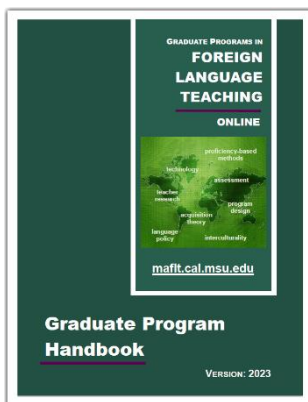


Instructor: Dr. Amanda Lanier  
Campus Office: B-135 Wells Hall | 517-884-7764 (voicemails go to my email)  
Remote Office: Home in East Lansing | 517-388-6770 (rings my mobile)  
Email: This course: [alanier@msu.edu](mailto:alanier@msu.edu) | Program questions: [maflt@cal.msu.edu](mailto:maflt@cal.msu.edu)  
Office hours: Tues 3 p.m., Thurs 5 p.m., or by appointment (see Class Policies #2)  
Appointment site: Schedule individual times via [ScheduleOnce](#) at least 24 hours in advance  
Virtual Meetings: Microsoft Teams is default platform for meetings  
Course links: D2L course page: [d2l.msu.edu](https://d2l.msu.edu) → FLT 807 Methods  
Microsoft Teams site: [teams.microsoft.com](https://teams.microsoft.com) → FLT 807 (look for our class logo)  
**Tech Support:** For D2L see [help.d2l.msu.edu](https://help.d2l.msu.edu) – For MSU Tech see [tech.msu.edu/support](https://tech.msu.edu/support)

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## MAFLT PROGRAM LINKS



**FLT 807 Course Home in D2L:** [d2l.msu.edu/d2l/home/1666580](https://d2l.msu.edu/d2l/home/1666580)  
**MAFLT Students - Spartan365** [michiganstate.sharepoint.com/sites/MAFLT](https://michiganstate.sharepoint.com/sites/MAFLT)  
**MAFLT Community in D2L:** [d2l.msu.edu/d2l/home/115561](https://d2l.msu.edu/d2l/home/115561)  
**MAFLT Public Website:** [maflt.cal.msu.edu/current-students](https://maflt.cal.msu.edu/current-students)  
**Graduate Program Handbook:** [\(via MAFLT SharePoint\)](#)  
[Program Handbook for Printing](#)  
[Appendix B: Policies and Procedures](#)  
[Appendix C: Academic Writing](#)  
[Appendix D: Technology](#)

## 1. COURSE READINGS

Required textbook:

- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques & principles in language teaching* (3<sup>rd</sup> ed.). Oxford: Oxford University Press.

Reference texts:

- Long, M. & Doughty, C. (Eds.). (2009). *The handbook of language teaching* [Wiley Online Library version]. Access via MSU Library: <http://catalog.lib.msu.edu/record=b7180486~S39a>.
- Byram, M., & Hu, A. (Eds.). (2013). *Routledge encyclopedia of language teaching and learning* (2nd ed.). New York: Routledge. Access via MSU Library: <http://catalog.lib.msu.edu/record=b13166283~S39a>.

Additional resources:

- Assigned articles and book chapters will be available through our course page on MSU's online learning management system, D2L (<http://d2l.msu.edu>), or directly through the MSU library. Further information on accessing these readings will be provided. See Course Materials list below for details.

## 2. COURSE DESCRIPTION

Methods of Foreign Language Teaching offers a foundation in approaches, methods, and materials for the teaching of second and foreign languages from the perspectives of second language acquisition (SLA) research. We begin by reviewing the history of language teaching methods and basic concepts pertaining to the field and then focus on specific communicative modes, planning, motivation and strategies, and other pertinent topics. In particular, we focus on implementing communicative and task-based approaches to promoting language skills and language learning strategies. Designed for pre-service and in-service teachers of any language, this course emphasizes the development of effective decision making by constantly drawing connections between theory and practice and encouraging reflection on students' language learning and teaching experience. The major tasks for this course include writing a critical review of currently available teaching materials and a teaching philosophy, both grounded in current research and practice.

This fully-online course has 12 modules. These modules, consisting of instructor videos, readings, useful links, published videos, and assignments, can be accessed through the course page on Michigan State University's learning management system, D2L (<http://d2l.msu.edu>). This course requires online participation, weekly quizzes, four written assignments, and a final exam.

## 3. COURSE OBJECTIVES

*By the end of the semester, students in this course will be able to do the following:*

1. Explain the development of language teaching methodologies and use the rationale behind current methods and teaching practices to inform your own teaching practice.
2. Read, understand, and think critically about current research pertaining to teaching methods and language teaching techniques to inform curriculum development.
3. Develop activities and materials for language learners and evaluate such materials based on criteria relevant to the concepts we cover in the course.
4. Reflect on your own teaching experience and observations of other teachers in action.
5. Provide a professional review of foreign or second language materials that can be used for initial textbook adoption, guidance in the use of materials, or the adaptation of materials.
6. Convey to others a coherent, well-articulated, and theory-based teaching philosophy grounded in empirically tested research.

## 4. COURSE REQUIREMENTS

The following table provides a summary of the requirements for this course. For further information and resources for completing these tasks, see the Assignment Guidelines folder in D2L.

Tasks		Weight	Due Date
<b>Participation Tasks</b>		<b>30%</b>	
Guided Reading Quizzes	Each week class readings will be assigned (see schedule below). In order to promote comprehension and critical thinking regarding these readings, you will answer guided reading questions using the Quiz function in D2L. These appear every other week. You are allowed to attempt each quiz twice before the due date.	12%	Every other week – complete by Monday midnight
Discussion Participation	Participation in class discussions via the D2L Discussion forums is an important element of participation in this course. Each week’s prompts will ask you to reflect on the week’s readings and videos. For full credit, you must respond to at least one classmate’s post in EACH discussion thread. Opportunities will also be provided to meet with your classmates and instructor in virtual meeting, and you are encouraged to interact via Microsoft Teams.	18%	Every week – main post by Monday midnight  Replies to peers due by following Monday midnight
<b>Reflective Teaching Tasks</b>		<b>20%</b>	
Language Learning Autobiography	The language learning (and teaching) autobiography serves three purposes: 1) to encourage reflection on experiences that have shaped your language learning beliefs; 2) to provide your instructor with a writing diagnostic and establish practices for future assignments; and 3) to serve as an initial step toward writing your teaching philosophy, which can include reflection on your experience.	5%	Module 2 (about 500 words)*
Philosophy of Language Teaching	The teaching philosophy is an important means of articulating a teacher’s beliefs and approaches and a key element of many job applications. Because your beliefs will evolve during the MAFLT, teaching philosophies will be revisited in FLT 817 and included in the Final Portfolio.	15%	Module 12 (about 1000 words)
<b>Current Practices Tasks</b>		<b>40%</b>	
Classroom Observation/ Evaluation Task	Observing other teachers is a practice you should cultivate throughout your career. You will observe a live class or watch videos of experienced language teachers in action, take field notes, and submit a report in which you discuss the classroom environment, the teacher’s choices and practices, student participation, and the impact this observation has had on your beliefs and practices. Links to suggested video collections are provided in D2L. The videos must show actual language teaching, not only commentary.	10%	Module 4 (about 1000 words)
Communicative Modes Jigsaw – Presentations & Activity Designs	Although the various modes of communicative competence should not be taught in isolation, we will focus on principles and practices for teaching each of the 5 modes, as per the ACTFL standards ( <a href="http://www.actfl.org">www.actfl.org</a> ). The “jigsaw” procedure will involve working with an assigned group to create materials associated with one mode and then presenting those materials to students who have focused on other modes using Zoom, Microsoft Teams, and video recordings.	15%	Presentations - Module 6  Activity Designs - Module 8 (see templates)

Critique of Textbook or Materials	Materials currently available for language teaching vary widely across languages and contexts. You will select materials for teaching your target language specifically and write a critique (a critical review) of these materials. You may use a textbook, a published curriculum, or an instructional website (not an app) that you currently use or might use. Published book reviews will be provided as models. Materials must be approved by your instructor.	15%	Module 10 (about 1500 words)  Submit material for approval in Module 3
<b>Knowledge of Methods and Practices</b>		<b>10%</b>	
Cumulative Review	The cumulative review (or final exam) at the end of the semester is intended to solidify your memory of key concepts and to help you revisit and consolidate key arguments related to the teaching and learning of foreign languages. You will receive study guides and possible questions in the weeks prior to the cumulative review, which includes multiple extra credit options.	10%	Complete by Thursday midnight of Final Exam week (8/13)

\* See further guidelines on format and length of assignments under Guidelines for Written Work.

## 5. CLASS POLICIES AND EXPECTATIONS

### 5.1. Course modules and weekly activities

**Course Modules:** As mentioned above, the content of this course is presented in 12 modules. In addition, the course begins with an introductory lesson called Module 0. In the weeks after Module 12, you will review the course content, share your work with classmates, and complete your final projects. The weekly due date for this course will be **Tuesdays at midnight** (technically, 11:59 p.m. in Eastern time or your time zone if later).

**Discussion Forum:** Each week, you will participate in an online discussion and complete other related tasks. Responding to other students' posts is required and must be completed by **the following Tuesday**. Virtual events and meetings may be scheduled on other days of the week, and the course ends on a **Friday**. Your availability will be requested and taken into account when scheduling those meetings.

**Anticipated Workload:** Online graduate courses in the MAFLT program at MSU rely on regular and consistent participation throughout the semester. It is recommended that you set aside **an average of 6-12 hours per week** for course tasks. Your workload will vary depending on your experience in FLT courses, your teaching experience, whether you have major assignments due that week, and other factors. Consider the course schedule early and often so that you can complete assignments on time each week. See Late Policy below.

### 5.2. Communicating with your instructor and peers

Because this class is online, our communication by internet and phone will be very important. We will use the following three methods of communication as the semester goes on, and further training will be available in the course, via D2L and Spartan365 apps. Guidance on these tools and how to use them on your devices is provided below in the section **Technology for this Course**, in our course materials (see **Module 0**), and in the general tutorial materials for MAFLT Students: [MAFLT Tutorials Hub \(michiganstate.sharepoint.com\)](http://michiganstate.sharepoint.com).

- **Activity Feed and updates in D2L** ([d2l.msu.edu](http://d2l.msu.edu)) > Course Home page;
- **Microsoft Teams** ([teams.microsoft.com](https://teams.microsoft.com)) > Team for FLT 817 FS22; and
- **SpartanMail/Outlook email** (<http://spartanmail.msu.edu>).

**Announcements and Notifications:** Each week, you will see an announcement via **D2L Activity Feed** when new modules and major updates are released. Additional reminders, follow-ups, responses to questions that are relevant to multiple people, and links to files and other materials available via Spartan365 apps may be shared via **Teams**. D2L can also send out a wide range of automated notifications. Some of these are more useful than others. You should customize and update your notifications in D2L and Teams each semester. **Teams** also serves to connect other apps including OneNote, Stream, and SharePoint. You can also contact your classmates and instructor individually via Teams chat.

**Individual Communication via D2L, Teams, and Email:** When I send email to you, I will use your **MSU email account**, not a personal account (this choice is for security and consistency). We do NOT use the internal email tool in D2L. In some cases, email is important because it creates a record of the interaction. Invitations via Outlook and automated notifications from D2L will also go to your email. If I email you, please take the message seriously and reply promptly and as directed. Once the course begins, we will primarily rely on **Microsoft Teams** for communication and collaboration on tasks and materials.

**Virtual Meetings:** We use the video meeting tool in **Microsoft Teams** or **Zoom** (<http://msu.zoom.us>) for office hours, review sessions, etc. Ideally, you will use a webcam, microphone, and headphones for these meetings, but you can also dial in by phone. This software allows for real-time communication and sharing of our computer screens. The meeting ID and link will be provided in the invitation to each class virtual event. Live participation is preferred, but you will be able to access recordings, transcripts, and materials afterward.

**Making Appointments:** Throughout the semester, office hours are available by appointment. The default appointment length is 30 minutes. Appointments can take place by phone, but virtual meetings are preferred. If you live near East Lansing, you may certainly come to my office. In order to make an appointment, go to the following site (link also on our D2L home page) and select at least two separate times.

**ScheduleOnce:** <https://go.oncehub.com/lanier-flt>

Please strive to make these appointments *at least 24 hours* in advance. If no times are available that work with your schedule, update your Calendar in Outlook or Teams and contact me. You will receive an automated confirmation and reminders from OnceHub, and I ask that you also follow up via **Teams** chat to confirm the topic and the location (assume that the default platform is Teams).

**Collaboration on Group Assignments.** In some cases, you may be asked to collaborate with classmates on a group assignment. For that to work well and serve its purposes, you will need to discuss roles, responsibilities, and the logistics of communicating and collaborating with your group members. I rely on you as adults to do so in a professional manner. If you choose not to collaborate, or if you are not contributing sufficiently to your group, you will be expected to fulfill the project requirements individually, without the benefit of peer input, feedback, and sharing of the workload.

### 5.3. Due dates, late assignments, and extension requests

The schedule for the course including due dates for all weekly tasks and major assignments is available here in the **syllabus** and on the **D2L Assignments** page and will be reflected in the **D2L Calendar**. You are responsible for turning in all assignments on time, including discussion posts, scaffolding tasks, and major assignments. I recommend that you read through the instructions for each module as soon as it is released and allocate time to complete weekly tasks and work toward upcoming major assignments.

Late assignments will not be accepted unless you **contact me via email** to request an extension. Because we cannot always anticipate when a crisis will occur, I will honor the extension request if that email is sent **within 48 hours** after the assignment is due. However, I will deduct 10% from the assignment score for each day from the due date until the assignment is submitted. If you do not request and receive an extension for a late assignment within 48 hours after the assignment is due, I reserve the right to refuse acceptance of that assignment entirely. Also, if late assignments become a pattern, I will no longer grant extensions.

After the second extension request, any late assignment will get an immediate 50% deduction. This policy is in place so that I can continue to support and respond to your work and your classmates' work in a timely manner.

In the case of medical emergencies (for you or someone who depends on you), natural disasters, documented equipment failures, and other unforeseen and unpreventable crises, the deduction (10% per day) and the limit on the total number of extensions (2 per semester) can be waived. I am willing and able to help you if you communicate with me promptly.

#### 5.4. Withdrawal policy if you decide to drop the course

If you decide to withdraw from the course for any reason, please inform me as soon as possible. YOU must then un-enroll YOURSELF from the course. The MSU deadlines to drop courses and avoid penalties are very strict. You have about three weeks to drop a course and receive a refund. You have until the mid-point of the semester to drop the course without impacting your GPA (it will appear as W on your transcript). These dates are listed in the MSU Schedule of Courses, which you can access by going to **Class Search** in the **Student Information System** (<https://student.msu.edu>). You may also find these dates on the MAFLT website's Semester Updates post for the current semester, available here: <https://maflt.cal.msu.edu/semester-updates>.

Further information is available from the MSU Office of the Registrar: [Programs and Policies](#). For further guidance on policies and procedures, see the **Program Handbook** (MAFLT Website and Students SharePoint).

#### 5.5. Use of Materials from the Course

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students that are the copyrighted property of the course instructor are subject to the following conditions of use:

- **Use of instructional materials:** Students may use course materials including videos, lecture slides, and readings **only** for their own course-related purposes.
- **Sharing of instructional materials and recordings:** Students may not post any course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor, and if applicable, any students whose voice or image is included in the recordings.
- Any student violating the conditions described above may face academic disciplinary sanctions.

#### 5.6. Evaluations of Courses and Instructors

**SIRS System:** Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction, and has implemented the SIRS (Student Instructional Rating System) process to gather student feedback. The course utilizes the "online SIRS" system. You will receive an e-mail sometime during the last two weeks of class asking you to fill out the SIRS online form at your convenience. Please note the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been filled out. You will have the option on the online SIRS form to decline to participate in the evaluation of the course – we hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future. You may find out more about the SIRS system at <http://sirsonline.msu.edu>.

**FLT Courses:** For courses in the MAFLT and FLT Certificate programs, students will be asked to complete a program-specific questionnaire at the end of the semester. If you have specific concerns about a course during the semester, wish to discuss specific aspects of the course, or want to appeal a decision made by your instructor, you may contact the Program Director: <https://maflt.cal.msu.edu/program-director>.

## 6. GRADING SCALE

Grading is an extremely complex task. I view each course as a developmental process and each draft of each assignment as a step in that process. Also, I value transparency and clarity in grading. To that end, you will receive a rubric for each assignment detailing the features that I expect to see, and I will use this rubric to assign your grades and provide specific comments. I expect you to use these comments to improve further drafts and assignments. If you read the materials carefully, complete all assignments in a timely manner, and attend to instructor and peer feedback, it is entirely possible to earn a 4.0 in this course.

If you get a 94% or above in this class, you will receive a 4.0. This shows that you met all requirements for the course and demonstrated your learning to an exceptional degree, and you even exceeded expectations in this course. Scores between 88% and 93% equate to 3.5, 82% to 87% to 3.0, etc. At the end of the semester, I reserve the right to adjust final averages based on the distribution of grades in the class. If I do adjust the grades, they will be adjusted fairly across all students, and they will only be adjusted upward.

94% or above is a 4.0 (A)	The student met all requirements for this course and demonstrated his or her learning to an exceptional degree and exceeded expectations in the course.
88% to 93% is a 3.5 (A-)	The student met all requirements for this course and demonstrated his or her learning very well.
82% to 87% is a 3.0 (B)	The student met most of the requirements for this course and demonstrated his or her learning relatively well.
76% to 81% is a 2.5 (C+)	The student did not fulfill all requirements for this course. Learning was demonstrated adequately.
70% to 75% is a 2.0 (C)	The student did not fulfill the requirements for this course. Learning was demonstrated somewhat adequately.

**Note:** *Grades will be reported on an ongoing basis in D2L. You can review your grades and the weight of each assignment by clicking Grades in the Assessments menu. If you have questions or concerns about how your grade appears or is being calculated, please contact me. All percentages above relate to the final grade.*

## 7. GENERAL REQUIREMENTS FOR WRITTEN WORK

1. **Content and quality:** All assignments are expected to be well written. Assignments will be graded on *depth of coverage* (comprehensive/ thorough treatment of the topic reflecting a clear understanding of the subject), *presentation* (clear, concise, readable prose), and *argument* (strength of evidence, and attention to counter arguments where necessary). You will need to use effective strategies for planning, editing, and proofreading your work. Carefully review and follow the individual Guidelines document for each written assignment.

In many cases, you will submit multiple drafts of major assignments. For these assignments, even the first draft needs to fulfill the assignment guidelines completely and will receive instructor and often peer feedback. In addition, you are encouraged to ask someone you trust to review your writing before submitting it to me. This practice is recommended for non-native and native speakers of English and will improve your control of language and style. No professional writing assistant may provide you with help on content, though you can ask someone to proofread your work (i.e., correct spelling and grammar errors). Your assignments must be original and not used in any other class (prior or present) without approval by me and the professor of that other class. Any use of others' work or ideas other than properly cited references to published material will be considered plagiarism and subject to disciplinary action.

2. **Document Format:** All written assignments should be typed and submitted using general format guidelines from the American Psychological Association (APA format). Work that is submitted with major and distracting

format issues may be returned to you for revision and marked as late. Guidance on learning academic style and format is provided in each FLT course and in the general program materials. See D2L, our Spartan365 shared files, or this folder in the MAFLT SharePoint files:

**Documents > All Course Resources > [Academic Writing Help](#)**

Templates and worksheets are provided for you for many assignments. When worksheets include space for your name, date, etc., you do not need to add an additional heading. All other papers should include an appropriate heading and file name. By default, use Times New Roman size 12 font and 1-inch margins all around. Though usually required, double-spacing and cover pages are optional in my courses. In the **top left corner of the first page**, always include a heading that contains your full name, the course number, and the date. Also, indicate the assignment in the heading or in the title.

**3. File Format:** Turn in all written assignments in MS Word format (.doc or .docx). Do not submit PDFs. I will not accept PDFs for written assignments. Do not submit other document types unless you have checked with me that I can read them on my computer and run them through MSU's plagiarism checker. For assignments that involve presentations, web pages, visuals, or other formats, you should still use appropriate style, cite sources using APA format, and proofread. The Assignment Guidelines document for each major assignment will provide further details.

The **file name** for each and every file you submit should include **your last name** and the **title of assignment**. If there will be multiple drafts of the assignment, also indicate draft status. Students often put their names on papers but forget to put their names on associated files, such as slides or student handouts. Your attention to these details is appreciated because it smooths the process of managing paperwork and feedback.

WRONG:        AssignmentTitle\_LastName.docx  
WRONG:        FLT807\_AssignmentTitle.docx  
WRONG:        LastName\_FLT807\_AssignmentTitle.pdf  
RIGHT:        **LastName\_FLT807\_AssignmentTitle\_Draft.docx**

**4. Submitting Written Work:** All assignments should be submitted to the appropriate **D2L Assignments** folder unless explicitly stated otherwise. Please do **not** submit papers by **email** unless you are having technical trouble and cannot resolve it through the Help Desk. When you have successfully uploaded and submitted your file(s), you should receive confirmation on screen and by email, and you will be able to go back to the same Assignments folder in D2L and see a link to your submission. Feedback will appear in the same area of D2L. In some cases, you will also be asked to share your work with peers via D2L Discussions or via Microsoft Teams. Nevertheless, course credit will be based on your submissions in D2L Assignments.

Students often ask about the importance of staying within **length requirements**. The recommended range for each task is intended to help you estimate the scope and demands of the assignment. Points will be deducted if the length is more than 10% above or below the limit. If your document is **too short**, consider adding another key point, further examples, or more detailed explanations. If your document is **too long** and you are finding it difficult to cut it down, return to your outline and reconsider what material is most important for fulfilling the purpose of this paper. You may need to remove or combine sections or reorganize the content in other ways.

**5. Citing Sources in All Course Assignments:** When any assignment includes references to published works of any kind, you must use appropriate practices and format to identify the source of that material. In our field, we use the following style guide: *Style Guide of the American Psychological Association* (7<sup>th</sup> Edition). You can find examples in the reference list at the end of the syllabus, and you will find further resources listed below, on our D2L page, and on our [MAFLT Library Guide](#).



## APA 7<sup>th</sup> Style: [apastyle.apa.org/style-grammar-guidelines](https://apastyle.apa.org/style-grammar-guidelines)

While I fully understand that using sources appropriately is an academic skill that you may still be acquiring in graduate school and will support you in that process, you must strive to observe appropriate citation practices in **any and all work** you submit for this course. That includes papers, presentations, quizzes and exams, discussions, and so on. See further information on academic integrity and penalties for plagiarism below in the University Policies section.

Note that the *APA Style Guide* also provides guidelines on using non-sexist and inclusive language. If you need more information about what constitutes sexist language and how to avoid it, you can consult the APA manual or talk to me. **Please see further information on academic honesty and plagiarism under University Policies.**

**6. Feedback on Written Work:** Once you have submitted an assignment, I will provide feedback in a range of different ways, depending on the type of assignment, the stage in the writing process, and the extent of feedback. I frequently provide a rubric before an assignment is due and use it to show you the components of your score. I also use the Comments function in Word or the markup tools in D2L to make notes on your paper. Once I have responded to your work, you will be able to view your score and attached documents including the scoring rubric and my comments through the same D2L Assignments folder where you submitted the task. When I return documents to you with my feedback, the file name will include the tag “Comments.” It is very important that you access and consider this feedback carefully in further drafts of the same assignment and in subsequent assignments.

In this course, you may also be asked to provide **peer feedback** on the work of one or more of your classmates. Peer feedback allows you to reflect on the challenges of the assignment and to provide and receive guidance in meeting the requirements of the assignment. In each case, I will provide guidance on the priorities and procedure of this process. A portion of your grade will depend on timely and appropriate completion of this task. Please strive to respect the time and efforts of your classmates, as they will strive to respect yours. You may seek assistance with planning, revising, and proofreading your assignments from the **MSU Writing Center**. Schedule Online Consulting here: <http://writing.msu.edu/locations/online/>.

## 8. STUDENT SUPPORT RESOURCES FROM THE MAFLT PROGRAM

The MAFLT Program provides extensive resources to help students understand program and university policies, participate fully and effectively in FLT courses, and thrive as graduate students at MSU. Anyone can access these resources on our public website:

- **MAFLT Website:** Information for anyone at MSU or beyond
  - Current Students: <https://maflt.cal.msu.edu/current-students/>
  - Faculty and Staff: <https://maflt.cal.msu.edu/faculty/>
  - Help and FAQs: <https://maflt.cal.msu.edu/faqs/>
  - Projects and Outcomes: <https://maflt.cal.msu.edu/projects/>

The following resources are available to all students in our programs. If you are enrolled in FLT courses but not officially enrolled in the MAFLT or FLT Certificate, we will give you access to our internal platforms upon request.

- **MAFLT Community site in D2L:** [Homepage - MAFLT Community \(d2l.msu.edu\)](https://d2l.msu.edu/maflt-community)
  - Orientation Modules – Review to find guides and links to resources
  - Click Content to access other folders on Experiential Modules, Final Portfolios, etc.
- **MAFLT Students in the Microsoft “ecosystem”:**
  - **Teams** group: [MAFLT Students - General](#)

- **SharePoint site** for this Team with many useful links to forms, documents, and help resources: [michiganstate.sharepoint.com/sites/MAFLT](https://michiganstate.sharepoint.com/sites/MAFLT)
- **OneNote notebook** – includes an always-growing collection of advice, resources, answers to FAQs, and links – access via Teams or SharePoint or click here: [MAFLT Students Notebook](#)
- **Documents > All Course Resources** – access shared files relevant to all FLT courses via Teams or SharePoint or click here: [All Course Resources](#)

Most importantly, the policies, procedures, and guidelines that pertain to students in our programs and to all graduate students at MSU are provided in the program handbook, available at the link below and also provided in the shared files for this course:

### **Foreign Language Teaching Graduate Program Handbook**

<https://michiganstate.sharepoint.com/sites/MAFLT/SitePages/FLT-Program-Handbook.aspx>

As of 2023, the Program Handbook also includes an Appendix that serves as a guide to each of the following topics. You can find each of them at the link above. Please refer to them as you proceed through the semester.

- **Appendix B: FLT Course Policies and Procedures**
- **Appendix C: Academic Writing (including style, format, and avoiding plagiarism)**
- **Appendix D: Technology in FLT Courses**

## **9. UNIVERSITY POLICIES AND PROCEDURES**

In addition to the guidelines and procedures discussed above, all FLT courses are governed by MSU policies and procedures for graduate students. Explanations of these policies and links to the relevant university websites and documents are provided in the Foreign Language Teaching Graduate Program Handbook. The sections below are excerpts from the University Policies and Procedures section of the Handbook, where you can find details under the same headings.

### **Integrity and Safety in Research and Creative Activities (p. 35-37)**

All MSU students are expected to maintain a high standard of conduct and integrity in their academic work and in their interaction with their peers, their faculty, MSU staff, and others they may encounter through MSU activities. Upholding the Spartan Code of Honor should be a priority throughout the program:

#### **The Spartan Code of Honor Academic Pledge**

[spartanexperiences.msu.edu/about/handbook/spartan-code-of-honor-academic-pledge](https://spartanexperiences.msu.edu/about/handbook/spartan-code-of-honor-academic-pledge)

*As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor in ownership is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.*

#### **Academic Integrity**

Students are expected to follow the University requirements for academic integrity outlined in the document *Guidelines for Integrity in Research and Creative Activities* (see <http://grad.msu.edu/publications/docs/integrityresearch.pdf>).

### ***Procedure for Dealing with Academic Dishonesty***

Any graduate student in the MAFLT Program or Certificate at MSU who is discovered to have plagiarized or falsified data will be dismissed from the program. Within the MAFLT Program, the procedures for dealing with academic dishonesty are as follows:

- Any suspected instance of a violation of academic integrity by a graduate student will be reported to the MAFLT Program Director.
- The instructor may give a failing grade to the student on the assignment or for the course.
- Any graduate student in the MAFLT Program who is discovered to have plagiarized or falsified data will be dismissed from the program.

## **Policies Regarding Security and Privacy of Student Data (p. 37-39)**

### ***Institutional Data Policy***

As a member of the MSU community, students have access to data about the institution and its members. The University has expectations in terms of how it expects its members to be responsible in handling this data.

<https://tech.msu.edu/about/guidelines-policies/msu-institutional-data-policy/>

## **Student Life Policies and Resources (p. 39-41)**

### ***Inclusion and Intercultural Initiatives***

**Required Training:** As of 2021, MSU released a new [Diversity, Equity and Inclusion \(DEI\) Plan](#): As President Stanley recently announced, “The plan was designed as a framework of recommendations to improve the culture around DEI and to work with our strategic planning efforts.” All members of the MSU community are required to complete DEI training. You will receive notifications via email and the Student Information System about this training.

**Further Opportunities:** The Office of Inclusion and Intercultural Initiatives offers a wide variety of resources that apply to MSU units and instructors and may also be useful to you as an educator. You can access those resources here: [Diversity and Inclusion Opportunities](#).

### ***MSU Religious Observance Policy***

It has always been the policy of MSU to permit students and faculty to observe those holidays set aside by their chosen religious faith. If you wish to request accommodations such as an adjustment of due dates on course assignments due to a religious holiday or event, you are expected to contact your instructor in advance to make arrangements in advance. Please visit:

<http://www.reg.msu.edu/ROInfo/Notices/ReligiousPolicy.asp>).

### ***Disability Accommodation Requests***

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at <http://www.rcpd.msu.edu>. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to your instructor at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible. Please visit:

<http://www.rcpd.msu.edu/Awareness/Home>.

### ***Counseling and Psychological Services (CAPS)***

Counseling services are available to distance-based MSU students as well as campus-based students

through MSU Counseling and Psychiatric services, “the place on campus for students seeking help for a wide range of concerns, including depression, anxiety, stress management, homesickness, adjustment or acculturation, relationships, gender identity and sexual orientation (LGBTQ) concerns, substance abuse, trauma, eating or body image concerns, and other personal mental health concerns” ([caps.msu.edu/about-us/index.html](https://caps.msu.edu/about-us/index.html)).

# FLT 807 COURSE MATERIALS

## Reference List for Readings and Resources

### **Main Textbook**

**Techniques & Principles** = Larsen-Freeman, D., & Anderson, M. (2011). *Techniques & principles in language teaching*. Oxford University Press.

**HBLT** = Long, M. & Doughty, C. (Eds.). (2009). *The handbook of language teaching* [Wiley Online Library version]. Retrieved from <http://onlinelibrary.wiley.com>. (Access via MSU Library)

### **Video Series**

**Bateman, B., & Lago, B.** (Eds.). (2011). *Methods of Language Teaching* (video series). Routledge.

**Teaching Foreign Languages K-12: A Library of Classroom Practices** (2003, 2016) – Access via Annenberg Learner site (<https://www.learner.org/resources/series185.html>).

### **External Web Sites**

**ACTFL Standards** (American Council on the Teaching of Foreign Languages) > [www.actfl.org/educator-resources](http://www.actfl.org/educator-resources)

**COERLL Modules** (Center for Open Educational Resources and Language Learning (COERLL) Foreign Language Teaching Methods) > [coerll.utexas.edu/methods](http://coerll.utexas.edu/methods)

**TELL Project** (Teacher Effectiveness for Language Learning) > [www.tellproject.org](http://www.tellproject.org)

### **Book Chapters**

**Blaz, D.** (2016). *Differentiated instruction: A guide for world language teachers* (Second edition). Routledge. <https://doi-org.proxy1.cl.msu.edu/10.4324/9781315695648> > Ch 1 and 2

**Graves, K.** (2014). Ch 4: Syllabus and curriculum design for second language teaching. In Celce-Murcia, M., Brinton, D., & Snow, M.A. (Eds.), *Teaching English as a second or foreign language* (4th ed.) (pp. 46-62). Heinle.

**Masuhara, H.** (2011). Ch 10 What do teachers really want from coursebooks? In B. Tomlinson (Ed.), *Materials Development in Language Teaching* (pp. 236–266). Cambridge University Press. Access via [Ebook Central](#).

**Murphy, J.** (2014). Ch 39: Reflective Teaching: Principles and Practices. In Celce-Murcia, M., Brinton, D., & Snow, M.A. (Eds.), *Teaching English as a second or foreign language* (4th ed.) (pp. 613-629). Heinle.

**Purgason, K.** (2014). Lesson planning. In Celce-Murcia, M., Brinton, D., & Snow, M.A. (Eds.), *Teaching English as a second or foreign language* (4th ed.) (pp. 362-379). Heinle.

**Richards, J., & Lockhart, C.** (1996). Ch 7: Interaction in the second language classroom. In *Reflective teaching in second language classrooms*. Cambridge University Press.

**Tomlinson, B.** (Ed.). (2012). Chapters 11, 13, 14, and 15 in *Applied linguistics and materials development*. Bloomsbury Academic. [MSU Library catalog](#) or [Ebook Central](#).

### **Articles from Scholarly Journals**

- Bateman**, B. E. (2008). Student teachers' attitudes and beliefs about using the target language in the classroom. *Foreign Language Annals*, 41(1), 11-28.
- Borg, M. (2004). The apprenticeship of observation. *ELT Journal*, 58(July), 274–276.  
<https://doi.org/10.1093/elt/58.3.274>
- De la Fuente**, M. J. (2006). Classroom L2 vocabulary acquisition: Investigating the role of pedagogical tasks and form-focused instruction. *Language Teaching Research*, 10(3), 263-295.
- Ellis**, R. (2006). Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly*, 40(1), 83-107.
- Erlam**, R. (2016). “I’m still not sure what a task is”: Teachers designing language tasks. *Language Teaching Research*, 20(3), 279–299.
- Kumaravadivelu**, B. (2001). Toward a postmethod pedagogy. *TESOL Quarterly*, 35(4), 537-560.
- Leung**, C., & **Valdès**, G. (2019). Translanguaging and the transdisciplinary framework for language teaching and learning in a multilingual world. *The Modern Language Journal*, 103(2), 348–370.
- Sato**, M., & **Loewen**, S. (2019). Do teachers care about research? The research–pedagogy dialogue. *ELT Journal*, 73(1), 1–10.
- Savignon**, S. J. (1991). Communicative language teaching: State of the art. *TESOL Quarterly*, 25(2), 261–277.
- Ushioda**, E. (2011). Language learning motivation, self and identity: current theoretical perspectives. *Computer Assisted Language Learning*, 24(3), 199-210.
- Wu**, M.-H., & **Chang**, T. P. (2012). Designing and implementing a macro-approaches-based curriculum for heritage language learners. *Innovation in Language Learning and Teaching*, 6(2), 145-155.
- Zyzik**, E. C., & **Polio**, C. (2008). Incidental focus on form in Spanish literature courses. *The Modern Language Journal*, 92(1), 50-73.

### **Supplemental Resources Optional texts to use as references for course assignments.**

- Chapelle**, C., & **Sauro**, S. (Eds.). (2017). *The handbook of technology and second language teaching and learning*. Wiley-Blackwell. Access via [MSU Library](#) catalog or [Wiley Online](#).
- Fortune**, T. W., & **Tedick**, D. J. (Eds.). (2008). *Pathways to multilingualism: Evolving perspectives on immersion education*. Multilingual Matters. [MSU Library ebook](#).
- Long**, M. (2014). *Second language acquisition and task-based language teaching*. Malden, MA: Wiley-Blackwell. Access via [Wiley Online](#).
- Ritz**, C. (2021). *Leading your world language program: Strategies for design and supervision, even if you don't speak the language!* Routledge. <https://doi.org/10.4324/9781003032380>
- Tomlinson**, B. (Ed.). (2014). *Developing materials for language teaching*. Bloomsbury. Access via [EBSCOhost](#).
- Tomlinson**, B., & **Masuhara**, H. (Eds.). (2018). *The complete guide to the theory and practice of materials development for language learning*. Wiley-Blackwell. Access via [Ebook Central](#).
- Wassell**, B., & **Glynn**, C. (Eds.). (2022). *Transforming world language teaching and teacher education for equity and justice: Pushing boundaries in U.S. contexts*. Multilingual Matters. Access via [Ebook Central](#).

## FLT 807 COURSE SCHEDULE – SUMMER 2023

Schedule	Readings and Resources	Assignments	Due date:
<b>Module 0</b> Getting Started	Course Overview and Introductions <ul style="list-style-type: none"> <li>• <i>Techniques &amp; Principles</i> Ch 1 Introduction</li> <li>• Savignon (1991) “Communicative language teaching: State of the art”</li> </ul>	Getting Started items Discussion 0	Monday, May 22
<b>Module 1</b> Traditional Methods	<ul style="list-style-type: none"> <li>• <i>Techniques &amp; Principles</i> Ch 2 Grammar-Translation (GT)</li> <li>• <i>Techniques &amp; Principles</i> Ch 4 Audio-Lingual Method (ALM)</li> <li>• Borg (2004) “Apprenticeship of observation”</li> <li>• <a href="#">Methods Video Series</a> – GT &amp; ALM Videos</li> </ul>	Discussion 1 Quiz 1	Thursday, May 25
<b>Module 2</b> Experimental Methods	<ul style="list-style-type: none"> <li>• <i>Techniques &amp; Principles</i> Ch 5 Silent Way, Ch 6 Desuggestopedia, and Ch 7 Community Language Learning</li> <li>• Kumaravadivelu (2001) “Toward a postmethod pedagogy”</li> </ul>	Discussion 2 Quiz 2  <b>DUE:</b> <b>FLT</b> <b>Autobiography</b>	Monday, June 5
<b>Module 3</b> Learning and Acquisition	<ul style="list-style-type: none"> <li>• <i>Techniques &amp; Principles</i> Ch 3 Direct Method</li> <li>• <i>Techniques &amp; Principles</i> Ch 8 Total Physical Response</li> <li>• Krashen (2017) “The case for comprehensible input” in <i>Language Magazine</i></li> <li>• <a href="#">Methods Video Series</a>– Natural Approach</li> </ul>	Discussion 3 Quiz 3  <i>Propose materials for Textbook Critique</i>	Monday, May 29
<b>Module 4</b> Contemporary Communicative Methods	<ul style="list-style-type: none"> <li>• <i>Techniques &amp; Principles</i> Ch 9 Communicative Language Teaching</li> <li>• Richards &amp; Lockhart (1996) Ch 7 Interaction in the L2 Classroom (PDF provided)</li> <li>• <a href="#">Methods Video Series</a>– Communicative Language Teaching and TPRS</li> </ul>	Discussion 4 Quiz 4  <b>DUE :</b> <b>Observation / Evaluation Report</b>	Monday, June 12
<b>Module 5</b> Planning for Proficiency-Based FLT	<ul style="list-style-type: none"> <li>• ACTFL Educator Resources: <a href="#">Proficiency Guidelines</a> and <a href="#">Guiding Principles</a></li> <li>• Purgason (2014) Ch 23 Lesson Planning</li> <li>• Resources on Skills and Modes: <ul style="list-style-type: none"> <li>○ Tomlinson (2012) Chapters on traditional 4 skills</li> <li>○ <a href="#">COERLL FLT Methods Modules</a> - various skills</li> <li>○ <a href="#">CARLA Training: Design Performance Tasks</a></li> </ul> </li> </ul>	Discussion 5 Quiz 5	Monday, June 19
<b>Module 6</b> Task-Based Language Teaching	<ul style="list-style-type: none"> <li>• ACTFL Educator Resources: <a href="#">Can-Do Statements</a></li> <li>• <i>Techniques &amp; Principles</i> Ch 11 Task-Based Language Teaching</li> <li>• González-Lloret (2017) “Technology for TBLT”</li> <li>• Erlam (2016) “I’m still not sure what a task is”</li> <li>• <a href="#">Methods Video Series</a>- TBLT</li> </ul>	Discussion 6 Quiz 6  <b>DUE:</b> <b>Interpersonal Activity Design</b>	Monday, June 26
<b>Module 7</b> Content-Based Instruction and Immersion	<ul style="list-style-type: none"> <li>• <i>Techniques &amp; Principles</i> Ch 10 Content-Based Instruction</li> <li>• Fortune, Tedick, &amp; Walker (2011) – Integrated language &amp; content in immersion</li> <li>• Paesani &amp; Allen (2012) Beyond the language-content divide</li> <li>• <a href="#">Methods Video Series</a>– CBI</li> </ul>	Discussion 7 Quiz 7	Monday, July 3

<b>Module 8</b> Teaching Grammar & Vocabulary for Proficiency	<ul style="list-style-type: none"> <li>Ellis (2006) Current issues in the teaching of grammar</li> <li>Zyzik &amp; Polio (2008) – Incidental focus on form in Spanish literature courses OR</li> <li>De la Fuente (2006) Classroom L2 vocabulary acquisition</li> <li>Supplemental Presentation : Lanier (2023) Communicative Grammar and Other Oxymorons</li> </ul>	Discussion 8 Quiz 8  <b>DUE: Interpretive- Presentational Activity Design</b>	Monday, July 10
<b>Module 9</b> Choosing Materials and Curricula	<ul style="list-style-type: none"> <li>Graves (2014) Ch 4 Syllabus and Curriculum Design</li> <li>Masuhara (2011) Ch 10 What do teachers really want from coursebooks? From <a href="#">Materials Dev in LT</a></li> <li>See also: Tomlinson (2013) Ch 1 Materials Evaluation</li> </ul>	Discussion 9 Quiz 9	Monday, July 17
<b>Module 10</b> Strategies & Motivation	<ul style="list-style-type: none"> <li><i>Techniques &amp; Principles</i> Ch 13 Learning Strategies</li> <li>Ushioda (2011) “Language learning motivation, self, and identity”</li> <li>Blaz (2016) <a href="#">Differentiated Instruction Ch 1 &amp; 2</a></li> <li>Wu &amp; Chang (2012) “Macro-Strategies for Chinese Heritage Language Learners”</li> </ul>	Discussion 10 Quiz 10  <b>DUE: Textbook Critique Draft</b>	Monday, July 24
<b>Module 11</b> Reflective Teaching & Teacher Inquiry	<ul style="list-style-type: none"> <li>Murphy (2014) Ch 39 Reflective Teaching</li> <li>Bateman (2008) “Teacher beliefs about using target language”</li> <li>Sato &amp; Loewen (2019) “Do teachers care about research?”</li> </ul>	Discussion 11 Quiz 11  <b>DUE: Peer Review of Textbook Critique</b>	Monday, July 31
<b>Module 12</b> Translanguaging & Technology	<ul style="list-style-type: none"> <li>Leung &amp; Valdès (2019) “Translanguaging and the transdisciplinary framework”</li> <li>Reinders &amp; White (2011) Learner autonomy and technology</li> <li>Terantino (2020) Transitioning to K-12 Online Language Learning: Essential Questions for Teachers (<a href="http://fltmag.com">fltmag.com</a>)</li> </ul>	Discussion 12  <b>DUE: Teaching Philosophy</b>	Monday, August 7
<b>Cumulative Review &amp; Final Papers</b>	<ul style="list-style-type: none"> <li>Optional: <i>Techniques &amp; Principles</i> Ch 15 Conclusion</li> <li><b>Cumulative Quiz</b> – The review quiz will be available online via D2L, much like your module quizzes. Study guides will be provided via Google Drive.</li> </ul>	<b>DUE: Cumulative Quiz</b>  <b>Activity Design Presentations</b>	Monday, August 14  <b>Tuesday, August 15</b>
<b>Final Versions of All Papers</b>	<ul style="list-style-type: none"> <li>Revised versions of the Teaching Philosophy and Textbook Review must be submitted by Friday, August 18, at 5 p.m. Any materials received after this date will not be considered for credit in the current semester.</li> </ul>	<b>Final Versions of Papers</b>	<b>Friday, August 18 at 5 p.m.</b>

**Accessing Course Materials:** To find the materials listed above, use the author name and year to locate each reading in the FLT 807 Course Materials list. Information and links will also appear in D2L on the Readings and Resources page of each module. Files are shared for some readings, via D2L and in our Spartan 365 Shared Files for this course:

[FLT 807 Methods US23 Lanier \(sharepoint.com\) > Documents = Files > General](#)

**Other Important Dates and Information:**

Student Information System: <https://student.msu.edu>

MSU Academic Calendar: <https://reg.msu.edu/roinfo/calendar/academic.aspx>

MAFLT Website: <https://maflt.cal.msu.edu/semester-updates/>



**NOTE:** This schedule is subject to change at the instructor's discretion. I will strive to make few, if any, changes to this plan. However, due to unforeseen circumstances we may need to adjust a reading or a due date. If that occurs, you will receive an email, very clear notifications in the relevant module AND corresponding changes to dates in D2L.

- **Module Tasks:** Discussions and Quizzes are due on Mondays at midnight (11:59p.m.) in your time zone. Discussion participation includes a new main post in the current module's discussion forum and a reply to peers in the previous module's discussion forum. Quizzes can be taken multiple times if you want to preview them or increase your score. See instructions in D2L.
- **Assignment Guidelines:** For each of the major assignments listed on the schedule, instructions are provided in the Assignment Guidelines folder in D2L and in the corresponding folder in our Spartan365 shared files. Links and advice will also be provided in the relevant modules. Materials will be submitted to folders in D2L Assignments. You may also be asked, optionally, to share your materials with your peers via Teams.
- **Virtual Meetings:** In FLT courses, virtual meetings are sometimes offered but always optional. Meetings will be scheduled at times that will fit the schedules of as many students as possible. If you can, please plan for a virtual meeting at the end of the semester on Tuesday, August 15, at 4 p.m. Eastern.