



UNIVERSITY OF
CALGARY

Faculty of Arts
School of Languages, Linguistics, Literatures and Cultures

LLAC 601
Additional Language Pedagogy
Winter 2021
Asynchronous

COURSE OUTLINE

INSTRUCTOR'S NAME: Dr. Angela George

OFFICE HOURS: Tuesdays 11:00-12:00pm (Zoom link will be posted on D2L) or by appointment (email to arrange a time)

E-MAIL: angela.george@ucalgary.ca I will typically respond to e-mails within 48 hours during weekdays (weekends and holidays excluded).

TELEPHONE NUMBER: +1 (403) 220-6734 (I will not answer, but voicemails get sent to my email.) Email is preferred.

DESCRIPTION

LLAC 601 provides students with an introduction to the field of instructed second language acquisition from both a theoretical and pedagogical perspective. This includes a brief history of both second language acquisition (SLA) and second language pedagogy along with covering individual differences in SLA and how this affects teaching. Practical aspects of teaching such as backward design, creating interactive tasks and lesson planning will also be covered. Additionally, the course will include both the practical and theoretical aspects of teaching languages remotely. Finally, students will have the opportunity to observe university language courses, analyze teaching materials, and develop a statement of teaching philosophy.

OBJECTIVES

- Understand how additional languages are acquired.
- Review and understand major language teaching methods and approaches.
- Understand key issues on the teaching of reading, writing, listening, speaking, grammar and vocabulary.
- Review, evaluate and design classroom tasks.
- Understand learner variables in language learning.
- Learn how to apply existing research findings in teaching.

OUTCOMES

By the end of the course you will have a greater understanding of research-informed language teaching.

REQUIRED COURSE MATERIALS

Loewen, S. (2020). Introduction to instructed second language acquisition. Routledge. Available as ebook at the library: <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/9781315616797>

Online course "Foreign Language Teaching Methods" at the University of Texas, Austin: <http://www.coerll.utexas.edu/methods/>

Russell, V. & Murphy-Judy, K. (2020). Teaching Language Online: A Guide for Designing, Developing, and Delivering Online, Blended, and Flipped Language Courses. Routledge. Available as ebook at the library: <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/9780429426483>

Leeser, M., White, J. (2016). *Interactive tasks* (Routledge e-modules on contemporary language teaching) Available as ebook at the library: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4014723>



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RECOMMENDED COURSE MATERIALS

Brandl, Klaus (2008). Communicative language teaching in action: Putting principles to work. Upper Saddle River, New Jersey: Pearson Prentice Hall.

Larsen-Freeman, Diane, & Marti Anderson (2011). Techniques and Principles in Language Teaching. (3rd ed.). Oxford: Oxford University Press.

Lee, VanPatten, & VanPatten, Bill. (2003). Making communicative language teaching happen (McGraw-Hill second language professional series. Directions in second language learning). Boston: McGraw-Hill.

Lightbown, Patsy M., & Nina Spada (2013). How languages are learned (4th edition). Oxford: Oxford University Press.

Omaggio Hadley, A. (2001). Teaching Language in Context. (3rd ed.). Boston, MA: Heinle & Heinle.

Richards, Jack C. & Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching. (3rd ed.). Cambridge: Cambridge University Press.

COURSE NOTES

This course is asynchronous, which means you must complete the assignments posted in D2L.

- **Important dates:** First day of class: Jan 11. Last day of class: April 15. Term break: Feb 14-30. No class Feb 15, April 2, April 5 (statutory holidays).
- **Assignment due dates:** Will be posted in D2L.
- **Guidelines for submitting assignments and expectations for writing quality:** All assignments must be submitted on D2L by the assigned deadline in the correct D2L Dropbox or Discussion Forum. You are expected to follow the instructions for each assignment and write using academic English.
- **Policy in case of missed or late assignments:** If individual circumstances may prevent a student from meeting a course deadline, it is the student's responsibility to contact the instructor as soon as possible if the student wishes to request credit for any missed online activities.
- **Attendance and participation:** Your participation is expected. In order for you to do well in the course, you must participate and complete all activities in D2L. Additionally, you will be expected to be available to observe two 50-minute (or longer) class sessions via Zoom. Ideally we will all observe these together.
- **Class etiquette:** Please complete the activities in a timely manner prior to their due dates and follow all instructions. Please be respectful of yourself and others when posting in the discussion forum.
- **Course evaluation procedure:** Assessments will all posted online via D2L and grades will be posted on D2L.
- **Technology requirements:**
 - A computer with a supported operating system, as well as the latest security, and malware updates;
 - A current and updated web browser;
 - Webcam/Camera (built-in or external);
 - Microphone and speaker (built-in or external), or headset with microphone;
 - Current antivirus and/or firewall software enabled;
 - Stable internet connection
 - **How to record audio/video:** For this course you will need to audio/video record yourself speaking. You will do these recordings in a computer. You may use Zoom to record. It is suggested that you use a microphone, such as the one on your headphones. You may also record directly into D2L. For activities in which you have to make a recording, you will record, save the file, and then submit it using the dropbox on D2L or in the D2L discussion forum.



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ASSESSMENT

Course Discussion Forum (10) 25%

Classroom Observations (2) 20%

Reflection on online materials and scholarly presentations 15%

Microteach (teach a mini lesson) 10% (2 videos, 5% each)

Teaching Portfolio 30% (teaching philosophy, sample unit plan with 3 lesson plans, dream syllabus, teaching self-evaluation)

Course Discussion Forum: Students will critique assigned readings and articles and also share experiences, ideas, or questions regarding teaching and learning an additional language. They will respond to at least one other student's post each week.

Classroom Observations: Two times during the semester, we will together observe a language class taught. We will focus on various aspects of the class (e.g. teacher's language use, pacing, etc.) and then ideally hold a discussion with the instructor after the class in order to debrief. Students will then reflect critically on what they saw and prepare a written report (ca. two pages, double-spaced, typed; including a description of the events that occurred during the session and a critical reflection using terminology learned in class). When observing someone else's class, students should be punctual and courteous and not negatively criticize the instructor nor the students.

Reflection on online materials and scholarly presentations: Students will propose a variety of online materials, such as teaching activities, podcasts, academic presentations/workshops and gain approval of the instructor to include these in this assignment. They will read, watch or listen to the materials. After this they will write a 5 page reflection where they will describe the materials and then critically reflect on them using terms learned in the classroom and relating them to classroom teaching and learning.

Microteaches (2): Students will prepare and record themselves teaching a mini-lesson they have devised themselves (i.e., not presented in the textbook). These may be related to the teaching of vocabulary, grammar, and culture and should include reading, writing, listening and/or speaking activities. Students will watch their classmate's microteaches and provide constructive feedback on them. When doing this, it is helpful to pretend you are a student.

Teaching Portfolio: For the final project for this course, students will develop a teaching portfolio. The teaching portfolio showcases one's work as a teacher. It will be evaluated on the quality of its components, its completeness, the clarity of expression, and the depth and breadth of the reflections. The portfolio must include at least the following items:

- Statement of your teaching philosophy
- Lesson plans and sample activities that you have developed accompanied by their rationale and a critical self-assessment on how the microteaches went and how they could be improved
- A dream syllabus
- Your teaching self-evaluation: what you have learned from your microteach (and from the comments of others who saw your microteaches), what you have to make progress on, and how you intend to do that.

GRADING SCALE

A+ = 98-100 ; A = 95-97; A- = 90-94 ; B+ = 88-89 ; B = 85-87 ; B- = 80-84 ; C+ = 78-79 ; C = 75-77 ; C- = 70-74 ; D+ = 68-69 ; D = 65-67 ; D- = 60-64; F: 59- 50%.

The official grade calculation (A=4, B=3, C=2, D=1) will be applied to calculate the final grade.



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INTEGRITY AND CONDUCT

All members of the University community have a responsibility to familiarize themselves with the Statement on Principles of Conduct, and to comply with the University of Calgary Code of Conduct and Non-Academic Misconduct policy and procedures (available at: <http://www.ucalgary.ca/pubs/calendar/current/k.html>).

Academic misconduct

1. **Plagiarism** is a serious offence, the penalty for which is an F on the assignment and possibly also an F in the course, academic probation, or requirement to withdraw. Plagiarism exists when:

- a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test);
- b) parts of the work are taken from another source without reference to the original author;
- c) the whole work (e.g., an essay) is copied from another source, and/or
- d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted."

Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged. A bibliography is insufficient to establish which portions of the student's work are taken from external sources; footnotes or other recognized forms of citation must be used for this purpose.

2. **Cheating** at tests or examinations includes but is not limited to dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, memorandum, other written material or mechanical or electronic device not authorized by the examiner; writing an examination or part of it, or consulting any person or materials outside the confines of the examination room without permission to do so, or leaving answer papers exposed to view, or persistent attempts to read other students' examination papers.

3. **Other academic misconduct** includes, but is not limited to, tampering or attempts to tamper with examination scripts, class work, grades and/or class records; failure to abide by directions by an instructor regarding the individuality of work handed in; the acquisition, attempted acquisition, possession, and/or distribution of examination materials or information not authorized by the instructor; the impersonation of another student in an examination or other class assignment; the falsification or fabrication of clinical or laboratory reports; the non-authorized tape recording of lectures.

4. Any student who voluntarily and consciously aids another student in the commission of one of these offences is also guilty of academic misconduct.

INTELLECTUAL PROPERTY AND COPYRIGHT LEGISLATION

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may not be reproduced, redistributed or copied without the explicit consent of the instructor. All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PRIVACY (FOIP) ACT

Graded assignments will be retained by the Department for three months and subsequently sent for confidential shredding. Final examinations will be kept for one calendar year and subsequently sent for confidential shredding. Said material is exclusively available to the student and to the department staff



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requiring to examine it. Please see <https://www.ucalgary.ca/legalservices/foip> for complete information on the disclosure of personal records.

ACADEMIC ACCOMMODATIONS

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>.)

Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or the Department Head/Dean or to the designated contact person in their Faculty.

FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES

Have a question, but not sure where to start?

The Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance they may require.

In addition to housing the Associate Dean (Undergraduate Programs and Student Affairs) and the Associate Dean (Teaching, Learning & Student Engagement), the Arts Students' Centre is the specific home to:

- Program advising
- Co-op Education Program
- Arts and Science Honours Academy
- Student Help Desk

Location: Social Sciences Room 102

Phone: 403-220-3580

Email: ascarts@ucalgary.ca

Website: arts.ucalgary.ca/undergraduate.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them at the MacKimmie Block.

Contacts for the Students' Union Representative for the Faculty of Arts: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.

INTERNET AND ELECTRONIC COMMUNICATION DEVICES

Devices such as laptops, palmtops and smartbooks are allowed provided that they are used exclusively for instructional purposes and do not cause disruption to the instructor and to fellow students. Cellular telephones, blackberries and other mobile communication tools are not permitted and must be switched off.

SUPPORT AND RESOURCES

Links to information that is not course-specific related to student wellness and safety resources can be found on the Office of the Registrar's website: <https://www.ucalgary.ca/registrar/registration/course-outlines>.