

EALC 560
EAST ASIAN LANGUAGE PEDAGOGY (Fall 2005)
 Department of East Asian Languages and Cultures
 University of Illinois at Urbana-Champaign

Instructor: Misumi Sadler
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 Office Hours: Wednesday 12:00-1:00 and by appointment

Class Time: Wednesday 1:00-3:20

Location: 1032 FLB

Required Texts:

Omaggio Hadley, Alice. (2001). *Teaching Language in Context*. Boston: Heinle and Heinle. 3rd Edition.

Supplementary readings—Go to (<http://web.library.uiuc.edu/ereserves/querycourse.asp>), look for EALC 560, and you will find the readings there.

Recommended Texts:

Brown, H. Douglas (2000). *Principles of Language Learning and Teaching*. New York: Longman. 4th Edition.

Larsen-Freeman, Diane. (2000). *Techniques and Principles in Language Teaching*. Oxford, England: Oxford University Press. 2nd Edition.

Larsen-Freeman, D. and Long, M. (1991). *An Introduction to Second Language Acquisition Research*. London: Longman.

Course Objectives:

- To expand our knowledge of second/foreign language teaching as we currently understand it.
- To gain insight into second/foreign language teaching methodologies as they relate to language-specific needs.
- To learn to become an informed, purposeful decision maker in the second/foreign language classroom.
- To become familiar with important professional resources (journals, organizations and language teaching technologies).
- To be able to create authentic and effective activities appropriate for each language skill (e.g. listening, speaking, reading and writing).

Course Requirements:

1) Preparation and active participation in class

The goals of the following tasks are for you to improve your comprehension of reading assignments and to increase your participation in class/group discussions. The exercises will not only help you gain insight into second/foreign language teaching methodologies as they relate to your language-specific needs, but also help you learn to become an informed, purposeful decision maker in the second/foreign language classroom. More specifically, these exercises are intermediary steps in the creation of your larger annotated bibliography project.

❖ *Reading logs*

Reading logs encourage active, critical reading, integrate reading and writing, encourage your personal reactions to texts, facilitate follow-up discussions, and provide me with insights into your thinking, interests, and problems. Read and think carefully about the assigned sections of the textbook and/or articles. On the left side of a log, you should copy down interesting, confusing, or controversial statements from readings. On the right side, you discuss the copied material freely, with no constraints on form, style, content, etc. I will collect your logs every once in a while to check and perhaps respond briefly to them.

❖ *Microthemes*

Microthemes are short writing exercises, which will be done during class periods. Using your reading log and/or discussion questions, you may be asked to summarize the key points of a reading/topic, or to take a stand on an issue, or to propose a solution to a problem. A microtheme should be directed toward scholars of pedagogy who have a focus on second/foreign language teaching. The purpose of the summary is to give these persons a clear overview of the article's main points. The criteria for a microtheme are: (1) accuracy of content; (2) comprehensiveness and balance; and (3) logic and clarity.

2) Homework

All the assignments must be submitted at the beginning of the class on the scheduled due date. Late submissions will be accepted only if they are turned in within three days from the scheduled due date. In addition, such an assignment will be graded down an extra 10% for each day late.

❖ *Journals/reflection papers on your teaching*

The purpose of these short writing assignments (no more than one-page, single-spaced) is for you to reflect on, understand, and integrate the knowledge you will acquire in this course with your classroom teaching experience. Your reflection papers will guide you to discover and develop your own teaching philosophy by the end of the semester. Please don't say what you think I want to hear. Be honest with yourself and with me.

❖ *Class observations*

Over the course of the semester, you will visit a few classes and write a report on a specific topic (e.g. students' preparation; the instructor's use of visual aids; etc.).

GUIDELINES FOR CLASS OBSERVATION

- ① Contact the teacher at least one week in advance and ask to watch the class **POLITELY**. Be prepared for polite denial and have another teacher in mind for these occasions. Also, do not expect to be accommodated on short notice. When you have made an arrangement to see a class, try to: (a) get an idea of what will be covered in the lesson; and (b) set up an appointment for a brief meeting after the class to discuss what you observed.
- ② On the day of the observation, arrive early. Re-introduce yourself to the teacher. Try to sit where you can observe the students. **DO NOT JOIN IN** unless the teacher specifically invites you to.
- ③ Talk to the teacher after class. If the teacher is too busy to talk immediately after the lesson, be sure to ask whether you can meet her later in her office or talk to her on the phone. **THIS IS THE MOST VALUABLE PART OF THE OBSERVATION**. Remember to **THANK** the teacher.
- ④ Write an observation report. Use the observation sheet provided in this course.
- ⑤ Submit your observation reports to me.

3) Final Project: *Annotated Bibliography*

Submit an annotated bibliography of five journal articles on a topic that is directly related to the field of East Asian Language Pedagogy. A late submission will be graded down an extra 10% for each day late.

ANNOTATED BIBLIOGRAPHY

Step 1: Decide on a topic of your interest early in the semester.

Step 2: Do a library search.

Use the library databases to find 5 articles and papers that are related to your topic.

Step 3: Make a list of articles and papers using APA (American Psychology Association) format.

Step 4: Read the articles and papers and summarize their content **in your own words!!**.

Don't read the abstract of the paper of your choice. That would make it harder for you to come up with your own summary. Write a half-page summary (single-spaced) for five of them (or all of them if you want to).

Step 5: State the reason why you chose the topic, and present a summary of each article. Also write your own critique of each article.

Step 6: Combine the reference list and summaries.

Step 7: Submit one copy of this annotated bibliography along with the copies of articles and papers that you summarized on the due date (12/7). These copies will be returned to you.

Grading:

Class attendance, active participation (Logs & Microthemes)	40%
Homework	30%
Annotated bibliography	30%

A	= 94 [↑]	C+	= 77 [↑]	D+	= 67 [↑]
A-	= 90 [↑]	C	= 74 [↑]	D	= 64 [↑]
B+	= 87 [↑]	C-	= 70 [↑]	D-	= 60 [↑]
B	= 84 [↑]			F	= 60 _↓
B-	= 80 [↑]				

Grading Scale for logs, microthemes, and assignments:

√ ⁺	Content is accurate, comprehensive, logical and clear.
√	Content has no major problems, but falls short in some area (e.g. accuracy, comprehensiveness, logic, clarity)
√ ⁻	Content has significant errors in some area (e.g. accuracy, comprehensiveness, logic, clarity).
0	Not apparent that an appropriate level of effort was put into the assignment or you didn't turn it in.

A few final notes:

- Please don't be shy about speaking up in class. We are all learning about this topic, and there are no "stupid questions." Preparation and active participation will be the deciding factor in cases of borderline grades.
- Please let me know if you need any special accommodations to help you do well in this class.
- Please be flexible. This syllabus may be subject to change in order to best accommodate your needs. All changes will be announced in class or via e-mail.
- In general, I do not give grades of "incomplete," so please plan on completing all work for the course during this semester.
- All work you submit must be your own, and must be written for this class (i.e., not recycled from another class or turned in for another class this semester). If you include ideas or words from someone else, they must be properly cited. If you are unclear about what needs to be cited or how to cite it, come and talk to me about it. Work not your own will be given a failing grade and may result in a failing grade for the course.

SCHEDULE

HW=Homework

Date	In Class	Class Preparation
① 8/31	Course introduction Assessment of interest and belief	
② 9/7	- Chapter 1: On Knowing a Language: Communicative Competence, Proficiency, and the Standards for Foreign Language Learning - Jorden (1992)	- Read <u>Omaggio</u> (Ch. 1, pp. 1-50) & Jorden (1992) .
③ 9/14	- Chapter 2: On Learning a Language: Some Theoretical Perspectives - Learning Styles	- Read <u>Omaggio</u> (Ch. 2, pp. 51-85) ☆ HW#1: (1) Answer the questions in the Discussion Guide (Illustration 2.1, p. 53 in <u>Omaggio</u>) to assess some of your own beliefs about second-language learning theory. (2) Visit the following web site and take a self test to assess your learning styles. Make sure that you print out the result and be prepared to talk about it in class. http://www.crc4mse.org/ILS/self_test.html
④ 9/21	Chapter 3: On Teaching a Language (1) - Grammar-Translation: - Direct: - Audiolingual: - Cognitive Anti-Method: - Cognitive-Code: - Functional Approach: Communicative Language Teaching:	- Read <u>Omaggio</u> (Ch. 3, pp. 86-118). ☆ HW#2: Journal (Write a one-page paper—single-spaced—on what kinds of learning styles the students in your class have, and how you deal with individual differences in your classroom.)
⑤ 9/28	Chapter 3: On Teaching a Language (2) - Total Physical Response: - Natural Approach: - Community Language Learning: - Silent Way: - Desuggestopedia:	- Read <u>Omaggio</u> (Ch. 3, pp. 118-138). ☆ HW#3: Class observation (Observe one class, and write a report on how the instructor deals with individual differences in her class. List the types of activities or techniques in her class that you think would enhance or hinder students with particular learning styles.)
Date	In Class	Class Preparation
⑥ 10/5	Chapter 4: The Role of Context in Comprehension and Learning	- Read <u>Omaggio</u> (Ch. 4, pp. 139-175). ☆ HW#4: Journal

⑦ 10/12	<p>- Chapter 5: A Proficiency-Oriented Approach to Listening and Reading</p> <ul style="list-style-type: none"> - McGinnis & Ke (1992) - Proficiency-oriented listening/reading activities 	<ul style="list-style-type: none"> - Read <u>Omaggio</u> (Ch. 5, pp. 176-229). - Read McGinnis & Ke (1992). <p>☆<u>HW#5</u>: Class observation (context)</p>
⑧ 10/19	<p>- Chapter 6: Developing Oral Proficiency</p> <ul style="list-style-type: none"> - Packard (1990) 	<ul style="list-style-type: none"> - Read <u>Omaggio</u> (Ch. 6, pp. 230-279). - Read Packard (1990). <p>☆<u>HW#6</u>: Journal</p>
⑨ 10/26	<p>Focus on Form (?)</p> <ul style="list-style-type: none"> - Okamura (1995) - Mings (1993) - Schulz (1996) - Fleak (1992) - Activities for Focus on Form 	<ul style="list-style-type: none"> - Read Okamura (1995), Mings (1993), Schulz (1996), and Fleak (1992). <p>☆<u>HW#7</u>: Journal</p>
⑩ 11/2	<p>Chapter 7: Becoming Proficient in Writing</p> <ul style="list-style-type: none"> - Proficiency-oriented writing activities 	<ul style="list-style-type: none"> - Read <u>Omaggio</u> (Ch. 7, pp. 280-344). <p>☆<u>HW#8</u>: Class observation (Focus on form)</p>
⑪ 11/9	<p>- Chapter 8: Teaching for Cultural Understanding</p> <ul style="list-style-type: none"> - Matsumoto & Okamoto (2003) 	<ul style="list-style-type: none"> - Read <u>Omaggio</u> (Ch. 8, pp. 345-389). - Read Matsumoto & Okamoto (2003). <p>☆<u>HW#9</u>: Journal</p>
⑫ 11/16	<p>Chapter 9: Classroom Testing</p> <ul style="list-style-type: none"> - Harlow and Caminero (1990) - Pino (1989) 	<ul style="list-style-type: none"> - Read <u>Omaggio</u> (Ch. 9, pp. 390-455). - Read Harlow & Caminero (1990) and Pino (1989).
11/23	No class	
⑬ 11/30	Chapter 9: Classroom Testing	☆ <u>HW#10</u> : Journal
⑭ 12/7	Presentation	☆ Annotated bibliography

A supplementary reading list:

1. Jorden, E.H. (1992). Broadening our traditional boundaries: The less commonly taught and the truly foreign languages. In W. M. Rivers. *Teaching Languages in College: Curriculum and Content*. Lincolnwood, IL: National Textbook Company.
2. McGinnis, S. & Ke, C. (1992). Using authentic cultural materials to teach reading in Chinese. *Foreign Language Annals*, 25 (3), 233-238.
3. Packard, J. (1990). Effects of time lag in the introduction of characters in the Chinese language curriculum. *The Modern Language Journal*, 74, 167-175.
4. Okamura, A. (1995). Teachers' and nonteachers' perception of elementary learners' spoken Japanese. *The Modern Language Journal*, 79, 29-40.
5. Mings, R.C. (1993). Changing perspectives on the utility of error corrections in second language acquisition. *Foreign Language Annals*, 26 (2), 171-179.
6. Schulz, R. A. (1996). Focus on form in the foreign language classroom: Students' and teachers' views on error correction and the role of grammar. *Foreign Language Annals*, 29 (3), 343-365.
7. Fleak, K. (1992). Moving towards accuracy: Using the students monitor sheet with communicative activities. *Foreign Language Annals*, 25 (2), 174-178.
8. Matsumoto, Y. and Okamoto, S. (2003). The construction of the Japanese language and culture in teaching Japanese as a foreign language. *Japanese Language and Literature*, 37, 27-48.
9. Harlow, L.L. & Caminero, R. (1990). Oral testing of beginning language student at large universities: Is it worth the trouble? *Foreign Language Annals*, 23 (6), 489-501.
10. Pino, B.G. (1989). Prochievement testing of speaking. *Foreign Language Annals*, 22 (5), 487-497.