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Fall 9-1-2021

### WLC 410.01: Methods in Teaching Foreign Language

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## WLC410: METHODS OF TEACHING FOREIGN LANGUAGES (Fall 2021)

MWF 1:00-1:50, LA 201

Instructor: Dr. Dora LaCasse

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Office: LA 429

Office hours: T& Th 10:00-11:00, W 2:00-3:00, or by appointment.

Office hours will be held via zoom

(Please e-mail me to schedule an appointment at a different time)



### Course Description<sup>1</sup>

This course addresses the fundamentals of foreign language teaching. We will study and reflect upon the theories, methods, and approaches of foreign language teaching. We will also become familiar with ways of planning a course, a lesson, and activities for language teaching. You will have opportunities to practice teaching in a controlled environment.

### Course Objectives

By the end of this course, you will be able to:

1. Describe and critically reflect on the assumptions, implications and effectiveness of theories, methods and approaches to foreign language teaching.
2. Read literature that addresses different aspects of the teaching of foreign languages, such as teaching different language skills, teaching in different contexts, assessment procedures, and the use of technology, among others.
3. Plan instruction that addresses the standards outlined by ACTFL.
4. Design and implement instruction in a controlled setting.

### Co-requisite

Students pursuing teaching certification should be enrolled in C&I 301 or 302 at the same time as this course.

### Materials

1. Required book: Judith L. Shrum and Eileen W. Glisan (S&G). *Teacher's Handbook. Contextualized Language Instruction*. 4<sup>th</sup> ed. (or 5<sup>th</sup> ed.) Boston: Heinle 2010. Available at bookstore. Free access to the website for the book is available at:

<sup>1</sup> Image credit: [https://farm6.staticflickr.com/5064/5628987246\\_04878a7c24\\_o.jpg](https://farm6.staticflickr.com/5064/5628987246_04878a7c24_o.jpg)

[http://college.cengage.com:80/french/1428290362\\_shrum/index.html?eISBN=9781428290365&pid=437487](http://college.cengage.com:80/french/1428290362_shrum/index.html?eISBN=9781428290365&pid=437487)

2. Other materials will be available on our Moodle page.

## Course Requirements and Grading

In this class we will be using a point system. This means that for each assignment you will receive points. You can easily predict the performance on the course as the semester unfolds by adding up the points you have so far and compare that to the table below:

### Grading scale

Letter grade	Points	Letter grade	Points
A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

Now, let's see which are the graded assignments and requirements:

### Graded Assignments and Assessments:

- **Observation Report (15 points of final grade):** Students will observe one language class (any level) and will submit a formal observation report (2-3 pages, 12 pt. font, double-spaced). **Due: September 25th**
- **Quizzes (15 points of final grade).** The purpose of the quizzes is to ensure that students do all the required reading and that they study the content of the class. There will be no make-ups for quizzes. If you have to miss a quiz (for a reasonable excuse), you must contact the instructor in advance. If your excuse is approved, your grade on the following quiz will be used in lieu of the missed quiz.
  - a) Quiz 1 (5 points of final grade): September 18<sup>th</sup>
  - b) Quiz 2 (5 points of final grade): October 23<sup>nd</sup>
  - c) Quiz 3 (5 points of final grade): November 22<sup>th</sup>
- **Mid-Term Exam: (15 points of final grade): October 4<sup>th</sup>** There will be one exam, which will cover main concepts and terminology covered in the first part of the course.
- **Full lesson Plan (15 points of final grade): November 18<sup>th</sup>** A detailed lesson plan of the PACE model

- **Micro-teaching (15 points of final grade):** (15 min. max). Grade will be based on lesson implementation. After the microteaching, students should write an analysis reflecting on their own teaching, especially noting areas that need work.
  
- **Demonstration of a teaching method: (10 points)** In pairs/small groups you will demonstrate a lesson based on the method your group was assigned. This will allow the class to experience that method as students.
  
- **Participation: (5 points of final grade):** Your presence and participation in this class is of the utmost importance, since discussion and lesson planning/implementation will be a large part of this class. The participation grade is based on both the quantity and quality of your participation. Excessive absence (more than 3 missed classes) will result in a lower participation grade. Your presence may be required if we have a special event (such as a workshop/seminar on technology, for example). Apart from being present, I expect you to be engaged and contribute to the class. If you often arrive late or leave earlier, you not only miss part of the class, but you also interrupt what the class is doing. If you're not paying attention or using your computer or phone for purposes not related to the class, you are not participating. So, make sure that you are engaged at all times and that you make contributions to the class (e.g. by volunteering to read, demonstrate, participate, etc). Doing the reading guides is also part of the participation grade. I will check them at the beginning of class.
  
- **Portfolio: (10 points of final grade): Due: Final exam date and time.** Should include (More details to follow): <http://www.edutopia.org/blog/digital-teaching-portfolio-edwige-simon>
  - a) Your observation report
  - b) From your micro-teaching:
    - Your PACE lesson plan
    - Your written analysis/reflection on the micro-teaching\*\*
  - c) Parts of homework assignments (e.g. post-method paper you wrote) and/or quizzes that you think will be useful later on.
  - d) A final reflection on your approach to foreign language teaching (this could be later use to put together your teaching philosophy).

**For graduate credit:** Each student seeking graduate credit will be responsible for leading class discussion one day (to be selected in consultation with the professor). Additionally, graduate students must produce a research paper focusing on a pedagogical methodology/perspective of their choosing, and finally, will have additional required documents to be included in their final portfolio. More details will be provided in class.

## Other Policies and Information

- E-mail/Companion site/Moodle:** All students must frequently access their email, the student companion site to the textbook, & our Moodle site. What kind of technical assistance is available for students?
- UMontana Help Desk: 406-243-4999, 1-866-225-1641 or [umonline-help@umontana.edu](mailto:umonline-help@umontana.edu).
  - Accessibility issues with Moodle: Marlene Zentz at 406-243-6434 or [marlene.zentz@umontana](mailto:marlene.zentz@umontana).

- NetID and email accounts and general computer technical assistance: IT Central Help Desk, 8am-5pm: 406-243-4357
- General registration information: Contact the Registrar's Office in the Lommasson Center at 406-243-2995

**Extra credit:** Don't expect extra credit assignments in this class.

**Academic Honesty and Plagiarism:** All students must practice academic honesty. Academic misconduct is subject to academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. See: [http://www.umt.edu/vpsa/policies/student\\_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php)

**Special Considerations and/or Disabilities:** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with the Office for Disability Equity, please contact them in Lommasson Center 154 or 406.243.2243. I will work with you and the Office for Disability Equity to provide an appropriate modification.

**Office hours:** One of the best ways to take full advantage of learning in this course is by coming to my office hours. Take advantage of the hours listed above or email me for an appointment if those times do not work for you.

**Cell-phone, Tablet, and Laptop Use:** You may not use cell phones in class, and you may only use laptops and tablets for class-related activities. Checking email, texting, Facebook, etc. is distracting for you and for me. If you need to use your phone during class, please inform me beforehand.

Course Schedule <sup>2</sup>				
Day		Date	Topics	Preparatory Work/ Homework
1	M	8/30	Introduction to course, review of syllabus and course requirements (ePortfolio), Becoming familiar with the profession and expectations for language teachers (Observe & Reflect: Discussion of observation task)	(Preliminary Chapter, pp. 1-8. )
2	W	9/1	Theories of language learning	Ch. 1
3	F	9/3	~ cont'd	
	M	9/6	<b>Labor Day No Classes</b>	

<sup>2</sup> This schedule may change. Changes will be announced in class and updated written versions of this syllabus will be uploaded to Moodle as often as possible.

4	W	9/8	Pedagogical Approaches Demonstrate Grammar Translation	Ch. 2 (pp. 43-47) + Celce-Murcia chapter (assign topics Quiz1)
5	F	9/10	~ cont'd	<b>Demonstrations</b> <b>1. Audiolingual Method</b> ( <a href="https://www.youtube.com/watch?v=Pz0TPDUz3FU">https://www.youtube.com/watch?v=Pz0TPDUz3FU</a> ) <b>2. TPR</b>
6	M	9/13	~ cont'd	<b>Demonstrations</b> <b>3. CLT</b> ( <a href="https://ed.ted.com/on/8t9jjvIF">https://ed.ted.com/on/8t9jjvIF</a> ) <b>4. TBI</b>
7	W	9/15	World-Readiness Standards for Learning Languages	
		9/17		
		9/20		
		9/22	Course and Lesson Planning	<b>Quiz 1: Ch. 2 due by 11:59pm</b>
11		9/24		
		9/29	Teaching middle school FL	<b>Obs. Report due</b>
			<b>Revision for Mid-Term</b>	
			<b>Mid-Term Exam</b>	(on Ch. 1, 2, 3 y 5)
		10/11	Developing Interpretive Communication (Listening & Writing)	Ch. 6
19	W	10/13	cont'd	
20	F	10/15		<b>TBD</b>
21	M	10/18	cont'd	
22	W	10/20	Teaching Grammar	Ch. 7, The PACE Model. Lesson Plan: PACE Model HMW: Start working on a PACE lesson Plan
23	F	10/22	cont'd	
24	M	10/25	cont'd	
25	W	10/27	<b>Quiz 2: Ch.4 Grammar</b>	
26	F	10/29	Developing Interpersonal Communication (Speaking)	Ch. 8

27	M	11/1	~ cont'd	~
28	W	11/3	Developing Presentational Communication (Speaking)	Ch. 9
29	F	11/5	Teaching Vocabulary	HMW: Reading
30	M	11/8	~ cont'd	~
31	W	11/10	Teaching Languages to Children	Ch. 4
	F	11/12	<b>Veterans Day. No Class</b>	~
32	M	11/15	~ cont'd	~
33	W	11/17	<b>Assessment</b>	Ch. 11
34	F	11/19	~ cont'd	~
35	M	11/22	~ cont'd	~ Deadline final version of PACE lesson plan. Exchange PACE lesson plans for peer-review
	W	11/24		<b>Thanksgiving. No Class</b>
	F	11/26		<b>Thanksgiving. No Class</b>
36	M	11/29	<b>Workshop: Games for Teaching Lg. to Young Learners</b>	Bring a creative game to share!
37	W	12/1	<b>Quiz 3: Peer-review session</b>	At home, print and annotate comments on your partner's lesson plan. In class, systematize comments and share with your partner.
38	F	12/3	Microteachings	
39	M	12/6	Microteachings	
40	W	12/8	Microteachings	
41	F	12/10	Microteachings	
			<b>FINAL</b>	Submit E-Portfolio: Due on Final Exam Date and Time (TBD)