

**ROML7700: Teaching Foreign Languages at the College Level
Fall 2008**

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Office Hours: Monday 1:25-2:15
Tuesday 2:30-3:20
Thursday 2:00-2:50
(and by appointment)

Textbook:

Omaggio, Alice Hadley. *Teaching Language in Context*. 3rd edition. Boston: Heinle & Heinle, 2001.

Goals of the course:

- ✓ To provide a theoretical and historical introduction to the teaching of foreign /second languages.
- ✓ To present and critique the methods and approaches common to our profession.
- ✓ To learn and to put into practice the pedagogical principles of “communicative competence.”
- ✓ To provide suggestions and advice for teaching foreign languages.

Grade distribution:

Tests :	20%	Teaching Portfolio:	15%
Final Exam:	15%	Presentation (discussion of an article, with practical application) :	15%
3 Observations/critiques:	15%	Preparation, discussion (including the practical exercises you'll prepare):	20%

No late work will be accepted.

Supplementary Readings:

- Barnett, Marva. “Writing as a Process.” *The French Review* 63 (1989): 31-44.
- Carroll, Raymonde. *Cultural Misunderstandings : The French-American Experience*. Trans. Carol Volk. Chicago: U Chicago P, 1988. (selections)
- Farley, Andrew P. *Structured Input: Grammar Instruction for the Acquisition-Oriented Classroom*. Boston: McGraw-Hill, 2005. (selection)
- Higgs, Theodore. “Teaching Grammar for Proficiency.” *Foreign Language Annals* 18 (1985): 289-296.
- Kramsch, Claire. *Context and Culture in Language Teaching*. Oxford: Oxford UP, 1993. (selections)
- Krueger, Cheryl. “Humanizing Language Courses with Technology, Songs, and Film.” *Teaching with Technology*. Ed. Laura Lomick and Jessamine Cooke-Plagwitz. Boston: Heinle, 2004.
- Schofer, Peter. “Priority: Curriculum. Literature and Communicative Competence: A Springboard for the Development of Critical Thinking and Aesthetic Appreciation, or Literature in the Land of Language.” *Foreign Language Annals* 23 (1990): 325-334.
- - - . “Theoretical Acrobatics: The Student as Author and Teacher in Introductory Literature Courses.” *Text as Culture: Teaching Through Literature and Language*. Fort Worth, TX: Harcourt, 2002.
- Savignon, Sandra J. *Communicative Competence: Theory and Practice*. 2nd ed. Boston: McGraw-Hill, 1997.
- Shrum, Judith L. and Eileen W. Glisan. *Teacher’s Handbook: Contextualized Language Instruction*. 3rd ed. Boston: Thomson Heinle, 2005.
- Steele, Ross and Andrew Suozzo. *Teaching French Culture*. Chicago: NTC, 1994. (selections)
- Stepp-Greany, Jonita. “Student Perceptions on Language Learning in a Technological Environment: Implications for the New Millennium” *Language Learning & Technology*. January 2002, Vol. 6, Num. 1 pp. 165-180.
<http://llt.msu.edu/vol6num1/steppgreany/>.
- Storme, Julie and Mana Derakshani. “Defining, Teaching, and Evaluating Cultural Proficiency in the Foreign Language Classroom.” *Foreign Language Annals* 35 (2002): 657-668.
- Swaffar, Janet and Andrea Vlaten. “A Sequential Model for Video Viewing in the Classroom.” *The Modern Language Journal* 81.2 (1997): 175-188.
- Walz, Joel. “The Classroom Dynamics of Information Gap Activities.” *Foreign Language Annals* 29 (1996): 481-494.

Présentations:

1 October	Translingual / transcultural competence	
8 October	Content-based instruction	
15 October	Heritage learners	
5 November	Computer-assisted instruction (CALL)	
12 November	Pedagogical innovations	

Course Syllabus: ROML7700

Fall 2008

DATE		Material covered in class on this day; students must prepare <i>before</i> class.
Aug.	20W	Introduction to the course; discussion of orientation; ideas and suggestions; additional lab training; video
	27W	Omaggio, p. 1-43: Intro to Communicative Competence; Activity 5, p. 43; Supplementary reading: Shrum & Glisan (Be prepared to discuss how we can apply this to what we do in our classrooms)
Sept.	3W	Omaggio, p. 51-80: Theoretical perspectives on language learning; Activities 2 and 5, pp. 80-81 Supplementary reading: Farley (Be prepared to discuss how we can apply this to what we do in our classrooms)
	10W	Omaggio, p. 86-130: Principles and Priorities in Methodology; Activities 3 and 5, p. 130
	17W	Omaggio, p. 139-169 : The role of context; Activity 1, p. 169 ; Supplementary reading: Kramsch (Be prepared to discuss how we can apply this to what we do in our classrooms) Observation #1 due
	24W	Exam #1 (1.5 hours); Omaggio, p. 176-203: Reading and Listening; Supplementary reading: Swaffar & Vlatten. Create an activity using a film that you could use for the level you are currently teaching. Make copies for everyone (5) and be prepared to discuss the objectives, the film choice, the way the activity works, the way it relates to Swaffar and Vlatten's article, etc. Bring along the film, if possible.
Oct.	1W	Omaggio, p. 203-223: Reading and Listening (continuation); Prepare a listening comprehension activity for the lesson that you will teach during the week of the 6-10 October; make copies for everyone (5) and be prepared to discuss the objectives, the way the activity works, etc. Supplementary reading: Krueger. Create an activity using a song (or film clip) that you could use for the level you are currently teaching. Make copies for everyone (5) and be prepared to discuss the objectives, the song choice, the way the activity works, the way it relates to Krueger's article, etc. Presentation #1
	8W	Omaggio, p. 230-272: Speaking; Activities 3 and 5, p. 272-273; Supplementary reading: Walz. Create an IGA that you could use for the chapter you are currently doing in the textbook for your course. Make copies for everyone and be prepared to discuss. Supplementary reading: Higgs. (Be prepared to discuss how we can apply this to what we do in our classrooms) Presentation #2
	15W	Omaggio, p. 280-338: Writing; Activities 3 and 4, p. 338. Presentation #3
	22W	Supplementary reading: Barnett. Create a writing activity that you could use for the level you are currently teaching. Make copies for everyone (5) and be prepared to discuss the objectives, the way the activity works, the way it relates to Barnett's article, etc. Create a grading rubric as well, and make copies for all. Observation #2
	23R	*midterm withdrawal deadline*
	29W	Exam #2 (1.5 hours); Omaggio, p. 345-358: Culture
Nov.	5W	Omaggio, p. 358-384: Culture (end); Supplementary reading: Steele & Suozzo. (Pick a chapter from the text for the level you're teaching and make a list of the cultural topics covered, as well as adding any others that you think could/should be covered but are not.) Culture Supplementary reading: Storme and Derakshani. (Be prepared to discuss how we can apply this to what we do in our classrooms) Presentation #4
	12W	Supplementary reading: Carroll; Prepare a culture activity from your text, using Carroll as a guide. Make copies for everyone (5) and be prepared to discuss the objectives, the way the activity works, the way it relates to Carroll's article, etc. Presentation #5

	19W	Omaggio, p. 431-447 and 456-466; Testing (continued) and Guidelines for Planning Lessons; Activity 5, p. 466: Using the current syllabus, prepare a lesson for a class that you would teach from the current chapter of your textbook (classroom lesson, not lab lesson). Make copies for everyone and be ready to discuss your lesson. Be sure that you can identify the parts of the lesson, explain the objectives, etc. Activity 6, p. 466
	26W	Thanksgiving Holiday
Dec.	3W	Supplementary reading: Schofer. (Be prepared to discuss how we can apply this to what we do in our classrooms) Teaching Portfolio
	10W	Reading Day
	15M	Final Exam (3:30-6:30PM)

You will receive detailed instructions concerning your classroom observations, your oral presentation, your supplementary readings and activities, and your teaching portfolio. Look for them on WebCT, which is also where all of the supplementary readings will be posted.