

## **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.
- Antes, T. (2016). French interrogative structures: A new Pedagogical Norm for the 21<sup>st</sup>-century classroom. *Foreign Language Annals* 49 (6): 596-614.
- Bardovi-Harlig, K. (1997). The place of second language acquisition theory in language teacher preparation. In K. Bardovi-Harlig and B. Hartford (Eds.), *Beyond methods: Components of second language teacher education* (pp. 18-41). McGraw-Hill.
- Bennett, M. (2004). Becoming interculturally competent. In J. Wurzel (Ed.). *Toward multiculturalism: A reader in multicultural education (2<sup>nd</sup> ed. pp. 62-77)*. Newton, MA: Intercultural Resource Corp.
- Brandl, K. (2008). *Communicative Language Teaching in Action: Putting Principles to Work*. New Jersey: Pearson/Prentice Hall.
- Chaput, P. (2001). Language teaching: Raising expectations for instructor preparation. In B. Rifkin (Ed.), *Mentoring foreign language teaching assistants, lecturers, and adjunct faculty*. Boston, MA: Heinle and Heinle.
- 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.
- Ecke, P. (2011). The State of German in the United States: A Statistical Portrait and a Call for Teachers. *German as a foreign language GFL*, 2, 55-83.
- Ellis, Rod & Shintani, Natsuko. (2014). *Exploring Language Pedagogy through Second Language Acquisition Research*. London/New York: Routledge.
- Fantini, A. E. (2012). Language: An essential component of intercultural communicative competence. In J. Jackson (Ed.), *The Routledge Handbook of Language and Intercultural Communication*. New York: Routledge.
- 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.
- González-Lloret, M. (2019). Technology and L2 pragmatics learning. *Annual Review of Applied Linguistics*, 39, 113-127.
- Grauberg, W. (1997). *The Elements of Foreign Language Teaching*. Bristol, PA: Multilingual Matters.

- Jee, M. J. (2011). Web 2.0 technology meets mobile assisted language learning. *The IALLT Journal*, 41 (1), 161-175.
- Kasper, G., & Roeber, C. (2005). Pragmatics in second language learning. In E. Hinkel (Ed.). *Handbook of Research in Second Language Teaching and Research*. New Jersey: Lawrence Erlbaum.
- Larsen-Freeman (2000). *Techniques and Principles in Language Teaching*. Oxford University Press.
- 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.
- Martin, I. A. and Jackson, C. N. (2016). Pronunciation Training Facilitates the Learning and Retention of L2 Grammatical Structures. *Foreign Language Annals*, 49, 658-676.
- Mitchell, R., Myles, F. & Marsden E. (2013). *Second Language Learning Theories*. New York: Routledge.
- Mitchell Scott, V. (1996). *Rethinking foreign language writing*. Boston: Heinle & Heinle.
- Moyer, A. (2009). Conceptions of L2 phonology: Integrating cognitive and sociolinguistic approaches to research and teaching. In S. L. Katz & J. Walzinger-Tharp (Eds.) *Conceptions of L2 grammar: Theoretical approaches and their application in the L2 classroom* (pp. 53-69). Heinle/Cengage.
- Paesani, K. (2004). Using literature to develop foreign language proficiency: Toward an interactive classroom. In C. J. Stivale (Ed.), *Modern French Literary Studies in the Classroom: Pedagogical Strategies* (pp. 13-25). New York: The Modern Language Association of America.
- Rachlin, N. (2004). French Today: The Relevance of Undergraduate French Studies, to Teachers and Their Students In *Modern French Literary Studies in the Classroom: Pedagogical Strategies*, edited by Stivale, Charles J, 218-228. New York, NY: Modern Language Association of America.
- Richards, J. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching*, (2nd Ed.) Cambridge: Cambridge University Press.
- Rosen, L. (2009). Reaching students: A hybrid approach to language learning. In R. Oxford & J. Oxford (Eds.). *Second Language Teaching and Learning in the Net Generation*. National Foreign Language Resource Center. University of Hawaii at Manoa.
- Schulz, R. A. (2007). The challenge of assessing cultural understanding in the context of foreign language instruction. *Foreign Language Annals*, 40 (1), 9-26.
- Sercu, L, and St. John, O. (2007). Teacher beliefs and their impact on teaching practice: A literature review. In M. Jiménez Raya & L. Sercu (Eds.). *Challenges in Teacher Development: Learner Autonomy and Intercultural Competence*, (pp. 41-64). New York: Peter Lang
- Shrum, L., and Glisan, E. W. (2010) *Teacher's Handbook*, 4th ed. Boston, MA: Heinle/Cengage Learning.
- Siskin, H. J. (2007). Call me "Madame": Re-presenting culture in the French language classroom. *Foreign Language Annals*, 40 (1), 27-42.
- Siskin, J., Knowles, M. and Davis, R. (1997). *Le français est mort, vive le français*: Rethinking the function of French. In J. Liskin-Gasparro (Ed.), *Patterns and policies: The changing demographics of foreign language instruction* (pp. 35-69). Boston, MA: Heinle and Heinle.
- Valdman, A. (2000). Comment gérer la variation dans l'enseignement du français langue étrangère aux États-Unis. *The French Review*, 73(4), 648-666.
- Warga, M. (2007). Interlanguage pragmatics in L2 French. In D. Ayoun (Ed.), *French Applied Linguistics* (pp. 171-207). Philadelphia: John Benjamins.
- Warschauer, M. and Meskill, C. (2000). Technology and second language teaching. In J. W. Rosenthal (Ed.), *Handbook of Undergraduate Second Language Education*. (pp. 303-318). Mahwah, NJ: Erlbaum.
- Wilkinson, J. (2012). The intercultural speaker and the acquisition of intercultural/global competence. In J. Jackson (Ed.), *The Routledge Handbook of Language and Intercultural Communication*. New York: Routledge.
- Williams, J. (2012). The potential role(s) of writing in second language development. *Journal of Second Language Writing*, 21, 321-331.
- Winkler, E. G. (2007). *Understanding Language: A Basic Course in Linguistics*. New York: Continuum.
- Wong, L. L. C. & Nunan, D. (2011). The learning styles and strategies of effective language learners. *System* 39, 144-63.
- Wong, W. (2002). Form and meaning: Processing instruction. *The French Review*, 76(2), 236-264.
- Wong, W. and VanPatten, W. (2003). *The evidence is IN: Drills are OUT*. *Foreign Language Annals*, 36(3), 403-423.