

# LG 356: Approaches to Foreign Language Teaching

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Office:	8th Fl., Liberal Arts Bld.	Time:	W 1:30 p.m.-4:30 p.m.
Hours:	T 1 p.m.- 4 p.m.; W 9 a.m.- 12 p.m.	Credits:	3/48 hours

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*The course syllabus provides a general plan for the course; some modifications may be necessary in response to students' needs and classroom interaction.*

## 1. Course Description

[Thai] ความเป็นมาของการสอนภาษาต่างประเทศ วิธีการสอนแบบต่างๆ การประยุกต์ทฤษฎีทางภาษาศาสตร์ จิตวิทยา ภาษาศาสตร์สังคม และศาสตร์อื่นๆที่เกี่ยวข้องกับการเรียนการสอนภาษา ฝึกปฏิบัติด้านการสอน ภาษาต่างประเทศและ/หรือมีการศึกษานอกสถานที่

[English] This course introduces students to current approaches in foreign language teaching. It focuses specifically on communicative and task-based language teaching principles as a basis for teaching language skills. The course is divided into three sections. We begin with a discussion of instructed second language acquisition, emphasizing the role of language instruction in second language development. Next, we will explore communicative and task-based language teaching and relate these approaches to task design and lesson planning. Last, we will study how each of the four language skills (listening, speaking, reading, and writing) can be taught. Students will gain teaching experience as they plan and deliver lessons. Students are also encouraged to reflect on their beliefs about language learning and teaching as well as engage in a critical reflection of their teaching.

## 2. Course Objectives

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

- Plan, design, and create unit lessons that reflect communicative and task-based language teaching principles.
- Deliver lessons in alignment with their stated objectives.
- Form and articulate beliefs about language learning and teaching while demonstrating an ability to tie those beliefs to personal experience and/or second language acquisition research.
- Read, critique, and evaluate current research on the methods and practices of foreign language teaching.

## 3. Classroom-based Expectations

- **Tardiness can affect your success in class.** Classes start on time, and the first order of business (for most classes) will be a graded reading quiz (see below). I ask that you show respect to your classmates by arriving to class on time.

- **Group work is strongly encouraged.** Teaching is collaborative work, and we aim to foster that culture in this course. You may prefer to work individually on some assignments, which is acceptable. If you prefer to work alone on an app review assignment (see below), please talk to me. However, teaching demonstrations are to be completed in groups.
- **Please set your phone to vibrate before class.** Kindly put your phone away during class. If you anticipate any emergency calls during class, let me know before class starts.
- **You are responsible for handing in assignments on time.** I have the right to refuse acceptance of any late assignment. Please communicate with me early if you anticipate having trouble completing any assignment in a timely manner.
- **Your assignment must be original.** Plagiarism is not tolerated. Cite other people’s work (e.g., words, ideas, or phrases) in your paper, following APA style and format. If you plagiarize an assignment, you will receive a failing grade for that assignment.
- **English is our class language.** Your assignments will be completed in English. While I expect your assignments to be well-written, I will not deduct points solely based on grammatical errors. If you need writing assistance, talk to me so we can explore available options to help you improve your writing.

## 4. Grading Scale

In this course, I assign grades based on how well students perform with respect to course goals. The grading scheme outlines key letter grades and their description.

85% or above is a 4.0 (A)	The student met all requirements for this course and exhibited mastery of content knowledge to an exceptional degree. S/he also demonstrated strong evidence of high quality teaching.
80% to 84% is a 3.5 (B+)	The student met all requirements for this course and exhibited mastery of content knowledge extremely well. S/he also demonstrated ample evidence of high quality teaching.
75% to 79% is a 3.0 (B)	The student met most of the requirements for this course and showed that s/he learned most content well. S/he also demonstrated evidence of effective teaching.
70% to 74% is a 2.5 (C+)	The student met some of the requirements for this course and showed that s/he learned some content well. There is some evidence of effective teaching.
65% to 69% is a 2.0 (C)	The student met a few requirements for this course and occasionally showed that s/he learned some content. There is some evidence of effective teaching.
60% to 64% is a 1.5 (D+) 55% to 59% is a 1.0 (D) Below 54% (F)	The student failed to meet requirements for this course. Her/his learning was rarely demonstrated. There is little to no evidence that s/he could teach effectively.

## 5. Assignments

### 5.1 Belief statement [Mock teaching philosophy] (5%)

**Due date:** W 01/27 [Week 2]

**Description:** You will write a statement that describes your beliefs about second language (L2) learning and teaching in relation to L2 acquisition research and your personal learning (and/or teaching) experience. This statement should discuss—with adequate detail—**what you truly believe in** and **what has led you to form these beliefs**. The aim of this assignment is to get you

to formulate your personal theories of teaching. Your statement should not be fewer than 200 words.

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## 5.2 Foreign language-learning app review (20%)

**Due date:** W 03/03 [Week 7]

**Description:** You will turn in a review of foreign language-learning app (e.g., Babble and Duolingo). **You can work in pairs or groups of three.** The review should discuss key communicative (CLT) and/or task-based language teaching (TBLT) principles you can find in the app. Elaborate on those principles with examples. You may provide screenshots of the app. The review should comprise 800 to 1000 words, excluding screenshots, and contain the following information:

- A descriptive summary of the app (e.g., how many lessons in language X, how many levels and units, etc);
- A discussion of key CLT/TBLT principles along with examples;
- Your overall impression of the app (e.g., how useful is it? Who would benefit from it? Will it help learners develop competent use of a language?).

Give yourself ample time to play around with the app you choose. The more time you spend with the app, the more insightful your review will be.

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## 5.3 In-class quiz (15%)

**Due date:** N/A

**Description:** You will complete **5 open-book quizzes** (mostly in the first half of the semester). Each quiz is designed to **assess your understanding of reading materials assigned for that particular week.** As you read, focus on main points and/or arguments made by author(s). Each quiz will take place at the beginning of the class, so make sure you come to class on time. **Note that no makeup quiz will be given.**

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## 5.4 Micro-teaching (20%; lesson plan = 10% and teaching demonstration = 10%)

**Due date:**

- lesson plan = Tuesday one week prior to your teaching
- teaching = Weeks 12 to 15

**Description:** You will design as well as create a plan for a 20-minute lesson and deliver that lesson to the class. **Your lesson will target a specific skill discussed in the week's readings.**

Your lesson plan will be assessed on the following criteria:

- Are objectives clear and achievable?
- Do planned activities align with the objectives?
- Is the plan realistic for the time allotted?
- Are the students' prior knowledge/background taken into consideration?

Your lesson can be in any foreign language. But if you choose to teach a language in which few of your classmates are fluent, make sure your activities are designed for beginners.

After you sign up on Week 7 (March 3), I highly encourage you to set up a meeting with me to talk about your lesson plan. Run your ideas by me before **you submit your group's lesson plan on the Tuesday one week prior to your micro-teaching.**

### 5.5 Teaching demonstration (30%; lesson plan = 10% and teaching = 20%)

**Due date:** 06/02 (9 a.m. to 12 p.m.)

**Description:** For this assignment, you will pair up with another classmate to co-teach a 20-minute lesson on any skill (or a combination of skills).

Both your lesson plan and teaching demonstration should reflect what you have learned through reading, class discussion, and micro-teaching. The plan should also be appropriately designed to match a proficiency level of your target students.

After you sign up on Week 16 (May 12), I ask that you discuss your plan with me. You will submit your lesson plan a week before the teaching demonstration. More information will be provided about schedule, grading, etc.

### 5.6 Reflection (10%)

**Due date:** On the same day as your teaching demonstration

**Description:** You will write a reflection of (or record yourself reflecting on) your growth and/or development after completing the course. You may reflect on your achievement (what you can do better) or your limitations (what you feel you haven't made much improvement on). You may also discuss materials and/or classes that you find resonating (or challenging, disturbing, etc.) Feel free to discuss what the class fails to cover or how the class can be improved.

Explore as many issues you would like. Discuss each one with sufficient detail. **There is no length requirement for this assignment.**

## 6. Required Textbook

The main textbook for this class is:

Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (2014). *Teaching English as a second or foreign language* (4th ed.). Boston, MA: National Geographic Learning.

## 7. Class Schedule

*Note:* This schedule is subject to change in response to classroom interaction; “Apple Book” refers to [Celce-Murcia et al. \(2014\)](#).

Weeks	Quizzes	Readings	Notes
<b>Topic 1: Key issues surrounding L2 learning from teachers' perspectives</b>			
1 (01/20)		<i>Introduction to the course</i>	Overview of syllabus & assignments; personal philosophies of teaching
2 (01/27)	✓	<i>Input &amp; Linguistic environments</i> • <a href="#">Ellis (2015)</a>	<b>A 5.3:</b> 1st quiz is handed out but not graded. In class, we will discuss how to read critically.
3 (02/03)	✓	<i>Advice from L2 research</i> • Apple Book (Chapter 3)	
4 (02/10)		<i>Do we really need L2 research?</i> • <a href="#">Ortega (2018)</a>	No assigned reading for this week! 😊 Instead, watch a plenary speech by Lourdes Ortega ( <a href="#">here</a> ).

Weeks	Quizzes	Readings	Notes
<b>Topic 2: Task-based principles, lessons, and design</b>			
5 (02/17)	✓	<i>History of methods &amp; CLT</i> • Apple Book (Chapter 1) • Apple Book (Chapter 2)	Overview of teaching “methods” and discussion of “post-method” era
6 (02/24)	✓	<i>What exactly is a task?</i> • Bygate et al. (2015) • Long (2015) (Chapter 1, pp. 3–9)	<b>A 5.2:</b> Let me know which language-learning app you choose to review.
7 (03/03)	✓	<i>Identifying tasks</i> • Long (2015) (Chapter 6) • Ellis (2019) • Erlam (2016)	Read <b>either</b> one of the three articles; <b>A 5.4:</b> In groups of three, sign up for micro-teaching between weeks 12 and 15.
<b>03/10 - 03/17: Midterm Examination Week</b>			
10 (03/24)	✓	<i>Creating task-based materials</i> • Long (2015) (Chapter 9) • O’Connell (2015)	<b>Speaker:</b> A. Kriengkrai [LITU]; Read <b>either</b> one of the articles.
<b>Topic 3: Lesson planning, textbook use, and teaching skills</b>			
11 (03/31)		<i>Lesson planning &amp; textbook</i> • Apple Book (Chapter 23)	<b>Speaker:</b> Dr. Phornrat Tiranant, APU; <b>A 5.4:</b> Two “listening” groups submit their lesson plan (03/30).
12 (04/07)		<i>Listening</i> • Apple Book (Chapter 6)	<b>A 5.4:</b> 1st micro-teaching [listening]; Two “speaking” groups submit their lesson plan (04/06).
<b>04/12 - 04/18: Songkran Week ☺</b>			
13 (04/21)		<i>Speaking</i> • Apple Book (Chapter 9)	<b>A 5.4:</b> 2nd micro-teaching [speaking]; Two “reading” groups submit their lesson plan (04/20).
14 (04/28)		<i>Reading</i> • Apple Book (Chapter 11) • Apple Book (Chapter 13)	<b>A 5.4:</b> 3rd micro-teaching [reading]; Two “writing” groups submit their lesson plan (04/27).
15 (05/05)		<i>Writing &amp; Grammar</i> • Apple Book (Chapter 14) • Apple Book (Chapter 16)	<b>A 5.4:</b> 4th micro-teaching [writing and grammar]
<b>Topic 4: Critical pedagogy &amp; Looking ahead</b>			
16 (05/12)		<i>NS-NNS teachers</i> • Ellis (2016) • Copland et al. (2020)	<b>A 5.5:</b> In pairs, sign up for the final-exam teaching demonstration.
17 (05/19)		<i>Looking ahead</i>	Wrap-up; course evaluation
<b>Final Exam: Teaching demonstration &amp; reflection [June 02, 2020]</b>			
Each pair will take turns delivering a 20-minute lesson. Each student will submit a reflection essay at the end of teaching. Our final examination will be from 9 a.m. to 12 p.m.			

## References

- Bygate, M., Norris, J., & van den Branden, K. (2015). Task-based language teaching. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics* (pp. 1–8). Hoboken, NJ: Wiley.
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- Ellis, E. M. (2016). “i may be a native speaker but i’m not monolingual”: Reimagining all teachers’ linguistic identities in TESOL. *TESOL Quarterly*, 50(3), 597–630.
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- Long, M. (2015). *Second language acquisition and task-based language teaching*. Malden, MA: Wiley Blackwell.
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