam section on grammar.

Required Texts*

Lee, J. F., & VanPatten, B. (2003). *Making communicative language teaching happen*. (Second Edition). Boston: McGraw-Hill.

Lightbown, P. M., & Spada, N. (2006). *How languages are learned*. (Third Edition). Oxford: Oxford University Press.

*Additional article readings will be assigned on a weekly basis.

Grading Components

Materials Portfolio	40%
Midterm Exam	35%
Article Presentation (Script)	15%
Participation	10%

Grading Criteria

97-100	A+	87-89	B+	77-79	C+	67-69	D+	60 or below	F
93-96	A	83-86	B	73-76	C	63-66	D		
90-93	A-	80-83	B-	70-73	C-	60-63	D-		

Materials Portfolio

Each student will prepare a teaching materials portfolio to be turned at the end of the course. The portfolio will include the following: (a) teaching philosophy statement, (b) comprehensible input activity, (c) audiotaping with self-evaluation, (d) Processing Instruction activities, (e) task-based information-exchange activity, (f) exam section on grammar, and (g) reading/writing activity.

Midterm Exam

There will be in-class midterm exam toward the middle of the semester. More details about preparing for this exam will be provided during the semester.

Article Presentation Script

Towards the end of the semester each student will prepare a summary and a critical analysis of a selected study related to SLA and L2 instruction. More specific instructions will be provided during the semester.

Participation

Each student will receive a participation grade for the course based upon the degree to which the student is prepared for class, volunteers, interacts, and actively takes part in the course. Absences from class will lower the final participation grade.

Note:

In the course schedule, the following abbreviations are used:

LVP = Lee, J. F., & VanPatten, B. (2003). *Making communicative language teaching happen*. (Second Edition). Boston: McGraw-Hill.

L&S = Lightbown, P. M., & Spada, N. (2006). *How languages are learned*. (Third Edition). Oxford: Oxford University Press.

501 COURSE SCHEDULE (FALL 2006)

September 11

1. Course overview
2. Review of “Some Givens” in second language acquisition (SLA)
3. A brief history of second language (L2) teaching methodologies
4. Review of roles and tasks in communicative language teaching (CLT)
5. Tour of technological resources in Eads

Read: LVP, Ch. 1

Due:

September 18

1. First language (L1) acquisition: Developmental patterns and theoretical approaches
2. Similarities and differences between L1 and L2 acquisition
3. SLA research and its pedagogical implications
4. Developmental patterns in SLA
5. The role of input in SLA and CLT

Read: L&S, Chs. 1-2; LVP, Ch. 2

Due: Teaching philosophy statement (first version)

September 25

1. Age of acquisition and SLA
2. Individual differences in SLA
3. Communication in the L2 classroom: Exchange of information and negotiation of meaning
4. Listening comprehension

Read: LVP, Chs. 3 & 10; L&S, Ch. 3

Due: Comprehensible input activity

* Formal teaching observations this week *

October 2

1. Lesson goals, classhour goals, and work outside of class
2. Task-based and information-exchange activities
3. The L2 learner’s developing system

Read: VP, Chs. 4-5; L&S, Ch. 4

Due: Audiotaping with self-evaluation

October 9

1. Natural and instructional settings for SLA
2. Grammar acquisition
3. Structured input and Processing Instruction (PI)

Read: L&S, Ch. 5; LVP, Chs. 6-7

Due: Task-based information-exchange activity

October 16

1. Vocabulary acquisition
2. The incidental-direct continuum for vocabulary instruction
3. Overview of research findings on L2 vocabulary learning
4. Basic principles of effective vocabulary instruction
5. Developing vocabulary learning activities

Read:

Due: PI grammar activities (first version)

October 23

1. Lecture by Professor Richard Day
2. Review and preparation for midterm exam
3. L2 vocabulary acquisition (Part II)
4. Ideas about L2 instruction in light of theory and research

Read: L&S, Chs. 6-7

Due: PI grammar activities (final version)

*** Lecture and Workshop by Professor Richard Day this week (October 23-24) ***

October 30

IN-CLASS MIDTERM EXAM (*Guidelines for article presentation script also distributed)

November 6

1. The role of output in SLA
2. Structured output
3. Testing
4. Reading in L2

Read: LVP, Chs. 8-9 and 11

Due:

November 13

1. Writing in L2
2. Testing comprehension and evaluating writing
3. Proficiency Level and Task Design

Read: LVP, Chs. 12-13

Due: Test section on grammar; Article presentations (script)

November 20

1. Teaching culture
2. Computer-assisted language learning

Read:

Due: Teaching philosophy (final version); Reading/writing activity

Due on November 22: Final version of materials portfolio