

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

*Course Syllabus*  
*Fall 2019*

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**Program site:** [maflt.cal.msu.edu](http://maflt.cal.msu.edu)  
**Office hours:** Tuesdays 4-5pm, Thursdays 10-11am, or by appointment (see Class Policies #2)  
**Tech Support:** For D2L see [help.d2l.msu.edu](http://help.d2l.msu.edu) – For MSU Tech see [tech.msu.edu/support](http://tech.msu.edu/support)

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### **COURSE MATERIALS**

Required textbook:

- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques & principles in language teaching* (3<sup>rd</sup> ed.). Oxford: Oxford University Press.

Reference texts:

- Long, M. & Doughty, C. (Eds.). (2009). *The handbook of language teaching* [Wiley Online Library version]. Access via MSU Library: <http://catalog.lib.msu.edu/record=b7180486~S39a>.
- Byram, M., & Hu, A. (Eds.). (2013). *Routledge encyclopedia of language teaching and learning* (2nd ed.). New York: Routledge. Access via MSU Library: <http://catalog.lib.msu.edu/record=b13166283~S39a>.

Additional resources:

- Assigned articles and book chapters will be available through our course page on MSU's online learning management system, D2L (<http://d2l.msu.edu>), or directly through the MSU library. Further information on accessing these readings will be provided. See full list on p. 11-12.

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### **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 7 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, D2L (<http://d2l.msu.edu>). This course requires online participation, weekly quizzes, four written assignments, and a final exam.

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### **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.

## COURSE REQUIREMENTS

The following table provides a summary of the requirements for this course. For further information and resources for completing these tasks, see the Assignment Guidelines folder in D2L.

Tasks		Weight	Due Date
<b>Participation Tasks</b>		<b>30%</b>	
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 Thursday 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 prompts will ask you to reflect on the week’s readings and videos. Sometimes, you will also be asked to complete a related task, which you will attach to your discussion post. For full credit, you must respond to at least one classmate’s post in EACH discussion thread. Extra credit may be given for exceptional participation.	18%	Every week – main post by Thursday midnight  Replies to peers due by following Monday midnight
<b>Current Practices Tasks</b>		<b>40%</b>	
Classroom Observation/ Evaluation Task	Students will observe an experienced language teacher in action, take field notes, and submit a thoughtful, thorough report 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, you may write your report based on video recordings that show at least 45 minutes of teachers interacting with language learners. Links to suggested video collections will be provided.	10%	Module 2 (about 1000 words)
Communicative Modes Jigsaw – Google Site & Lesson Plan	In Modules 3 and 4, you will work with a small group to summarize key principles and strategies for teaching one of the traditional communicative modes (as per the ACTFL Proficiency Guidelines): Speaking, Listening, Reading, or Writing. Each group will first contribute a web page to the class Google Site. Then each group member will produce lesson plan that demonstrates these principles and add it to the group’s page.	15%	Google Sites Page - Module 3  Lesson Plan - Module 4 (see templates)
Critical Review of Textbook or Materials	Materials currently available for language teaching vary widely across languages and contexts. You will identify a recent coursebook, web-based resource, or perhaps a teacher guide related to your target language specifically and write a critical review of this material. You may use resources that you currently use, intend to use, or refuse to use. Published book reviews will be provided as models.	15%	Module 5 (about 1500 words)  Submit material for approval in Module 3

<b>Reflective Teaching Tasks</b>		<b>20%</b>	
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%	Module 1 (about 500 words)
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.	15%	Module 6 (about 1000 words)
<b>Knowledge of Methods and Practices</b>		<b>10%</b>	
Cumulative Quiz	Students will complete a cumulative quiz 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.	10%	Complete by Thursday midnight of Final Exam week (8/15)

**Note:** Grades will be reported on an ongoing basis in D2L. You can review your grades and the weight of each assignment by clicking Grades in the Assessments menu. If you have questions or concerns about how your grade appears or is being calculated, please contact me. All percentages above relate to the final grade.

## 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 other assignments. If you read the materials carefully, complete all assignments in a timely manner, and attend to instructor and peer feedback, it is entirely possible to earn a 4.0 in this course.

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.
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.

**Grade adjustments:** At the end of the semester, one low or missing grade from the quiz category and from the discussion category will be dropped from your final grade. I may or may not 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. Extra credit assignments will not be available except under very unusual circumstances. If you are not sure why you have received a certain grade or feel that an assignment has been graded unfairly, you may appeal that decision by contacting your instructor, the MAFLT Program Director, or the Director of CeLTA. Further information is provided in the MAFLT Policies section.

## **CLASS POLICIES**

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### **1. COURSE MODULES AND WEEKLY ACTIVITIES**

This course consists of 7 modules over 7 weeks. Each module will become available by the end of the day on **Tuesday** of the current week. There are two due dates each week. Complete your readings, videos, quizzes, discussions, and other module tasks by Thursday midnight each week. Complete your major assignments by Monday midnight each week. Also reply to your peers' discussion posts by the following Monday. This schedule is designed to help you process the module content and then use it to complete the related major assignment. Default time for due dates is always **midnight** (specifically, for technical reasons, 11:59 p.m. Eastern U.S. time).

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 the MAFLT program, however, courses rely on regular and consistent participation. It is recommended that you set aside **an average of 6 hours for module tasks** (weekly readings, videos, quiz, discussion) and then allow an **additional 6 hours** for each **major assignment**. This course moves very quickly in the summer. Consider the course schedule early and often and plan accordingly so that you can complete your tasks on time.

### **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 your MSU email address or Announcements in D2L. 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). You can email me directly at [alanier@msu.edu](mailto:alanier@msu.edu). (See p. 1 or D2L for other contact information.)

**Making Appointments:** Throughout the semester, you are welcome and encouraged to make appointments with me for office hours. I generally prefer to use Zoom video meetings. If you live near East Lansing, you may certainly come to my office. Please strive to make these appointments *at least 24 hours* in advance. I will confirm the time and send further instructions. You do not need to make an appointment for a brief phone call. In order to make an appointment, go to the following ScheduleOnce site (link also on our D2L home page) and select at least two separate times when you are available: <http://go.oncehub.com/maflt-amanda>.

**Joining Virtual Meetings.** We will make use of a virtual meeting tool called Zoom (<http://msu.zoom.us>) for office hours, review sessions, etc. Ideally, you will use a webcam, microphone, and headphones for these meetings, but you can also dial in by phone. This software allows for real-time communication and sharing of our computer screens. Join my personal "meeting room" by going to the following stable URL: <http://msu.zoom.us/my/maflt.amanda>.

### **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 some 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 written assignments should be typed and submitted using general format guidelines from the American Psychological Association (APA format). Work that is submitted with major and distracting format issues may be returned to you for revision and marked as late. For guidance on learning academic style and format, look for the **Academic Writing** folder under **Resources** in **D2L**. Also read the following guidelines and review them before submitting each assignment.

Identify every item that you submit with your name and other information about the course and assignment. If you do not label your files, your work may be returned to you without feedback. By default, use Times New Roman size 12 font and 1-inch margins all around. Though usually required, double-spacing and cover pages are optional in my courses. 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:

Ima Nay Student  
FLT 807 – Dr. Lanier  
August 8, 2019

Teaching Philosophy (Draft)

c. **File Format:** Turn in all written assignments in MS Word format (.doc or .docx). 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. For assignments that involve presentations, web pages, visuals, or other formats, you should still use appropriate style, cite sources using APA format, and proofread. The Assignment Guidelines document for each major assignment will provide 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 draft status. Students often put their names on papers but forget to put their names on associated files, such as slides or student handouts. 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:	<b>LastName_FLT807_TeachingPhilosophy_Draft.docx</b>	

d. **Submitting Written Work:** All assignments should be submitted to the appropriate **D2L Assignments** folder (formerly Dropbox) unless explicitly stated otherwise. Please do **not** submit papers by **email** unless you are having technical trouble and cannot resolve it through the Help Desk. When you have successfully uploaded and submitted your file(s), you should receive confirmation on screen and by email, and you will be able to go back to the same Assignments folder in D2L and see a link to your submission. Feedback will appear in the same area of D2L. In some cases, you will also be asked to share your work with peers via **Google Drive**. The shared folder for this course is linked to our D2L page under General Course Materials.

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. The Course Materials list at the end of the syllabus provides reference information in APA format, and you will find further 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 below 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. **Feedback on Written Work:** Once you have submitted an assignment, I will provide feedback in a range of different ways, depending on the type of assignment, the stage in the writing process, and the extent of feedback. I frequently provide a rubric before an assignment is due and use it to show you the components of your score. I also use the Comments function in Word or in Google Drive to make notes on your paper. Once I have responded to your work, you will be able to view your score and attached documents including the scoring rubric and my comments through the same D2L Assignments folder where you submitted the task. When I return documents to you with my feedback, the file name will include the tag “\_Comments.” It is very important that you access and consider this feedback carefully in further drafts of the same assignment and in subsequent assignments.

In this course, you may also be asked to provide **peer feedback** on the work of one or more of your classmates. Peer feedback allows you to reflect on the challenges of the assignment and to provide and receive guidance in meeting the requirements of the assignment. In each case, I will provide guidance on the priorities and procedure of this process. A portion of your grade will depend on timely and appropriate completion of this task. Please strive to respect the time and efforts of your classmates, as they will strive to respect yours.

You may also seek assistance with planning, revising, and proofreading your assignments from the **MSU Writing Center**. Schedule Online Consulting here: <http://writing.msu.edu/locations/online/>.

#### **4. LATE ASSIGNMENTS**

You are responsible for handing in all assignments on time. Late assignments will not be accepted unless you request an extension **prior to the due date**. If you realize that you will not be able to complete an assignment on time, you may request an extension. In these cases, I may still deduct a percentage (e.g., 10%) from that assignment score. However, if you submit an assignment after the due date without prior notice, I reserve the right to refuse acceptance of that assignment entirely and give a grade of zero. Extensions will be limited to one module task and one major assignment per semester.

#### **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/>). Click on the course’s section number (usually 730 for online

courses) to see those dates. For full semester courses, the last day to drop the course and get a refund is about 3 weeks into the course, and the last day to drop the course without affecting your GPA is about 6 weeks into the course. Further information is available on the Registrar's **Programs & Policies** page: <https://reg.msu.edu/ProgPol.aspx>.

## **ONLINE COURSE PAGE AND COURSE MANAGEMENT**

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This online course is managed through Michigan State University's current learning management system, D2L. Log in at [d2l.msu.edu](http://d2l.msu.edu) using your MSU NetID and password. In a fully online course like this one, our D2L page is essentially our classroom. This page is used for sharing materials, linking to external sites and tools, submitting assignments, communicating via email and discussion board, completing quizzes in some courses, reporting grades, and more. D2L runs well in most browsers and works on mobile devices. Note that you can set up various alerts in D2L (click your name in the top right corner and choose Notifications) that will send a message to your email and/or phone when you have new items, upcoming due dates, and so on.

If you have not used D2L before, it is essential that you familiarize yourself with this system as soon as possible. As of May 2018, D2L updated to a new version called **Brightspace** that looks very different but has the same functions. See further information here: <http://help.d2l.msu.edu/d2l-docs>. Also, save this info where you can find it quickly when you need it:

**D2L 24/7 Help Desk:** Click "**Help**" in D2L or go to [help.d2l.msu.edu](http://help.d2l.msu.edu) or call (844) 678-6200

**Troubleshooting:** If you should have technical trouble while attempting to complete a task or submit an assignment in D2L, you can contact the Distance Learning Help Desk 24/7 by submitting a request online or by phone. Note that the Help Desk staff will send me updates on the issue upon request. If you are having trouble accessing materials through the MSU Library, click **Ask a Librarian** at [www.lib.msu.edu](http://www.lib.msu.edu). Other troubleshooting advice is provided in the D2L course page under **FAQ**.

## **TECHNOLOGY FOR THIS COURSE**

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

- Reliable computer and stable, relatively fast internet connection (at least 10mbps).
- Web camera, microphone, and headphones for office hours, virtual meetings, etc.
- MSU NetID and email account, set up and checked daily: [spartanmail.msu.edu](http://spartanmail.msu.edu).
- Microsoft Office or compatible software. Download free from [spartan365.msu.edu](http://spartan365.msu.edu).
- Adobe Acrobat or other PDF reader. Download free from [get.adobe.com/reader](http://get.adobe.com/reader).
- Software for video recording presentations (links and tutorials in D2L).
- Video camera, audio recorder, or smartphone if you decide to record your own teaching.

MSU provides many other sites and tools that will be useful to you, including:

- **Distance Learning Services** - <https://lib.msu.edu/dls/> - links to resources and contact info for the DLS Help Desk, which is available 24/7.
- **MSU Library** – <http://lib.msu.edu> – Extensive materials available at a distance, both electronically and by mail. To access your library account, log in here: <https://lib.msu.edu/general/account/>.
  - **MAFLT Library Guide** - <http://libguides.lib.msu.edu/maflt/> - designed specifically for our program.
  - **Guide to Ebooks** – <http://libguides.lib.msu.edu/ebooks/> - explore books you can access from anywhere and find out how to read them online or offline.
- **SpartanMail** – <http://spartanmail.msu.edu> – This email account is the most important way that MAFLT instructors communicate with students. Please check it every day. You can set it up with Outlook on your desktop and mobile devices or create an "Inbox Rule" to forward it to another email account.

- **Spartan365** - <https://tech.msu.edu/technology/collaborative-tools/spartan365/> - An array of tools included in Office365, including **free** download of **Microsoft Office Pro**.
- **Google Apps for Education** – <http://googleapps.msu.edu/>. Access to Drive, Calendar, Sites, Classroom, etc. with MSU NetID. Using your MSU access provides for greater security.
- **Kaltura MediaSpace** – <http://mediaspace.msu.edu> – Allows faculty and students to create, upload, and share videos. MediaSpace also provides tools for recording presentations.
- **Zoom** – <http://msu.zoom.us> – Video conferencing software, similar to Skype or Google Hangouts.

## RECOMMENDED RESOURCES

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From our online course page on Desire2Learn (<http://d2l.msu.edu>), you can access links to a number of important resources for completing coursework and expanding your knowledge and tools for language teaching. Click on **Links** in the horizontal navigation bar to reach these resources. Here are some of the key 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 – see listings, links, and resources for all of them at <http://www.nflrc.org>. See especially COERLL, CASLS, NHLRC, CULTR.
  - TELL Project – Teaching Excellence for Language Learning – <http://www.tellproject.org>.
  - LinguistList: <http://linguistlist.org/>
  - MLA Language Map: [http://www.mla.org/map\\_main](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/>.
  - Citation management software such as EndNote or Mendeley. Use this guide to choose: <https://lib.msu.edu/citationmanagementsw/>.
  - **Online Writing Lab** at Purdue (the well-known and widely-used **OWL**):
    - APA Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>.
    - ESL Academic Writing Support - <https://owl.english.purdue.edu/owl/section/5/25/>.

The MAFLT Program has a specifically designed **Library Research Guide** that our liaison librarian, Stephanie Perentesis, created for us and continues to update regularly: <http://libguides.lib.msu.edu/maflt>. This useful guide will help you to locate articles and books that are required readings, identify other scholarly sources relevant to your MAFLT coursework, and research topics for assignments. The guide also includes instructions for using Google Scholar, guidance on APA format and using citation software such as EndNote or Mendeley, and links to useful reference texts. You are welcome to contact Stephanie Perentesis for assistance at [perente1@msu.edu](mailto:perente1@msu.edu). She will be glad to guide your exploration of library resources, but she is not a writing tutor and cannot comment on content. As a courtesy to her, attach the Assignment Guidelines when you ask for help.

The following academic journals, among many others, are reliable sources of high-quality research on second and foreign language acquisition and instruction in regard to various target languages.

*The Modern Language Journal*  
*Foreign Language Annals*  
*TESOL Quarterly*  
*Language Teaching Research*  
*Language Learning*

*Language Learning & Technology*  
*Studies in Second Language Acquisition*  
*Language, Culture, and Curriculum*  
*Language, Identity, and Education*  
*Heritage Language Journal*



## **ACADEMIC INTEGRITY AT MSU AND IN THE MAFLT PROGRAM**

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### **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 an instructor gives you a penalty, that instructor is expected to and will inform the director of the program and other relevant faculty of the penalty. Note that plagiarism can lead toward expulsion from MSU.

### **Use of Sources in All MAFLT Course Assignments:**

The overall purpose of the MAFLT Program is to prepare master language teachers. In addition to that objective, however, the program should train you to participate in academic communities, to be an active and informed consumer of relevant research, and to contribute to the field. Course assignments therefore often require that you follow conventions that are agreed upon by scholars in fields related to foreign language teaching. In this program, we use the format for citing sources and structuring papers defined by the American Psychological Association (APA). However, the most important consideration when using sources is that you find a way to give credit to all sources that you use.

You are expected to create your own original work for each and every assignment in the MAFLT Program. That work should be informed and inspired by other teachers as well as scholars. When you use their ideas and words, you must give credit to them. That is true for all types of assignments. It is true for any and all sources that inform your work, including journal articles, book chapters, published lesson plans (from sites such as TeachersPayTeachers.com), blog posts from other teachers' websites, popular media. You do not need to cite lecture materials or guidelines created by your instructor for this course.

When you do not give credit to the sources that you use, you are violating expectations for academic integrity as defined by Michigan State University and may be subject to the penalties described above. If you are not sure

whether and how to cite sources for a given assignment type, consult with your instructor *before* the assignment is due. At minimum, provide a comment in your submitted document stating that you have a question about whether you have cited appropriately and sufficiently. Incorrect citation format in any assignment does not automatically constitute plagiarism. However, the line between incorrect formatting and a case in which you are knowingly using others' ideas or words without giving proper credit is sometimes difficult to discern. That is why we strive to use, and to teach you to use, citation practices that are common across instructors in the MAFLT and accepted by scholars, academic journals, publishing houses, and professional organizations in our field.

## **OTHER UNIVERSITY POLICIES AND RESOURCES**

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### **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.

### **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>).

### **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>.

**PLEASE NOTE: This syllabus is subject to change at the instructor's discretion. No changes will be made to the values of the major course requirements in final grade calculation or the major objectives of the course. Other changes will be announced via D2L and the online syllabus will be updated.**

## FLT 807 Methods of FLT - COURSE MATERIALS

### Textbooks:

**Techniques & Principles** = 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:

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

**Teaching Foreign Languages K-12: A Library of Classroom Practices** (2003, 2016) – Access via Annenberg Learner site (<https://www.learner.org/resources/series185.html>).

### External Web Sites:

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

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

**TELL Project** = Teacher Effectiveness for Language Learning - <http://www.tellproject.org/>

### Readings from other books:

**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.

**Purgason, K.** (2014). Lesson planning. In Celce-Murcia, M., Brinton, D., & Snow, M.A. (Eds.), *Teaching English as a second or foreign language* (4th ed.) (pp. 362-379). Boston, MA: Heinle.

**Richards, J., & Lockhart, C.** (1996). Ch 7: Interaction in the second language classroom. In *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.

**Tomlinson, B.** (Ed.). (2012). Chapters 11, 13, 14, and 15 in *Applied linguistics and materials development*. Huntingdon, UK: Bloomsbury Academic. [MSU Library catalog](#) or [Ebook Central](#).

### Readings from scholarly journals or edited volumes:

**Bateman, B. E.** (2008). Student teachers' attitudes and beliefs about using the target language in the classroom. *Foreign Language Annals*, 41(1), 11-28.

- De la Fuente, M. J.** (2006). Classroom L2 vocabulary acquisition: Investigating the role of pedagogical tasks and form-focused instruction. *Language Teaching Research*, 10(3), 263-295.
- Ellis, R.** (2006). Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly*, 40(1), 83-107.
- Erlam, R.** (2016). “I’m still not sure what a task is”: Teachers designing language tasks. *Language Teaching Research*, 20(3), 279–299.
- Kumaravadivelu, B.** (2001). Toward a postmethod pedagogy. *TESOL Quarterly*, 35(4), 537-560.
- Leung, C., & Valdès, G.** (2019). Translanguaging and the transdisciplinary framework for language teaching and learning in a multilingual world. *The Modern Language Journal*, 103(2), 348–370.
- Masuhara, H.** (2011). Ch 10 What do teachers really want from coursebooks? In B. Tomlinson (Ed.), *Materials Development in Language Teaching* (pp. 236–266). Cambridge, UK: Cambridge University Press. Access via [Ebook Central](#).
- Sato, M., & Loewen, S.** (2019). Do teachers care about research? The research–pedagogy dialogue. *ELT Journal*, 73(1), 1–10.
- Savignon, S. J.** (1991). Communicative language teaching: State of the art. *TESOL Quarterly*, 25(2), 261–277.
- Ushioda, E.** (2011). Language learning motivation, self and identity: current theoretical perspectives. *Computer Assisted Language Learning*, 24(3), 199-210.

**Further Reading and Resources:** *Optional texts to use as references for course assignments.*

- Chapelle, C., & Sauro, S.** (Eds.). (2017). *The handbook of technology and second language teaching and learning*. Malden, MA: Wiley-Blackwell. Access via [MSU Library](#) catalog or [Wiley Online](#).
- Fortune, T. W., & Tedick, D. J.** (Eds.). (2008). *Pathways to multilingualism: Evolving perspectives on immersion education*. Clevedon, UK: Multilingual Matters. [MSU Library ebook](#).
- Long, M.** (2014). *Second language acquisition and task-based language teaching*. Malden, MA: Wiley-Blackwell. Access via [Wiley Online](#).
- Mackey, A., & Gass, S. M.** (2012). *Research methods in second language acquisition: A practical guide*. Malden, MA: Wiley-Blackwell. Access via [MSU Library](#) catalog or [Wiley Online](#).
- Tomlinson, B., & Masuhara, H.** (Eds.). (2018). *The complete guide to the theory and practice of materials development for language learning*. Oxford, UK: Wiley-Blackwell. Access via [Ebook Central](#).

## FLT 807 - COURSE SCHEDULE – Summer 2019

Schedule	Readings and Resources	Assignments	Due date:
<b>Module 0</b> Getting Started	Course Overview, Syllabus Quiz, and Introductions <ul style="list-style-type: none"> <li>• <i>Techniques &amp; Principles</i> Ch 1 Introduction</li> <li>• Savignon (1991) “Communicative language teaching: State of the art”</li> </ul>	Getting Started checklist items	Monday, July 1
<b>HOLIDAY</b>	Independence Day in U.S. – No assignments due	<i>Work on Module 1</i>	Thursday, July 4
<b>Module 1</b> Method and Post-Method FLT	<ul style="list-style-type: none"> <li>• <i>Techniques &amp; Principles</i> Ch 2 Grammar-Translation (GT)</li> <li>• <i>Techniques &amp; Principles</i> Ch 4 Audio-Lingual Method (ALM)</li> <li>• Methods Video Series – GT &amp; ALM Videos</li> <li>• Borg (2004) Apprenticeship of observation</li> <li>• Kumaravadivelu (2001) “Toward a postmethod pedagogy”</li> </ul>	Discussion 1 Quiz 1	Monday, July 8
<b>MAJOR ASSIGNMENT 1:</b> Language Learning and Teaching Autobiography			Monday, July 8
<b>Module 2</b> Historical Methods	<ul style="list-style-type: none"> <li>• <i>Techniques &amp; Principles:</i> <ul style="list-style-type: none"> <li>• Ch 5 Silent Way</li> <li>• Ch 6 Desuggestopedia</li> <li>• Ch 7 Community Language Learning</li> <li>• Ch 8 Total Physical Response</li> </ul> </li> <li>• Methods Video Series – Natural Approach</li> </ul>	Discussion 2 Quiz 2	Thursday, July 11
<b>MAJOR ASSIGNMENT 2:</b> Observation/ Evaluation Task – TELL Project and Learner.org			Monday, July 15
<b>Module 3</b> Communicative Methods and Modes	<ul style="list-style-type: none"> <li>• <i>Techniques &amp; Principles</i> Ch 9 Communicative Language Teaching</li> <li>• Krashen (2017) “The case for comprehensible input” in <i>Language Magazine</i></li> <li>• Methods Video Series – CLT, TPRS</li> <li>• Richards &amp; Lockhart (1996) Ch 7 Interaction in the L2 Classroom</li> <li>• Communicative Modes Jigsaw (see D2L for your mode)               <ul style="list-style-type: none"> <li>○ Chapter from Tomlinson (2012)</li> <li>○ COERLL FLT Methods Module (<a href="http://coerll.utexas.edu/methods/">http://coerll.utexas.edu/methods/</a>)</li> </ul> </li> </ul>	Discussion 3 Quiz 3	Thursday, July 18
<b>MAJOR ASSIGNMENT 3:</b> Communicative Modes – Part 1: – Google Sites page on your assigned mode			Monday, July 22
<b>Module 4</b> Task-Based and Content-Based Instruction	<ul style="list-style-type: none"> <li>• <i>Techniques &amp; Principles</i> Ch 11 Task-Based Language Teaching</li> <li>• González-Lloret (2017) “Technology for TBLT”</li> <li>• Erlam (2016) “I’m still not sure what a task is”</li> <li>• <i>Techniques &amp; Principles</i> Ch 10 Content-Based Instruction</li> <li>• Paesani &amp; Allen (2012) Beyond the language-content divide</li> <li>• Methods Video Series – TBLT and CBI</li> </ul>	Discussion 4 Quiz 4	Thursday, July 25
<b>MAJOR ASSIGNMENT 4:</b> Communicative Modes – Part 2: Task-Based Lesson Plan for your assigned mode			Monday, July 29

<b>Module 5</b> Planning Implicit and Inductive Instruction	<ul style="list-style-type: none"> <li>• Ellis (2006) Current issues in the teaching of grammar</li> <li>• de la Fuente (2006) Classroom L2 vocabulary acquisition</li> <li>• From Celce-Murcia, Brinton, &amp; Snow’s teacher guide: <ul style="list-style-type: none"> <li>• Purgason (2014) Ch 23 Lesson Planning</li> <li>• Graves (2014) Ch 4 Syllabus and Curriculum Design</li> </ul> </li> <li>• Masuhara (2011) Ch 10 What do teachers really want from coursebooks? From <i>Materials Dev in LT</i></li> </ul>	Discussion 5 Quiz 5	Thursday, August 1
<b>MAJOR ASSIGNMENT 5:</b> Critical Review of Language Textbook or Materials			Monday, August 5
<b>Module 6</b> Motivation, Strategies, and Reflection	<ul style="list-style-type: none"> <li>• <i>Techniques &amp; Principles</i> Ch 13 Learning Strategies</li> <li>• Ushioda (2011) Language learning motivation, self, and identity</li> <li>• Reinders &amp; White (2011) Learner autonomy and technology</li> <li>• Murphy (2014) Ch 39 Reflective Teaching</li> <li>• Bateman (2008) “Teacher beliefs about using target language”</li> <li>• Sato &amp; Loewen (2019) “Do teachers care about research?”</li> </ul>	Discussion 6 Quiz 6  <i>Optional: Submit draft of Teaching Philosophy Aug. 8 for feedback</i>	Thursday, August 8
<b>MAJOR ASSIGNMENT 6:</b> Philosophy of Language Teaching & Learning			Monday, August 12
<b>Module 7 &amp; Review</b> Teaching and Learning in a Multilingual World	<ul style="list-style-type: none"> <li>• <i>Techniques &amp; Principles</i> Ch 12 Political Dimensions</li> <li>• Leung &amp; Valdès (2019) “Translanguaging and the transdisciplinary framework”</li> <li>• <b>Cumulative Quiz</b> – The review quiz will be available online via D2L, much like your module quizzes. Study guides will be provided via Google Drive.</li> </ul>	<b>DUE:</b> Cumulative Quiz AND Final Versions of Papers	Thursday, August 15

**Notes:**

- See the Course Materials list for further details on each assigned reading. You will receive further guidance via D2L on locating these materials. Look in the Weekly Modules folders and in the Resources folder.
- As of Module 2, all module assignments, including quizzes and main discussion posts, are due on Thursdays. All major assignments and replies to peers’ discussion posts are due at 11:59 p.m. Mondays. Look for more information about major assignments in the Assignment Guidelines folder in D2L.
- 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.