

Methods in French/Foreign Language Instruction

This course provides an overview of current and historical approaches to foreign language teaching in general, with special reference to the instruction of French in a university setting. Past and current trends and methodologies of language instruction are examined in order to acquaint students with various classroom approaches. Research findings in second language acquisition (SLA) are explored and their implications discussed, so as to show how these findings lead to more effective classroom practices.

Course objectives are the following:

- 1) to become acquainted with different approaches to foreign language teaching;
- 2) to explore how research findings may inform classroom practice;
- 3) to work on instructional materials development;
- 4) to develop skills in evaluating teaching performance and instructional materials;
- 5) to reflect on your development as an instructor and prepare for continued professional growth.

Class meetings will be devoted to discussion, short presentations, and demonstrations by students and the instructor. Assignments may include presentation of a teaching method, classroom observations and write-ups, classroom materials development, a textbook review, journal article summaries, development of a teaching philosophy and portfolio.

POSSIBLE READINGS

- Anderson, N. J. (2005). L2 learning strategies. In E. Hinkel (Ed.). *Handbook of Research in Second Language Teaching and Research*. New Jersey: Lawrence Erlbaum.
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- Cohen, A. D., & Macaro, E. (Eds.) (2007). *Language Learner Strategies*. Oxford: Oxford University Press.
- Durocher, Jr., D. O. (2007). Teaching sensitivity to cultural difference in the first-year foreign language classroom. *Foreign Language Annals*, 40 (1), 143-160.
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- Farley, P., Peart, S., & Enns, E. (2009). Structured input and textual enhancement: Impacts on L2 production in French. In S. L. Katz & J. Walzinger-Tharp (Eds.) *Conceptions of L2 grammar: Theoretical approaches and their application in the L2 classroom* (pp. 93-109). Heinle/Cengage.
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- Jee, M. J. (2011). Web 2.0 technology meets mobile assisted language learning. *The IALLT Journal*, 41 (1), 161-175.
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- Lee, J. F. and VanPatten, W. (2003). *Making Communicative Language Teaching Happen*. Boston: McGraw-Hill.
- Levine, G. S. (2006). Problematizing the Teaching and Learning of Grammar in the Intermediate German Classroom: A Sociocultural Approach. *Die Unterrichtspraxis/Teaching German*, 39 (1/2), 1-13.
- Liddicoat, A. J. (2006). Learning the culture of interpersonal relationships: Students' understandings of personal address forms in French. *Intercultural Pragmatics* 3 (1), 55-80.
- Lightbown, P. (2000). Anniversary article. Classroom SLA research and second language teaching, *Applied Linguistics*, 21 (4), 431-462.
- Lightbown, P. & Spada, N. (2006). *How languages are learned*. Oxford: Oxford University Press.
- Macaro, E. and Erler, L. (2008). Raising the achievement of young-beginner readers of French through strategy instruction. *Applied Linguistics*, 29, 90-119.
- Magnan, S. and Walz, J. (2002). Pedagogical norms: Development of the concept and illustrations from French. In S. Gass, K. Bardovi-Harlig, S. Magnan and J. Walz (Eds.), *Pedagogical norms and second and foreign language teaching* (pp. 15-40). Philadelphia: Benjamins.
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- Mitchell Scott, V. (1996). *Rethinking foreign language writing*. Boston: Heinle & Heinle.
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