

**GRADUATE LEVEL  
NELC N696**

**TEACHING LESS COMMONLY TAUGHT LANGUAGES (LCTLs):  
Middle Eastern and Central Asian Languages**

**Çiğdem Balm Harding**

Fall Semester 2009

3 credit/hr

Open to all Graduate students

The course is an obligatory part of the language Associate Instructor training program of the Department of Near Eastern Languages and Cultures.

**Brief Description:**

The course aims to develop and practice skills and techniques for teaching Less Commonly Taught Languages to adults, in the context of (a) recent approaches and research into language and language teaching; (b) national needs and national recommendations and standards (such as Proficiency Guidelines); and (c) where relevant in fitting with the language curriculum for these languages at IU.

**Objectives:**

The objectives of the course are:

- to introduce the linguistic and cognitive dimensions of language (including pragmatic semantics, grammar, written and spoken differences)
- to acquaint students with the principles and the current issues related to learning a first and a foreign/second language
- to enable students to apply the principles of performance based language teaching/learning to LCTLs
- to enable students to evaluate, adapt, and be able to integrate instructional media used in learning and teaching a foreign language: textbooks, audio and audio-visual materials and computer-assisted language learning materials as well as writing new materials

**Contents:**

Methodology is central to classroom practices in language teaching. This course unit will begin by examining the theoretical origins and pedagogic influence of various *approaches* to language teaching (eg structural, communicative, humanistic, task-based); the development of defined *methods* that relate to these approaches, and finally the wide range of *techniques*, traditional and more contemporary, that are currently at the disposal of informed language teachers. It will consider, how the concept of 'appropriate methodology' might help teachers develop approaches to teaching that are context-sensitive, but at the same time consistent with current research and thinking.

The topics that the course will cover include the following:

Week I

Topic: The nature of human language and language learning (interaction between psychology, linguistics and language learning)

Language tutors' beliefs about FL learning/ being a good teacher/  
reflective practice

How do we learn languages?

Understanding the University language learner: Individual differences  
Learner strategies

Week II

Topic: Approaches to language teaching

Grammar translation/ Direct Method/ Audiolingual/ Communicative/  
Form focused instruction/ Task based instruction/  
Which method?

Week III

Topic: Course design and lesson Planning

Week IV

Topic: Promoting Learner Autonomy

Why autonomy?

Developing autonomous learning

Developing learner strategies

Evaluation: self and peer assessment

Week V

Topic: Information and communications technology

Week VI

Topic: Classroom management

Week VII

Topic: Assessment

Week VII

Topic: Proficiency Guidelines (ACTFL; ILR; European)  
Cultural Proficiency

Week VIII  
Topic: Teaching Speaking and Writing skills

Week IX  
Topic: Teaching Listening and Reading skills

Week X  
Topic: Using Written texts in the class

Week XI  
Topic: Teaching Vocabulary

Week XII  
Topic: Teaching Grammar

Week XIII  
Topic: Using Translation in class

**Learning and Teaching Methods:**

3hrs/week combination of lectures, discussion and task presentation.

**Details of the reading list will be adjusted for each student depending on the LCTL that he/she wants to work on.**

**Assessment:**

3x oral presentation/ teaching practice 30%  
(with bibliography and outline)

Reading assignments: summary and commentary 20%

1 x final project (5,000 words) 50%

**Preliminary Reading List**

A more extensive general bibliography will be provided. The following constitutes a list of core readings.

Al-Batal, Mahmoud. 2008. The Teaching of Arabic as a Foreign Language. Washington DC: Georgetown UP.

Brown, H. Douglas. 2007. *Principles of Language Learning and Teaching*. 5<sup>th</sup> edition. NY: Pearson Longman.

Gass, Susan and Larry Selinker. 2001. *Second language acquisition : an introductory course* . Mahwah: Erlbaum.

Graves, Kathleen. 2000. *Designing Language Courses*. Boston: Newbury House.

Hedge, T. 2000. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.

Klapper, John. 2006. *Understanding and Developing Good Practice: Language Teaching in Higher Education*. London: CILT.

McKay, Heather. 1999. *Teaching adult second language learners*. Cambridge: CUP.

Nuttall, C.1996. *Teaching Reading Skills in a Foreign Language*. London: MacHelt.

Richards. J.C. & T. Rodgers. 2001. *Approaches and Methods in Language Teaching*. Cambridge: CUP.

Wahla, Kassem M. 2006. *Handbook for Arabic Language Teaching Professionals in the 21<sup>th</sup> century*. Mahwah: Erlbaum.

Willis, J. 1996. *A Framework for Task-based Learning*. London: Longman.

#### WEB SITES

[http://www.cilt.org.uk/pdf/pubs/languagesict/setting\\_up\\_your\\_pc\\_arabic.pdf](http://www.cilt.org.uk/pdf/pubs/languagesict/setting_up_your_pc_arabic.pdf)

<http://www.eric.ed.gov/>

<http://www.councilnet.org/home.htm>

<http://www.actfl.org/>

<http://www.wm.edu/aata/>

(American Association of Teachers of Arabic)

<http://www.iflta.org/#>

(Indiana Foreign Language Teachers Association)

<http://nmelrc.byu.edu/>

(National Middle East Language Resource Center)

<http://nmlrc.org/handbooks/>

<http://arabicwithoutwalls.ucdavis.edu/aww/info.html>

<http://listserv.linguistlist.org/archives/arabic-l.html>