

## IDND 30533: Teaching a Foreign Language: Methodology in Practice

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### COURSE DESCRIPTION:

The intention of the course is to familiarize students with theoretical and practical considerations of language teaching and learning. Students will learn about several approaches and methods of language teaching: from teaching trends in the early 20th century to current communicative approaches, as well as a broad range of alternative methods (e.g. Total Physical Response, Suggestopedia, Community Language Learning, Multiple Intelligences, Competency-Based Language Teaching, etc.)

The course investigates ways in which different approaches and methods can be utilized in the foreign language lesson in order to afford a rich learning environment. Participants are required to give practical presentations about different teaching methods by staging short teaching sequences.

We will also take a critical look at traditional dichotomies: explicit versus implicit language instruction, grammar versus communication, foreign language versus mother tongue. The concepts of language awareness, language learning reflection, and learner autonomy will be examined as indicators of a shift in language teaching towards learner-centered approaches.

The course is designed for graduate students intending to teach Modern Foreign Languages or English as a Second Language in institutes of secondary and higher education.

### REQUIRED READINGS:

- Richards, Jack C. / Rodgers, Theodore S. (2001): *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press (2nd edition). The book will be available at the Holy Cross bookstore.
- Several articles and excerpts to be handed out.

### COURSE MEETINGS:

The course will meet on the Holy Cross campus, Stein Hall, room to be announced, from 7-9 p.m., on the following Mondays and Tuesdays:

Monday	Sept. 3, 10 & 24
Tuesday	Oct. 16
Tuesday	Nov. 13 & 27
Monday	Dec. 3

## GRADING PROCEDURES:

Performance in this course will be graded on the basis of two papers (a language learning biography and a final paper), participation in classroom discussion, and a practical teaching sample. Grades will be determined as follows:

- Language Learning Biography 25%
- Teaching Sample: Presentation of teaching method / approach 25%
- Classroom Participation 25%
- Final Paper: Lesson Outline 25%

## ASSIGNMENTS:

- *Language Learning Biography (due Sept. 24)*

The language learning biography is intended to be a personal narrative (not a research paper) in which you describe your experience as a language learner. You should reflect on your own classroom experiences (learner group, teacher, methods and techniques used, learning atmosphere, etc.), your experiences outside the classroom (in private study, with speakers of the language, in the target countries), as well as your attitudes towards the language itself and your impressions of your own learning achievements.

In case you have learned more than one foreign language, please choose one language to write about but specify how many languages you have learned and whether the language chosen for the narrative was your first, second, etc. foreign language. The chosen language has to be a modern foreign language (not Latin, Greek, Sanskrit, etc.) and it should be a language you started to learn as a foreign language.

The Language Learning Biography should be a typed, double-spaced document of about 4 to 5 pages.

- *Teaching Sample: Presentation of Teaching Method / Approach*

Students will sign up for a presentation of one of the teaching methods / approaches introduced in the Richards / Rodgers book. The presentation and discussion ought to last about 20-30 minutes and should include:

- a teaching sample (max. 10 min.) demonstrating this method / approach (other participants will be the learners);
- a brief discussion of the benefits and shortfalls of this method / approach, taking into account secondary readings from the Richards / Rodgers text; and
- questions or comments for discussion

- *Final Paper (due Dec. 3)*

**Lesson Outline:** Students will present a detailed outline of a one-hour foreign language lesson. This outline should include:

- a description of language taught, target group and size, language level (beginners, intermediate, advanced), learning institution (middle / high school, university, vocational school, evening class), as well as room size and equipment;
- a detailed lesson plan including information about teacher / student activities, materials used, and time allotment for activities; and

- a concluding argument in which you present reasons for your choices of methods and techniques, and forms of interaction.

The Lesson Outline should be a typed, double-spaced document of about 7 to 8 pages.

### ACADEMIC HONESTY PROCEDURE:

There are no written exams in this course. The only written assignments are papers participants write outside of the classroom. The goal of the two papers is to connect individual learning experiences, the course content and future teaching practice. While papers may be discussed with others during the thinking and planning stage, the written work is expected to be your own. External sources have to be cited in quotation marks, and a list of those sources must accompany the written papers.

### STUDENTS WITH DISABILITIES:

To request academic accommodations due to a disability, please contact the Office of Disability Services at Holy Cross (508) 793-3693.

### COURSE OUTLINE:

#### September 3

*Introduction to the Course:*

Approaches and Methods

History of Language Teaching

**Reading due:** Richards / Rodgers, Chapters 1-2

#### September 10

*Early Approaches:*

Oral Approach / Situational Language Teaching / Audiolingual Method

**Reading due:** Richards / Rodgers, Chapters 3-4

\*\*individual presentations on methods / approaches

#### September 24

*Alternative Approaches 1:*

TPR / Silent Way / Community Language Learning / Suggestopedia

Richards / Rodgers, Chapters 5-8

**Language Learning Biography due**

\*\*individual presentations on methods / approaches

#### October 16

*Alternative Approaches 2:*

Multiple Intelligences / Whole Language / Neurolinguistic Programming / Lexical Approach /

Competency-Based Language Teaching

Richards / Rodgers, Chapters 9-13

Gardner 1993 (excerpt to be handed out)

\*\*individual presentations on methods / approaches

**November 13***Communicative Approaches 1:*

Communicative Language Teaching / The Natural Approach

Richards / Rodgers, Chapters 14-15

Brumfit 1984 (excerpt)

\*\*individual presentations on methods / approaches

**November 27***Communicative Approaches 2:*

Content-Based Instruction / Task-Based Language Teaching / Cooperative Language Learning  
/ Process Drama

Richards / Rodgers, Chapters 16-18

Liu 2002 (article)

\*\*individual presentations on methods / approaches

**December 3**

Final Presentations

Evaluation of Methods and Approaches

Richards / Rodgers, Chapter 19

Pennycook 1996 (TESOL review article)

**Final Paper due**