

Indiana University
Department of French and Italian

M573 – Spring 2008
Teaching Methods for Italian: Theory and Practice

241 Ballantine Hall
Wednesday 3:30-5:30 p.m.

Colleen Ryan-Scheutz
626 Ballantine Hall
phone: 855-1249
email: ryanm@indiana.edu

Course Materials:

Omaggio-Hadley, Alice. *Teaching Language in Context*. 3rd edition. Boston: Heinle, 2000

Course Packet (E-Reserves): M593 Colleen Ryan-Scheutz (Electronic Reserves)

Additional Suggested Readings:

Brandl, Klaus. *Principles of Communicative Language Teaching in Action*. New Jersey: Prentice Hall, 2007.

Bush, Michael and Robert M. Terry eds. *Technology-Enhanced Language Learning*. Lincolnwood, IL: National Textbook Company, 1997.

Clivio, Gianrenzo and Marcel Danesi. *The Sounds, Forms, and Uses of Italian: An Introduction to Italian Linguistics*. Toronto: University of Toronto Press, 2000.

Lee, James and Bill Van Patten. *Making Communicative Language Teaching Happen*. 2nd Ed. New York: McGraw Hill, 2003.

Savignon, Sandra. *Communicative Competence. Theory and Classroom Practice*. New York: McGraw Hill, 1997.

Showalter, Elaine. *Teaching Literature*. New York: Blackwell, 2002.

Shrum, Judith and Eileen W. Glisan. *Teacher's Handbook. Contextualized Language Instruction*. 2nd Ed. Boston: Heinle, 2000.

Ur, Penny. *A Course in Language Teaching. Practice and Theory*. Cambridge: Cambridge University Press, 1996.

Course Objectives:

In this course we will explore current trends, issues, and practices in fields of foreign language teaching with a specific focus on Italian. Students will read and engage with scholarly articles on a variety of topics pertaining to language acquisition theories with a set of examples from the field of Italian as a second language. Students will explore and evaluate a variety of classroom methods and techniques as they pertain to the teaching of Italian. Discussions will always seek to

connect theory with practice so we gain a better understanding of how different theoretical frameworks guiding research subtend our daily classroom practices.

Additional components of this course include the study of critical thinking, multiple intelligences, an introduction to teaching literature, an introduction to applied linguistics research methods, teaching Italian through theater, and professional development for teachers of Italian.

Students will be expected to write short critical commentaries on a weekly basis and take turns presenting materials and leading discussions. In addition, there will be an oral mid-term exam, a final written exercise on concepts and problem solving, and a final professional dossier.

Important Websites:

Dizionario/nozionario linguistico italiano: <http://venus.unive.it/italslab/nozion/nozindic.htm>

International phonetic alphabet:

http://en.wikipedia.org/wiki/International_Phonetic_Alphabet_for_Italian

Course Calendar

Date	In class	Outgoing Assignment (prepare for next class)
Wed. Jan. 9 (I)	<p><u>Lyons: What is language?</u></p> <p>*Read materials for first class before Jan. 9. Prepare a one-page critical response to one aspect of one reading, based on the example (See document = “Sample response paper”)</p> <p>*Get ahead in reading for Jan. 16th and 23rd (we do a quick sweep of 3 different chapters of Omaggio book)</p>	<p>Fromkin: <i>Linguistics: An introduction to linguistic theory,</i> pgs. 3-21 Ch. 1 (ER)</p> <p>Clivio & Danesi: <i>The Forms and Sounds of Italian</i> Ch. 1 (handout) Ch. 2 & Ch. 3 (ER)</p> <p>VanPatten: <i>Input to Output</i>, Introduction and Chapter 1 (ER)</p> <p>Omaggio Hadley, <i>TLIC</i>, Ch. 1</p>

Date	In class	Outgoing Assignment (prepare for next class)
Wed. Jan. 16 (II)	Introduction to the Course Key Terms and Concepts in FL Pedagogy (English & Italian) Brief Introduction to Linguistics (Theoretical and Applied)	Omaggio Hadley, <i>TLIC</i> , Ch. 3 Omaggio Hadley, <i>TLIC</i> , Ch. 4

Wed. Jan. 23 (III)	Brief History of FL Teaching Methods & Italian-Specific Context Teaching for Proficiency Context & Communication	Nation: <i>Teaching Vocabulary...</i> , Introduction & Chapter 3 (ER) Danesi: <i>Using Italian Vocabulary</i> (ER)
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****WORKSHOP**

Wed. Jan. 30 (IV)	Teaching L2 Vocabulary & Italian-Specific Context	Lee and VanPatten: <i>MCLTH</i> , Ch. 6 (ER) Glisan and Shrum: Ch. 7 (ER) Schulz; Mitchell & Redmond (ER)
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Wed. Feb. 6 (V)	Teaching L2 Grammar & Italian-Specific Context	Omaggio Hadley: <i>TLIC</i> , Ch. 6 Lee: <i>Tasks</i> , Ch. 3 (ER) Mason: <i>Where Is Italian Phonetics and Phonology?</i> (ER)
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*** FEB 8th * TENTATIVE DATE FOR DREAMWEAVER-PORTFOLIO WORKSHOP**

Date	In class	Outgoing Assignment (prepare for next class)
Wed. Feb. 13 (VI)	Oral Proficiency in Italian Teaching Speaking, Pronunciation, and Classroom Interaction	Omaggio Hadley: <i>TLIC</i> Ch. 5
Wed. Feb. 20 (VII)	Reading in Italian Listening to Italian	Omaggio Hadley: <i>TLIC</i> Ch. 7 Warschauer: article (ER)
Wed. Feb. 27 (VIII)	Writing in Italian	Omaggio Hadley: <i>TLIC</i> Ch. 8 Nuessel and Cicogna: article (ER) Kramsch: article (ER) ***[For March 26th]***
Wed. March 5 (IX)	Review Discussion Special Guest: Mace Perlman “Teaching as Performance and the Canovaccio-Lesson Plan”	*Prepare for mid-term examination *Begin preparing online working dossier

March 8-16, 2008 - Spring Break

Date	In class	Outgoing Assignment (prepare for next class)
Wed. Mar 19 (XI)	Midterm Exams (By Appointment)	Omaggio Hadley: <i>TLIC</i> Ch. 8 Nuessel and Cicogna: article (ER) Kramsch: article (ER) ***[For March 26th]***

Wed. Mar 26 (XI)	Teaching for Culture (Knowledge, Understanding, Aesthetic Disposition/Appreciation)	Tsui: Understanding Expertise in Teaching Ch. 2 & 3 (ER) Professional Development Packet (handout) *Outline of Online Dossier * Write: One-Page <i>Statement of Teaching Philosophy</i>
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Wed. Apr. 2 (XII)	Italian Studies – The Profession(s) & Professional Development Expertise in Teaching Teaching Critical Thinking	Gardner Seven Kinds of Smart [Selections - ER] Omaggio Hadley, TLIC, Ch. 9
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Wed. Apr. 9 (XIII)	Multiple Intelligences Assessments & Classroom Testing for Italian	*Take-home exam distributed (due Apr. 30, 2008) Showalter: Teaching Literature (Ch. 2 & 3) (ER)
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Assignments/topics cut due to special visit on March 5, 2008:

***Theories of Language Learning -Omaggio Hadley, TLIC, Ch. 2 (pp. 75-80)**

***First versus Second Language Learning, Fromkin and Rodman: Ch. 8 (ER)**

Date	In class	Outgoing Assignment
Wed. Apr. 16 (XV)	Theories of Teaching Italian Literature Methods of Teaching Italian Literature	*Professional Dossier Preparation (due May 2, 2008)
<i>(prepare for next class)</i>		
Wed. Apr. 23 (XVI)	Presentation of Dossiers TCEs	Finalize professional materials and take-home exam. Turn in by Mon. April 28th

Wed. Apr. 30 (Finals week)	Discussion of Final Exercise (time, place, length to be announced)	
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Course Requirements:

Weekly Preparation (*readings, critical responses, mini-presentations*):

Preparation has three main components. First, you need to keep up with readings in advance, take notes, reflect on applicability of theories to daily practices, and participate in all aspects of class discussion.

Second, please prepare a two-page, double-spaced critical response to one aspect of one class reading that really grabbed your attention and made you think, debate, wish to experiment in class or explore further. *On certain weeks, specific “response questions” may be assigned. From time to time, you will be asked to contribute highlights from these commentaries during our discussions. (See “critical response” guidelines)

Third, on certain weeks you will be asked to prepare a mini-presentation on a pedagogical topic, applying some of the ideas we have discussed in practical terms that relate to our teaching. (See mini-presentation guidelines)

Class Participation (*Attendance and Engagement in class*):

Excellent participation requires that you be present, attentive and participatory in class. Students are required to attend all class meetings. If you cannot make a given class, due to exceptional circumstances, please let me know. Active engagement with topics and issues in class means contributing to class discussions regularly and leading the discussion in an interesting and informative fashion when it is your turn.

Critical Response Papers

See weekly preparation (above) and “critical response guidelines”.

Presentations (*in-class, non-summary style*)

The first presentation will be pedagogical in nature. During the weeks in which we visit study the teaching and/or assessment of various, one or two classmates will be asked to conduct a 5-min. Teaching demo on the subject for comments and discussion (See separate guidelines). The second presentation will be a 10-minute computer-based expose' of your professional dossier.

Mid-term exams:

Mid-term exams will be oral conversations with the tone and style of a job interview in the field. Questions will cover the range of topics covered through **March 5, 2007**. Exams will last approximately 20-25 minutes and will take place in my office (626 Ballantine), by appointment, on **March 18 and 19, 2007**.

Final Exercise:

The final consists of a take-home exam. It is an open-book exam that puts you in the position of program coordinator/director. You will have three weeks to work on it and you will be asked to

present one question from the exam during our final class meeting, **April 30, 2008**. (See “Final troubleshooting exercise” guidelines).

Professional Dossier (Online):

The professional dossier will be an online space with two main segments. The first segment will be a class portfolio containing your weekly reflection papers, presentation materials, and final exercise. The second segment will be the professional dossier containing cover letter, cv, statement of teaching philosophy, and many other examples of lesson plans, activities, assessment materials, etc. that provide the best example of your potential contributions to the field. Preliminary dossier presentations will take place in class on **April 23, 2008**. Final dossier materials are due by **Friday May 2, 2008**.

Grade Breakdown

Preparation & Participation	10.00%
Weekly Response Papers (7) & Discussions	35.00%
Mid-term exam	15.00%
Presentation	15.00%
Final Professional Dossier	25.00%

Additional Resources by Subject (Italian-specific bibliography distributed electronically):

VOCABULARY

Nation, P. & Newton, J. Teaching Vocabulary. In Coady & Huckin (Eds). *Second Language Vocabulary Acquisition: A Rationale for Pedagogy*. England: Cambridge University Press, 1997. pp. 238-254

Anthony, E. & Menasche, L. Teaching Vocabulary: The Current Word. *Georgetown University Round Table on Languages and Linguistics*, 1991, 100-113.

Newton, J. Options for Vocabulary Learning through Communication Tasks. *English Language Teaching Journal*, 2001, 55, 1, 30-37.

GRAMMAR

Ellis, R. Input-Based Approaches to Teaching Grammar: A Review of Classroom-Oriented Research. *Annual Review of Applied Linguistics*, 1999, 19, 64-80.

Wong, W. New Perspective on Grammar Teaching in Second Language Classrooms. *Language Awareness*, 2002, 11, 4, 295-298.

READING

Carrell, P. Second Language Reading: Reading Ability or Language Proficiency? *Applied Linguistics*, 1991, 12, 2, June 159-179.

Lee, J. On the Use of Recall Task to Measure L2 Reading Comprehension. *Studies in Second Language Acquisition*, 1986, 8, 2, June, 201-211.

WRITING

Edstrom, A. What My Students Heard That I Didn't Know I Said: Reflections on Learner Feedback in a Spanish Composition Course. *Canadian Modern Language Review*, 2003, 60, 2, December, 205-222.

LISTENING

Vandergrift, L. Facilitating Second Language Listening Comprehension: Acquiring Successful Strategies. *English Language Teaching Journal*, 1999, 53, 3, 168-176.

Jung, Euen Hyuk (Sarah). The Role of Discourse Signaling Cues in Second Language Listening Comprehension. *Modern Language Journal*, 2003, 87, 4, Winter, 562-577.

Schmidt-Rinehart, B. The Effects of Topic Familiarity on Second Language Listening Comprehension. *Modern Language Journal*, 1994, 78, 2, Summer, 179-189.

Long, D. What You Don't Know Can't Help You: An Exploratory Study of Background Knowledge and Second Language Listening Comprehension. *Studies in Second Language Acquisition*, 1990, 12, 1, March, 65-80.

CULTURE

Herron, C., Cole, S., Corrie, C., Dubreil, S. The Effectiveness of a Video-Based Curriculum in Teaching Culture. *Modern Language Journal*, 1999, 83, 4, Winter, 518-533.

Kramsch, C. (1993). *Context and Culture in Language Learning*. Oxford: Oxford Univ. Press.

Kramsch, C. (1998). *Language and Culture*. Oxford: Oxford University Press.

TEACHING WITH TECHNOLOGY

Bonvallet, Susan, and de Luce, Judith (2001). Roles for Technology in Collaborative Learning. *CALICO*, 18, 295-303.

Chapelle, Carol (2000). Is Network-based learning CALL? In Rick Kern and Mark Warschauer (Eds), *Network-based Language Teaching*, 204-228. Cambridge: Cambridge University Press.

Flewelling, J. From Language Lab to Multimedia Lab: Oral Language Assessment in the New Millennium. *Dimension*, 2002, 33-42.

Kern, Rick, and Warschauer, Mark (2000). Theory and Practice of Network-based Language Teaching. In Rick Kern and Mark Warschauer (Eds), *Network-based Language Teaching*, 1-19. Cambridge: Cambridge University Press.

Warschauer, Mark (1999). Computers, Composition, and Christianity. This is chapter 2 of his book called "electronic Literacies: Language, Culture, and Power, in Online Education" (L. Erlbaum).

Zhao, Yong (2003). Recent Developments in Technology and Language Learning: A Literature Review and Meta-analysis. CALICO, 21, 7-28.

LANGUAGE ACQUISITION

VanPatten, B. Thirty Years of Input (Or Intake, the Neglected Sibling). *Social and Cognitive Factors in Second Language Acquisition: Selected Proceedings of the 1999 Second Language Research Forum*. Somerville, MA: Cascadilla, 2000, pp. 287-311.

TEACHING LITERATURE / PROFESSIONAL DEVELOPMENT

Chaput, P. Language Teaching: Raising Expectations for Instructor Preparation in *Mentoring Foreign Language Teaching Assistants, Lecturers, and Adjunct Faculty. Issues in Language Program Direction*. Boston: Heinle and Heinle, 2000.

Pfeiffer, P. Preparing Graduate Students to Teach Literature and Language in a Foreign Language Department. *ADFL Bulletin*. 34.1, Fall 2002, 11-14.

Agatheocleous, T. and Dean, Ann. (2003). *Teaching Literature: A Companion*. NY: Palgrave.