

Tennessee Tech University

Department of Foreign Languages

SEED 4125 (5125): Materials and Methods of Teaching Foreign Language Spring 2021

Instructor: Dr. Michael K. Olsen
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Office Hours: T 3:30-4:30; W F, 10:00-11:00; and by appointment, OKLY 215A
Class Schedule: T, 4:30-7:20, OKLY 219

Required text

Shrum, J. L., and Glisan, E. W. (2016). *Teacher's Handbook: Contextualized Language Instruction*. 5th ed. Boston: Heinle. Free access to the website for the book is available on iLearn.

Prerequisite: Admission to Teacher Education Program

Co-requisite: FOED 3800

Course description

This course provides an analysis of foreign language acquisition and foreign language teaching theories. Students will critically evaluate these theories as well as foreign language teaching methods through observation, reflection, and application. Foreign language course design and lesson design will also be covered. Students will have the opportunity to apply lesson design through implementation and presentation of lesson plans. Issues in foreign language classroom interaction will also be covered.

Learning Outcomes

By the end of this course, students will...

- gain a basic understanding of current issues in Second Language Acquisition
- demonstrate an understanding of important contemporary topics in second language education and how these topics impact classroom planning and teaching
- develop a specialized vocabulary to aid in professional discussions
- form their own, well-reasoned opinions based on readings, observational experiences, and discussion with colleagues
- engage in reflective learning and practice
- gain a greater appreciation for techniques of teaching second languages to aid them in their future classrooms
- use assessment strategies to evaluate information in an informed manner for which they will hold their future students accountable
- use technology in a way that enhances other teaching strategies in the second language classroom
- demonstrate professional work habits as a teacher

Evaluation

Participation/Attendance/Readings	10%
Collection of Activities	20%
Lesson Plans	20%
Lesson Presentations	
1 st presentation	5%
Final presentation	15%
Assessments	10%
Field Experience Reflections	5%
Teaching Analysis	5%
Exam	10%

NOTE: A minimum grade of B is required to meet degree requirements for licensure candidates.

Participation/Attendance/Readings 10%

1. Students will be graded based on their active participation in class activities (whole class, group work, pair work). We are here to learn, so contribute with your thoughts and concerns! Respectful behavior is expected (no use of cell phones in the class).
2. Attendance is obligatory and contributes to the grade earned for the course. When absent, participation is not possible and therefore results in a loss of participation points. Absences that are justified by a doctor's note are excused. In case of an emergency (i.e., due to grave illness, hospitalization, funeral of a family member, etc.), you must let me know as soon as possible. Send me an email, or leave me a note in my mailbox. Written documentation/evidence of extenuating circumstances must be given to me within one week of the absence.
3. Arrive on time. When students arrive late, they disrupt the class and may miss important announcements.
4. Students are expected to come to class prepared by having read the assigned reading for that day. Although we will not be focusing on everything from the readings in class, students are still expected to understand the information found in the readings. Some days there will also be a video viewing assigned. The Classroom Practices videos can be found at: <https://www.learner.org/resources/series185.html>. Discussion Questions and other assignments are designed to help students *identify*, *analyze*, and *practice* the concepts covered in this course.

Discussion Questions are postings on a forum on iLearn that are tied with the reading for each class period. Students will 1) share something they thought was interesting and 2) pose a question (either for clarification or further inquiry) relating to the reading.

These postings will be due at 12:00 pm the day they are written on the course calendar.

Collection of Activities 20%

Students will create a collection of activities based on the 5 Cs developed by the American Council for Teachers of Foreign Languages. Each activity will be based on materials developed and collected throughout the semester. Students will include 2 activities for each of the Communication and Cultures standards (= 10), 1 activity for each of the remaining standards (= 6), and 4 activities on other topics that may include (but are not limited to) grammatical topics, classroom management, songs, etc. A total of **20 activities** will be submitted. Further details and instructions are available on iLearn.

Activities will be evaluated using the following rubric. I will also use Rubric 1, 6, 7, and 8 from the edTPA handbook to inform my evaluation of this project.

1 points	2 points	3 points	4 points
The entries are neat and word-processed. They show a superficial understanding of the standards being studied and do not exhibit creativity. It was handed in late.	The entries are neat and word-processed. They show a basic understanding of the standards being studied without much creativity. It was handed in late.	The entries are neat, word-processed, and on time. They show a sound understanding of the standards being studied and do exhibit some creativity.	The entries are neat, word-processed, and on time. They show a deep understanding of the standard being studied and a lot of creativity.

Lesson Plans 20%

Each student will be working with a textbook throughout this semester. Using the materials gathered for the activities and the textbook, each student will create 5 lesson plans using the Lesson Plan Framework template. With each lesson plan, students must demonstrate how to utilize a textbook effectively while teaching in the target language. These lesson plans should also constitute a sequence (i.e., a unit) and incorporate accommodations you would make for students with IEPs/504 plans.

I will use Rubrics 1-2 from edTPA to evaluate your lesson plans. A-level work has to be scored at a 4 for all areas of the rubrics. B-level work has to be scored at a 4 in 3 of the areas of the rubrics and may not be lower than a level 2 in any area. C-level work has to be at least a level 3 in all areas of the rubrics.

Lesson Presentations 20%

Students will teach two lessons in class. These lessons will be video recorded. The first lesson should be approximately 15 minutes. After the first lesson, the class will have a discussion on what went well and what can be improved. During the last week of class, students will present their final lesson. The final lesson should be approximately 25 minutes and should take into considerations feedback and reflections from the first lesson presentation. The final lesson must incorporate technology (it is preferable to incorporate technology for both lessons).

Assessments 10%

Students will coordinate with their cooperating teachers to give an assessment, including feedback, to the students in one of their classes. Students will hand in this assessment and the feedback. Students will also write a reflection on how the feedback

will be used. This assignment will help you get used to what you will be expected to do for the edTPA. Further details and instructions are available on iLearn.

I will use Rubrics 4 and 11-13 from edTPA. A-level work has to be scored at a 4 for all 4 rubrics. B-level work has to be scored at a 4 in 2 out of 4 rubrics and may not be lower than a level 3. C-level work has to be at least a level 3 in all four rubrics.

Field Experience Reflections 5%

In conjunction with this class, students will need to complete at least 30 hours of pre-practice teaching field experience in school settings (FOED 3800). Observing other teachers and reflecting on one's own approach to teaching serves as a major component for training to enter the teaching profession. During the field experience, students are expected to write extensive journal notes. Based on those notes, students will write 5 reflections. Reflections have to discuss the following topics:

1. How do teaching approaches align (or not) with SLA theory?
2. How do classroom activities aid the development of communicative proficiency in meaningful cultural contexts?
3. What classroom management approaches work well and what approaches do not?
4. How does assessment affect subsequent teaching practices and how does it lead to the development of communicative proficiency in meaningful cultural contexts?
5. A topic of your choice

In the last reflection, you may choose from potential topics such as error correction, teacher feedback, language use by the students, the use of the students' L1, etc. Make sure to discuss prior academic knowledge of the students, special needs students, etc. **Specifically, students should discuss how instruction supports the development of communicative proficiency in the target language in meaningful cultural context(s) for language learners. Students should also comment on how teaching practice should be evaluated and changed in order to meet language learners' varied learning needs.** Each reflection should be 2-3 pages double-spaced. Further details and instructions are available on iLearn.

I will use the Reflections Rubric (on iLearn) to evaluate this assignment.

Teaching Analysis 5%

The edTPA stipulates that you be able to analyze effective teaching. You will pick 1 teaching segment from the video clips we will be watching throughout the semester, and a section of one of your lesson presentations (maximum combined length = 15 minutes). You will have to analyze these video clips as outlined by edTPA (Task 2). You will use edTPA rubrics 5-8 to analyze your teaching and give yourself a score on each of the rubrics.

I will use rubrics 9 and 10 to evaluate your analysis. A-level work has to be scored at a 4 for both rubrics. B-level work has to be scored at a 4 in 1 out of the rubrics and may not be lower than a level 3. C-level work has to be at least a level 3 in both rubrics.

Late assignments will receive a 10% reduction each day they are late. All assignments will be turned in via One Drive unless otherwise stated.

Exam 10%

The Mid-term exam will be a comprehensive exam of concepts and terms covered during the first part of the course. The exam will require students to be familiar with all the important terms we covered in class and in the readings. Both discussion questions and in-class discussions should prepare students well for this exam, so preparation for class and the work we do in class should be taken very seriously.

Grading Scale

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: 0-59

Accessibility Services

Any student who believes that he or she will require accommodations to meet the course requirements should consult the Accessibility Education Center located in the Roaden University Center (RUC) Rm. 112 (931-372-6119) preferably during the first week of classes so that reasonable accommodations can be made to ensure that everyone may participate in the course. For details, view the Tennessee Tech's Policy 340 – Services for Students with Disabilities at [Policy Central](#).

Academic Misconduct

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – Student Academic Misconduct at [Policy Central](#)

IMPORTANT: This syllabus is accurate and complete to the best of my knowledge. However, I reserve the right to make midcourse changes to the readings, assignments, or exam dates as needed.

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CALENDAR

This calendar is tentative. Students are responsible for checking iLearn and their university e-mail accounts. Assignments, guidelines, and other deadlines will be posted and sent there.

S&G: Shrum & Glisan; **CP:** Classroom Practices; **DQ:** Discussion Questions

Week	Date	Topic	Readings	Assignments
1	Jan. 19	Introduction to course/ Becoming Familiar with the Profession and Expectations for Language Teachers	Syllabus S&G: Prelim. Chapter	
2	Jan. 26	SLA Theory and Research	S&G: Chapter 1; Ellis (2001), pp. 12-26 (iLearn)	-DQ -Syllabus information assignment
3	Feb. 2	Contextualizing Language Instruction and Standards for Foreign Language Instruction	S&G: Chapter 2 Tennessee Academic Standards (iLearn) CP: Standards and the 5 Cs	-Choose Chapter(s) from your textbook for your Lesson Plans -DQ
4	Feb. 9	Instructional planning	S&G: Chapter 3 CP: U.S. and Italian Homes CP: Routes to Culture	DQ
5	Feb. 16	Contextualized Assessment	S&G: Chapter 11 Workshop 7: Planning for Assessment	-Draft of Lesson Plans 1&2 -DQ
6	Feb. 23	Developing Interpretive Communication	S&G: Chapter 6 CP: Interpreting Literature	-Activities 1-5 -DQ
7	Mar. 2	Developing Interpersonal Communication	S&G: Chapter 8 CP: Music and Manuscripts	-Assessment you plan to give students -DQ
8	Mar. 9	Developing Presentational Communication	S&G: Chapter 9 Workshop 8: Engaging with communities	-Choose video segment for Teaching Analysis: make notes about how you plan to address this video segment -Draft of Lesson Plans 3&4 -DQ
9	Mar. 16	SPRING BREAK		
10	Mar. 23	PACE: "Grammar Instruction" <i>Lesson plan presentations</i>	S&G: Chapter 7 CP: Food Facts and Stories CP: Sports in Action	-Activities 6-10 -DQ -Mid-term (Mar. 26)

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11	Mar. 30	Foreign Languages in Elementary Schools/Connections <i>Lesson plan presentations</i>	S&G: Chapter 4 CP: Chicken Pox CP: Mapping Planet Earth	-Draft of Lesson Plan 5 -DQ
12	Apr. 6	Foreign Languages in Middle Schools/Cultures and Comparisons <i>Lesson plan presentations</i>	S&G: Chapter 5 CP: Fruit of the Americas CP: Communicating about Sports	-Teaching Analysis: discuss aspects of SLA for your video segments -Activities 11-15 -DQ
13	Apr. 13	Language Learner Diversity <i>Lesson plan presentations</i>	S&G: Chapter 10 Workshop 6: Valuing Diversity in Learners CP: Exploring New Directions	-Activities 16-20 -DQ
14	Apr. 20	Technology in Language Instruction	S&G: Chapter 12	-Diverse Learners: Describe 3 special needs students (e.g., ESL, student with writing problems, etc.) and how you will accommodate these students -DQ
15	Apr. 27	<i>Final Lesson presentations</i>		-Assessment -Collection of Activities -Field Experience Reflections
Finals	May 4	Promoting Foreign Languages	School District Debate	-Lesson Plans -Teaching Analysis -Notes for the debate -Field Experience Evaluation (FOED 3800)