

Michigan State University
FLT 807 – Foreign Language Teaching Methods
Section 730 – Online

Course Syllabus
Fall 2016

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Program site: <http://maflt.cal.msu.edu>
Course site: <http://d2l.msu.edu> → FLT 807 F16
Office hours: By appointment (further info below)

COURSE READINGS

Required textbook:

- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques & principles in language teaching*. Oxford: Oxford University Press.

Additional resources:

- Assigned articles and book chapters will be available through our course page on MSU's online learning management system, Desire2Learn (<http://d2l.msu.edu>), or directly through the MSU library. Further information on accessing these readings will be provided.

COURSE DESCRIPTION

Methods of Foreign Language Teaching offers a foundation in approaches, methods, and materials for the teaching of second and foreign languages from the perspectives of second language acquisition (SLA) research. We begin by reviewing the history of language teaching methods and basic concepts pertaining to the field and then focus on specific communicative modes, planning, motivation and strategies, and other pertinent topics. In particular, we focus on implementing communicative and task-based approaches to promoting language skills and language learning strategies. Designed for pre-service and in-service teachers of any language, this course emphasizes the development of effective decision making by constantly drawing connections between theory and practice and encouraging reflection on students' language learning and teaching experience. The major tasks for this course include writing a critical review of currently available teaching materials and a teaching philosophy, both grounded in current research and practice.

This fully-online course has 12 weekly modules. These modules, consisting of instructor videos, readings, useful links, published videos, and assignments, can be accessed through the course page on Michigan State University's learning management system, Desire2Learn (<http://d2l.msu.edu>). This course requires online participation, weekly quizzes, four written assignments, and a final exam.

COURSE OBJECTIVES

By the end of the semester, students in this course will be able to do the following:

1. Explain the development of language teaching methodologies and use the rationale behind current methods and teaching practices to inform your own teaching practice.
2. Read, understand, and think critically about current research pertaining to teaching methods and language teaching techniques to inform curriculum development.
3. Develop activities and materials for language learners and evaluate such materials based on criteria relevant to the concepts we cover in the course.
4. Reflect on your own teaching experience and observations of other teachers in action.
5. Provide a professional review of foreign or second language materials that can be used for initial textbook adoption, guidance in the use of materials, or the adaptation of materials.

6. Convey to others a coherent, well-articulated, and theory-based teaching philosophy grounded in empirically tested research.

ONLINE COURSE PAGE AND COURSE MANAGEMENT

The Web space for this course is on Michigan State University's current learning management system, Desire2Learn. Log in at <http://d2l.msu.edu> using your MSU NetID and password. Because this course is fully online, our D2L page is essentially our classroom. This page will be used for sharing materials, linking to external sites and tools, submitting assignments, communicating via email and discussion board, completing quizzes, reporting grades, and more. D2L runs well in most browsers (Internet Explorer, Chrome, Firefox) and can also be accessed with mobile devices. Note that you can set up various alerts in D2L that will send a message to your email account or phone when you have new items, upcoming due dates, and so on.

Because D2L will be so essential to the functioning of our course, it is essential that you familiarize yourself with D2L as soon as possible if you have not used it before. There are general tutorials for D2L in the MAFLT Community. Contact me if you need help accessing them. Please explore the help page and our D2L page on your own, but if you still need assistance, do not hesitate to let me know. If you are attempting to complete a task or submit an assignment on D2L and have technical trouble, you can contact the D2L support team by clicking **Help** from within D2L and submitting a request online or by phone.

Local: (517) 432-6200

Toll Free: (844) 678-6200

Email: reachout@msu.edu

HARDWARE AND SOFTWARE

In order to participate in this course, you will need the following technology, all of which I hope you already have at your disposal.

- MSU NetID and email account, set up and checked regularly (every 24 hours at minimum)
- Reliable and relatively fast internet connection
- Web camera and microphone for videos, online conferences, etc.
- Microsoft Office or compatible suite of word processing and presentation software (2003 or later)
- Adobe Acrobat or other PDF reader (free download)

CLASS POLICIES

1. COURSE MODULES AND WEEKLY ACTIVITIES

As mentioned above, this course consists of 12 modules. Each module will become available by the end of the day on **Wednesday** of the current week, and weekly assignments will be due on the following **Tuesday by midnight**. (For the purposes of this course, it may help to think of Wednesday as the first day of the week.) You will also have two weeks at the end in which you will work on final assignments (described below). Many online courses allow students to complete tasks at their own pace, as long as the requirements are completed by the end of the semester. In this program, however, courses rely on regular and consistent participation.

It is recommended that you set aside **6-12 hours per week** for course tasks. Your workload will vary depending on when you have major assignments due. Please plan to complete assignments on time each week. In most cases, you will receive feedback via D2L in a matter of days.

2. INSTRUCTOR-STUDENT AND STUDENT-INSTRUCTOR COMMUNICATION

Because this class is online, our communication by internet and phone will be very important. For communication that pertains to the whole class, I will use **News** announcements in D2L or MSU email. For individual communication, I will use your **MSU email account**, not a personal account (this choice is for security and consistency). Please make sure that you check your MSU account regularly (at least every 24 hours) or have your MSU email forwarded to an address that you do check regularly. You may also email me directly at any time at templeesa@msu.edu. Additionally, we will make use of a virtual meeting tool called **Zoom** for synchronous (real-time) communication such as office hours, review sessions, etc.

Making Appointments: Throughout the semester, you are welcome and encouraged to make appointments with me for office hours. We can make use of the phone or Zoom video meetings. If you live near East Lansing, you may certainly come to my office. In order to make an appointment, go to the following ScheduleOnce site (also listed on our D2L home page) and select at least two available times:

<http://www.meetme.so/amandatemple>

Please strive to make these appointments *at least 24 hours* in advance. I will confirm the time and send further instructions. For brief questions, feel free to call without making an appointment.

3. GENERAL REQUIREMENTS FOR WRITTEN WORK

a. **Content and quality:** All assignments are expected to be well written. Assignments will be graded on *depth of coverage* (comprehensive/ thorough treatment of the topic reflecting a clear understanding of the subject), *presentation* (clear, concise, readable prose), and *argument* (strength of evidence, and attention to counter arguments where necessary). You will need to use effective strategies for planning, editing, and proofreading your work. Carefully review and follow the individual Guidelines document for each written assignment.

In many cases, you will submit multiple drafts of major assignments. For these assignments, even the first draft needs to fulfill the assignment guidelines completely and will receive instructor and often peer feedback. In addition, you are encouraged to ask someone you trust to review your writing before submitting it to me. This practice is recommended for non-native and native speakers of English and will improve your control of language and style. No professional writing assistant may provide you with help on content, though you can ask someone to proofread your work (i.e., correct spelling and grammar errors). Your assignments must be original and not used in any other class (prior or present) without approval by me and the professor of that other class. Any use of others' work or ideas other than properly cited references to published material will be considered plagiarism and subject to disciplinary action.

b. **Document Format:** All work should be typed and double-spaced. By default, use Times New Roman size 12 font and 1-inch margins all around. In the top left corner of the first page, always include a heading that contains your full name, the course number, and the date. Also, indicate the assignment in the heading or in the title. For example, your teaching philosophy would have this heading and title:

Ima Nay Student
FLT 807 – Temples
October __, 2016

Teaching Philosophy (Draft 1)

c. **File Format:** Turn in all written assignments that must be turned in electronically in MS Word format (.doc or .docx). I should be able to open Word files created in any version of Microsoft Office (or compatible with MS Office) 2013 or earlier. Please be aware that OpenOffice documents are not always smoothly compatible with MS Word and D2L. Do not submit PDFs. I will not accept PDFs for written assignments. Do not submit other document types unless you have checked with me that I can read them on my computer and run them through MSU's plagiarism checker. See each assignment's Guidelines document for further details.

The **file name** for each and every file you submit should include **your last name** and the **title of assignment**. If there will be multiple drafts of the assignment, also indicate the draft number. Please keep in mind that I have many students in multiple courses, and you want me to be able to easily identify your work.

WRONG: ImaNayStudent_Paper1.docx (vague)
WRONG: FLT807Methods_TeachingPhilosophy.docx (no name or draft #)
RIGHT: **LastName_FLT807_TeachingPhilosophy_Draft1.docx**

d. **Submitting Written Work:** All assignments should be submitted to the appropriate **D2L Dropbox**. (Please note that this dropbox has no relation to the popular web-based tool Dropbox.com.) These folders will close after the due date. Please do **not** submit papers by **email** unless you are having technical trouble with D2L and cannot resolve it through the Help Desk. After you believe that you have uploaded your file, I recommend that you refresh the page and make sure that it appears in your D2L dropbox.

Students often ask about the importance of staying within **length requirements**. The recommended range for each task is intended to help you estimate the scope and demands of the assignment. Points will be deducted if the length is more than 10% above or below the limit. If your document is too short, consider adding another key point, further examples, or more detailed explanations. If your document is too long and you are finding it difficult to cut it down, return to your outline and reconsider what material is most important for fulfilling the purpose of this paper. You may need to remove or combine sections or reorganize the content in other ways.

e. **Citations:** When your written assignment includes references to published works of any kind, use APA format to cite the original source. You can find examples in the list of readings below and/or use the online resources listed below, on our D2L page, and on our MAFLT Library Guide. While I fully understand that using sources appropriately is an academic skill that you may still be acquiring in graduate school and will support you in that process, you must strive to observe appropriate citation practices in **any and all work** you submit for this course. That includes papers, presentations, quizzes and exams, discussions, and so on. See further information on academic integrity and penalties for plagiarism in the University Policies section.

Note that APA format also provides guidelines on using non-sexist and inclusive language. If you need more information about what constitutes sexist language and how to avoid it, you can consult the APA manual or talk to me. Please see further information on academic honesty and plagiarism under University Policies.

f. **Instructor Feedback and Revision:** Feedback is usually provided via D2L Dropbox, which you can access directly under the Assessments menu. When your assignment has been graded, the comments and related documents will be uploaded to the same dropbox folder where you submitted your work. To access it, go the dropbox list and click the icon in the Feedback column. If there is no icon, your assignment has not yet been graded. When you revise a draft and submit a final version, please include a cover note that draws my attention to changes that you have made. You can include this as a comment in the file, as a separate file, or as text in the comment box in D2L Dropbox when you submit the document.

4. **LATE ASSIGNMENTS**

You are responsible for handing in all assignments on time (by 11:59 PM on due date). I have the right to refuse acceptance of any late assignments. If you know that you will need to turn in an assignment after the due date, you may request an extension. In these cases, a percentage (beginning at 10%) from that assignment score will be deducted. The only exception to this policy is a documented medical emergency.

5. **WITHDRAWAL POLICY**

If you are enrolled in this course, then I assume that you will be participating in the course and completing assignments on a weekly basis, beginning with the first week of class. If you decide to withdraw from the course, please inform me as soon as possible. YOU must then un-enroll YOURSELF from the course. The deadlines to drop and receive a refund and drop with no grade penalty (W, not F) are clearly listed in the schedule system (<http://schedule.msu.edu/>). You can click on a course's section number to see the date by which you must drop if you would like to receive a refund (not pay for the class). The professor cannot un-enroll you. For information about dropping a course, go here:

<http://www.reg.msu.edu/ROInfo/EnrReg/Lateadds.asp>.

COURSE REQUIREMENTS

The following table provides a summary of the tasks and assignments for this course. You will receive a Guidelines document via D2L pertaining to each major task.

Tasks		Weight	Due Date
Participation Tasks		30%	
Guided Reading Quizzes	Each week class readings will be assigned (see schedule below). In order to promote comprehension and critical thinking regarding these readings, you will answer guided reading questions using the quiz function in D2L each week.	12%	Every week – complete by Tuesday midnight
Discussion participation and tasks	Participation in class discussions via the D2L Discussion forums is an important element of participation in this course. Each week’s prompt(s) will ask you to reflect on the week’s readings and videos. Usually, you will also be asked to use them to complete a related task, which you will attach to your discussion post. Be sure to read others’ posts. For full credit, reply to <i>at least one</i> classmate’s post.	18%	Every week - complete by Tuesday midnight
Current Practices Tasks		35%	
Classroom Observation Task	Students will observe an experienced language teacher in action and submit observation notes and a thoughtful, thorough reflection in which you discuss the class and the classroom environment, the teacher’s planning and practices, student participation, and the impact this observation has had on your beliefs and practices. As an alternative for those who are not able to access an experienced teacher’s classroom, you may write a reflection discussing and comparing at least three methods from the Bateman & Lago (2011) video series.	10%	Week 5 – 10/11
Activity Design Task	In pairs or groups, you will design a classroom activity that focuses on developing skills in one of the following communicative modes: Speaking, Listening, Reading, or Writing. A template for submitting the design will be provided, and you will present your plan as a group in a virtual meeting.	10%	Week 7 – 10/25 Virtual meetings TBD
Textbook Review	Students will turn in a review of a foreign or second language textbook (published with a reputable publishing company after the year 2005). It is entirely appropriate to use a book with which you are already familiar or that you would like to use in the future. You will receive further instructions about peer review, which accounts for a portion of your grade.	15%	Draft – 11/8 Peer review – 11/15 Final – by Fri 12/16 at 5pm
Cumulative Review		15%	
Final Exam	Students will complete a cumulative review at the end of the semester. This task is intended to solidify the student’s memory of key concepts and to help the student revisit and consolidate key arguments related to the teaching and learning of foreign languages. You will receive a study guide with possible questions at least two weeks before the exam is due.	15%	Complete by Tuesday midnight, 12/13
Teaching Philosophy		20%	
Language Learning Autobiography	The language learning (and teaching) autobiography serves three purposes: 1) to encourage reflection on experiences that have shaped your language learning beliefs; 2) to provide your instructor with a writing diagnostic and establish practices for future written assignments; and 3) to serve as the initial step of writing your teaching philosophy, which often includes reflections on your own experience.	5%	Week 2 – 9/20

Teaching Philosophy	The teaching philosophy is an important means of articulating a teacher's beliefs and approaches and a key element of many job applications. This assignment will be revisited in FLT 817 and included in the final MAFLT Portfolio. Your essay should not exceed 1000 words. You will receive further instructions about peer review, which accounts for a portion of your grade.	15%	Draft – 11/29 Peer review – 12/6 Final – by Fri 12/16 at 5pm
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Note: Grades will be reported on an ongoing basis in D2L. If you have questions or concerns about how your grade appears or is being calculated, please contact me.

GRADING SCALE

Grading is an extremely complex task. I view each course as a developmental process and each draft of each assignment as a step in that process. Also, I value transparency and clarity in grading. To that end, you will receive a rubric for each assignment detailing the features that I expect to see, and I will use this rubric to assign your grades and provide specific comments. I expect you to use these comments to improve further drafts and assignments. In addition, I will read all the submissions for a given task before assigning grades. Since you are all graduate students, I expect each of you to receive a 3.5 or above.

If you get a 94% or above in this class, you will receive a 4.0. This shows that you met all requirements for the course and demonstrated your learning to an exceptional degree, and you even exceeded expectations in this course. Scores between 88% and 93% are a 3.5, 82% to 87% are a 3.0, etc.

94% or above is a 4.0 (A)	The student met all requirements for this course and demonstrated his or her learning to an exceptional degree and exceeded expectations in the course.
88% to 93.9% is a 3.5 (A-)	The student met all requirements for this course and demonstrated his or her learning very well.
82% to 87.9% is a 3.0 (B)	The student met most of the requirements for this course and demonstrated his or her learning relatively well.
76% to 81.9% is a 2.5 (C+)	The student did not fulfill all requirements for this course. Learning was demonstrated adequately.
70% to 75.9% is a 2.0 (C)	The student did not fulfill the requirements for this course. Learning was demonstrated somewhat adequately.

At the end of the semester, I reserve the right to adjust final averages based on the distribution of grades in the class. If I do adjust the grades, they will be adjusted fairly across all students, and they will only be adjusted upward.

RESOURCES

Your primary resource and the starting place from which you will link to other resources is our Desire2Learn page at <http://d2l.msu.edu>. Note the list of **Links** in the navigation bar and the corresponding **User Links** box on the home page. Another very important resource and starting place is the MSU Library Research Guide that has been specifically designed for our program by our liaison librarian, Stephanie Perentesis. You can access this page at <http://libguides.lib.msu.edu/maflt>. This useful guide will help you to identify articles and books that are required readings or useful sources for your paper and presentations. You are welcome to contact Stephanie (perente1@msu.edu) for assistance with your library research for the course tasks. She understands the nature of these assignments and can guide you in your search.

Here are some of the websites that may be useful to you during this course and beyond. Please let me know if you have questions about any of these sites. You will also be welcome to recommend other resources via D2L.

- **Professional Resources:**
 - ACTFL - American Council on the Teaching of Foreign Languages: <http://www.actfl.org>
 - TESOL - Teaching English to Speakers of Other Languages: <http://www.tesol.org>
 - NFLRC – National Foreign Language Resource Centers: <http://www.nflrc.org> (particularly CLEAR, CARLA, and COERLL)
 - LinguistList: <http://linguistlist.org/>
 - MLA Language Map: http://www.mla.org/map_main
- **Writing and Research:**
 - MSU Library Guide for MAFLT Program: <http://libguides.lib.msu.edu/maflt>
 - Google Scholar: <http://scholar.google.com/> - Modify the settings to tell Scholar to connect to the MSU library and offer options for downloading citation information. Look for further instructions in the MAFLT Library Guide.
 - Library links to citation style guides, citation management software, tutorials, and related resources: <https://www.lib.msu.edu/research/cite-resources/>.
 - OWL at Purdue – APA Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>
- **MSU Academic Calendar:** <http://www.reg.msu.edu/roinfo/calendar/academic.asp>

UNIVERSITY POLICIES

Academic Integrity:

The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University. The MAFLT Program adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See MSU Policies on Academic Integrity.)

You are responsible for knowing MSU’s policy on academic honesty and plagiarism. Plagiarism can include accidental failures to cite appropriately, blatant use of others’ words or ideas without proper attribution, self-plagiarism involving submission of the same paper in multiple courses, and other activities that constitute breaches of trust between instructors and students regarding student work. Familiarize yourself with this site: <http://www.msu.edu/unit/ombud/academic-integrity/>. Note that this web site states that “plagiarism not only is legally wrong but also morally corrosive... Any paper based upon the writing of others should *acknowledge every source used.*”

Academic integrity also assumes that any and all work submitted by a student is generated by that student for the purposes of that course. Therefore, students should never:

- claim or submit the academic work of another as one’s own
- procure, provide, accept or use any materials containing questions or answers to any examination or assignment without explicit authorization from the instructor
- use the <http://www.allmsu.com> website to complete any work for this course
- complete or attempt to complete any assignment or examination for another individual without proper authorization
- allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization
- submit coursework completed for another course to satisfy the requirements of this course.

Possible penalties for breaches of academic integrity include: (a) receiving a penalty grade on the assignment, (b) failing the assignment, or (c) failing the class. Please note that unfortunately all three types of penalties have been given out to MSU undergraduate and graduate students before. If I give you a penalty, I am expected to and will inform the director of your program and other relevant faculty of the penalty. Note that plagiarism can lead toward expulsion from MSU.

Use of Social Media Derived from the Course:

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students that are the copyrighted property of the course instructor are subject to the following conditions of use:

- **Use of instructional materials:** Students may use course materials including videos, lecture slides, and readings **only** for their own course-related purposes.
- **Sharing of instructional materials and recordings:** Students may not post any course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor, and if applicable, any students whose voice or image is included in the recordings.
- Any student violating the conditions described above may face academic disciplinary sanctions.

Online Instructional Rating System:

Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction, and has implemented the SIRS (Student Instructional Rating System) process to gather student feedback. The course utilizes the “online SIRS” system. You will receive an e-mail sometime during the last two weeks of class asking you to fill out the SIRS online form at your convenience. Please note the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been filled out. You will have the option on the online SIRS form to decline to participate in the evaluation of the course – we hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future. You may find out more about the SIRS system at <http://sirsonline.msu.edu>.

Disability Accommodation Requests:

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at <http://www.rcpd.msu.edu>. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible. Please visit: <http://www.rcpd.msu.edu/Awareness/Home>.

MSU Religious Observance Policy:

It has always been the policy of MSU to permit students and faculty to observe those holidays set aside by their chosen religious faith. Students who are absent from classes on these days should not be seriously disadvantaged. It is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors. (Please see <http://www.reg.msu.edu/ROInfo/Notices/ReligiousPolicy.asp>).

FLT 807 - COURSE SCHEDULE – Fall 2016

Schedule	Complete by:	Readings	Major Tasks
Module 1 History of FLT	Sept. 13	<ul style="list-style-type: none"> TPLT Ch 1 Introduction TPLT Ch 2 Grammar-Translation Bateman & Lago Video - Grammar-Translation 	Introductory Survey
Module 2 Mid-century Methods	Sept. 20	<ul style="list-style-type: none"> TPLT Ch 3 Direct Method TPLT Ch 4 Audio-Lingual Bateman & Lago Video – Audiolingual 	DUE: Language Learning & Teaching Autobiography
Module 3 Experimental Methods	Sept. 27	<ul style="list-style-type: none"> TPLT Ch 5 Silent Way TPLT Ch 6 Desuggestopedia TPLT Ch 7 Community Language Learning Bateman & Lago Video – Natural Approach 	Submit textbook choice for approval
Module 4 The Communicative Turn	Oct. 4	<ul style="list-style-type: none"> TPLT Ch 8 Total Physical Response TPLT Ch 9 Communicative Language Teaching Bateman & Lago Videos – CLT, TPR Storytelling ACTFL Standards, Performance Descriptors 	
Module 5 Content and Context	Oct. 11	<ul style="list-style-type: none"> TPLT Ch 10 Content-Based Instruction Fortune, Tedick, & Walker (2011) – Integrated language & content in immersion Bateman & Lago Video - CBI 	DUE: Classroom observation task
Module 6 Task-Based Instruction and Materials	Oct. 18	<ul style="list-style-type: none"> TPLT Ch 11 Task-Based Language Teaching Tomlinson (2012) Materials Development Bateman & Lago Videos – Task-Based Instruction ACTFL Can-Do Statements 	
Module 7 Communicative Modes	Oct. 25	<ul style="list-style-type: none"> Richards & Lockhart (1996) Ch 7 Interaction in the L2 Classroom Assigned chapters on Speaking, Listening, Reading, and Writing (TBA) COERLL FLT Methods Modules (http://coerll.utexas.edu/methods/) 	DUE: Activity Designs & Presentations (via virtual meeting)
Module 8 Grammar and Vocabulary	Nov. 1	<ul style="list-style-type: none"> Ellis (2006) Current issues in teaching of grammar Zyzik & Polio (2008) – Incidental focus on form in Spanish literature courses de la Fuente (2006) Classroom L2 vocabulary acquisition 	
Module 9 Planning Lessons and Courses	Nov. 8	<ul style="list-style-type: none"> Purgason (2014) <i>Teaching ES/FL</i> Ch 23 Lesson Planning Graves (2014) <i>Teaching ES/FL</i> Ch 4 Syllabus and Curriculum Design 	DUE: Textbook review (Draft 1)
Module 10 Strategies and Motivation	Nov. 15	<ul style="list-style-type: none"> TPLT Ch 12 Political Dimensions TPLT Ch 13 Learning Strategies Ushioda (2011) Language learning motivation, self, and identity 	Complete peer review of textbook review

HOLIDAY	Nov. 21-25	Thanksgiving Week No new material	
Module 11 Reflective Teaching	Nov. 29	<ul style="list-style-type: none"> • Murphy (2014) Teaching ES/FL Ch 39 Reflective Teaching • Bateman (2008) – T beliefs re: using target language 	DUE: Teaching philosophy (Draft 1)
Module 12 Emerging Technology	Dec. 6	<ul style="list-style-type: none"> • TPLT Ch 14 Emerging Uses of Technology • Wu & Chang (2012) – Chinese HLL Curriculum • Kumaravadivelu (2001) – Toward a Postmethod Pedagogy 	DUE: Peer review of teaching philosophy
Cumulative Review	Dec. 13	<ul style="list-style-type: none"> • TPLT Ch 15 Conclusion (optional) • Cumulative Review – The review exam will be available online via D2L, much like your module quizzes. Study guides will be provided via Google Docs. 	DUE: Cumulative Review by Tuesday midnight
Final Assignments	Dec. 16	The final textbook review and teaching philosophy must be turned in via D2L by the end of the MSU exam period. Submit a cover note identifying key revisions with your final draft.	DUE: Final versions by 5 p.m. Friday, Dec. 16.

Notes:

- See the Course Materials list for further details on each assigned reading. TPLT is our course textbook, and Bateman & Lago refers to the video series available via D2L. You will receive further guidance via D2L.
- All assignments are due at 11:59 p.m. Tuesdays EXCEPT for the final versions of your major papers, which are due at 5:00 p.m. on the last Friday of the semester.
- Exact dates and times for any and all virtual meetings will be set to fit the schedules of as many students as possible. I will send you a survey with questions about your availability.

COURSE MATERIALS

Textbooks:

TPLT = Larsen-Freeman, D., & Anderson, M. (2011). *Techniques & principles in language teaching*. Oxford: Oxford University Press.

HBLT = Long, M. & Doughty, C. (Eds.). (2009). *The handbook of language teaching* [Wiley Online Library version]. Retrieved from <http://onlinelibrary.wiley.com>. (Access via MSU Library)

Video Series (available within D2L):

Bateman, B., & Lago, B. (Eds.). (2011). *Methods of Language Teaching* (video series). New York: Routledge.

External Web Sites:

ACTFL Standards = American Council on the Teaching of Foreign Languages – <http://www.actfl.org>

CeLTA Learner Training = Center for Language Teaching Advancement at MSU - <http://learninglanguages.celta.msu.edu/>.

COERLL Modules = Center for Open Educational Resources and Language Learning (COERLL) Foreign Language Teaching Methods - <http://coerll.utexas.edu/methods/>

Readings from other textbooks (PDFs or links to e-books will be provided):

- Fortune, T.W., Tedick, D.J., and Walker, C.L.** (2008). Integrated language and content teaching: Insights from the immersion classroom. In Fortune, T. W., & Tedick, D. J. (Eds.). (2008). *Pathways to multilingualism: Evolving perspectives on immersion education* [electronic resource] (pp. 71-96). Clevedon, UK: Multilingual Matters.
- Graves, K.** (2014). Ch 4: Syllabus and curriculum design for second language teaching. In Celce-Murcia, M., Brinton, D., & Snow, M.A. (Eds.), *Teaching English as a second or foreign language* (4th ed.) (pp. 46-62). Boston, MA: Heinle.
- Murphy, J.** (2014). Ch 39: Reflective Teaching: Principles and Practices. In Celce-Murcia, M., Brinton, D., & Snow, M.A. (Eds.), *Teaching English as a second or foreign language* (4th ed.) (pp. 613-629). Boston, MA: Heinle.
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