

# **SLAVIC 535: METHODS OF TEACHING RUSSIAN**

## **Graduate Seminar for the Princeton University Slavic Department**

Tuesdays from 7:00 to 10:00 pm

### Required Readings:

1. Primary Textbook: Klaus BRANDL, *Communicative Language Teaching in Action*, Pearson Prentice Hall, 2007
2. Additional readings as listed below and are posted to Blackboard, in alphabetical order by author

### **Week by Week Topical Plan and Schedule of Readings and Assignments**

*In class, I will model activities that students can use in the Russian classroom in accordance with Woodward's theory of Loop Input. The content of the class activity will be methodology of teaching Russian at the college level, but the activity framework itself will be one that can be used in the college Russian-language classroom.*

*Students should expect to do 3 hours of homework per week for this class, excluding observations and guest teaching assignments.*

Wed. Sept. 10 / Week 1: History of foreign language education and history of the teaching of Russian in the US; Theories of second language acquisition; Theory of multiple intelligences; Learner profiles and learning styles.

Readings for Week 1: Brandl Chapter 1. Gardner, "Multiple Intelligence Overview." MLA Report on Foreign Languages and Higher Education. Benjamin Rifkin, "Learners' Goals and Curricular Design."

No class the week of Sept. 15. Observe two foreign language classes this week as follows: one class in a language you do not know at all (have never studied) at the first-year level and one class in a language you know a little bit (*not* Russian!) at a third- or fourth-year level. Guidelines for observation will be distributed in class on Sept. 10. In addition, select two textbooks for your textbook comparison project. The Princeton Slavic Department is developing a textbook collection for this purpose (and to provide you with resources when you go on the job market and make campus visits to institutions using textbooks other than those with which you are most familiar.) I will distribute a list of textbooks in class and you will sign up for which textbooks you will compare so that we have a good distribution (good coverage) of textbooks for our comparison project.

Tues., Sept. 23 / Week 2: Proficiency Guidelines and Standards for Language Learning in the context of the post-secondary Russian curriculum; Research on language learning outcomes in Russian; Short term and daily lesson planning; Heritage and Foreign Language Learners in the Russian classroom.

Readings for Week 2: Proficiency Guidelines (read from Link to ACTFL site, watch *some* of the sample language performances for English). ACTFL World-Readiness Standards for Language Learning. Brandl Chapter 2. Group 1: Benjamin Rifkin, “A Ceiling Effect.” Group 2: Dan Davidson, “Study Abroad: When, How Long, and With What Results?” Group 3: Kagan and Careira, “The Results of the National Heritage Language Survey: Implications for Teaching, Curriculum, Design, and Professional Development.”

Tues., Sept. 30 / Week 3: Instructional Sequencing and Task Design in the Russian Curriculum. Significant Learning. Reflections on Class Observations 1. *Quiz on SLA and foreign language education terminology will be administered in class this week.*

Assigned Readings for Week 3: Brandl Chapter 6. Benjamin Rifkin, “Guidelines for Foreign Language Lesson Planning.” Excerpt from L. Dee Fink, “Guide to Significant Learning.” Bloom’s Taxonomy – Action Verbs.

Tues., Oct. 7 / Week 4: Teaching Speaking in the Russian Curriculum. Interaction Patterns in the Russian Classroom. Reflections on Class Observations 2.

Reading for Week 4: Brandl Chapter 8. Benjamin Rifkin, “Oral Proficiency Learning Outcomes and Curricular Design.” Test Example 4 – Oral Exam Grading Rubric. Additional Readings by Group as Follows - Group 1: Michaelsen, Fink, and Knight, “Designing Effective Group Activities.” Group 2: MacPherson, p. 1-19, “Cooperative Learning Group Activities.”

Tues., Oct. 14 / Week 5: Teaching Grammar and Writing in the Russian Curriculum. Error Correction and Feedback in the Teaching of Russian. Reflections on Class Observations 3.

Readings for Week 5: Brandl Chapter 4. Omaggio-Hadley, Teaching Language in Context, Chapter 7; Review Writing Proficiency Guidelines and read Writing Samples (on Blackboard) – Group 1 reads Writing Samples 1, Group 2 reads Writing Samples 2. Read also Error Correction Strategies (listed as such on Blackboard). In addition, read either Brown, Bown & Egget or Brown, Solovieva and Bown. With regard to the teaching of grammar, prepare for a debate in class with these 3 articles: Wong and VanPatten, “The Evidence is IN: Drills are OUT.” Leaver, et al., “Response to Wong and VanPatten.” Comer & DeBenedette, “Processing Instruction in Russian.”

Tues., Oct. 21 / Week 6: Teaching Listening and Reading in the Russian Curriculum. Reflections on Russian-Language Textbooks. Reflections on Observations 4.

Readings for Week 6: Brandl Chapters 7, 9. Review assigned textbook with regard to listening comprehension. Thompson and Rubin, “Can Strategy Instruction Improve Listening Comprehension?” RAILS program (on-line). By this week you must have read selected chapters from the two textbooks you are comparing for the textbook comparison project.

Tues., Oct. 28: Fall Break, no class. You will be assigned a poem, song, video clip, or newspaper article around which to create a lesson to present for discussion in class after Fall Break.

Tues., Nov. 4 / Week 7: Lesson Planning Activities. Students will be assigned Russian language materials, such as a poem, song, video clip, or newspaper article, around which to develop lessons integrating all four language skills, grammar, and culture at assigned proficiency levels. There are no additional reading assignments for this week, but review previous reading assignments to be ready to engage in lesson planning activities in class.

Tues., Nov. 11 / Week 8: Presentation of individual lesson plans: Students will present, in class, the draft of the plan of the lesson they will teach in a Princeton Russian language class. Students will get feedback on their lesson plans in class from peers and by e-mail from the instructor by end of Week 8. Students must plan to teach their lesson plans before class in week 11 and must coordinate with host instructors accordingly.

We will be meeting by Chat on *Wednesday, Nov. 19* instead of in class on Tuesday as usual.

Wed., Nov. 19 from 8 to 10 pm / Week 9: The Use of Technology in the Russian Language Curriculum: Student Presentations by Chat.

Readings for Week 9: Richard Robin, “Computers and Pedagogy in Russian.” Benjamin Rifkin, “Criteria for the Assessment of Foreign Language Instructional Software and Websites.” Leaver, Ehrman, Lekic, “Distinguished Level Learning On-Line ...” Students will also be assigned one of four additional articles in Language Learning and Technology: Abraham-Williams, Cai and Zhu, Ritchie and Black, Rucks, or Russell. Optional reading (background for technology presentation): Language learning and social media.

Tues., Nov. 25 / Week 10: Teaching Culture in the Russian Language Curriculum

Readings for Week 10: Omaggio-Hadley Chapter 8. Read AAC&U LEAP Program (link on Blackboard) and download and read the VALUE Rubrics for Intercultural Competence and Global Knowledge (see [www.aacu.org/leap](http://www.aacu.org/leap)). Compare them with what you have seen in the World-Readiness Standards for Language Learning.

Tues., Dec. 2 / Week 11: Testing and Assessment in the Russian Language Curriculum. Discussion of lesson plans as realized in guest teaching experiences. Submit your reflection on your own teaching by the time class meets today.

Readings for Week 11: Brandl Chapter 10. Omaggio-Hadley Chapter 9. Test Examples 1-3.

Tues., Dec. 9 / Week 12: Infrastructure of the Russian field: Textbooks and Organizations. Infrastructure of Higher Education in the United States: “What’s a provost?” Test due in class this week *and* must be submitted through Blackboard.

Reading for Week 12: Individual assignments to compare two Russian textbooks and give a presentation about the textbook comparison. In addition, students will be assigned to research one professional organization and present it in class: AATSEEL, ACTR/American Councils for International Education, MAPRIAL, ACTFL, NECTFL, ASEES, MLA, CALICO, MERLOT, NCOLCTL, AAC&U, National Heritage Language Resource Center, CALPER, CARLA, CASLS, Slavic and East European Language Resource Center, and TeachRussian.org. (All of these organizations have a link on Blackboard.)

Final Assignments all due on January 19, 2015.

### **Evaluation of Student Performance**

If you come to class and participate regularly and if you submit all your assignments, thoughtfully completed, you will earn an A in this course.

1. Class Participation
2. Language class observation reflections. Every student is required to observe several language classes as follows: One first-year language class in a language s/he does not know at all; one third- or fourth-year language class in a language s/he knows a little bit (but not Russian); and as many Russian-language classes as necessary to prepare for the guest teaching assignment. Students must write reflections (approximately 500 words) after each of the two required observations and submit them through Blackboard.
3. Quiz on Language Teaching Methodology Terminology and SLA Theory (based on theory of second language acquisition and history of foreign language teaching in the US): Administered in class in week 3.
4. Lesson Plan for a 4-skills lesson in a Princeton Russian class: This class will be taught in weeks 9 or 10 of the semester (before Thanksgiving) so students must coordinate with host instructors, whenever relevant, to determine the date and therefore topics of instruction.
5. Post-Reflection (500 words) on the teaching of that lesson, submitted with the video recording of the lesson.
6. Technology Presentation: Students will be given individual assignments to explore the strengths and weaknesses of a given technology platform or product for the teaching of Russian in the college curriculum and will present that platform or product in class in Week 9. For instance, you may choose Instagram, Pinterest, Facebook, Twitter, LiveMocha, Busuu, Italki, Palabea, Lang8, VoxSwap, YouTube/Vimeo, Duolingo,

Slideshare, Tumblr, World of Warcraft, SecondLife, Mobile Games, etc. Presentations must be short and will be given **by chat**. You must describe the platform or product with reference to readings about technology assigned for that week. Submit a written narrative of your presentation through Blackboard by class on November 19.

7. Textbook Comparison and Infrastructure Assignment: Due in class in Week 12. Students will be assigned particular topics and textbooks, among these options: Beginners Russian, Golosa Volume 1, Nachalo, Russian Stage One, Troika, V puti, Russian Stage Two, Golosa Volume 2, Making Progress in Russian, Russian Stage 3, Russian in Use, Advanced Russian through History, Advanced Russian from Reading to Speaking, Russian for Russians, Cinema for Russian Conversation, Sofia Petrovna. In addition, students will be assigned one language organization to describe in a brief presentation in class.
8. Test assessing student listening, reading, grammar, communicative writing, and intercultural competence for a chapter in *Golosa* Volume 1 or 2. (To be clear: I will not be testing you: you will create a test to evaluate your students' mastery of the material in the chapter you've selected from *Golosa*). Your test must be one that can be administered in 40 minutes in the classroom and must reflect the standards for language learning and the material covered in the given chapter. Submit through Blackboard by January 19. Your test must be linguistically and culturally accurate and authentic.
9. Lesson Plan for a 3rd year Russian class combining grammar, culture and two modalities OR a Writing Task for a 4<sup>th</sup> year Russian class. Due as part of final portfolio, submitted through Blackboard during exam week.
10. Course Proposal: Draw up a proposal for a new course to be taught to fourth-year Russian students with a Russian-language component and students without Russian-language experience. Due as part of final portfolio, submitted through Blackboard during exam week.